

# chapter seven

PASIFIKA PEOPLES IN TERTIARY EDUCATION

**Pasifika Peoples' Inclusion and Development in Tertiary Education**

## INTRODUCTION

The government's Pasifika Education Plan and the Tertiary Education Strategy 2002/07 put forward clear goals for tertiary education for Pasifika peoples. These include increased participation, retention and achievement across all levels in tertiary education over the next five years, linking to the government's broader economic and aspirational development plans for Pasifika peoples in New Zealand. Two years after the development of the Pasifika Education Plan, this chapter reviews the latest trends in tertiary education for Pasifika peoples.

## THE PASIFIKA EDUCATION PLAN AND TERTIARY EDUCATION STRATEGY

The Pasifika Education Plan for the five years 2001 to 2006 was launched in April 2001. It set the following goals:

- increase Pasifika peoples' participation in tertiary education at all levels
- improve Pasifika peoples' achievement in tertiary education – reducing disparity with non-Pasifika peoples completely in 20 years
- improve Pasifika adults' literacy over the next five years, and
- improve Pasifika peoples' access to, and participation in, adult and community education and vocational education over the next five years.

The plan set targets for participation of Pasifika peoples in tertiary education institutions (TEIs) at 5.3 percent of all students by 2002, 6.0 percent by 2004 and 6.6 percent by 2006. Further, it aims to improve reporting from providers so that progress on participation can be better measured.

Another goal is to increase the number of Pasifika qualification completions at diploma level and above. The targets are 5.0 percent of total completions by Pasifika by 2002, 5.6 percent by 2004 and 6.2 percent by 2006.

The plan also aims to increase Pasifika peoples' attainment of qualifications above level 3 on the National Qualifications Framework (NQF) so that they are achieving at the same level as non-Pasifika peoples by 2005.

The plan sets goals for increasing TEIs' responsiveness to Pasifika peoples and has aims for increased financial support for Pasifika peoples. It also establishes goals for adult literacy programmes for Pasifika peoples.

The goals and targets that are outlined in the Pasifika Education Plan are integrated with Strategy Five of the TES. This strategy, entitled *Educate for Pacific Peoples' Development and Success*, set the vision for Pasifika peoples by 2007:

'By 2007, the goals of the Pasifika Education Plan will have been achieved, and both the participation and achievement of Pacific peoples will be significantly higher. The tertiary education system will have developed a greater sense of responsibility for understanding and meeting the needs of Pacific peoples, and

will ensure that more Pacific students gain high-level generic and specialist skills, become effective participants in their communities and key contributors to both Pacific peoples' and New Zealand's social wellbeing and economic development.'

Specifically, the Strategy includes four objectives:

### Objective 25

Pacific learners are encouraged and assisted to develop skills that are important to the development of both the Pacific and New Zealand.

### Objective 26

A tertiary education system that is accountable for improved Pacific learning outcomes and connected to Pacific economic aspiration.

### Objective 27

Pasifika for Pasifika education services are assisted to grow their capability and enhance Pasifika peoples' learning opportunities.

### Objective 28

There is an increased proportion of Pacific staff at all levels of decision-making in the tertiary education system.

## PASIFIKA PEOPLES' PARTICIPATION IN TERTIARY EDUCATION

### RECENT TRENDS IN PASIFIKA PARTICIPATION

The methodology used to report on students has changed since the publication of *Profile & Trends 2002*. The figures quoted in the chapter now use the 'total response' method of reporting for years 1999 to 2003<sup>1</sup>.

In the total response method, the number recorded for each of the characteristics of ethnic group, field of study, level of study and sub-sector include those who cited multiple responses to each characteristic. This survey now also counts the number of unique students who enrolled at any time during the year as opposed to the previously-used 31 July snapshot number, thus eliminating the over-counting of multi-provider enrolments and providing a more accurate count.

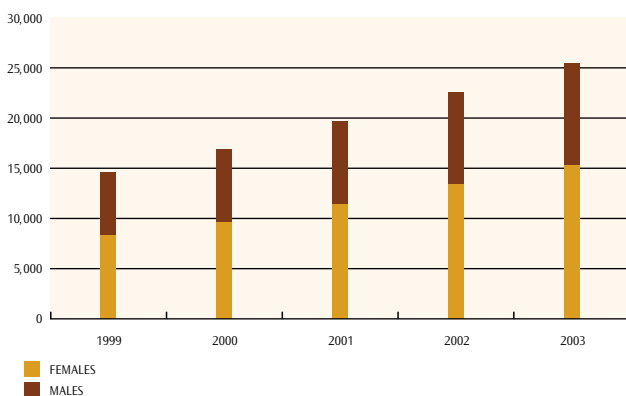
<sup>1</sup> The previous method of reporting ethnicity was called 'single prioritised ethnicity'. Under that method, a priority ranking is placed on each of the ethnic groups. Each student who identifies with more than one ethnicity is assigned to the highest ranked of those ethnic groups.



This new way of counting provides an opportunity to profile more accurately all of those tertiary education students who identify as being of Pasifika ethnicity. The 1999 to 2003 period used in time series of data in this chapter reflects the availability of separately-reported data from the private training establishments (PTEs) and other tertiary education providers (OTEPs) sectors from 1999 onwards. However, qualifications completion data for both PTEs and OTEPs is only available from 2000 onwards. The numbers presented in this chapter show some significant changes from the snapshot data used in previous reports, as a result of the change in reporting method, and hence will be an important consideration in future policy development.

In 2003, there were 25,402 Pasifika people formally enrolled as domestic students<sup>2</sup>. This was an increase of 2,905 or 12.9 percent on 2002. Over the past five years, the number of domestic Pasifika students in tertiary education increased by 73.3 percent, from 14,660 in 1999 to 25,402 in 2003.

**FIGURE 7.1: FORMALLY ENROLLED PASIFIKA STUDENTS BY GENDER 1999-2003**



**Notes:**

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

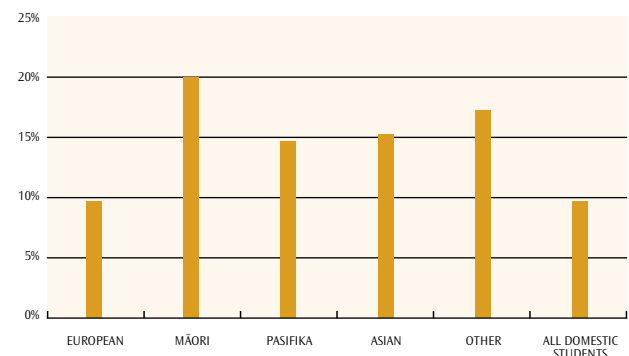
<sup>2</sup> This excludes students with no reported ethnic group and all international students.

In 2003, the proportion of Pasifika students in the student population was 5.9 percent and this was greater than their representation of 5.5 percent in the general population (5.5 percent of the population aged 15 and over in New Zealand being of Pasifika ethnicity). The target for Pasifika participation in 2002 set in the Pasifika Education Plan was for Pasifika students to comprise 5.3 percent of TEI students by 2002, rising to 6.0 percent in 2004. Those targets, however, were based on 31 July snapshot data on a prioritised basis. The 2003 figure for Pasifika participation based on that method of reporting was 4.7 percent.

While the actual proportion of Pasifika students only grew from 4.9 percent of the total student population in 1999 to 5.9 percent in 2003, this apparently modest rise is a reflection of the very strong rise in the share of Māori students and, therefore, obscures the underlying strong growth in actual enrolment numbers by Pasifika. Between 1999 and 2003, the number of Māori students increased 104.2 percent, and their share increased from 15.1 percent in 1999 to 21.4 percent in 2003.

The increase of 10,742 Pasifika students (or 73.3 percent) since 1999 was less than that of Māori (104.2 percent) in relative terms, but significantly more than that of non-Pasifika students (43.0 percent).

