

# chapter six

## MĀORI IN TERTIARY EDUCATION

Contribute to the Achievement of Māori Development Aspirations

### INTRODUCTION

#### HUI TAUMATA MĀTAURANGA

Since 2001, four Hui Taumata Mātauranga have been held for iwi, Māori and government to meet together to identify shared educational goals for Māori. The first hui in 2001 provided a framework for considering Māori aspirations for education and resulted in a set of recommendations around family, Māori language and custom, quality in education, Māori participation in the education sector and the purpose of education. There was also wider agreement about three main goals of Māori education:

- to live as Māori
- to actively participate as citizens of the world, and
- to enjoy a high standard of living and good health.

The second hui in November 2001 focused on leadership in education and the connection of education to other sectors. The third in March 2003 focused on the quality of teacher education and the tertiary education sector. The fourth hui in September 2004 focused on the views of Māori youth.



Most of the growth in Māori participation has been in certificate-level qualifications and has been among Māori women and students aged over 25 years. Since 1998, an estimated 30,500 Māori students aged over 25 who had no school qualifications have enrolled in tertiary education for the first time.

The initial growth in Māori participation came through the wānanga, particularly Te Wānanga o Aotearoa (TWOA). In the last two years, Māori participation at wānanga has started to level off and participation through polytechnics has started to grow. There has also been a recent increase in participation in level 4 certificates, with participation in level 1 to 3 certificates levelling off.

Information on retention, completion and progression rates shows that Māori students at certificate level are achieving qualifications and moving to further study at higher rates than non-Māori.

While there has been growth in Māori participation at degree level and above, the growth has been much slower. Māori participation rates at these higher levels of tertiary education are still lower than those of non-Māori. Māori students also have lower retention and completion rates at these levels.

There has been continued growth in the number of Māori participating in industry training, including Modern Apprenticeships. However, Māori trainees are more likely to be training at lower levels than non-Māori.

The number of Māori, and non-Māori, participating in Youth Training and Training Opportunities has been decreasing, while participation in Skill Enhancement has been steady. Across these targeted training programmes there has been a decline in the proportion of trainees achieving credits, but an increase in positive outcomes – both in employment and further education and training. This reflects the stronger labour market and increased opportunities for tertiary education.

The 2003 Performance-Based Research Fund (PBRF) quality evaluation process provided information for the first time on Māori researchers within the tertiary education system and on research in the area of Māori knowledge and development. This information showed a picture of a developing field with a high proportion of new and emerging researchers who have yet to build up a portfolio of published and recognised outputs. However, there was also a strong group of nationally-recognised Māori researchers and nationally-recognised researchers working in the area of Māori knowledge and development.

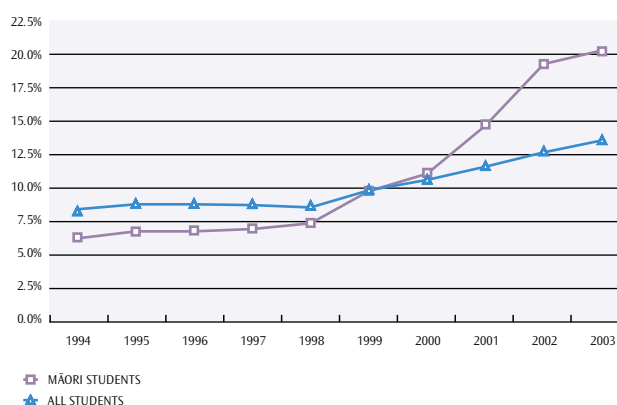
## MĀORI PARTICIPATION IN TERTIARY EDUCATION

### RECENT TRENDS IN MĀORI PARTICIPATION IN FORMAL TERTIARY EDUCATION

Māori participation in formal tertiary education grew rapidly over the last five years

The proportion of the Māori population participating in formal tertiary education has risen significantly since 1998. In 1998, the Māori participation rate<sup>1</sup> was 7.4 percent, less than the rate for the system as a whole, which stood at 8.6 percent. By 2003, the Māori participation rate had increased to 20.2 percent, compared with 13.4 percent for all students.

**FIGURE 6.1:** AGE-STANDARDISED PARTICIPATION RATES IN FORMAL TERTIARY EDUCATION FOR MĀORI AND ALL STUDENTS 1994-2003



Notes:

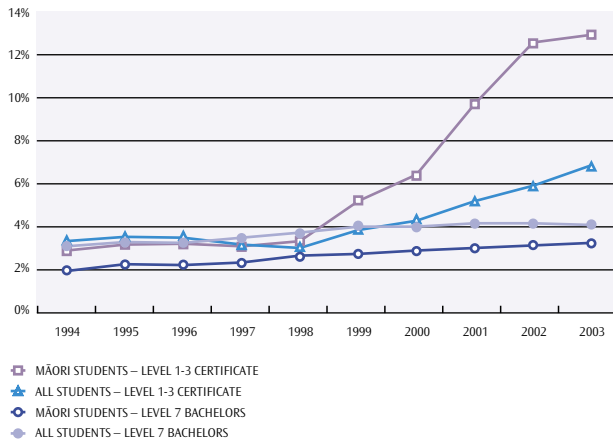
- <sup>1</sup> Data before 1999 excludes PTE and other tertiary education provider (OTEP) students.
- <sup>2</sup> Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>3</sup> Participation rate is the percentage of the population aged 15 and over who were enrolled at any time during the year. These rates have been adjusted to correct for the differing age distributions of each group.
- <sup>4</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.

The main growth in participation rates for Māori has been at certificate level, particularly certificate levels 1 to 3. The Māori participation rate at this level in 2003 was 12.9 percent, compared with 6.8 percent for all students.

<sup>1</sup> Rates of participation referred to here have been standardised for the different age profiles of the populations. The rates represent the proportion of each population aged 15 years and over that would be participating in tertiary education if all populations had the same age structure.

Māori participation rates at degree level still lag behind those for all students, although the gap is starting to close. In 2003, the Māori participation rate at degree level was 3.2 percent, compared with 4.1 percent for all students. From 2001 to 2003, the Māori participation rate increased by 0.1 percentage point per year, while the non-Māori participation rate remained static.

**FIGURE 6.2:** AGE-STANDARDISED PARTICIPATION RATES IN FORMAL TERTIARY EDUCATION FOR MĀORI AND ALL STUDENTS AT LEVEL 1-3 CERTIFICATES AND LEVEL 7 BACHELORS 1994-2003



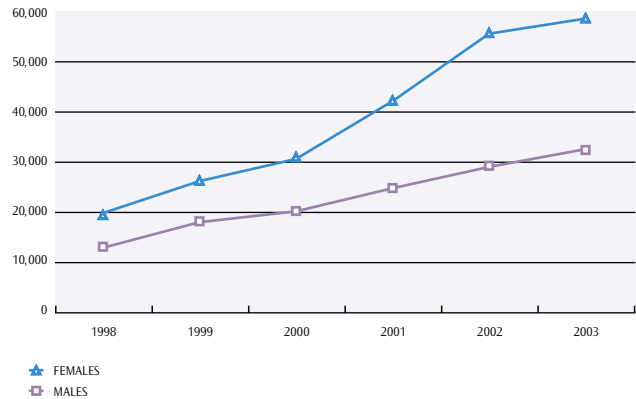
**Notes:**

- <sup>1</sup> Data before 1999 excludes PTE and OTEP students.
- <sup>2</sup> Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>3</sup> Participation rate is the percentage of the population aged 15 and over who were enrolled at any time during the year. These rates have been adjusted to correct for the differing age distributions of each group.
- <sup>4</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.
- <sup>5</sup> Students who studied at more than one qualification level have been counted in each level.

**Significant growth in Māori women participating in formal tertiary education**

A significant part of the growth in Māori student numbers since 1998 has been the result of increased numbers of Māori women students. The number of Māori women students increased threefold from 1998 to 2003. In 2003, almost two in three Māori students were women (64 percent). Over the same period, the number of male Māori students also increased rapidly, if at a lower rate than women. The increase in the number of male Māori students was around two and a half times.

**FIGURE 6.3:** MĀORI STUDENTS IN FORMAL TERTIARY EDUCATION BY GENDER 1998-2003



**Notes:**

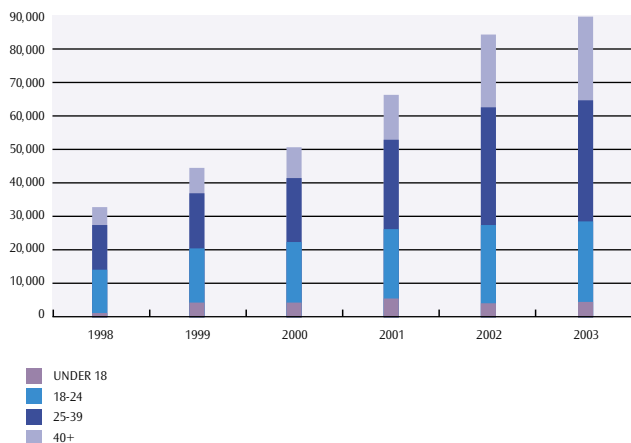
- <sup>1</sup> Data before 1999 excludes PTE and OTEP students.
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**Significant growth in number of Māori students aged 25 and over**

The main growth in Māori student numbers in terms of age group since 1998 has been in students aged 25 and over. Over that period the number of Māori students aged 25 and over more than tripled, while the number of Māori students under 25 doubled.

The really significant growth, particularly in the last three years, has been in Māori students aged 40 and over. From 1998 to 2003 Māori student numbers in this age group increased almost fivefold.

**FIGURE 6.4: MĀORI STUDENTS IN FORMAL TERTIARY EDUCATION BY AGE GROUP 1998-2003**

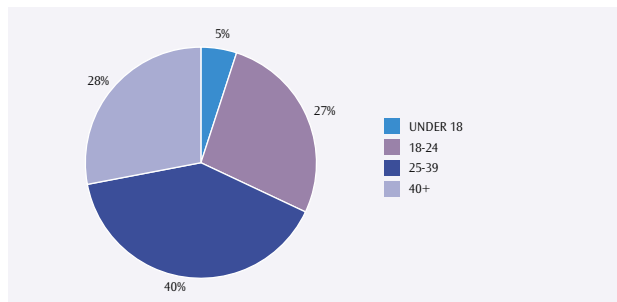


**Notes:**

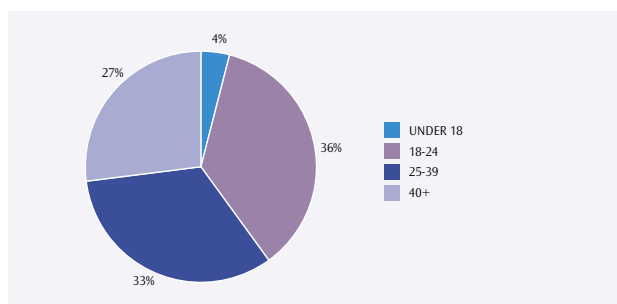
- <sup>1</sup> Data before 1999 excludes PTE and OTEP students.
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- <sup>3</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.

A result of this growth is that Māori students are more likely to be aged over 25 years than non-Māori. In 2003, 68 percent of Māori students were aged 25 years and over, compared with 60 percent of non-Māori students, the major difference being in the 25 to 39 year age group which accounts for 40 percent of Māori students, compared with 33 percent of non-Māori students.

**FIGURE 6.5A: MĀORI STUDENTS IN FORMAL TERTIARY EDUCATION BY AGE GROUP 2003**



**FIGURE 6.5B: NON-MĀORI STUDENTS IN FORMAL TERTIARY EDUCATION BY AGE GROUP 2003**



**Notes:**

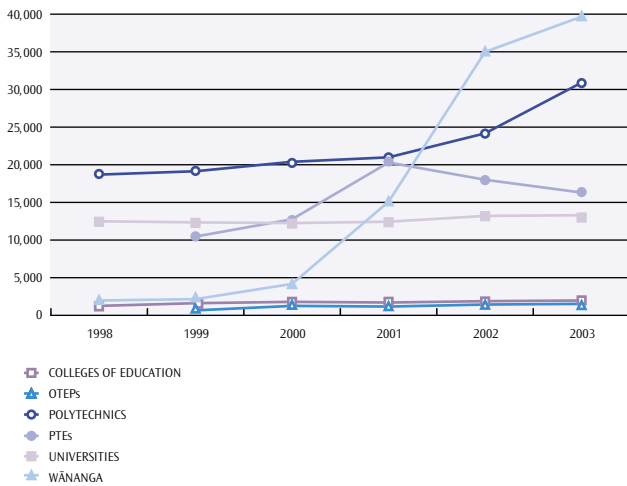
- <sup>1</sup> Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>2</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.

In 2003, the proportions of Māori men and Māori women by age group were similar. There was a somewhat higher proportion of Māori women aged 25 and over (70 percent) than of Māori men (65 percent).

**Most of the growth in Māori student numbers was in wānanga and polytechnics**

In the period since 1999, there has been huge growth in the number of Māori students attending public wānanga, with the result that, since 2002, more Māori have been enrolled at wānanga than in any other sub-sector. Most of this growth has been at Te Wānanga o Aotearoa (TWoA). In the last two years, there has also been a significant increase in non-Māori students at wānanga.

**FIGURE 6.6: MĀORI STUDENTS IN FORMAL TERTIARY EDUCATION BY SUB-SECTOR 1998-2003**



Notes:

- <sup>1</sup> Data before 1999 excludes PTE and OTEP students.
- <sup>2</sup> Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>3</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.
- <sup>4</sup> Students who studied in more than one sub-sector have been counted in each sub-sector. Consequently, the sum of the students in each sub-sector may not add to the total number of students.

Over the last two years, there has been increased growth in the numbers of both Māori and non-Māori at polytechnics. While, in 2003, the growth in the number of Māori students at wānanga was beginning to level off, growth at polytechnics was still on the increase.

Since 2001, the number of Māori students attending PTEs has declined, as it has for non-Māori. This is largely as a result of government moves to limit enrolments at PTEs. Over the period since 1998, the number of Māori students attending universities, colleges of education and other tertiary education providers (OTEPs) has remained fairly steady. Over this period, non-Māori enrolments at universities have increased, while college of education and OTEP enrolments have remained steady.

There has been an increase in Māori students studying in more than one sub-sector during the course of a year since 1998. In 1998, 680 Māori students (2 percent of total Māori students) attended more than one sub-sector. This increased to 11,500 (13 percent of total Māori students) in 2003.

In 2003, Māori women were more likely to attend wānanga and Māori men were more likely to attend polytechnics. Of female Māori students, 49 percent were enrolled in wānanga and a further 31 percent in polytechnics. For Māori men, these figures were 33 percent and 39 percent, respectively.

In 2003, Māori women were nearly twice as likely as Māori men to enrol in more than one sub-sector over the course of the year. Fifteen percent of Māori women were enrolled in more than one sub-sector, compared with 8 percent of Māori men.

An alternative approach to counting enrolments is to count the number of equivalent full-time student (EFTS) units ‘consumed’. In 2003, 43 percent of Māori students were attending public wānanga and they accounted for a similar proportion of EFTS consumed by Māori students. Around one third of Māori students attended polytechnics, but they only accounted for just over one fifth of the EFTS consumed. This reflects more full-time, full-year study by Māori at wānanga and more part-time, part-year study at polytechnics.

**TABLE 6.1: MĀORI IN FORMAL TERTIARY EDUCATION BY SUB-SECTOR AS A PROPORTION OF EFTS CONSUMED AND NUMBERS OF STUDENTS 2003**

	EFTS consumed	Students
Colleges of Education	2%	2%
OTEPs	1%	2%
Polytechnics	22%	34%
PTEs	15%	18%
Universities	16%	14%
Wānanga	44%	43%
<b>Total</b>	<b>100%</b>	<b>100%</b>

Notes:

- <sup>1</sup> Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>2</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.
- <sup>3</sup> Students who studied in more than one sub-sector have been counted in each sub-sector. Consequently, the sum of the students in each sub-sector may not add to the total number of students.

In 2003, the provider with the most EFTS consumed by Māori students was Te Wānanga o Aotearoa. The next largest provider in terms of EFTS was Massey University. The largest polytechnic was The Open Polytechnic of New Zealand, which also had the largest growth in EFTS consumed by Māori students from 2002 to 2003.

**TABLE 6.2: TOP 10 TERTIARY EDUCATION PROVIDERS BY EFTS CONSUMED BY MĀORI STUDENTS IN 2003, WITH PERCENTAGE INCREASE IN EFTS CONSUMED 2002-2003**

	2002	2003	Increase in EFTS consumed
Te Wānanga o Aotearoa	16,219	22,325	38%
Massey University	2,042	2,073	2%
Te Wānanga o Raukawa	2,266	1,914	-16%
University of Waikato	1,984	1,894	-5%
The Open Polytechnic of New Zealand	985	1,536	56%
University of Auckland	1,414	1,435	1%
Waiariki Institute of Technology	1,200	1,257	5%
University of Otago	1,072	1,130	5%
Waikato Institute of Technology	1,133	1,086	-4%
Victoria University of Wellington	988	1,073	9%

Notes:

<sup>1</sup> Data relates to domestic students enrolled in formal qualifications with a tertiary education provider at any time during the year.

