

Asia-Pacific SDG4 Midterm Review

New Zealand National Report

October 2023

Contents

Introduction	3
Chapter 1: Key Context	4
Chapter 2: Summary of New Zealand’s progress towards SDG4 targets	7
Chapter 3: Target-specific progress and initiatives	8
3.1 Target 1: Free Primary and Secondary Education	8
3.2 Target 2: Equal Access to Quality Pre-primary Education	12
3.3 Target 3: Equal Access to Affordable TVET and Higher Education and Target 4: Increase the Number of People with Relevant Skills for Decent Work	16
3.5 Target 5: Eliminate all Discrimination in Education	25
3.6 Target 6: Universal Youth Literacy and Numeracy	31
3.7 Target 7: Education for Sustainable Development and Global Citizenship	32
3.8 Target a) Build and Upgrade Inclusive and Safe Schools.....	34
3.9 Target b) Expand Higher Education Scholarships for Developing Countries	37
3.10 Target c) Increase the Supply of Qualified Teachers in Developing Countries	38
Chapter 4: Impact of the COVID-19 Pandemic on Progress of SDG 4 .	43
Annex: List of initiatives funded through Budget 2023	45

Introduction

In 2015, Aotearoa New Zealand, along with 192 other United Nations (UN) member states, adopted the 2030 Agenda for Sustainable Development, which includes 17 Sustainable Development Goals (SDGs) aimed at addressing global challenges and promoting sustainable development worldwide. This report provides an overview of Aotearoa New Zealand's progress towards achieving SDG4 – Quality Education since 2015, highlighting our priorities in education and alignment with the targets of SDG4.

The Ministry of Education Te Tāhuhu o te Mātauranga (the Ministry) is the government agency responsible for education in Aotearoa New Zealand. The Ministry's *Statement of Intent* sets out how we plan to deliver on our purpose to shape an education system that delivers equitable and excellent outcomes. It also sets out what the Ministry will do to improve outcomes for learners, how to support this change, and how progress will be measured.

The Ministry's objectives for education align with SDG4's vision of ensuring that every child, regardless of their background, has access to quality education. The Ministry has implemented policies and initiatives to achieve barrier-free access so that education opportunities and outcomes are within reach for every learner, to create education environments that are learner-centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful. The Ministry is committed to growing and strengthening Kaupapa Māori and Māori medium education pathways, and delivering the system improvements to ensure more equitable learning outcomes for Māori and Pacific learners, their families and communities.

The Ministry acknowledges the importance of education as a fundamental driver of sustainable development, and our educational goals for Aotearoa New Zealand align broadly with SDG4. The Ministry is committed to the provision of quality education. This commitment is reflected in our focus on curriculum development, teacher training, and assessment practices that promote high academic standards. Aotearoa New Zealand's efforts to support quality education align with SDG4's target of ensuring that all learners acquire the knowledge and skills needed to promote sustainable development.

Recognising the importance of lifelong learning, and in alignment with SDG4, Aotearoa New Zealand's education system aims to support continuous learning and skill development through a variety of policies and programmes. Our commitment to lifelong learning extends beyond formal education institutions, encompassing adult education and vocational training. This approach supports SDG4's aim of providing opportunities for people of all ages to acquire knowledge and skills that are relevant to their personal and professional development.

Although many of our young people achieve at high levels in some areas, evidence shows that our education system is not delivering for all. Inequity remains a persistent and serious issue, with insufficient progress toward equity of educational outcomes, particularly for Māori and Pacific students and those with disabilities and learning support needs.

Chapter 1: Key Context

Understanding the broader context within which the education system operates is essential for assessing our progress toward achieving SDG4. This chapter provides an overview of some of the factors that influence education in Aotearoa New Zealand.

Te Tiriti o Waitangi / Treaty of Waitangi

Aotearoa New Zealand is founded on a partnership between Māori, the tangata whenua or indigenous people of Aotearoa New Zealand, and the Crown (or by our government).

In 1840, a founding constitutional document was signed; the te reo Māori version was called Te Tiriti o Waitangi (Te Tiriti) and the English version, the Treaty of Waitangi. The intent was to formalise an enduring partnership between Māori and the Crown. Te Tiriti/the Treaty encompasses both individual and collective rights and provides a framework for the State to promote, protect and respect indigenous rights.

Te Tiriti/the Treaty consists of a preamble and three articles. The influence of Te Tiriti/the Treaty on Aotearoa New Zealand's constitution has evolved since its signing. Since 1975, reference to it has been included in many laws passed by Parliament, and the courts and Waitangi Tribunal have developed a considerable body of Te Tiriti/the Treaty jurisprudence.¹ Today, Te Tiriti/the Treaty is recognised as a foundational document of Aotearoa New Zealand that has significant constitutional, historical and ongoing importance.

As a partner to Te Tiriti/the Treaty, the Crown has a duty to actively promote and protect Tiriti/Treaty rights. Therefore, government education agencies must develop education policy and settings in a way that uphold this duty. While there is much to be proud of in the Aotearoa New Zealand education system, the Ministry is committed to continuous improvement.

Environmental challenges

Aotearoa New Zealand, like other countries in the Pacific region, is subject to highly variable weather patterns. Climate change is exacerbating the frequency and magnitude of extreme weather events and natural disaster.

For example, in February 2023, Cyclone Gabrielle caused historic rainfall and flooding, wind damage, and storm surges across the North Island. This resulted in widespread destruction and a long and costly recovery. The rise in extreme weather events such as this can impact health and safety, network outages, school property and school housing, access to schools and learning, climate anxiety and wellbeing.

Biodiversity is another key interest for the Aotearoa New Zealand. While some native species' populations are improving, many are in decline. The Government is working on reversing this decline and making sure our native plants and animals are healthy and resilient.

Social wellbeing

In 2021, Statistics New Zealand published a Wellbeing Statistics report which captures a picture of social wellbeing in Aotearoa New Zealand. The statistics were based on people's assessments of their own lives, such as how satisfied they are, and objective information, such as their labour force status. The data collection began on 1 April 2021, a year after the first COVID-19 lockdown, and finished early, on 17 August 2021, due to the first community outbreak of the Delta variant.

Key findings from this report indicated that most people in Aotearoa New Zealand are still satisfied with their lives and optimistic for the future. Other notable findings included:

- low-income households feel less in control of their lives
- satisfaction with work-life balance increases with age

¹ Te Tiriti o Waitangi/ Treaty of Waitangi Guidance, Cabinet Office, page 1

<https://www.tearawhiti.govt.nz/assets/Tools-and-Resources/CO-19-5-Treaty-of-Waitangi-Guidance-for-Agencies.pdf>

- more people say they have enough money to meet their needs than in previous years
- people still rate their general health well
- renters rate housing affordability lower than homeowners
- mental wellbeing has declined
- majority of people feel safe at night home alone
- increase in loneliness comparing to previous years
- decrease in people's high trust of others
- te reo Māori proficiency has increased across the board

For more information on the Wellbeing Statistics: 2021 see: <https://www.stats.govt.nz/information-releases/wellbeing-statistics-2021/>

Aotearoa New Zealand's education system

Education in Aotearoa New Zealand is a student-centred pathway providing continuous learning progression and choice for students. It has three levels:

- early childhood education (ECE) - from birth to school entry age
- primary and secondary schools - from 5 to 19 years of age (school is compulsory from 6 to 16 years of age)
- further education - higher education, including tertiary, and technical and vocational education.

The key features of Aotearoa New Zealand's education system are:

- an open and flexible curriculum which focuses on learning and life competencies as well as specific skills and knowledge
- a school qualification framework that supports learners to choose from a wide variety of pathways
- a tertiary education system with government support being increasingly focused on labour market needs.

In Aotearoa New Zealand, schooling is compulsory from ages six to 16 and public education is free for New Zealand citizens and permanent residents between the ages of five to 19 at state schools. These features ensure that our system can respond to changes in the nature of jobs and trends in skills requirements, while maintaining quality education and training.

The Education and Training Act 2020 (the Education and Training Act), provides the legal framework for the education system. The Education and Training Act specifies education rights and obligations; statutory education entities' roles and their governance; the licensing and funding of ECE services; school management and governance; international education; and the tertiary education sector entities' roles and responsibilities.

For more information on the Education and Training Act, see: <https://www.education.govt.nz/our-work/legislation/education-and-training-act-2020/>

The Ministry prioritises innovative policies and initiatives that ensure educational achievement for every child and young person. In March 2021, the Aotearoa New Zealand Government set five objectives for the education system as part of the Education Work Programme, which has a strong focus on implementation and delivery, and on addressing system issues within the education system. These objectives are:

- learners at the centre: learners with their whānau are at the centre of education
- barrier-free access: great education opportunities and outcomes are within reach for every learner

- quality teaching and leadership: quality teaching and leadership make the difference for learners and their whānau
- future of learning and work: learning that is relevant to the lives of New Zealanders today and throughout their lives
- world class inclusive public education: New Zealand education is trusted and sustainable.

Aotearoa New Zealand schools are self-managing, enabling them to develop locally relevant learning programmes, based on our National Curriculum (the New Zealand Curriculum for English-medium schools and Te Marautanga o Aotearoa for Māori-medium schools). They are designed to be non-sexist, non-racist and non-discriminatory. For ECE, our curriculum framework (Te Whāriki) provides clear and empowering learning outcomes. The National Certificate of Education Achievement (NCEA) is outcomes-based qualification for secondary school students that can be achieved in a variety of settings.

English medium and Māori medium education

In Aotearoa New Zealand's education system, English medium education refers to the mainstream educational approach where instruction is primarily delivered in the English language. In English medium schools, the curriculum is taught predominantly in English. Students from diverse cultural backgrounds, including those of Māori descent, attend these institutions. While English is the primary language of instruction, learners can engage with te reo Māori (the Māori language) as a language subject or have some curriculum subjects taught in te reo Māori for up to 50% of the time.

Māori medium education is a specialised approach that prioritises the Māori language, te reo Māori, as the primary medium of instruction. In Māori medium schools, the curriculum is delivered predominantly in te reo Māori, and Māori cultural values, traditions, and history are woven into the educational experience. This approach is designed to support the revitalisation and preservation of the Māori language and culture, with a strong focus on instilling cultural pride and identity among Māori students, as well as offering non-Māori students the opportunity to learn in a Māori cultural and linguistic environment.

Education Funding

Education funding aims to support free schooling, and although tertiary study involves costs to the student, financial support is available.

A part of the funding that tertiary institutions receive depends on student achievement. The education portfolios account for NZD \$20.4 billion in budgeted expenditure (OBU 2022/23 GST excluded). 75% percent of these funds consist of non-departmental funding and go directly to providers.

Table 1: Government expenditure on education as a percentage of GDP²

	2010	2011	2021	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Percentage of GDP	7	6.0	7.2	6.7	6.3	6.3	6.4	6.3	6.1	5.2	5.9	5.5	-

² [SDG 4 – Country Profiles \(unesco.org\)](https://www.unesco.org/en/sdg/4)

Chapter 2: Summary of New Zealand's progress towards SDG4 targets

Aotearoa New Zealand has a quality, high performing education system that reflects our unique and diverse society. It is modern and responsive, combining traditional principles with innovation, creativity and fresh thinking. Young people in our system are taught how to put knowledge to work in the world and are equipped for the 21st century. We focus on maximising students' participation, progress and achievement, responding to the identity, language and culture within their family or whānau (family) context.

Aotearoa New Zealand aspires to have a public education system that provides all New Zealanders with lifelong learning opportunities so that they can discover and develop their full potential, engage fully in society and lead rewarding and fulfilling lives.

Several milestones have been achieved since 2015: among them, the introduction of Education and Training Act 2020. The Education and Training Act incorporated all major existing education and training legislation and was designed to be simpler, more user-friendly and less prescriptive than the previous legislative framework. Its primary purpose is to provide a high-quality, inclusive, and culturally responsive education and training framework that caters to the needs of individuals and society. The Education and Training Act emphasises principles such as student well-being, accessibility, and the promotion of a safe and inclusive learning environment.

Aotearoa New Zealand has a rich diversity of ethnicities. It is critical that education meets the needs of all our learners and ensures that learners from ethnic communities have the opportunity to succeed in education without encountering racism, isolation, and lack of cultural understanding. While Aotearoa New Zealand's education system has seen remarkable achievements among many of our young learners, evidence highlights persistent challenges that demand attention and reform. Inequity remains a serious concern, with limited progress in achieving equitable educational outcomes, especially among Māori and Pacific students, as well as those with disabilities and learning support needs. Addressing these disparities and ensuring that Māori and Pacific students can succeed as themselves, is a fundamental priority for our education system.

Our decentralised school governance system has empowered local communities and decision-making. However, it has also presented challenges related to collaboration, alignment, and system-wide coherence. Recognising the importance of strengthening connections between parents, families, employers, and communities, we are committed to enhancing educationally impactful partnerships. Our Education Work Programme aims to tackle these challenges by creating a seamless educational pathway from early learning through to tertiary study. It is designed to improve educational outcomes for all, fostering a more cohesive and responsive education system that serves the diverse needs of our students and reduces disparities. Our ultimate goal is to ensure that every New Zealander has equitable access to a high-quality education.

COVID-19 remains a barrier to attendance, and has also impacted staffing, making attendance management difficult for schools.

One of the pressing challenges our education system faces is the growing strain on teacher supply, particularly in specific regions, subjects, and sectors. The Ministry is committed to growing, attracting and retaining a well-qualified and diverse education workforce so schools/kura and early learning services can recruit the staff they need. We offer a range of initiatives to boost domestic teacher supply and attract high calibre candidates from overseas. Government is investing in a variety of pathways to train teachers and other recruitment initiatives to bolster our education workforce and ensure the country has the teachers it needs for the future.

Chapter 3: Target-specific progress and initiatives

This chapter provides information about relevant policy developments that align with SDG4 targets, as well as initiatives to support them.

3.1 Target 1: Free Primary and Secondary Education

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Education in Aotearoa New Zealand is a student-centred pathway providing continuous learning progression and choice so that learners progress every year, and their learning at one level sets the foundation for the next steps along a chosen pathway. Our education system reflects our unique and diverse society. We welcome different abilities, religious beliefs, ethnic groups, income levels and ideas about teaching and learning. We have processes in place to give our students consistent, high-quality education at all levels.

Aotearoa New Zealand's educational policies prioritise equity, ensuring that every student, regardless of their background, receives an education that is tailored to their individual needs and abilities. With a strong focus on inclusivity and equal opportunities, the Aotearoa New Zealand education system strives to eliminate barriers that might hinder a student's access to quality education. By emphasising relevant and effective learning outcomes, our system aims to equip our students with the knowledge and skills needed to succeed in an ever-evolving world, fostering a society where children of all genders can achieve their full potential through a comprehensive and accessible education system.

Despite our progress, we recognise that inequity remains a serious concern and that the progress in achieving equitable educational outcomes has been limited, especially for Māori and Pacific students, as well as those with disabilities and learning support needs. There is more work to be done and this will not happen overnight.

In 2018, the Ministry reached out to all Aotearoa New Zealanders as part of a conversation, Kōrero Mātauranga, on the future of education. Most of the conversation took place around the significant changes being proposed to our education system, as part of the Education Work Programme.³

In March 2021, Cabinet agreed to an Education Work Programme 2021 that has a strong focus on implementation and delivery, and on addressing systemic issues within the education system, such as falling levels of achievement in maths and science, poor and declining rates of attendance, and the relatively high levels of bullying within the schooling system.

Target indicators

Table 2: Proportion of children and young people achieving at least a minimum proficiency level in mathematics⁴

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Primary	-	58	-	-	-	58.6	-	-	-	55.9	-	-	-
Lower Secondary	-	-	77.4	-	-	78.4	-	-	78.2	-	-	-	-

³ <https://conversation.education.govt.nz/conversations/education-conversation/>.

⁴ [SDG 4 – Country Profiles \(unesco.org\)](https://www.unesco.org/en/sdg/4)

Table 2: Proportion of children and young people achieving at least a minimum proficiency level in reading ⁵

	2010	2011	2021	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Primary	-	91.7	-	-	-	-	90	-	-	-	-	-	-
Lower Secondary	-	-	83.7	-	-	82.7	-	-	81	-	-	-	-

Relevant policies, strategies and initiatives

In Aotearoa New Zealand, education is free for students between the ages of 5 and 19 at state schools (schools that are government owned and funded) if they are a citizen or a permanent resident. Students can attend either English medium or Māori medium school.

Most schools in Aotearoa New Zealand are state schools. They teach the national curriculum and are secular. Schooling is compulsory from age 6–16. Most learners stay at school until they are around 17 years old.⁶ Many schools have an enrolment scheme called zoning. If learners live in an area close to a school (the school's zone), they will be guaranteed to get a place at that school.

If attending a school is not the best option (learners might live a long way from the nearest school, travel overseas or have other reasons), they can learn with Aotearoa New Zealand's correspondence school, Te Aho o Te Kura Pounamu (Te Kura).⁷ Te Kura teaches early childhood, primary, secondary, and special needs students using multimedia and online learning. Learners can also study one or two courses if a subject they want to study is not available at their school.

