



Ninth New Zealand Report

on the

UNESCO Convention Against Discrimination In Education

Covering the Years 2012-2015

June 2016

New Zealand is pleased to present its ninth periodic report to UNESCO concerning the implementation of the *Convention Against Discrimination in Education* (“the Convention”), adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) on 14 December 1960. New Zealand ratified this Convention on 12 February 1963.

The report format follows the *Guidelines for the preparation of reports by Member States*, approved by UNESCO’s Executive Board at its 197th session in October 2015. The guidelines have been significantly simplified and shortened and this is reflected in the length and level of detail provided in the report. Member States are also encouraged to submit their responses via an online reporting form, and some questions only give a predetermined drop-down answer (as indicated with *).

The Ministry reported previously in 2013 (for the period 2006-2011). The report noted that while our education laws, policies and practices are intended to ensure each person has a fair opportunity to achieve their potential in education, regardless of gender, ethnic origin, socio-economic status, religion, or cultural background, some inequalities do occur across these dimensions.

With respect to these disparities the report identified some areas of positive improvement in participation and achievement, while also identifying areas of persistent disparity, particularly with respect to Māori and Pasifika students.

The ninth report focuses on the progress made over the reporting period (2012-2015) with a particular view to some of the changes introduced to help create a sustainable, integrated, fit-for-purpose education system for children and young people.

I. Information on the legislative, judicial, administrative and other measures taken by the State at the national level

1. Ratification of the Convention

1.1 If the Convention has not been ratified yet:

- Does your country plan to ratify this instrument?

1.1 Already ratified*

1.2 If the 1962 Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention against Discrimination in Education is not ratified yet:

- Does your country plan to ratify this instrument?

1.2 No*

- Please indicate the stage of ratification process reached by your country
Not considering ratification in the short, medium or long term

- Please explain which are the obstacles or difficulties encountered in completing the ratification process and the means of overcoming them

1.3 N/A*

2. Legal framework governing the protection of rights guaranteed in the Convention and the Recommendation in the national legal system

2.1 In case your country is a State Party to the Convention

- Is the Convention directly applicable in your country's domestic law following its ratification?

1.4 No*

- If not, has it been incorporated into the national Constitution or domestic law so as to be directly applicable?

This seeks information on whether the provisions of the Convention are guaranteed in a domestic legal instrument (Constitution, legislative text or other national provision)

1.5 New Zealand does not have a formal written constitution. The articles of the Convention must be incorporated into domestic law. The Education Act 1989 (the Education Act), as the primary piece of domestic legislation relating to education, and supporting regulations and guidelines provide a framework for an equitable education system. The right to education is provided for by section 3 of the Education Act, which provides for the right to free primary and secondary education (for all students aged 5-19). The Education Act also provides that students who have special education needs have the same rights to access the education system as those who do not. Schools are also required, in consultation with their communities, to develop policies, plans and targets to improve the achievement of Māori (indigenous people of New Zealand) students. Policies and strategies also target other groups whose opportunities and achievement levels are below the norm.

1.6 There is a strong commitment to the provisions of the Convention in New Zealand's education system, which is intended to provide equitable

opportunities for all people regardless of gender, ethnicity, or social and economic background. This intention is supported by specific policies aimed at lifting the achievement of particular vulnerable groups.

- 1.7 The Ministry of Education's (the Ministry) role is to lead advice to Government on the education system, and work with the education sector to ensure that the education system delivers for all New Zealanders. This means having an education system that seeks to provide every learner with the opportunity to gain skills and knowledge to realise their unique potential and succeed in their lives. Te Tiriti o Waitangi/the Treaty of Waitangi (the Treaty)¹, as a founding document of New Zealand, is a crucial driver for the way the Ministry acts and engages with significant stakeholders including iwi/tribe. In education, the Treaty provides legal protection for Māori learners' rights to achieve true citizenship as descendants of their iwi/tribe through gaining a range of vital skills and knowledge, as well as protecting te reo Māori (the Māori language).
- Please indicate whether the provision of the Convention can be invoked before given effect to by courts, tribunals and administrative authorities.

Information should be given about the judicial, administrative and other competent authorities having jurisdiction with respect to the rights guaranteed by the Convention and scope of such competence. If possible, illustrate on the basis of available case law and jurisprudence.

- 1.8 The Education Act establishes a right to education that is not a freestanding one enforceable through the Courts. It is a right to be enrolled and receive education created by the Education Act, and which receives external scrutiny through the Education Review Office's review processes, by the Ombudsman, the Controller and Auditor General, parliamentary processes and international review.

2.2 In case your country is not a State Party to the Convention

1.9 N/A*

2.3 For either the provisions of the Convention or the Recommendation, please list the principal national laws and regulations adopted in order to implement them.

For each of them indicate reference, dates and aims. The report should cover texts adopted to combat, prohibit and eliminate gradually discrimination in education as rooted in the historical, cultural, economic and political conditions and to promote equal educational opportunities.

Please include sufficient quotations from or summaries of the relevant principal constitutional, legislative and other texts which guarantee and provide remedies in relation to the rights enshrined in the Convention.

- 1.10 Section 3 of the Education Act provides for the right to free primary and secondary education and reads as follows:

¹ Treaty of Waitangi - signed in 1840 by representatives of the British Crown and certain Māori chiefs, it is considered a founding document of New Zealand. The Treaty acknowledges Māori as the indigenous people and commits the Crown to protecting Māori language, values and cultural practices.

"Except as provided in this Act or the Private Schools Conditional Integration Act 1975, every person who is not an international student is entitled to free enrolment and free education at any State school or partnership school kura hourua during the period beginning on the person's fifth birthday and ending on the 1 January after the person's 19th birthday."

1.11 In addition, section 20(1) of the Education Act states that:

"Except as provided in this Act, every person who is not an international student is required to be enrolled at a registered school at all times during the period beginning on the person's sixth birthday and ending on the person's 16th birthday."

1.12 Section 8 provides that people who have special educational needs have the same rights to enrol and receive education as people who do not [have special education needs].

1.13 There are special provisions available for parents who wish to have their child educated in the Māori language. Section 155 of the Education Act provides for the establishment of kura kaupapa Māori (a kura is a school, and "kaupapa Māori" is a Māori philosophy and approach). These are state schools which use te reo Māori (the Māori language) as the medium of instruction. Special Character Schools can be established under section 156 of the Education Act. While this special character can include a range of educational philosophies or approaches, additional Māori-medium immersion schools are also established under this section of the Act. These are often referred to as kura-a-iwi or tribal affiliated schools.

1.14 Measures taken to ensure parental choice for religious purposes (discussed in detail in Chapter 3) are accommodated through the Private Schools Conditional Integration Act 1975 (the PSCI Act). The PSCI Act provides for private schools with a special character to be able to negotiate with the Minister of Education with a view to entering into an integration agreement. This is subject to the Minister's discretion (section 5 of the PSCI Act).

1.15 Integration is defined (section 2 of the PSCI Act) as:

"...the conditions and procedures on and by which a private school may become established as part of the state system of education and remain part of that system on a basis whereby the education with a special character which it provides is preserved and safeguarded"

1.16 Education with a special character is defined in section 2 of the PSCI Act as:

"...education within the framework of a particular or general religious or philosophical belief, and associated with observances or traditions appropriate to that belief."

1.17 The Education Act reformed the Education Act 1964. Since it was adopted in 1989, it has been amended many times, while remaining the broad thrust of the reforms. In 2014, the Government announced that it will update the Education Act.

- 1.18 Other legislation also provides for policies that assist particular groups where disparities exist, such as the provision of scholarships for Māori and Pacific Islanders. All education legislation must be read alongside the Human Rights Act 1993 (applies to the public and private sectors) and the New Zealand Bill of Rights Act 1990 (generally applies to the public sector, the legislature, the executive and the judiciary). This legislation prohibits various kinds of unjustifiable discrimination, such as racial discrimination.

II. Information on the implementation of the Convention or Recommendation (with reference to their provisions)

1. Non-discrimination in education

1.1 Is discrimination in education based notably on grounds specified in the Convention/Recommendation fully outlawed in your country?

2.1 Yes*

1.2. Please explain which measures are adopted to:

- Eliminate discrimination within the meaning of the Convention/Recommendation?
- 2.2 Discrimination in education is specifically prohibited by New Zealand law. Chapter 1 provides background about the constitutional, legal and administrative framework in New Zealand.
- 2.3 Throughout the period under review, the Government has continued to work to eliminate disparities based on ethnicity or national origin, gender, religion, or socio-economic status. There continues to be a strong and active Government commitment to the promotion of harmony between different groups.
- Prevent discrimination within the meaning of the Convention/Recommendation?

The description should include measures taken as regards:

- *Non-discrimination in the admission of pupils to educational institutions*
- *Non-differential treatment*
- *Treatment of foreign nationals resident in your country*

- 2.4 The Education Act states that all people share equal rights to access publicly funded education. Participation in early childhood education is a matter of choice for parents and caregivers and access to quality tertiary education is available to all who wish to take advantage of the opportunity.
- 2.5 There are some restrictions on attendance at certain schools. For example, girls may not be enrolled at a boys' school, and boys may not be enrolled at a girls' school. The authority for this restriction is derived from section 146A of the Education Act, where the Minister of Education may declare a school to be a boys' school, a girls' school, or a co-educational school.
- 2.6 Legally, no pupil should be denied access to a state school.
- 2.7 New Zealand accepts refugees referred from the Office of the United Nations High Commissioner for Refugees (UNHCR). Both UNHCR-referred refugees and asylum seekers (and their dependants) have the right to access free publicly funded education. The Ministry of Education also provides extra support, through funding, resources and expertise, to schools that are

working with refugees and asylum seekers. As part of this support, the Ministry of Education employs a national refugee coordinator and associated regional coordinators.

