



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Te Pūrongo Aromātai me te Arotake ā-Waho

The Ngāti Maniapoto Marae PACT
Trust trading as Maniapoto Training
Agency

Date of report: 6 November 2025

Mihi

E rere ana ngā mihi ki te Maniapoto Marae Pact Trust. Ka mihi ake rā ki ngā tini marae, ngā tini tāngata i tautoko i ngā mahi. Ki a rātou kua ngaro atu i te kari o wai, haere, haere, haere, e moe. I riro i a mātou te manaaki, te aroha hoki. Na reira ki a koutou ngā ringa raupa o te kaupapa, tēnā koutou, tēnā koutou, tēnā tātou katoa.

Kupu Whakataki | Introduction

Maniapoto Training Agency (MTA) is a small, Māori-owned private training provider servicing rural and isolated communities in the King Country. In recent years, MTA has been funded to deliver level 1 and 2 training and education opportunities to Youth Guarantee students – predominately Māori aged between 16 and 25 years.

Type of organisation:	Private training establishment (PTE)
Location:	Maniapoto House, 51 Taupiri Street, Te Kuiti
Eligible to enrol international students:	No
Current number of students:	Domestic: 78 International: nil
Number of staff:	10 (eight full-time and two part-time)
TEO profile:	Ngati Maniapoto Marae Pact Trust (Incorporated)
Last EER outcome:	Highly Confident – educational performance Highly Confident – self-assessment
Scope of evaluation:	New Zealand Certificate in Foundation Skills (Level 1)
MoE number:	8875
NZQA reference:	C61260
Dates of EER visit:	23 and 24 June 2025

Ngā whakatauranga | Summary of results

Kaupapa are exemplified across the organisation, supported by highly effective self-reflective processes and practices. Gaps and weaknesses are not significant and are being managed.

Ngā hua o te whare ako - He Pounamu Kahurangi

Maniapoto Training Agency (MTA) is a long-standing PTE that has been well governed and managed by the Ngāti Maniapoto Marae PACT Trust (Trust). The vision of the Trust is focused on the wellbeing of whānau, and MTA is contributing to this vision through employment-focused training opportunities for rangatahi.

Ngā whakairinga kōrero - He Pounamu Kahurangi

MTA expresses well the values of the Trust, including whanaungatanga, manaakitanga and rangatiratanga. MTA is focused on supporting rangatahi who have left the school system with no qualifications. The pastoral support provided is exceptional, and the teaching is adaptive, relational and caring. MTA works collaboratively with stakeholders to reduce barriers to rangatahi being able to realise their potential.

Most rangatahi will achieve their qualifications and regain their confidence, self-esteem and resilience. Rangatahi can also gain their learner and/or restricted driver's licences which are essential documents for employment in rural and isolated communities.

Overall, there are good systems and processes in place to ensure educational quality and self-reflective practice. Going forward, MTA is encouraged to consider professional learning opportunities for tutors working with neurodiverse students; and to develop a Maniapoto-centred self-assessment framework to monitor and evaluate its contribution to valued community outcomes in the years to come.

He pātai aromātai¹

1.1 Ka pēhea tā koutou whakapuaki i te kaupapa, ā, ka pēhea koutou e mōhio ai e whakatutukihia ana?

Ngā hua o te whare ako:	Pounamu Kahurangi
Ngā whakairinga kōrero:	Pounamu Kahurangi
Ngā kitenga:	<i>'Kia toitū te kaupapa hei manaaki, hei whakawhanake i te hauora, te ahurea, te ohaoha me te mātauranga, e koke whakamua ai ngā whānau o Maniapoto'</i>² Ngāti Maniapoto PACT Trust is a collective of Ngāti Maniapoto marae, who came together in the 1980s to rekindle whānau connectedness to their marae, and to strengthen and maintain cultural values as key determinants of whānau wellbeing. Maniapoto leadership at the time envisaged that investing in whānau through cultural, social, educational and economic development would lift their prosperity and wellbeing, and strengthen their cultural identity.³ In 1986 the Maniapoto Training Agency (MTA) was created as the training arm of the Trust. At the time it was focused on providing structured training and education programmes for marae projects. Today it offers employment-focused training programmes in forestry and primary industries for young people living in Te Kuiti and Taumarunui. The training is purposefully aligned with the asset base of the Trust. MTA exemplifies the values of the Trust: manaakitanga, whanaungatanga, kotahitanga and rangatiratanga, and embodies the intent of Te Hono o Te Kahurangi. Expressions of rangatiratanga, kaitiakitanga and whanaungatanga were evident in how well governance

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

² Source: Ngāti Maniapoto Marae PACT Trust Vision Statement: www.maniapoto.org.nz