For more information about Te Kura, see: <https://www.tekura.school.nz/>

Ka Hikitia – Ka Hāpaitia

To ensure that Māori can enjoy and achieve education success as Māori, as they develop the skills to participate in te ao Māori, Aotearoa New Zealand and the wider world, the government developed a cross-agency strategy for the education sector, Ka Hikitia – Ka Hāpaitia. The agencies include the Ministry of Education, Te Kura, Education New Zealand (ENZ), Education Review Office (ERO), New Zealand Qualifications Authority (NZQA), The Teaching Council of Aotearoa New Zealand (Teaching Council), Tertiary Education Commission (TEC), New Zealand School Trustees Association (NZSTA). The education sector includes all ECE, schooling, and tertiary education provision.

The guiding principles of the strategy were adapted from Ka Hikitia 2013 - 2017 and reflect enduring themes in Māori education. It sets out how we will work with education services to achieve system shifts in education and support Māori learners and their whānau, hapū and iwi to achieve excellent and equitable outcomes and provides an organising framework for the actions we will take.

The framework has five outcome domains:

- Te Whānau: Education provision responds to learners within the context of their whānau
- Te Tangata: Māori are free from racism, discrimination and stigma in education
- Te Kanorautanga: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences
- Te Tuakiritanga: Identity, language and culture matter for Māori learners
- Te Rangatiratanga: Māori exercise their authority and agency in education.

These outcome domains reflect key messages heard from whānau, hapū, iwi, Māori over an extended period of time and our evidence base about what works for Māori learners and their whānau.

⁵ [SDG 4 – Country Profiles \(unesco.org\)](#)

⁶ [Education in New Zealand – Education in New Zealand](#)

⁷ [Home | Te Aho o Te Kura Pounamu](#)

For more information, see: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/>

The Statement of National Education and Learning Priorities (NELP)

The Statement of National Education and Learning Priorities (NELP) sets out the Government's priorities for education that will ensure the success and wellbeing of all learners. It is a statutory document issued under the Education and Training Act that directs government and education sector activities towards the actions that will make the biggest difference, ensuring that we are able to strengthen the education system to deliver successful outcomes for all learners.

Alongside the Tertiary Education Strategy (TES), NELP priorities will help create education environments that are learner-centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful. Therefore, they encourage all places of learning to focus on:

- ensuring that they are safe and inclusive and free from racism, discrimination, and bullying
- strengthening the quality of teaching our learners receive to give our learners the skills they need to succeed in education, work and life
- collaborating more with whānau, employers, industry and communities
- taking account of learners' needs, identities, languages and cultures in their practice, and
- incorporating te reo Māori and tikanga Māori into everyday activities.

For more information, see: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes/#sh-NELP%20>

The Equity Index for Schools

From 2023, the Ministry is phasing out the decile system and implementing the Equity Index (EQI). The EQI better allocates equity funding and to identify schools that would benefit from additional resources. The EQI estimates the extent to which students face socio-economic barriers to achievement at school. Implementing the EQI means we can more accurately target the equity funding we have, and support schools to work in different ways to reduce the impact socio-economic factors can have on student achievement. We are also working on a new Equity Index for ECE in response to one of the actions of the Early Learning Action Plan – He Taonga te Tamaiti.

The approach Aotearoa New Zealand is taking with the EQI is innovative, many jurisdictions do not use any student or family-level data to target school funding, and often just use simple proxies (such as parental education levels).

The EQI is a sophisticated data-driven mechanism to determine the extent to which socio-economic and other circumstances will impact children and young people's likelihood of achieving in education and the level of funding needed to mitigate socio-economic barriers that could prevent students achieving at school.

Through Budget 2022 the Government provided around a 50% (NZD \$75 million per annum) increase in equity funding.

For more information, see: <https://www.education.govt.nz/our-work/changes-in-education/equity-index/>

The Action Plan for Pacific Education 2020-2030

The Action Plan for Pacific Education 2020-2030 maps the Government's commitment to transforming outcomes for Pacific learners and families. It signals how early learning services, schools and tertiary providers can achieve change for Pacific learners and their families.

The Action Plan for Pacific Education has been refreshed in 2023 to set out the next set of actions to support Pacific education success, and to strengthen the strategic focus on Pacific languages in education. It also

includes the next investment from Government and captures our commitment on Pacific languages in education.

The 2023 refresh of the Action Plan for Pacific Education:

- has a strengthened strategic focus on Pacific bilingual and immersion education and Pacific Languages in Education
- includes the next set of Government actions to achieve the vision and key shifts.

The Action Plan for Pacific Education identifies five key shifts and a set of actions that are needed to achieve this vision:

- work reciprocally with diverse Pacific communities to respond to unmet needs, including growing and supporting Pacific bilingual and immersion education pathways
- confront systemic racism and discrimination in education
- enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners
- partner with families to design education opportunities together with teachers, leaders and educational professionals so aspirations for learning and employment can be met
- grow, retain and value highly competent teachers, leaders and educational professionals with diverse Pacific whakapapa.

Monitoring of the Action Plan for Pacific Education has found that while some barriers to accessing education are being reduced, not all Pacific learners can access what they need to succeed in education, including food or other essential needs such as devices and internet connection. Digital exclusion remains a challenge for Pacific learners and this gap needs to be closed so nobody is left behind.

For more information, see: <https://www.education.govt.nz/news/action-plan-for-pacific-education-progress-report-2020-2022-released/>

The 2023 Action Plan includes actions to address barriers, including delivering Ka Ora Ka Ako | Food in Schools to provide free schools lunches for learners in areas with high levels of disadvantage, covered under Target 5.

Attendance and Engagement Strategy

Aotearoa New Zealand has seen a decline in regular attendance and engagement in schools over the last decade. The government has developed a strategy to address it based on what we have heard from the sector through engagement such as Kōrero Mātauranga and the Education and Workforce Select Committee Inquiry into school attendance.

The Attendance and Engagement Strategy sets out expectations of students and whānau (families), schools, communities and government agencies in addressing this complex problem. It builds on work that the government has already been undertaking alongside schools and communities to address attendance and engagement issues.

The Attendance and Engagement Strategy sits within a comprehensive framework for achieving our 30-year vision and objectives for education. This includes the NELP, the refreshed Ka Hikitia - Ka Hāpaitia, and the Action Plan for Pacific Education. Collectively, these documents set the direction towards the education future we want for all our children and young people. The Attendance and Engagement Strategy both contributes to, and is informed by, these documents.

For more information, see: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/attendance-and-engagement-strategy/>

Connected Ako: Digital and Data for Learning

Connected Ako: Digital and Data for Learning Strategy, introduced in 2023, is a 10-year strategy to guide the digital and data direction of government education agencies. It draws from the government's Digital Strategy for Aotearoa to explore the opportunities and challenges for the education sector.

The vision of the strategy is threefold:

- learners and educators can thrive – live, learn and work – in the digital world
- learning, teaching, assessment and research make best use of data and digital
- people are digital and data capable, contributing to personal, community and Aotearoa New Zealand's growth.

The Connected Ako: Digital and Data for Learning Strategy gives effect to Te Tiriti/the Treaty in recognising that digital and data are powerful tools to give reality to the Te Tiriti principles: partnership, participation and protection. It also recognises that trusted digital and data services can help all learners and families, educators and providers, to flourish.

For more information, see: <https://www.education.govt.nz/digitalstrategy/introducing-connected-ako/>

3.2 Target 2: Equal Access to Quality Pre-primary Education

By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

Aotearoa New Zealand places a strong emphasis on ECE and care, recognising its crucial role in preparing children for lifelong learning. We offer a comprehensive and accessible ECE system that prioritises quality standards, teacher qualifications, intentional teaching, and a play-based curriculum approach to learning.

Aotearoa New Zealand's commitment to inclusivity aims for all children, regardless of their background, to have access to these services. Additionally, the education system focuses on holistic development and ensuring that children are competent confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

Nearly all New Zealand children attend early learning services before starting school. The early learning sector includes kindergartens, ngā kōhanga reo, playcentres, education and care services (such as childcare centres or preschools), home-based ECE services, hospital-based services, playgroups, ngā puna kōhungahunga, and Pacific bilingual and immersion early learning services.

Over the last 10 years, more and more children have been taking part. Children aged between 3 and 5 usually attend early learning services for around 20 to 22 hours per week. In February 2023, 195,000 children were attending licensed early learning services.

In 2022, the number of children attending early learning services decreased for all ages except for children under 1 (0 years), with the COVID-19 pandemic being an important cause. In 2021, the participation intensity for 3-year-olds decreased considerably, with this decrease continuing in 2022. Participation intensity for Māori children aged 3 increased from 58% in 2017 to 62% in 2020; but decreased to 57% in 2021 and further decreased to 55% in 2022. Participation intensity for Pacific children aged 3 increased from 64% in 2017 to 67% in 2020; but decreased to 57% in 2021 and further decreased to 52% in 2022.

For more information, see: <https://www.educationcounts.govt.nz/statistics/participation>

Target indicators

Table 3: Participation in ECE 2017-2022⁸

Age at attendance	Attendance category	2017	2018	2019	2020	2021	2022
Age 3	10+ hours/week	69%	72%	75%	74%	68%	67%
Age 3	20+ hours/week	31%	33%	36%	35%	27%	28%
Age 4	10+ hours/week	79%	82%	84%	84%	76%	74%
Age 4	20+ hours/week	34%	37%	39%	39%	28%	29%

Table 4: Adjusted net enrolment rate, one year before the official primary entry age⁹

	2010	2011	2021	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
One Year Before Primary	-	-	-	-	91.5	93.3	91.8	-	93.8	91.5	89.6	-	-

Relevant policies, strategies and initiatives

Te Whāriki (Early Childhood Curriculum) Update

Te Whāriki is Aotearoa New Zealand's early childhood curriculum framework. The Ministry updated Te Whāriki between 2015 and 2017 to ensure it aligned with contemporary ECE principles and practices. The expectation is that children will experience a curriculum in their early years that empowers them as lifelong learners. The updated Te Whāriki envisages teachers in early learning settings working in partnership with parents, caregivers, whānau (families) and communities to realise this vision and supports this work by providing a framework of principles and strands.

The update was carried out by a group of early learning academics and practitioners from a range of different contexts. The original writers of Te Whāriki and Te Kōhanga Reo National Trust assisted with the update. Its clearer focus on what matters most supports early learning services to determine local priorities and design quality learning programmes with their parents, caregivers and whānau for the youngest learners. Consultation on the updated Te Whāriki was undertaken in 2016 and the feedback was analysed and incorporated into the final changes to Te Whāriki.

For more information, see: <https://tewhariki.tki.org.nz/en/early-childhood-curriculum/>

He taonga te tamaiti – Every child a taonga: Early Learning Action Plan 2019-2029

In 2019, the Ministry launched the Early Learning Action Plan, which outlined the Government's commitment to improving the quality and accessibility of ECE. It included initiatives to increase the number of qualified teachers, reduce fees for some services, and enhance support for children with additional needs.

The starting point of the Early Learning Action Plan is that every child is a precious taonga (treasure), born with inherent potential for growth and development and with enduring connections to their ancestors and heritage. The Early Learning Action Plan outlines five interdependent objectives and 25 actions intended to work together to raise quality, improve equity and enable choice of service type.

The most significant actions relate to improving adult to child ratios; moving towards a fully qualified teacher workforce in teacher-led centres through incentives and regulation; improving the consistency and levels of teacher salaries and conditions; and the development of a network management function for Government.

The Early Learning Action Plan is aligned with other system reviews, strategies and initiatives underway in the education sector and across government, and also supports the Child and Youth Wellbeing Strategy.

⁸ [Early learning participation | Education Counts](#)

⁹ [SDG 4 – Country Profiles \(unesco.org\)](#)

For more information, see: <https://www.education.govt.nz/assets/Documents/Early-Childhood/ELS-Te-Whariki-Early-Childhood-Curriculum-ENG-Web.pdf>

Targeted Assistance for Participation initiative

The Targeted Assistance for Participation (TAP) initiative was established in 2010 to increase the supply of child places in early learning services. TAP is part of a broader set of participation initiatives, targeted at Māori, Pacific and low socio-economic communities.

TAP is a property assistance grant, contributing to the cost of building new early learning services or the expansion of existing services. Since its inception, TAP funding has contributed NZD \$120 million to 287 early learning services, creating an estimated 10,880 additional child places. This includes NZD \$30 million to the Kōhanga Reo National Trust, creating 2,039 additional child places.

Engaging Priority Families initiative

The Engaging Priority Families (EPF) initiative is for families with children aged 3–4 years who do not currently regularly attend an early learning service.

EPF is run by community organisations who guide and enable families through ongoing in-home/group session to:

- be more involved in their children's early learning
- choose an early learning service that is right for them
- support their children when they transition to school.

EPF coordinators support the hardest-to-reach families to enrol their 3- and 4-year-old children in early learning services.

For more information, please see: <https://www.education.govt.nz/early-childhood/child-wellbeing-and-participation/initiatives-to-increase-participation/>

Poipoia te Mokopuna initiative

Poipoia te Mokopuna (PTM) is for Māori whānau (family) with tamariki (children) up to 36 months old who do not currently attend an early learning service. PTM is run by local organisations and iwi partners with strong connections within their communities. It provides free advice using kaupapa Māori to involve parents in their children's early learning. PTM includes a mix of in-home and group sessions and is flexible to accommodate different family schedules.

For more information, please see: <https://turukihealthcare.org.nz/maternity-and-family/poipoia-te-mokopuna/>

ECE Demand Stimulation initiative

The ECE Demand Stimulation initiative funds flexible projects which are responsive to a wide range of community needs. It aims to stimulate demand for early learning and support families to participate. ECE Demand Stimulation funds projects which:

- engages communities in ECE
- identifies non-participating children
- promotes the benefits of early learning
- creates opportunities and pathways to ECE.

For more information, please see: <https://www.education.govt.nz/early-childhood/child-wellbeing-and-participation/initiatives-to-increase-participation/>

Supported playgroups

Playgroups are an ECE option that allows parents, caregivers and whānau to attend alongside their children in a varied learning environment. Supported playgroups are a type of certificated playgroup with requirements for curriculum delivery, parent/caregiver/whānau engagement, and transitions to school. We provide funding for a coordinator to help each supported playgroup meet the requirements and to help with management and administration.

Supported playgroups target Māori and Pacific families and families in low socio-economic geographical areas. They aim to:

- provide a flexible model which can be adapted to suit a variety of community needs (including rural and isolated communities)
- offer support for parent/caregiver/whānau engagement with their children's learning
- address some of the participation barriers for non-participating families
- respond to communities' language and cultural requirements
- broker relationships with other early learning services and schools
- promote the benefits of early learning, and educate whānau on the different types of learning options available
- offer a low-cost early learning option for whānau.

For more information, please see: <https://www.education.govt.nz/early-childhood/running-a-service/starting-a-service/establishing-a-playgroup/the-value-of-playgroups/>

Supporting affordable access to early learning in Aotearoa New Zealand

Aotearoa New Zealand supports affordable access to early learning through:

- the bulk funding for early learning providers to co-fund the cost of provision
- 20 hours ECE funding, which funds providers who opt-in to offer fee-free early learning for 20 hours for three and four year olds (introduced in 2007)
- equity funding (introduced in 2003) and targeted funding for disadvantage (introduced in 2015) which provide additional funding for services with children from lower socio-economic communities, and
- targeted assistance for parents to meet fee costs through the Childcare Subsidy, which has a particular focus on working parents.

In Budget 2023, as part of the Government's commitment to ease cost-of-living pressures, Budget 2023 included a \$1.187 billion investment to extend 20 Hours ECE to two-year-olds and increase 20 Hours ECE funding rates by 4.6%. The largest element of this investment is the extension of the 20 Hours ECE subsidy, which is currently available for three- to five-year-olds, to include two-year-olds from 1 March 2024. This change will lower the cost of ECE for parents and caregivers with two-year-olds by reducing ECE service fees. That in turn will help with their day to day living costs and reduce barriers for two-year-olds to enter ECE.

The Childcare Subsidy is for parents whose income is below a certain level. It helps to pay for childcare costs. Sometimes, you can receive a mix of both the Childcare Subsidy and 20 Hours ECE. This can happen if your Childcare Subsidy is for more than 20 hours a week. For example, if you are entitled to 30 hours Childcare Subsidy and you choose to claim 20 Hours ECE, then you could receive the Childcare Subsidy for the remaining 10 hours. The Childcare Subsidy cannot be used for the same hours as 20 Hours ECE. The Childcare Subsidy is looked after by Work and Income.