- 2.8 Foreign nationals, who are holders of a New Zealand residence class visa granted under the Immigration Act 2009, and their dependants, are entitled to enrol as domestic students in New Zealand schools. These include, but are not limited to, students from Tokelau, the Cook Islands, and Niue (all classified as New Zealand citizens), Australian citizens, students on Government-approved exchange programmes, students enrolled in Doctor of Philosophy programmes at a New Zealand university, and those enrolled at a tertiary education provider for the purpose of participating in industry training. The category of “domestic students” includes those who are exempt from the requirement to hold a residence class visa, such as those with consular or diplomatic privileges, and a range of people in different circumstances who are to be treated as if they were not international students, such as a student (or a dependant child of a student) who has been recognised or made a claim to be recognised as a refugee in accordance with the relevant provision of the Immigration Act 2009.
- 2.9 In late 2010, the Ministry made provision for a number of school age children living unlawfully in New Zealand to be added to the list of students treated as domestic. Further amendments and clarifications were published in early 2011, 2012, 2013 and 2014. The formal Notice sets out the eligibility criteria that the children of long-stay (over 6 months) migrants must meet in order to enrol and be funded as domestic students.
- 2.10 Information is provided by the Ministry to help families apply for this access. No fees are charged and information remains confidential.
- 2.11 Children or young people aged 5 to 19 years old who fulfil the criteria are given approval to attend school as a domestic student for a period of up to 2 years, renewable if they still meet the criteria. All other children who are living unlawfully in New Zealand may only be enrolled as international fee-paying students.
- 2.12 Education providers wishing to enrol international students (those who are not deemed domestic students) need to be signatories to the Code of Practice for the Pastoral Care of International Students to ensure the students’ pastoral care and wellbeing during their stay in New Zealand.

2. Equal opportunities in education

2.1 Please explain what are the concrete actions taken by your Government to guarantee equal access to all levels of education in your country?

In this part, please include anti-discriminatory measures, financial incentives, fellowships, positive or affirmative action.

- 2.13 New Zealand’s education system has three levels – early childhood education, schooling, and tertiary education – across which students can follow a variety of flexible pathways.

- 2.14 The education system is designed to recognise different abilities, religious beliefs, ethnic groups, income levels, ideas about teaching and learning, and allows education providers to develop their own special characters.
- 2.15 Early Childhood Education (ECE) is not compulsory in New Zealand and remains a choice for parents and caregivers. The Government recognises that participation in ECE can significantly increase the likelihood of future success in education and that it is particularly beneficial to children from vulnerable families. A key focus for Government is ensuring that children, parents, and families have access to high-quality ECE provision that meets their needs and supports their identity, language, and culture of all learners.
- 2.16 There are a wide range of ECE services available in New Zealand. Teacher-led services include kindergartens, centre or home-based ECE, and parent-led services include playgroups, playcentre and kōhanga reo. Some services are culturally oriented, such as Te Kōhanga Reo (Māori language nests) or A'oga Amata (Pacific Island language nests).
- 2.17 The Government contributes the majority of funding across all ECE service types in New Zealand. Government funding is estimated to make up between 75%-93% of funding for early learning services. The Government provides subsidies for all children aged 0-5 to participate in ECE. The *20 Hours ECE scheme* means that parents of 3, 4 and 5 year olds are not charged fees for up to 20 hours ECE per week. In addition, the Government provides assistance with ECE fees for low- and middle-income parents through a childcare subsidy.
- 2.18 Access to state funded primary and secondary education is available to (and compulsory for) all children and young people between the ages of 6 and 16 (refer to paragraph 1.10).
- 2.19 The Government funds school transport, such as school buses, to help students access publicly funded education, and funds schools directly to provide support for the majority of children with special education needs. The Government also provides extra support, through funding, resources and expertise, to schools working with refugees and migrants, including English for Speakers of Other Languages (ESOL) support.
- 2.20 The schools' funding system is designed to promote equal access. A component of schools' operational funding is calculated on the basis of pupil numbers and a socio-economic decile rating for the school, which reflects the needs of the community from which its students are drawn. This helps Government deliver extra support to communities that face the greatest barriers to educational achievement. Financial assistance can be provided to parents in need if they are unable to meet the voluntary contribution requested annually by schools. There are also benefits available through Work and Income New Zealand that support education, and include a child care subsidy, and ad hoc grants for school-related costs such as uniforms.
- 2.21 A range of funding supports and mechanisms are in place to support secondary schools to offer a diverse mix of both general education and vocational education opportunities to students in their final years (Years 11, 12, and 13). For those for whom mainstream schooling is not an option or who are at risk of not succeeding in mainstream schooling, there are a range of alternative options to offer these students, including alternative education

programmes for all 13-15 year olds; Partnership Schools/Kura Hourua bringing together education, the business sector and community groups; or Teen Parent units available to pregnant learners or young parents.

- 2.22 *Te Aho o Te Kura Pounamu* or *Te Kura*, the New Zealand Correspondence School, provides distance education for students from early childhood to secondary level who cannot attend a school to access face-to-face education because they live in remote or inaccessible areas, because they are overseas, because they are transient, because of illness, or where students have been non-enrolled, excluded or expelled from school, and where local schools are unable to meet the students' needs (or the student is unwilling to attend these schools). The Ministry also subsidises boarding school hostel fees for students who cannot access face-to-face education because of their geographic isolation.
- 2.23 Children with special education needs who choose not to enrol in regular state schools can, with the agreement of the Secretary of Education, enrol in special schools.
- 2.24 Home-schooling is an option for those who choose it, on the condition that a standard of education similar to that available in a registered school is provided.
- 2.25 Although most Māori students remain within the mainstream education system, some take advantage of opportunities in Māori-medium education. In the school sector, these include kura (Māori-medium primary schools), wharekura (Māori-medium secondary schools) and kura reorua (bilingual and Māori language immersion classes in mainstream schools). Of Māori, 23% participate in Māori-medium education at ECE level, 12% at primary, and 5% at secondary level.
- 2.26 Tertiary education is mainly offered through state tertiary institutions, such as universities and polytechnics, or private training establishments.
- 2.27 Student support is provided to increase access to tertiary education through the New Zealand Student Loan Scheme and the New Zealand Student Allowance Scheme. These schemes are described in more detail in Chapter 3.
- 2.28 The government subsidises the cost of tertiary education through the funding arrangements managed on its behalf by the Tertiary Education Commission (TEC). Although most students pay a fee to access tertiary education, the government subsidises approximately 70% of the cost of tertiary education in order to ensure equitable access.

[2.2 Please indicate how strategies and programmes are being implemented with a view to ensuring, in your country, equality of educational opportunities \(in terms of access, participation and completion\).](#)

Particular emphasis should be placed on gender equality and on the improvement of the legal and social status of women.

- 2.29 In the New Zealand education system, girls have historically achieved at a higher rate than boys. Persistent disparities for ethnic and social groups, however, remain one of the biggest challenges for New Zealand.

- 2.30 This section of the report discusses key strategies and programmes that address disparities in the education system and aim to ensure equality of educational opportunities. These are discussed in detail in *New Zealand's Report on the Education For All 2015 Review* (see pages 9-20 of that report) and only summarised here. New initiatives/programmes or updates to strategies are included here.
- 2.31 *Te Whāriki* is the national curriculum framework for the ECE sector and provides the basis for consistent high-quality curriculum delivery in the diverse range of early childhood services in New Zealand.
- 2.32 The *National Curriculum* and *National Standards/Ngā Whanaketanga Rumaki Māori* form key parts of the national education policy framework for schools and the effort to ensure students are equipped with the knowledge, skills and values to be successful citizens in the 21st century.
- 2.33 New Zealand has a range of population-based strategies that have a common goal of improving equity of student outcomes – the *Māori Education Strategy Ka Hikitia – Accelerating Success 2013–2017*, the *Pasifika Education Plan 2013-2017*, and *Success for All – Every School, Every Child* (for students with special education needs). The *Tertiary Education Strategy 2014-2019* seeks further strengthening of the tertiary education sector's focus on supporting improved achievement particularly for Māori and Pasifika learners.
- 2.34 The *ECE Participation Programme* (initiated in 2010) focuses on increasing ECE participation in areas where children are not participating in quality ECE before starting school. The *Student Achievement Function* (initiated in 2011) and *Youth Guarantee* (initiated in 2009) are two programmes to help lift student achievement and support successful transition to further study and work. *Investing in Educational Success* (initiated in 2014) is part of the wider *Quality Teaching Agenda*, to lift student achievement by building quality and consistency of teaching and leadership across the system.
- 2.35 Partnership Schools/Kura Hourua are a new type of school in the education system that focuses on Māori, Pasifika, learners from low socio-economic backgrounds, and learners with special education needs. These cohorts of students are currently underachieving in mainstream schools (refer to Question 2.3 later in this Chapter). Partnership Schools are governed by sponsors who can be from a range of backgrounds including businesses, philanthropists, iwi, community organisations, faith-based groups, private schools and culture-based educational organisations. Sponsors can also operate multiple schools.
- 2.36 The Government is piloting a small number of Partnership Schools in areas of significant educational challenge and underachievement, with the first Partnership School having opened in 2014.
- 2.37 The Ministry's priorities are strongly inter-linked with the Government's Better Public Service Targets to improve outcomes for all New Zealanders, which were announced in 2012. Three out of 10 were concerned with educational goals:
- Increasing participation in ECE to 98% by 2016
 - Increasing the proportion of 18 year olds achieving NCEA Level 2 or an equivalent qualification to 85% in 2017

- Increasing the proportion of 25 to 34 year olds with advanced trade qualifications, diplomas and degrees (at NZQF Level 4² or above) to 60% in 2017.
- 2.38 The Ministry has publicly set equitable outcome targets for Māori and Pasifika in ECE Participation and NCEA Level 2 for 18 year olds.
- 2.39 In 2015, the Government announced a Special Education Update to modernise learning support. Since then, the Ministry has engaged widely with parents, whānau, educators, the disability sector, and many others to help identify the right service and system improvements.
- 2.40 Feedback from the engagement forums identified six areas for improvement that are being incorporated into the redesign of the Government's approach to ensuring equity of outcomes for learners with special education needs. These include:
1. Better guidance and training for teachers – from early childhood education onwards
 2. Better interagency coordination
 3. Greater involvement of parents and whānau and better information for them
 4. Better transparency and more joined up services across the education system
 5. Much simpler and more transparent access to support
 6. Streamlined support when a child moves – to primary or high school or to another school

[2.3 Please describe the actions planned and taken in your country to ensure inclusion of all learners in the learning process.](#)

Here please describe measures taken for instance to give special consideration to gender equity and equality in education including addressing gender-based violence, and the educational needs for the poor, economically and socially marginalized and other vulnerable groups, including people with disabilities.