**FIGURE 7.2: AVERAGE ANNUAL GROWTH IN DOMESTIC STUDENTS BY ETHNIC GROUP 1999-2003**

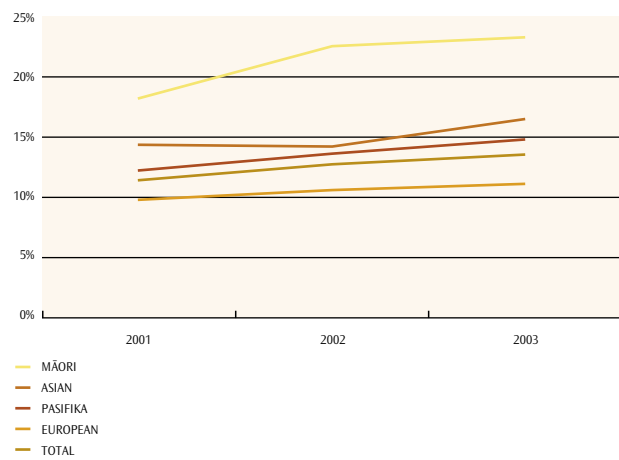


**Notes:**

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

The rate of participation for students affiliating with the Pasifika ethnic groups rose from 12.2 percent of Pasifika peoples aged 15 and over in 2001 to 14.7 percent in 2003, surpassing that of the total student rate of 13.4 percent.

**FIGURE 7.3: RATE OF PARTICIPATION BY PASIFIKA AND OTHER ETHNIC GROUPS 2001-2003**



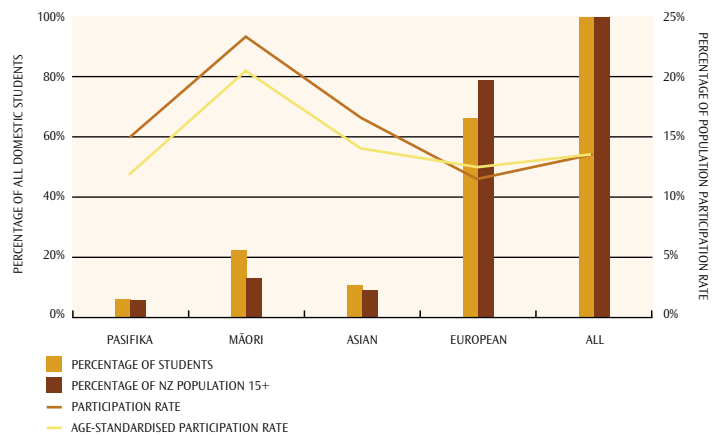
**Notes:**

- 1 Data relates to students enrolled with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- 2 Data relates to domestic students enrolled at any time during the year.
- 3 Data excludes all non-formal learning, on-job industry training and PTEs and OTEPs that neither received tuition subsidies nor were approved for student loans and/or allowances.
- 4 The participation rate is the percentage of the population aged 15 and over who were enrolled at any time during the year.
- 5 Students who identify with more than one ethnic group have been counted in each group. Consequently, the sum of the rates in each group may not add to the total rate.
- 6 Total rate includes those students whose ethnic group is unknown.

Like the Māori and Asian populations, the Pasifika population is younger on average than the population as a whole. If these rates are adjusted for this age difference, the rate of participation was 11.7 percent, less than the total student rate of 13.4 percent<sup>3</sup>. The difference was more marked at higher levels of study, where Pasifika students participated at 79 percent of the sector-wide degree-level rate, and just 46 percent of the sector-wide postgraduate rate. The involvement of Pasifika peoples in higher levels of study is discussed later in this chapter.

<sup>3</sup> For more information on age-standardised participation rates see Ministry of Education, *Participation in Tertiary Education 2003*.

**FIGURE 7.4: PARTICIPATION BY PASIFIKA AND OTHER ETHNIC GROUPS 2003**



**Notes:**

- 1 Data relates to students enrolled with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- 2 Data relates to domestic students enrolled at any time during the year.
- 3 Data excludes all non-formal learning, on-job industry training and PTEs and OTEPs that neither received tuition subsidies nor were approved for student loans and/or allowances.
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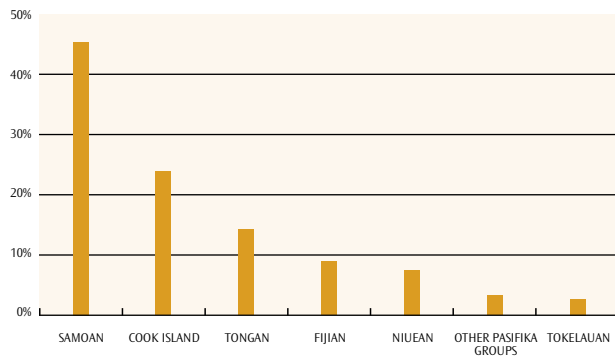
**THE ETHNIC MAKE-UP OF PASIFIKA STUDENTS**

Six ethnic groups comprise over 97 percent of all domestic Pasifika students enrolled in tertiary education. Of these, most are Samoan, with a total of 11,487 students, or 45.2 percent of the 25,402 domestic Pasifika students enrolled, in 2003.

A further 24.8 percent were Cook Island, and a further 14.1 percent were Tongan. Together, these three groups comprised 83.1 percent of all Pasifika students in 2003. One in 11 Pasifika students (8.9 percent, or 2,263) were Fijian, and slightly fewer than a thousand (1,902, or 7.5 percent) were Niuean. There were 684 students of Tokelauan ethnicity, with the remaining (828, or 3.3 percent) belonging to other Pasifika ethnic groups. This distribution has remained approximately the same since 1998, although the proportion of Samoans has dropped slightly.



**FIGURE 7.5: DISTRIBUTION OF DOMESTIC PASIFIKA STUDENTS BY PACIFIC ETHNIC GROUP 2003**

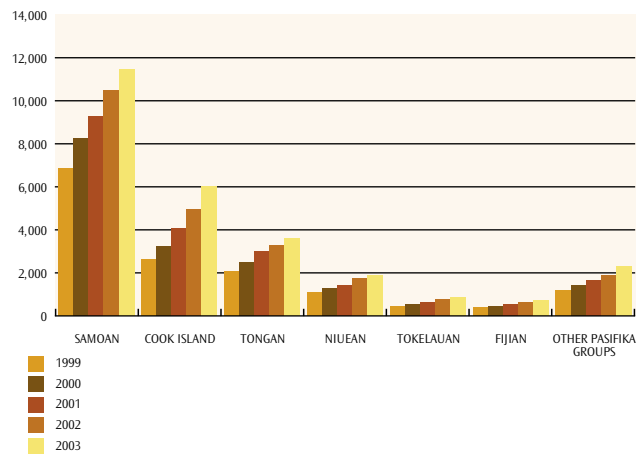


**Notes:**

- <sup>1</sup> Data relates to students enrolled with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>2</sup> Data relates to domestic students enrolled at any time during the year.
- <sup>3</sup> Data excludes all non-formal learning, on-job industry training and PTEs and OTEPs that neither received tuition subsidies nor were approved for student loans and/or allowances.
- <sup>4</sup> Students report only one sub-Pasifika group ethnicity and hence are not reported in other sub-Pasifika groups.

While, overall, the number of domestic Pasifika students grew by 73.3 percent (or 10,742 students) between 1999 and 2003, the pattern of growth varied across different Pasifika groups. Numerically, Samoan students represented the largest increase, accounting for 43 percent of the total growth in Pasifika students since 1999. However, in relative terms, the number of Samoan students increased the least, with Cook Island students increasing the fastest, from 2,603 in 1999 to 6,037 in 2003, an increase of 131.9 percent. Notably, the number of students from other Pasifika groups studying in New Zealand has been increasing quickly over the last five years.

**FIGURE 7.6: TRENDS IN PASIFIKA STUDENT NUMBERS 1999-2003**



**Notes:**

- <sup>1</sup> Data relates to students enrolled with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>2</sup> Data relates to domestic students enrolled at any time during the year.
- <sup>3</sup> Data excludes all non-formal learning, on-job industry training and PTEs and OTEPs that neither received tuition subsidies nor were approved for student loans and/or allowances.
- <sup>4</sup> Students report only one sub-Pasifika group ethnicity and hence are not reported in other sub-Pasifika groups.

**PASIFIKA PARTICIPATION BY SUB-SECTOR**

Of the 25,402 domestic Pasifika students enrolled in 2003, 19,617 (or 77.2 percent) were at tertiary education institutions (TEIs), 6,259 (24.6 percent) were at private training establishments (PTEs) and 301 (1.2 percent) attended other tertiary education providers (OTEPs). The proportion of Pasifika students studying at PTEs was the highest of all ethnic groups, and compares with 19.3 percent for the other ethnicities group, 17.5 percent for Māori and 13.7 percent of all students. The 6,259 domestic Pasifika students made up 10.7 percent of the domestic student body in PTEs, whereas domestic Pasifika students made up 5.2 percent of the domestic students in TEIs.

