

## Cabinet Paper material

### Proactive release

Minister & portfolio	Hon Chris Hipkins, Minister of Education
Name of package	Reform of Vocational Education – Centres of Vocational Excellence
Date considered	29 July 2019
Date of release	16 August 2019

#### These documents have been proactively released:

**Cabinet paper: Reform of Vocational Education – Centres of Vocational Excellence**

Date considered: 24 July 2019, Social Wellbeing Committee

Author: Ministry of Education

**Social Wellbeing Committee minute – SWC-19 MIN-0086**

Date considered: 24 July 2019

Author: Cabinet Office

**Cabinet minute – CAB-19-MIN-0363**

Date considered: 29 July 2019

Author: Cabinet Office

#### Material redacted

Some deletions have been made from the documents as the information withheld does not fall within scope of the Minister's portfolio responsibilities, and is not relevant to the proactive release of this material.

In Confidence

Office of the Minister of Education

Chair, Cabinet Social Wellbeing Committee

## **REFORM OF VOCATIONAL EDUCATION – CENTRES OF VOCATIONAL EXCELLENCE**

### **Proposal**

1. Centres of Vocational Excellence (CoVEs) are one of seven changes to be introduced as part of the reform of vocational education. This paper sets out more information about the design of CoVEs and my intention to start with two pilots, in support of early announcements about CoVEs. CoVEs will play a key role in the new system by driving innovation and excellence in vocational teaching and learning by strengthening links with industry and communities.

### **Executive Summary**

2. The *Reform of Vocational Education – Key Decisions Cabinet paper* sought Cabinet agreement on 22 July to a range of changes that will create a unified vocational education system with strong industry leadership and collaboration between organisations. Within this new system, CoVEs will play a key role in driving innovation and excellence in vocational teaching and learning by strengthening links with industry and communities.
3. CoVEs will bring together the New Zealand Institute of Skills and Technology (the Institute), other providers, workforce development councils, industry experts, and leading researchers to grow excellent vocational education provision and share high-quality curriculum and programme design across the system.
4. CoVEs will be hosted by a regional campus of the Institute or by a wānanga. Over time, should the network of CoVEs grow, there will be an appropriate regional distribution across New Zealand. This will help to ensure that the Institute is well connected to industry, in particular to those industries of particular local importance in the regions where it operates. While CoVEs would be located regionally but will take a wider national focus.
5. A CoVE's scope of coverage could be pan-sector (e.g. primary sector), industry-wide (e.g. agriculture), occupation-specific (e.g. viticulture), or by type of delivery, for example, kaupapa Māori, online or blended delivery, or foundation education.
6. An announcement in early August will set out my intention to establish two pilot CoVEs, following announcements on the wider reforms. These pilot CoVEs will be in the Primary and Construction sectors, given their strategic importance to New Zealand, and the readiness of their industry bodies to take leadership and to work with government on addressing known skills issues within their sectors. Investment in any further CoVEs will be based on what we learn from these pilots and through discussions with stakeholders, and the resources that we have available.

7. Officials will be seeking early sector input into the design for these pilot CoVEs through the Primary Industry's Skills Leaders Working Group and the Construction Skills Action Plan. Officials will also work with the Ministry of Health to consider opportunities for establishing a third pilot CoVE in the Healthcare sector.
8. Further investment in CoVEs will be considered through a future budget process. Additional design work will consider the regional and industry spread of CoVEs as well as any cross-cutting areas (e.g. kaupapa Māori), and how CoVEs might support areas that have less structured support through vocational education, such as the creative industries.