- 2.41 Although the New Zealand education system performs above average internationally, inequalities in participation and outcomes remain for certain social and ethnic groups. It has a wide spread of achievement and too many students that do not experience educational success.
- 2.42 *New Zealand's 8th period report on the UNESCO Convention against Discrimination in Education* (see Chapter 3 on pages 21-66 of that report) and the *New Zealand Report on the National Education For All 2015 Review* (see pages 21-37 of that report) discussed in detail the areas of persistent disparities over the last two reporting periods and reported that outcomes overall were poorer for Māori students, Pasifika students, and students from low socio-economic backgrounds. Statistics show clear and persistent overrepresentation of these learners in some of the critical negative educational indicators such as low levels of literacy and numeracy achievement, truancy, early exit from schooling, and leaving with no or low

² The New Zealand Qualifications Framework (NZQF), established in July 2010 and administered by the New Zealand Qualifications Authority, contains a comprehensive list of all quality assured qualifications in New Zealand. The NZQF has ten levels. Levels are based on complexity, with level 1 the least complex and level 10 the most complex. NCEA Levels 1, 2 and 3 are Levels 1, 2 and 3 of the NZQF. Secondary school students generally study at these levels, while Levels 4 and above are usually studied after finishing school.

school qualifications. Students with special education needs are also over-represented among students that the system struggles to support.

- 2.43 The New Zealand Government has a clear vision for a successful education system that meets the educational achievement challenge for every child and young person so that they may contribute to and participate successfully in a strong and prosperous New Zealand, and internationally. Consequently, the Government introduced changes over the review period to create a sustainable, integrated, fit-for-purpose education system for all children and young people aged 0-18. Questions 2.1 and 2.2 of this Chapter discuss the actions taken and strategies and programmes in place over this reporting period to ensure equal educational opportunities and reduce disparities.
- 2.44 The Better Public Service targets announced by Government in 2012 have given impetus to collaborative effort to improve equity across the system (refer to paragraph 2.37):

More children in Early Childhood Education

- 2.45 The Ministry’s *ECE Participation Programme*, in place since 2010, was exceeding expectations getting more children enrolled in ECE prior to entering school. However, the challenge was that not enough of these children were Māori or Pasifika, or from low-income families (see table).

Increase participation in ECE

Better Public Services: Supporting Vulnerable Children, Result 2 (year to June)

(all numbers %)	2010	2011	2012	2013	2014	2016 Target
All	94.4	94.6	95.0	95.6	95.9	98.0
Māori	89.3	90.0	90.9	92.3	92.9	98.0
Pasifika	85.9	86.1	86.7	88.6	90.3	98.0
Decile 1-3 schools				90.4	91.6	98.0

Source: Ministry of Education

- 2.46 A new *Early Learning Taskforce* (ELTF) was established and charged with raising ECE participation in new ways. The approach chosen was to “Partner Up” with community groups, local organizations, and other agencies and groups who knew their communities best. The Ministry’s role was to lead, encourage, and facilitate.
- 2.47 The results show that more than 1000 more children, mostly from Māori and Pasifika and low-income families, have been participating in early learning prior to entering school, compared to 2010. By December 2015, the ECE prior participation rate for Māori had risen to 94.3%, from 89.9% in 2010. Over the same period, the prior participation rate for Pasifika rose to 91.8% from a low of 85.9%.
- 2.48 By the end of December 2015, 96.4% of children had participated in ECE prior to entering school. Although the participation rate for Māori and Pasifika children is still below the participation rate for European/ Pākehā and Asian children, the work of the ELTF has been instrumental in ensuring that the biggest rates of increase in overall participation have been for Māori, and Pasifika children. Children from low-socio economic backgrounds are less

likely than other children to have participated in ECE by the time they start school.

More 18-year olds with NCEA Level 2

2.49 In 2014 NCEA Level 2 results for 18 year-olds was 81.2%, compared with 78.6% in 2013 and 77.2% in 2012. Results show that female students (83.4%) perform slightly better than males (79%). Ministry of Education provisional data suggests that the number of 18 year-olds with NCEA Level 2 or an equivalent qualification is projected to be around 84.4% in 2015. This suggests that the achievement is on track to reach the Government’s target of 85% of 18 year olds holding NCEA Level 2 or an equivalent qualification in 2017.

2.50 However, inequitable student outcomes is the single biggest and longest standing issue that the New Zealand education system faces. Some students, in particular Māori and Pasifika, have not been well served by the education system and their NCEA Level 2 achievement lagged up to 17% behind those other groups in 2011 (see table).

Increase the proportion of 18-year-olds with NCEA Level 2 or equivalent qualification (year to December), per 100 students

Better Public Services: Boosting Skills and Employment, Result 5

(all numbers %)	2011	2012	2013	2014	2017 Target
All	74.3	77.2	78.6	81.2	85
Māori	57.1	60.9	63.3	67.7	85
Pasifika	65.5	68.1	71.4	75.0	85
Decile 1-3	n/a	62.9	66.3	71.6	85

Source: Ministry of Education

2.51 Over the reporting period, a range of initiatives have been put in place that recognized how the system can change to support every learner. *Vocational Pathways* – established in 2013 provide a road map to support students to navigate education and work towards further study and careers. Secondary-Tertiary programmes (including Trades Academies), Fees-free programmes, STAR (Secondary Tertiary Alignment Resource) and Gateway have played parts in improving educational outcomes for Māori and Pasifika students.

2.52 Under the *Youth Guarantee Achievement, Retention, Transitions* (ART) initiative, up to 10,000 students (including up to 5,000 Māori and Pasifika students) were targeted across 150 schools and 50 providers to help them gain higher level in the NCEA.

2.53 It used the available achievement data to engage secondary schools in a student-focused methodology. This process enabled schools to identify individual students who were at risk of not achieving NCEA Level 2 or equivalent and to consider what motivation and assistance they needed to be successful in their studies.

2.54 From 2013 to 2015, this targeted approach has directly assisted over 7,500 young people to gain an NCEA Level 2 or equivalent (who would not have otherwise) and contributed to an 11% lift in Māori and Pasifika Level 2

attainment respectively in 3 years (while the national increase has only been 7%).

- 2.55 System wide improvements can be seen from wider school engagement in the ART initiative. The Ministry's targeting has also been refined, with staff resource directed to those schools with the greatest numbers of students at risk of not achieving NCEA Level 2 or equivalent.
- 2.56 While this success has shown what is possible, the challenge is to embed this sustainably within the system and constantly seek opportunities to improve and close the achievement gap.
- 2.57 *More younger people with higher education*
- 2.58 Government has set a stretch target of 60% of the population aged 25 to 34 years having a level 4 or higher qualification in 2018, as a proxy for the level of skills in the labour market. From 2011 to 2015, the proportion of 25 to 34-year-olds with these qualifications increased from 52% to 55%. The target is significantly influenced by migration, which is at record high levels. Ongoing improvements to tertiary education performance and completion rates, as well as additional focus on workplace-based training will support progress towards the target.
- 2.59 Other actions being undertaken to achieve this target include increasing enrolments in younger age groups at Level 4 and above, improving educational quality and achievement – especially through clearer pathways with a focus on employment – and providing better information on educational performance and outcomes.
- 2.60 For post-school attainment of Māori and Pasifika learners, *Ka Hikitia* and the *Pasifika Education Plan* aim to increase the participation and achievement of Māori and Pasifika in tertiary education. The *Ka Hikitia* target to increase the attainment of an NZQF Level 4 or above qualification will contribute to meeting the target. Improvements have been made to the completion rates for NZQF Level 4 or above qualifications for Māori at age 25 years and under, but have been static at degree level. Achievement rates continue to be relatively lower than for the total population.
- 2.61 To increase NZQF Level 4 or above attainment, the Government is making changes at two levels:
- at a system level, TEC is incentivising providers to improve the participation and achievement rates for Māori and Pasifika students.
 - at a practical level:
 - Participation and achievement in vocational training is being supported. For example the expansion of the Māori Pasifika Trades Training (MPTT)³ programme from 600 contracted places in 2013 to 1,908 places in 2015. Budget 2015 has made provision for further expansion.
 - Improved quality, accessibility, and relevance of information about the benefits and outcomes of tertiary study. This will support learners to make well-informed decisions about what and where to study. Rate My Qualification will be introduced to

³ The MPTT is a new initiative that supports Māori and Pasifika learners to gain the skills and qualifications necessary to enter a New Zealand Apprenticeship.

help learners see which courses and qualifications employers' value.

- Lifting student achievement at the foundation qualification level through Vocational Pathways, Youth Guarantee and secondary-tertiary interface activities (refer to paragraph 2.51).