In 2002, there was a noticeable shift in growth of Pasifika enrolments away from PTEs to wānanga. While growth in Pasifika numbers at wānanga continued in 2003, the increase was not as great. The number of Pasifika students at PTEs in 2003 was roughly the same as in 2001. Pasifika students at PTEs increased annually by 43.0 percent between 1999 and 2001, but there was a 7.1 percent decrease between 2001 and 2002, probably as a result of both the moratorium on new funding at PTEs and the success of Te Wānanga o Aotearoa in attracting Pasifika students.

Pasifika student numbers at wānanga increased by 284.7 percent, 162.9 percent and 46.7 percent in the years 2001, 2002 and 2003, respectively. Pasifika students contributed to the significant growth at wānanga with this sub-sector's total enrolments increasing by 397.3 percent in 2001, 213.1 percent in 2002 and 37.2 percent in 2003. Around 15.5 percent of Pasifika students (3,932) were enrolled at a wānanga in 2003, up from 0.7 percent in 1999.

TABLE 7.1: DISTRIBUTION OF PASIFIKA STUDENTS BY SUB-SECTOR 1999-2003

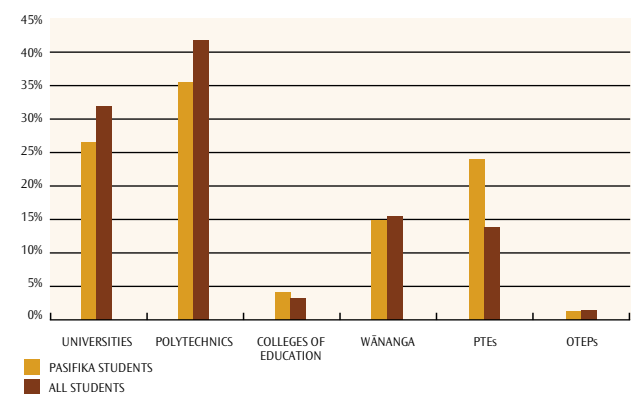
	1999	2000	2001	2002	2003
Universities	31.1%	30.7%	28.5%	27.8%	25.7%
Polytechnics	33.7%	34.2%	31.5%	31.1%	34.6%
Colleges of Education	4.6%	4.8%	4.4%	4.3%	4.3%
Wānanga	0.7%	1.1%	4.7%	12.7%	15.5%
Private training establishments	29.6%	29.2%	31.5%	25.6%	24.6%
Other tertiary education providers	1.4%	1.6%	1.7%	1.9%	1.2%

Notes:

- <sup>1</sup> Data relates to students enrolled with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>2</sup> Data relates to domestic students enrolled at any time during the year.
- <sup>3</sup> Data excludes all non-formal learning, on-job industry training and PTEs and OTEPs that neither received tuition subsidies nor were approved for student loans and/or allowances.
- <sup>4</sup> Students who enrolled in more than one sub-sector have been counted in each sub-sector. Consequently, the sum of each sub-sector adds to more than 100 percent.

However, the most popular place for Pasifika to study is still the polytechnics. In 2003, over a third (8,788, or 34.6 percent) of domestic Pasifika students were enrolled at polytechnics. The polytechnics' share of Pasifika enrolments had been declining in 2001 and 2002, but increased in 2003 when their enrolments grew by over one quarter (25.7 percent). While there was a slight increase of 4.7 percent (296) in Pasifika student enrolments at universities, this sub-sector's share of Pasifika enrolments continued to decline (from 31.1 percent in 1999 to 25.7 percent in 2003). While, numerically, there are more Pasifika students at polytechnics than any other sub-sector, Pasifika students are still under-represented there when compared with the percentage of all students attending polytechnics. Overall, 41.6 percent of all domestic students were enrolled at a polytechnic in 2003, compared with 34.6 percent for Pasifika students.

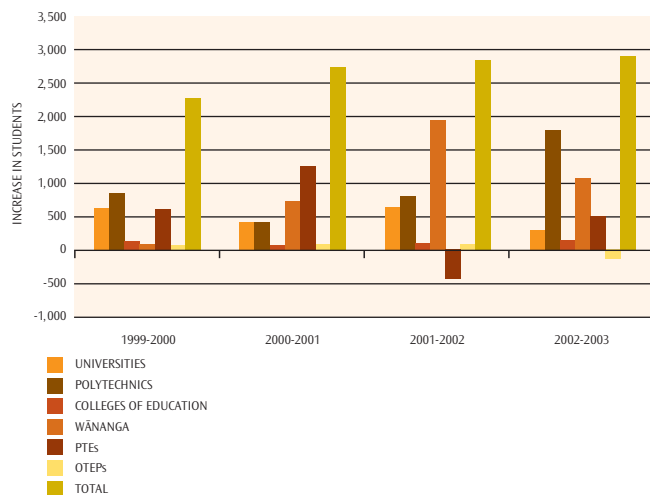
FIGURE 7.7: DISTRIBUTION OF STUDENTS BY SUB-SECTOR 2003



Notes:

- <sup>1</sup> Data relates to students enrolled with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>2</sup> Data relates to domestic students enrolled at any time during the year.
- <sup>3</sup> Data excludes all non-formal learning, on-job industry training and PTEs and OTEPs that neither received tuition subsidies nor were approved for student loans and/or allowances.
- <sup>4</sup> Students who enrolled in more than one sub-sector have been counted in each sub-sector. Consequently, the sum of each sub-sector adds to more than 100 percent.

**FIGURE 7.8: CONTRIBUTION OF EACH SUB-SECTOR TO GROWTH IN PASIFIKA STUDENTS 1999-2003**



**Notes:**

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

**AGE AND GENDER**

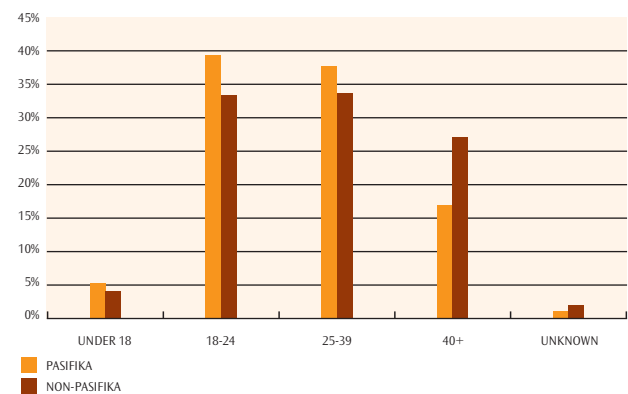
Of the 25,402 Pasifika students enrolled in the tertiary education sector in 2003, 15,190 (or 59.8 percent) were women, compared with the sector as a whole, where 56.9 percent were women. An estimated 17.3 percent of all Pasifika women aged 15 and over were enrolled, compared with 12.1 percent of Pasifika men and 14.9 percent of all women aged 15 and over.

Participation by Pasifika women in tertiary education has grown considerably over the last few years. The number of enrolments by Pasifika women grew by 84.3 percent between 1999 and 2003, while enrolments by Pasifika men grew by 59.2 percent over the same period.

In particular, wānanga have been successful in attracting female Pasifika students. Of the 3,932 Pasifika students at wānanga, seven in ten (2,715) were women. The majority of this growth has occurred since 2001.

Pasifika students are younger than students of other ethnic groups with 44.6 percent of Pasifika students under the age of 25, compared with 37.3 percent for non-Pasifika students. This, in part, reflects the younger age structure of the Pasifika population in general, where 56.0 percent of the Pasifika population are under 25, compared with 36.4 percent for all New Zealanders.

**FIGURE 7.9: DISTRIBUTION OF PASIFIKA AND NON-PASIFIKA STUDENTS BY AGE GROUP 2003**



**Notes:**

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

The younger age structure of Pasifika acts to increase the overall rate of Pasifika peoples in tertiary education. Overall, 14.7 percent of Pasifika peoples aged 15 and over were enrolled in tertiary education in 2003, compared with 13.4 percent for the population in general. However, the rate of participation for 18 to 24-year-old Pasifika peoples was 30.1 percent, compared with 36.3 percent for all New Zealand 18 to 24-year-olds. When age differences are taken into account, their rate of participation in total was lower at 11.7 percent<sup>4</sup>.