### **Creating a more unified vocational education system**

9. The *Reform of Vocational Education – Key Decisions* Cabinet paper sought Cabinet's agreement on 22 July to implement a range of changes that will create a unified vocational education system with strong industry leadership and collaboration between organisations. There are seven key changes to drive improvements in the system; these are to:
  - 9.1. *Create a New Zealand Institute of Skills & Technology*<sup>1</sup> (the Institute)
  - 9.2. *Create workforce development councils with leadership across the whole vocational education system*
  - 9.3. *Shift the role of supporting workplace learning from Industry Training Organisations (ITOs) to providers*
  - 9.4. *Establish Regional Leadership Groups* to provide advice about the skills needs of their regions
  - 9.5. *Establish CoVEs* to drive innovation and excellence in teaching and learning and improve links to industry and communities
  - 9.6. *Create Te Taumata Aronui*, a group to ensure that the RoVE reflects the Government's commitment to Māori-Crown partnerships
  - 9.7. *Unify the vocational education funding system.*
10. Together, these changes will create a single, strong vocational education system will help improve well being for all New Zealanders and support a growing economy that works for everyone. For more information on the role and functions of each new entity within this system, see the *RoVE Key Decisions* Cabinet paper.
11. The *RoVE Key Decisions* and *Fiscal Implications* Cabinet papers (to be considered at Cabinet on 22 July) seek agreement to establish up to three pilot CoVEs to be hosted by regional campuses of the Institute and/or wānanga and that \$18.0 million over four years is allocated to fund these pilots. It is also noted in these papers that the first pilot CoVE would be established in the 2019/20 financial year, that each CoVE would have an average estimated cost of around \$2.5 million per annum, and that additional funding would be sought through a future Budget process.
12. The RoVE consultation process, which took place from 13 February to 5 April, found that a majority of submitters supported the concept of CoVEs, with 75 per cent agreeing that CoVEs should be created to focus on teaching and learning and applied research. Some

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<sup>1</sup> This continues to be a working title.

submitters raised concerns that CoVEs may create competition between regions and campuses of the Institute.

13. This paper provides further detail on the implementation of CoVEs to support early announcements in this area.

## **Design of Centres of Vocational Excellence**

*CoVEs will drive vocational excellence and innovation within this new system*

14. Within this new unified vocational education system, CoVEs will play a key role in driving innovation and excellence in vocational teaching and learning by strengthening links with industry and communities.
15. To achieve this, CoVEs will bring together the Institute, other providers, the new workforce development councils, industry experts, and leading researchers to grow excellent vocational education provision and share high-quality curriculum and programme design across the system.
16. CoVEs will be established in areas of particular importance to New Zealand. Their scope of coverage will vary and may be pan-sector (e.g. primary sector), industry-wide (e.g. agriculture) or occupation-specific (e.g. viticulture). Some CoVEs may also cover key types of educational delivery, such as kaupapa Māori delivery or excellence in online or blended delivery, and may include applied research.

*CoVEs will be a consortium led by a regional campus of the Institute or by a wānanga*

17. Each CoVE will be a consortium that includes education experts, industry experts (including but not limited to workforce development councils) and researchers to ensure that the latest knowledge and best practice is brought into the CoVE. A CoVE may in some instances also include occupational regulators, such as the Nursing Council.
18. CoVEs will be hosted by a regional campus of the Institute or by a wānanga. Over time, should the network of CoVEs grow, there will be an appropriate regional distribution across New Zealand. This will help to ensure that the Institute and wānanga remain well connected to industry, in particular to those industries of local importance in the regions where it operates. While CoVEs would be located regionally they will also take a wider national focus.

*The role of each CoVE will be tailored to ensure it adds value within the wider system*

19. The reformed vocational education system is designed to support and incentivise collaboration, both between industry and providers and across the Institute's regional network. Each CoVE will need to be tailored to ensure that it fits well within this new system and provides a level of additional value beyond what we would already expect from the new system.
20. For example, the new Institute will be expected to collaborate with industry experts to establish best practice provision, to develop and strengthen areas of regional specialisation, and to share best practice across all of its regional network. Workforce development councils will set appropriate skills standards for the industries they represent and will hold providers to account for delivering to these standards. Furthermore, collaboration between industry and all vocational education providers will be strengthened in the new system. In the long-term, CoVEs should not duplicate these functions.