2.62 *Special education*

2.63 Inclusive education is where all children and young people are engaged and achieve through being present, participating, learning and belonging. At fully inclusive schools, all students are welcome and are able to take part in all aspects of school life. Diversity is respected and upheld.

2.64 The Government is supporting schools to be more inclusive by:

- promoting positive attitudes by schools towards students with special education needs
- developing schools' capability to effectively include students with special education needs
- ensuring professional learning and development providers include material for students with special education needs
- providing the necessary tools and resources to support inclusive practice.

2.65 The Government supports students with special education needs through providing resourcing to schools as well as providing services directly to students with special education needs. More than two-thirds of special education funding is provided directly to schools (or school clusters) and early childhood providers for them to support students with special education needs.

2.66 The guiding principles in providing support and services for students with special education needs are to:

- remove barriers to learning
- intervene early
- provide quality services
- build and sustain productive partnerships
- build a strong evidence base.

2.67 Each year the Government spends over \$3.2 million to support over 350 people to undertake specialist qualifications at university through a range of special education study awards and scholarships. The study and qualifications help equip teachers and Ministry special education staff to work in special education.

3. Progress made with respect to implementing the right to education

3.1 Universal primary education

- Please provide information on the progress made with respect to ensuring universal access to primary education.

2.68 School education is available free for all children in New Zealand regardless of gender, ethnicity, or social and economic background from the age of 5 to 19, and is compulsory between 6 and 16 (refer to paragraph 1.10).

2.69 Question 2.1 of this Chapter discusses the actions taken by Government to help students access publicly funded education, and the extra support provided to those who need it. Processes are in place to support parents in need who have difficulty meeting the voluntary fee contribution sought by most schools.

2.70 In July 2015:

- a total of 493,352 (253,471 male and 239,881 female) children were enrolled in primary education (Years 1-8). Of these 25% were of Māori and 10% of Pasifika ethnicity
- 279 schools enrolled students in Māori-medium and 906 schools offered Māori language in English-medium. 14,828 students (3% of all primary students) were participating in Māori-medium at primary level and an additional 133,409 (27%) were learning Māori language in English-medium settings
- a total of 1,570 Year 1-8 students were enrolled in special schools.
- 5,558 home-schooled students belonged to 2,916 families and represented nearly 1% of total school enrolments. This rate has been unchanged since 1998. There was an overall net increase of 3 students between 1 July 2014 and 1 July 2015. 75% were aged 13 or under (Years 1-8)
- 492 students accessed primary education via correspondence.

2.71 50 students were enrolled at a new Partnership School at primary level in 2014, and an additional 83 students enrolled in two new schools in 2015.

2.72 A total of 31,057 primary aged students were enrolled in ESOL support programmes as at April 2015.

- Please provide details on the availability of compulsory and free of charge primary education in your country:

- *Is primary education available free of charge to all?*

2.73 Yes - While primary and secondary education is free to all students, schools may ask parents or caregivers for donations, which are voluntary contributions to support the running of the school, and the amounts of which are determined by each school. Financial assistance can be provided to parents in need if they are unable to meet the voluntary financial contribution. There are also benefits available through Work and Income that support education. These include the Child Care Subsidy, and ad hoc grants for school-related costs such as uniforms.

- *Please list the laws and policies to ensure this universal free availability of primary education*

2.74 Refer to paragraph 1.10.

- Is primary education compulsory in your country?

2.75 Yes. Refer to paragraph 1.11.

In this part, details should be provided on the difficulties experienced by your Government in the realisation of universal access to free and compulsory primary education.

3.2 Secondary education

- Please provide information on the general availability and accessibility to all of secondary education, including technical and vocational secondary education and training in education.

Please provide details on the difficulties experienced by your Government to guarantee gender parity in terms of accessibility to technical and vocational secondary education and training.

- 2.76 Secondary education in New Zealand is generally available and accessible to all (refer to paragraph 1.10). The national secondary school curriculum and the NZQF have been designed so that all secondary schools can offer a range of courses and programmes, including courses which are primarily technical or vocational.
- 2.77 The Youth Guarantee Monitoring Report shows that in 2013:
- 57% of participants in these programmes were male and 43% were female
 - 42% were Māori, 51% were New Zealand European/Pākehā, 14% were Pasifika.
- 2.78 In 2014, 13,300 students were in *Youth Guarantee* fees-free places (up from 2000 in 2010), 6,470 (aged 24 and under) were in fees-free level 1 and 2 certificate provision, and 1,200 participated in Māori and Pasifika Trades Training.
- 2.79 15,000 students were also enrolled in the Secondary-Tertiary Alignment Resource (STAR) programme, which engages at-risk students in upper secondary education by giving them the opportunity to attend tuition-free courses, and 8,180 students were in other short courses.
- 2.80 306 schools were participating in secondary-tertiary programmes in 2015, offering 5,250 student places, a 17% increase from 2014, and an increase of 120% from 2012.
- 2.81 Three Partnership Schools at secondary school level (ranging between Year levels 9-14) enrolled a total of 229 students in 2014. One additional school enrolled 35 students in 2015.
- 2.82 23 Teen Parent Units (TPUs) enrolled 512 students in 2015. This is an increase of 3 TPUs and 8% enrolment since 2012. The majority of students are female.
- 2.83 For more information on how these initiatives have contributed to more 18 year-olds achieving a NCEA Level 2 qualification or equivalent, refer to question 2.3 in Chapter 2.

Is it available free of charge?

- 2.84 Yes*

If so, please describe the extent to which it is. Please also provide details on the difficulties experienced by your Government in the realisation of universal access to free secondary education. Please provide quantitative and descriptive information on these difficulties and the progress realised.

2.85 Refer to paragraph 2.73.

2.86 A fee of NZ\$76.70 is charged by NZQA for entry into all National Qualifications Framework standards and up to three scholarship subjects. Financial assistance is available to secondary school candidates entering standards on the NZQF, and Scholarship, if the qualifying criteria are met. The purpose of financial assistance is to ensure that fees are not a barrier to participation in qualifications for students in low to middle income families.

2.87 A range of secondary-tertiary programmes are available for students between 16-19 years of age, free of charge (refer to paragraph 2.78).

3.3 Higher Education

- Please explain to what extent access to higher education, based upon individual capacity, including technical and vocational education and training, is realised in your country.

2.88 The availability of student loans for payment of tuition fees, course-related costs, and living costs through the New Zealand Student Loan Scheme has meant that students who do not have the financial resources can access the Scheme and participate in tertiary education. The interest-free and income-contingent repayment obligation policies of the Scheme also help to ensure that participation in tertiary education remains affordable for all borrowers who remain in New Zealand.

2.89 In 2014, 186,000 students borrowed from the loan scheme (72% of eligible students). In mid June 2015, 728,000 people had a student loan and the projected median repayment time for those who left study in 2011 and remained in New Zealand was 5.8 years.

2.90 In 2014, 63% of active borrowers identified themselves as New Zealand European/Pākehā, 20% as Māori, 14% as Asian, and 10% as Pasifika.

2.91 The New Zealand Student Allowance is a weekly living costs grant paid to full-time students who are on an approved study course at a recognised New Zealand tertiary education provider. The student allowance plays an important role as supplementary support to the Student Loan Scheme and is provided for students from low-income families and those most in financial need, ensuring that they can overcome financial barriers to tertiary education. Student allowances also play an important role in reducing barriers for those with low prior educational achievement, and those who may not recognise the future benefits of study, by supporting them to gain initial qualifications.

- Please describe the efforts made by your Government to ensure that there is no discrimination on the ground prohibited by the Convention to enter and complete higher education.

Please provide information on the financial costs to receive education in higher public or private education institutions. Please include explanations about both public and

private institutions. Please also provide quantitative and descriptive information on the difficulties experienced by your Government with regard to access to higher education and on the progress realised.

- 2.92 The position of the New Zealand Government is that there should be no discrimination or unreasonable barriers to access tertiary education in New Zealand. Access to quality tertiary education should therefore be available to all who wish to take advantage of the opportunity. However, individuals need to be responsible for a proportion of the costs of their tertiary education, on the grounds that each individual benefits significantly throughout his or her life as a direct result of possession of a tertiary education qualification. These individual benefits include higher incomes, a better standard of living, and increased life chances.
- 2.93 New Zealand has a high proportion of tertiary qualified adults. In 2015, 48% of the population aged 25 to 64 years held a vocational certificate or higher qualification (Levels 4 or higher on the NZQF). In the case of younger people – those aged 25 to 34 years – 55% had a certificate or higher qualification in 2015. The proportion of New Zealanders aged 25 to 64 years with a bachelors or higher qualification has increased from 26% in 2013 to 28% in 2015.
- 2.94 In 2013, NZQA approved the award of *Vocational Pathways* as part of the NZQF, from 2014. That is, when students achieve the NCEA with enough credits from the standards recommended in the pathways, this will be reflected on their record of achievement held by the NZQA. This means that *Vocational Pathways* are recognised as a part of the qualification system, helping to clarify pathways for learners.
- 2.95 In 2014, there were 418,000 students (including international students) enrolled in provider-based formal tertiary education (study towards a qualification of more than one week's duration on the NZQF). This shows that the overall number of enrolments remained stable between 2013 and 2014. During this time there was a fall in domestic enrolments which was offset by an increase in international enrolments. Since 2012, however, there has been an upward trend in higher-level enrolments. This aligns with the Government's tertiary education priority of having more young people achieve qualifications at Level 4 and above.
- 2.96 The participation rate of Māori and Pasifika aged 18 to 24 years in bachelors and higher qualifications continued to increase slightly from 2013 to 2014 to just over 13% for Māori and 17% for Pasifika. The participation rate of this age group at Level 4 and higher qualifications was 23% for Māori in both 2013 and 2014, and was 29% in 2013 and 28% in 2014 for Pasifika. This slight decrease for Pasifika was due to lower participation in non-degree tertiary study.
- 2.97 Government funding for tertiary education organisations is linked to a set of education performance indicators, and information on all TEC-funded organisations' performance is published annually. The indicators include participation, retention, progression and completion of courses and qualifications, with a particular focus on measures for Māori, Pasifika, at-risk learners, and learners under 25 years of age.