However, 16.8 percent of Pasifika students are 40 years and older, compared with 27.0 percent of non-Pasifika students. Older Pasifika people were participating at a slightly higher rate at 7.0 percent, compared with 6.6 percent for all New Zealanders aged 40 and over.

<sup>4</sup> For more information on age-standardised participation rates see Ministry of Education, *Participation in Tertiary Education 2003*.

Considering enrolments by the number of equivalent full-time student (EFTS) units consumed, the distribution of Pasifika students by study load is roughly the same for both Pasifika men and women. Pasifika men were slightly more likely to undertake programmes of study with an EFTS load of less than 0.39 (24.0 percent) than Pasifika women (19.6 percent).

In 2003, nearly 80 percent of Pasifika students and 71 percent of non-Pasifika were studying at sub-degree level.

While a higher proportion of Pasifika students than non-Pasifika students are studying at sub-degree level, the gap has narrowed, partly as a result of very strong growth in sub-degree enrolments by other ethnic groups. In 1999, 70.8 percent of Pasifika students were studying at sub-degree level, compared with 55.0 percent of non-Pasifika. The corresponding figures for 2003 were 79.7 percent and 71.0 percent, respectively. Much of this growth can be attributed to the success of wānanga in engaging first-time learners who have never attended tertiary education and have achieved low-level or no secondary school qualifications. The male-female split of Pasifika students at each level broadly matches that of the sector as a whole.

#### LEVEL OF STUDY

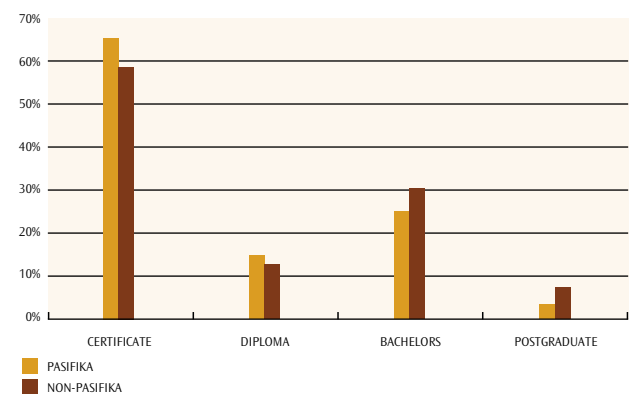
Pasifika students are more likely to be studying at certificate and diploma level than other groups (except Māori). In 2003, 79.7 percent of domestic Pasifika students were enrolled at sub-degree level (certificate and diploma), compared with 71.0 percent for non-Pasifika students, and 93.8 percent for Māori students.

A total of 20,244 Pasifika students were enrolled in sub-degree-level qualifications at tertiary education providers in 2003. Of these, 14,133 (69.7 percent) were enrolled in TEIs, 6,339 (31.3 percent) were enrolled in PTEs, and 270 (1.3 percent) were enrolled in OTEPs<sup>5</sup>. This compares with 82.7 percent, 18.2 percent, and 1.6 percent for non-Pasifika students at TEIs, PTEs and OTEPs, respectively.

<sup>5</sup> Students who were enrolled in more than one sub-sector have been counted in each sub-sector. Consequently, the sum of each sub-sector may not add to the total number of students.

While 5.9 percent of all domestic students with a reported ethnic group were Pasifika students, 6.6 percent of all students at sub-degree level were Pasifika students. The number of Pasifika students studying at this level increased by 3,125 from 2002, and the relative proportion studying at this level steadily increased from 70.8 percent in 1999 to 79.7 percent in 2003.

**FIGURE 7.10: DISTRIBUTION OF PASIFIKA AND NON-PASIFIKA STUDENTS BY LEVEL OF QUALIFICATION 2003**

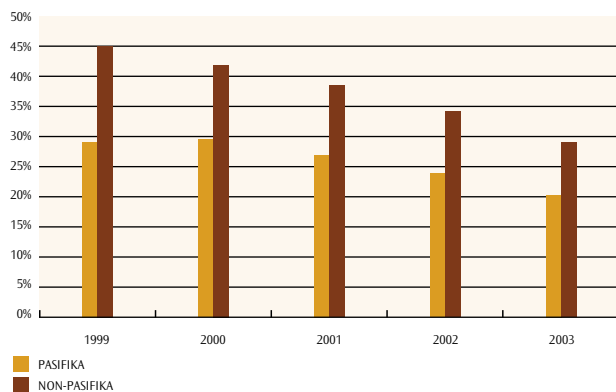


#### Notes:

- <sup>1</sup> Students who are enrolled in more than one qualification category have been counted in each category.
- <sup>2</sup> Data relates to students enrolled with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>3</sup> Data relates to domestic students enrolled at any time during the year.
- <sup>4</sup> Data excludes all non-formal learning, on-job industry training and PTEs and OTEPs that neither received tuition subsidies nor were approved for student loans and/or allowances.

In other groups, there has been a trend towards higher-level study, except for Māori where sub-degree-level students as a proportion of all Māori students has risen since 2000. Much of the growth in Pasifika student numbers, at least up to 2001, has been due to the success of PTEs in attracting more Pasifika peoples into tertiary study. From 2001, there has been a shift away from PTEs to wānanga, in particular to Te Wānanga o Aotearoa, and, more recently, polytechnics experienced strong growth in Pasifika student numbers in 2003 (up 25.7 percent). Such success by these sub-sectors has seen the proportion of enrolments in certificate-level qualifications increase and the proportion of enrolments in postgraduate-level qualifications decrease.

**FIGURE 7.11: DISTRIBUTION OF PASIFIKA AND NON-PASIFIKA STUDENTS AT DEGREE LEVEL AND ABOVE 1999-2003**



**Notes:**

- <sup>1</sup> Students who are enrolled in more than one qualification category have been counted in each category.
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- <sup>3</sup> Data relates to domestic students enrolled at any time during the year.
- <sup>4</sup> Data excludes all non-formal learning, on-job industry training and PTEs and OTEPs that neither received tuition subsidies nor were approved for student loans and/or allowances.

The proportion of domestic Pasifika students in postgraduate-level study is less than half the level for non-Pasifika students. Only 3.3 percent of all domestic Pasifika students studied at the postgraduate level, compared with 7.2 percent of non-Pasifika students. Whereas numbers have risen for both groups since 1999, Pasifika students are the second least likely ethnic group (2.7 percent of all domestic Māori students studied at postgraduate level in 2003) to participate in postgraduate study and only participate in postgraduate study at half the rate of all students.

As with all levels of study, women are more likely to be studying at postgraduate level, for both Pasifika students and non-Pasifika students. Three and a half percent of Pasifika women were studying at postgraduate level in 2003, compared with 2.9 percent of Pasifika men, 7.5 percent of non-Pasifika women and 6.8 percent of non-Pasifika men.

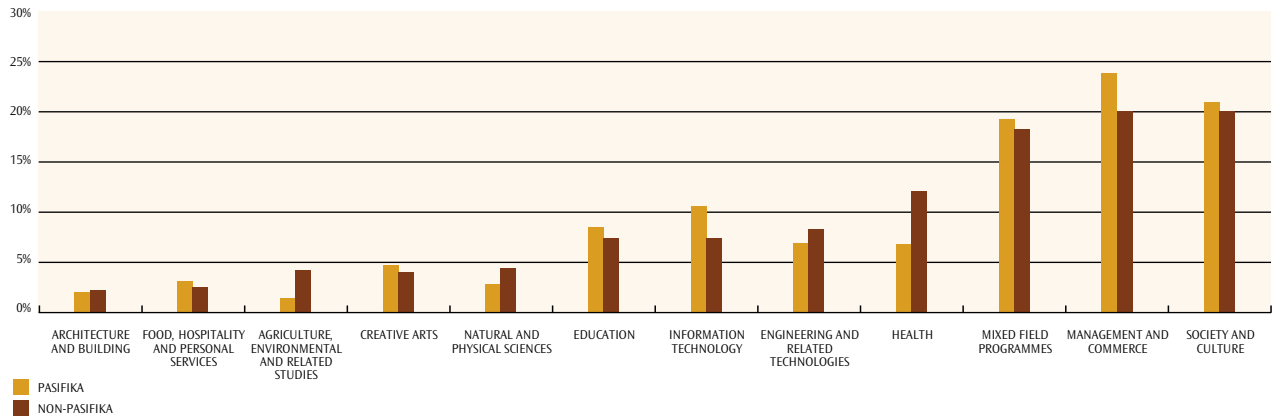
**FIELD OF STUDY**

As for non-Pasifika students in 2003, study in management and commerce, and society and culture were the most popular broad fields of study in 2003, with 44.9 percent of all Pasifika students studying in these groups of fields. Study in the broad field of society and culture includes law, economics, philosophy, sociology, history, language studies, human welfare support and services, and sport and recreation.