21. However, this new system will take time to bed in. It may be necessary to establish a CoVE for a fixed period to support the process of building collaborative partnerships and sharing of best practice to drive excellence within particular areas of priority. Once the system (in particular, the Institute and workforce development councils) is in a position to continue operating in a collaborative and unified way, then a CoVE may no longer be needed for that area. This may mean that the role of that CoVE changes or that it becomes funded through other mechanisms (for example, through the Institute's normal operating budget).
22. In other situations, a CoVE may be established to seize a specific opportunity or manage a particular challenge within the vocational education system, or as a way of recognising and rewarding existing areas of excellence within the system.

*The functions of each CoVE will vary*

23. The core purpose of a CoVE will be to drive innovation and excellence in teaching and learning and improve links to industry and communities. To achieve this, each CoVE will undertake the following high-level baseline functions:
  - 23.1. *Grow excellent vocational education provision* within its area of speciality through driving excellence and innovation within the overall network, including by engaging with relevant industry experts, and
  - 23.2. *Share high-quality curriculum and programme design* across the system including across regions and potentially wānanga and private training establishments (PTEs).
24. CoVEs could also undertake a range of additional functions, such as:
  - 24.1. Providing training support for employers to improve their skills-building ability
  - 24.2. Sharing applied research with providers and industry to improve knowledge exchange
  - 24.3. Improving pathways through vocational education, including from school
  - 24.4. Providing learning technologies across the network to minimise cost and duplication of high-cost equipment
  - 24.5. Providing advice to providers/employers on best practice pastoral care to support good outcomes for learners
  - 24.6. Other functions proposed through the application process to establish a CoVE (provided this additional function, in particular, that it does not overlap with the role of existing players within the system).
25. CoVEs could undertake a wide range of functions in order to drive innovation and excellence in teaching and learning and improve links to industry and communities. However, as discussed, it is important to consider how each would fit within the wider vocational system to ensure that each CoVE adds value.
26. The specific functions each CoVE is recognised and funded for would therefore be determined on a case-by-case basis through the establishment process.

*The scope of coverage of each CoVE will also vary*

27. The specific scope of coverage, as with the functions, will be tailored to ensure that each CoVE is a genuine centre of excellence, targeting a specific issue or opportunity, adding value to the system, and minimising the duplication of existing functions (with the exception of where a CoVE is speeding up the transition to the desired new system).
28. A CoVE's scope of coverage could be pan-sector (e.g. primary sector), industry-wide (e.g. agriculture) or occupation-specific (e.g. viticulture), or by type of delivery, for example, kaupapa Māori, online or blended delivery, or foundation education.
29. The scope of coverage of a CoVE could, in some instances, include degree-level vocational education provision as this could help to strengthen pathways from lower-level vocational education into degree-level and higher education and could also improve degree-level provision. While a university may be involved in such a CoVE, it would still need to be hosted at a regional arm of the Institute or a wānanga rather than at a university campus.

### **Process to establish pilot Centres of Vocational Excellence**

*I propose to establish two pilot CoVEs*

30. I propose to establish and fund two pilot CoVEs in the Primary and Construction sectors. These two sectors have been prioritised because of their strategic importance to the economy, current labour market and Government priorities, and also because the two industries are well-placed to work with the Government and providers on addressing known skills issues within their sectors.
31. The Primary sector has formed a Skills Leaders Working Group, with broad representation across the industry. It is meeting shortly before the planned RoVE announcements, and officials expect that it will be able to take a lead in forming proposals for a CoVE relatively quickly. The sector has signalled a strong need to rebuild and reshape its training institutions, following a decline in recent years.
32. The Construction sector is heavily reliant on the apprenticeship training model and has a strategic interest in enhancing this model as we implement RoVE. It is also crucial to the Government's priorities in the housing market that we maintain and grow the quantity and quality of training for the sector. The recently launched Construction Sector Accord signals the intent for government and industry to work in partnership to address the construction sector's challenges. Engagement with industry on the pilot CoVE can be carried out through the Construction Skills Action Plan, which is one of the key government commitments in the Accord.
33. Officials will also work with the Ministry of Health to consider opportunities for establishing a third pilot CoVE in the Healthcare sector.
34. Investment in any further CoVEs will be based on what we learn from these pilots and through discussions with stakeholders, and will be contingent on securing funding. While the details of each pilot CoVE will vary depending on the needs of their sector, these pilot CoVEs will drive innovation and excellence, in line with the high-level purpose of CoVEs set out in paragraph 14.