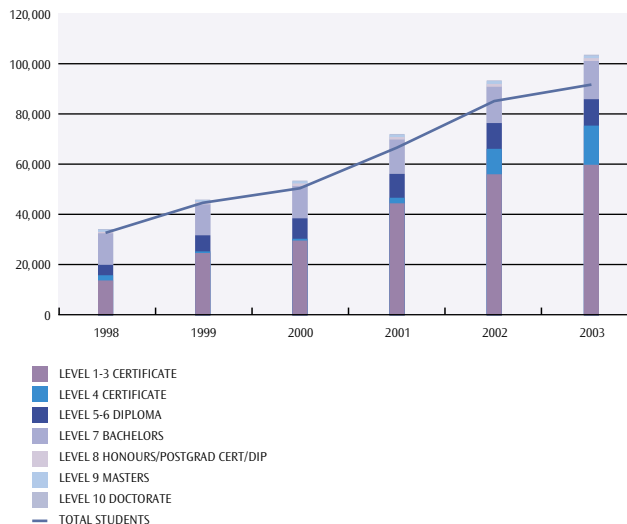
<sup>2</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.

Most of the growth in Māori student numbers was at certificate level, with recent growth in level 4 certificates

Most of the growth in Māori student numbers since 1998 has been at certificate level. Some of this growth is due to Māori students studying for certificates in conjunction with higher qualifications. However, most of it is due to Māori entering tertiary education for the first time with few or no school qualifications. By 2003, 70 percent of Māori tertiary students were studying only at certificate level, compared with 45 percent of non-Māori students.

Until 2001, most of this certificate growth was in level 1 to 3 certificates, which are equivalent to senior secondary school. In 2002 and 2003, there has been a significant growth in Māori students studying for level 4 certificates. There was a similar growth at this level for non-Māori students.

**FIGURE 6.7: MĀORI STUDENTS IN FORMAL TERTIARY EDUCATION BY LEVEL OF QUALIFICATION 1998-2003**



Notes:

<sup>1</sup> Data before 1999 excludes PTE and OTEP students.

<sup>2</sup> Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.

<sup>3</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.

<sup>4</sup> Students who studied towards more than one qualification have been counted in each qualification studied. Consequently, the sum of the students in each qualification may not add to the total number of students.

At diploma level and above, there was a steady growth in Māori student numbers – in the range of 30 to 100 percent across each of the levels between 1998 and 2003. In most cases, these were around double the growth rates for non-Māori at these levels. However, the growth rate at bachelors level was the same for Māori and non-Māori.

There has been an increase in Māori students studying for more than one qualification at different levels during the course of a year since 1998. In 1998, 1,200 Māori students (4 percent of total Māori students) studied for qualifications at different levels. This increased to 12,400 (14 percent of total Māori students) in 2003.

In 2003, the proportions of Māori women and men studying at each level were similar. The main difference was that Māori women were more likely to be studying for more than one qualification at different levels during the year than Māori men. Fifteen percent of Māori women were studying for qualifications at different levels, compared with 10 percent of Māori men.

In 2003, 66 percent of Māori students studied for level 1 to 3 certificates. However, they accounted for only 45 percent of the EFTS consumed by Māori students in formal tertiary education. This reflects more part-time, part-year study at this level. By contrast, 17 percent of Māori students were studying at bachelors level, but accounted for 20 percent of the EFTS consumed by Māori students.

**TABLE 6.3: MĀORI IN FORMAL TERTIARY EDUCATION BY LEVEL OF QUALIFICATION AS A PROPORTION OF EFTS CONSUMED AND STUDENTS 2003**

	EFTS consumed	Students
Level 1-3 Certificate	45.1%	65.7%
Level 4 Certificate	20.8%	17.0%
Level 5-6 Diploma	11.8%	11.5%
Level 7 Bachelors	19.6%	16.6%
Level 8 Honours/Postgrad Cert/Dip	1.2%	1.4%
Level 9 Masters	1.0%	1.1%
Level 10 Doctorate	0.3%	0.3%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>

Notes:

- <sup>1</sup> Data relates to domestic students enrolled in formal qualifications with a tertiary education provider at any time during the year.
- <sup>2</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.
- <sup>3</sup> Students who studied towards more than one qualification have been counted in each qualification studied. Consequently, the sum of the students in each qualification may not add to the total number of students.

**PARTICIPATION IN INDUSTRY TRAINING AND MODERN APPRENTICESHIPS**

**Continued growth in industry training and Modern Apprenticeship numbers**

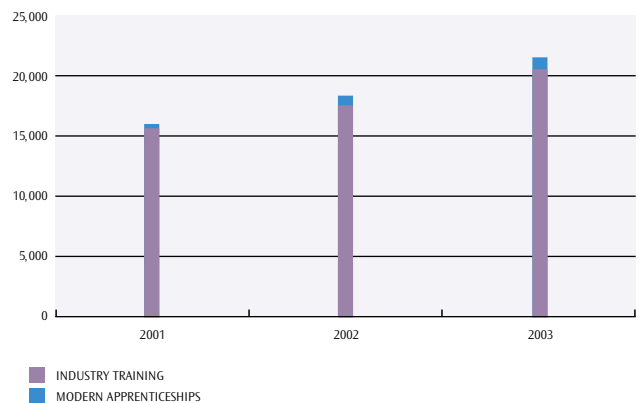
In 2003, 20,500 Māori trainees participated in industry training, with a further 950 participating in Modern Apprenticeships. This is an increase of 4,900 and 600 trainees, respectively, over 2001 numbers.

The number of Māori industry trainees as a proportion of total trainees has remained steady at around 17 percent each year since 2001. However, Māori Modern Apprentices as a proportion of total Modern Apprentices declined from 18 percent in 2001 to 15 percent in 2003.

The proportion of Māori trainees who are women has remained fairly similar in both programmes over the last three years. In 2003, 29 percent of Māori industry trainees were women, compared with 28 percent in 2001. In 2003, 10 percent of Māori Modern Apprentices were women, compared with 9 percent in 2001.

In 2003, 38 percent of Māori industry trainees (including Modern Apprentices) had no prior qualifications, 44 percent had a school qualification as their highest qualification and 18 percent held a tertiary qualification. These proportions were similar in previous years, although the proportion with no previous qualifications has declined by four percentage points since 2001.

**FIGURE 6.8: MĀORI TRAINEES IN INDUSTRY TRAINING AND MODERN APPRENTICESHIPS 2001-2003**

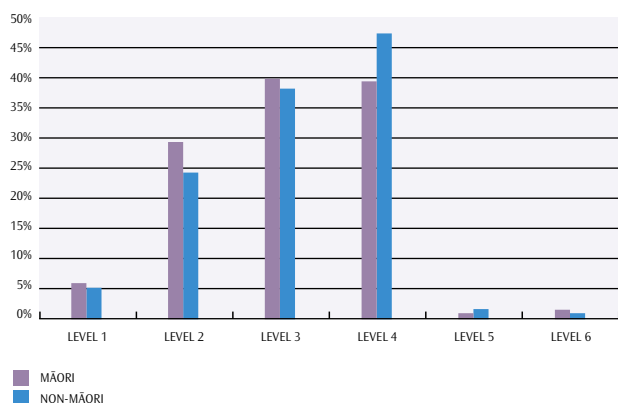


Note: Data relates to total number of trainees during the year.

Source: Tertiary Education Commission.

A higher proportion of Māori industry trainees was studying at levels 1 and 2 than of non-Māori in 2003. The largest proportion of students was studying at levels 3 and 4, for both Māori and non-Māori. Recent policy changes have allowed industry training organisations (ITOs) to fund qualifications above level 4. A small proportion of students was enrolled at higher levels. The relative distribution of training by level has been fairly stable for both Māori and non-Māori over the last four years.

**FIGURE 6.9: PERCENTAGE OF TOTAL UNIQUE MĀORI AND NON-MĀORI INDUSTRY TRAINEES BY LEVEL OF STUDY 2003**



**Notes:**

- <sup>1</sup> Data relates to total number of trainees during the year.
- <sup>2</sup> Data includes Modern Apprenticeships.
- <sup>3</sup> Trainees who studied towards more than one level have been counted in each level studied. Consequently, the sum of the trainees in each level may not add to the total number of trainees.

Source: Tertiary Education Commission.

**Māori men were concentrated in a small number of ITOs**

Māori men were less evenly spread across ITOs than non-Māori men. In December 2003, 30 percent of male Māori industry trainees were registered with the Forestry ITO and a further 24 percent were registered with the Engineering, Food and Manufacturing ITO, NZITO (covering meat and dairy) and Road Transport ITO. Only 41 percent of non-Māori men were registered with these four ITOs.

**TABLE 6.4: TOP 10 INDUSTRY TRAINING ORGANISATIONS BY PERCENTAGE OF TOTAL MĀORI TRAINEES REGISTERED (INCLUDING MODERN APPRENTICES) DECEMBER 2003**

	Males	Females	Total
Forestry	30%	6%	24%
Engineering, Food & Manufacturing	9%	9%	9%
NZITO	8%	8%	8%
Agriculture	6%	7%	7%
Road Transport	7%	2%	5%
Electrotechnology	5%	7%	5%
Community Support	0%	16%	4%
Hospitality Standards	1%	10%	4%
Building	5%	0%	4%
Electricity Supply	4%	1%	3%

**Notes:**

- <sup>1</sup> Data relates to trainees registered during the December quarter.
- <sup>2</sup> Data includes Modern Apprenticeships.

Source: Tertiary Education Commission.

**Māori female trainees were more evenly spread across ITOs than non-Māori female trainees**

At December 2003, 26 percent of female Māori trainees were registered with the Community Support and Hospitality Standards ITOs. However, 29 percent of non-Māori female trainees were registered with these two ITOs.

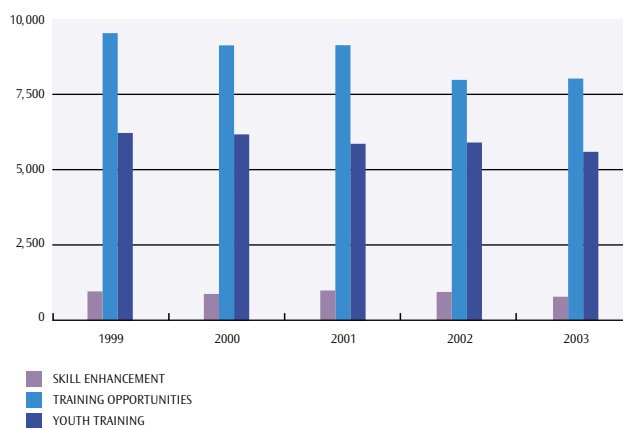
**PARTICIPATION IN OTHER PROGRAMMES**

There are three main training programmes targeted at people with low qualifications who also lack vocational skills. Skill Enhancement provides vocational education and training to Māori and Pasifika youth aged 16 to 21 with low qualifications. Training Opportunities and Youth Training are second-chance education programmes.

In 2003, 14,417 Māori learners participated in these programmes. The largest number were in Training Opportunities (8,075), followed by Youth Training (5,602) and Skill Enhancement (790). In 2003, Māori learners made up 42 percent of those on Training Opportunities, 47 percent of those on Youth Training and 79 percent of those on Skill Enhancement.

Since 1999, both the total number of learners and total number of Māori learners on Training Opportunities and Youth Training has been steadily declining. This reflects changes in funding policies. The number of trainees on Skill Enhancement has remained steady.

**FIGURE 6.10: NUMBER OF MĀORI TRAINEES ON TRAINING PROGRAMMES 1999-2003**

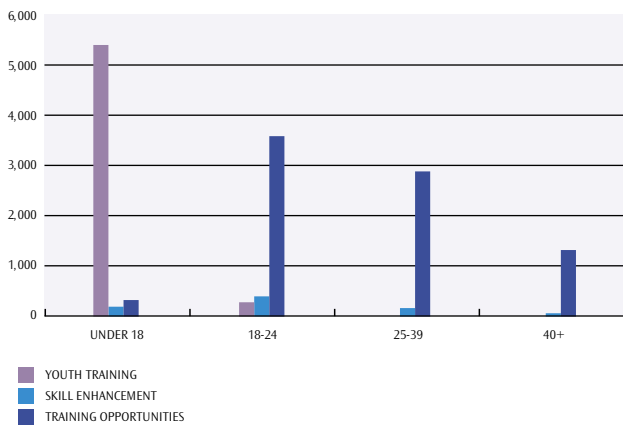


Note: Data relates to total number of trainees during the year.

Source: Tertiary Education Commission.

In 2003, just over 41 percent of the Māori trainees on these three training programmes were aged under 18. Most of the under 18 year olds were on Youth Training. A further 50 percent were aged 18 to 39, most of whom were on Training Opportunities. Only nine percent were aged over 40.

**FIGURE 6.11: NUMBER OF MĀORI TRAINEES ON TRAINING PROGRAMMES BY AGE GROUP 2003**



Note: Data relates to total number of trainees during the year.  
Source: Tertiary Education Commission.

In 2003, Māori women made up 54 percent of Māori Skill Enhancement trainees, 52 percent of Training Opportunities trainees and 46 percent of Youth Training trainees.

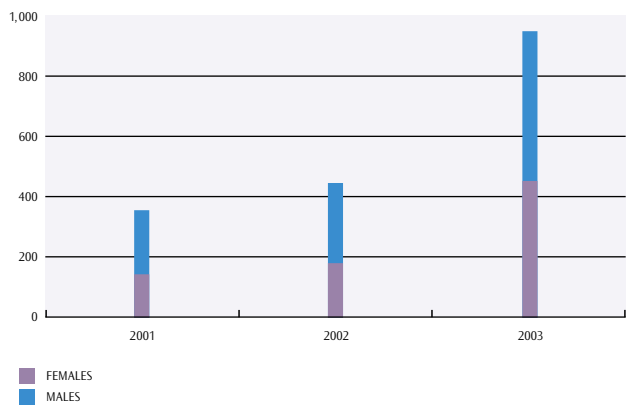
### ENTRY TO AND PROGRESSION IN TERTIARY EDUCATION

#### TERTIARY EDUCATION WITHIN SECONDARY SCHOOLS

##### Increased participation in Gateway

Gateway provides secondary school students with the opportunity to undertake workplace learning as part of their general education. In 2003, nearly 1,000 Māori students participated in Gateway. This was a significant increase on the previous year, largely due to increased funding of the programme. Just over half (53 percent) of the Māori students in 2003 were men.

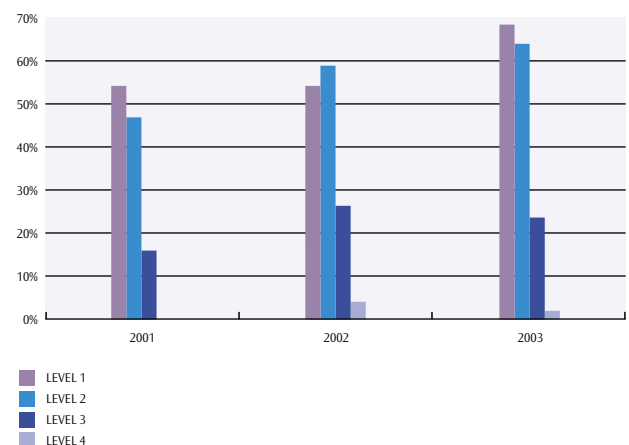
**FIGURE 6.12: MĀORI STUDENTS ON GATEWAY COURSES BY GENDER 2001-2003**



Note: Data relates to students participating at any time during the year.  
Source: Tertiary Education Commission.

In 2003, most Māori Gateway students (71 percent) achieved between one and 20 credits on the National Qualifications Framework (NQF). Twelve percent achieved more than 20 credits and just under one in five students (17 percent) achieved no credits. The majority of Māori students on Gateway achieved credits at levels 1 and 2 of the NQF, with around a quarter achieving credits at level 3.

**FIGURE 6.13: PERCENTAGE OF MĀORI STUDENTS ON GATEWAY ACHIEVING CREDITS AT EACH LEVEL 2001-2003**



Notes:

- <sup>1</sup> Data relates to students participating at any time during the year.
- <sup>2</sup> Students who studied towards more than one level have been counted in each level studied. Consequently, the sum of the students in each level may not add to the total number of students.

Source: Tertiary Education Commission.

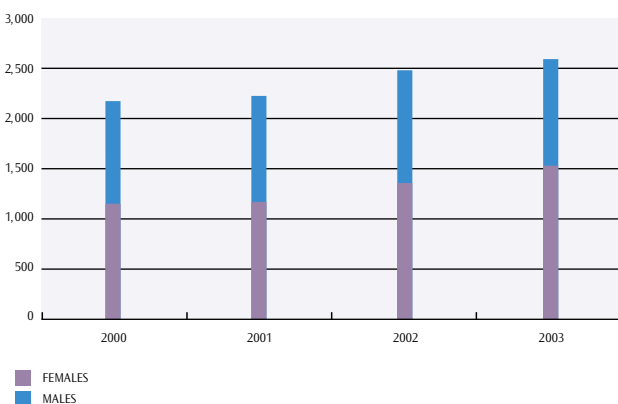
Around two thirds of Māori students on Gateway continued in education or training following their participation in the programme, including continuing at school to complete their education. Just over one quarter moved into employment.