While these were the two most popular fields of study, Pasifika were slightly more likely to be studying either than non-Pasifika. There were also proportionately more Pasifika students studying education and information technology, but proportionately fewer studying health, natural and physical sciences, and agriculture and environmental studies.

While female Pasifika participation was generally higher overall than that for men, male participation was higher in engineering and architecture. However, female Pasifika participation was over twice that for men in education and health.

FIGURE 7.12: DISTRIBUTION OF PASIFIKA AND NON-PASIFIKA STUDENTS BY FIELD OF STUDY 2003



Notes:

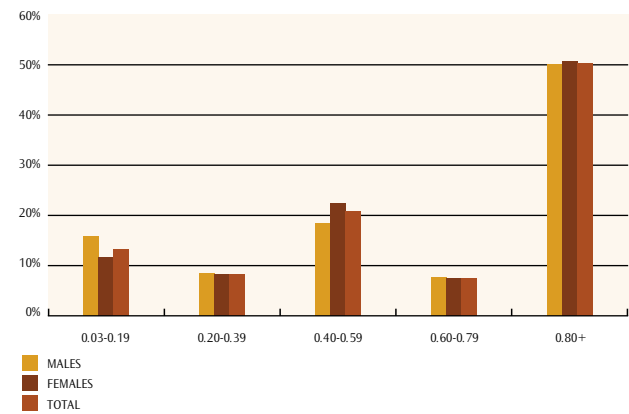
- <sup>1</sup> Students who studied in more than one field of study have been counted in each field.
- <sup>2</sup> Data relates to students enrolled with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>3</sup> Data relates to domestic students enrolled at any time during the year.
- <sup>4</sup> Data excludes all non-formal learning, on-job industry training and PTEs and OTEPs that neither received tuition subsidies nor were approved for student loans and/or allowances.

Pasifika students enrolled at universities and polytechnics are more likely to participate in the fields of management and commerce, society and culture, engineering, and information technology. Those enrolled at wānanga and PTEs are more likely to participate in the fields of management and commerce, society and culture, and mixed field programmes. Enrolments in mixed field programmes increased significantly in 2003 and include, for example, a number of foundation-related programmes, including literacy and numeracy, employment-related skills training, and social and life skills-related training.

**NATURE OF ATTENDANCE**

Taking 0.8 EFTS or more as a full-time study load for a full year, Pasifika students are more likely to be studying on a full-time, full-year basis than non-Pasifika students. In 2003, over half of all Pasifika students were enrolled in qualifications with an EFTS value of 0.8 or more, which is greater than that for the whole student population, where 42 percent were enrolled in qualifications with an EFTS value of 0.8 or more. The average EFTS study load for Pasifika students (0.75 EFTS) also exceeded that of all students in 2003 (0.65 EFTS).


FIGURE 7.13: DISTRIBUTION OF PASIFIKA STUDENTS BY STUDY LOAD AND GENDER 2003



Notes:

- <sup>1</sup> Study load relates to the total equivalent full-time student value of all qualifications enrolled in during the year.
- <sup>2</sup> Data relates to students enrolled with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>3</sup> Data relates to domestic students enrolled at any time during the year.
- <sup>4</sup> Data excludes all non-formal learning, on-job industry training and PTEs and OTEPs that neither received tuition subsidies nor were approved for student loans and/or allowances.





There has been a 122.9 percent increase in Pasifika students enrolling in full-time study over the last five years, up from 5,743 students in 1999 to 12,799 in 2003, with women comprising over 60 percent of them – a reflection of their greater participation in tertiary education than their male counterparts. While there has also been strong growth in part-time enrolments, particularly in programmes with a 0.40 to 0.59 study load (an increase of 119.3 percent), the growth in the numbers of full-time, full-year Pasifika students has occurred at a faster rate. Hence, the share of Pasifika full-time enrolments has grown from 39.2 percent in 1999 to 50.4 percent in 2003.

Polytechnics enrolled the most Pasifika students in part-time study (5,478) in 2003, while universities enrolled the most Pasifika students in full-time study (4,015) followed by PTEs (3,558).

Pasifika students were also more likely to be enrolled intra-murally (nearly 80 percent). There were approximately 5,061 Pasifika students who were enrolled extra-murally in 2003. This represented nearly 20 percent of all Pasifika students.

#### **ACTIVITY PRIOR TO STUDY**

Nearly two in five Pasifika students (38.7 percent) who specified their main activity on 1 October of the year prior to study indicated they were working. This was less than the sector proportion of 46.5 percent.

Over one in five Pasifika students (19.3 percent) were unemployed, on a benefit, or not in the labour force in 2002. This was higher than the overall sector proportion of 17.8 percent.

A further 18.0 percent of Pasifika students entered tertiary education directly from secondary school, slightly higher than the proportion for the sector as a whole (16.2 percent). The percentage of Pasifika students who were in tertiary study the year before (12.5 percent) was higher than that of the sector as a whole (11.0 percent).

#### **STUDENTS WITH DISABILITIES**

There were an estimated 1,088 Pasifika students with a disability enrolled in 2003. This represented 4.3 percent of all Pasifika students, less than the sector average of 5.0 percent.

This proportion of Pasifika students with disabilities was also a little less than the European rate of 4.8 percent, and half the rate for Māori students (8.6 percent).

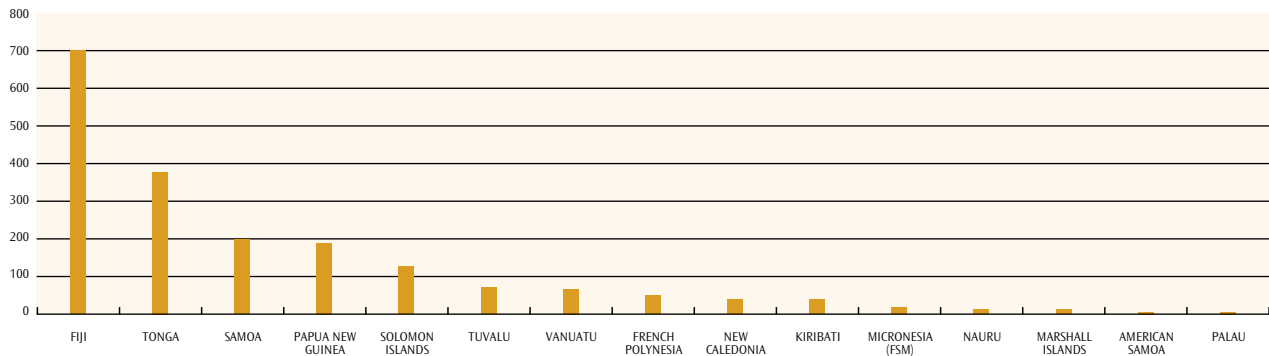
#### **INTERNATIONAL PASIFIKA STUDENTS**

There were 1,887 international students from Pacific nations enrolled in 2003<sup>6</sup>. At 3.0 percent of all international students, international students from Pacific countries were the fourth most common region of origin for international students after Asia (74.4 percent), other regions (9.7 percent) and Europe (6.2 percent).

Of these, Fiji was the most likely country of citizenship for international students from the Pacific with 702, or 37.2 percent enrolled in 2003. Next were Tonga and Samoa with 20.0 and 10.3 percent, respectively, of international students from the Pacific.

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<sup>6</sup> Excludes students from Niue, Tokelau and Cook Islands, who are considered domestic students for the purposes of qualification for tuition subsidy funding.

**FIGURE 7.14:** INTERNATIONAL PASIFIKA STUDENTS BY COUNTRY OF CITIZENSHIP 2003**Notes:**

- <sup>1</sup> Students report only one country of citizenship and hence are not reported in other citizenship groups.
- <sup>2</sup> Data relates to students enrolled with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- <sup>3</sup> Data relates to domestic students enrolled at any time during the year.
- <sup>4</sup> Data excludes all non-formal learning, on-job industry training and PTEs and OTEPs that neither received tuition subsidies nor were approved for student loans and/or allowances.