### *Process for establishing pilot CoVEs*

35. The process for establishing each pilot CoVE will generally involve an initial scoping exercise to set the broad parameters for what the CoVE will look like, and a request for proposals process, followed by a formal funding negotiation.
36. The Tertiary Education Commission (TEC) will develop the parameters for each CoVE, in consultation with Te Taumata Aronui<sup>2</sup> (once established), and key stakeholder groups. In general, the specific details of what each CoVE will do, the outcomes it will achieve, the functions it will perform, where it will be hosted, and who else will be involved, should be generated by the applicant rather than tightly specified by government. This will help to ensure each CoVE is focused on tangible and meaningful issues or opportunities identified by the sector.
37. However, where engagement with Te Taumata Aronui and key stakeholder groups identifies a clear and specific opportunity for a CoVE, the parameters set by TEC may be more prescriptive and a request for proposals process may not be required.
38. To ensure appropriate accountability mechanisms are in place, and to allow for the outcomes and performance of each CoVE to be measured and tracked, the final detailed functions, performance expectations, key performance indicators, etc. for each CoVE will be negotiated between the applicant and the TEC in the final stage of the establishment process.

### *Announcement of two pilot CoVEs in August*

39. I plan to announce my intention to establish two pilot CoVEs in August, following announcements on the wider reforms. This will include specifying the initial sectors of focus (Primary and Construction), the high-level purpose, range of possible functions, and the timeframes for establishing the pilot CoVEs.
40. A request for proposal for a Primary sector CoVE is expected to be published by the end of 2019. The process for establishing the Construction sector CoVE may be on a slightly longer timeframe.

### *Criteria for assessing applications to establish pilot CoVEs*

41. Each proposal to establish a CoVE will be assessed based on a range of criteria, such as how well the applicant incorporates collaborative partnership-based approaches into their proposal, and whether the applicant can demonstrate their ability to undertake the required functions of the CoVE.

### *A higher degree of Ministerial direction may be appropriate to establish CoVEs*

42. Given the importance of CoVEs in driving excellence within the wider vocational education system, and the close interest of ministers from across government in ensuring the successful establishment of CoVEs as a way of supporting the regions, I propose to take a more hands-on role in confirming the final decision on when and where a CoVE should be established.
43. This will follow the running of an appropriate process by TEC, as detailed in paragraph 36. I will make my final decision in consultation with relevant portfolio ministers. Officials

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<sup>2</sup> Te Taumata Aronui is being established to advise Ministers and education agency Chief Executives about how to ensure that the reforms honour Māori-Crown partnerships.

will advise me further on an appropriate process for setting up CoVEs on the basis of a ministerial decision rather than a decision by the TEC board.

44. Under the proposed legislative change for the wider reforms, the Minister for Education will have powers to direct funding to the Institute, where it is in the national interest and where it is consistent with the efficient use of national resource. It is possible that we may need to extend these powers in relation to CoVEs, and this will be revisited this during the legislative drafting process.

*The system will be undergoing significant change which could impact on applications*

45. The vocational education sector will be undergoing significant change over the coming years and this will impact directly on the groups that would be expected to be involved in establishing the CoVEs (for example, workforce development councils and the Institute). There is therefore a risk that the wider reform process could impact on the number and quality of applications to establish CoVEs. This risk will be mitigated through early and targeted engagement with relevant stakeholders to shape the parameters of the CoVE and secure stakeholder buy-in to each pilot CoVE.