#### Steady increase in participation in STAR courses at TEOs

The Secondary-Tertiary Alignment Resource (STAR) scheme enables schools to purchase courses which are not conventionally available at schools and which lead to credits on the NQF. The majority of STAR courses are delivered through the school. Around one in five of all STAR enrolments are at tertiary providers contracted by schools to provide the courses<sup>2</sup>.

In 2003, 2,600 Māori students enrolled for STAR courses through tertiary education providers. This was an increase of 19 percent on 2000. Around 60 percent of these students were women.

**FIGURE 6.14: MĀORI STUDENTS IN STAR COURSES AT TEIs BY GENDER 2000-2003**

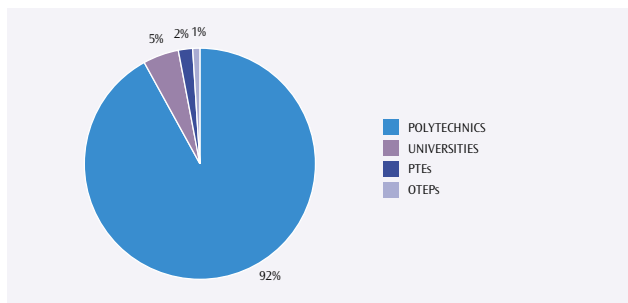


Notes:

- <sup>1</sup> Data relates to students participating at any time during the year.
- <sup>2</sup> Students who studied with more than one provider during the year are counted in each provider they enrolled with. Students who took more than one course with the same provider are only counted once.

In 2003, the majority of STAR courses undertaken by Māori students (92 percent) were provided through polytechnics. However, between 2002 and 2003, the number of Māori students undertaking STAR courses at universities doubled and the numbers taking courses at PTEs and OTEPs also increased.

**FIGURE 6.15: PERCENTAGE OF MĀORI STUDENTS IN STAR COURSES AT TERTIARY EDUCATION PROVIDERS BY SUB-SECTOR 2003**



Notes:

- <sup>1</sup> Data relates to students participating at any time during the year.
- <sup>2</sup> Students who studied with more than one provider during the year are counted in each provider they enrolled with. Students who took more than one course with the same provider are counted only once.

#### TRANSITION FROM SCHOOL TO TERTIARY

The transition from school to tertiary is better for those who leave school with NCEA level 2 or equivalent. The proportion of Māori school leavers with qualifications at NCEA level 2, equivalent to NCEA level 2 or higher increased from 39 percent in 2002 to 45 percent in 2003. Māori school leavers with no qualifications dropped from 35 percent in 2002 to 30 percent in 2003.

Thirty-two percent of 2002 Māori school leavers were enrolled in tertiary courses as at 31 July 2003, a drop of five percentage points on the previous year and similar to Māori who left school in 2000. This decrease was similar for other groups and may reflect more students moving directly to employment, given the stronger labour market, and/or undertaking more part-year study.

Māori who left school in 2002 and went directly to tertiary education the following year mostly enrolled at certificate level (16 percent of 2002 Māori school leavers). The proportion of Māori school leavers going to degree level was significantly lower than for all students. Nine percent of 2002 Māori school leavers were undertaking degree studies as at 31 July 2003, compared with 23 percent of all students.

<sup>2</sup> There is no demographic data available on courses delivered through schools.

**TABLE 6.5: PERCENTAGE OF MĀORI AND ALL STUDENTS LEAVING SCHOOL EACH YEAR WHO WERE ENROLLED IN TERTIARY EDUCATION AS AT 31 JULY IN THE FOLLOWING YEAR BY LEVEL OF TERTIARY STUDY 2000-2002 SCHOOL LEAVING YEARS**

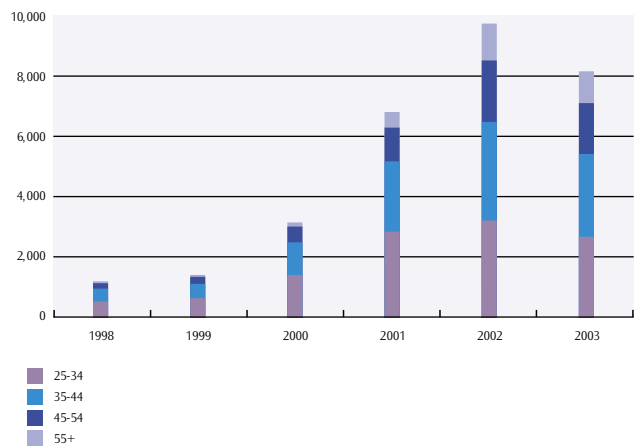
	2000 School Leavers		2001 School Leavers		2002 School Leavers	
	Māori students	All students	Māori students	All students	Māori students	All students
Degree	8%	24%	9%	24%	9%	23%
Diploma	5%	6%	6%	6%	6%	6%
Certificate	19%	18%	22%	19%	16%	14%
Total	32%	48%	37%	48%	32%	43%
Total number of school leavers	9,453	54,633	9,688	53,517	9,445	52,546

**INCREASED ENTRY BY MĀORI AGED OVER 25 WITH NO SCHOOL QUALIFICATIONS**

From 1999 to 2002, there was a large increase in the number of Māori aged over 25 and with no school qualifications entering formal tertiary education for the first time. The estimated numbers<sup>3</sup> increased from 1,300 in 1999 to 9,750 in 2002. The number of new students in this group declined slightly in 2003 to 8,500. Over the six-year period from 1998 to 2003, around 30,600 of these Māori students entered tertiary education.

These findings show that a substantial group of people who have not previously succeeded in education or participated in tertiary education is now entering the sector. Most of the growth in numbers has been in those aged 25 to 44 years, although there has been quite high growth in those aged 45 and over.

**FIGURE 6.16: MĀORI WITH NO SCHOOL QUALIFICATIONS AGED OVER 25 IN FORMAL TERTIARY EDUCATION FOR THE FIRST TIME BY AGE GROUP 1998-2003**



**Notes:**

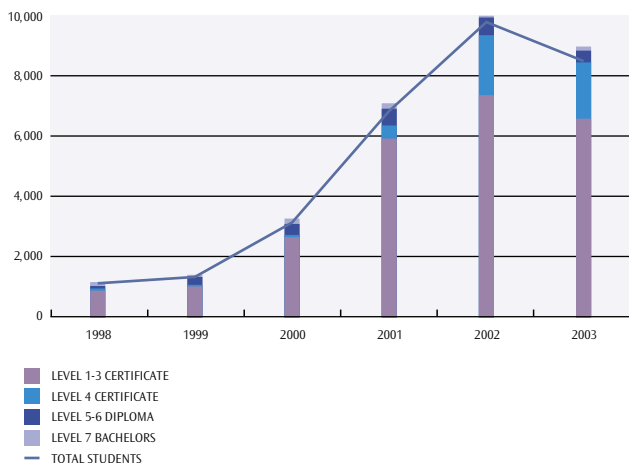
- <sup>1</sup> Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>2</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.

From 2000 to 2002, the sub-sector with the fastest growth for these students was wānanga. By 2002, 61 percent of these students were enrolled in wānanga. In 2003, however, there was increased growth in enrolments in polytechnics by students with no school qualifications, so that the proportion in wānanga fell to 53 percent.

The majority of these students were enrolled in level 1 to 3 certificates (between 75 and 87 percent from 2000 to 2003). In 2002 and 2003 there was an increased number enrolled in level 4 certificates. In each year, there was a small number enrolling at diploma and bachelors level.

<sup>3</sup> These numbers rely on information provided by students at the time of enrolment. In some cases, this information is not verified by the provider. The Ministry has adjusted the data using its statistically matched dataset to set the first year in tertiary to the first year provided by each matched student. This will have reduced some of the errors in the data.

**FIGURE 6.17: MĀORI WITH NO SCHOOL QUALIFICATIONS AGED OVER 25 IN FORMAL TERTIARY EDUCATION FOR THE FIRST TIME BY LEVEL OF QUALIFICATION 1998-2003**



**Notes:**

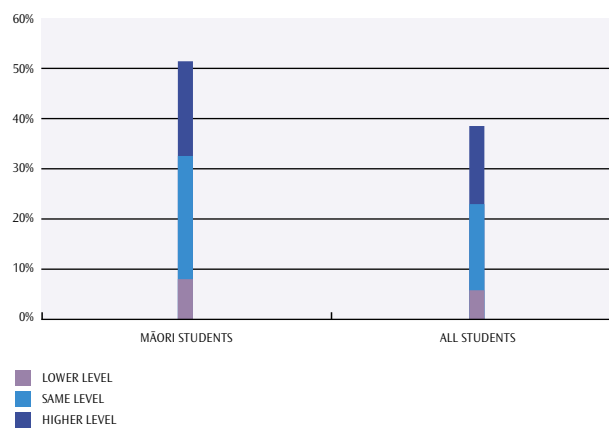
- <sup>1</sup> Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>2</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.
- <sup>3</sup> Students who studied towards more than one qualification have been counted in each qualification studied. Consequently, the sum of the students in each qualification may not add to the total number of students.

**PROGRESSION TO FURTHER STUDY**

Māori students were more likely than non-Māori students to continue in study after completing a qualification

Over half of all Māori students (51 percent) who completed a qualification in 2002 continued study towards another qualification in 2003. This compares with 38 percent for all students. Of those who completed a qualification, most went on to study at the same level (25 percent) or moved up to a higher level (19 percent).

**FIGURE 6.18: PERCENTAGE OF MĀORI AND ALL STUDENTS COMPLETING A QUALIFICATION IN 2002 WHO ENROLLED FOR FURTHER STUDY IN 2003 BY LEVEL OF FURTHER STUDY**



**Notes:**

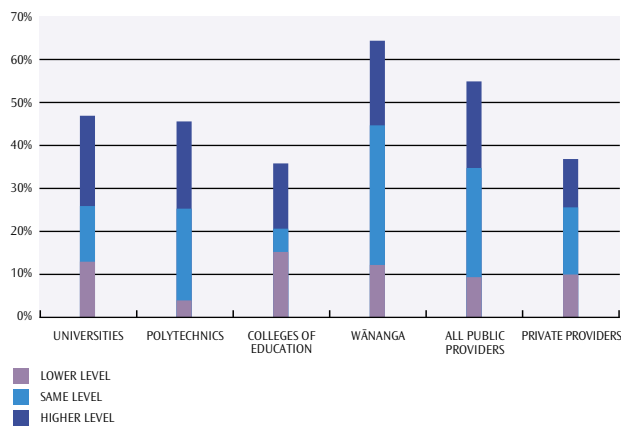
- <sup>1</sup> All rates are estimates.
- <sup>2</sup> Progression rate is the percentage of students completing a qualification who are enrolled in the following year.
- <sup>3</sup> Type of progression relates to the highest level of any qualification enrolled in, compared with the highest level of any qualification completed in the year before.
- <sup>4</sup> Any group with fewer than 30 students has been excluded.
- <sup>5</sup> Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>6</sup> Data excludes those PTEs and OTEPs which neither received tuition subsidies nor were approved for student loans or allowances, and excludes all non-formal learning and on-job industry training.

Māori students at wānanga were more likely to continue in study than Māori students in other sub-sectors

Nearly two thirds of Māori wānanga students (64 percent) who completed a qualification in 2002 continued study towards another qualification in the following year. Of those who went on to further study, half went on to study at the same level and around a third went on to study at a higher level.

Māori completing qualifications at private providers and colleges of education were less likely to continue with another qualification in the following year than Māori at other providers.

**FIGURE 6.19: PERCENTAGE OF MĀORI STUDENTS COMPLETING A QUALIFICATION IN 2002 WHO ENROLLED FOR FURTHER STUDY IN 2003 BY SUB-SECTOR AND LEVEL OF FURTHER STUDY**



Notes:

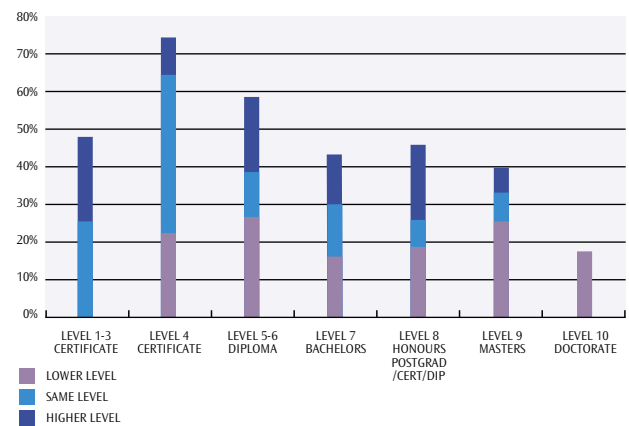
- <sup>1</sup> All rates are estimates.
- <sup>2</sup> Progression rate is the percentage of students completing a qualification who are enrolled in the following year.
- <sup>3</sup> Type of progression relates to the highest level of any qualification enrolled in, compared with the highest level of any qualification completed in the year before.
- <sup>4</sup> Any group with fewer than 30 students has been excluded.
- <sup>5</sup> Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>6</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.
- <sup>7</sup> Students who were enrolled at more than one sub-sector have been counted in each sub-sector.

**Māori students completing a certificate and diploma were more likely to move on to higher levels of study**

The level of study where Māori students had the highest rate of progression overall was level 4 certificates. Nearly three quarters of Māori students completing a level 4 certificate in 2002 went on to further study in 2003, with the majority going on to further study at the same level.


Māori completing level 1 to 3 certificates, diplomas and honours or postgraduate certificates and diplomas in 2002 had the highest rates of progression to a higher-level qualification in 2003. Around 20 percent of students in each case went on to higher-level study in the following year.

**FIGURE 6.20: PERCENTAGE OF MĀORI STUDENTS COMPLETING A QUALIFICATION IN 2002 WHO ENROLLED FOR FURTHER STUDY IN 2003 BY LEVEL OF COMPLETED QUALIFICATION AND LEVEL OF FURTHER STUDY**



Notes:

- <sup>1</sup> All rates are estimates.
- <sup>2</sup> Progression rate is the percentage of students completing a qualification who are enrolled in the following year.
- <sup>3</sup> Type of progression relates to the highest level of any qualification enrolled in, compared with the highest level of any qualification completed in the year before.
- <sup>4</sup> Any group with fewer than 30 students has been excluded.
- <sup>5</sup> Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>6</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.
- <sup>7</sup> Students who were enrolled at more than one qualification level have been counted in each level.



## WHAT ARE MĀORI STUDENTS STUDYING IN TERTIARY EDUCATION?

### **SUBJECT CHOICES IN FORMAL TERTIARY EDUCATION IN 2003**

The following analysis looks at differences in the fields of study of courses taken at three different levels for Māori and non-Māori women and men. The measure used is the number of equivalent full-time students (EFTS) consumed by course. This provides a way of pro-rating for different size courses and early withdrawals.

In general, Māori tend to be over-represented in general subjects and subjects related to society, culture and social services (including education and health). Subjects taken by Māori men in 2003 were more evenly spread across fields than for Māori women, with the exception of study at postgraduate level. Māori men were consistently under-represented in management and commerce, information technology and sciences at all levels.

Overall, the pattern of subject choice for Māori women and Māori men is similar for both bachelors and postgraduate levels. This confirms that subject choice is largely set during bachelor-level study and follows through into postgraduate study. One area where the pattern is notably different is for Māori men, who are more likely to study science at postgraduate level than at bachelors level and less likely to study education and creative arts at postgraduate level than at bachelors level. This suggests that Māori men taking science subjects are more likely to move on to postgraduate study, while those taking education and creative arts are less likely to do so.

Māori women enrolled in level 1 to 3 certificates were more likely to take subjects in mixed field, management and commerce and society and culture

In 2003, two thirds of the EFTS consumed by Māori women enrolled in level 1 to 3 certificates were in mixed field, management and commerce and society and culture. By comparison with non-Māori women in the same level of qualifications, Māori women were over-represented in mixed field subjects and under-represented in society and culture subjects.

Māori men enrolled in level 1 to 3 certificates were more evenly spread across subject fields than Māori women

In 2003, 70 percent of the EFTS consumed by Māori men enrolled in level 1 to 3 certificates were across five fields of study – mixed field programmes, society and culture, engineering, management and commerce, and agriculture and environment. By comparison with non-Māori men in the same level of qualifications, Māori men were over-represented in mixed field subjects and under-represented in engineering.

