

Māori in level 1 to 3 certificates 2005

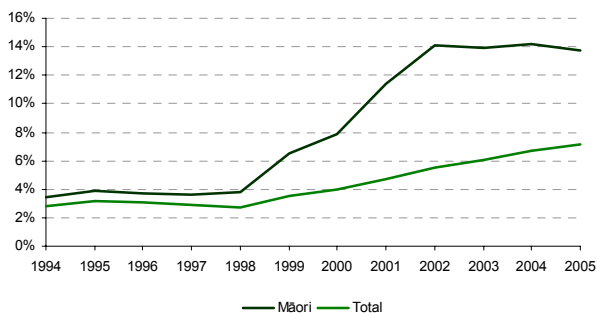
Introduction

This fact sheet is part of a series that looks at Māori student participation, retention and completion by level of study, using the latest data for the year to December 2005.¹

Level 1 to 3 certificates are equivalent to senior secondary school education. These qualifications provide second-chance learning, foundation skills and entry-level trade and vocational skills and generally prepare learners for employment or further education and training.

From 1998 to 2002, Māori participation rates at this level grew rapidly, largely due to the expansion of wānanga, and, more recently, institutes of technology polytechnics (ITPs).

Participation rates for Māori and all students in level 1 to 3 qualifications



Student component funded learners

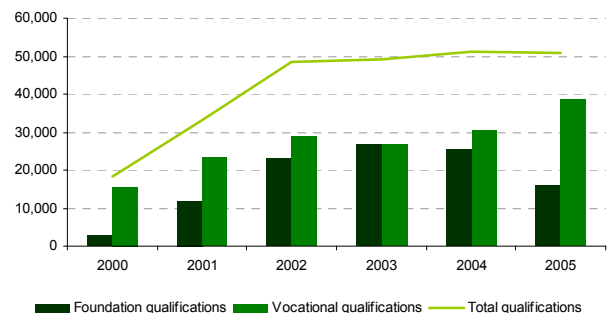
The majority of formal learners in level 1 to 3 certificates are enrolled in qualifications funded through the student component.

A significant proportion of study for level 1 to 3 certificates is focused on developing **foundation competencies**, including life skills, employment skills and study skills. In 2005, there were 15,800 Māori students studying for qualifications in these

areas, making up 31 percent of all students in these qualifications.²

Māori students in these qualifications tend to be female, in older age groups, studying part-time, have low or no school qualifications and/or been previously unemployed. In 2005, 70 percent of the students were women. Forty-three percent were aged from 20 to 39 years and a further 32 percent were aged 40 and over. Seventy percent undertook less than 40 percent of a full-year/full-time study load. Forty percent were unemployed prior to study and a further 40 percent were in employment. Sixty percent had achieved no qualifications at school, and a further 18 percent only had school certificate or NCEA level 1.

Māori learners in level 1 to 3 certificates funded by the student component by type of qualification



While the numbers in foundation qualifications have declined since 2003, the numbers in vocational qualifications have increased.

In 2005, there were 38,600 Māori learners in **vocational qualifications** at levels 1 to 3.³ The largest field of study, by qualification, was management and commerce. This field includes office skills, office management and tourism. The next largest fields were society and culture and information technology. There were also over 2,000 students each in agriculture, environmental and

¹ See *Māori participation in tertiary education 2005* for notes on data usage.

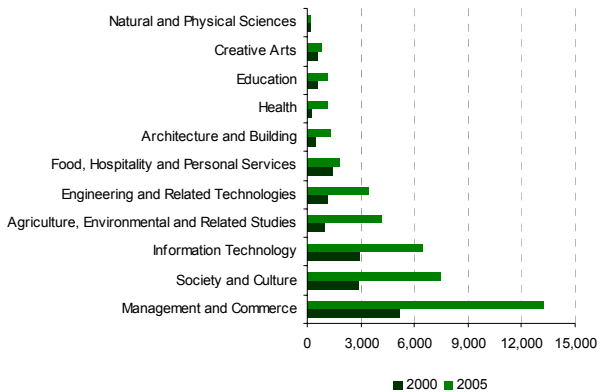
² 'Foundation education' covers study towards qualifications in mixed field programmes (with a focus on foundation education), English language, ESOL and te reo Māori.

³ 'Vocational qualifications' cover all qualifications that not foundation education as defined above. These qualifications may include some foundation education within them.

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related studies (which includes farm safety and forestry) and engineering and related studies (which includes vehicle and machine operation).

Māori learners in vocational level 1 to 3 certificates funded through the student component by field of study



Thirty-eight percent of Māori students in vocational certificates in 2005 were aged from 25 to 39 years and a further 30 percent were aged 40 and over. Fifty-nine percent of these students undertook less than 40 percent of a full-year/full-time study load. Forty-three percent were in employment prior to study and a further 30 percent had been unemployed. Only 10 percent came from school into this type of study. Half of the students had achieved no qualifications at school, and a further 20 percent had school certificate or NCEA level 1. Sixty-three percent of the students were women.

