



25 October 2019

S19.24

Submission to the Ministry of Education on Shaping a stronger education system with New Zealanders: Tertiary Education Strategy

Introduction

- 0.1. The National Council of Women of New Zealand, Te Kaunihera Wahine o Aotearoa (NCWNZ) is an umbrella group representing over 200 organisations affiliated at either national level or to one of our 15 branches. In addition, about 450 people are individual members. Collectively our reach is over 450,000 with many of our membership organisations representing all genders. NCWNZ's vision is a gender equal New Zealand and research shows we will be better off socially and economically if we are gender equal. Through research, discussion and action, NCWNZ in partnership with others, seeks to realise its vision of gender equality because it is a basic human right.
- 0.2. This submission has been written with reference to the education and work policy resolutions^{1,2} set by the NCWNZ membership over the past 123 years and the submissions of our affiliate members.

1. NCWNZ's Interest in Education and Work

- 1.1. Ever since it was established in 1896, NCWNZ has campaigned for improved education and work in New Zealand. One of its first priorities after winning the right to women's suffrage, was equal pay. NCWNZ took a lead role campaigning for the eight hour working week, improving work conditions in factories, and equal economic status in marital relationships.
- 1.2. Education, particularly education for women, has been an equally important interest for NCWNZ. In 1905, the NCWNZ membership resolved that there should be an organised system of education from kindergarten to specialist college. In more recent times, NCWNZ has recognised the value of adult community education as a social, personal and economic good - and advocated for ACE funding to be reinstated by government.

¹ NCWNZ. 2012. 115 years of resolution. <http://www.ncwnz.org.nz/wp-content/uploads/2013/06/115-years-Register-everything-2.pdf>

² NCWNZ. 2019. Appendix "D": Resolutions of National Meetings 2011-2019. <https://www.ncwnz.org.nz/wp-content/uploads/2019/10/Appendix-D-Resolutions-2011-2019.pdf>

2. United Nations Sustainable Development Goals

2.1. NCWNZ is an active supporter of the United Nations' Sustainable Development Goals (SDGs)³ and urges the government to integrate them within the development of the Tertiary Education Strategy (TES). While the SDGs should be considered as an integrated framework, we wish to draw particular to the following goals and targets:

- a. **SDG4 (Education):** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. We note that the following targets are relevant for the development of the TES:
- 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
 - 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
 - 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
 - 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
 - 4.A: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
 - 4.B: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
 - 4.C [Relevant for teaching training tertiary education providers]: By 2030, substantially increase the supply of qualified teachers, including through

³ United Nations. About the Sustainable Development Goals. <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

international cooperation for teacher training in developing countries, especially the least developed countries and small island developing States.

- b. **SDG5 (Gender Equality):** Achieve gender equality and empower all women and girls.
 - 5.1: End all forms of discrimination against all women and girls everywhere
 - 5.5: Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life
- c. **SDG8 (Sustained, Inclusive and Sustainable Growth, and Decent Work):** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
 - 8.2: Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors
 - 8.3: Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services
 - 8.5: By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
 - 8.6: By 2020, substantially reduce the proportion of youth not in employment, education or training
- d. **SDG17 (Partnerships for the Goals):** Strengthen the means of implementation and revitalize the global partnership for sustainable development
 - 17.14: Enhance policy coherence for sustainable development
 - 17.17: Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships.

3. CEDAW Recommendations on Education and Work

- 3.1. NCWNZ also wishes to draw the Ministry’s attention to the recommendations of the United Nations Committee on the Elimination of All Forms of Discrimination Against Women (**the CEDAW Committee**)⁴. In 2018, the CEDAW Committee made specific recommendations to the New Zealand

⁴ Committee on the Elimination of Discrimination against Women. 2018. Concluding observations on the eighth periodic report of New Zealand. CEDAW/C/NZL/CO/8. https://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CEDAW%2fC%2fNZL%2fCO%2f8&Lang=en

Government about ways that they could improve education and work outcomes for women, and better meet its commitments under the Convention on the Elimination of all forms of Discrimination against Women (**CEDAW**). As an umbrella organisation for women's organisations, NCWNZ took a leadership role coordinating an alternative report on CEDAW and presenting an alternative report for NGOs at the United Nations that led to these recommendations.