- 2.98 Significant improvements in performance have been seen in recent years, especially with a larger proportion of students completing qualifications below degree level, and completing qualifications more quickly.
- 2.99 Workplace-based learners
- 2.100 There were 139,000 industry trainees in 2014, including 41,800 apprentices. 18% were Māori and 10% Pasifika, 67% male and 33% female.
- 2.101 Following reviews of industry training, conducted in 2011 and 2012, the Government announced changes to the system in January 2013. The most significant change was the introduction of New Zealand Apprenticeships from January 2014. This scheme combined a number of types of existing apprentice training, and provides the same level of support to all apprentices regardless of their age. New Zealand Apprenticeships are programmes of 120 credits or more at Level 4 on the NZQF that provide entry into an occupation or industry.
- 2.102 In March 2013, the Government launched the Apprenticeships Re-boot to increase the number of apprentices, particularly for the expected construction boom associated with the 2010 and 2011 Christchurch earthquakes⁴. Most of these changes to the industry training system also came into effect from January 2014, including:
- increased funding rates for apprenticeships
 - increased performance expectations of industry training organisations to improve the quality of training, and
 - direct access by employers to industry training funding.

3.4 Adult education and lifelong learning

- What efforts has your Government made to establish a system of continuing education on the basis of individual capacity?

Please specify efforts made as regards education for persons who have not received or completed the whole period of their primary education

- 2.103 The Government recognises that different learner groups in the tertiary sector have different needs and require tailored approaches in supporting their lifelong learning journey. This is particularly important for providing a pathway for learners to re-enter education, which can lead to further training and skill development. As such, the Government is focused on adults with low literacy and numeracy skills, and younger people who are not in education, employment or training.
- 2.104 Adult and Community Education (ACE) programmes provides a bridge to further learning opportunities and offers a wide range of community-based activities and programmes for adults in a variety of settings within the community. The Government funds ACE programmes that target learners:
- whose initial learning was not successful, with a view to
 - raising foundation skills and

⁴ Christchurch and surrounding areas in the South Island of New Zealand experienced major earthquakes in 2010 and 2011. 185 people were killed during the February 2011 earthquake and there was major damage to Christchurch land, buildings and infrastructure.

- strengthening social cohesion, as well as enhancing a learner's ability to participate in society and economic life.
- What are the concrete measures implemented to ensure equitable access to continuing education?

Please specify concrete measures (including financial assistance) that ensure that the basic learning needs of all young people and adults are met through:

- *Elimination of illiteracy*
- *Equitable access to appropriate learning and life-skills programmes*

- 2.105 The Government aims to make all foundation education free by 2017. The *Tertiary Education Strategy 2014-2019* has a target to improve adult literacy and numeracy as one of six key priorities for the tertiary education sector.
- 2.106 Basic skills in literacy and numeracy are essential to participate fully in the modern world, and they are a priority across the education system. Without these skills, adults are limited in all aspects of their lives – including finding and keeping a job, raising their children, and following instructions (e.g. for the safe use of medicines, the preparation of food, or workplace health and safety).
- 2.107 New Zealand's literacy rates for both women and men are comparable to those of similar English-speaking countries, but there are some people who do need assistance. The Government makes provision for the development of adult literacy through access to foundation education courses, literacy and numeracy tuition and English language training for people who have a non-English speaking background and need skills in English to survive in New Zealand society.
- 2.108 The Government funds a variety of intensive literacy and numeracy programmes for adults. This includes literacy and numeracy programmes based in the workplace and delivering job-specific literacy and numeracy skills. An improvement in literacy and numeracy skills helps not only those seeking employment, but also those already in the workforce. These skills help people to gain further qualifications and improve their career prospects, which can lead to more productive, better paid and sustainable employment. In particular, the increasingly technology-based nature of jobs and the workforce will require individuals to have stronger basic skills, especially in literacy and numeracy. This is particularly important as workplaces become more dynamic and the need to up-skill is essential to sustain careers.
- 2.109 To ensure that all New Zealanders gain basic skills, the Government has focused in recent years on improving the targeting, uptake and quality of study at Levels 1 and 2 on the NZQA. There have been major reviews of foundation education and changes have included requiring that literacy, language and numeracy provision is embedded in all Level 1 to 3 courses.
- 2.110 A Literacy and Numeracy for Adults Assessment Tool (the Assessment Tool) was introduced in 2010. This Assessment Tool provides reliable information on the reading, writing and numeracy skills of adults which can inform the development of learning interventions that strengthen literacy and numeracy skills. It also enables learners to track their progress over time. In 2015, 101,000 learners were assessed at least once using this tool, with 265,000 individual assessments carried out across reading, writing, vocabulary, and

numeracy.

- 2.111 The Government will continue to offer a diverse and flexible range of foundation skills programmes that reflect learners' different needs and abilities, and help support their achievement in adult education and lifelong learning.

3.5 Quality education

- Please provide information on the measures taken by your country to ensure equivalence in all educational institutions in:
 - the standards of education
 - the conditions relating to the quality of the education provided (e.g. infrastructure, teacher/learner ratios, teaching and learning materials)
 - the provision to ensure that children learn in a safe environment free from violence or harassment, including school-related gender-based violence (at, around, and on the way to school).

Please, to provide such quality assessment, take into account all public educational institutions of the same level. Please include information on policies, protocols or code of conducts.

- 2.112 In New Zealand the Government sets minimum education standards for early childhood centres and schools so that all children can gain access to education of good quality.

- 2.113 Government funding is provided only to early childhood education services that are licensed (sections 308 and 311 of the Education Act). Administrative requirements and a Curriculum Framework are specified (sections 313 and 314), and licensing and certification provisions are also set out in legislation (sections 315 - 319).

- 2.114 The Education Review Office (ERO) is a Government department, independent of the Ministry of Education, which is tasked with evaluating and reporting publicly on the education and care of students in schools and early childhood services. ERO's findings inform decisions and choices made by parents, teachers, managers, trustees and others, at the individual school and early childhood level and at the national level by Government policy makers.

- 2.115 Following a review of the role and functions of the New Zealand Teachers' Council (NZTC), the Government announced that NZTC will be replaced by a new body – Education Council of Aotearoa New Zealand (Education Council) – as part of its programme to lift student achievement. The Education Council's focus is championing good teaching practice and raising the status of the teaching profession in school and early childhood services. It is responsible for the registration and ongoing certification of teachers in New Zealand as well as supporting the processes needed to ensure teachers meet and maintain the necessary standards needed to teach. The Education Council is also tasked with managing the systems for ensuring teachers are competent, and administers the process for managing complaints about teachers.

- 2.116 Standards for qualifications are monitored by the New Zealand Qualifications Authority to ensure that the interests of students in the senior secondary and

tertiary education sectors are protected, and to ensure that standards of qualifications are maintained.

2.117 The policy framework for minimum educational standards for early childhood education services is defined in Part 26 of the Education Act 1989.

2.118 The education policy framework for minimum educational standards in schools is set out in several related parts of the Education Act.

2.119 Teacher/student ratios are set to determine staffing entitlements at a whole school level. Schools may then choose how they use the staff allocated to their school and therefore the ratios in each classroom.

2.120 Education is at the core of our New Zealand's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals, known as national education goals (NEG), for the education system of New Zealand. There are 10 goals ranging across the education sector with the following goals being specifically designed to encourage an equal education system:

- **Goal 1:** The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society
- **Goal 2:** Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement
- **Goal 6:** Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need
- **Goal 7:** Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support
- **Goal 9:** Increased participation and success by Māori through the advancement of Māori education initiatives, including education in te reo Māori, consistent with the principles of the Treaty of Waitangi
- **Goal 10:** Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

2.121 The framework for minimum education standards in the tertiary education sector is set out in a separate part of the Education Act. This includes a section setting out key objectives (section 159AAA) and requiring a Tertiary Education Strategy (section 159AA). Section 161 sets out an expectation of academic freedom and gives tertiary education institutions as much independence and freedom to make academic, operational and management decisions as is consistent with the nature of the services they provide, the efficient use of national resources, the national interest, and the demands of accountability.

3.6 Teaching profession

- Please describe the conditions of teaching staff at all levels in your country.

Please include information on teachers' average salaries (for each level of education) as compared to the salaries of (other) civil servants with equivalent qualification, and on how this ratio developed overtime.

2.122 Conditions of teaching staff are formalised in collective employment agreements that apply to particular groups of teaching staff, or they may appear in individual employment contracts, which apply to individuals. As an example, the Primary Teachers' Collective Agreement covers (in considerable detail over nearly 70 pages) aspects such as general provisions, complaints, discipline and competency, surplus staffing, remuneration, conditions relating to leave and holidays, reimbursing allowances, removal expenses, and employment relationship problems.

2.123 Between 2000-2015, overall average teacher pay (salary and allowances) in state and state-integrated schools increased 64.7%, with increases of 69.4% for primary school teachers and 58% for secondary school teachers. Over the same period, total principal average salary increased 78.5%, with 75.5% increases for primary school principals and 89.7% for secondary school principals.

- Please explain briefly the measures your country takes to improve the living and teaching conditions of teaching staff.