Attrition, completion and progression⁴

Thirty-two percent of Māori students who started study towards a level 1 to 3 certificate in 2004 did not complete or continue to study in 2005. First-year attrition rates were lower for Māori than for all students (36 percent). The highest attrition rates for Māori were in ITPs and the lowest were in wānanga. Males were more likely to drop out of study after the first year than females. Students under 18 were more likely to drop out of study after the first year than older students.

Over a five year period, 31 percent of Māori students completed a level 1 to 3 certificate. This was slightly lower than the rate for all students (33 percent). Māori students at wānanga were most likely to complete and those at private training establishments (PTEs) were least likely to complete. Māori females

were more likely to complete than Māori males. Students under 18 were less likely to complete than older students, while students aged 25 and over were more likely to complete than younger students.

Forty-percent of Māori students who completed a level 1-3 certificate in 2000 went on to study at a higher level over the next five years. This was notably higher than the progression rate for all students of 33 percent. Māori students at wānanga were most likely to progress to higher level study and students at PTEs least likely to do so. Māori females were more likely to progress to higher study than Māori males. Students under 18 were less likely to progress to higher study than older students.

Attrition, completion and progression rates for Māori students in level 1 to 3 certificates

	First-year attrition	5-year completion	5-year higher level progression
All Māori level 1-3 students	32%	31%	40%
ITPs	41%	29%	42%
Wānanga	17%	33%	54%
PTEs	36%	23%	29%
Female	24%	34%	43%
Male	44%	27%	35%
Under 18	38%	19%	29%
18-24	34%	29%	40%
25-39	29%	35%	41%
40 and over	32%	36%	44%

First-year attrition rates are for students who started study in 2004. Five-year completion rates are for students who started study in 2001. Five-year higher progression rates are for students who completed a qualification in 2000. Definitions of these rates can be found on pages 249-251 of Ministry of Education, *Profile and Trends, New Zealand's Tertiary Education Sector 2005*.

Short courses

Tertiary providers also provide a range of **short courses**, of one week or less. Demand for these courses has increased dramatically over the last five years.

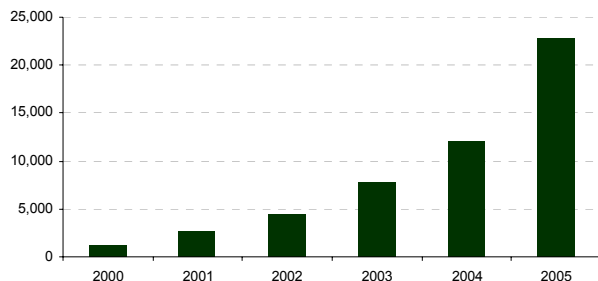
In 2005, there were 22,840 Māori students enrolled in short courses, making up 17 percent of all students in these courses. Fifty-three percent of the Māori students were male. Seventy percent of Māori students were aged 25 and over, and 36 percent were aged 40 and over. Around half of students were enrolled in courses in the field of health – mostly in first-aid courses. Other popular fields of study were architecture and building (24 percent) and

⁴ This section looks at retention, completion and progression of all Māori students at levels 1 to 3 studying in student component funded providers, irrespective of funding source.

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agriculture, environmental and related studies (14 percent).

Māori students in courses of one week or less



Industry training

Industry training is discussed in more detail in the fact sheet on level 4 to 7 certificates and diplomas. The following presents some statistics on the number of industry trainees at level 1 to 3.

In 2005, there were 23,800 Māori industry trainees engaged in training programmes at levels 1 to 3, representing 67 percent of all Māori industry trainees. Of these trainees, 48 percent were engaged at level 3, 37 percent at level 2 and 15 percent at level 1.

In 2005, 1,970 national certificates at levels 1 to 3 were issued to Māori industry trainees, accounting for 59 percent of the total national certificates issued to Māori trainees. Forty-six percent of these certificates were at level 3, 35 percent were at level 2 and 19 percent at level 1.

Targeted training programmes

Youth Training provides foundation and vocational skills training at levels 1 to 3 to young people who have left school with no, or very low qualifications. It provides full-time, fully-funded training towards employment, further education or training.

In 2005, 5,300 Māori trainees participated in Youth Training, making up 48 percent of all trainees. The overall numbers of trainees in Youth Training has declined steadily since 1999. Twenty-eight percent of Māori trainees were aged under 16 and 40 percent were aged 16 in 2005. Just over half of Māori trainees were male (51 percent).

Māori had slightly poorer educational outcomes from the programmes than non-Māori, with 31 percent of Māori trainees attaining more than 20 credits on the National Qualifications Framework (NQF), compared with 34 percent of non-Māori trainees.

A smaller proportion of Māori trainees went on to either employment or further education and training than of non-Māori (66 percent of Māori trainees compared with 77 percent of non-Māori). However, Māori trainees were slightly more likely than non-Māori trainees to go on to further study, while being significantly less likely to go on to employment.