FIGURE 6.21A: EFTS CONSUMED BY MĀORI AND NON-MĀORI STUDENTS ENROLLED IN LEVEL 1-3 CERTIFICATES BY FIELD OF STUDY OF COURSES TAKEN AND GENDER 2003 – MALES

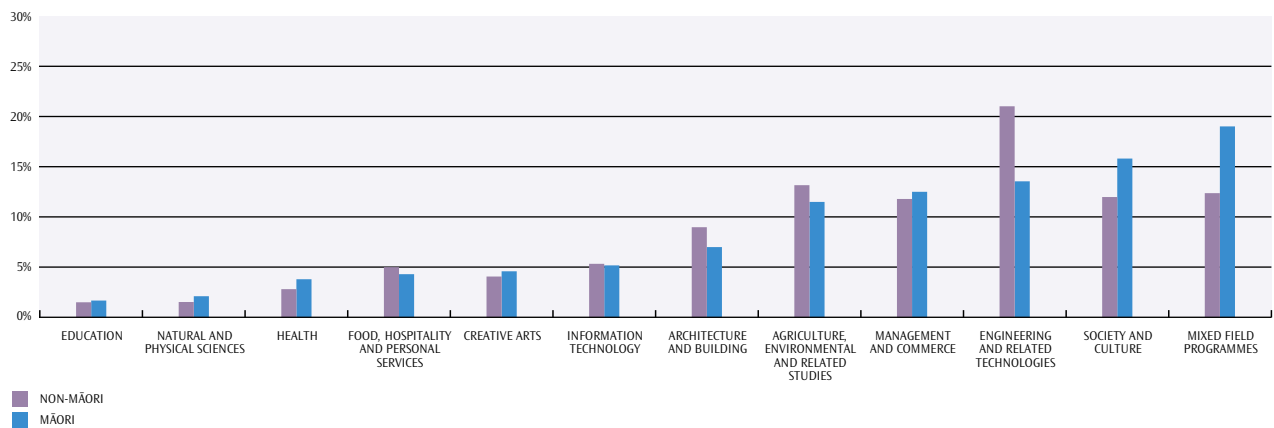
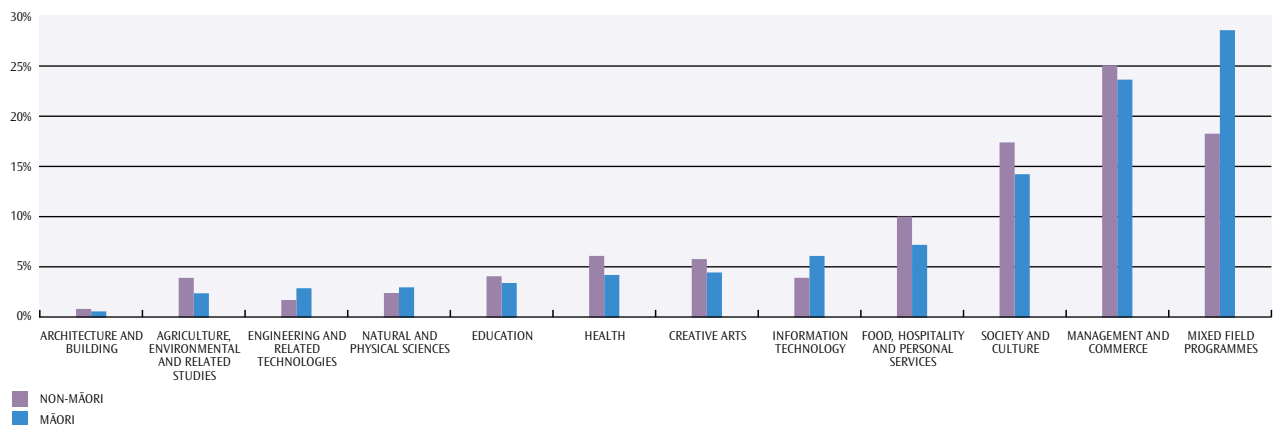


FIGURE 6.21B: EFTS CONSUMED BY MĀORI AND NON-MĀORI STUDENTS ENROLLED IN LEVEL 1-3 CERTIFICATES BY FIELD OF STUDY OF COURSES TAKEN AND GENDER 2003 – FEMALES



Notes:

<sup>1</sup> Data relates to domestic students enrolled in formal qualifications with a tertiary education provider at any time during the year.

<sup>2</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.

Māori women enrolled in bachelors were more likely to take subjects in society and culture, education and health

In 2003, over 70 percent of the EFTS consumed by Māori women enrolled in bachelors degrees were in society and culture, education and health. By comparison with non-Māori women in the same level of qualifications, Māori women were over-represented in society and culture subjects and under-represented in management and sciences.

Māori men enrolled in bachelors degrees were more likely to take subjects in society and culture, management and commerce, education and creative arts

In 2003, 70 percent of the EFTS consumed by Māori men enrolled in bachelors degrees were across society and culture, management and commerce, education and creative arts. By comparison with non-Māori men in the same level of qualifications, Māori men were over-represented in society and culture and education and under-represented in management and commerce, sciences, information technology and engineering.

FIGURE 6.22A: EFTS CONSUMED BY MĀORI AND NON-MĀORI STUDENTS ENROLLED IN BACHELORS DEGREES BY FIELD OF STUDY OF COURSES TAKEN BY GENDER 2003 – MALES

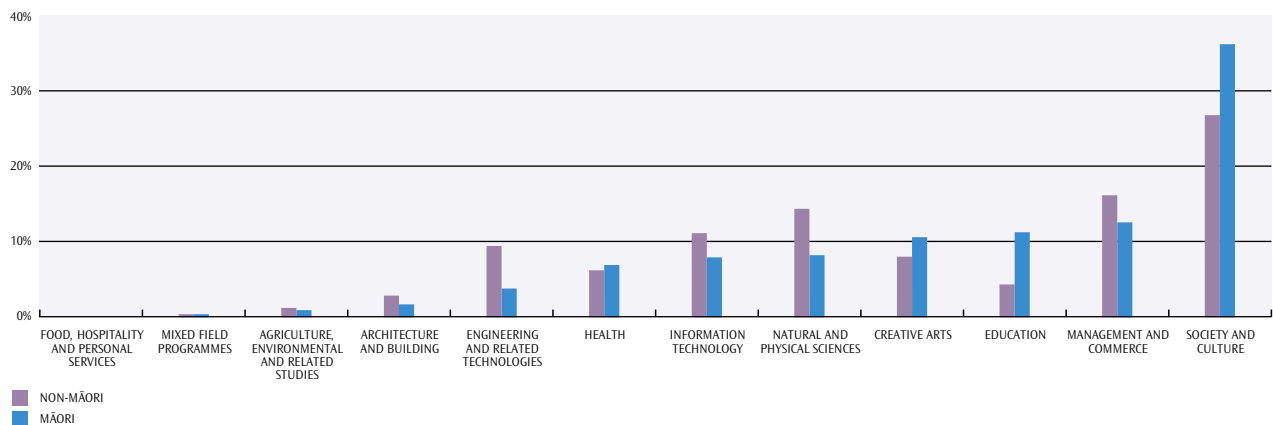
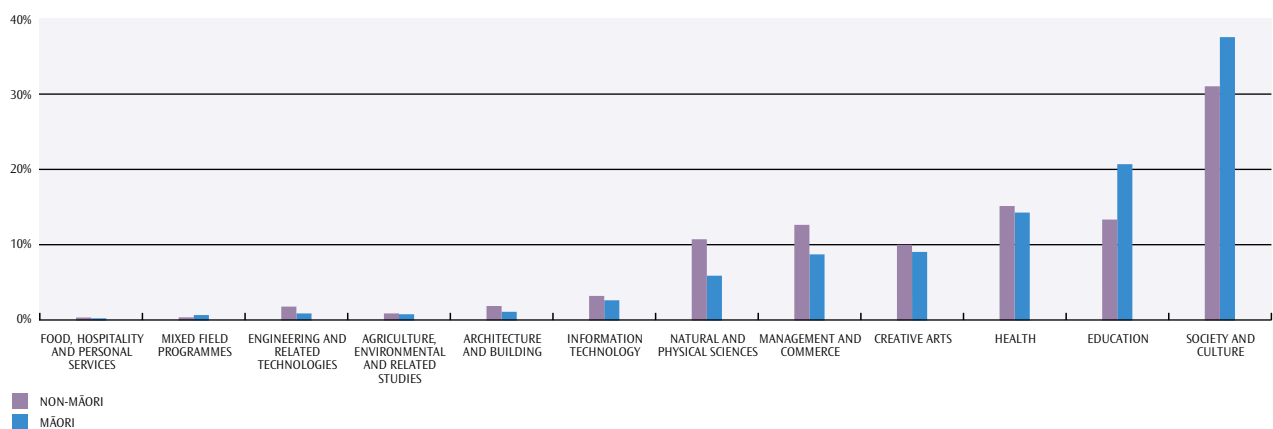


FIGURE 6.22B: EFTS CONSUMED BY MĀORI AND NON-MĀORI STUDENTS ENROLLED IN BACHELORS DEGREES BY FIELD OF STUDY OF COURSES TAKEN BY GENDER 2003 – FEMALES



Notes:

<sup>1</sup> Data relates to domestic students enrolled in formal qualifications with a tertiary education provider at any time during the year.

<sup>2</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.

Māori women enrolled in postgraduate qualifications were more likely to take subjects in society and culture, education and health

In 2003, over 70 percent of the EFTS consumed by Māori women enrolled in postgraduate qualifications were in society and culture, education and health. A further 10 percent were in management and commerce. By comparison with non-Māori women in the same level of qualifications, Māori women were over-represented in society and culture and education subjects and under-represented in management and sciences.

Māori men enrolled in postgraduate qualifications were more likely to take subjects in society and culture, management and commerce, and sciences

In 2003, 71 percent of the EFTS consumed by Māori men enrolled in bachelors degrees were across society and culture, management and commerce, and sciences. A further 9 percent were in education. By comparison with non-Māori men in the same level of qualifications, Māori men were over-represented in society and culture, education and creative arts and under-represented in management and commerce, sciences, information technology and engineering.

FIGURE 6.23A: EFTS CONSUMED BY MĀORI AND NON-MĀORI STUDENTS ENROLLED IN POSTGRADUATE QUALIFICATIONS BY FIELD OF STUDY OF COURSES TAKEN BY GENDER 2003 – MALES

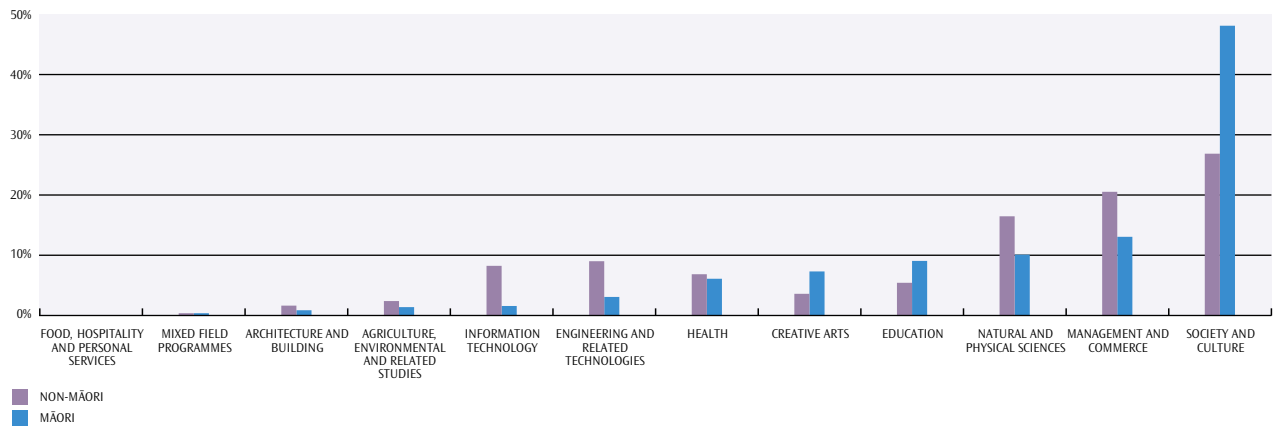
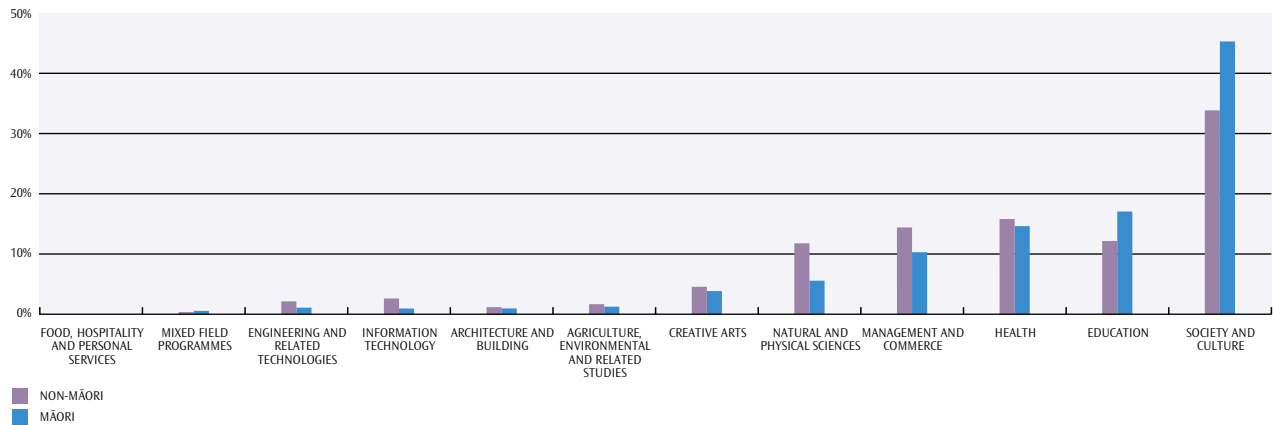


FIGURE 6.23B: EFTS CONSUMED BY MĀORI AND NON-MĀORI STUDENTS ENROLLED IN POSTGRADUATE QUALIFICATIONS BY FIELD OF STUDY OF COURSES TAKEN BY GENDER 2003 – FEMALES



Notes:

- <sup>1</sup> Data relates to domestic students enrolled in formal qualifications with a tertiary education provider at any time during the year.
- <sup>2</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.

## SUPPORT FOR MĀORI STUDENTS

### SUPPORTING MĀORI ACHIEVEMENT

Special Supplementary Grants (SSGs) to support the achievement of Māori and Pasifika in tertiary education were introduced in 2001. In 2003, a total of \$6.8 million was paid to tertiary education institutions (TEIs) in SSGs. The grants provided additional funding to TEIs to assist them to:

- increase the retention and completion rates of Māori tertiary students, and
- encourage Māori tertiary students to enter higher education, especially in subject areas where they are under-represented.

While the uses to which the funding is put vary among TEIs, some real success is being reported by a number of institutions who are using this funding to increase the participation of Māori students in non-traditional subjects and to aid retention.

### ALLOWANCES AND OTHER CASH ASSISTANCE

Targeted support is available through the student allowances scheme for full-time students from low-income families. In 2003, 11,740 Māori students received an allowance, compared with 12,862 in 2002 and 12,488 in 2001. This trend reflects an overall decrease in the number of students receiving student allowances in 2003.

In addition, some financial assistance is available specifically for Māori, much of which is funded from non-government sources. The government funded four schemes targeted to Māori in 2003:

- TeachNZ Scholarships of \$10,000 for training Māori (and Pasifika) early childhood and primary school teachers
- Manaaki Taura Scholarships
- Māori and Pacific Higher Education Scholarships, and
- Ngarimu VC and 28th Māori Battalion Memorial Fund Scholarships.

Manaaki Taura, introduced in 1991, offers tertiary students assistance with their tuition fees. The scheme was designed to offset the cost of fees during a period when enrolments by Māori were beginning to rise and when fees were increasing. To qualify for a Manaaki Taura award, a student must demonstrate financial need, academic merit and a commitment to Māoritanga/Māori community development. Around 8,000 to 9,000 awards are made annually from a capped pool of \$4.3 million, meaning that the average award is around \$500.

Māori and Pacific Higher Education Scholarships are valued at \$10,000 each per annum, normally for the duration of the scholar's qualification. Awards are made on academic grounds. Each year, 15 new awards are made, while a number of scholars continue. The total number of scholars at any one time is about 38 and the awards are funded from a pool of \$526,000.

Ngarimu VC and 28th Māori Battalion Memorial Fund Scholarships are designed to promote academic excellence. The value of the awards is \$5,000, but there are only 13 scholars at any one time.

### STUDENT LOAN SCHEME

Student loans assist tertiary students to meet tuition fees, course-related costs and living costs. The number of Māori who used the Student Loan Scheme in 2003 was 26,233, compared with 24,509 in 2002 and 16,987 in 2000. The 2003 figure was a 7.4 percent increase on 2002.