Action Plan for Pacific Education

The Action Plan for Pacific Education includes actions to support access to early learning for Pacific learners and families, including providing tailored professional learning and development (PLD), guidance and support to strengthen the governance and management of Pacific early learning centres, reviewing equity and targeted funding so that they best support children to benefit from access to high quality early learning experiences and implementing network management proposal for new early learning services, including identifying Pacific bilingual and Pacific language and immersion services as priorities in the National Priority Statement. *The Action Plan for Pacific Education is also covered under Target 1.*

3.3 Target 3: Equal Access to Affordable TVET and Higher Education and Target 4: Increase the Number of People with Relevant Skills for Decent Work

Target 4: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university.

Target 5: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

Aotearoa New Zealand's commitment to achieving Targets 4 and 5 is reflected in our dedication to fostering a skilled workforce and promoting inclusive access to education and employment opportunities. We have a well-established system of vocational and tertiary education institutions that offer a wide range of programs.

The Ministry recognises that in this rapidly changing global landscape, we must equip our students with the skills they need to thrive in an interconnected world, where they might have jobs that have not yet been created, need to tackle societal challenges that we cannot yet imagine, and use technologies that have not yet been invented.

The Ministry's purpose is to shape an education system that delivers equitable and excellent outcomes. Our strategies and policies reflect this by having a strong focus on equity for all learners (Target 3 and 5) and ensuring that those leaving education have the right skills to transition into and then succeed in employment (Target 4). As Targets 3, 4 and 5 are intrinsically interconnected, this report will reflect on the relevant policies, strategies and initiatives in tandem.

Relevant policies, strategies and initiatives

Tertiary Education Strategy and National Education and Learning Priorities

The Tertiary Education Strategy (TES) and the NELP set out the Government's priorities for education. They are statutory documents issued under the Education and Training Act that direct government and education sector activities. Both strategies were finalised in 2020 following an extensive engagement programme. The updated TES replaced a previous (2014-2019) version.

In particular, the TES includes several actions specific to tertiary education organisations (TEOs) which relate to ensuring equal access for all learners, removing financial barriers and quality delivery. TEO investment plans (which determine how much funding TEOs will receive) must align to the TES.

For more information, see: www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes/

Wānanga in the tertiary education system

Relevant to Target 3 and 5

Wānanga are institutions that Māori, primarily iwi have been instrumental in establishing. They have a role of kaitiaki (guardian or trustee) of mātauranga Māori, te reo Māori, and tikanga Māori within the tertiary education sector. This is now reflected through their governance and operating models, connection to local communities and role of critic and conscience of society from a mātauranga Māori, te reo Māori, and tikanga Māori perspective. Wānanga also have a key role in contributing to the setting of international indigenous standards of teaching and intellectual endeavour, (including research) as part of wider indigenous tertiary institution networks.

The Wānanga Enabling Framework (the Framework) was established in August 2023 to create new fit-for-purpose administrative settings for wānanga to recognise their mana, rangatiratanga and unique role and was co-designed with the three wānanga.

For more information, see: www.education.govt.nz/our-work/legislation/wananga-sector-framework/

Reform of Vocational Education and Training

Relevant to T3, T4 and T5

In 2018, the Reform of Vocational Education (RoVE) was established bringing together two existing reviews over Vocational Education and Training (VET) and the Institutes of Technology and Polytechnics (ITPs). The purpose of RoVE was to examine how the VET system meets the needs of learners, employers and communities, and the appropriate role of government in that system.

The aim of RoVE was to create a strong, unified, and sustainable vocational education system that is fit for the future of work and delivers the skills that learners, employers and communities need to thrive. Improving and extending regional access and responsiveness was a key focus of this.

RoVE has been the largest and most complex change to our tertiary education and training system in over 30 years. Initial proposals were presented in February 2019 with final decisions being made in July 2019. The Education (Vocational Education and Training Reform) Amendment Act came into effect on 1 April 2020 to amend the Education Act 1989 and repeals the Industry Training and Apprenticeships Act 1992 to create a unified and cohesive vocational education and training system.

For more information about ROVE see: www.education.govt.nz/our-work/legislation/education-vocational-education-and-training-reform-amendment-act-2020/, or conversation.education.govt.nz/conversations/reform-of-vocational-education/

Key structural changes under RoVE:

Establishment of Te Pūkenga [relevant to Targets 3,4 and 5]

Te Pūkenga was established to provide, arrange, and support a range of education and training, including in the workplace. It brought together 16 separate institutes of technology and polytechnics (ITPs) and 11 industry training organisations (ITOs) into a single institution with the goal of supporting work-based, campus-based and online learning as a unified network of provision right across the country. Te Pūkenga began operations as a single provider from 1 January 2023, following a transition programme.

Establishment of Workforce development councils [relevant to Target 4]

6 Workforce Development Councils (WDCs) were established in October 2021. WDCs have the functions of providing skills leadership, setting standards and developing qualifications, endorsing programmes and moderating assessments, and providing an advisory and representative role. This includes advising the TEC about the mix of vocational education and training needed for their respective industries.

As at May 2023, systems, processes, and policies, are largely in place, and all WDCs have either completed at least one cycle of the documents they are required to produce (Progress Reports, Operational Plans, Statements of Strategic Direction, Advice to TEC, and Annual Reports).

Establishment of Regional Skills Leadership Groups [relevant to Target 4]

15 Regional Skills Leadership Groups (RSLGs) were formally established in mid-2021 to identify skills and workforce needs in their regions, both now and in the future, and advise on actions to address these. RSLG develop Regional Workforce Plans, which highlight labour supply and demand trends for the region and identify where change is needed to achieve a high-skill regional labour market.

2023 Regional Workforce Plans can be found here: www.mbie.govt.nz/business-and-employment/employment-and-skills/regional-skills-leadership-groups/

Local insights reports are also regularly produced by RSLGs and can be found here: www.mbie.govt.nz/document-

[library/search?submit=Search&type\[58\]=58&topic\[6\]=6&keywords=%22rslqir%22&field\[keywords\]=1&sort=desc](https://www.tec.govt.nz/library/search?submit=Search&type[58]=58&topic[6]=6&keywords=%22rslqir%22&field[keywords]=1&sort=desc)

Establishment of Taumata Aronui [relevant to Target 3]

Taumata Aronui was established in 2019 as a Ministerial Advisory group to help ensure that the Reform of Vocational Education reflected the Government's commitment to improving Māori Crown partnerships. In May 2022, Taumata Aronui released *Manu Kōkiri | Māori Success and Tertiary Education: Towards a Comprehensive Vision*, which set out the aspirations of Taumata Aronui for the tertiary education sector. Over 2023, we have been working with the TEC on socialising *Manu Kōkiri*.

Manu Kōkiri can be found here: www.tec.govt.nz/assets/Publications-and-others/Manu-Kokiri-by-Taumata-Aronui-April-2022.pdf

Establishment of Centres of Vocational Excellence [relevant to Target 3 and 4]

Centres of Vocational Excellence (CoVEs) play a significant role in driving innovation and excellence in vocational education. They do this by strengthening links with industry and communities. Each CoVE addresses specific issues and opportunities and operates as part of the vocational education system.

- Currently there are two CoVEs:
- Construction and Infrastructure CoVE (ConCOVE), and
- Food and Fibre Centre of Vocational Excellence (FFCoVE).

Alongside their broader work programmes, both CoVEs have a specific focus on improving outcomes for Māori, Pacifica, and women within their industries. For example, the ConCoVE has established three advisory groups for women, Māori and Pacific learners, which provide advice on all projects submitted to the ConCoVE for funding. A project will not be approved for funding unless it can specifically demonstrate that it will benefit these learner groups.

For more information, see: www.tec.govt.nz/vocational-education/vocational-education/strengthening-vocational-education/centres-of-vocational-excellence/

Unified Funding System [relevant to Target 3, 4 and 5]

The Unified Funding System (UFS) funds the delivery of vocational education and training, bringing together previously separate funding systems for provider-based VET (eg, in Institutes of Technology and Polytechnics) and work-based VET (eg, apprenticeships).

In December 2021, the design of the UFS for vocational education and training was approved by Cabinet. The UFS has been operational since 1 January 2023.

Funding is designed to encourage providers to make more relevant and quality work-based training options available for learners and employers. It provides funding for improved support for learners and employers and their businesses. It also aims to address national and regional skills priorities to better support our economy and communities.

The increased funding to support learners comes with higher expectations of TEOs to support greater success for learners, employers and their communities.

The UFS has three components:

- Learner – which provides funding to support all learners, particularly those who traditionally have not been well served by the education system (such as learners who are Māori, Pacific, disabled or who have low prior achievement),
- Delivery – which is volume-based and considers not only the subject of the delivery but also how it is delivered, with funding rates reflecting these differences. This component seeks to enable and encourage providers to grow work-integrated learning pathways which meet learner, employer and community needs, and

- Strategic - which seeks to support the VET system to respond to regional and national skills priorities, including supporting Te Pūkenga to build and sustain a national network of provision, and to support programme development and maintenance.

For more information see: www.tec.govt.nz/vocational-education/vocational-education/unified-funding-system-ufs/

Fees-Free Tertiary Education

Fees Free tertiary education and training is a policy introduced in 2018 to expand participation in tertiary education and improve the affordability of tertiary education and training by reducing student debt for first-time learners. Fees Free covers up to NZD \$12,000 for one year's study or two years' work-based training and is paid directly to the tertiary education organisation for eligible learners. In 2022, there were approximately 42,760 fees-free students or trainees, including 9,050 who started fees-free study between 2018 and 2021 and carried on their study into 2022.

For more information see, www.feesfree.govt.nz/ and www.educationcounts.govt.nz/statistics/fees-free.

Prime Ministers Vocational Excellence Awards

Relevant to Target 4

Launched in 2019, the purpose of Prime Ministers Vocational Excellence Awards (PMVEA) is to celebrate the achievement of secondary students enrolled in vocational programmes, and to raise the status of vocational education so that more people see vocational education and training as an attractive option when they leave school.

Vocational education is education and training that helps students develop the skills, knowledge and attributes they need to perform a specific role and build a career in an industry. The award rewards the top Year 12 or 13 secondary student enrolled in vocational programmes of learning with an NZD \$2,000 monetary prize.

Since 2019, there has been 1,429 recipients of the PMVEA. In 2022, 26% of the recipients were in the Construction & Infrastructure sector, 23.5% in Manufacturing & Technology, 13.5% Primary Industries, 26.5% Service Industries, 5% Social & Community Services, and 5.5% Creative Industries.

For more information see: pmvea.education.govt.nz/

Māori and Pasifika Trades Training

Relevant to Target 3 and Target 4

Māori and Pasifika Trades Training (MPTT) funding provides fees-free tertiary places for Māori and Pasifika learners aged between 16 and 40 to enter and achieve in pre-trades training and progress to sustainable trades-related employment, or work-based vocational training, including New Zealand Apprenticeships on the New Zealand Qualification and Credentials Framework (NZQCF). Progression to further provider-based vocational training on the NZQCF that has strong employment outcomes is also a positive outcome.

The purpose of MPTT funding is to increase access for Māori and Pasifika learners to vocational and pre-employment training. This enables these learners to develop skills for sustainable employment and achieve better employment outcomes.

As at August 2023, 1,510 learners are participating in MPTT. 36% of current participants identify as female and 63% as male. 1,095 participants identify as Māori and 525 as Pacific.

For more information see: www.tec.govt.nz/funding/funding-and-performance/funding/fund-finder/maori-and-pasifika-trades-training/

Trades Academies

Relevant to Target 3

Trades academies are secondary-tertiary programmes that provide senior secondary students access to a broad range of trades or technology learning opportunities to ensure they stay engaged in education. The

number of ākonga participating in Trades Academies increased from 5,900 in 2015 to 11,175 in 2021, with numbers increasing each year from 2019 in spite of the COVID-19 disruptions. In 2021, 7% of all ākonga at Year 11 and above were participating in a Trade Academy during the year, an increase from 4% in 2015.¹⁰

For more information see: www.education.govt.nz/school/student-support/supporting-transitions/trades-academies/

Apprenticeship Support Programme

Relevant to Target 3 and Target 4

The Apprenticeship Support Programme was a package of support for apprentices and their employers designed to help ensure that the jobs of existing apprentices were secure and that new apprentices could start training throughout the recovery from COVID-19. The package was announced in June 2020.

The programme covered four key job-focused initiatives to support apprentices:

- the Apprenticeship Boost Initiative (delivered by the Ministry for Social Development: www.workandincome.govt.nz/employers/subsidies-training-and-other-help/apprenticeship-boost/index.html)
- expansion of the Mana in Mahi programme delivered by MSD
- the Regional Apprenticeships initiative (delivered by MBIE's Provincial Development Unit)
- support for Group Training Schemes support (delivered by TEC).

For more information see: www.education.govt.nz/our-work/information-releases/issue-specific-releases/apprenticeship-support-programme/

Apprenticeship Boost Initiative

The Apprenticeship Boost Initiative (ABI) is a payment made to employers to help them keep and take on new apprentices. The payment is made directly to employers. It means apprentices can keep earning while training towards their qualifications.

As at August 2023, ABI has supported 60,000 apprentices stay in or take up an apprenticeship, since it was introduced in August 2020. Nearly 11,000 Māori and nearly 5,000 Pacific people have been supported by Apprenticeship Boost since its implementation. Since introduction, participation rates for women in apprenticeships have increased by 207% (850 learners) in the Building and Architecture field.

Historically, there has been a high contrast between male and female participation in building & construction apprenticeships. Employers of an apprentice in their first or second year of apprenticeship training are eligible for NZD \$500 per month for a maximum period of 24 months. ABI currently runs until December 2024.

For more information see: www.tec.govt.nz/funding/funding-and-performance/funding/fund-finder/apprenticeship-boost/

Mana in Mahi

Mana in Mahi – Strength in Work (Mana in Mahi) is a 12-month programme delivered by the Ministry of Social Development (MSD) that supports people at risk of long-term benefit receipt through an industry training pathway (including apprenticeships) and into long-term sustainable work. Mana in Mahi was implemented through a phased approach, initially starting as a pilot in 2018. The programme has supported over 6,000 participants into work and an industry training pathway since it began.

While Mana in Mahi is not currently targeted to young people, 63% of participants have been aged 24 or younger. As at June 2023, there are 1,089 active participants in Mana in Mahi. Mana in Mahi has ongoing funding.

¹⁰ Page 88 https://www.educationcounts.govt.nz/_data/assets/pdf_file/0015/217221/TPK-0839-Nga-Ara-o-te-Matauranga_web.pdf

For more information see: www.msd.govt.nz/about-msd-and-our-work/publications-resources/evaluation/mana-in-mahi/index.html

Regional Apprenticeships initiative

The Regional Apprenticeships initiative (RAI) allocates up to NZD \$40,000 per apprentice which includes wage subsidies through the Apprenticeship Support Programme, as well as business support and help for employers to provide pastoral care for their apprentices.

The RAI's priorities included supporting Māori and Pacific learners, people who had finished pre-trade training but were unable to progress into an apprenticeship, and those who had lost work due to COVID-19. Urban areas such as Wellington, Christchurch and Auckland were not covered by this initiative. The RAI is now closed to new applicants.

For more information see: www.growregions.govt.nz/established-funds/what-we-have-funded/regional-apprenticeships-initiative/

Group training scheme support

Group Training Scheme (GTS) are organisations that employ apprentices and place those apprentices with host businesses for on-job training. There are seven schemes across the country that provide employment and pastoral support for around 2,200 apprentices each year, 80% of whom are in construction-related trades.

As part of the Apprenticeship Support Programme, a GTS fund of NZD \$19 million was established. The purpose of the GTS Fund is to ensure apprentices employed by GTSs are retained by making these GTS viable during the immediate aftermath of the lockdown due to COVID-19. The intention was that these apprentices would be moved back into work once firms can host them again, but that they remain employed, and access off-job training opportunities, if possible, in the meantime. The GTS fund expired on 30 June 2022, following an extension in April 2021.

For more information see: www.msd.govt.nz/documents/about-msd-and-our-work/newsroom/factsheets/apprentice-support/tec-group-training-scheme-fund.pdf/

Targeted Training and Apprenticeship Fund

The Targeted Training and Apprenticeship Fund (TTAF) was introduced in July 2020 to support growth demand for skills during Aotearoa New Zealand's recovery from the impacts of COVID-19, including to support people to retrain. TTAF covered:

- training and assessment fees for apprentices in industry training (work-based learning), and
- programme fees and any other compulsory costs for learners in targeted areas of provider-based learning.

In 2022, 169,845 learners received free tertiary study through the TTAF policy. The majority of these (73 percent) were in workplace-based learning. Most were male (68 percent), European (54 percent), and over 24 years of age (67 percent).

Eligible training under the TTAF policy was targeted toward specific industry and skill areas. The largest of these were construction (33 percent of learners), then community support (17 percent), primary industries (17 percent), and manufacturing and mechanical engineering and technology (13 percent). TTAF ended in December 2022 with learners then able to utilise Fees Free if they were eligible (learning supported by TTAF was excluded from counting towards Fees Free eligibility requirements).