Māori trainees in Youth Training and Training Opportunities



Training Opportunities is a labour market training programme targeted to people who are disadvantaged in terms of employment and educational achievement. It provides full-time, fully-funded training.

In 2005, 6,770 Māori trainees participated in Training Opportunities, making up 41 percent of all trainees. The overall numbers of trainees on Training Opportunities have been steadily declining, with Māori numbers declining from 9,640 in 1999. This reflects increasing employment opportunities. Just under half of Māori trainees (46 percent) were aged 18 to 24 and just over half (52 percent) were women.

Māori had similar educational outcomes from the programmes as non-Māori, with 36 percent attaining between 1 and 20 credits on the NQF, and 32 percent attaining more than 20 credits. Half of Māori trainees went into employment within two months of completing their programme and 15 percent went on to further education and training.

Tertiary education within schools

The **Secondary-Tertiary Alignment Resource (STAR)** assists schools to better meet the needs of their senior secondary students by providing additional funding to schools to access a wide range of courses, which provide greater opportunities for senior students. Courses can provide work-based learning and/or lead towards attainment of credits in NCEA or recognised tertiary qualifications.

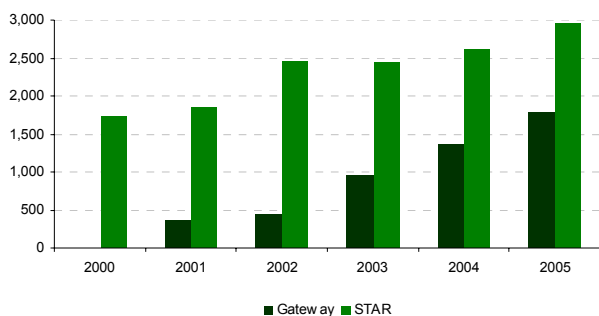
Funding is provided to schools based on their senior secondary rolls. The funding can be used to support

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courses within the school, employ a STAR co-ordinator and purchase courses from tertiary education providers.

In 2005, 2,900 Māori students undertook courses funded through STAR at tertiary education providers. This was a 76 percent increase on 2000 and represented 13 percent of Māori senior secondary school students in 2005 (year 11 and over). Just over half (54 percent) of Māori students in these courses were female.

Māori secondary school students in STAR and Gateway



Gateway is designed to broaden educational options for senior secondary school students by offering them workplace learning integrated into their school education.

During 2005, a total of 1,780 Māori students participated in Gateway, a 30 percent increase on numbers in 2003. Māori students made up 32 percent of all Gateway students. Just over half (51 percent) of Māori Gateway students were female.

Sixty-five percent of Māori students in Gateway gained between 1 and 20 credits towards NCEA, and a further 15 percent gained more than 20 credits. Sixty-two percent of Māori students went on to further education and training and 31 percent went on to employment following their participation in Gateway.

Non-formal education

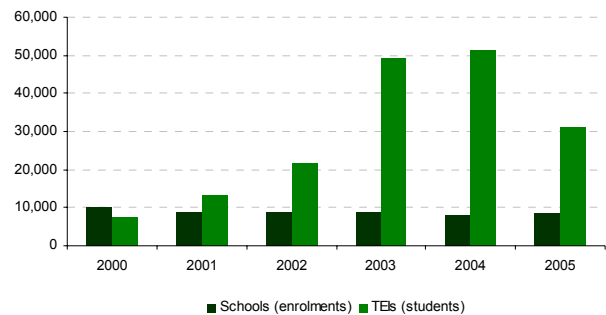
The government funds a range of non-formal education, including adult literacy, workplace literacy and adult education through community

organisations. However, information is not collated on the number of Māori learners accessing these programmes.

The other area of funded non-formal education is adult and community education provided through schools and tertiary education institutions.

Some secondary schools provide community education programmes for adults in addition to their regular daytime curriculum. In 2005, there were 8,270 enrolments from Māori adults in school community education programmes, making up 5 percent of all enrolments. Nearly three-quarters (72 percent) of these enrolments were from women. The most popular subject areas for Māori were art, music and crafts (23 percent), fitness, sport and recreation (13 percent) and Māori language (9 percent).

Māori in adult and community education in schools and tertiary education institutions



In 2005, 30,865 Māori students enrolled in adult and community education courses provided by tertiary education institutions. Māori made up 17 percent of students. From 2004 to 2005 there was a 40 percent decline in Māori student numbers following the overall trend of reducing provision as funding rules tightened. The most popular field of study for Māori was society and culture (42 percent of enrolments), which includes te reo Māori and tikanga Māori. The next most popular fields were management and commerce (19 percent of enrolments) and creative arts (16 percent of enrolments).

Tertiary Sector Performance Analysis & Reporting,
Strategy and System Performance,
Ministry of Education.

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