### **Future investment in CoVEs**

46. Further investment in CoVEs will be considered through a future budget process. Additional design work will also be undertaken to develop a framework for considering the regional and industry spread of CoVEs, as well as any cross-cutting areas (e.g. kaupapa Māori). This framework for future investment in CoVEs may consider factors like the size of the opportunity; the economic and social/cultural importance of the sector or type of provision; and alignment to Government priorities (e.g. for regional economic development).
47. This design work would be informed by lessons from the pilot CoVEs and discussions with stakeholders. In particular, by this stage, there will have been further engagement with regions to support the establishment of the Institute, and with industry about the scope of WDCs, that will inform our understanding about the next priorities for CoVEs. In particular, this work will help identify the needs of areas that have less structured support through vocational education, such as the creative industries.

### **Risks and mitigations**

*There is a risk that key sector stakeholders will not be in a position to engage on CoVEs*

48. The vocational education sector will be undergoing significant change which will impact directly on the groups that would be expected to be involved in establishing the CoVEs. For example, Industry Training Organisations (ITOs) will be in a state of transition (via holding organisation) to workforce development councils, the 16 ITPs will be transitioning (via the subsidiary model) into the single Institute. Furthermore, providers across New Zealand will be looking at how to build capability and capacity to support work-based learning.
49. It may therefore be challenging to engage in a meaningful way with these stakeholder groups to progress the establishment of the pilot CoVEs and to develop the framework for future investment in CoVEs.
50. To mitigate this risk, we are starting with the two pilot CoVEs focused on areas of particular strategic importance for New Zealand, rather than aiming for complete industry coverage. TEC will use its knowledge from other similar initiatives to inform the



establishment of these pilot CoVEs. Furthermore, officials will be seeking early sector input into the parameters for each CoVE through the Primary Industry's Skills Leaders Working Group and through the Construction Skills Action Plan, which is a key government initiative in the Construction Sector Accord.

#### *Additional risks*

51. As detailed in paragraph 21, to support the transition to the new unified vocational education system, a CoVE may be established to undertake some functions that we would expect from other parts of the system in the long term (e.g. the Institute, a workforce development council or a regional leadership group). In this situation, there is a risk that these other parts of the system may not act as quickly as they may otherwise do to build their own capability to undertake these functions. It may then become difficult to reduce funding for the CoVE (should a decision be made to do so) given that the wider system is not in a position to take on these functions.
52. This risk is best mitigated through the funding negotiation stage for each CoVE where TEC will be able to set clear parameters for how long the CoVE is expected to operate, and expectations around integrating or transitioning particular functions into other parts of the system in the long term.
53. Given the time it will take to get the pilot CoVEs up and running, it may be several years before we can clearly measure their impacts, limiting the information available to inform possible future budget bids.
54. This risk is best mitigated by only seeking budget for additional CoVEs where a clear need, backed by quality information, has been identified. This information may come from what is learnt from the pilot CoVEs, or from other sources (such as through discussions with industry, etc.).

#### **Consultation**

55. The following agencies were consulted in preparing this paper:

Ministry for Primary Industries	State Services Commission
Ministry of Social Development	Tertiary Education Commission
Ministry of Health	The Treasury
New Zealand Qualifications Authority	
Ministry of Business, Innovation & Employment	

56. The following agencies were informed during preparing this paper:

Department of Corrections	Office for Disability Issues
Department of Internal Affairs	Te Puni Kōkiri
Education New Zealand	Ministry for Women
Education Review Office	Ministry of Culture and Heritage
Ministry of Pacific Peoples	
Te Arawhiti – The Office for Māori Crown Relations	
The Department of Prime Minister & Cabinet	

## **Financial Implications**

57. Cabinet agreement has been sought to fund CoVEs at a cost of \$18.0 million over the forecast period to help establish up to three pilot CoVEs. Out-year funding of \$5 million per annum to fund the ongoing cost of the pilots has also been sought.
58. This funding will come from a drawdown from the Reform of Vocational Education contingency in 2019/20 and 2020/21 and through a reprioritisation of the Student Achievement Component category of the Tertiary Tuition and Training MCA in 2021/22 and out-years. Additional funding for CoVEs may be sought through a future Budget process.
59. For information on the financial implications of the Reform of Vocational Education, including CoVEs, refer to Paper 2, "*Reform of Vocational Education – Financial Implications*" (to be considered at Cabinet on 22 July).