For more information see: www.educationcounts.govt.nz/statistics/fees-free

Results of these initiatives:

In response to these initiatives, the number of new entrants to apprenticeships almost doubled from 13,645 in 2019 to 25,990 in 2021. The number of Māori new entrants more than doubled from 2,320 in 2019 to 5,170 in 2021. In 2021, Māori made up 20% of new entrants, up from 17% in 2019. The number of Pacific new entrants also doubled from 1,095 in 2019 to 2,220 in 2021. The proportion of Pacific within new entrants increased from 8.0% in 2019 to 8.5% in 2021. This was more than double the proportion 10 years earlier of

4.1% in 2012. In 2022 18% of apprentices were women, an increase from 17% in 2021 and 14% in 2020 and 2019.

For more information, see: www.educationcounts.govt.nz/statistics/new-zealands-workplace-based-learners

Increase in Student Allowances and Accommodation Support

Relevant to Target 3, 4 and 5

Student allowances and student loan living costs (student living support) make a contribution to the costs of study for full-time students. Student allowances are a non-repayable grant targeted to those most in needs of financial assistance and in their initial years of study. Student allowances recipients who live away from home are also eligible for the Accommodation Benefit paid alongside the allowance.

Students who are ineligible for a student allowance for non-financial reasons (for example because of their age or because they have used up their entitlement), and who need extra help with their housing costs, may be eligible for the Accommodation Supplement available through the welfare system.

Student loan living cost loans (less any student allowances entitlement) are more widely available to help students with their living costs. Student loans are interest-free and have income-contingent repayments for borrowers who live in Aotearoa New Zealand.

The Government also increased the maximum student loan living cost entitlement and student allowances rates by NZD \$50 per week in 2018 and by a further NZD \$25 per week in 2022 to help learners meet rising living costs. These adjustments were made in addition to the annual inflation adjustment. The Government also made changes to support learner groups who face higher costs of study (such as sole parents or learners undertaking long undergraduate programmes).

For more information see: <http://www.studylink.govt.nz/products/a-z-products/accommodation-benefit-and-workandincome.govt.nz/products/a-z-benefits/accommodation-supplement.html> and www.studylink.govt.nz/products/a-z-products/student-loan/index.html and www.studylink.govt.nz/products/a-z-products/student-allowance/index.html

Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

Relevant to Target 3

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code) makes sure that tertiary and international learners enrolled with Aotearoa New Zealand education providers are safe and supported. The Code sets out what education providers must do to ensure the wellbeing and safety of their learners.

Providers are expected to:

- build capacity across their organisation to engage and empower learners to manage their own wellbeing,
- proactively identify and respond to learners who may face additional challenges as early as possible and tailor extra support to meet their needs, and
- respond effectively in an emergency.

The Code was finalised in 2021 and took effect as at 1 January 2022 replacing an Interim domestic Code and International Code. The new version was designed to strengthen the requirement for a whole-of-provider approach putting learners at the centre. A combined domestic tertiary and international learner dispute resolution system has also been developed.

For more information see: www.education.govt.nz/news/new-code-of-practice-for-the-pastoral-care-of-tertiary-and-international-learners/

Learner Success Framework

Relevant to T3, T4 and T5

TEC developed the Learner Success approach in 2020 to achieve system-level equity of participation and achievement in the tertiary education system. It provides TEOs with an approach for putting learners at the

heart of what they do and is designed to address biases and disparities that have led to specific learner groups being under-served. As part of this new approach, all large tertiary providers must now develop Learner Success Plans (LSPs) and Disability Action Plans (DAPs) as part of the TEC's investment round process.

A TEO's LSP must outline the organisational changes they will make to their operating models to deliver what their learners need to be successful, with a particular focus on learners who have been underserved by the system.

For more information see: www.tec.govt.nz/oritetanga-learner-success/new-oritetanga-tertiary-success-for-everyone/learner-success-framework/

A TEOs DAP must show clear evidence that they are using various processes and measuring their progress against the Kia Ōrite Toolkit (an Aotearoa New Zealand code of practice) to achieve an inclusive and equitable tertiary learning environment for disabled learners to succeed.

For more information see: www.tec.govt.nz/oritetanga-learner-success/new-oritetanga-tertiary-success-for-everyone/resources-to-help-support-your-learners/disability-action-plans/kia-orite-toolkit-achieving-equity-for-disabled-learners/, and www.achieve.org.nz/kia-orite-toolkit

In August 2023, the Tūwhitia – Accelerating Learner Success fund was announced. Tūwhitia will provide up to NZD \$10 million each year to tertiary institutions to co-fund learner success initiatives. TEC is currently working through eligibility criteria, funding rules and priorities.

Disability Action Plans

Relevant to Targets 3 and 5

In 2022, TEOs that receive more than NZD \$5 million in TEC funding and are required to submit a Strategic Plan were required to submit a Disability Action Plan (DAP) as part of the investment round process. A TEOs DAP must show clear evidence that they are using various processes and measuring their progress against the Kia Ōrite Toolkit and its best practice standards. The Kia Ōrite Toolkit is an Aotearoa New Zealand code of practice to achieve an inclusive and equitable tertiary learning environment for disabled learners to succeed. The Kia Ōrite Toolkit is intended to help all TEO staff to become more confident about disability, and to help managers and the wider organisation to take responsibility for implementing the Toolkit's best practices.

For more information see: www.tec.govt.nz/oritetanga-learner-success/new-oritetanga-tertiary-success-for-everyone/resources-to-help-support-your-learners/disability-action-plans/kia-orite-toolkit-achieving-equity-for-disabled-learners/, and www.achieve.org.nz/kia-orite-toolkit

School Leavers Toolkit

Relevant to Targets 3 and 4

The School Leavers' Toolkit was launched in September 2019 and is a package to help school leavers gain the core skills and knowledge they need as they embark on their post-school lives. The Toolkit provides tools and resources for both students and teachers to support the teaching and learning of financial literacy, civics, key workplace competencies and personal wellbeing.

For more information see: school-leavers-toolkit.education.govt.nz/

Youth Guarantee Fund

Relevant to Targets 3, 4 and 5

Youth Guarantee (YG) funding provides fees-free tertiary study at Levels 1–3 to enable young people to progress to higher-level education or employment. YG is available for learners aged 16–24 years who have no or low prior qualification achievement.

From 1 January 2023, it was modified to improve uptake by increasing funding rates, lowering the credits required per equivalent full-time student (for levels 1 and 2 only) to better reflect the learning profile of ākonga, broadening the support for ākonga wellbeing and pathways, and extending the upper age limit to 24 years.

For more information see: www.tec.govt.nz/funding/funding-and-performance/funding/fund-finder/youth-guarantee/

National Careers System Strategy

Relevant to Target 3, 4 and 5

TEC launched the National Careers System Strategy in August 2023. The National Careers System Strategy is designed to provide advice, support and guidance for anyone at any stage of their career. It's designed to empower people to understand themselves and their aspirations, so they can navigate careers opportunities throughout all of life's stages.

Key focus areas include:

- strengthen connections
- grow quality careers support
- ensure equitable access.

Inspiring the Future

Relevant to T5

Inspiring the Future (ItF) is a programme to connect children from ages 7-13 with volunteer role models from the world of work, through fun and inspiring events to broaden career options and challenge stereotypes. Research shows that when students meet people and hear about their jobs and the pathways they took to get there, it inspires them to consider new possibilities for their futures.

Launched in 2021, the programme is accessed via an online platform at the inspiringthefuture.org.nz website, where volunteers register to be role models and where schools can login to host an Inspiring the Future event. Schools can select role models in their communities for a physical event or from anywhere in Aotearoa New Zealand for an online event.

To date, we have over 943 role models available on the platform for teachers to view and invite to events. 274 schools have signed up (over 14% of primary/intermediate schools in Aotearoa New Zealand). A total of 174 events have been completed since the launch of the programme in 2021, reaching approximately 10,000 learners nationwide.

A marketing, communications and engagement campaign supports ItF by raising awareness and interest with potential volunteer role models – with specific attention to those in stereotype breaking roles and those who identify as Māori, Pacific or disabled learners. The campaign also drives awareness of ItF with schools, industry organisations and employers across Aotearoa New Zealand.

Vocational Education and Training marketing campaign

Relevant to T5

The VET campaign is a multi-year marketing campaign that aims to raise the profile of vocational education so that more people view it as a highly desirable pathway into employment.

The VET campaign targets three key audiences: learners; influencers and employers. Learners include those at secondary school, adult learners and those needing to upskill or retrain, particularly as a result of COVID-19. Influencers includes parents, whānau, teachers and career advisors. The campaign also has a focus on Māori, Pacific people, disabled people and women.

TEC launched the campaign in November 2020 and had a presence on television, social media, radio, Google search, as well as programmatic display and video ads. The campaign set out to show what people are really choosing when they choose to do VET. It's not about a specific qualification, course, trade or even institution, but about where it can take you.

Since the campaign launch, almost all perception measures have significantly increased for learners. Most notably, positive impression of VET is now sitting at 83% (compared to 69% in 2020) and the perception that VET provides good job security now sitting at 75% (compared to 62% in 2020).

Research also showed significant increases to all participation metrics since the campaign launch, with value for money perceptions now sitting at 46% (compared to 29% in 2020) and “is for people like me” scores now sitting at 75% (compared to 61% in 2020). VET is operating in a new context of higher awareness and understanding and is perceived as more relevant than back in 2020.

People have a better understanding of the breadth of opportunity that VET has to offer. Interest across industry sectors is broader than ever and people are associating VET with a range of industries, including non-traditional vocations such as business, design and animation and communications.

3.5 Target 5: Eliminate all Discrimination in Education

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

Aotearoa New Zealand has been steadfast in its commitment to providing equal access to education for all learners.

Our education system places a robust emphasis on inclusivity and equity, ensuring that all individuals, regardless of their gender, sexuality, background, or abilities, have equal opportunities to access quality education. Aotearoa New Zealand's commitment to indigenous rights and cultural sensitivity further underscores our dedication to inclusivity. By implementing tailored educational approaches and support systems, Aotearoa New Zealand seeks to empower all communities and individuals, fostering their participation in the education system from early learning to higher education and vocational training. This approach does not only help bridge gender gaps but also works towards creating a more inclusive and equitable educational landscape for all, ultimately contributing to a more just and equal society.

Despite this progress, not all learners feel safe and included in places of learning. Bullying behaviours are evident prior to schooling, through schooling and in tertiary institutions. This was underscored by the responses of many participants of the Kōrero Mātauranga, in a series of public engagements that asked students and families what could be improved in the education system.

A 2019 report by the Ministry, *He Whakaaro What do we know about discrimination in schools?* indicated that discrimination based on ethnicity is the most common form of discrimination. The report also stated that Māori, and Pacific students are far more likely to report discrimination on the basis of their ethnicity from adults than from their peers; the most common discrimination faced by migrants and religious students is related to their ethnicity; and that about half of all LGBTQIA+ students report having ever been bullied, and about one in five transgender students report being bullied on a weekly basis. Disabled students and students with health conditions make up more than a quarter of all students, and experience substantially worse bullying outcomes than their peers (for a range of discriminatory reasons).

Actions are underway that address both institutional and student-to-student racism, harassment and bullying. There are also actions underway to help students achieve as highly as they want to and are able to. For example, there are programmes to help confront and eliminate racism, such as Te Hurihanganui¹¹, as well as programmes to keep students safe, such as the Netsafe Schools programme. Also, legislation has been enacted to make it a primary responsibility of school boards to help learners attain and keep them safe and free from racism and discrimination.

Among other primary objectives, the Act sets out that state school boards must ensure that schools are physical and emotionally safe for students and staff, and that they must take all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school, and that the school is inclusive of, and caters for, students with differing needs. The right to an inclusive education is enshrined in the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and the United Nations Convention on the Rights of the Child (UNCROC) and reinforced by the New Zealand Disability Strategy. In the Aotearoa New Zealand education system, inclusive education means all children and young people are engaged and achieve through being present, participating, learning, and belonging.¹²

Learning support is accessed by a significant proportion of children and young people with disabilities and additional learning needs who may need this support to be present, safe and included. One in five children

¹¹ <https://www.education.govt.nz/our-work/overall-strategies-and-policies/te-hurihanganui/>

¹² <https://www.education.govt.nz/school/student-support/special-education/education-disability-legislation/>.

and young people access some form of extra support for their learning. Disability and learning support include a broader range of services and supports than what used to be considered special education. For example, alternative education and attendance services are now part of Learning Support. This recognises that children and young people face barriers to participating, learning and achieving for a variety of reasons.

Promoting cultural competency and honouring Te Tiriti/the Treaty are integral aspects of Aotearoa New Zealand's educational policy priorities. The Government has worked to integrate these principles into our policies, strategies and initiatives, ensuring that they reflected the cultural diversity of the nation. This included the incorporation of te reo Māori and the history of Māori and Pacific communities, creating a more inclusive educational environment for students of all cultural backgrounds, as well as initiatives that support educators to develop their cultural competency, for example Tātaiako and Tapasā are Cultural Competency Frameworks¹³ for educators of Māori and Pacific learners.

Digital inclusion became increasingly critical in the digital age. The government undertook initiatives to bridge the digital divide by providing devices and internet connectivity to students from disadvantaged backgrounds. This ensured that all students could access educational resources online, a particularly crucial step during the COVID-19 pandemic. Connected Ako: Digital and Data for Learning, covered under Target 1, addresses some of these concerns.

Key policies, strategies and initiatives

We have a number of provisions under the Education and Training Act that recognise and respect the Crown's responsibility to give effect to Te Tiriti/the Treaty. The government is committed to upholding and honouring te Tiriti/the Treaty and giving expression and practical effect to all articles. This means we will:

- provide genuine opportunity and space for tino rangatiratanga¹⁴ to be exercised by and for Māori on those matters for which they should have agency and authority
- support the education sector and others to create educational experiences and outcomes that reflect a meaningful expression of ōritetanga¹⁵
- exercise kāwanatanga¹⁶ to govern in good faith and actively protect Māori interests as citizens, and those of all citizens.

The Ministry has refreshed Ka Hikitia - Ka Hāpaitia¹⁷, the Māori Education Strategy, which envisages Māori enjoying and achieving education success as Māori, as they develop the skills to participate in te ao Māori (the Māori worldview), Aotearoa and the wider world. We have also introduced Tau Mai Te Reo¹⁸, the Māori Language in Education Strategy, which aims to grow te reo Māori through education and grow education through te reo Māori to protect and promote the Māori language for future generations. There have been practical steps to support the growth and integration of te reo Māori in schools and early learning services by improving capability in the education workforce through several initiatives. *Ka Hikitia – Ka Hāpaitia and Tau Mai Te Reo strategies are covered under Target 1.*

A significant policy priority since 2015 was addressing disparities in ECE. The government took steps to enhance equity by providing targeted funding to ECE centres in disadvantaged areas. Additionally, the expansion of the free ECE programme for three and four-year-olds aimed to level the playing field, ensuring that children from vulnerable backgrounds had a solid foundation for their educational journey. *ECE-related initiatives are covered under Target 2.*

The replacement of the decile system is another pivotal policy initiative. Recognising the need for a better way to target resource allocation based on socio-economic need, the government developed a new mechanism (the Equity Index) to replace the decile system which had been in place since the late 1990s. This change allowed schools to allocate resources where they were most needed, providing vital support to vulnerable students. *Equity Index is covered under Target 1.*

¹³ <https://pasifika.tki.org.nz/Tapasā>

¹⁴ Tino rangatiratanga: self-determination, sovereignty, independence, autonomy

¹⁵ Ōritetanga: equity

¹⁶ Kāwanatanga: governance

¹⁷ <https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/>

¹⁸ <https://www.education.govt.nz/our-work/overall-strategies-and-policies/tau-mai-te-reo/>

The NELP and the TES indicate the Ministry's commitment to delivering equitable outcomes to all learners. For example, under NELP, Objective One of the Statement of Intent focuses on placing learners at the centre, which includes ensuring places of learning are safe, inclusive and free from racism, discrimination and bullying, as well as having high aspirations for every learner and support these by partnering with their whānau (family) and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. *NELP and TES are covered under Target 1.*

Aotearoa New Zealand is also committed to fostering inclusivity and equity in education for Pacific learners. Aotearoa New Zealand has implemented policies and initiatives that prioritise culturally responsive and inclusive teaching practices, recognising the unique needs and challenges faced by Pacific learners. Monitoring of outcomes for Pacific learners and families has found that:

- some Pacific learners are still experiencing threats to their wellbeing and cultural safety, including racism, bullying and not being included. These are being experienced by Pacific learners from both their peers and for some, from their teachers. Despite this, many Pacific learners say they feel a sense of belonging at school.
- streamed ability grouping still disproportionately affects Pacific and fails to recognise wider barriers that Pacific learners face which, with tailored support, can lift Pacific learner achievement.
- not all Pacific learners are accessing culturally appropriate learning supports, and we need to learn more about why this is happening.