## PASIFIKA PARTICIPATION IN WORKPLACE LEARNING AND FOUNDATION EDUCATION

### TRAINING OPPORTUNITIES AND YOUTH TRAINING PROGRAMMES

Training Opportunities and Youth Training are the largest targeted foundation education programmes funded by the government. These programmes are designed to enable young people to continue their education and to provide a platform for higher learning or employment. The Tertiary Education Commission manages both programmes. Six percent of providers delivering these programmes identify themselves as Pasifika providers.

During 2003, there were 324 providers offering Youth Training programmes. Just over 11 percent (1,322) of the 11,887 trainees were Pasifika students, a slight increase on the previous three years. Approximately 42 percent of Pasifika trainees moved into employment following their participation in Youth Training programmes, while 25.8 percent progressed on to further training or education. This compares with 46.8 and 24.1 percent of all trainees who completed Youth Training programmes.

Pasifika learners in Training Opportunities programmes have also had a significant improvement in positive outcomes over recent years. In 2003, of the 18,962 trainees participating in Training Opportunities programmes, 2,160 (11.4 percent) were Pasifika learners. Approximately 63 percent of Pasifika Training Opportunities trainees achieved employment or further education and training within two months of leaving the programme in 2003. Of these, 46.4 percent of the trainees moved into further employment, while 16.9 percent progressed on to further training or education outside the programme. This compares with 49.6 and 15.5 percent, respectively, of all trainees who completed Training Opportunities programmes.

### SKILL ENHANCEMENT – TUPULAGA LE LUMANA'I

Skill Enhancement/Tupulaga Le Lumana'i provides a vocational programme for Pasifika youth usually aged below 25 years and who hold qualifications of around level 3 on the National Qualifications Framework when they enter, and aims to build on, or extend, these qualifications. During 2003, 21.3 percent of the 1,006 trainees who participated in Skill Enhancement training were Pasifika peoples. Seventy-seven percent of Pasifika students on the programme moved into further training or employment within two months of completing the programme.



## INDUSTRY TRAINING

The industry training system review in 2001 considered the future shape, funding, focus and priorities of industry training in New Zealand. In particular, it looked at how well the system was working and what changes might improve its responsiveness and effectiveness. The strategies identified in the review are now being implemented within industry training.

In June 2003, 4.6 percent of the labour force was Pasifika peoples, while 5.4 percent of industry trainees were Pasifika peoples. Over 56 percent of Pasifika trainees were in level 3 or higher industry training programmes, compared with 53 percent in 2002. The top five industries that Pasifika trainees participated in were engineering, food and manufacturing (20.4 percent), electrotechnology (10.1 percent), forestry (8.7 percent), community support (7.1), and hospitality standards (6.6). Fewer than one in five Pasifika industry trainees were women.

## MODERN APPRENTICESHIPS PROGRAMME

The Modern Apprenticeships programme began in July 2001 as part of the government's Industry Training Strategy. It aims to address barriers to industry training faced by young people, as they have been under-represented in structured industry training. There were 6,259 Modern Apprentices as at 31 December 2003. One hundred and twenty (1.9 percent) were Pasifika peoples (100 men and 20 women), an increase of 31.9 percent from 2002.

The significant under-representation of Pasifika peoples in Modern Apprenticeships is partly a reflection of labour market segmentation. Pasifika peoples have not been widely involved in systematic industry training until recently. Their representation among industry trainees has grown from 2 percent of the total in 1996 to 5.4 percent in 2003. Pasifika peoples are over-represented in unskilled jobs and in the service sector.

In addition, anecdotal evidence suggests that Pasifika youth do not consider apprenticeship-style training as a career path because the concept is not yet familiar to them or their families. This evidence also suggests Pasifika families may currently favour formal tertiary education for their children as a pathway into a career. Industry training organisations (ITOs) and Modern Apprenticeships coordinators continue to promote Modern Apprenticeships among Pasifika communities.

## ACHIEVEMENT OF PASIFIKA LEARNERS

In 2003, 5,561 domestic Pasifika students completed qualifications at tertiary education providers. The largest share of completions occurred at PTEs, which had 1,721 or 30.9 percent of all Pasifika students completing qualifications in 2003. Polytechnics made up a further 27.7 percent (or 1,538 students) of Pasifika completions, universities 20.0 percent (1,112 students), wānanga 17.5 percent (971 students), and colleges of education and other tertiary education providers the remaining 5.5 percent (307).

The number of Pasifika students completing qualifications at public tertiary institutions has increased by 75.8 percent since 1999. In 1999, 2,181 domestic Pasifika students gained a tertiary qualification from a TEI and by 2003 this had increased to 3,834 students. This increase largely reflects the growth in enrolments by Pasifika students at TEIs, which grew 93.1 percent over this period.

Pasifika students in 2003 comprised a greater proportion of total qualification completions than in 1999. The proportion of Pasifika students completing awards at public institutions increased from 3.9 percent of domestic graduates in 1999 to 4.5 percent in 2003. In 2003, Pasifika students represented, respectively, 9.9 percent and 3.3 percent of all students completing qualifications at PTEs and OTEPs.

The five-year qualification completion rates for Pasifika students in total are the lowest of any ethnic group. By 2003, only 32.9 percent of Pasifika students in TEIs had completed the qualifications that they had enrolled for in 1999, compared with 40.4 percent for all students. However, of those that did complete, Pasifika students had in total the highest progression rate by qualification in 2003 in the TEI sector. The percentage of Pasifika students that completed a qualification in 2002 and then enrolled in a higher qualification in 2003 was 20.1 percent, compared with 17.1 percent for all students.

Following the pattern of Pasifika student enrolments, Pasifika women were more likely to gain qualifications than their male counterparts. In 2003, Pasifika women comprised 66.4 percent of domestic Pasifika students completing qualifications in tertiary education providers. The gender difference was most apparent in colleges of education, where 76.8 percent of Pasifika graduates were women.

Over two in every three completions by domestic Pasifika students in 2003 (3,989 or 71.7 percent) were at certificate level. A further 759 (13.6 percent) were at diploma level, while 805 (14.5 percent) were at degree level and 233 (4.2 percent) were at postgraduate level. This distribution does not reflect the distribution of enrolments, and shows a greater likelihood of low-level qualifications being completed by Pasifika students rather than higher qualifications – in part reflecting the longer duration of degree-level qualifications. While this is a similar situation for Māori students, Pasifika students are more likely to complete degree and postgraduate-level qualifications than Māori. At 85.4 percent, the proportion of Pasifika students completing a qualification at below degree level (ie certificates or diplomas) was less than that for Māori students (94.9 percent), but noticeably higher than for students of European ethnicity (67.1 percent), Asian (56.5 percent), or other ethnic groups (47.7 percent).

The target set out in the Pasifika Education Plan is for Pasifika students to represent 5.0 percent of all completions at diploma level and above by 2002, rising to 5.6 percent by 2004. In 2003, 4.1 percent of all domestic students who completed a qualification at diploma level or above were Pasifika students. As with enrolments, relative targets to some extent hide the actual growth in Pasifika students completing at higher levels because of the larger growth at certificate level. Those targets, however, were again based on a prioritised basis. The 2003 figure for qualifications completed by Pasifika students based on that method of reporting is 3.7 percent.

Nearly 3,400 (155.0 percent) more Pasifika students completed qualifications at tertiary providers in 2003 than in 1999. The number of domestic Pasifika students completing degree-level qualifications rose by 32.3 percent, certificate qualifications increased by 208.0 percent and the number of postgraduate completions rose by 34.9 percent, from 498 to 672. Over the same period, the total number of completions for all ethnic groups rose by 84.6 percent, with a 16.9 percent increase in postgraduate qualifications.

Domestic Pasifika students in 2003 were more likely to have completed a qualification in management and commerce (23.8 percent) or society and culture (21.2 percent). Other popular fields of study were health (10.7 percent), and mixed field programmes, which include programmes such as general education, employment skills and literacy (10.4 percent).

The patterns of Pasifika qualification completions by field of study differ for TEIs and PTEs. In PTEs, the proportion of Pasifika students completing a qualification in management and commerce, information technology, or food, hospitality and personal services is greater than for TEIs (46.3 percent, compared with 13.7 percent for management and commerce; 11.8 percent, compared with 6.9 percent, for information technology; and 9.9 percent, compared with 2.9 percent, for food, hospitality and personal services).