## **Legislative Implications**

60. There are no direct legislative implications stemming from the policy decisions in this Cabinet paper. For information on these matters as they relate to the wider reforms, refer to Paper 1, "*Reform of Vocational Education – Key Decisions*".

## **Impact Analysis**

61. For information on these matters, refer to Paper 1, "*Reform of Vocational Education – Key Decisions*".

## **Human Rights**

62. There are no direct human rights implications stemming from the policy decisions in this Cabinet paper.

## **Gender Implications**

63. There may be opportunities for CoVEs to support gender diversity within vocational education, in support of their primary role to drive innovation and excellence in teaching and learning and improve links to industry and communities

## **Disability Perspective**

64. There may be opportunities for CoVEs to support greater participation and achievement in vocational education by learners with disabilities, in support of their primary role to drive innovation and excellence in teaching and learning and improve links to industry and communities

## **Publicity**

65. I plan to announce my intention to establish two pilot CoVEs in August, following announcements on the wider reforms.

## **Proactive Release**

66. I propose to release this paper and its annexes proactively. Release will be subject to redactions as appropriate under the Official Information Act 1982.

## Recommendations

The Minister of Education recommends that the Committee:

1. **note** that I intend to establish two pilot Centres of Vocational Excellence (CoVEs) as part of the wider reform of vocational education (RoVE), and that these pilots will be used to inform any future investment in new CoVEs
2. **note** that CoVEs will be a consortium that includes education experts, industry experts and researchers, and in some instances may also include occupational regulators
3. **note** that CoVEs will be hosted by a regional campus of the Institute or by a wānanga, and that overtime, should the network of CoVEs grow, there will be an appropriate regional distribution across New Zealand
4. **note** that the core purpose of CoVEs is to *drive innovation and excellence in vocational teaching and learning by strengthening links with industry and communities*, and that to achieve this purpose each CoVE will undertake the following baseline functions:
  - 4.1. Grow excellent vocational education provision within its area of speciality through driving excellence and innovation within the overall network, including by engaging with relevant industry experts, and
  - 4.2. Share high-quality curriculum and programme design across the system including across regions and potentially wānanga and private training establishments (PTEs)
5. **note** that CoVEs may also undertake some additional functions, such as improving pathways from school into higher-level vocational education
6. **note** that a CoVE's scope of coverage could be pan-sector (e.g. primary sector), industry-wide (e.g. agriculture) or occupation-specific (e.g. viticulture), or by type of delivery, for example, kaupapa Māori online or blended delivery, or foundation education
7. **note** that further investment in CoVEs will be considered through a future budget process, and that any further investment will take account of the distribution of regional and industry needs, as well as any cross-cutting needs
8. **note** that this further design work will focus how CoVEs will bring additional value to the system, how they might help to support areas that have less structures support in vocational education (such as the creative industries), and how they interact with the roles of the other parts, in particular, workforce development councils
9. **note** that the specific functions and scope of each CoVE will be determined on a case-by-case basis through the establishment process
10. **note** that I plan to announce my intention to establish two pilot CoVEs in the Primary and Construction sectors in August, following announcements on the wider reforms

11. **note** that officials will seek early sector input into the design for these two pilot CoVEs through the Primary Industry's Skills Leaders Working Group and the Construction Skills Action Plan, and are in discussions with the Ministry of Health on the potential for a Health sector CoVE.