3.2. The education and work recommendations include:

Education

31. The Committee commends the State party for its efforts aimed at increasing opportunities for women in the fields of science, technology, engineering and mathematics and in information and communications technology (ICT) industries, in particular the fact that education and careers in science, technology, engineering and mathematics have been promoted among secondary school students, in particular among Pacific islanders, and the fact that in 2014 the State party allocated \$28.6 million over four years for an ICT graduate school programme aimed at increasing diversity among ICT students. However, the Committee is concerned about the following:

- a) The limited access to secondary and tertiary education for many girls and women living in rural areas;
- b) The lack of inclusion in school curricula of comprehensive, culturally sensitive and age-appropriate sexuality education or education on harmful practices and gender-based violence against women and girls, which further exacerbates the high rates of sexual violence and early pregnancy, and the lack of sexuality education that specifically addresses the needs of Māori young people and communities;
- c) The increasing rate of girls who drop out of school, including as a result of teenage pregnancy;
- d) The lack of data, disaggregated by sex, ethnicity and disability, on enrolment at all levels, in particular in higher education, and on dropout rates and the reasons for them;
- e) The fact that women and girls are concentrated in traditionally female-dominated fields of study and under-represented in science and technology;
- f) The increasing impediments to the education of girls living in rural areas due to growing transportation costs, the closing of rural schools, the reduction in government financing for community education services and the information barrier regarding the obligation to pay so-called "voluntary donations" to schools.

32. Recalling its general recommendation No. 36 (2017) on the right of girls and women to education, the Committee recommends that the State party take the legislative and policy action and allocate adequate resources necessary to:

- a) Facilitate access to secondary and tertiary education for girls and women living in rural areas, including through increased resources;
- b) Ensure the inclusion in school curricula of mandatory, culturally sensitive and age-appropriate education on sexual and reproductive health and rights and responsible sexual behaviour, focusing on the prevention and consequences of early pregnancy and sexually transmitted infections;

- c) Provide girls with a safe educational environment free from discrimination and sexual violence and include education on non-violence in the curricula;
- d) Strengthen the efforts aimed at ensuring that no pressure is placed on pregnant teenage girls to leave school or change courses and establish a reintegration policy for teenage mothers, while safeguarding against the risk of having teen pregnancy and motherhood perceived as a norm;
- e) Continue eliminating stereotypes and structural barriers that may deter girls from enrolling in traditionally male-dominated fields of study, provide girls with career counselling, scholarships and other incentives to orient them to science and technology subjects, including meteorological studies, disaster risk reduction and climate change, and ensure that stereotypes are addressed in the teacher-training curriculum;
- f) Address all impediments to the education of girls living in rural areas, including financial and transportation-related obstacles.

Employment

33. The Committee welcomes the adoption by the State party of the gender pay principles. It further commends the State party on the \$2 billion pay equity settlement for the 55,000 care and support workers in the State party's aged and disability residential care, home and community support services and for reconvening the joint working group on pay equity principles. However, the Committee notes the following with concern:

- a) The persistent discrimination against Māori and Pasifika women and women with disabilities in the labour market;
- b) The high unemployment rate among women under 25 years of age;
- c) The persistent gender pay gap, which disproportionately affects women in low-income jobs, including Māori and Pasifika women and women belonging to other ethnic and cultural minority groups;
- d) Occupational segregation with concomitant wage differentials and the concentration of women in unpaid work or in lower paying jobs in the informal economy;
- e) Decreased funding for childcare facilities and services, which impedes women from participating equally in the workforce and also leads to loss of jobs for women.

34. The Committee recommends that the State party adopt and implement policies, with time-bound targets and indicators, to increase employment opportunities for women in the formal sector, eliminate occupational segregation and achieve substantive equality between women and men in the labour market. It also recommends that the State party:

- a) Urgently address the working conditions of Māori and Pasifika women, women with disabilities and young women in all areas of employment including through data collection and analysis;
- b) Consider adopting a new law based on the recommendations of the reconvened Joint Working Group on Pay Equity Principles, with a view to applying it to both the public and private sectors;
- c) Adopt and enforce the principle of equal pay for work of equal value in a revised employment relations legislation covering both public and private workplaces, including

through analytical job classification and evaluation methods and regular pay surveys, and regularly review wages in sectors in which women are concentrated;

- d) Adopt temporary special measures to address occupational segregation and ensure that women and men have equal opportunities for promotion;
- e) Ensure adequate funding for childcare facilities and services.

3.3. In addition, the CEDAW Committee made a number of recommendations about eliminating sexual harassment in the workplace and violence (both sexual and family violence) in society. Both of these issues apply in the tertiary education environment, and there is an obligation to ensure that these are safe workplaces and environments for staff and students.

4. Integrating Te Tiriti into the Tertiary Education Strategy

4.1. While the proposed TES makes it clear that te reo Māori and tikanga Māori be incorporated into the everyday life of the place of learning, we urge the Ministry to take a stronger position of integrating Te Tiriti into the curriculum. It is NCWNZ policy that all students should have knowledge of both Te Tiriti and New Zealand history.

5. Conclusion

5.1. To conclude, NCWNZ hopes that the vision for a more inclusive, equitable, connected and future-focussed New Zealand learning system encompasses New Zealand's international obligations under CEDAW and the SDGs.



Pip Jamieson
NCWNZ Board



Eva Hartshorn-Sanders
Education Committee (Acting)