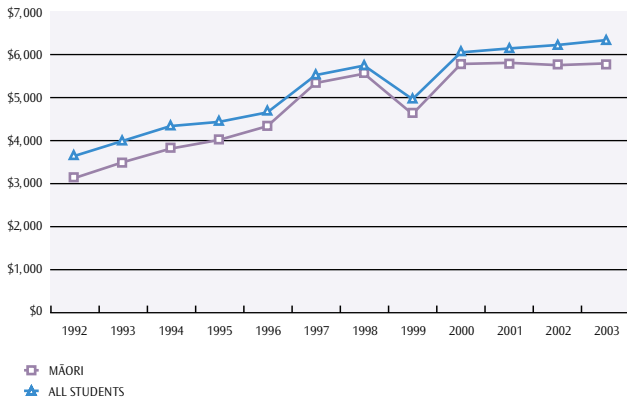
While the number of Māori students accessing student loans is increasing, the proportion of borrowers who were Māori decreased in 2003. Māori were 12 percent of all borrowers in 2003, compared with 16 percent in 2001 and 2002 and 13 percent in 2000. Of borrowers with a declared ethnic group<sup>4</sup>, 20 percent were Māori, compared with 19 percent of borrowers with a declared ethnic group in 2002 and 18 percent in 2000. The 2003 figure was comparable with the proportion of all students who were Māori (20 percent).

On average, Māori have borrowed less than students in other ethnic groups, reflecting the higher proportion of Māori students enrolled in certificate-level qualifications and qualifications with zero fees and the number who have access to fee support through iwi and other scholarship funds.

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<sup>4</sup> It is not mandatory for those applying for a student loan to state their ethnic group.

**FIGURE 6.24: AVERAGE AMOUNT BORROWED THROUGH THE STUDENT LOAN SCHEME FOR MĀORI AND ALL STUDENTS 1992-2003**



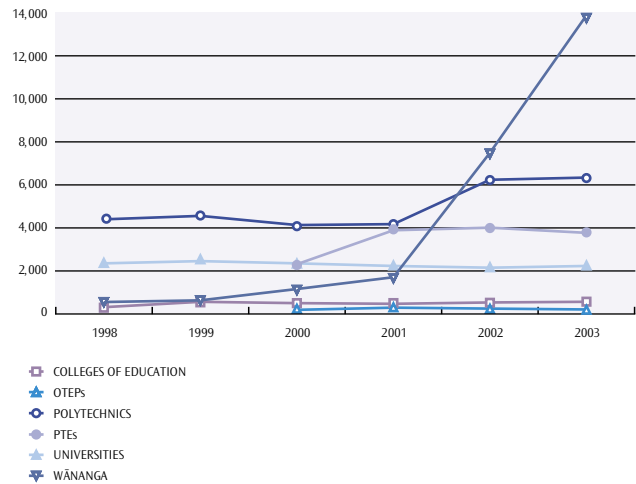
Source: Ministry of Social Development.

**MĀORI ACHIEVEMENT IN TERTIARY EDUCATION**

**OVERALL COMPLETION OF QUALIFICATIONS THROUGH FORMAL TERTIARY EDUCATION**

In 2003, 25,732 Māori students completed a total of 28,295 qualifications through formal tertiary education. The number of Māori students completing qualifications increased by around two and a half times between 1998 and 2003. The number of qualifications completed increased by nearly three times over the same period. The proportion of Māori students completing more than one qualification in a year increased from around 3 percent in 1998 to around 10 percent in 2003.

**FIGURE 6.25: MĀORI STUDENTS COMPLETING QUALIFICATIONS THROUGH FORMAL TERTIARY EDUCATION BY SUB-SECTOR 1998-2003**



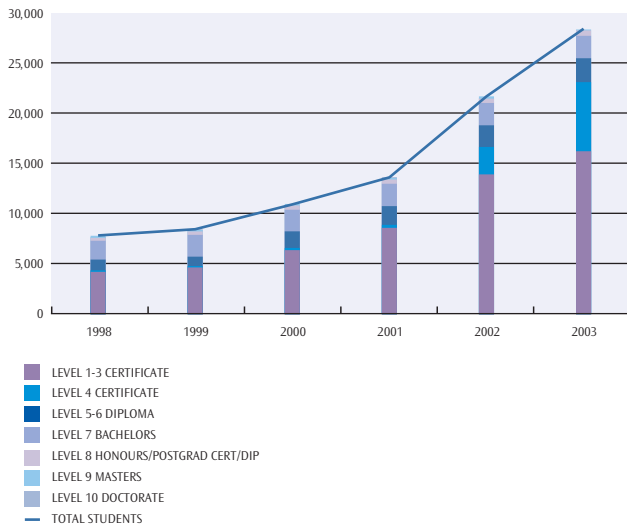
Notes:

- <sup>1</sup> Data before 2000 excludes PTE and OTEP students.
- <sup>2</sup> Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>3</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.
- <sup>4</sup> Students who studied in more than one sub-sector have been counted in each sub-sector. Consequently, the sum of the students in each sub-sector may not add to the total number of students.

The biggest increase in students completing qualifications by sub-sector has been within wānanga, with completion increasing from under 2,000 in 2001 to nearly 14,000 in 2003. This aligns with the significant increase in enrolments in wānanga, which was discussed earlier.

The number of students completing in other sub-sectors remained stable from 2002 to 2003. The recent increase in enrolments in polytechnics and decrease in enrolments in PTEs would be expected to show through in the 2004 completions and beyond.

**FIGURE 6.26: QUALIFICATIONS COMPLETED BY MĀORI STUDENTS THROUGH FORMAL TERTIARY EDUCATION BY LEVEL 1998-2003**



**Notes:**

- <sup>1</sup> Data before 2000 excludes PTE and OTEP students.
- <sup>2</sup> Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>3</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.

The levels at which there has been the largest increase in the number of qualifications completed by Māori have been certificates. From 1998 to 2001 the main growth was in level 1 to 3 certificates, whereas, since 2001, the significant growth has been in level 4 certificates. This aligns with patterns of enrolments as discussed above.

**TABLE 6.6: FIVE-YEAR RETENTION AND COMPLETION RATES FOR DOMESTIC STUDENTS STARTING A QUALIFICATION IN 1999 AT A PUBLIC PROVIDER BY QUALIFICATION LEVEL**

Qualification level started in 1999	Level 1-3 Certificate	Level 4 Certificate	Level 5-6 Diploma	Level 7 Bachelors	Level 8 Honours/ Postgrad Cert/Dip	Level 9 Masters	Level 10 Doctorate	Total
<b>Retention rates</b>								
Māori students	46%	27%	33%	47%	49%	42%	56%	52%
All students	38%	25%	32%	52%	55%	56%	60%	50%
<b>Completion rates</b>								
Māori students	39%	24%	28%	36%	47%	35%	16%	41%
All students	33%	23%	27%	43%	53%	52%	23%	40%

**Notes:**

- <sup>1</sup> All rates are estimates.
- <sup>2</sup> Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>3</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.

There has been moderate growth in the number of qualifications completed at higher levels, with the exception of masters degree completions, which have stayed static. The number of doctorates completed each year by Māori increased from 7 in 1998 to 30 in 2003, a more than fourfold increase.

**MĀORI STUDENT RETENTION AND COMPLETION RATES IN FORMAL TERTIARY EDUCATION**

This section looks at the retention and completion rates for Māori students in public tertiary institutions over a five-year period from 1999 to 2003.

**Completion rates** are the proportion of students who had completed a qualification in the five-year period.

**Retention rates** are the proportion of students studying in 1999 who were either still studying or had completed their qualification within the five-year period. Therefore, retention rates include completion rates, plus the proportion still studying towards completion<sup>5</sup>.

**Māori retention and completion rates varied by level**

Māori students who started study at a public tertiary provider in 1999 had slightly higher rates of retention and completion overall than non-Māori. However, both retention and completion rates for Māori students were:

- higher than for non-Māori in qualifications below degree level, especially for certificates, and
- lower than for non-Māori in bachelors degrees, postgraduate certificates and diplomas, honours degrees and masters degrees.

<sup>5</sup> See Ministry of Education, *Retention, Completion and Progression in Tertiary Education, 2003* for more detailed definitions.

Māori in colleges of education and wānanga had higher retention and completion than in other public providers

Across sub-sectors, Māori students in colleges of education had the highest rates of retention and completion (which was also true for other groups). Colleges of education had particularly high levels of retention and completion for Māori students studying for degrees. Māori students at wānanga had the second highest rates, particularly at certificate level. There has been a significant improvement in retention rates for students who started at wānanga from 1999 onwards, coinciding with the growth in enrolments.

**TABLE 6.7: FIVE-YEAR RETENTION AND COMPLETION RATES FOR MĀORI DOMESTIC STUDENTS STARTING A QUALIFICATION AT A PUBLIC PROVIDER IN 1999**

	Retention rates	Completion rates
<b>Sub-sector</b>		
Universities	44%	39%
Polytechnics	41%	37%
Colleges of Education	61%	71%
Wānanga	56%	34%
<b>Gender</b>		
Females	56%	44%
Males	46%	37%
<b>Age</b>		
Under 18	47%	36%
18-24	55%	43%
25-39	50%	40%
40+	51%	43%

Notes:

- <sup>1</sup> All rates are estimates.
- <sup>2</sup> Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>3</sup> Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.

**Retention and completion rates varied by gender and age**

Overall, Māori women had higher retention and completion rates than Māori men. However, the difference was much less at postgraduate level. This pattern was similar to non-Māori students.

Māori students aged under 18 had lower retention and completion rates than Māori students in other age groups. Māori aged 18 to 24 had the highest rates of retention and completion. This pattern was similar to non-Māori students.

Māori in private providers had lower retention and completion rates than Māori students in public providers

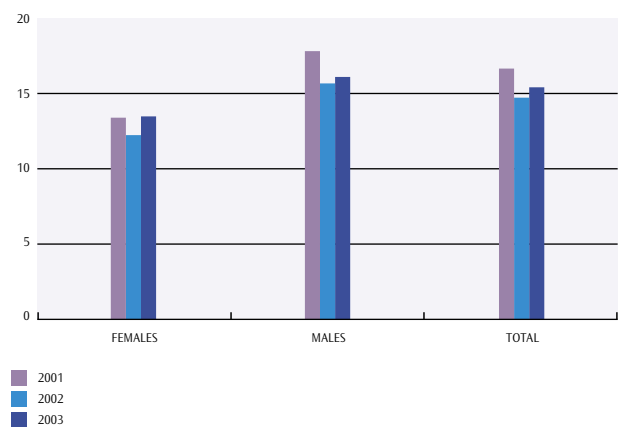
Retention and completion rates for students in private providers are available for a four-year period from 2000 to 2003. Over the four years, Māori in private providers had lower retention rates (26 percent) than Māori in public providers (47 percent). They also had lower completion rates in private providers (24 percent) than in public providers (34 percent). This pattern was similar for non-Māori students.

**ACHIEVEMENT IN INDUSTRY TRAINING**

The total number of credits achieved by Māori trainees in industry training and Modern Apprenticeships has steadily increased, in line with increased numbers of Māori trainees. However, the ratio of credits per trainee has varied between men and women and between the two programmes.

In industry training, Māori men have achieved more credits on average than Māori women. However, the average number of credits for Māori men has been declining slightly, while the average number for Māori women has been increasing.

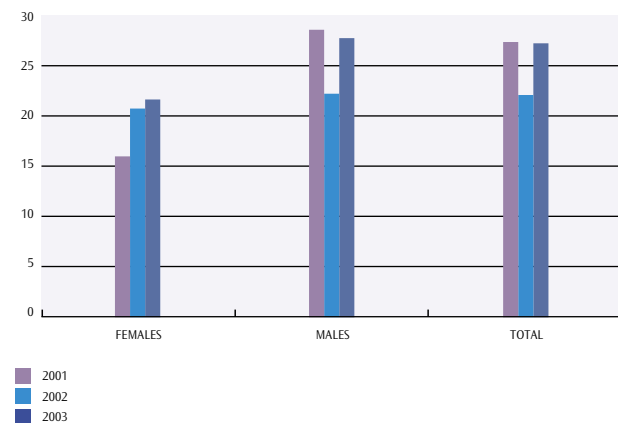
**FIGURE 6.27: NUMBER OF CREDITS PER TRAINEE FOR MĀORI TRAINEES IN INDUSTRY TRAINING BY GENDER 2001-2003**



Note: Data relates to the total number of trainees during the year.  
Source: Tertiary Education Commission.

Māori trainees in Modern Apprenticeships achieved more credits per trainee than those in industry training. As with industry training, Māori men achieved more credits per trainee than Māori women. However, there has been a steady increase in the average number of credits achieved by Māori women over the last three years.

**FIGURE 6.28: NUMBER OF CREDITS PER TRAINEE FOR MĀORI TRAINEES IN MODERN APPRENTICESHIPS BY GENDER 2001-2003**



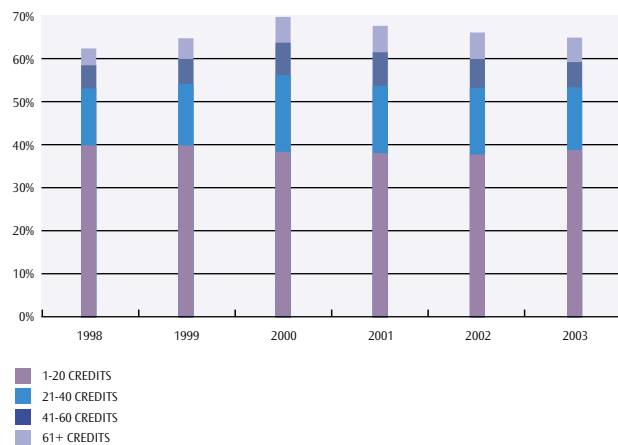
Note: Data relates to trainees registered at any time during the year.  
Source: Tertiary Education Commission.

In 2003, 67 percent of the total credits achieved by Māori trainees in industry training and Modern Apprenticeships were at level 3 or above. This proportion has been fairly steady over the last three years.

**ACHIEVEMENT IN TARGETED TRAINING PROGRAMMES**

In 2003, 65 percent of Māori trainees completing Training Opportunities and Youth Training courses achieved one or more credits on the NQF and 25 percent achieved more than 20 credits.

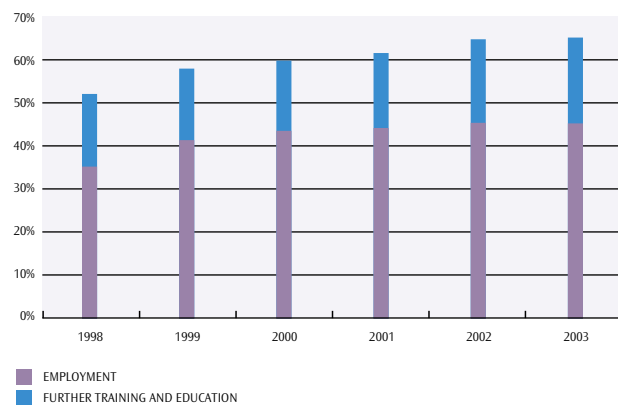
**FIGURE 6.29: RANGE OF CREDITS ACHIEVED BY MĀORI TRAINEES COMPLETING YOUTH TRAINING AND TRAINING OPPORTUNITIES 1998-2003**



Note: Data relates to the total number of trainees during the year.  
Source: Tertiary Education Commission.

The proportion of trainees achieving more than 20 credits declined from 2000. However, over the same period, the proportion moving from these programmes to employment and further training and education increased. In 2003, 45 percent of Māori trainees moved on to employment and 20 percent to further training and education.

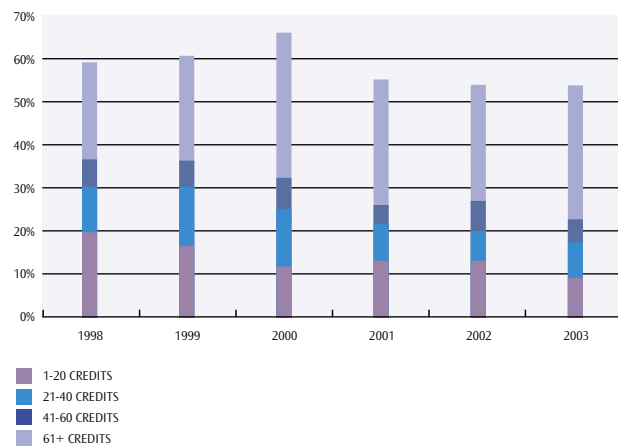
**FIGURE 6.30: OUTCOMES FOR MĀORI TRAINEES COMPLETING YOUTH TRAINING AND TRAINING OPPORTUNITIES 1998-2003**



Note: Data relates to the total number of trainees during the year.  
Source: Tertiary Education Commission.

In 2003, 54 percent of Māori trainees completing Skill Enhancement achieved one or more credits on the NQF and 45 percent achieved more than 20 credits.

**FIGURE 6.31: RANGE OF CREDITS ACHIEVED BY MĀORI TRAINEES COMPLETING SKILL ENHANCEMENT 1998-2003**

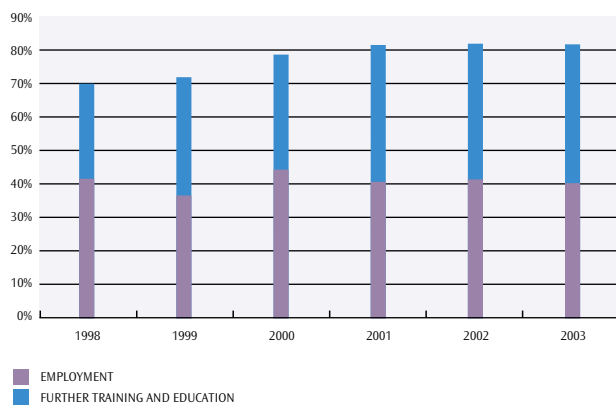


Note: Data relates to the total number of trainees during the year.  
Source: Tertiary Education Commission.

