



TEU

TERTIARY EDUCATION UNION
TE HAUTŪ KAHURANGI

Submission of

**Te Hautū Kahurangi | Tertiary Education
Union**

to the

Ministry of Education

on

***Variations on Funding Determinations:
Youth Guarantee and NZQCF Levels 1 and 2***

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1. Te Tīmatanga | Introduction

- 1.1. Te Hautū Kahurangi | Tertiary Education Union (TEU) welcomes this opportunity to respond to the *Variations on Funding Determinations (Youth Guarantee and NZQCF Levels 1 and 2)*.
- 1.2. The TEU is the largest union and professional association representing 10,000 academic and general/allied staff in the tertiary education sector (in universities, institutes of technology/polytechnics, wānanga, private training establishments, and rural education activities programmes).
- 1.3. The TEU actively acknowledges Te Tiriti o Waitangi as the foundation for the relationship between Māori and the Crown. We recognise the significance of specific reference to Te Tiriti in the Education Act and the emergent discourse resulting from this. We also accept the responsibilities and actions that result from our nation's signing of the UN Declaration on the Rights of Indigenous Peoples.
- 1.4. The TEU expresses its commitment to Te Tiriti by working to apply the four whāinga (values) from our *Te Koeke Tiriti* framework as a means to advance our TEU Te Tiriti relationship in all our work and decision-making – with members and when engaging on broader issues within the tertiary sector and beyond – such as our response to the *Variations on Funding Determinations (Youth Guarantee and NZQCF Levels 1 and 2)*.

Tū kotahi, tū kaha – We are strong and unified; we are committed to actions which will leave no-one behind; we create spaces where all people can fully participate, are fairly represented, and that foster good relationships between people.

Ngā piki, ngā heke – We endure through good times and bad; we work to minimise our impact on the environment; we foster ahikā – the interrelationship of people and the land, including supporting tūrangawaewae – a place where each has the right to stand and belong.

Awhi atu, awhi mai – We take actions that seek to improve the lives of the most vulnerable; we give and receive, acknowledging that reciprocity is fundamental to strong and equitable relationships; and we work to advance approaches that ensure quality public tertiary education for all.

Tātou, tātou e – We reach our goals through our collective strength and shared sense of purpose, which are supported through participatory democratic decision-making processes and structures.

1.5. Our response to the *Variations on Funding Determinations (Youth Guarantee and NZQCF Levels 1 and 2)* stems from our commitment to the whāinga expressed above and our wish to see these enacted in the tertiary education sector and in our society and communities.

2. TEU Submission on Youth Guarantee

2.1. Education is about more than ensuring ākonga are proficient in carrying out technical tasks and meeting the needs of employers. To succeed in the workplace and contribute to society more broadly, our ākonga must be supported by an education system that is designed and funded in a way which meets their needs holistically addressing the mind, body, and wairua. As such, TEU commends the Ministry of Education’s recognition that successful education “requires a focus on soft skills and workplace links,” and that our tertiary education sector must sustain the capability to deliver for, in particular, youth and those traditionally underserved by the system.

2.2. Taking a holistic approach to education also means considering the broader set of circumstances that ākonga face. These factors could include understanding their age, health and wellbeing needs, proximity to education providers, and whānau, community, and work commitments.

2.3. We note that the Government has promised to extend support up to 1,100 more Youth Guarantee participants in the sound knowledge that when young people are in education that this drives down youth crime. This is acknowledgement that education is a social and community good and not just of benefit to the individual, a stance that TEU has long championed.

2.4. As such, we believe the funding determinants should be enabling of participation and successful outcomes rather than providing barriers or inhibiting positive outcomes.

2.5. We recommend:

2.5.1. *Funding rates update* – a 2.75 percent increase to the tuition rate is of course supported. However, with the current CPI at 7.3% this increase is insufficient and effectively supports cuts to either provision, or quality or both. This was an opportunity to fund this important part of tertiary

provision at a more sustainable rate and we encourage that the rate increase be raised.

- 2.5.2. We recommend a funding increase that accounts for the current CPI (7.3%) as well as ongoing adjustments that meet the real cost of education provision.
- 2.6. We acknowledge and support the additional increases within the funding rate, as outlined below:
 - 2.6.1. *Increasing the pastoral care subsidy* – increase from \$523 to \$2000.
 - 2.6.2. *Renaming the pastoral care subsidy* – change the name of the ‘Pastoral Care’ subsidy to the ‘Wellbeing and Pathways Support Rate’ to reflect a shift away from pastoral care to a broader focus on wellbeing and learning support.
 - 2.6.3. *Making the pastoral care subsidy non-recoverable* – to ensure funding security for providers.
 - 2.6.4. *Increasing the transport assistance subsidy* – increase from \$860 to \$1000 per EFTS to better enable providers to support their learners’ transport needs.
- 2.7. We do note that further consideration be given to the Transport Assistance Subsidy as this may need to be weighted depended on where ākongā reside. In areas with public transport \$1000 may be sufficient. For those in remote communities without public transport we recommend the subsidy be higher as ākongā will need to use private means of transport.
- 2.8. Additionally, regarding the other variations to the Youth Guarantee funding determinations, TEU supports the following proposals:
 - 2.8.1. *Minor editorial changes*
 - 2.8.2. *Lowering the credit value* – lowered from 100 to 80 credits per EFTS at Levels 1 and 2 to better reflect learning profiles and ensure better alignment with expectations in schools.
 - 2.8.3. *Extending the Youth Guarantee upper age limit* – extending the upper age limit from 19 to 24 to support a larger cohort of young learners.
 - 2.8.4. *Enabling part-time enrolment* – to support flexible arrangements and learner needs.

2.8.5. *Changes to the name of the NZQF*– in line with the Education and Training Amendment Bill (No2), the New Zealand Qualifications Framework may be changed to the New Zealand Qualifications and Credentials Framework (NZQCF).

3. TEU Submission on Delivery on the NZQCF at Levels 1 and 2

3.1. TEU whāinga *tū kotahi, tū kaha* states “we are committed to actions which will leave no-one behind.” As such, we support the objectives of foundation-level education which allow for access to essential foundational skills, building critical literacy and numeracy skills, and providing progression to higher level study and skilled employment, fuller engagement in communities, and all the associated benefits of this.

3.2. We fully support the proposal that Level 1 and 2 education programmes delivered in prison be funded at the same rate as DQ1-2 Trades.

3.3. However, as above, we maintain that a funding rate increase of 2.75 percent is incongruent with the current CPI at 7.3% and ongoing the increase in funding rates match the real costs of inflation for providers. Again, we argue that this increase is insufficient and effectively supports cuts to either provision or quality, or both.

3.4. We recommend:

3.4.1. A funding increase that accounts for the current CPI (7.3%) as well as ongoing adjustments that meet the real cost of education provision.

3.5. Lastly, TEU supports the remaining proposed variations to the funding determination for Delivery on the New Zealand Qualifications Framework at Levels 1 and 2, as outlined below:

3.5.1. Fund all Level 1 and 2 education programmes delivered in prisons (including te reo and tikanga Māori as well as English for Speakers of Other Languages [ESOL] programmes) at the DQ1-2 Trades rate.

3.5.2. The intent to include fee settings relating to student services fees.

3.5.3. Changes to the name of the NZQF – in line with the Education and Training Amendment Bill (No2), the New Zealand Qualifications Framework may be changed to the New Zealand Qualifications and Credentials Framework (NZQCF).

- 3.5.4. Replacing the term 'training scheme' with 'micro-credential' – in line with the Education and Training Amendment Bill (No2).