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PhD University of Waikato. Sarah has served on a number of advisory boards and published several reports regarding Maori education. Her doctorate examined the factors that contributed to the success of Maori in higher education. More recently Sarah is contributing to developing leadership, action-led community research, the preservation of tribal knowledge and the advancement of Maori development as Academic Director for the Waikato-Tainui College for Research and Development. Her current role enables Sarah to support the development aspirations of Waikato-Tainui in a post-settlement context.

Introduction
This paper has been written to contribute to the Future of Work Maori Development work stream. The focus of this paper is to consider Government research, innovation and education investment alignment with tribal development objectives through an iwi case study. The paper will provide an example of how one iwi is attempting to address the challenges of meeting tribal development needs and aspirations, supporting regional growth and creating a skilled labour market.

Aligning education and training with tribal development needs and aspirations
A report prepared by BERL for the Maori Economic Taskforce (2009) stated that it would be insufficient to simply look to fill labour gaps without considering the relationship between skills, experience and productivity and an investment in education and training. For many tribes especially in the post-Treaty settlement environment, the pressure to deliver any employment opportunities often overshadows more meaningful employment opportunities. The post-Treaty settlement context has raised expectations that Maori will deliver benefits for their tribal members in terms of wealth creation, employment and educational advancement and development opportunities. However, these expectations – by tribes, tribal member, external agencies and government - often have not considered the disruption of over 100 years to Maori development. In the case of Waikato-Tainui, the resolution of the tribe's claim in 1995 some 130 years after the Raupatu trust agreement did not mean an automatic return to economic prosperity. A prosperity, that the tribe enjoyed before the 1863 invasion and the subsequent confiscation of tribal lands. Indeed, the 1983 Tainui Report outlined how history painted Maori as victims rather than “initiators or controllers of change” (p.11). This report, seen as the tribe's seminal development document, further noted however that “there is also sufficient evidence to show that changes can be made and are best made when the people themselves take the initiative” (p.100). One such initiative has been the investment

made by Waikato-Tainui in the higher education of its tribal members. The strategic imperative for this investment is for the tribe to thrive in relation to tribal development priorities, their lands, resources and people.

**Outlining tribal development aspirations: to Whakatupuranga 2050**

Whakatupuranga 2050 is the tribe’s blueprint development document. It sets out the tribe’s aspirations in three key areas:

1. A pride and commitment to uphold tribal identity and integrity;
2. A diligence to succeed in education and beyond;

A need to succeed in education was based on the notion that “creating a culture for success generates opportunities and choices” (p. 2). Since 1995, the tribe’s investment in higher education has grown to an annual $1m (Waikato-Tainui Annual Report, 2014).^5^

**Challenges: Linking higher education attainment to employment**

The tribe’s focus has been on supporting tribal members’ participation in higher education not necessarily on tracking tribal members’ completion/graduation and movement from education into employment. As a result, there is no reliable data which can directly link the tribe’s support and its link to tertiary institution generated data. Anecdotal evidence also suggests that Māori students do not always consider employment as a sole reason for participating in higher education qualifications. This is more so the case where students are enrolled in te reo Māori or tikanga Māori qualifications. In some cases, anecdotal evidence suggests that these students might already be employed or well-qualified and are engaging or re-engaging in higher education for more cultural learning. In other words they are looking at lifelong learning pathways rather than just increased employment opportunities.

**Questions:**

- How might tertiary institutions better link/provide iwi student data to iwi?
- How does current tertiary funding policy consider or support employment and further lifelong learning pathways?

**Supporting tribal development aspirations: Strategic partnerships**

The investment in education occurs not just through the distribution of tribal scholarships and grants. The re-establishment of the tribe’s College for Research and Development has given the tribe an opportunity to look at focused training and development opportunities. These are based on research but more importantly, that directly align with tribal aspirations as outlined in Whakatupuranga 2050. The College, re-dedicated in 2010, currently draws its core funding from an endowment fund.

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[^4]: Most of this discussion paper will focus on point 2, a diligence to succeed in education and beyond. However, it is important to note that each of the components are inter-dependent and thus weren’t to be seen in isolation from each other.
which was negotiated with the Crown as part of the settlement of the Waikato River claim in 2008. It supplements this funding through external research and programmes, through strategic relationships it has formed with external parties.

Example: The University of Waikato, indigenising the Waikato MBA, and the AMBA innovation award

The University of Waikato has always shared a special relationship with the tribe. In February 2011, this relationship was reinforced when a Memorandum of Understanding between the tribe (through the College) and the University was signed. The key tenets of this relationship were based on a high level on a shared set of principles, from which a series of agreed initiatives would be delivered. One such initiative is the Waikato MBA delivered at the College. This programme is the triple-accredited qualification delivered by the University of Waikato. However, within the constraints of these accreditation requirements, the University has enabled the College to provide a more Maori and indigenous focus to the programme. Briefly, students targeted for the programme were primarily (though not exclusively) Maori and indigenous; Maori faculty or those with expertise in indigenous business were identified to teach on the programme; key Maori leaders across iwi, government and business were identified from the tribe’s extensive networks to provide guest lectures to complement and where appropriate provide a Maori/indigenous context to the curriculum; and the programme was delivered as a residential programme – where students gave life to a wananga style of living and learning. In its first year the MBA delivered at the College won the international AMBA award for innovation because of its living and learning environment and the Maori/indigenous positioning of its curriculum. The programme contributed to the sharp increase in Maori student enrolments in the Waikato Management School – particularly in the post-graduate area where it had struggled. The first cohort achieved a 100% pass rate of those who completed the MBA programme in its entirety and many of the cohort moved into positions of influence and authority across a range of organisations and institutions. Many others have continued further study.