For more information, see: https://www.educationcounts.govt.nz/_data/assets/pdf_file/0006/222909/Pacific-Education-Plan-Progress-Report_2020-2022.pdf

The Action Plan for Pacific Education 2020-2030 maps the Government's commitment to transforming outcomes for Pacific learners and families. The Action Plan includes actions to address systemic racism and discrimination in education, including delivering the Unteach racism programme, implementing the Fakailoga Tino programme to support teachers to name, negotiate and navigate racism so they can better support Pacific learners, parents, families and communities and strengthening universal and targeted initiatives, information and tools supporting safe, inclusive learning environments and positive relationships that respond to diverse Pacific learners and families. *The Action Plan for Pacific Education is covered under Target 1.*

New Zealand Curriculum refresh

The New Zealand Curriculum is being refreshed so that it gives effect to Te Tiriti/the Treaty, and that it is inclusive, clear and easy to use. Te Marautanga o Aotearoa is being redesigned to reflect a more indigenous curriculum, grounded in te ao Māori, based on the conceptual framework Te Tamaiti Hei Raukura. It will provide ākonga Māori (Māori learners) with the essential knowledge, skills, and values to operate successfully and confidently in te ao Māori and the wider world. Learners and whānau will be able to see themselves reflected in their learning and future pathways. This will support more equitable outcomes for Māori students in kaupapa Māori and Māori medium schooling and contribute to the revitalisation of te ao Māori. Te Takanga o Te Wā and Aotearoa New Zealand's histories curriculum content was designed to develop a shared understanding of the past, present and future.

For more information on Te Marautanga o Aotearoa, see: <https://tmoa.tki.org.nz/Te-Marautanga-o-Aotearoa>

For more information on Te Tamaiti Hei Raukura, see: https://www.kauwhatareo.govt.nz/assets/Uploads/689950af53/He-Tamaiti-Hei-Raukura_Paper_.pdf

For more information on Aotearoa New Zealand's histories and Te Takanga o Te Wā, see: <https://www.education.govt.nz/our-work/changes-in-education/aotearoa-new-zealands-histories-and-te-takanga-o-te-wa/>

Professional learning supports for cultural capability will continue to be strengthened as the national curriculum is updated, so all teachers and leaders have the capability to work with their communities to create local curriculum and marau ā-kura, where all ākonga see themselves in their learning.

For more information, see: <https://curriculumrefresh.education.govt.nz/>

Tau Mai Te Reo Strategy

Tau Mai Te Reo: The Māori language in Education Strategy for all learners was refreshed as part of the Education Work Programme. It is a cross-agency strategy for the education sector, Te Kura, ENZ, ERO, NZQA, the Teaching Council, TEC and NZSTA.

It sets out the goals we are seeking to achieve and provides a framework for coordinating our programmes and services that support Māori language in Māori medium and English medium education.

The strategy outlines that:

- our education services will support learners to value and acquire and use Māori language words, phrases and other forms (for example, waiata and haka) that are used on a regular basis in Aotearoa New Zealand society
- our education services will provide Māori language to support learners to develop the ability and confidence to talk about a range of things in the Māori language
- our education services will ensure learners can access Māori Medium education services in order to develop high levels of Māori language proficiency and use.

For more information, see: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/tau-mai-te-reo/>

Te Ahu o te Reo Māori initiative

Te Ahu o te Reo Māori initiative has been available across all regions since 2021. Te Ahu o te Reo Māori means the future pathway of te reo Māori – a pathway that seeks to inspire and aspire for improved te reo Māori proficiency, acquisition and use across the education sector. It also provides opportunities for te reo Māori to be normalised, and Māori identity and culture, to be shared and embraced. Te Ahu o te Reo Māori was piloted in four regions including Te Taiuru (Taranaki-Whanganui), Tainui (Waikato), Ngāi Tahu (Te Waipounamu) and Te Tonga (Bulls to Wellington). These regions were chosen because the Māori population in these areas are expected to increase by at least 20 percent by 2023.

For more information, see: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/te-ahu-o-te-reo-maori-fostering-education-in-te-reo-maori/>

Te Aho Ngārahu initiative

Te Aho Ngārahu was established in 2017 as an initiative to improve the access to quality te reo Māori localised curriculum resources to support learners, teachers and Kāhui Ako learning in and through te reo Māori in both Māori medium and English medium settings.

Te Aho Ngārahu is the bright burning ember at the base of the ashes of te ahi kā, the home fire. Before the home fire burns down completely, a light breeze is brought to the final ember, reigniting the flames to burn brightly anew. Hence with this project, the breeze of communities is being brought to the burning embers of our stories, re-igniting the flames of our peoples' values and learning, to create warmth for our learners and teachers of te reo Māori. As of 2023, Te Aho Ngārahu Round 5 is underway. This round will focus on pūrākau that have been submitted previously but did not progress on to the next stage.

For more information, see: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/moutere/te-aho-ngarahu/>

Learning Support Action Plan

Aotearoa New Zealand has an education system that has come a long way in reducing barriers to learning. Most (99.5%) disabled children and young people and those with learning support needs attend a local school. There are many examples of ECE services ngā kōhanga reo, schools and kura demonstrating inclusive practices to meet the needs of all their learners. The need for learning support does not fall equally across our population. Māori are more likely than non-Māori to experience some barriers to learning (hearing loss for example) and may also face obstacles to accessing support for their learning including cultural bias and discrimination.

In 2019, the Ministry finalised and released the Learning Support Action Plan 2019 – 2025, which sets out priority actions that will make the most difference, to ensure that children and young people get the right support, at the right time.

Since 2015, the Ministry has been working to reduce fragmentation in the delivery of learning support. A new Learning Support Delivery Model has been designed covering early learning services, schools and kura. It draws on best practice overseas as well as other Aotearoa New Zealand models that highlight the value of flexibility and responsiveness to the priorities of a local community. The Learning Support Delivery Model provides an accessible, flexible, child-centred and connected approach to learning support and wider social, disability support and health services. By focusing on being responsive to local needs, it aims to ensure Māori and Pacific children and young people receive the support they need.

For more information, see: <https://www.education.govt.nz/our-work/changes-in-education/strengthening-learning-support/>

Learning support delivery model

In 2021, the Ministry introduced a new Learning Support Delivery Model to enhance learning support for children and young people. This model has been shaped by input from parents, whānau (family), educators, and disability and education groups, and it comprises six key elements.

Under this model, known contact points for families and whānau to easily access assistance for their learning support needs. Individualised support is provided through a single plan, outlining goals agreed upon with families. Schools, early learning services, and kōhanga reo collaborate to identify community needs and make resource allocation decisions. An agreed Ministry facilitator ensures collaborative decision-making and appropriate involvement.

Flexibility in support decisions, data sharing among educational institutions, and proactive identification of local needs and resources are crucial components. Collaborative decision-making based on detailed information about needs and resources enables more responsive and flexible support. Specialised support is tailored to maximize its impact, building the confidence and capability of adults around children.

Overall, this model aims to strengthen support across various needs, ensuring that children and young people receive timely, tailored, and effective assistance, with families actively involved in decision-making to ensure the support aligns with their needs and preferences.

For more information, see: <https://www.education.govt.nz/our-work/changes-in-education/strengthening-learning-support/a-new-model-for-delivering-learning-support/>

He Pikorua – Practice framework for Ministry and Resource Teachers: Learning and Behaviour learning support practitioners

He Pikorua is a collaborative initiative that brings together learning support practitioners, whānau, and educators to enhance the learning and well-being of children. It's designed to support practitioners in effectively working within the flexible Learning Support Delivery Model, ensuring support aligns with the unique needs of mokopuna (children) and their whānau in local learning and community contexts. This framework builds upon existing principles and evidence-based practices, recognising the evolving nature of practice and the diverse expertise within learning support services. It also provides links to specific guidance for specialist practice roles. The term 'Pikorua' signifies the strength of relationships in our life journey. This concept was chosen by the project team to symbolize the collaborative nature of He Pikorua, with practitioners, whānau, and educators working together to promote the learning and well-being of mokopuna.

He Pikorua aims to:

- provide clear, consistent, practical guidance
- enable mokopuna to flourish
- support our competencies, standards, and codes
- strengthen how we work together
- build on our strengths
- provide an enduring resource.

For more information, see: <https://hepikorua.education.govt.nz/our-story/>

Ka Ora, Ka Ako | Healthy School Lunches Programme

Around one in five children in Aotearoa New Zealand live in households that struggle to put enough good-quality food on the table. In communities facing greater socio-economic barriers, 40% of parents run out of food sometimes or often. The Ka Ora, Ka Ako (Healthy School Lunches) programme aims to reduce food insecurity by providing access to a nutritious lunch in school every day.

Research indicates that reducing food insecurity for children and young people:

- improves wellbeing
- supports child development and learning
- improves learners' levels of concentration, behaviour, and school achievement
- reduces financial hardship amongst families and whānau
- addresses barriers to children's participation in education and promotes attendance at school
- boosts learners' overall health.

Providing a lunch to all students in participating schools will make sure that everyone who needs a lunch gets one and will minimise any stigma that sometimes comes with receiving free meals. Programmes that target on the basis of individual need also require a process to confirm eligibility. This can add costs and complexity and discourage eligible families from taking part, meaning some children needing lunch will miss out. As of August 2023, around a million lunches are provided each week. Lunches are being provided to over 230,000 learners in 996 schools and kura. Through Budget 2023, the Government has provided funding to continue the Ka Ora, Ka Ako programme for a further year, until the end of December 2024.

For more information, see: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/wellbeing-in-education/free-and-healthy-school-lunches/>

Ikura Manaakitia te whare tangata - Period products in schools

The Ministry recognises that access to period products is a necessity, not a luxury. The need to access products exists for every young person who experiences menstruation including young women, girls, transgender, and gender diverse youth, in ways that meet diverse needs and cultural perspectives. Poor access to period products can affect students' attendance and engagement at school. Students also miss out on sporting and cultural activities and can feel embarrassed and ashamed about not being supported to manage their periods. This affects their achievement and wellbeing.

Ikura Manaakitia te whare tangata aims to provide access to free period products for children and young people in all state and state-integrated schools and kura across Aotearoa New Zealand. Schools and kura can choose to opt-in to Ikura Manaakitia te whare tangata.

Providing access to free products to those who need it in all state and state-integrated schools and kura will:

- reduce barriers to access and improve school attendance, sports involvement and tertiary participation
- improve child and youth wellbeing
- reduce financial strain on families and whānau experiencing poverty/material hardship
- promote positive gender norms and reduce stigmatisation of menstruation.

Currently, 2,130 schools, kura, activity centres and alternative education providers have opted into the initiative, representing 96 percent of estimated menstruating students.

For more information, see: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/wellbeing-in-education/ikura-manaakitia-te-whare-tangata-period-products-in-schools/>

Resources to support needs of diverse learners

The Ministry has also developed guides that have everything education providers need to recognise, plan for and meet the needs of the diverse learners in our community. These guides bring together strategies, suggestions and resources from Aotearoa New Zealand and around the world for learners, teachers and their whānau.

For more information, see: <https://inclusive.tki.org.nz/guides/>

Inclusive Education Strategy

The government has committed to developing an inclusive education strategy in response to recommendations from the United Nations Committee on the Rights of Persons with Disabilities (UNCRPD). The Ministry is currently considering the scope and process for developing this strategy. Our intention is that it would deliver a government policy statement on what inclusive education looks like for Aotearoa New Zealand, incorporating the Enabling Good Lives principles and te ao Māori frameworks. Work to develop the strategy itself is likely to begin in 2024. We intend to work closely with Māori, Pacific people, the education sector, and disability community to develop a strategy that is appropriate to the Aotearoa New Zealand context and recognises the uniqueness of all learners.

3.6 Target 6: Universal Youth Literacy and Numeracy

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

The Ministry recognises that literacy and numeracy are foundational areas of learning which are key to all learners' progress, achievement, wellbeing and participation. They allow our children and young people to participate in learning across the curriculum from early learning through schooling; to access great education pathways; to contribute to the life of their community and country as engaged citizens; to explore and understand the world; to achieve positive health, wellbeing, and employment outcomes; and to realise the dreams and ambitions they have for their lives, communities, and nation.

The Ministry has consistently demonstrated a strong commitment to the vision of achieving universal youth literacy and numeracy, with a focus on ensuring that all learners acquire essential skills in these areas. Since 2015, the Ministry has implemented a multifaceted approach to address this crucial goal.

Our priorities include the development and implementation of robust curriculum frameworks, assessment tools, and teacher professional development programs aimed at improving literacy and numeracy outcomes. Additionally, there is an emphasis on early intervention strategies to identify and support learners who may be at risk of falling behind in these fundamental skills. The Ministry recognises that proficiency in literacy and numeracy is foundational to a learner's overall educational success and their ability to fully participate in society. Therefore, their ongoing efforts underscore the importance of achieving universal youth literacy and numeracy to ensure equitable opportunities for all students in Aotearoa New Zealand.

Strong literacy, communication and maths skills provide a foundation for learning that gives learners of every age the best opportunity to do well at school and in life.

Target indicators

Table 5: Proportion of population achieving at least a fixed level of proficiency in functional literacy skills (%)¹⁹

2010	2011	2021	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
-	-	-	-	87.9	-	-	-	-	-	-	-	-

¹⁹ [SDG 4 – Country Profiles \(unesco.org\)](https://www.unesco.org/en/sdg/4)

Table 6: Proportion of population achieving at least a fixed level of proficiency in functional numeracy skills (%)²⁰

2010	2011	2021	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
-	-	-	-	80.7	-	-	-	-	-	-	-	-

Relevant policies, programmes and initiatives

Common Practice Model

Core teaching requirements are being introduced to guide teachers and help learners do well at school. The requirements include the refreshed New Zealand Curriculum and the Common Practice Model. The curriculum outlines the progress steps and outcomes we want for all students while the Common Practice Model sets out in more detail what works best in teaching literacy, communication, and maths. The core teaching requirements will support teachers to see that children and young people are progressing in these important areas.

Teachers and leaders have asked for more clarity for teaching literacy, communication and maths. The Common Practice Model provides this by describing the principles, evidence-informed pedagogical approaches and teaching practices that we know work in Aotearoa New Zealand and which we want to see used consistently across the country.

Phase 1 of the draft Common Practice Model was published in March 2023, and the full Common Practice Model will be available from Term 4, 2023.

We are developing easy-to-use resources and supports to help teachers and school leaders use the Common Practice Model. These include guidance and information packs for teachers, leaders, teacher aides, and school boards. Professional learning supports for schools and teachers will be available from Term 1, 2024. We are also developing information for learners and their whānau so it's clear how the Common Practice Model will support their learning in literacy, communication and maths. We are developing advice for school boards about their regulatory responsibilities so they can support school leaders to guide their staff and communities through the changes.

The new core teaching requirements will be phased in over the next few years. The Common Practice Model can be used in schools from 2024 and is expected to be used by all teachers from the start of 2026.

Literacy & Communication and Maths Strategy

Strong literacy & communication and maths skills provide a foundation for learning for Aotearoa New Zealand's learners, so they can enjoy full and meaningful lives secure in their identities, languages, cultures, and values. These foundational skills help sustain their wellbeing and that of their whānau and communities. They are critical factors in the learning journey from early learning right through to the end of secondary education and beyond.

The Literacy & Communication and Maths Strategy is designed to ensure every child and young person experiences success in their learning and that their progress and achievement are responded to and celebrated. Literacy, communication, and maths are foundational areas of learning from early learning through to senior secondary school. The strategy gives more explicit attention to literacy, communication, and maths in learning across the curriculum. Implementation of the strategy will inevitably bring with it some changes in how teaching and learning is approached to achieve the intended results.

For more information, see: https://assets.education.govt.nz/public/Documents/Ministry/Changes-in-education/ELS-0778-Maths-and-Literacy-Strategies-Doc_web.pdf

3.7 Target 7: Education for Sustainable Development and Global Citizenship

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable

²⁰ [SDG 4 – Country Profiles \(unesco.org\)](https://www.unesco.org/en/sdg/4)

lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Aotearoa New Zealand education system places a strong emphasis on holistic development, fostering a deep understanding of cultural diversity, sustainability, human rights, gender equality, peace, nonviolence, global citizenship, and the role of culture in sustainable development.

Aotearoa New Zealand is committed to education for sustainable development and recognises the importance of equipping learners with the knowledge and skills to address pressing global challenges, such as climate change, environmental degradation, and social inequality. The national curriculum incorporates these principles, encouraging learners to explore these critical issues from a multidisciplinary perspective. This approach ensures that learners are not only aware of these challenges but also equipped to contribute to solutions.

The New Zealand Curriculum is being refreshed so that it gives effect to Te Tiriti/the Treaty, and that it is inclusive, clear and easy to use. Te Mātaiaho, the refreshed New Zealand Curriculum will support every learner to experience success in their learning. Each learning area covers a breadth of knowledge that supports young people to participate as local, national and global citizens. For example, in te ao tangata (social sciences) learners develop deep conceptual understandings about society and of enduring local, national, and global issues. These issues involve social, economic, and environmental challenges associated with human rights, inequity, mobility, and sustainability.