In TEIs, this proportion was significantly higher than in PTEs for mixed field programmes, education and health programmes (13.6 percent, compared with 3.0 percent, for mixed field programmes; 11.9 percent, compared with 1.3 percent, for education; and 15.2 percent, compared with less than 0.9 percent, for health).

#### PASIFIKA EDUCATION INITIATIVES

There are a number of initiatives designed to lift the participation, retention and achievement of Pasifika students in tertiary education.

#### **SPECIAL SUPPLEMENTARY GRANT FUNDING FOR INCREASED SUPPORT FOR PASIFIKA STUDENTS**

Special Supplementary Grants (SSG) to support the achievement of Pasifika students in tertiary education were introduced in 2000. In 2003, a total of \$1,413,125 was paid to TEIs in the form of Pasifika SSGs – an increase of nearly 20 percent on 2002. These grants provided additional funding to TEIs to assist them to be more responsive and to improve the retention and completion rates of Pasifika tertiary students. The total amount of SSG funding received by the TEIs is calculated on the basis of the total number of Māori and Pasifika equivalent full-time students (EFTS).

The relation of the SSGs to the government's broader approach to raising Pasifika achievement in education was described in the Pasifika Education Plan: 'In tertiary education the focus is on increasing participation and achievement, improving retention and encouraging higher levels of study.'



While use of the funding is varied, some real success is being reported by a number of institutions throughout the country who are using this funding to increase the participation of Pasifika students in non-traditional subjects and to aid retention. In 2003, TEIs implemented a wide range of initiatives to support Pasifika students: these included mentoring, careers advice, scholarships, tutorials and cultural events. Many of the initiatives were implemented as long-term initiatives in order to build a base from which to improve the educational outcomes for Pasifika.

An evaluation of the effectiveness of the SSGs for Māori and Pasifika students was completed in September 2003. Some of the key findings of the evaluation report include:

- SSG funding has had a positive impact in raising the profile of the needs of Pasifika students. The impact is often disproportionate to the amount of money provided.
- The development of SSG-funded initiatives needs to take into account that the needs of Pasifika peoples within TEIs are distinct and not the same as for Māori.
- There is a wide range of institution-wide support for initiatives for Pasifika learners.

CASE STUDY

MANAAKI PIHIPIHINGA PROGRAMME – VICTORIA UNIVERSITY OF WELLINGTON

In 2003, Victoria University of Wellington used its Special Supplementary Grant to consolidate its Manaaki Pihipihinga mentoring programme with a slight change of emphasis to make it more focused on academic support. It was noticeable that a number of Pasifika students undertaking first year courses were lacking in the academic skills necessary to be successful. This was particularly significant among mature students.

The programme is directed at Pasifika students enrolled in first year courses within the Faculties of Humanities and Social Sciences and of Commerce and Administration, and has the aims of helping students to become self-directed learners and increasing retention rates by improving academic and personal support. It complements existing mentoring programmes.

A mentoring resource room is provided where senior students take one-to-one appointments with students participating in the programme and who are enrolled in their area of expertise. On average, around 32 weekly sessions are conducted in the mentoring room. A quiet space to study and a computer suite with three computers are also provided and are well utilised.

One hundred and sixty-one Pasifika students enrolled in the programme in 2003 with 112 senior students registering to be mentors. Both figures far exceeded the targets set. In the 24 courses that had three or more students participating, 67 percent of the students involved achieved a pass rate, compared with 66 percent of the total class. In 10 of the courses, the pass rate for students involved was significantly higher than the total class pass rate.

A significant change with the Pasifika student attrition rate was evident in 2003, as the retention rate for this group increased to 77 percent, up from a low of 65 percent in 2002 and the baseline year of 2000. This has resulted in there being no significant statistical difference between the retention rates for Pasifika students and European students (79 percent).

In the future the university intends to improve links between the programme and academic staff and to make more referrals to specialist support services and other Pasifika support staff.

### SCHOLARSHIPS

The government also aims to encourage more Pasifika people to undertake teacher training to address shortages in early childhood education (ECE). In 2003, 197 TeachNZ Scholarships were offered to Pasifika students enrolling in teacher education qualifications in 2004. Ninety-nine scholarships were allocated for Pasifika peoples enrolling in the Diploma of Teaching (ECE) or Bachelor of Education (Teaching ECE). Forty-three scholarships were offered to Pasifika graduate students to undertake primary or secondary teacher education, while there were 55 scholarships for non-graduates to study for primary or secondary teacher education qualifications.

The scholarships are worth \$10,000 each and are paid in three equal instalments: on confirmation of enrolment, on successful completion of the second year of the study towards the qualification and when full teacher registration is gained (usually after two years of teaching).

### PASIFIKA POSTGRADUATE EDUCATION STUDY AWARD

The Ministry of Education aims to support the development of Pasifika education researchers because there are limited numbers of Pasifika researchers in the field of education.

Each year, the Ministry of Education offers one Pasifika Postgraduate Education Study Award to a student who is about to commence, or is nearing completion of, research-based postgraduate study in education or a related field, and who has a strong interest in working in educational research. Other factors taken into consideration include the relevance of the proposed course of study to educational research and policy development, academic achievement, work experience, the strength of cultural and community involvement, and previous research experience. The award is granted for full-time postgraduate study towards a postgraduate diploma, a masters degree or doctorate and the scholarship is worth \$5,000.

The first recipient of the award in 1998 was Silipa R. Silipa, one of the few Samoan students to graduate with a PhD from the University of Canterbury. Mr Silipa graduated in April 2004 following submission of his thesis, *Fanaafi o Fa'amalama: A Light within the Light – Nurturing Coolness and Dignity in Samoan Students' Secondary School Learning in Aotearoa/New Zealand*. This was the first ever doctorate in Education and Pacific Studies conferred by the University of Canterbury.

The 2003 Pasifika study award was awarded to two candidates from the University of Auckland: Stephen Filipo, who is completing his doctoral thesis on *Significance of Catholic Education in three Catholic schools for their respective Samoan communities* and Maeola Toloa, who is completing a doctoral thesis on *Pasifika children and comprehension of texts*.

### SPECIALIST EDUCATION INITIATIVES

The Ministry of Education also manages a number of scholarship and study award programmes designed to maintain and enhance the capability and capacity of the sector to provide specialist education services. These include:

- scholarships to support training as a speech language therapist (eight of the 11 new scholarships provided each year are set aside for Māori), and
- scholarships to support the training of sign language interpreters who are fluent in te reo.

Study awards are provided to support teachers to train as Teachers of Deaf, Resource Teachers Vision, Resource Teachers Learning and Behaviour, teachers working with children and young people with high and very high learning needs, early intervention teachers and, from the beginning of 2005, learning support teachers. In addition to providing these awards, the Ministry has supported the providers of the associated training programmes to deliver their programmes by distance, thereby ensuring that they are more accessible throughout the country.

Study awards are also provided to support the training of psychologists and to Ministry of Education staff to access training relevant to their employment as advisers on deaf children.

While these programmes have not been designed specifically to support the development of Pasifika specialists working in special education, prospective Pasifika students have been encouraged to apply for the scholarships, for example in response to identified areas of need such as speech language therapy. A review has been commissioned of the education and training of specialist teachers which includes a consideration of effective learning support for Pasifika students. The results of this review may well lead to the development and implementation of a workforce strategy to better meet the needs of these students.



### INFORMATION ON TERTIARY EDUCATION FOR PASIFIKA PEOPLES

In 2003, the Ministry of Education's Pasifika Education Team coordinated and developed a tertiary information package for Pasifika peoples, called *Pasifika Journeys in Education – A Tertiary Student Resource*. This was done in consultation with Pasifika communities, tertiary education groups and Pasifika school students. A need was identified for a resource that discusses the realities of tertiary study for potential students in an accessible way. This resource provides information on the different options for tertiary study, entry requirements, cost of studying, teaching as a career and how families can best help a family member who is studying.

The resource was sent to all schools, tertiary education providers, Pasifika organisations, individuals and relevant government agencies for distribution to their local offices. The Ministry has a network of Pasifika Education Coordinators in the regions, who act as contact points for Pasifika communities and ensure the resource is promoted and distributed. Anecdotal reports from schools, tertiary education providers and agencies have been overwhelmingly positive.

### ADULT LITERACY

Improving literacy levels among Pasifika learners and developing adult literacy provision by Pasifika peoples continued to be an area of priority for 2003.