The proportion of Māori Skill Enhancement trainees achieving 20 or more credits dropped between 2000 and 2001 and has remained steady overall since then. From 2001 to 2003 there was an increase in the proportion achieving 60 or more credits.

In 2003, 40 percent of Māori trainees completing Skill Enhancement moved on to employment and a further 42 percent moved on to further education or training. These proportions have been quite steady since 2001.

**FIGURE 6.32: OUTCOMES OF MĀORI TRAINEES COMPLETING SKILL ENHANCEMENT 1998-2003**



Note: Data relates to the total number of trainees during the year.  
Source: Tertiary Education Commission.

## MĀORI RESEARCH IN TERTIARY EDUCATION

### MĀORI KNOWLEDGE AND DEVELOPMENT RESEARCH – RESULTS FROM THE PERFORMANCE-BASED RESEARCH FUND EVALUATION

#### Māori research within the Performance-Based Research Fund quality evaluations

The new Performance-Based Research Fund (PBRF) involved a process of quality evaluation of all active research staff across the tertiary education sector. A number of subject-based panels were set up to evaluate the quality of the research evidence portfolios. One of these focused on Māori knowledge and development. This section analyses the results from evidence portfolios assessed by that panel.

Staff undertaking research based on Māori world-views (both traditional and contemporary) and Māori methods of research were able to submit their evidence portfolios either to the Māori Knowledge and Development Panel or to another appropriate subject-based panel. The Māori Knowledge and Development Panel took a Māori research approach in assessment, and considered the holistic elements of the research as well as its disciplinary strengths<sup>6</sup>.

#### Māori Knowledge and Development Panel results provide a partial picture

The results from the Māori Knowledge and Development Panel do not provide a total picture of research in this area. A proportion of staff working in this area chose to submit to other subject-based panels. The aggregate results for this panel provide only a partial indication of the relative strength of the many and varied fields of academic inquiry where Māori researchers are actively engaged and Māori research methods are regularly employed<sup>7</sup>.

#### PBRF quality scores explained

Staff in tertiary education organisations eligible for the PBRF were required to submit evidence portfolios. Portfolios were evaluated on the quality of research output, peer esteem and their contribution to the research environment<sup>8</sup>.

The quality evaluation results were expressed in terms of a letter-based score, where in general:

- 'A' represents highly original work that is of international standing
- 'B' represents original work that is of national standing, and
- 'C' represents work that meets or exceeds accepted research standards<sup>9</sup>.

<sup>6</sup> Māori Knowledge and Development Panel, *The 2003 Assessment*.

<sup>7</sup> Tertiary Education Commission, *Evaluating Research Excellence – the 2003 Assessment*, page 44.

<sup>8</sup> See Tertiary Education Commission, *Evaluating Research Excellence – the 2003 Assessment*, page 19 for more detailed explanation of the assessment process. More detail can be found in chapter 5 of this report and in chapter 7 of *New Zealand's Tertiary Education Sector Report: Profile & Trends 2002*.

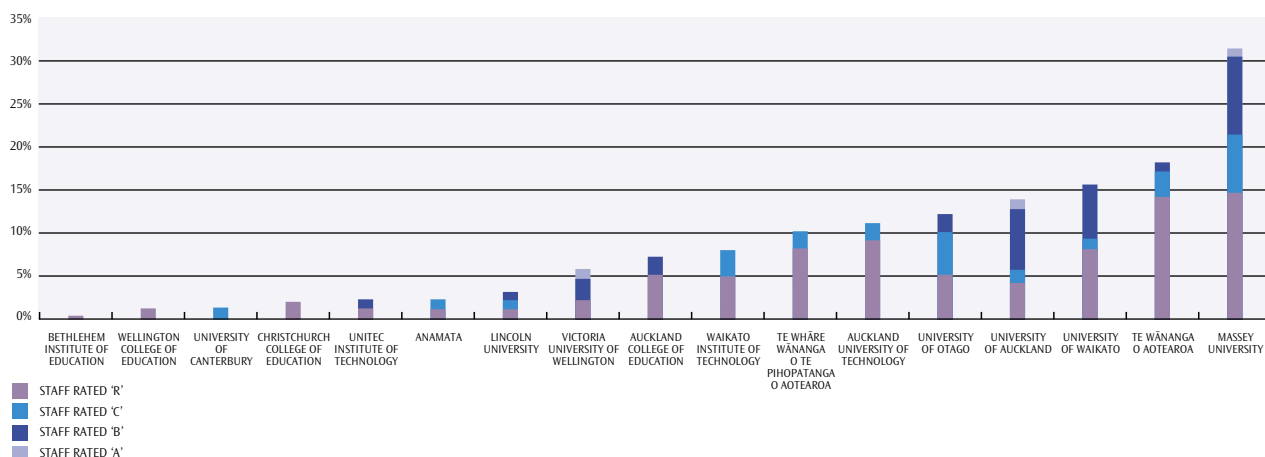
<sup>9</sup> See Performance-Based Research Fund Working Group, *Investing in Excellence*, pages 53-55, for a more detailed explanation of the ratings.

Research portfolios that did not meet these levels were given an 'R' score. In general, these were people with insufficient output of the type required for the PBRF assessment over the last six years. They included relatively new researchers, as well as very experienced researchers who were not actively focused on research output. It is important to note that an 'R' score is a reflection of low quantity of research output over a specific time period, not a reflection on the quality of output<sup>10</sup>.

Portfolios were submitted to the Māori Knowledge and Development Panel from a wider range of staff across TEOs. A total of 150 research staff submitted research portfolios to the Māori Knowledge and Development Panel. They represented 142 full-time equivalent (FTE) staff.

The staff were from 17 of the 22 TEOs that participated in the PBRF process. The four TEOs that submitted the largest number of portfolios collectively constituted over half of the staff (in terms of FTEs) considered by this panel.

FIGURE 6.33: NUMBER OF FTE STAFF ASSESSED FOR PBRF BY THE MĀORI KNOWLEDGE AND DEVELOPMENT PANEL BY TEO AND ASSESSMENT SCORE



There was a level of nationally-recognised research submitted to the Māori Knowledge and Development Panel which was similar for other panels.

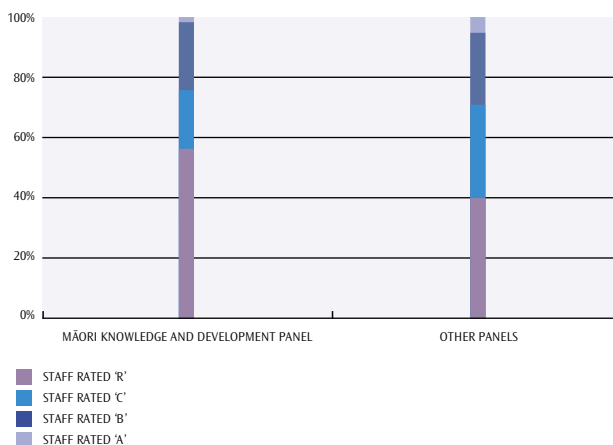
The proportion of portfolios assessed at 'B' by the panel was very similar to assessments across other panels. This shows that there is a core group of researchers who are producing innovative research that is nationally recognised in this area.

The main difference was the larger proportion assessed as 'R'. This result probably reflects a predominance of newly-established researchers in this area. It may also reflect the choice of some more experienced researchers to submit to other subject panels.

The panel only assessed three researchers as 'A', which is a much lower proportion than across other panels. There has been a lot of discussion as to what 'world-class' research means in this area. The panel took the view that world-class research in this area needs to be seen in terms of leadership in indigenous research internationally.

The 'A' and 'B' scores from the panel were concentrated at Massey University, the University of Auckland and the University of Waikato.

FIGURE 6.34: PROPORTION OF FTE STAFF ASSESSED FOR PBRF QUALITY EVALUATIONS BY ASSESSMENT SCORE FOR THE MĀORI KNOWLEDGE AND DEVELOPMENT PANEL AND OTHER PANELS



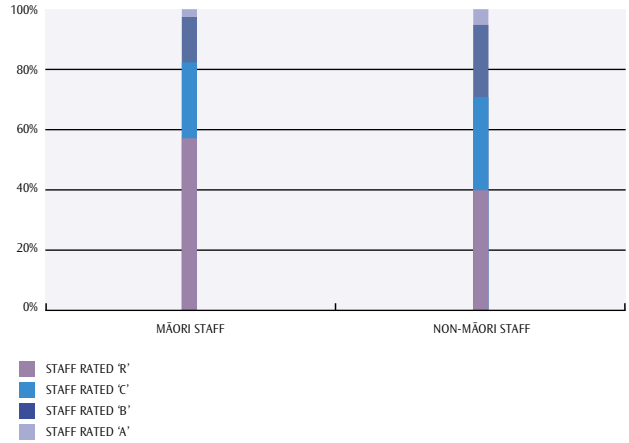
<sup>10</sup> See Tertiary Education Commission, *Evaluating Research Excellence – the 2003 Assessment*, page 45 for more detailed discussion of types of researchers covered by this category.

**MĀORI RESEARCHERS – RESULTS FROM THE PBRF EVALUATION**

A total of 364 research staff who submitted portfolios for the PBRF evaluation process across all the panels declared their ethnic group as Māori. They represented 337 FTE staff. The Māori staff made up only 6.1 percent of FTE staff, with a declared ethnic group<sup>11</sup>, assessed for the PBRF.

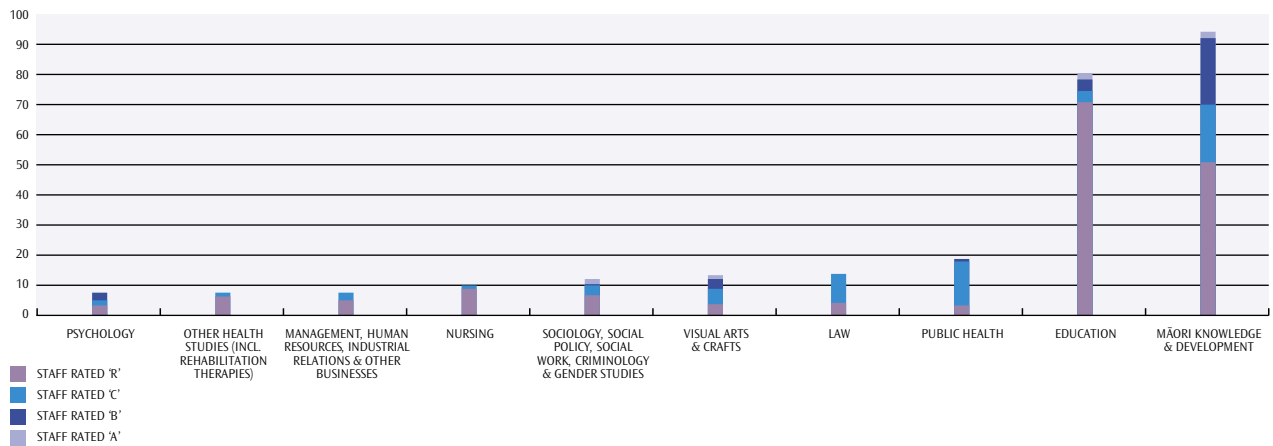
A higher proportion of Māori research staff were assessed as 'R' (57 percent) than of non-Māori staff (39 percent). At the top end, the proportion of Māori research staff assessed 'A' or 'B' (17 percent) was just over half of the proportion for non-Māori staff (30 percent).

**FIGURE 6.35: PROPORTION OF MĀORI AND NON-MĀORI FTE STAFF ASSESSED FOR PBRF BY QUALITY EVALUATION SCORE**



The subject area with the greatest number of Māori staff assessed was Māori Knowledge and Development, followed by Education. Four of the 10 'A' rated staff and 52 percent of all assessed staff were in these two subject areas. There were one or more Māori staff assessed in 38 out of the total 41 subject areas.

**FIGURE 6.36: NUMBER OF FTE MĀORI STAFF ASSESSED FOR PBRF BY SUBJECT AREA AND ASSESSMENT SCORE FOR TOP 10 SUBJECT AREAS BY NUMBER OF MĀORI STAFF**



<sup>11</sup> Around a quarter of PBRF-eligible staff did not declare their ethnic group in the PBRF staff census.

## FOCUS ON FORMAL ENROLMENTS AT POLYTECHNICS

### OVERALL PROFILE

Since 2000, there has been an increase in Māori enrolments at polytechnics. It is the only sub-sector, other than wānanga, with marked growth in Māori enrolments over this period.

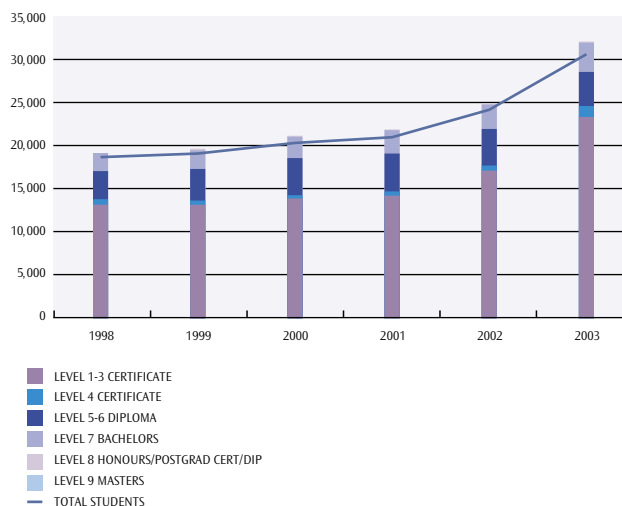
The proportion of Māori men studying towards formal qualifications at polytechnics is slightly higher than other sectors. Over the period from 1998 to 2003, around 40 percent of Māori students at polytechnics were men. In other sub-sectors, the proportion of Māori students who were men was similar in 1998, but dropped to 33 percent by 2003.

There has been an increase in the proportion of Māori formal polytechnic students in older age groups from 1998 to 2003. However, it has not been as great as in other sub-sectors. In 1998, the age profiles for Māori students in polytechnics and other sub-sectors were very similar. By 2003, there was a distinct difference in the age profile, with a higher proportion of younger students at polytechnics, even though in both polytechnics and other sub-sectors there had been a growth in the proportion of older students.

The majority of Māori formal students at polytechnics were enrolled in certificates at levels 1 to 3 of the NQF. This was the level where there was the highest growth in numbers, from 13,000 in 1998 to 23,000 in 2003. There was a small group of Māori students undertaking postgraduate studies at polytechnics, up to masters level. There was significant growth in the numbers at this level, from just over 20 in 1998 to over 125 in 2003.

Over the same period there was moderate growth in the number of Māori students studying towards diplomas or bachelors degrees at polytechnics.

**FIGURE 6.37: MĀORI FORMAL STUDENTS AT POLYTECHNICS BY LEVEL OF STUDY 1998-2003**



#### Notes:

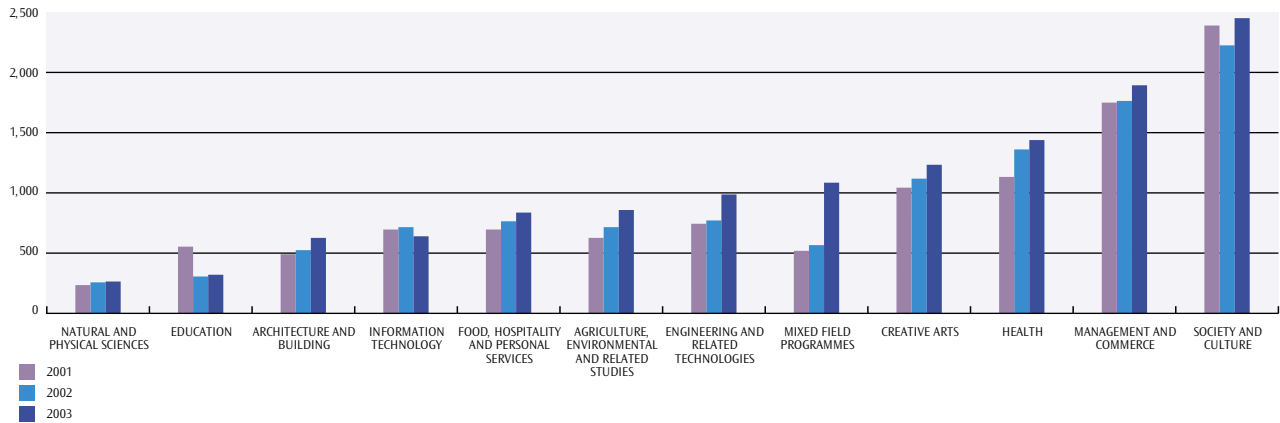
- <sup>1</sup> Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>2</sup> Data excludes all non-formal learning and on-job industry training.
- <sup>3</sup> Students who studied towards more than one qualification have been counted in each qualification studied. Consequently, the sum of the students in each qualification may not add to the total number of students.