Aotearoa New Zealand places a strong emphasis on promoting a culture of peace and nonviolence through its education system. We recognise the value of conflict resolution skills, empathy, and understanding in building peaceful societies. Educational initiatives include a focus on teaching learners how to resolve conflicts peacefully, understand the consequences of violence, and promote tolerance and inclusivity. This approach contributes to creating a more peaceful and harmonious society, aligning with SDG4's target of fostering peaceful and inclusive societies.

Aotearoa New Zealand also places a high value on global citizenship and cultural diversity. Our education system encourages learners to be global citizens who are aware of and engaged with global issues. Cultural diversity is celebrated and integrated into the curriculum, fostering an appreciation for different cultures and their contributions to sustainable development. This aligns with SDG4's emphasis on global citizenship and cultural diversity as essential components of a well-rounded education.

Through a commitment to education for sustainable development, gender equality, peace and nonviolence, global citizenship, and appreciation of cultural diversity, Aotearoa New Zealand's education system plays a crucial role in preparing its learners to be informed, engaged, and responsible global citizens who can contribute to a more sustainable and equitable future.

Target indicators

Table 7: Extent to which (i) global citizenship education and education (ii) for sustainable development are mainstreamed in teacher education²¹

2010	2011	2021	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
-	-	-	-	-	-	-	-	-	-	0.6	-	-

Table 8: Extent to which (i) global citizenship education and education (ii) for sustainable development are mainstreamed in national education policies²²

2010	2011	2021	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
-	-	-	-	-	-	-	-	-	-	0.3	-	-

²¹ [SDG 4 – Country Profiles \(unesco.org\)](https://unesco.org)

²² [SDG 4 – Country Profiles \(unesco.org\)](https://unesco.org)

Relevant policies, strategies and initiatives

New Zealand International Education Strategy

The New Zealand International Education Strategy 2022-2030, launched in 2022, is a refresh of the 2018 Strategy. It takes account of the disruption caused by COVID-19 and what needs to happen to get back on track and move towards more economically sustainable and high-value international education into the future. The New Zealand International Education Strategy 2022-2030 seeks to develop a more high-value, resilient and innovative education sector for both international and domestic students. The New Zealand International Education Strategy has three overarching goals: Delivering an excellent education and student experience, ensuring international education is resilient and sustainable and developing global citizens.

Developing global citizens is a goal of the New Zealand International Education Strategy, which describes success in this area looks like:

- All students gain the knowledge, skills and capabilities they need to live, work and learn globally
- international education provides stronger global connections, research links and partnerships for New Zealanders
- New Zealanders understand and embrace the benefits of international education.

For more information, see: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/wellbeing-in-education/international-education-strategy/>.

Prime Ministers Scholarships for Asia and Latin America

The Prime Minister's Scholarships for Asia (PMSA) and Latin America (PMSLA) are funded by the New Zealand Government and administered by Education New Zealand. Since 2013, the Scholarships have enabled more than 3,050 New Zealanders to broaden their horizons through life-changing learning experiences in Asia and Latin America.

For more information, see: <https://www.enz.govt.nz/funding/prime-ministers-scholarships-for-asia-and-latin-america/>.

3.8 Target a) Build and Upgrade Inclusive and Safe Schools

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

Table 9: Proportion of schools with access to basic services ²³

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Computers for pedagogical purposes - Primary	-	-	-	-	-	98.5	-	-	-	99.1	-	-	-
Internet for pedagogical purposes - Secondary	-	-	-	-	-	100.0	-	-	100.0	-	-	-	-
Computers for pedagogical purposes - Secondary	-	-	-	-	-	88.5	-	-	-	-	97.2	-	-

²³ [SDG 4 – Country Profiles \(unesco.org\)](https://www.unesco.org/en/sdg/4)

The Aotearoa New Zealand education system is committed to ensuring that our education facilities support well-being and provide safe and inclusive environments to all learners. In alignment with this objective, Aotearoa New Zealand places a strong emphasis on creating learning environments that are child-centric, disability-sensitive, and gender-inclusive. Our educational policies and practices are designed to ensure that every learner, regardless of their background, abilities, or gender, can access a safe and non-violent educational setting.

This commitment extends beyond physical infrastructure to encompass a holistic approach to education that fosters inclusivity and effectiveness. Aotearoa New Zealand's education system places a premium on providing a nurturing and supportive atmosphere that values diversity and encourages active participation, thereby ensuring that every learner has the opportunity to thrive and reach their full potential.

The Ministry recognises that, as well as providing access for learning, schools are important to their local communities. They can be sites of cultural significance to the local iwi/hapū, physical landmarks and social meeting places, and they may be a source of community pride.

Relevant policies, strategies and initiatives

Inclusive education is founded in the Education and Training Act, which states: “people who have special education needs (whether because of disability or otherwise) have the same rights to enrol and receive education at state schools as people who do not”. Aotearoa New Zealand schools also have binding obligations to include and provide a quality education for all learners under the New Zealand Disability Strategy and United Nations Convention on the Rights of Persons with Disabilities.

This obligation is backed up by the:

- New Zealand Curriculum
- Te Whāriki (early childhood education curriculum)
- Te Marautanga o Aotearoa (curriculum for Māori-medium settings).

Te Rautaki Rawa Kura 2030 – The School Property Strategy 2030

The School Property Strategy, introduced in 2020, sets the long-term direction for the Ministry will manage school property to support all schools having quality learning environments by 2030. The School Property Strategy outlines the Ministry's commitment to sustaining and enhancing the contribution of schools for future generations so that all learners have the opportunity to excel, while recognising and supporting their diverse needs.

The School Property Strategy is supported by four objectives:

- Quality Learning Environments – school property meets agreed standards to support teachers to succeed.
- Sustainable Portfolio – policies, planning and investment optimise long-term social, environmental and economic benefits.
- Well-managed Property – everyone understands their role in managing school property and is supported to deliver.
- Equitable Outcomes – diversity is recognised, and schools and learners with the greatest needs are prioritised.

For more information, please see: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/te-rautaki-rawa-kura-the-school-property-strategy-2030/>

National School Redevelopment Programme

The National School Redevelopment Programme (NSRP) is a 10-year programme to upgrade schools with complex infrastructure needs. It prioritises schools in the property portfolio with the most complex property needs.

For more information, please see: <https://www.education.govt.nz/our-work/changes-in-education/national-school-redevelopment-programme/#sh-National%20School%20Redevelopment%20Programme>

School Design Standards

The Ministry has set out standards for the planning and design of property projects to ensure that all school properties foster quality learning environments and benefit current and future generations of learners, educators and local community.

The Ministry's design standards serve a critical purpose by guaranteeing consistent and high-quality school property outcomes. They are specifically tailored to address areas where the New Zealand Building Code and other legislative requirements may not adequately cater to the unique needs of educational institutions. For all new construction projects, compliance with our design standards is mandatory.

To facilitate adherence, we provide a comprehensive suite of property design standards, technical standards, and design guidance that should be followed during the planning and execution of property projects at schools. Design standards encompass overarching design principles and spatial requirements, ensuring alignment with Ministry objectives. Technical standards focus on specific technical aspects to standardize outcomes, even surpassing Building Code requirements when necessary for school suitability. Reference designs offer repeatable solutions for various school spaces, while design guidance provides insights for creating fit-for-purpose learning environments.

Additionally, our commitment to design assurance entails independent, high-level reviews of school development projects at various design stages, ensuring compliance with our established standards and objectives.

For more information, please see: <https://www.education.govt.nz/school/property-and-transport/projects-and-design/design/design-standards/#sh-Design%20Standards%20>

Learning Support Property Modifications

The Ministry provides funding to facilitate property modifications that enable the inclusion of new students and staff members with learning support needs into the school environment while ensuring their full participation in regular educational activities.

The process for obtaining property modifications involves a structured nine-step procedure, commencing with the student's enrolment or identification of relevant staff or frequent school users with accessibility requirements. These steps encompass assessments, recommendations, project management, and adherence to safety standards and Ministry policies. The initiative aims to ensure that property modifications are tailored to meet the needs of the individuals, their families, and the school, fostering a safe and conducive learning environment.

For more information, see: <https://www.education.govt.nz/school/funding-and-financials/funding/learning-support-property-modifications-at-schools/#key>

Ngā iti Kahurangi – Improving Classrooms in Small or Remote Schools

Ngā Iti Kahurangi, originally a four-year programme for approximately 585 schools, was initiated in alignment with the broader Government objective of ensuring that all schools offer high-quality learning environments by the year 2030. Recently, in the Budget for 2023, the Minister of Finance announced an expansion of the program to include 175 small schools, recognising the unique property challenges faced by these institutions.

The programme's improvements encompass a range of measures, including the installation of LED lighting, acoustic panels in teaching spaces, thermal insulation in ceilings, residual current devices (RCDs), and carpet tiles in primary school teaching areas. Three of these improvements, namely LEDs, insulation, and RCDs, may be implemented school-wide based on established standards for light levels and acoustic performance in teaching spaces. Site visits provide essential data for assessing the need for lighting and acoustic enhancements in specific classrooms.

This initiative commenced delivery in 2021 and is anticipated to extend until 2025, with schools expecting contact from their respective project managers for site assessments and improvement installations.

Furthermore, the program underscores its commitment to sustainability through the Light Fitting Recycling Initiative, collaborating with Abilities Group to recycle existing lights, thereby reducing landfill waste and providing meaningful employment to individuals with mental and physical disabilities. This partnership exemplifies broader outcomes, aligning with Ministry goals and values, demonstrating the programme's dedication to enriching lives and supporting environmentally responsible practices.

For more information, see: <https://www.education.govt.nz/our-work/changes-in-education/nga-iti-kahurangi/>

3.9 Target b) Expand Higher Education Scholarships for Developing Countries

By 2030, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

Aotearoa New Zealand's scholarships to developing countries are an important component of its International Development Cooperation (IDC) Programme. They play a key role in raising human capability, prerequisite to development outcomes. IDC scholarships are managed through the Ministry of Foreign Affairs and Trade (MFAT), Manaaki New Zealand Scholarships Programme (MNZSP). The MNZSP, and its earlier iterations, date back to the 1950s.

Aotearoa New Zealand's commitment to development scholarships is demonstrated at the highest level of budget setting and prioritisation for official development assistance. By Ministerial agreement, up to 10% of the IDC appropriation may be spent on scholarships.

The Aotearoa New Zealand funding cycle operates on a triennial basis, and in the 2021-23 triennium, NZD \$254 million was allocated to scholarships, though some of this spending has been delayed due to COVID-19 related border closures.

Aotearoa New Zealand has issued 4,749 scholarships to developing countries since 1 January 2016. The table below disaggregates data by year and the two scholarship schemes. A steady increase is seen since promulgation of the SDGs in 2016, followed by a brief plateau, then a sharp increase in 2019. Essential pivots responding to COVID-19 caused a decrease in 2019 and 2020 (commentary on COVID-19 implications follows). Despite SDG4, target 4.b. expiring in 2020, Aotearoa New Zealand continues to offer a large volume of scholarships annually.

Scheme by financial year	2016	2017	2018	2019	2020	2021	2022	2023
Tertiary (degree based)	370	472	454	441	371	50	165	334
Short-term vocational and professional	137*	183*	189*	444	201	214	456	268
Totals	507	655	643	885	572	264	621	602

* Due to system constraints MFAT can report only a portion of data for its vocational and professional scheme between 2016-2018. Estimates suggest these numbers are under-reported by approximately 50 places, however, as this cannot be confirmed, only verifiable numbers are reported.

While scholarship volume is an important indicator of commitment, so is the targeted manner in which they are offered. Aotearoa New Zealand treats its scholarships as enablers to broad development outcomes within prioritised sectors. Sectors of priority are largely bilaterally chosen, with recipient countries determining their broad human resource development needs. Scholarships often align to sector engagement through MFAT's bilateral and regional IDC programming. This engagement illuminates precise skills gaps, and provides assurances that skills will be absorbed once generated. This absorption is further enhanced through scholarship rules 'bonding' awardees to return home (two years for tertiary, one year for short term scholarships).

Aotearoa New Zealand prioritises its development assistance towards small island developing states in the South Pacific, which are often categorised by small populations, lean public services, and thin market systems. Within these contextual realities, 'absorptive capacity' is closely examined. Where in-service professionals are selected, the functions they perform while on scholarship are often halted or delivered to a lesser degree. This is particularly the case with public service awardees. Scholarship numbers therefore

cannot rise in perpetuity. For Small Island Developing States the optimum number balances short term impact with long term progress, to produce a net positive outcome.

Impacts of COVID-19

Due to lockdowns and border closures in 2020-21, many scholars under the programme were returned home. While some continued online, many deferred their studies until borders reopened in July 2022. While selection continued in a targeted way in 2020, 2021 and 2022, spending on those scholars who would study in Aotearoa New Zealand was deferred. The scholarship programme adapted by moving to online and in-country delivery where practicable over this period. The majority of deferred scholars commenced/returned to study in semester 1, 2023.

Monitoring and Evaluation of the Manaaki New Zealand Scholarships Programme

The MNZSP approach to Monitoring and Evaluation embeds itself within broader MFAT accountability mechanisms. The 'number of scholarships awarded' features in MFAT's 'Aggregated Results Indicators'. These are a narrow set of indicators deemed most important in demonstrating transparency of IDC progress to the Aotearoa New Zealand people and other stakeholders.

Periodically the MNZSP surveys alumni to gather insights and case studies examining their contributions to society. The nature of those responses allows the MNZSP to pivot its approach, such as altering sectors of priority and/or the mix of tertiary versus short term scholarships. Evidence of human development catalysed by the scholarships also informs broader bilateral and regional IDC programming.

Case study

To conclude, the MNZSP presents the below simple case study, demonstrating the value of scholarships to local development, and their catalysing effect on sustained international relationships. These relationships allow accumulative outcomes, built by-degrees over time.

Alumnus: Head of Farm Animal Genetic Research at an African Agricultural Research Institute.

This alumnus studied Agriculture at an Aotearoa New Zealand university. They lead on genetic research and provide advisory services to farmers across multiple provinces. Subsequent to graduation the alumnus brokered a memorandum of understanding between their research institute, their local university, and Massey University in Aotearoa New Zealand. This has yielded joint research, and ongoing technical assistance. This MoU also sees the exchange of technical and market information between institutions.

3.10 Target c) Increase the Supply of Qualified Teachers in Developing Countries

By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.

Aotearoa New Zealand is a Pacific country connected to the region by culture, history, politics, people, language, and shared interests. We also share personal ties, including family connections and the links forged through education, business, travel, and friendship. As a result, Aotearoa New Zealand has strong and enduring relationships with our Pacific partners.

Like most countries, Pacific partners are facing teacher shortages, particularly in science, technology, engineering, arts and mathematics (STEAM) subjects. Ministries of Education throughout the region are increasingly recognising that these shortages, coupled with the impacts of COVID-19 and often natural disasters, are having negative impacts on teachers' well-being and retention. Aotearoa New Zealand is working with our Pacific partners to help developing a highly skilled, qualified and well supported teaching workforce throughout the region.

Improving teaching standards is especially important for the region, and 'The Teaching Profession' is one of four priority policy areas under the Pacific Regional Education Framework (PacREF). Countries and their development partners, including Aotearoa New Zealand, are investing in improvements to teacher training in a range of areas. These include, for example:

- the development of a regional teacher competency framework;
- lifting the quality of national initial teacher training programmes; and

- specific training in subject matter expertise (such as through MFAT's e-learning for Science initiative).

Aotearoa New Zealand, through its IDC programme has been a long-term investor in improving teacher quality. Our support across the Pacific and Timor Leste is delivered through education initiatives (regional & national) that include a focus on supporting partners to increase the supply of qualified teachers. Since 2016 Aotearoa New Zealand has supported the supply of qualified teachers through initial teacher training and ongoing professional learning. A range of specific funding commitments are currently in train, these support the development of the teacher workforce through multi-country or regional based programmes. These programmes include culturally responsive teacher training.

An overview of qualified teachers in the region

Over the period commencing 2016 the trend in supply of trained and qualified teachers²⁴ has increased for some countries while progress is slower for others, or data is not available. While there remains data gaps across the region, over this period the availability of data has improved. Significant effort is being made through Aotearoa New Zealand's education investments to improve data quality, analysis and management both at a national and regional level. Published regional data on SDG 4 is relatively recent and reports have only become available in 2021 and 2023.²⁵

In 2022²⁶, three countries (Niue, Tonga, and Tuvalu) have all primary teachers qualified (Niue, Tonga, and Tuvalu) to teach and three others (Cook Islands, Fiji and Nauru) have more than 95 percent of primary teachers qualified. In the same period all or almost all secondary teachers are qualified to teach their subjects in Cook Islands, Nauru, and Tuvalu, and more than 90 percent of teachers are qualified in Solomon Islands and the Federated States of Micronesia.

While the proportion of trained teachers in primary and secondary education across the region meeting minimum teacher requirements remains lower than the proportion of qualified teachers, we expect to see steady increases in the percentage of trained teachers as countries continue to professionalise their workforce and as we look at better targeting our investments towards lifting teacher quality.