³ Source: www.maniapoto.org.nz

	and management have stayed focused on their purpose: to ensure rangatahi and whānau impacted by poverty and rural isolation have opportunities to flourish. In addition: • MTA is well supported financially and operationally by the Trust to maintain ongoing stability. • Strategic priorities are well aligned to community needs. • Practices and procedures to ensure educational quality and rangatahi wellbeing are robust. • Transparency and accountability for outcomes is evident in regular management reporting to the Trust. • The Trust and MTA have strong whakapapa connections and relationships in their community, which enables them to access hard-to-reach whānau and disenfranchised youth. • Relationships with community and social agencies are diverse, collaborative and purposeful. The Trust has continued to grow since its establishment, investing in people, educational facilities and businesses, with the aim of decreasing reliance on government and increasing its self-sustainability – the ultimate expression of rangatiratanga. Manaakitanga is important to the Trust and expressed by MTA through: • The exceptional holistic wellbeing support that is wrapped around taura to reduce barriers to learning and ensure they succeed and thrive. The supports include wellbeing packs, kai, transport, financial assistance and counselling. This support is also extended to whānau with the intent of contributing to stronger homes. • The integration of real-world activities into the learning to keep taura engaged. • Investing in quality tutors who plan their lessons well but are also able to adjust their teaching practice to accommodate the different abilities and experiences
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	of tauira. All teaching staff have completed or are completing adult education qualifications. • Individualised programmes of learning for tauira that allow them to progress at their own pace. As result of MTA's manaakitanga, tauira are growing their confidence and resilience. They are also learning valued life skills that will support them to be functional members of society and, ultimately, good employees. The tutors are highly relational and communicate with honesty and openness; they build trust and confidence and create safe learning spaces for all tauira. MTA said tauira are presenting with a range of high and complex needs, including stress, anxiety and neurodiversity. While tutors have developed their own strategies and practices to support neurodiverse students, it is recommended that this be complemented with professional development opportunities to grow their knowledge and practice. Peer moderation occurs internally. An external advisor has been engaged to support literacy and numeracy assessment and moderation practice, which is an area requiring ongoing improvement. Staff across the two campuses meet regularly to discuss educational and operational matters. The MTA manager spends time in each campus to ensure a high standard of quality delivery is maintained. MTA is contributing significantly to Māori educational success. Achievement outcomes are generally good.⁴ Tauira are not only gaining a qualification but also increasing their basic literacy and numeracy skills and growing foundation knowledge of farming and forestry – key industries relevant to their geographical location. All tauira have the opportunity to gain a learner driver's licence with MTA and also a restricted driver's licence in association with Central King Country REAP. Over the past three years, 84 tauira have gained a driver's licence.⁵ Driver licensing programmes ensure rangatahi drive safely and legally, gain an essential identification,
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⁴ Refer course completions in Appendix 1.

⁵ Fifty-one tauira gained a learner's licence, and 33 tauira gained a restricted driver's licence.

	and enjoy a sense of personal achievement. Tauira who complete level 1 will generally continue further study at level 2 or find employment. These outcomes are highly valued by tauira and their whānau. MTA is finding it increasingly difficult to recruit, retain and graduate tauira as whānau become impacted by housing shortages, unemployment and the increasing cost of living. The Trust is considering strategically how it can widen the scope of training offered by MTA to ensure whānau needs are met within its long-term aspirations. Te reo and tikanga Māori is integrated formally and informally across the organisation and the training. This investment has increased recently with the employment of a full-time cultural advisor who is developing the culture of the organisation and also working specifically with rangatahi to grow their appreciation of who they are through whakapapa, hitori, tikanga and te reo Māori.
He whakarāpopoto:	MTA is a small, Māori-owned training provider that is continuing its 30-year record of offering training opportunities to rangatahi and whānau across the King Country. MTA is highly regarded for its collaborative and holistic approach to reducing the barriers preventing tauira from realising their potential. Tauira are achieving small successes that contribute to their personal growth and resilience. Systems and processes are fit for purpose. Values important to the trust – including manaakitanga, whanaungatanga and rangatiratanga – are well expressed throughout the organisation.

Ngā kaupapa ka arotahitia | Focus area

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 New Zealand Certificate in Foundation Skills (Level 1)

Ngā hua o te whare ako:	Pounamu Kahurangi
Ngā whakairinga kōrero:	Pounamu Kahurangi
Ngā kitenga:	Key points of relevance to the programme include: • Tauira gain basic life skills and knowledge which are positively contributing to nearly half their graduates progressing into entry-level employment or further study at level 2. • Tauira enjoy the pace of learning and value the high level of pastoral support and care. • Tutors are relational, responsive and caring which is contributing to tauira success. • The average completion rate over three years is 70 per cent, which is a positive outcome for tauira who have disengaged from the education system. • Tauira complete the programme with more self-belief, confidence and self-esteem.

Ngā Tūtohunga | Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Maniapoto Training Agency consider:

- Professional learning and development opportunities for tutors focused on supporting rangatahi Māori with high and complex needs, and also neurodiverse students.
- Develop and integrate a Maniapoto-centred self-assessment framework to monitor the organisation's contribution to valued outcomes and to support ongoing and structured reflection and improvement.

Ngā Ture | Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review.

Tāpiritanga 1 | Appendix 1

Maniapoto Training Agency academic success

Table 1. Tauira qualification completion (all tauira)

Year	Course completions (Māori)	Course completions (All)	Total enrolments
2022	73%	75%	57
2023	70%	70%	60
2024	74%	74%	84

Source: MTA student management system

Table 2. New Zealand Certificate in Foundation Skills (Level 1)

Year	Course completions (Māori)	Course completions (All)	Total enrolments
2022	76%	74%	39
2023	59%	59%	34
2024	88%	83%	51

Source: MTA student management system

Tāpiritanga 2 | Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- Identify organisational fraud⁶*
- Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

⁶ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

maintaining accreditation to provide an approved programme for all TEOs other than universities, and

maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and

maintaining micro-credential approval for all TEOs other than universities.

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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