2.124 The terms and conditions of employment for teachers and principals in New Zealand state and state-integrated schools and kura are contained in collective agreements negotiated between the Secretary for Education and the relevant union(s) that represent teachers and principals. Collective agreements can have a time span of up to three years. Employing schools can offer teachers and principals, who choose not to join an applicable union an Individual Employment Agreement that is promulgated by the Secretary for Education. The individual employment agreement provides the same terms and conditions as the collective agreement but it applies from the date it is signed (it does not have a fixed expiry date). The terms and conditions of employment set out the remuneration and leave provisions for individual teachers and principals.

2.125 The Secretary for Education bargains the collective agreement that covers teachers employed in free kindergartens (about 15% of all ECE providers). These teachers fall within the definition of the Education Service in the State Sector Act 1988.

- Please explain briefly the measures your country takes regarding the training for the teaching profession

2.126 The legal framework for tertiary-level education provision (which is where teacher education is provided) does not permit discrimination with regard to eligibility for entry to the teaching profession in New Zealand (other than prohibitions on allowing people with criminal convictions to train as teachers). Criteria for entry to teacher training programmes relate to academic qualifications and dispositional qualities. These are set by the tertiary education institutions that offer teacher education programmes. Teacher education programmes need to meet the standards defined by the Education Council and by national quality assurance bodies. These criteria vary across Initial Teacher Education (ITE) providers and between individual programmes.

- 2.127 New Zealand offers a wide variety of ITE programmes at both undergraduate and postgraduate levels. They all include a mix of practical learning as well as university-based study.
- 2.128 Teachers are required to be registered by the Education Council. Teacher registration is a system for ensuring that there is a minimum quality standard applied to all teachers entering the general education system in New Zealand. Maintenance of a register assists boards of trustees and other employing bodies in making appointments, and reassures parents and the public that a national minimum standard for the teaching profession is available.
- 2.129 Overall, teachers who have entered the teaching workforce more recently have higher qualifications (both teaching and non-teaching) than do those who have been in the teaching profession for some time. Most of those teaching at the secondary level have completed ITE specific to the subjects they are teaching, but fewer teachers have completed tertiary papers in these subjects.
- 2.130 Government continues to fund professional learning and development (PLD) for teachers via centrally managed funding and funding included in schools' operations grant, via a range of scholarships, study awards and sabbaticals provided for in the Collective Agreement.
- 2.131 In late 2015, the Government announced changes to the way PLD is delivered. This announcement followed a report from an advisory group of education experts, who found that the present system of PLD no longer aligns with the needs of many schools, kura, and teachers. Changes will be phased in over the next three years. Priority will be given to schools as they grow into communities of learning working together to raise achievement for all their students, and to schools with a high number of students achieving below expected levels.
- Have there been instances of discrimination as regards the training for the teaching profession in your country?

If so, please detail the response your Government gave to this situation.

- 2.132 There is no discrimination as regards the training for the teaching profession in New Zealand. The training of teachers in New Zealand occurs at tertiary level. Question 3.3 in Chapter 2 addresses the extent to which equal access to higher education is realised in New Zealand. The position of the New Zealand Government is that there should be no discrimination or unreasonable barriers to access tertiary education in New Zealand.

3.7 Respect for human rights and fundamental freedoms

- Please briefly report on national efforts made for directing education to:
 - The full development of the human personality
 - The strengthening of respect for human rights and fundamental freedoms

Here the information should demonstrate how education promotes understanding, respect and further progress towards gender equality (for example through the introduction of human rights education in curricula)

- 2.133 New Zealand is a democratic country, and its education system therefore aims to strengthen respect for human rights and preserve fundamental freedoms. The national goals for education give tangible expression to these important aspects of New Zealand society.
- 2.134 The New Zealand education system is a key national mechanism to ensure the preservation and enhancement of our country's democratic way of life. The basis of development and implementation of the national education goals (with a particular emphasis on Goal 10⁵) is the creation of a society that promotes understanding, tolerance and friendship among all nations, racial or religious groups.
- 2.135 Education provision in New Zealand is underpinned by three complementary curricula, which are the vehicles for human rights education and the development of the human personality.
- 2.136 *Te Whāriki* and *National Curriculum*, consisting of *The New Zealand Curriculum* for English-medium schools and *Te Marautanga o Aotearoa* for Māori-medium schools, have both an explicit and implicit role in growing young people with a well-founded understanding of and respect for human rights and fundamental freedoms.
- 2.137 They provide a framework for teaching and learning rather than a detailed plan. Because of the nature of the system of self-managing schools in New Zealand, schools develop their own curricula and teaching programmes from it.
- 2.138 The curriculum applies to all state schools and all students irrespective of their gender, sexuality, ethnicity, belief, ability or disability, social or cultural background, or geographical location. Human rights are an obligatory part of *the New Zealand Curriculum* and are included in its scope, purpose, vision, principles, values, key competencies, and learning areas. For example, students are encouraged to value:
- Integrity, which involves being honest, responsible, and accountable and acting ethically and to respect themselves, others, and human rights;
 - Diversity, as found in our different cultures, languages, and heritages
 - Equity, through fairness and social justice;
 - Community and participation for the common good;
 - Excellence, by aiming high and by persevering in the face of difficulties;
 - Innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively; and
 - Ecological sustainability, which includes care for the environment.
- 2.139 *The New Zealand Curriculum* contains a set of eight principles, which are the formal decision making framework for schools. These are:
- High Expectations (for all);
 - Treaty of Waitangi;
 - Cultural Diversity;

⁵ Goal 10: Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

- Inclusion;
- Learning to Learn;
- Community Engagement;
- Coherence; and
- Future Focus.

2.140 In addition, the key competencies are designed to develop students' skills and understandings for effective participation within diverse contexts and diverse peoples. The key competencies are:

- Relating to Others;
- Participating and Contributing;
- Managing Self;
- Using Language Symbols and Texts; and
- Thinking.

2.141 Due to the self-managing nature of schools in New Zealand, schools give effect to human rights education in a variety of ways as they develop their own curricula. One aspect of the curriculum that it is expected that all students will experience lies in the Social Sciences curriculum in the early high school years. It is expected that students will gain knowledge, skills, and experience to understand how people define and seek human rights.

2.142 The centre pillar of *Te Marautanga o Aotearoa* is the aspiration to develop successful learners who will grow as competent and confident learners, effective communicators in the Māori world, healthy of mind, body and soul, and secure in their identity and sense of belonging. They will have the skills and knowledge to participate in and contribute to Māori society and the wider world. As with *the New Zealand Curriculum*, schools give effect to peace and human rights education in a variety of ways as they develop their own school curricula.

2.143 Many schools choose to develop programmes in areas such as peace education, education for tolerance, or education for sustainable development. In some instances, schools may build their whole school focus and identity on approaches such as education for sustainability. All these foci will be evident to some degree in most schools as they are clearly supported by *the National Curriculum*.

2.144 The early childhood sector reflects an overarching deliberate and comprehensive approach toward the creation of a human rights environment, through the principles, strands, and goals of the national curriculum *Te Whāriki*. *Te Whāriki* has received international recognition and acclaim as the world's first holistic and bi-cultural early childhood education curriculum.

2.145 The Human Rights Commission develops and implements policies related to education for peace and human rights in New Zealand.

2.146 The Human Rights Act (1993) sets out the primary functions of the Human Rights Commission. These are to advocate and promote respect for and appreciation of human rights in New Zealand society and to encourage the maintenance and development of harmonious relations between individuals and the diverse groups in New Zealand society.

- 2.147 The Human Rights in Education Trust is an example of a New Zealand civil society organisation that works to promote human rights based education through developing quality education, a culture of respect and responsibility, and effective citizenship, by building learning communities that explore, promote and live human rights and responsibilities. The Trust offers a range of support to education agencies, particularly schools and early childhood education centres, in meeting New Zealand's commitment to the right to an education that respects and helps realise human rights.
- 2.148 The Human Rights Act specifically refers to education in section 5 stating the Commission must:
- Be an advocate for human rights and to promote and protect, by education and publicity, respect for, and observance of, human rights;
 - Encourage and coordinate programmes and activities in the field of human rights;
 - Promote by research, education, and discussion a better understanding of the human rights dimensions of the Treaty of Waitangi and their relationship with domestic and international human rights law.
- 2.149 One of the key actions for the New Zealand Government in its Science in Society Plan *A Nation of Curious Minds – He Whenua Hihiri i te Mahara* is to identify effective actions to influence girls' subject choices and increase their participation in Science and IT study, and encourage them to pursue science and technology careers.
- 2.150 As a general overview comment, New Zealand is committed to continuing efforts to promote peace and human rights. The place of the Treaty of Waitangi (the country's founding document and an agreement between the Crown and Māori) in New Zealand today has profound significance for human rights and for harmonious relations.

3.8 Private education and religious and moral education

- Please provide brief information on the regulatory framework relating to the establishment or maintenance of private educational institutions.

In the context of rapid privatisation of education, the information should also indicate how the Government is regulating private education providers and is ensuring compliance with minimum standards of education. The information should also demonstrate how your Government guarantees that the development of private education does not generate discrimination and to what extent private schools offer a relevant alternative in your country.

- 2.151 *New Zealand's 8th periodic report on the UNESCO Convention against Discrimination in Education* describes the regulatory framework relating to the establishment or maintenance of private educational institutions in detail on page 76 of that report. There have been no changes to the framework over this review period since submission of the previous report.