Relevant programmes, strategies and initiatives

Pacific Resilience Approach

Aotearoa New Zealand's Pacific Resilience Approach provides a framework for our values-based approach to working in the Pacific, affirming Pacific-owned and -led development, and working within established regional practices while supporting regional institutions. Improving access of Pacific learners to high-quality, equitable, and relevant education is an ongoing focus.

- In 2021/22 Aotearoa New Zealand's investment in secondary education was a key priority, investments aimed at helping diversify pathways for students to pursue alternative education and training opportunities.
- The largest investment in post-secondary-school education continues to be the Manaaki New Zealand Scholarships Programme.

²⁴ Trained teachers are defined as the percentage of teachers in primary and secondary education who have received at least the minimum organised pedagogical teacher training (pre-service and in-service) required for teaching at the relevant level in a given academic year and Qualified Teachers constitutes teachers with at least the minimum academic qualifications required for teaching subjects in primary and secondary education as determined by national education Authorities.

²⁵ The Status of Pacific Education Report is the Pacific's response to SDG4 and was first published and endorsed by Ministers of Education in 2021, with the second report in 2023. Sharing of national data benchmarked to international SDG indicators on an ongoing basis was endorsed at CPEM.

²⁶ The Status of Pacific Education Report 2023 pp30-34. Constitutes Trained (teachers with minimum pedagogical qualifications to teach) and Qualified Teachers constitutes teachers with at least the minimum academic qualifications required for teaching subjects in primary and secondary education as determined by national education Authorities. [The status of Pacific education 2022: a regional monitoring report based on internationally comparable statistics - Dataset - Pacific Data Hub.](#)

Aotearoa New Zealand's funding for ECE increased in the 2021/22 year. The Aotearoa New Zealand– UN Pacific partnership has supported UNICEF (the United Nations Children's Fund) to deliver outcomes in ECE in Solomon Islands, Tonga, Tuvalu, Vanuatu, and Fiji, with funding supporting ECE analysis and planning.

Pacific Regional Education Framework

The Pacific Regional Education Framework (PacREF) is the organising framework for regional education in the Pacific. It sets out the agreed policy objectives, strategies, and outcomes for regional education between 2018 and 2030. Along with its implementation programme, it also provides the region's education response to SDG4 and to the Framework for Pacific Regionalism. It was developed by the Pacific Heads of Education Systems (PHES) and was endorsed at the Forum Education Ministers meeting (FEEdMM) in May 2018.

The Pacific Regional Education Framework (PacREF) 2018-2030 expresses the aspirations of the member countries for improving education in the region. PacREF is narrowly focused, demand-responsive and built on the need to develop the region's capacity to deliver high-quality education services. PacREF has a long-term policy agenda with specific outcomes:

- Identify shared challenges.
- Develop solutions to address those challenges.
- Improve student outcomes and well-being.
- Build the capacity of our Pacific education institutions.
- Maximise shared resources.

The PacREF Program is scheduled as a 12-year schedule of activities, to be completed in three phases, that are designed to meet this objective.

University of the South Pacific

Aotearoa New Zealand has supported the University of the South Pacific (USP) since its foundation in 1968. USP has committed itself to providing a centre of excellence to train and produce qualified teachers. In 2022, USP had 3,224 students enrolled in education and teaching programmes. In April 2023, Aotearoa New Zealand launched a new ten-year partnership with USP, with committed core funding for NZD \$35m over an initial five-year period.

Project-specific funding is also provided through a partnership with the Commonwealth of Learning and the USP Centre for Flexible Learning, under the Open Distance and Flexible Learning (ODFL) activity. This activity includes in-service teacher training for technology enabled learning and methodologies. To date 4,431 teachers and education leaders are enrolled in ODFL courses. Courses include: developing pedagogy for online learning, growing digital skills, and communication skills when teaching in an online platform.

In 2022, targeted support to USP was provided to implement the PacREF's activities (in line with its annual implementation rolling work plan) relating to teachers as follows:

- Provide training to address quality in ECE teacher education pre-service curriculum; review, renew or co-design a fit for purpose induction/mentoring programme for beginning teachers with teacher training institutions;
- Review a professional development and learning programme for schools leaders; provide professional development of educational authorities in planning and policy; and
- Provide Ministries of Education with policy advice and facilitation of policy development and implement on teacher deployment and utilisation.

Pacific Community-Education Quality Assessment Programme (SPC-EQAP)

Aotearoa New Zealand's support to SPC-EQAP is long-standing, and our support since 2018 is contributing to improve the supply of qualified teachers through professional development and ongoing training. In 2022, more Pacific teachers were supported to improve teaching of curriculum (including literacy and numeracy) for example:

- 28 teachers from three countries —12 in Tuvalu (M: 9 F:3), 5 in Kiribati (M:2 F:3), and 11 in Vanuatu (M:8 F:3 — participated in the South Pacific Form Seven Certificate examination training. The participants have increased knowledge in processes, model guidance, outcomes-based education, internal and external assessment, and teaching & learning strategies.
- 93 teachers and education officers from Vanuatu (60) and Fiji (33) now have increased capacity to develop assessment instruments on a national and regional level.

Building Teacher Capacity Initiative

Aotearoa New Zealand also supports national and regional teacher training institutions and other stakeholders to improve pre-service and in-service training for teachers. The potential outcome is to improve Pacific-led inclusive education practices in classrooms. It is currently in its inception phase and is being implemented by the University of Auckland. We expect data on teacher training to be available in 2024.

E-learning for science in the Pacific (July 2020 to June 2024)

Aotearoa New Zealand supports improvements to capabilities of Year 10 non-science teachers in Vanuatu, Samoa, Solomon Islands and Cook Islands. A total of 98 teachers and principals have had the opportunity to enhance their development in teaching science, growing e-learning resources, establishing communities of practice, and building professional learning and development programmes for teachers teaching secondary science.

Bilateral Initiatives

Aotearoa New Zealand supports partner governments deliver on education priorities which includes professional development of teachers including in Samoa, Niue, Solomon Islands, Nauru, Vanuatu, Kiribati, Tokelau, and Tonga. This enables respective Ministries or Departments of Education to allocate targeted funding toward increasing quality teacher supply of teacher training and ongoing professional training and development, and educational leadership development, based on their own needs and priorities.

Case Study

Aotearoa New Zealand funded the Tonga Education Sector Activity (TESA), which was implemented by Auckland Uni-services Limited (AUL) and the Institute of Education of the University of the South Pacific (IOE-USP) over the period March 2019 to January 2023. The end-of-programme outcomes are: Tongan primary school teachers are teaching literacy and numeracy more effectively; Tongan primary school teachers and principals are more effectively using formative assessment to promote learning for every child and the Ministry of Education and Training has sustainable organisational capacity to deliver effective professional development to all primary schools in literacy and numeracy instruction, formative assessment, and instructional leadership.

The programme was developed using the Faiako Ma'a Tonga Professional Development framework and involved gradual scaffolding for Ministry of Education and Training officers, by an advisory based team, to design and deliver professional development independently, using regular feedback loops, observation and data collection to improve and adapt the training. Over the programme, the training reached 107 schools, and benefited:

- 346 teachers, 15 MET staff and all USP Institute of Education (IOE) lecturers were trained in literacy through 6 training cycles
- 595 teachers, 15 MET staff and all IOE lecturers were trained in numeracy through 4 training cycles
- 97% of government primary school principals had leadership professional development.
- A school professional development radio programme also ran during the programme.

NCEA in Realm Countries (Niue, Cook Islands and Tokelau)

The Ministry has continued to work closely with the Cook Islands and Niue Departments of Education since 2018, to ensure they are appropriately supported to implement the changes to strengthen NCEA. This model of support has been a hybrid approach of monthly online support for schools piloting Level 1 NCEA and

annual face to face engagements to provide subject specific support directly to teachers. This support has been fundamental in maintaining reciprocal relationships, allowing collaborative planning, and enabling a joint approach to implementation. In 2022, Niue and the Cook Islands piloted a selection of Literacy, Numeracy, and Cook Islands Māori standards.

An NCEA Cook Islands Panel and NCEA Niue Panel have been established in-country to help lead the NCEA Change Programme, and ensure the Aotearoa New Zealand Ministry understands and considers the diverse voices and perspectives of NCEA users in the Realm – from design to implementation. Monthly pilot meetings have been established to ensure Cook Islands and Niue teachers have regular access and engagement to subject specialists via Learning Area Leads (LALs) who are able to offer subject specific support directly to those piloting the NCEA Level 1 subjects. Realm Nations have regularly requested face-to-face support, which has resulted in the Ministry sending a team to engage and support the NCEA change journey 1-2 times a year since 2018. The engagements are to ensure Realm Nations are provided with the necessary support ahead of Level 1 full implementation in 2024. The Ministry are continuing work with the Realm Nations to identify the best approach to addressing the challenges raised by the Realm Nations. Some of these challenges include the technology, connectivity and resources.

In 2019, the General Fono of Tokelau agreed to implement NCEA. A cross-agency advisory group to support the implementation of NCEA in Tokelau has been set up and includes the Ministry, NZQA, ERO, MFAT, and Tokelau's Department of Education to ensure Tokelau has the support required to adopt NCEA. Tokelau has partnered with Te Kura to ensure they have the necessary support as they implement NCEA via Te Kura in 2023. This is with a view to fully adopt NCEA as their primary secondary school qualification.

Chapter 4: Impact of the COVID-19 Pandemic on Progress of SDG 4

The COVID-19 pandemic represents one of the biggest disruptions to social and economic life worldwide in decades. While Aotearoa New Zealand may have avoided the cases and fatalities seen in other countries, the pandemic created new challenges and additional pressures for all areas of education.

COVID-19 highlighted equity issues that have existed within the system and widened inequity for some groups of learners, such as access to technology and online learning. The cumulative impact of COVID-19 means that education in Aotearoa New Zealand is dealing with learning gaps, increasing inequities in outcomes, and struggling educators.

When COVID-19 hit Aotearoa New Zealand, many existing inequalities were worsened. Many of those most affected by lockdowns were already in, or at risk of falling into poverty. The number of children in poverty is estimated to have increased between March 2020-2021 by 18,000. Vulnerable groups of people often bear the brunt of economic shocks when disasters come along. This shows a need for more inclusive planning ahead for future disasters.²⁷

COVID-19 has had an impact on attendance, challenging behaviour in class and progress and achievement, with impacts felt more strongly by Māori learners, Pacific learners, and low socio-economic communities. It also highlights challenges for teachers and principals regarding wellbeing and workload.

The Ministry provided a range of supports for schools, kura and learners to respond to the disruption caused by lockdowns and access to learning during the initial period of the pandemic, such as supplementary learning packs sent to families and whānau, NCEA credit recognition provisions, the Urgent Response Fund, increased investment into wellbeing initiatives, the provision of Rapid Antigen Tests, masks and air-purifiers, and further funding to support attendance and engagement.

The Ministry has also provided, and continues to provide, a range of initiatives and services to support principals and teachers with their wellbeing, including EAP counselling services, the EAP Gold Star programme, a first-time principal wellbeing fund, 1:1 leadership advisory support, and several wellbeing-based supports through collective bargaining negotiations.

More recently the Ministry of Education has introduced further initiatives that will provide positive benefits to learners over the current and future years, including the Loss of Learning initiative that helps learners in Years 7-13 through access to additional teaching and tutoring; and targeted support for Māori and Pacific NCEA learners and migrant and refugee learners.

Further initiatives that will provide positive benefits to learners over the current and future years, including the Loss of Learning initiative that helps learners in Years 7-13 through access to additional teaching and tutoring; and targeted support for Māori and Pacific NCEA learners and migrant and refugee learners.

Post-COVID support initiatives

The cumulative impact of the past three years means that education in Aotearoa New Zealand is dealing with learning gaps for all learners, increasing inequities in outcomes, and principals and teachers who are struggling. In *Long Covid: Ongoing impacts of Covid-19 on schools and learning*, the Education Review Office (ERO) recommended action in three areas:

- Focusing now on making up for lost learning opportunities.
- Targeting learning support for those who have been most impacted by the pandemic.
- Supporting principals and teachers.

²⁷ [Sustainable and inclusive economic development in New Zealand's trade and economic policy \(mfat.govt.nz\)](https://mfat.govt.nz/sustainable-and-inclusive-economic-development-in-new-zealand-trade-and-economic-policy/)

ERO's recommendations align with the support that the Government is already offering, such as the Loss of Learning initiative that helps learners in Years 7-13 to make up for lost learning opportunities through access to additional teaching and tutoring; and targeted support for Māori and Pacific NCEA learners and migrant and refugee learners.

Some of the initiatives aimed at supporting learners and the education workforce through the pandemic include the Equity Funding increase, the Rapid Response Fund, increased investment into wellbeing initiatives, the provision of Rapid Antigen Tests and masks, further funding to support attendance and engagement, and the Ka Ora, Ka Ako programme.

Ongoing initiatives included NZD \$32.8 million for 40 new Curriculum Leads to help schools, kura, early learning services and kōhanga reo deliver a high-quality Health and Physical Education local curriculum, and NZD \$75.8 million for greater access to counselling for primary and secondary learners, including through an increase to large secondary schools' guidance staffing entitlement and contracting local community organisations to provide counselling in schools. Tu'u Mālohi - Stand Strong is a stand-alone Pacific wellbeing programme developed and piloted to strengthen wellbeing support for Pacific learners, their parents, families, communities, and schools.

ERO's recommendations that focus is given to supporting principal and teacher wellbeing is in line with actions Government has or is taking. This includes providing wellbeing support to principals and teachers, both broadly and through targeted methods over the last few years, a range of initiatives, scholarships, grants, and services that support principals with recruitment and retention.

The Aotearoa New Zealand Government invested NZD \$199 million over four years in Budget 2020 to support the wellbeing of learners and educators as they dealt with the impacts of Covid-19. The package included time-limited funding to support the education sector to respond to the short-term impacts of COVID-19 as well as ongoing funding for longer-term system improvements.

Annex: List of initiatives funded through Budget 2023²⁸

INITIATIVE	DESCRIPTION
<p>Te Takuhe Kura Kōhungaguna 20 Hāora – Te Whakawhānui ki ngā Tamariki Rua Tau</p> <p>20 Hours Early Childhood Education Subsidy – Extension to Two-Year-Olds</p>	<p>This initiative provides funding to extend the 20 Hours Early Childhood Education (ECE) subsidy that is currently available for three to five-year-olds to two-year-olds. This is intended to reduce the cost of ECE for parents by reducing ECE service fees. This will help parents manage their day-to-day living costs while also providing scope for additional uptake of ECE for parents where cost has been a barrier to participation.</p> <p>Note: a saving of \$43.234 million from Vote Social development is offsetting the total cost to \$1.198 billion</p>
<p>Mātauranga Aronga Kē – Pēhanga Utu</p> <p>Alternative Education – Cost Pressure</p>	<p>This initiative increases the per place rate for alternative education to \$16,536 to address historic underfunding. Annually this will support over 2,000 Years 9 -13 students who are at risk of or are disengaged from education to reengage.</p> <p>It also funds \$3.5 million annually for regional implementation of intensive support options for younger cohorts, and ongoing funding of Te Tupu Managed Moves.</p>
<p>Te Kōpaki Huringa Taenga Kura</p> <p>Attendance Turnaround Package – Cost Pressure</p>	<p>This initiative addresses Attendance Service volume and cost pressures, improves capacity for intensive support to reengage the most complex cases, supports service provider professional development and the development of a business case to improve the Attendance Service case management system.</p> <p>It provides new roles to support schools to turnaround irregular attendance. It also seeks to improve quality, understanding and use of data; and engage more effectively with evidence based local collaboration activities to support school attendance and engagement.</p>
<p>Ngā Takuhe Noho – Whakapikinga Tautoko mā ngā Ākonga Noho Tawhiti</p> <p>Boarding Allowances – Increased Support for Isolated Students</p>	<p>This initiative increases the funding pool for boarding allowances by around 4.5 percent to increase boarding allowances for geographically isolated students, particularly those on offshore islands.</p>
<p>Te Hōtaka Hanga Hou i ngā Kura o Ōtautahi</p> <p>Christchurch Schools Rebuild Programme</p>	<p>This initiative provides funding for the Christchurch Schools' Rebuild Programme following the 2010 and 2011 earthquakes. There are 33 school projects that will be supported by this additional capital investment.</p>
<p>Te Noho Tahi o Ngā Kāreti Tamatāne, Tamawāhine hoki o Te Wairau me te whakanoho i Te Kura Waenga o Bohally</p> <p>Co-location of Marlborough Boys and Girls Colleges and the Relocation of Bohally Intermediate</p>	<p>This initiative provides funding to progress the design of the co-location of Marlborough Girls' and Boys' Colleges and the rebuild and relocation of Bohally Intermediate School in Marlborough.</p>
<p>Te Whakatika i te Utu Tōraro i ngā tau o ngā Utu Hararei ki ngā Kairiwhi Wā Roa</p> <p>Correcting the Historic Underpayment of Long-Term Relievers Holiday Pay</p>	<p>This initiative will remediate an estimated 21,969 long-term relievers in state and state-integrated schools and kura for historic underpayments of their contractual holiday pay.</p> <p>This funding will cover the estimated cost for historical remediation and one year of additional cost to pay long-term relievers correctly.</p>

