

TREATY FRAMEWORK WORKSHOP

(Prepared by Ahorangi Margaret Mutu for presentation to the NICF 30/01/2019)¹

Practical Application of Te Tiriti Framework

The purpose of this workshop is to assist Iwi to look at the Framework as a tool for monitoring agency performance.

A. The Framework

Kāwanatanga Governance	Rangatiratanga Self-determination	Rite Tahī Non-discrimination
Rangatira gave and the Crown accepted an authority to govern tauīwi and to act in a partnership with Rangatira, the primary partner	Rangatira kept and the Crown promised to protect their Tino Rangatiratanga including self- determination	The Crown gave whānau the guarantee of full participation, enjoying the same rights as British subjects
Legislation policy and practices for tauīwi will be developed in partnership with Rangatira and be inclusive of tikanga	Tino Rangatiratanga, reo, tikanga, wairuatanga, marae, mātauranga will be protected and revitalised	Whānau will participate in their communities as equals, without discrimination

The Framework is a tool for engaging with the Crown on matters important to Whānau, Hapū and Iwi.

¹ TO BE SHARED WITH ALL OUR PEOPLE WHO ARE DEALING WITH GOVERNMENT AGENCIES

B. The Framework as a Tool for Monitoring Agency Performance (Case Study: Education in Your Rohe)

Iwi can use the Framework to monitor the provision of education in your rohe especially as it impacts on whānau Māori. The results will be used to create improvements. The aim will be to have the institutions monitor themselves as well as whanau evaluating them.

1. Engage with key institutions responsible for providing education to your whanau such as the Ministry of Education, Principals Associations, Heads of Tertiary providers and explain the Framework and its application
2. Appoint the Ministry as the agency responsible for administering and coordinating the monitoring activity and develop a plan with them especially to include time frames.
3. Each institution will be asked to report against the Framework and the Ministry will collate responses. This will be voluntary but non-participants will attract public attention.
4. The Iwi will also survey a sample of whanau using the Framework and collate the results.
5. Engage with the institutions to discuss the results. Be prepared to publish them.
6. Following is a table that can guide your strategy. It begins with the Framework and uses Education as the example

Topic: Education (Ministry, ERO, Schools, Tertiary Providers, Early Childhood Centres)

Legislation, policy and practices for tauwi will be developed in partnership with Rangatira and be inclusive of tikanga	Tino Rangatiratanga, reo, tikanga, wairuatanga, marae, mātauranga will be protected and revitalised	Whānau will participate in their communities as equals, without discrimination
Key questions		
What have you done to develop policies and practices in partnership with whānau, hapū or Iwi in your institution? How are tikanga and matauranga included in your practices?	What are you doing to revitalise reo, tikanga and matauranga? What results are you achieving?	What are you doing to ensure Maori learners have the same levels of success as other learners? What results are you achieving?
Article 14 United Nations Declaration on the Rights of Indigenous Peoples Standards		
States will take effective measures so that indigenous individuals, including those living outside their communities, have access to education in their own culture and language	Indigenous peoples have the right to establish and control their education systems to provide education in their own languages in a way that is appropriate to them	Indigenous individuals have the right to all levels and forms of education without discrimination
Possible Measurable KPIs		
<ul style="list-style-type: none"> • Whānau participate in decision-making • Adequate resources are made available • Resources reflect local pūrakau 	<ul style="list-style-type: none"> • Teachers are trained • Teachers are fluent • Matauranga included in the curriculum • Reo is used easily • Accessibility 	<ul style="list-style-type: none"> • Curriculum includes content that reflects a Maori world view • Maori success rates • Teachers are culturally competent (courses or training?)

C. Group Work

Select a topic/sector you could monitor using the Framework. In groups, fill in the table. We have listed some possible sectors and associated Declaration Rights. A copy of the Declaration is in your pack.

SECTOR / AGENCY	UNDRIP ARTICLES
Oranga Tamariki	Articles 2, 9, 11, 13, 14, 21, 22, 33
Local Government	Articles 3, 4, 8, 11, 12, 18, 19, 20, 25, 31, 32
Health	Articles 2, 5, 11, 12, 18, 21, 22, 24
Environment	Articles 8, 10, 25, 26, 27, 28, 29
Water	Articles 3, 8, 18, 19, 20, 25, 26, 29, 31, 32

Topic and Agencies:

Framework		
Legislation policy and practices for tauwiwi will be developed in partnership with Rangatira and be inclusive of tikanga	Tino Rangatiratanga, reo, tikanga, wairuatanga, marae, mātauranga will be protected and revitalised	Whānau will participate in their communities as equals, without discrimination
Key Questions		
UN Declaration Standards		
Measurable KPIs		

D. Role of the ILG

At Ministerial level, the ILG Chairs will make sure Government knows that their agencies are being monitored and seek their cooperation. It may be useful to negotiate protocols at this level.

Technicians in the team will assist agencies to understand how the Framework is to be used as a monitoring tool and train them in its use

Technicians are also available to train Iwi and their staff in the use of the Framework as a monitoring tool and to assist them to set up monitoring programmes.

Attachment: Declaration on the Rights of Indigenous Peoples: Plain Language