The most popular courses for Māori formal students at polytechnic were in the society and culture, management and commerce, health and creative arts fields of study (as measured by number of EFTS consumed).

From 2001 to 2003 there was growth in most fields of study. There was particularly noticeable growth in mixed field programmes<sup>12</sup>, which is consistent with the growth in low-level certificate qualifications. However, there was a decline in education and information technology courses.

<sup>12</sup> Mixed field programmes cover literacy, numeracy, learning skills, social skills and employment skills.

FIGURE 6.38: EFTS CONSUMED BY MĀORI FORMAL STUDENTS AT POLYTECHNICS BY THE FIELD OF STUDY OF THE COURSES TAKEN 2001-2003



Notes:

- <sup>1</sup> Data relates to domestic students enrolled in formal qualifications with a tertiary education provider at any time during the year.
- <sup>2</sup> Data excludes all non-formal learning and on-job industry training.

While the majority of Māori at polytechnics are studying on-campus (intra-murally), there has been a steady increase in the numbers and proportion studying extra-murally. The proportion of Māori extra-mural students at polytechnics increased from 25 percent in 1998 to 31 percent in 2003. Most of this growth was at the Open Polytechnic of New Zealand, which is the largest polytechnic in the country and the second largest provider overall, in terms of Māori student numbers. Some of this growth has been achieved through its linkage with Te Wānanga o Aotearoa, as described in the case study on page 157. However, there has also been small, but noticeable, growth in extra-mural provision through Te Tai Poutini Polytechnic, the Waikato Institute of Technology and Telford Rural Polytechnic.

RECENT GROWTH IN FORMAL STUDENTS (2001-2003)

From 2000 to 2003 there was growth of 46 percent in the number of Māori students taking formal qualifications at polytechnics<sup>13</sup>. The additional students were slightly more likely to be in the older age groups – 32 percent of the additional students were aged 40 and over, compared with 24 percent of polytechnic students overall.

In addition to the growth in the total number of students, there was an increase in Māori students enrolling at more than one level during the year. Nine percent of the additional students were enrolled at more than one level of study.

The most significant aspect was the growth in Māori students enrolled in level 1 to 3 certificates, which represented 94 percent

of the growth in total student numbers. This was closely followed by the growth in students enrolled in level 4 certificates, at 9 percent of the growth in total student numbers.

TABLE 6.8: TOP 10 GROWTH FROM 2001 TO 2003 IN LEVEL 1-3 CERTIFICATE TITLES FOR MĀORI STUDENTS FORMALLY ENROLLED IN POLYTECHNICS BY EFTS CONSUMED AND PERCENTAGE OF TOTAL INCREASE IN EFTS 2001 TO 2003

	EFTS in 2003	Increase from 2001	% of total increase in EFTS
LifeWorks	600	600	39%
Certificate in Logging	327	138	9%
Certificate in Business Administration and Computing	199	97	6%
Certificate in Hairdressing	102	59	4%
Certificate in Hauora Ahu Whenua – Whānau Tamariki	51	51	3%
Certificate in Trade Technology Electrical	50	50	3%
Certificate in Horticulture	104	49	3%
Certificate in Commercial Road Transport	46	44	3%
Certificate in Generic Workplace Studies	43	43	3%
Certificate in Applied Technology	48	39	2%

Notes:

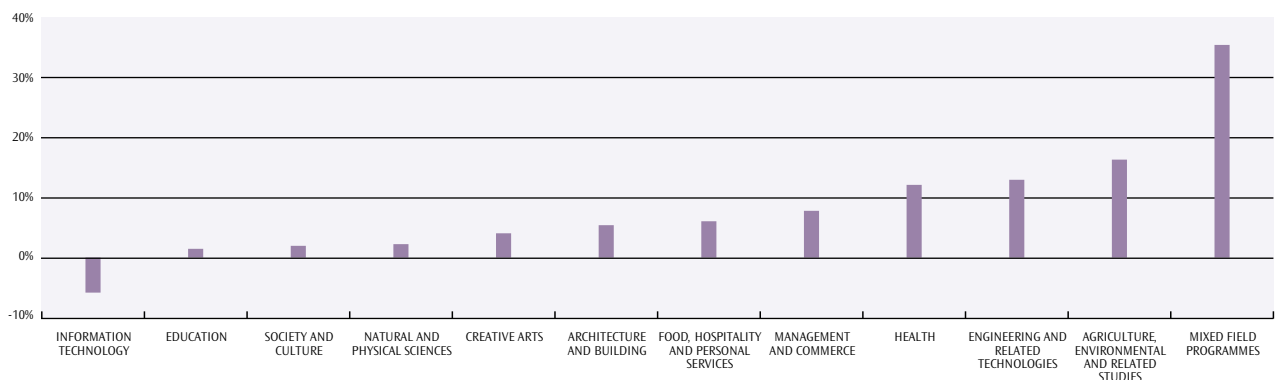
- <sup>1</sup> Data relates to domestic students enrolled in formal qualifications with a tertiary education provider at any time during the year.
- <sup>2</sup> Data excludes all non-formal learning and on-job industry training.
- <sup>3</sup> Qualification titles are based on the keywords in the names of qualifications. Differing levels with the same name have been amalgamated, as have local qualifications with national qualifications of the same name. Variations in wording have been made consistent, including prepositions – such as ‘in’ and ‘of’. The range of ways in which qualification names are worded means that this analysis will be subject to error and can only be approximate.

<sup>13</sup> This analysis focuses on formal enrolments and excludes growth in non-formal community education.

The new LifeWorks certificate, supported by the Open Polytechnic, accounted for nearly 40 percent of the overall EFTS growth at this level for Māori polytechnic students from 2001 to 2003. However, the remainder of the growth came from a wide range of certificates.

The main increase in courses taken by Māori students from 2001 to 2003 in level 1 to 3 certificates was in mixed field subjects, largely due to the growth in the LifeWorks programme. However, this only accounted for about one third of the increase in EFTS consumed by Māori students at this level. Agriculture, engineering and health courses also made up a significant part of the growth.

**FIGURE 6.39:** DISTRIBUTION OF THE INCREASE IN EFTS CONSUMED FROM 2001 TO 2003 BY MĀORI STUDENTS STUDYING FOR LEVEL 1-3 CERTIFICATES BY FIELD OF STUDY OF COURSES AT POLYTECHNICS



**Notes:**

- <sup>1</sup> Data relates to domestic students enrolled in formal qualifications with a tertiary education provider at any time during the year.
- <sup>2</sup> Data excludes all non-formal learning and on-job industry training.

There was also an increase in Māori students enrolling in formal qualifications at more than one polytechnic, with 9 percent of the additional students being enrolled at more than one polytechnic during the year.

Most of the increase in Māori EFTS consumed was at four polytechnics – these were the Open Polytechnic of New Zealand (37 percent of the growth in EFTS consumed), Universal College of Learning (23 percent), Tairāwhiti Polytechnic (16 percent) and Wellington Institute of Technology (11 percent).

### THE OPEN POLYTECHNIC OF NEW ZEALAND – MĀORI DEVELOPMENT STRATEGY

The Open Polytechnic of New Zealand has the largest enrolment of Māori students of any of the polytechnics, in terms of both student numbers and EFTS consumed, and reports high levels of Māori student satisfaction.

In 2002, the polytechnic developed a revitalised Māori strategy to guide its work, in line with the government's Tertiary Education Strategy. This process assessed the strengths of the polytechnic in its current work with Māori and identified challenges to be addressed. The results are reflected in the polytechnic's charter and strategic plan.

The goal of the strategy is to make a specialised contribution that is valued by Māori through the use of flexible open and distance learning. The objectives of the strategy include developing a learning environment that respects and reflects Māori perspectives, increasing Māori student success and developing effective relationships with Māori organisations and stakeholders. The polytechnic's goals also include partnering with Māori organisations to meet learner needs and developing long-term entrepreneurial joint ventures, that have both an educational and financial return.

A key partnership is with Te Wānanga o Aotearoa with activities ranging from providing library services for the wānanga staff and students, to input from the wānanga in the polytechnic's Diploma of Teaching (Early Childhood) programme. The polytechnic also licensed and adapted the wānanga's foundation-level Mahi Ora programme for a wider audience as the LifeWorks programme.

Independent research commissioned by the polytechnic includes a wide-ranging annual survey of student satisfaction including specific questions for Māori learners and a 2001 qualitative study to find out why Māori students enrolled with the polytechnic and what the reasons were for students who did not complete their studies. Most Māori students enrol with the polytechnic because of the convenience and flexibility of study it provides.

The polytechnic has a Learning Support Advisor, Pouarahi Akoranga Māori, in its learning support team, and a dedicated strategy to help address the particular learning needs of Māori students.

Each year the polytechnic publishes an annual report to Māori, Te Purongo A-Tau, as a companion document to its Annual Report to the Crown.

Source: [www.topnz.ac.nz/aboutus/corporateinformation/publications/Māoriannual/index.html](http://www.topnz.ac.nz/aboutus/corporateinformation/publications/Māoriannual/index.html)

### DIPLOMA AND DEGREE STUDENTS

#### Māori in diplomas

The number of Māori students at polytechnics enrolled in diploma courses rose from 3,300 to 4,400 from 1998 to 2001. It then fell back to 4,100 by 2003. Some of this decline may be due to three-year diploma qualifications being replaced with bachelors degrees in some fields, such as business studies. Around two thirds of Māori diploma-level students are female. This proportion has been fairly consistent since 1998. As with other levels of study, the main growth has been in students over 25 years of age.

The most popular qualification title for Māori at diploma level in 2003 was the Diploma in Business, followed by Early Childhood Teaching and Social Services.

**TABLE 6.9: TOP 10 QUALIFICATION TITLES IN 2003 FOR MĀORI STUDENTS AT DIPLOMA LEVEL AT POLYTECHNICS BY EFTS CONSUMED**

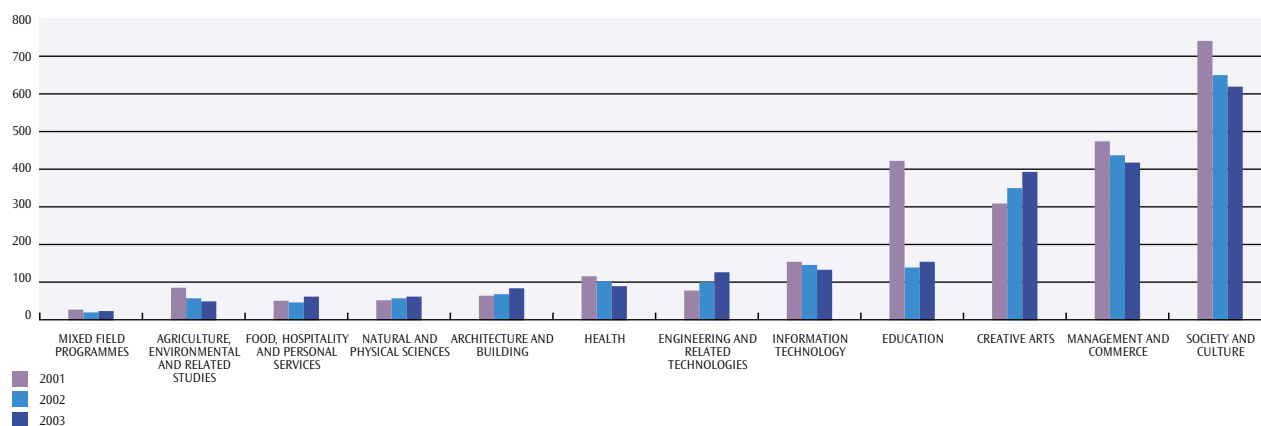
	2001	2002	2003
Diploma in Business	534	494	485
Diploma in Teaching Early Childhood Education	93	83	131
Diploma in Social Services	97	92	101
Diploma in Computing	117	109	96
Diploma in Visual Art	64	77	75
Diploma in Māori Studies	37	17	68
Diploma in Māori Counselling	49	56	56
Diploma in Architectural Technology	45	49	52
Diploma in Sport and Recreation	13	29	40
Diploma in Engineering	29	30	32

#### Notes:

- <sup>1</sup> Data relates to domestic students enrolled in formal qualifications with a tertiary education provider at any time during the year.
- <sup>2</sup> Data excludes all non-formal learning and on-job industry training.
- <sup>3</sup> Qualification titles are based on the keywords in the names of qualifications. Differing levels with the same name have been amalgamated, as have local qualifications with national qualifications of the same name. Variations in wording have been made consistent, including prepositions – such as 'in' and 'of'. The range of ways in which qualification names are worded means that this analysis will be subject to error and can only be approximate.

In terms of courses, the most popular courses for Māori were in the fields of society and culture, management and commerce, and creative arts. Between 2001 and 2003 there was a significant decrease in courses taken in the field of education – this may reflect restructuring of qualifications and provision in this area.

**FIGURE 6.40: FIELD OF SUBJECT OF COURSES TAKEN BY MĀORI STUDENTS STUDYING AT DIPLOMA LEVEL AT POLYTECHNICS BY EFTS CONSUMED 2001-2003**



Notes:

- <sup>1</sup> Data relates to domestic students enrolled in formal qualifications with a tertiary education provider at any time during the year.
- <sup>2</sup> Data excludes all non-formal learning and on-job industry training.

### Māori in degrees

The number of Māori students at polytechnics enrolled in bachelors degrees increased from 2,100 to 3,200 from 1998 to 2003. From 1998 to 2003, between 70 and 75 percent of Māori bachelor degree students were women. There was strong growth in enrolments by Māori aged over 25 years, particularly in the 25 to 39 year age group.

The most popular qualification title for Māori at bachelors level in 2003 was Bachelor of Nursing, followed by Applied Social Science, Business, and Health Science Nursing.

**TABLE 6.10: TOP 10 QUALIFICATION TITLES IN 2003 FOR MĀORI STUDENTS AT BACHELORS LEVEL IN POLYTECHNICS BY EFTS CONSUMED**

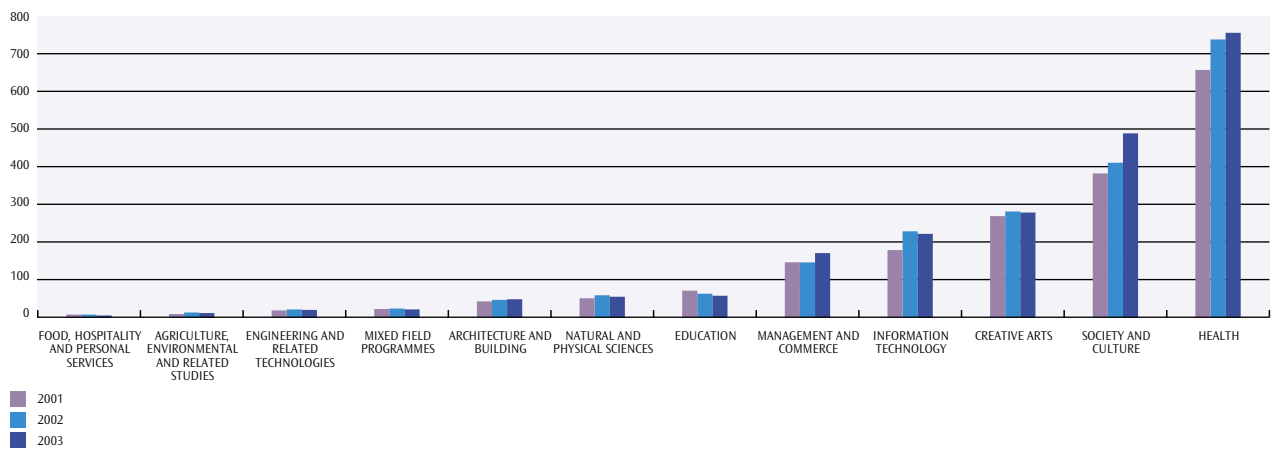
	2001	2002	2003
Bachelor of Nursing	445	463	484
Bachelor of Applied Social Science	55	84	189
Bachelor of Business	135	135	142
Bachelor of Health Science Nursing	127	133	117
Bachelor of Computing Systems	45	69	75
Bachelor of Applied Science	32	44	64
Bachelor of Information Technology	60	76	62
Bachelor of Applied Information Systems	49	62	57
Bachelor of Media Arts	60	63	55
Te Tohu Paetahi	30	42	43

Notes:

- <sup>1</sup> Data relates to domestic students enrolled in formal qualifications with a tertiary education provider at any time during the year.
- <sup>2</sup> Data excludes all non-formal learning and on-job industry training.
- <sup>3</sup> Qualification titles are based on the keywords in the names of qualifications. Differing levels with the same name have been amalgamated, as have local qualifications with national qualifications of the same name. Variations in wording have been made consistent, including prepositions - such as 'in' and 'of'. The range of ways in which qualification names are worded means that this analysis will be subject to error and can only be approximate.