- 2.152 At the end of 2015 there were 2,450 state, state-integrated and partnership schools in New Zealand. In addition to this were 88⁶ private schools (2 provisionally registered and 86 fully registered). Private schools are therefore approximately 3.6% of the schooling network across the country.
- 2.153 On average, the achievement at private schools is on par with achievement at state and state integrated schools with the highest decile ratings. The Government supports students from low-income households to attend private schools through Aspire Scholarships. These scholarships provide funding towards fees and course-related costs at a private school of their choice.
- 2.154 Over the years the private training establishment (PTE) sector in New Zealand has increased options and access for students by providing niche provision in regional areas with few tertiary options, and in some cases by targeting learner groups with low historical participation levels.
- Please briefly describe the education policy framework for minimum educational standards as regards the rights of the parents/legal guardian for providing religious and moral education for their children.
- 2.155 The New Zealand education system offers education that is free, compulsory and (in the state primary school sector) secular. Section 77 of the Education Act 1964 stipulates that in state primary schools the “teaching shall be entirely of a secular character”. Section 81 of the Education Act 1964, however, stipulates that nothing in that Act shall affect religious instruction or religious observances in schools other than state primary schools.
- 2.156 In New Zealand each state school is a separate Crown entity, with its own Board of Trustees that provides governance for the school. This means that Boards, in consultation with their school community, make decisions about how their schools are run, including offering programmes such as Bible in Schools.
- 2.157 Boards of Trustees are not only subject to the Education Act 1964 but also the New Zealand Bill of Rights Act 1990 and Human Rights Act 1993, which include sections specifically on religion. Boards of Trustees are accorded considerable discretion about what they choose to do by way of providing religious instruction. Regardless of the religious affiliations of Board members, if a decision is made to offer religious instruction at the school it must be provided in a non-discriminatory way and students must be able to opt out if they wish.
- 2.158 With regards to private schools, measures taken to ensure parental choice for religious purposes are accommodated through PSCI Act (refer to paragraphs 1.14–1.16).
- 2.159 As at July 2015 there were 332 state-integrated schools in New Zealand. While most state-integrated schools are Christian in character (the majority are Catholic schools), the special character of state-integrated schools in New Zealand does include the following categories:
- Catholic
 - Christian

⁶ As at July 2015.

- Rudolf Steiner
- Montessori
- Islamic
- Jewish

2.160 The Crown pays for their operational funding and teacher salaries, each school's proprietor owns / leases the school's land and buildings. In many of these schools religious instruction is central to the curriculum, as is modelling the values and ethos that underpin the philosophy.

2.161 State-integrated schools have three mechanisms for 'protecting' the schools' special character:

- There is a limited number of non-preference students permitted to enrol. These students do not adhere to the special character, but their parents wish them to be educated within the particular philosophy. Non-preference students do not usually exceed more than 5% of a school's maximum roll
- There are a specific number of 'tagged positions' on the staff. These are staff members who are 'willing and able' to uphold the special character of the school. The Principal's position is always tagged. Some schools have all positions as tagged
- Like state schools, state-integrated schools are governed by a Board of Trustees. There are up to 3 Proprietor's appointees /representatives on the Board of trustees. These are appointees of the Proprietor (not elected members of the Board), and have a role of upholding the special character through the school's governance. Proprietor's appointees are full voting members of the Board

3.9 Rights of national minorities

- What are the rights given to national minorities to carry out their own educational activities?

2.162 There are avenues available for national minorities to establish their own schools to carry out their own educational activities, including the use or teaching of their own language, and if desired, the practice of their own religion in secular schools but also outside secular teaching time (refer to Question 3.8 for a detailed discussion on private and religious education).

2.163 The aims, purposes and objectives of a kura kaupapa Māori will reflect the Te Aho Matua philosophy (though this will not necessarily be true of older kura). Te Aho Matua is a Kura Kaupapa Māori learning and teaching approach, or a set of Māori philosophies that guides the teaching of the school. It was developed by the founders of Kura Kaupapa Māori to incorporate Māori cultural and spiritual beliefs, values and practices in its teaching and learning approaches, and complements state school requirements.

2.164 Kura teina is an initiative by a community which wants to establish a kura kaupapa Māori. The community will have prepared a business case, and has been formally accepted by Ministerial approval into the establishment process. During the establishment phase the kura teina is "attached" to, and mentored by, an established high performing kura kaupapa Māori (referred to as the kura tuakana).

- As regards the educational standards in educational institutions run by minorities, please describe the legal and policy framework existing in your country?

Please cover the language facilities, notably the use of teaching of languages in education policy

- 2.165 English, Māori and New Zealand Sign Language are official languages of New Zealand. English is the language used by the majority of the New Zealand population, and is the language of instruction in most schools. The diversity of the New Zealand population means that a variety of other languages are also spoken in New Zealand.
- 2.166 The rights of national minorities who speak languages other than English are protected through a number of measures. Questions 2.1 and 3.4 of this Chapter have provided information on assistance to non-English language speakers in schools and as adults in the community. The Office of Ethnic Affairs has developed Language Line to assist non-English language speakers with access to Government services.
- 2.167 One of the issues raised during consultations on the New Zealand Action Plan for Human Rights in 2004 was the need for a national languages policy to address the wide range of issues relating to language in New Zealand. Efforts have been made to advance discussion of language issues, including through the establishment of a language policy network by the Human Rights Commission. The language policy network looks at issues such as language discrimination, access to interpretation services, and the place of Māori language, Pacific languages, and languages spoken by other ethnic groups. The Commission is also promoting Pacific Languages weeks (for example Samoan, Tongan, and Cook Islands Māori Language Week), similar to the existing Māori Language week.
- 2.168 The Māori language has a special place in New Zealand, and there have been efforts to encourage its greater usage in New Zealand, primarily through the Māori Language Strategy, initially promulgated in 1999. The Māori Language Strategy was revised and updated in 2003 and established a vision for the future of the Māori language.
- 2.169 Despite efforts by iwi and Māori, and by the Crown, the health of the Māori language remained fragile over the period under review. In the 1990s and 2000s, there was some stabilisation of the number of Māori speakers recorded in the Census. However, the most recent Census results (2013) show a renewed decline in the number of Māori speakers, down from 24% to 21% of the Māori population.⁷ Less than 1% of other New Zealanders can speak Māori. These findings point to the need to renew and strengthen efforts to support the Māori language.
- 2.170 In late 2013, a suite of proposals for a new Māori Language Strategy was prepared in consultation with iwi and other Māori stakeholder groups. In May 2014, the Government's new Māori Language Strategy was approved, which:

⁷ Census 2013 data. Data from Te Kupenga (the Māori Social Survey) was released on 6 May 2014. This indicated some growth in the overall number of Māori language speakers. However, this growth was concentrated at the lower end of the proficiency range. The number of Māori people with high levels of Māori language proficiency remains limited.

outlines the Crown's approach to revitalising the Māori language; includes new result areas, indicators, targets, and principles; and confirms the roles of government. It includes an updated model for a Māori governance entity to be charged with leading and guiding the Crown's strategy for te reo Māori.

- 2.171 In August 2013 the Ministry of Education released *Tau Mai Te Reo – the Māori language in education strategy 2013-2017* to ensure there is a connected and cohesive approach to education contributions that support and strengthen Māori language. The Ministry of Education and education sector agencies acknowledge their obligations to actively protect Māori language as a taonga guaranteed under the Treaty of Waitangi.
- 2.172 Paragraphs 2.16, 2.25 and 2.142 discussed the Government's support for bilingual English and Māori, and Māori immersion education in schools, Te Kōhanga Reo in early learning settings, and role and aspirations of *Te Marautanga o Aotearoa*.
- 2.173 The Government provides additional support for deaf and hearing impaired students, some of whom choose to access the curriculum through New Zealand Sign Language. The Ministry has published language curriculum guidelines for New Zealand Sign Language. In addition, some educational programmes in the early childhood education sector that use Pacific Islands languages are also provided.
- 2.174 The Government has also recognised the need to support Pacific languages in New Zealand. According to the 2001 census, the proportion of Pacific peoples speaking their first language was 62% for Samoans, 54% for Tongans, 26% for Niueans and Fijians, and 17% for Cook Islanders. Figures from the 2006 and 2013 Census have shown a significant drop in the percentage of people speaking Pacific languages in New Zealand since 2001. According to the 2013 Census data, only 4% of New Zealand-born Cook Island population can now speak Cook Island Māori, only 7.5% can speak Vagahau Niue and only 18% can speak Tokelauan. Samoan and Tongan have always been higher but have also dropped for Samoans to 55% of the total population in New Zealand and Tongan to 53%.
- 2.175 The Government has an important role in preserving the Niue, Tokelau and Cook Islands Māori languages, in particular, because the majority of Cook Islanders, Niueans and Tokelauans live in New Zealand.
- 2.176 The Ministry has published language curriculum guidelines for early childhood centres and schools in the following languages: Samoan, Cook Islands Māori, Tongan, Niuean, and Tokelauan. Each curriculum is supported through community partnerships that contribute to the development of contextualised teaching and learning materials, and teacher capability. In the New Zealand Curriculum redevelopment project, Pasifika languages are positioned alongside key international languages such as French, Japanese, Spanish, and Chinese as languages of choice for schools and their students.

III. Methods used to draw the attention of the various authorities in the country to the instruments and to remove the obstacles encountered.