The reason behind this approach was largely pragmatic. Policy changes to tertiary funding and accreditation at the time of the College’s re-establishment meant that the most the College could be accredited for would be equivalent to a Private Tertiary Establishment and the cost of doing this was beyond what the College could afford at the time. In addition, the College had a focus on post-graduate studies which were beyond PTE provision. The strategic relationship with the University of Waikato has enabled the College to effectively and quickly position itself as an institution that has a focus on quality, highly regarded programmes that align to tribal development aspirations and needs. Such a relationship also means it isn’t locked into the development, provision and ongoing maintenance of sometimes costly qualifications and programmes of study. This approach means that the College is well-positioned to shift focus to other programmes and qualifications should tribal aspirations change.

This relationship is a mutually beneficial one. The University has also gained from this relationship. As noted, there has been a direct link between the MBA programme delivered at the College to the increase in Maori students engaged in postgraduate
study in the Waikato Management School. More significantly is not just the increase in numbers enrolling, but in completing in a school which is usually well-underrepresented by Maori students. As also noted, the University shared in the recognition attributed to the international AMBA innovation award.

At a tribal level, there are a broad range of relationships with government departments and agencies. A critical view of these relationships is determining what types of targets are agreed and met on an annual basis and more significantly, who benefits most out of the relationship. This latter point has been one of the key reasons that the tribe has yet to engage in a relationship with the Ministry of Education, although it is actively exploring such a relationship now. One of the other challenges in developing these strategic relationships is the extent to which such agencies are prepared to consider new approaches. For example, the tribe is considering a cross-agency strategy in regards to education which therefore includes Ministry of Education, Tertiary Education Commission, NZQA and ERO. This sits outside the model of how the MoE iwi partnerships have been formed and have highlighted challenges for both cross-sector agency and inter-tribal organisation relationships as well.

Questions

• How can tertiary institutions be encouraged to form strategic relationships with iwi to develop, modify and deliver programmes that align with tribal development aspirations (including employment pathways/priorities) and contribute to policy objectives relating to Maori tertiary education?
• How are iwi able to engage across the tertiary sector in ways that better reflect the Treaty partnership role?
• To what extent are iwi meaningfully engaged in the development and monitoring of policy and funding?
• How could Government funding or policy encourage tertiary institutions to consider these types of mutually beneficial initiatives with iwi?
• How can partnership relationships for tertiary education help to increase Maori development and quality employment for Maori people?

Education: investing in transformation?

The Ministry of Education noted that increased engagement in tertiary education had greater outcomes for individuals and society (Ministry of Education, 2008). In spite of the tribe’s investment in tertiary education through its strategic relationships and education grants and scholarships, the statistics still paint a bleak picture for Waikato-Tainui and especially for rangatahi living in the Waikato-Tainui tribal region. A report released by Te Puni Kokiri on the Maori economy in the Waikato region (2014) identified the challenge facing iwi and the region given the “significant proportion of Mäori employed in low paid and less productive industries” (p. 3). The 1983 Tainui Report referred to the “powerlessness” of Maori - a result of the cumulative impact of historical experiences, government policies and societal attitudes which sought to exclude Maori.

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As Maori move into a new phase of their development, the drive for increasing economic wealth and development opportunities has often been at the expense of Maori cultural and social priorities. Whakatupuranga 2050, as noted earlier in this paper, identified three key, inter-dependent elements but much focus has been on the drive to maximise assets that deliver greater financial returns to tribal members and marae. A recent study funded by Nga Pae o te Maramatanga around strategies for Maori economic development found that “the social and cultural elements of development are often not included in economic development. Consequently, externally derived plans are often only tentatively implemented, and not wholly supported by the people. Iwi aspirations are not clearly apparent, represented or obvious” (Smith et al, 2015, p. 128). The challenge for iwi organisations is balancing the tension between investing in the future of their people through education which is still viewed as a largely individualistic luxury; and the reality of the daily needs of families who with targeted education initiatives could be in a better position to transform their lives.

Research has identified the relationship between on-going higher education, higher levels of income, increased employment choices and better standards of living. However, as iwi become wealthier, recent government statements have suggested that iwi should take even more responsibility for investing in their own people. This leaves the perception that the government is divesting itself from its responsibilities in the process. The post-Treaty settlement era is only in its second decade and yet is in many respects it is expected to provide answers to the complex challenges facing contemporary Māori. It must be remembered 130-plus years of development potential has not been realised and at times deliberately stifled. The development of tribal strategies such as Whakatupuranga 2050 is therefore deliberate in their long-term view. Firstly, they signal that iwi take an intergenerational approach to development that is often beyond the scope of government. Secondly, such a view enables the potential to consider a more deliberate, staged approach to development.

Questions

- How can iwi be supported to access research and innovation funding which aligns with Maaori economic development aspirations?
- Can the Maaori research and innovation funding pool be increased and tagged more specifically to Maaori aspirations (currently expressed via Vision Maatauranga)?

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