In terms of courses, the most popular courses for Māori at bachelors level have been in the fields of health, society and culture, and creative arts. The fields where there has been largest growth in EFTS since 2001 have been health, and society and culture.

FIGURE 6.41: FIELD OF SUBJECT OF COURSES TAKEN BY MĀORI STUDENTS STUDYING AT BACHELORS LEVEL AT POLYTECHNIC BY EFTS CONSUMED 2001-2003



Notes:

- <sup>1</sup> Data relates to domestic students enrolled in formal qualifications with a tertiary education provider at any time during the year.
- <sup>2</sup> Data excludes all non-formal learning and on-job industry training.

## FOCUS ON MĀORI PROVIDERS

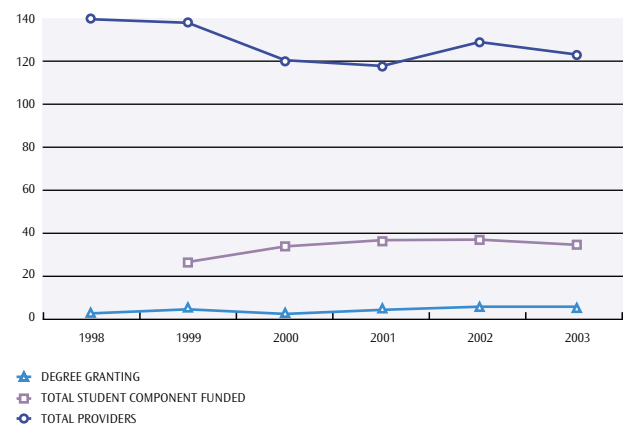
### MĀORI PRIVATE TRAINING ESTABLISHMENTS

In 2003, there were 122 private training establishments (PTEs)<sup>14</sup> that self-identified as Māori providers and provided data returns to the Ministry of Education. As at 31 July 2003, there was a total of 5,518 domestic students<sup>15</sup> enrolled with these providers, of which 3,683 were Māori.

Māori PTEs cover three broad types of provider: those that are approved to grant degrees, those eligible for Student Component funding and those that are not eligible for Student Component funding and are reliant on funding from targeted training programmes, such as Training Opportunities and Youth Training.

The total number of Māori PTEs, which submitted data to the Ministry of Education, fluctuated from 1998 to 2003. There were 139 in total in 1998, reducing to 122 in 2003. The number that received Student Component funding rose from 22 in 1999 to 32 in 2001, and then decreased to 29 in 2003. The number of Māori providers approved to grant degrees varied between two and five over this period.

FIGURE 6.42: NUMBER OF MĀORI PTEs BY FUNDING APPROVAL 1998-2003



Note: Data only includes providers that had government-funded students as at 31 July each year, and were, therefore, required to submit a data return to the Ministry of Education.

<sup>14</sup> Some of these providers are classed as 'other tertiary education providers'. However, for ease of reference, they are all referred to as PTEs in this section.

<sup>15</sup> The student numbers in this section are as at 31 July 2003 and include formal students in PTEs which are not eligible for student loans and Student Component funding. Student counts are based on enrolment counts at each PTE. Where a student is enrolled in more than one PTE at the same time, the student will be counted twice. This has been done in order to combine data from PTEs providing electronic single data returns and those providing paper-based returns.

In 2003, around three quarters of Māori PTEs were not eligible for Student Component funding and over half the students attended these providers. In general, they were small providers, with half of them having fewer than 23 students.

**TABLE 6.11: MĀORI PRIVATE TRAINING ESTABLISHMENTS BY TYPE OF PROVIDER AND NUMBER OF STUDENTS AS AT 31 JULY 2003**

Number of students	Degree granting	Student Component funded – Non-degree granting	Not receiving Student Component funding
200+	1	2	-
100-299	2	-	3
50-99	1	9	13
25-49	1	8	24
15-25	-	4	26
Fewer than 15	-	6	22
<b>Total number of providers</b>	<b>5</b>	<b>29</b>	<b>88</b>
<b>Total number of students</b>	<b>682</b>	<b>2,056</b>	<b>2,780</b>
<b>Median number of students</b>	<b>135</b>	<b>31</b>	<b>22.5</b>

Notes:

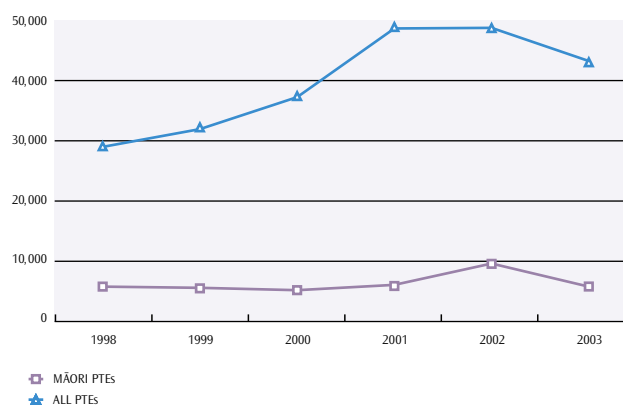
<sup>1</sup> Data relates to domestic students enrolled as at 31 July 2003.

<sup>2</sup> Data excludes all non-formal learning and on-job industry training.

There were 34 providers in 2003 that were eligible for Student Component funding. Of these, five were approved to grant degrees. The degree-granting providers were generally larger, with half having 135 or more students. The other Student Component-funded providers were smaller in size, with half having fewer than 31 students.

The total enrolment numbers in Māori PTEs have been stable from 1998 to 2003, with the exception of a significant increase in numbers in 2002. This increase was due to the expansion of Carich Computer Training Centre Ltd in that year. Carich went into receivership in the following year. The underlying trend in Māori PTE student numbers contrasts with the greater growth and subsequent decline in numbers in the PTE sector overall.

**FIGURE 6.43: TOTAL ENROLMENTS IN MĀORI AND ALL PRIVATE TRAINING ESTABLISHMENTS 1998-2003**



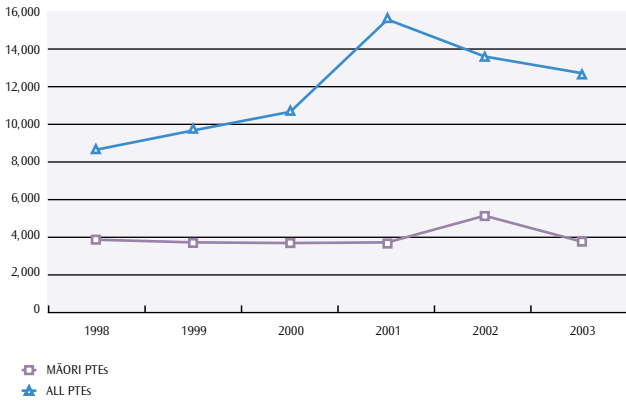
Notes:

<sup>1</sup> Data relates to domestic students enrolled as at 31 July each year.

<sup>2</sup> Data excludes all non-formal learning and on-job industry training.

Māori PTEs account for a much larger proportion of Māori students in the PTE sector, than of all students. In 2003, 29 percent of Māori students enrolled in PTEs were enrolled with a Māori PTE. As with overall student numbers, Māori student numbers in Māori PTEs have been steady, with the exception of 2002.

**FIGURE 6.44: MĀORI ENROLMENTS IN PRIVATE TRAINING ESTABLISHMENTS BY TYPE OF PROVIDER 1998-2003**

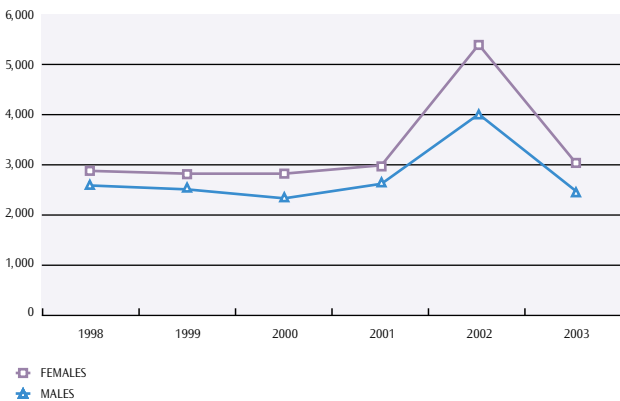


Notes:

- <sup>1</sup> Data relates to domestic students enrolled as at 31 July each year.
- <sup>2</sup> Data excludes all non-formal learning and on-job industry training.

In 2003, 55 percent of students in Māori PTEs were female. From 1998 to 2003, female student numbers in these providers increased by 6 percent overall and male numbers declined by 3 percent overall.

**FIGURE 6.45: ENROLMENTS IN MĀORI PTEs BY GENDER 1998-2003**

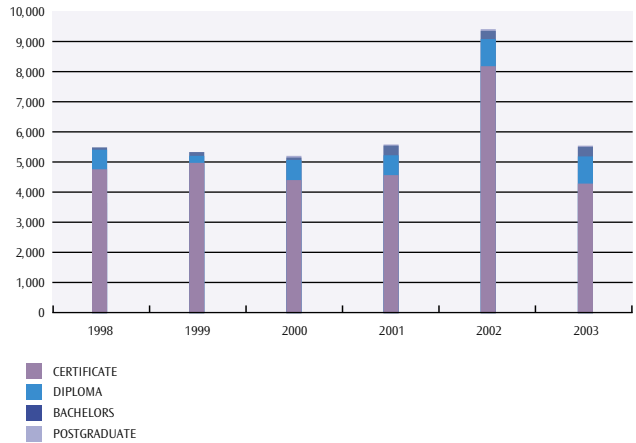


Notes:

- <sup>1</sup> Data relates to domestic students enrolled as at 31 July each year.
- <sup>2</sup> Data excludes all non-formal learning and on-job industry training.

As at 31 July 2003, 77 percent of students in Māori PTEs were studying for certificate-level qualifications. A further 17 percent were enrolled in diploma-level qualifications.

**FIGURE 6.46: ENROLMENTS IN MĀORI PTEs BY HIGHEST LEVEL OF STUDY 1998-2003**



Notes:

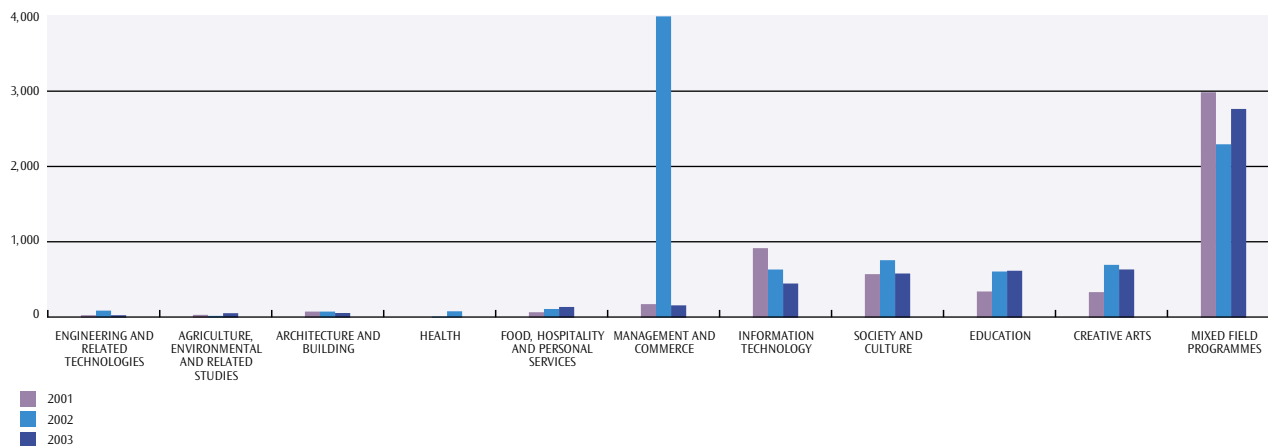
- <sup>1</sup> Data relates to domestic students enrolled as at 31 July each year.
- <sup>2</sup> Data excludes all non-formal learning and on-job industry training.

Māori PTEs had a significant role in terms of providing bachelors and postgraduate qualifications for Māori within the PTE sector. There were 203 Māori bachelor-level students in Māori PTEs as at 31 July 2003. These students made up 75 percent of Māori bachelor students across all PTEs. Similarly, five of the seven Māori masters students studying in PTEs were enrolled in Māori PTEs.

Half the students enrolled in Māori PTEs as at 31 July 2003 were enrolled in mixed field programmes. This was consistent with the high number of these students that were funded through Training Opportunities and Youth Training, which have a primary focus on literacy, numeracy and employment skills (which are categorised as mixed field programmes). The next most popular fields of study were creative arts, education, and society and culture.

The large number of enrolments in management and commerce in 2002 were at Carich Computer Training Centre Ltd.

FIGURE 6.47: ENROLMENTS IN MĀORI PTES BY FIELD OF STUDY OF QUALIFICATIONS 2001-2003



Notes:

- <sup>1</sup> Data relates to domestic students enrolled as at 31 July 2003.
- <sup>2</sup> Data excludes all non-formal learning and on-job industry training.

CASE STUDY

TŪRANGA ARARAU – PROVIDING SKILLS, KNOWLEDGE AND QUALIFICATIONS FOR TŪRANGANUI Ā KIWA

Tūranga Ararau is the iwi tertiary education provider of Te Rūnanga o Tūranganui ā Kiwa. It was established 'to provide and promote the skills, knowledge and qualifications to enable iwi to manage, advance and control cultural and economic resources being the land, the forests, the sea and most importantly, our people'.

**Ka whai mana te Iwi mā te matatau i roto i ngā akoranga**  
*Empowering Iwi Through Responsive Learning*

Tūranga Ararau had a total of 195 students enrolled at 31 July 2003. Courses cover a range of areas relating to local iwi development, such as farming, forestry, fishing, aquaculture, computing, business and management, Māori performing and visual arts, Māori tourism, te reo Māori, tikanga ā iwi, hau ora and literacy.

It provides national qualifications from levels 1 to 6, increasingly complemented by diploma and degree-level programmes, some of which are delivered in partnership with other providers. Funding comes from a range of training programmes as well as Student Component funding. Tūranga Ararau also works in partnership with local development bodies to provide Enterprise Training, funded through New Zealand Trade and Enterprise.

Sources: www.turanga-ararau.org.nz and Tūranga Ararau, Charter 2004.

### THE WORLD INDIGENOUS NATIONS HIGHER EDUCATION CONSORTIUM

The World Indigenous Nations Higher Education Consortium, WINHEC, was launched with the signing of the Declaration on Indigenous Peoples' Higher Education in Alberta, Canada, in August 2002. It was founded in association with the World's Indigenous Peoples Conference on Education (WIPCE).

The concept and the desire to form a world indigenous higher education body were not new. A number of meetings and discussions over the years took place to ascertain whether the concept was worth pursuing. These meetings included the WIPCE conferences in 1996 and 1999, which led to the development of a proposal in 2000 for an international accreditation system for indigenous programmes and institutions. The outcome was WINHEC.

The founding members of WINHEC were the wānanga of New Zealand, the states of Hawaii and Alaska, the American Indian Higher Education Consortium of the United States, Canada, Saamiland (North Norway) and Australia.

The purpose of a world indigenous higher education body is to build partnerships between indigenous peoples which will:

- help in the advancement of indigenous ways of knowing and thinking, and indigenous education, philosophy and research
- protect and enhance indigenous spiritual beliefs, culture and languages through higher education
- advance the social, economic and political status of indigenous peoples and contribute to the wellbeing of indigenous communities through higher education
- create an accreditation body for indigenous higher education initiatives and systems
- recognise the significance of indigenous education
- create a global network for sharing knowledge through an indigenous higher education consortium, and
- recognise the educational rights of indigenous peoples.

Current WINHEC projects include a WINHEC accreditation authority, the constitution, immigration and educational/cultural exchange, distance learning and telecommunications, research, international funding and indigenous studies. The bulk of WINHEC's work is undertaken by working groups.

The Executive Chair and head office of WINHEC are held for a three-year term by one of the participating nations. Currently Turoa Royal of Te Taihū o Nga Wānanga is the Executive Chairperson while the head office is located at the Porirua campus of Te Wānanga o Aotearoa. New Zealand will be the venue for the next WINHEC conference in 2005.

#### RESEARCH WITHIN MĀORI PROVIDERS

There were four Māori providers who submitted research portfolios for PBRF quality evaluation – Anamata (two staff), Te Wānanga o Aotearoa (70 staff), Te Whare Wānanga o te Pihopatanga o Aotearoa (13 staff) and Whitecliffe College of Arts and Design (24 staff). These represented a total of 98 FTE staff.

The portfolios from these three organisations were submitted across a range of subject areas. There were 30 FTE staff assessed by the Māori Knowledge and Development Panel, a further 18 assessed by the Education Panel and the rest assessed by panels covering management and business, performing and visual arts, theology, sport and exercise, and sociology and social policy.

Out of the 98 FTE staff, none were assessed as 'A', one was assessed as 'B' and 14 as 'C'. The remaining 82 were assessed as 'R'. This reflected the number of new research staff in these organisations as well as the small size of two of the organisations.