²⁸ <https://www.education.govt.nz/our-work/publications/budget-2023/education-summary-of-initiatives-2023/#sh-alternative%20education>

<p>Te Whakahāngai Utu ki ngā Ratonga Kura Kōhungahuna me tētahi Pūtea Whakatoitū i a Te Whānau Tupu Ngātahi o Aotearoa</p> <p>Cost Adjustment for Early Childhood Education Services and a Sustainability Grant for Playcentre Aotearoa</p>	<p>This initiative provides funding for an increase of 5.3 percent to a mix of full and partial early learning subsidy rates.</p> <p>This will aid funded early learning services to manage the increasing costs of provision and maintain quality and affordable early learning for children, parents, and whānau.</p> <p>This initiative will also provide a one-off grant to support the sustainability of Playcentre Aotearoa.</p>
<p>Te Whakahāngai Utu mō ngā Pūtea Whakahaere Kura</p> <p>Cost Adjustment for Schools' Operational Grants</p>	<p>This initiative provides for an increase of 3.5 percent in funding for schools to employ staff and meet inflationary pressures to purchase supplies, utilities and other essentials required to operate.</p> <p>This initiative also includes additional funding to extend the donations scheme to newly eligible schools in 2024.</p>
<p>Ngā Kōrero Tuku Iho ā-Rohe – Te Whakawhānui Hōtaka</p> <p>Critical Local Histories – Programme Expansion</p>	<p>This initiative provides funding to expand the Critical Local Histories programme, which involves working with local iwi and hapū to support the development of culturally relevant history curricular.</p> <p>High levels of interest from iwi and schools in this programme have led to a need for expansion and additional funding. This funding will allow the Crown to work with iwi over the next five years.</p>
<p>Te Whakawhānui i Ngā Whakakitenga Marautanga me te Whanaketanga</p> <p>Curriculum Insights and Progress Study Expansion</p>	<p>This initiative provides funding to address cost pressures for the Curriculum Insights and Progress Study (previously the National Monitoring Study for Student Achievement). The Curriculum Insights and Progress Study is a uniquely New Zealand tool for understanding how learners progress and achieve in relation to the NZ Curriculum.</p> <p>Updates can be made to studies in line with the refreshed NZ Curriculum and provide insights to Ministry of Education and teachers to better inform teaching practices</p>
<p>Ngā Ratonga Whakahaumarū, Whakahaere Hangarau – Pēhanga Utu</p> <p>Cybersecurity and Managed IT Services – Cost Pressure</p>	<p>This initiative provides funding to maintain cybersecurity and managed digital services to kura and schools to better protect the education sector against rapidly escalating cyber-attacks and privacy breaches.</p> <p>This delivers the next phase of the Cybersecurity and Managed IT Services initiative that was funded through Budget 2022.</p>
<p>Ngā Paerewa Whai Wāhi Whakaōrite Utu Kura Kōhungahunga – Pēhanga Utu</p> <p>Early Learning Pay Parity Opt-In Rates – Cost Pressure</p>	<p>This initiative addresses a critical cost pressure for extending pay parity in early learning. More services than anticipated have opted into the pay parity scheme and this initiative will ensure sufficient funding is available to support these services to deliver pay parity to early learning teachers</p>
<p>Te Rārangi Utu Kaimahi ā-Mātauranga – Pēhanga Utu</p> <p>Education Payroll Services – Cost Pressure</p>	<p>This initiative provides funding to support Education Payroll Limited to manage increased costs associated with delivery of accurate, timely and secure fortnightly payroll to an average of 96,000 employees.</p>
<p>Te Āheinga ki ngā Mahi Matihiko Ōrite – Te Whakaroa i te Hōtaka ki te Pipiri 2024</p> <p>Equitable Digital Access – Programme Extension to June 2024</p>	<p>This initiative is a continuation of free home internet access for up to 18,000 student households, initially started as part of the Government's COVID-19 distance learning programme.</p> <p>This initiative also extends access to new student whānau who have become eligible since the programme began.</p>
<p>Te Hōtaka Whakahou i te Kāhui Kura ki Hāwera</p> <p>Hāwera School Network Regeneration Project</p>	<p>This initiative provides funding for the construction of temporary teaching spaces and the design of a combined high school and intermediate school in Hāwera.</p>
<p>He Tohutohu Motuhake mō ngā Kaupapa Tōmua a te Kāwanatanga – Te Whakahoki Pūtea</p> <p>Independent Advice on Government Priority Areas – Return of Funding</p>	<p>This initiative will discontinue the appropriation of independent advice on government priority areas. This appropriation was limited to the provision, independently of the Ministry of Education, of advice (including second opinion advice and contributions to policy advice led by other agencies, advice on operational matters and expert review service advice) to support decision-making by Ministers on government priority areas.</p>
<p>Te Tuku Haumi mō te Mātauranga Māori – Te Whakakaha Rangapūtanga</p>	<p>This initiative funds programmes designed to improve educational outcomes for ākonga Māori and their whānau. The Ministry of Education will work with partners to improve outcomes around attendance, ending streaming, and nurturing language, culture, and identity through kapahaka.</p>

Investing in Māori Education – Strengthening Partnerships	Māori Education Peak Bodies will be supported to lead and partner with the Ministry on programmes with aligned aspirations for tamariki and rangatahi. There is also increased funding for science, technology, engineering, and mathematics programmes for ākonga Māori.
Kāhui Ako – Pēhanga Utu Kāhui Ako Communities of Learning – Cost Pressure	This initiative will enable Kāhui Ako Communities of Learning (education providers that collaborate to improve the achievement of their children and young people) to continue being funded at their current level until the end of the 2023 calendar year.
Ka Ora, Ka Ako – te Haere Tonu Ka Ora, Ka Ako School Lunch Programme – Continuation	This initiative will enable the Ka Ora, Ka Ako programme to continue at the current level until the end of the 2024 calendar year. This initiative will provide the 25 percent of learners (~220,000 learners) experiencing the greatest socioeconomic barriers to education with access to a nutritious lunch, on every school day. This initiative contributes to reducing food insecurity and financial hardship for families and whānau. The programme supports child development, health, and wellbeing and removes barriers to participation in education.
Te Whakahoki Utu Hoko Whenua mō ngā Kura Hou – Pēhanga Utu Land Purchases Reimbursement for New Schools – Cost Pressure	This initiative provides a one-off capital injection to reimburse land acquisitions and associated site work costs. The purchase of land for new schools is fundamental to delivering the National Education Growth Plan and expanding the School Property Portfolio to meet demand across New Zealand.
Te Tautoko Ako i ngā Kura Kaupapa Māori me ngā Akoranga Rūmaki Reo Learning Support in Kaupapa Māori and Māori Medium Schooling	This initiative provides funding for specialised Learning Support Coordination and facilities in schools and kura providing Kaupapa Māori and Māori medium education. It provides resourcing for Māori-led design and delivery of solutions to strengthen the capacity and capability of these schools and kura to plan and coordinate responses to the learning support needs of learners in partnership with whānau.
Ngā Hanga Tautoko Ako ki ngā Whare Kura Learning Support Modifications to School Buildings	This initiative will provide funding for the purchase and installation of modifications in schools to be able to provide access for all, including automatic doors, lifts, fencing, hoists, and bathroom modifications over a period of two years. This is required to meet the increased volume in demand for such modifications (increase of 190 percent from 2016 to 2021).
Ngā Kerēme Whakaōrite Utu mā ngā Mātanga Whare Pukapuka, Ngā Kaiāwhina Whare Pukapuka me ngā Kaihangarau Pūtaiao – Whakatinanatanga Librarians, Library Assistants, and Science Technicians Pay Equity Claims – Implementation	This initiative supports the implementation of the Librarians, Library Assistants, and Science Technicians Pay Equity Claims. Funding will resource personnel to work with schools and kura to ensure that they receive accurate funding, and that the sector is supported to understand the changes to employment settings.
Te Pokapū Whakaako Taurewa ki Māngere – Pēhanga Utu Māngere Refugee Education Centre – Cost Pressure	This initiative provides additional funding to deliver education to refugees at Pokapū Whakamātau Rerenga, the Māngere Refugee Resettlement Centre (the Centre). This will allow the Centre to continue delivering vital and effective education services to high needs students, ensure that refugees are well oriented to the New Zealand education system, and assist refugee and migrant students to achieve National Certificate of Educational Achievement Level 2 at similar rates to domestic learners.
Ngā Rawahanga Ākoranga Rūmaki Reo Māori – Te Whakawhānui Hōtaka Māori Medium and Kaupapa Māori Education Infrastructure – Programme Expansion	This initiative funds remediation projects, site acquisitions, and provision of roll growth classrooms to kura delivering Māori Medium Education (MME). Maintenance funding is also provided to Puna Reo and Kōhanga Reo early childhood centres. This investment is needed to meet the Government objective of 30 percent of ākonga Māori learning in Kaupapa Māori Education and Māori Medium Education environments by 2040.
Te Mahere Whakatipu Mātauranga ā-Motu National Education Growth Plan	This initiative will support the continued expansion of the School Property Portfolio by delivering roll growth classrooms and new schools in accordance with the National Education Growth Plan. The funding will enable delivery of approximately 200 roll growth teaching spaces, 100 short term roll growth classrooms and four new schools. This will add approximately 6,600 student places to the School Network.
Te Kapamahi Motuhake a Te Mana Tohu Mātauranga o Aotearoa – Pēhanga Utu Kaimahi	This initiative provides funding to maintain pay rates for 9,500 contracted Specialist Workforce employees of the New Zealand Qualifications Authority. The workforce is necessary for the integrity

New Zealand Qualification Authority's Specialist Workforce – Remuneration Cost Pressure	and operation of the National Certificate of Educational Achievement and Scholarship secondary school assessment process
Ngā Iti Kahurangi – Te Whakawhānui Hōtaka Ngā Iti Kahurangi Programme – Programme Expansion	This initiative provides funding to extend the Ngā Iti Kahurangi programme to 175 more schools, which delivers property improvements to small, isolated schools in line with the Ministry of Education's Quality Learning Environment standards. The programme upgrades school energy efficient LED lightbulbs, insulation, acoustic panels, residual current devices, and carpet tiles.
Ngā Rawawhare ā-Kura: Te Whakahou i ngā Kohinga Whare Pukapuka ā-Kura North Island Weather Event: Replenishing School Library Collections	This initiative provides for the replacement of school library collections, related resources (excluding textbooks and devices) and shelving lost due to the North Island Weather Events and which cannot be replaced by other funding.
Ngā Rawawhare ā-Kura: He Urupare Tangetange North Island Weather Event: School Property: Immediate Response	This initiative provides for the immediate and high need property works to enable schools to open and/or operate safely following the North Island Weather Events. This work includes repairs to roofs, plumbing infrastructure, carpentry, tree removal, and emergency cleaning. This work will be delivered using existing Ministry of Education staff and systems.
Ngā Rawawhare ā-Kura: Te Whakatika me te Hanga Hou hei muri i te Āwhā i pā ki Te Ika a Māui North Island Weather Event: School Property: Repair and Rebuild Post North Island Weather Event	This initiative, building on funding provided for immediate repairs, enables further work to return schools severely affected by the North Island Weather Events to their pre-weather-event state, including, where necessary, redevelopment or relocation of schools on extensively damaged sites. This work will be delivered using existing Ministry of Education staff and systems.
Ngā Rawawhare ā-Kura: Ko Ngā Kaimahi Take Motuhake me te Tuku Pūtea – He Whakanui i te Pūtea o Tēnei Wā North Island Weather Event: Special Reasons Staffing and Funding – Increase to Existing Budget	This initiative provides immediate assistance to support staff in schools and kura impacted by the North Island Weather Events by increasing the Special Reasons Staffing funding. This funding can be used to employ relief staff, provide teaching/principal release time, support learners with engagement and wellbeing or employ additional teachers for those schools that have experienced increased enrolment due to enrolling learners from cyclone-affected areas.
Ngā Kura Kōhungahunga Iwi Moana – Pēhanga Utu Pacific Early Childhood Education – Cost Pressure	This initiative provides for the continuation of time-limited funding to strengthen and support Pacific early learning services in line with the Action Plan for Pacific Education and the Early Learning Action Plan. The funding will deliver targeted professional learning and development, guidance, and support (provided through specialist advisors) to enhance governance and management and meet learning support needs.
Te Whakaōrite Utu ki ngā Kaiako i ngā Ratonga Ako me te Tiaki Pay Parity for Teachers in Education and Care Services	This initiative is the third tranche of funding to deliver pay parity for certificated teachers in education and care services. It provides funding to close the pay gap between certificated teachers in education and care services and their counterparts in kindergartens. This initiative also provides funding for an allowance for teachers who work in Māori or Pacific based immersion services.
Te Whakahāngai Utu ki Te Rāngai Kāwanatanga - he Pēhanga Utu Kaimahi ki roto i te Tāhua Mātauranga Vote Education Remuneration – Cost Pressure	This initiative provides funding for remuneration cost pressures to give effect to the Public Sector Pay Adjustment (PSPA) for the Ministry of Education and the New Zealand Qualifications Authority.
He Akoranga Whai Kōunga me te Marautanga – Te Tautoko i ngā Mahi Whakawhanake Ngaiotanga Quality Teaching, Learning, and Curriculum – Supporting Professional Development	This initiative will help ensure equitable and resilient curriculum support and professional development provision for schools, kura and kaiako to respond to high sector demand. It includes specific programmes to help teachers support Māori and Pacific learners and will provide equitable opportunities across English and Māori mediums, sectors, and regions.
Te Matapae Hou i te Mātauranga Kura Kōhungahunga Re-forecasting of Early Childhood Education	This initiative identifies a saving of \$15 million per year to reflect updated forecasts for the take-up of early childhood education.
Mātauranga Taurewa, Manene i ngā Kura – Pēhanga Utu	This initiative provides funding to continue delivering specialist supports for refugee and migrant students in schools, helping them to achieve the National Certificate of Educational Achievement Level 2 at similar rates to domestic students. Additional student arrivals from Ukraine and

Refugee and Migrant Education in Schools – Cost Pressure	Afghanistan (outside of the refugee quota) and changes to the migrant levies' settings due to COVID-19 have affected traditional funding sources and led to cost increases.
Te Tuku Haumi ki te Tōpūtanga Rawawhare ā-Kura – Pēhanga Utu Reinvesting in the School Property Portfolio – Cost Pressure	This initiative will provide funding for reinvestment in the School Property Portfolio. This funding is critical to ensure proper maintenance of the 2,100 schools across New Zealand. This funding is provided to schools to deliver Ministry of Education-led national maintenance programmes.
Te Kete Tīmata Kura – Te Whakamutu Hōtaka School Entry Kete – Discontinuing Programme	This initiative discontinues the School Entry Kete programme. The School Entry Kete programme funded a data eco-system which would support a joined-up approach to data about student needs, progress, and learning support needs throughout their schooling. The impact of COVID-19 saw contractors unable to meet deliverables on initial timeframes. There is an opportunity to cease further work on the School Entry Kete. The teaching, learning and early identification of needs outcomes supported by the School Entry Kete can still be realised through the wider Curriculum and Assessment work programme.
Te Whakapiki Utu ki ngā Kaitaraiwa Waka Kura School Transport Driver Wage Increases	This initiative restores wage relativity between school bus drivers and public transport drivers by providing \$6.590 million per annum to school bus operators for the purposes of providing a wage increase in line with the public transport counterparts.
Te Hōtaka Whakatika Rārangī Utu Kaimahi ā-Kura – Pēhanga Utu Schools Payroll Remediation Programme – Cost Pressure	This initiative provides additional funding for the Schools Payroll Remediation programme, which identifies and corrects errors in payroll data and processes. The main objective of the programme is ensuring that school sector employees receive their correct Holidays Act entitlements. This involves determining compliance in the education sector, establishing amounts owed (if any), and remediating for any non-compliance.
Ngā Ratonga Tautoko – Te Aro ki te Ako Hipa Support Services – Addressing Lost Learning and Teacher Supply	This initiative provides funding for a suite of tutoring and support services for students in years 7 and above in schools and kura to address 'lost learning' as a result of COVID-19 (\$20 million) and initiatives to support more teachers in the education workforce (\$23 million). This targeted funding is largely limited to the 2022/23 financial year, with the exception of some scholarships. This initiative was funded as a pre-commitment against the Budget 2023 operating allowance.
Te Whakaranea Kaiako – Te Whakaroa i te Pūtea Wā-Here Teacher Supply – Extending Time-Limited Funding	This initiative extends time-limited funding for several critical teacher supply initiatives that boost Initial Teacher Education enrolment, incentivise overseas teachers to move to New Zealand, assist former teachers to return to the profession, and help match graduates and returning teachers to long-term positions.