1. Challenges and obstacles – Please provide information on

1.1. The difficulties and obstacles encountered in the process of implementing the key provisions of the Convention.

- 3.1 As an overall comment, there is strong commitment to the provisions of the Convention in New Zealand's education system, which is intended to provide equitable opportunities for all people regardless of gender, ethnicity, or social and economic background. This intention is supported by specific policies aimed at lifting the achievement of particular vulnerable groups.
- 3.2 Although the New Zealand education system performs above average internationally, inequitable student outcomes is the single biggest and longest standing issue that the New Zealand education system faces. Throughout the period under review, the Government has continued to work to eliminate disparities based on ethnicity or national origin, gender, religion, or socio-economic status. Chapters 1 and 2 discuss the strategies and programmes put in place and actions taken to do help achieve this.
- 3.3 There has been considerable progress in the system over the reporting period:

- Levels of participation in early learning have risen to 96.4% as at December 2015, and student achievement through schooling to NCEA level 2⁸ has improved from about 68% in 2008 to an estimated 84.4% in 2015
- National Standards⁹ have been reported across the system. Work on the Progress and Consistency Tool (PaCT)¹⁰ and overall teacher judgements has shaped understanding of student progress in primary schooling
- Significantly improved data have become available on children and young people's achievement against each level of the curriculum
- Vocational Pathways and Trades Academies have strengthened secondary education and the transition to tertiary education, and a review of the Careers System was announced
- A Special Education Update was announced in 2015 to modernise learning support and the Ministry has since engaged widely with parents, whānau, educators, the disability sector and many others to help identify the right service and system improvements
- The Education Council of Aotearoa New Zealand as the new professional body for teachers was established

⁸ The National Certificate of Educational Achievement (NCEA) is the national senior secondary school qualification and part of the New Zealand Qualifications Framework. Students are able to achieve the NCEA at three levels via a wide range of courses and subjects, both within and beyond the traditional school curriculum. For most students, the three levels of the NCEA correspond to the final three years of secondary schooling (Years 11 to 13). A Level 2 qualification is considered giving people the foundation skills they need for further education, employment, health outcomes and a better quality of life generally.

⁹ *New Zealand Report on the National Education For All 2015 Review* includes a detailed analysis on pages 46-47, of how students achieve against National Standards and Ngā Whanaketanga Rumaki Māori at primary level, and discusses initiatives in place to support those who are under-achieving.

¹⁰ PACT is designed to support teachers make more consistent and reliable professional judgments in reading, writing and mathematics, to ensure they know how their students are progressing and what they might do next to support each student. It was first introduced over 2013/2014.

- Improvements to professional learning and development for teachers have been announced, and
- The Advisory Group on Early Learning published its report¹¹.

3.4 While successes have shown what is possible, disparities in participation and outcomes remain. The challenge is to embed successes in the system sustainably, and to continue to seek opportunities to improve.

1.2. The main issues that need to be addressed for promoting further the implementation of equality of educational opportunities in your country.

3.5 The Government is focusing on shifting and lifting the levers of the system to better support early childhood educators, school teachers, and principals to make a difference. To do this, the Government has: embarked on an update of the Education Act; initiated a review of the way the early childhood and schooling systems are funded; taken steps to strengthen the teaching profession and raise its status, and established Communities of Learning. These Communities of Learning are a collective of schools and early learning services and focus on the whole learning pathway of the young person, facilitate the sharing of expertise between services, schools and teachers, and provide extra professional development opportunities for teachers and principals. The Government is also investing in data to identify and support young people most at risk of under-achievement and other negative outcomes, and is providing alternative pathways of academic and applied learning through secondary and into tertiary education, as well as strengthening connections between schools, tertiary institutions and the workplace.

1.3. Brief assessment of the effectiveness of the methods introduced to remove obstacles encountered.

The report should provide concrete elements on the difficulties and obstacles (including legal and practical) encountered

3.6 Results from the mid-point report on the Māori Education Strategy *Ka Hikitia – Accelerating Success 2013-2017* and the *Pasifika Education Plan 2013-2017* show that improvements have been achieved, but that participation and achievement rates for Māori and Pasifika learners continue to lag behind those of the total student population.

3.7 The Government's education Better Public Service (BPS) targets have galvanised efforts in education and the wider social sector. There have been positive shifts for Māori and Pasifika learners against all three education BPS targets.

3.8 To continue to improve education outcomes for Māori and Pasifika learners, effort is required at key points along the education pathway. The five areas for focus include:

¹¹ available at <http://www.education.govt.nz/assets/Documents/Ministry/consultations/Report-of-the-Advisory-Group-on-Early-Learning.pdf>

- participation in quality early learning;
 - intervening early to ensure learning support is provided when required;
 - achieving foundation skills in reading, writing, mathematics, (National Standards and Ngā Whanaketanga Rumaki Māori) and extending to include science and technology;
 - participation, engagement, retention and achievement through secondary; and
 - progression to higher levels of tertiary education and transitions through to the workforce.
- 3.9 In 2012, the Office of the Auditor-General (OAG) started a five-year programme of work to find out how well the education system supports Māori students to achieve their full potential.
- 3.10 The first report in the OAG series looked at how effectively *Ka Hikitia* had been implemented. It found the Ministry had missed opportunities in the implementation of *Ka Hikitia*, and made a number of recommendations for the Ministry, which the Ministry accepted. The report noted that, since 2010, there has been increasing work throughout the education sector to put *Ka Hikitia* into effect, and that the refreshed strategy *Ka Hikitia - Accelerating Success* provides an important opportunity to boost practice and results.
- 3.11 The second report looked at relationships between schools and Māori whānau, as an important factor in achieving better outcomes for Māori students. It found that relationships were more effective when there is good communication, and that schools were more likely to believe that they have effective relationships with whānau than whānau were.
- 3.12 The latest report – *Education for Māori: Using information to improve Māori educational success*¹², published as recent as June 2016, looks at whether schools and the wider education system manage and use data and information effectively to improve educational success for Māori.
- 3.13 The report raises some themes for the Ministry and the wider education sector, which the Ministry supports. In particular, it:
- is a strong independent call to increase and improve the collection, moderation, and use of centrally held data, especially student level achievement data
 - makes an independent case for the updating of the Education Act 1989 – the analysis of school charters shows how current planning and reporting systems are not always effective at improving practice
 - offers new insights on the characteristics of high-performing schools and provides examples of best practice – including the observation that schools that use information better achieve better outcomes for Māori students

¹² <http://www.oag.govt.nz/2016/education-for-maori>

- shows that school-based factors drive achievement by demonstrating variation in results for similar children at similar schools
- gives some recognition of improving Māori educational performance.

2. Awareness-raising

2.1 Briefly describe activities carried out to:

- draw the attention to the various authorities of the country to the Convention
- raise public awareness of the principles of non-discrimination and equality of educational opportunities enshrined in the Convention, and their national or local dissemination, in particular to non-Governmental organisations.

This should include the translation into national and, where necessary, local languages.

- 3.14 The Government of New Zealand accepts responsibility for creating greater awareness about the fundamental principles of non-discrimination and of equality of educational opportunities enshrined in the Convention. There is a strong commitment to non-discrimination and to promoting equality of educational opportunities in the New Zealand education system.
- 3.15 The Government discharges its responsibility of raising awareness through a number of mechanisms. The Ministry's purpose is to "Lift aspiration, raise educational achievement for every New Zealander". Its vision is for every New Zealander to be strong in their national and cultural identity; aspire for themselves and their children to achieve; have the choice and opportunity to be the best they can be; be an active participant and citizen in creating a strong civil society; be productive, valued and competitive in the world.
- 3.16 The sector-wide strategies described earlier in this report are key planning documents to help achieve key educational goals in New Zealand. As part of its ongoing work the Ministry monitors the legislation that guarantees equal rights to education for all citizens. The initiatives for Māori and Pasifika education – previously described – are designed to improve education outcomes for Māori and Pasifika.
- 3.17 Other initiatives outlined are aimed at reducing inequalities in education outcomes. Specific programmes and campaigns have as a major focus the reduction of barriers to achievement for specific groups. The materials and resources that are developed by the Ministry to support these programmes are all part of how the Ministry is approaching the challenge of realising its mission.
- 3.18 Other Government ministries and agencies (such as the Education Review Office, the New Zealand Qualifications Authority, the Tertiary Education Commission, the Education Council of Aotearoa New Zealand, Careers New Zealand, the Ministry of Women's Affairs, Te Puni Kōkiri – the Ministry of Māori Affairs, the Ministry of Pacific Island Affairs, the Ministry of Social Development, the Ministry of Youth Development, and the Human Rights Commission) work in cooperation with the Ministry to assist in monitoring and improving education outcomes for all. Through all of these agencies and mechanisms the New Zealand Government demonstrates its commitment to elimination of disparities in education between different groups.

- 3.19 No arrangements were made in New Zealand during the period 2012 to 2015 for translation of the UNESCO Convention and Recommendation Against Discrimination in Education into another language.

2.2 Please specify activities undertaken or supported by the National Commission with a view of:

- promoting the Convention
- fostering debate on critical issues, in relation to the rights enshrined in the instruments

UNESCO governing boards have underlined the need for awareness-raising. Given the importance of normative action at the national level, the Convention must be given wide dissemination, with the support of National Commissions.

- 3.20 The New Zealand National Commission for UNESCO regularly establishes priorities and goals to guide its work. The National Commission recognises and undertakes activities to support UNESCO's education priorities. From June 2015, the strategic objectives under the education sector have been to: 'Contribute to the development of New Zealand's high quality education system to encourage life-long education for all, for instance in the area of technological change'.

- 3.21 Highlights of activities of the National Commission undertaken during the 2012- 2015 period that contributed greater awareness of the fundamental principles of non-discrimination and of equality of educational opportunities, included:

- The facilitation and support of the New Zealand UNESCO Associated Schools Network (until mid-2015). The network members were encouraged to embed the descriptor "navigators for peace" and "agents for positive change." Member institutions are encouraged and supported to embed a culture of peace and non-discrimination in their school community.
- Support for Adult Learner's Week in New Zealand through a partnership with ACE Aotearoa. Each year, between 2012-2015, national and local community celebrations were held, celebrating the successes and achievements of those participating in Adult and Community Education.
- Continued funding and support of the Beeby Fellowship, a joint initiative with New Zealand Council for Educational Research that aims to support the development of educational resources in line with UNESCO priorities. The 2015 Beeby Fellow worked to create a resource to help communities develop and sustain their own tutoring programmes in an effort to make tutoring more accessible.