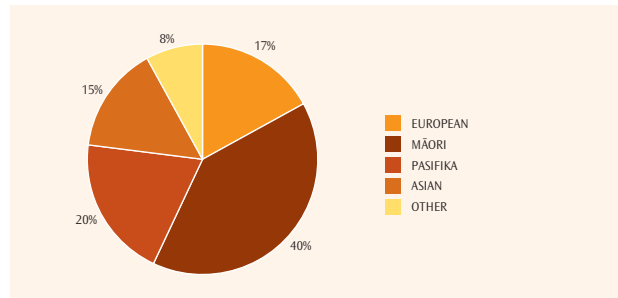
Fifty-six percent of the 151 learners in programmes run by Workbase, the New Zealand Centre for Workforce Literacy Development under the Workplace Basic Skills Development Fund are Pasifika peoples. A new fund established in 2002 to target Pasifika learners as a priority continued in 2003 with an additional 72 Pasifika learners supported to develop their workplace literacy skills. Workbase is piloting workplace literacy programmes in areas and industries with high Pasifika populations, such as Auckland, Kawerau and Petone. Workbase is also working with a Pasifika literacy provider to develop their capability to deliver programmes in workplaces. Nine Pasifika home care employees received literacy education in 2003.

Nine percent of Literacy Aotearoa's community adult literacy learners are Pasifika peoples. In addition, funding for one family literacy project continues to support a Pasifika peoples project.

The Adult Literacy Innovation Pool was established in 2002 to support provision of literacy education in adult literacy providers, including TELs, PTEs and communities working in partnership with adult literacy providers. In particular, new opportunities were created for family literacy projects and projects specifically targeting Pasifika peoples (there were also projects targeting Māori and refugee or migrant communities). While 2003 figures are not yet available, in 2002, many family literacy and other projects had high numbers of Pasifika learners.

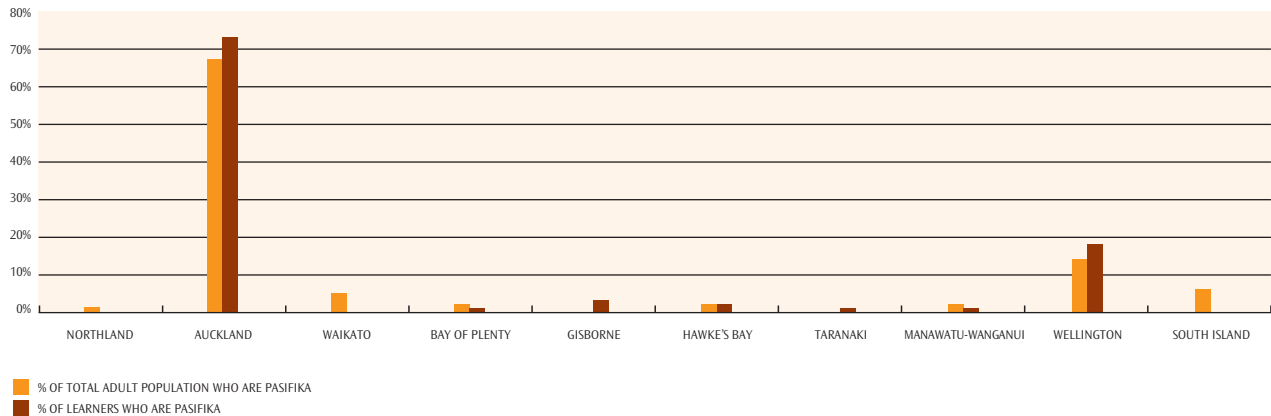
The following two graphs show how this pool has targeted Pasifika learners.

FIGURE 7.15: DISTRIBUTION OF LEARNERS IN ADULT LITERACY INNOVATION POOL PROGRAMMES BY ETHNIC GROUP 2002



Note: Students are counted only once.  
Source: Tertiary Education Commission.

FIGURE 7.16: DISTRIBUTION OF PASIFIKA LEARNERS IN ADULT LITERACY INNOVATION POOL PROGRAMMES BY REGION 2002



Note: Students are counted only once.

Source: Tertiary Education Commission.

### PASIFIKA ADULT LITERACY PILOT PROJECT

During 2002, the Ministry of Education and the TEC worked collaboratively to put together an adult literacy pilot project for Pasifika peoples. This project contributes to meeting one of the goals of the Pasifika Education Plan to increase Pasifika adults' literacy skills. Programmes were established in 2003 in Auckland, Rotorua, Wellington and Christchurch and will help increase an understanding of the potential of Pasifika community-based organisations to offer adult literacy learning opportunities to Pasifika communities.

### ADULT AND COMMUNITY EDUCATION

Adult and Community Education (ACE) offers a range of educational activities and opportunities within the community and supports individuals and groups. It not only provides an important pathway into tertiary education for people with few or no school-level qualifications, but it also promotes lifelong learning within the community. It is particularly useful in areas such as adult literacy, parenting, computer skills, training volunteers, and learner and restricted drivers' licences. Taking learning to the learner is a key component of adult and community education, so that learning is accessible for those groups who might otherwise miss out on lifelong learning opportunities.

In 2003, there were 9,623 Pasifika students who participated in ACE learning which was funded through Student Component tuition subsidies. At 3.4 percent of all Student Component-funded ACE students, Pasifika were under-represented. There were 3,472 Pasifika enrolments in school-based ACE. This represented 1.7 percent of all school-based ACE enrolments.

The government agreed, during 2003, that new funding arrangements for ACE would be developed. This decision followed recommendations made by the Adult Education and Community Learning Working Party in their report, *Koia! Koia! – Towards a Learning Society*. This report included proposals for increasing the participation of Pasifika peoples in ACE and increasing Pasifika peoples' control over their own learning.

Five national priorities for ACE were announced by government, to form the basis of the new funding arrangements. The ACE priorities are:

- strengthening social cohesion
- strengthening communities by meeting identified community learning needs
- encouraging lifelong learning
- raising foundation skills, and
- targeting learner groups whose initial learning was not successful.

In April 2004, the government decided that all ACE funding will over time be distributed on the basis of the government's five national ACE priorities and that providers will be required to comply with quality assurance arrangements by 2008.

## FINANCIAL SUPPORT FOR PASIFIKA STUDENTS

There is a range of financial assistance measures available for tertiary students. These measures include the following:

- Targeted support through student allowances, available for full-time students from low-income families. In 2003, 4,790<sup>7</sup> Pasifika students received an allowance, compared with 5,161 in 2002, 4,726 in 2001, and 3,727 in 2000.
- Student loans assist tertiary students to meet tuition fees, course-related costs and living costs. In 2003, 6.6 percent of all borrowers with a declared ethnic group were Pasifika students, compared with 6.5 percent in 2002, 5.8 percent in 2001 and 5.4 percent in 2000. This represented an increase of 3,429 (49.4 percent) in Pasifika borrowers over the period 2000 to 2003.
- In 2003, Pasifika students borrowed \$66.1 million under the Student Loan Scheme, compared with \$62.1 million in 2002, \$53.2 million in 2001, and \$44.3 million in 2000. The average amount borrowed by Pasifika students was \$6,373 in 2003, compared with \$6,313 in 2002, \$6,175 in 2001, and \$6,386 in 2000, representing a slight decrease of 0.2 percent for the period 2000 to 2003.
- In 2003, 6,110 Pasifika women and 4,257 Pasifika men borrowed from the scheme, compared with 5,700 Pasifika women and 4,143 Pasifika men in 2002. On average, Pasifika women borrowed less than Pasifika men in 2003 – \$6,167 instead of \$6,669.
- In 2003, 6.0 percent of the 22,587 recipients of the Training Incentive Allowance were Pasifika students.

In addition, some financial assistance was available specifically for Pasifika students. In 2002/03, this included:

- Māori and Polynesian Higher Education Scholarships administered by the Māori Education Trust
- TeachNZ Scholarships of \$10,000 for training Māori and Pasifika early childhood and primary school teachers. (These were discussed earlier in this chapter.)
- Pacific Postgraduate Study Awards, and
- Pacific Island Polynesian Education Fund.

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<sup>7</sup> The methodology used to record ethnic group has changed since the annual report to 30 June 2002, which used prioritised ethnic group reporting. The figures quoted in this section use the total response method of reporting ethnicity. In this method, the number recorded for each ethnic group includes those who cited that ethnic group as part of a multiple ethnic group response, as well as those who chose that ethnic group as a sole response.