Authorised for lodgement

Hon Chris Hipkins

Minister of Education



# Cabinet Social Wellbeing Committee

## Minute of Decision

*This document contains information for the New Zealand Cabinet. It must be treated in confidence and handled in accordance with any security classification, or other endorsement. The information can only be released, including under the Official Information Act 1982, by persons with the appropriate authority.*

### Reform of Vocational Education: Centres of Vocational Excellence

Portfolio                      Education

On 24 July 2019, the Cabinet Social Wellbeing Committee:

- 1        **noted** that the Minister of Education intends to establish two pilot Centres of Vocational Excellence (CoVEs) as part of the wider reform of vocational education (RoVE), and that these pilots will be used to inform any future investment in new CoVEs;
- 2        **noted** that CoVEs will be a consortium that includes education experts, industry experts and researchers, and in some instances may also include occupational regulators;
- 3        **noted** that CoVEs will be hosted by a regional campus of the New Zealand Institute of Skills and Technology or by a wānanga, and that over time, should the network of CoVEs grow, there will be an appropriate regional distribution across New Zealand;
- 4        **noted** that the core purpose of CoVEs is to drive innovation and excellence in vocational teaching and learning by strengthening links with industry and communities, and that to achieve this purpose each CoVE will undertake the following baseline functions:
  - 4.1      grow excellent vocational education provision within its area of speciality by driving excellence and innovation within the overall network, including by engaging with relevant industry experts;
  - 4.2      share high-quality curriculum and programme design across the system including across regions, and potentially wānanga and private training establishments (PTEs);
- 5        **noted** that CoVEs may also undertake some additional functions, such as improving pathways from school into higher-level vocational education;
- 6        **noted** that a CoVE's scope of coverage could be pan-sector (e.g. primary sector), industry-wide (e.g. agriculture), or occupation-specific (e.g. viticulture), or by type of delivery, for example, kaupapa Māori, online or blended delivery, or foundation education;
- 7        **noted** that further investment in CoVEs will be considered through a future budget process, and that any further investment will take account of the distribution of regional and industry needs, as well as any cross-cutting needs;

- 8 **noted** that this further design work will focus how CoVEs will bring additional value to the system, how they might help to support areas that have less structural support in vocational education (such as the creative industries), and how they interact with the roles of the other parts, in particular, workforce development councils;
- 9 **noted** that the specific functions and scope of each CoVE will be determined on a case-by-case basis through the establishment process;
- 10 **noted** that the Minister of Education plans to announce his intention to establish two pilot CoVEs in the Primary and Construction sectors in August 2019, following announcements on the wider reforms;
- 11 **noted** that officials will seek early sector input into the design for the two pilot CoVEs through the Primary Industry's Skills Leaders Working Group and the Construction Skills Action Plan, and are in discussions with the Ministry of Health on the potential for a Health sector CoVE.

Gerrard Carter  
Committee Secretary

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**Present:**

Rt Hon Jacinda Ardern  
Rt Hon Winston Peters  
Hon Kelvin Davis  
Hon Grant Robertson  
Hon Dr Megan Woods  
Hon Chris Hipkins  
Hon Andrew Little  
Hon Carmel Sepuloni (Chair)  
Hon Dr David Clark  
Hon Nanaia Mahuta  
Hon Stuart Nash  
Hon Iain Lees-Galloway  
Hon Jenny Salesa  
Hon Kris Faafoi (part of item)  
Hon Tracey Martin  
Hon Peeni Henare (part of item)  
Hon Willie Jackson  
Hon Aupito William Sio  
Hon Poto Williams  
Hon Julie Anne Genter  
Jan Logie, MP

**Hard-copy distribution:**

Minister of Education

**Officials present from:**

Office of the Prime Minister  
Office of the Chair  
Officials Committee for SWC



# Cabinet

## Minute of Decision

*This document contains information for the New Zealand Cabinet. It must be treated in confidence and handled in accordance with any security classification, or other endorsement. The information can only be released, including under the Official Information Act 1982, by persons with the appropriate authority.*

### Report of the Cabinet Social Wellbeing Committee: Period Ended 26 July 2019

On 29 July 2019, Cabinet made the following decisions on the work of the Cabinet Social Wellbeing Committee for the period ended 26 July 2019:

[REDACTED]	[REDACTED]	[REDACTED]
SWC-19-MIN-0086	<b>Reform of Vocational Education: Centres of Vocational Excellence</b> Portfolio: Education	CONFIRMED
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

Redactions made as content outside scope of Minister's portfolio responsibility

Martin Bell  
for Secretary of the Cabinet

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Cabinet Social Wellbeing Committee