

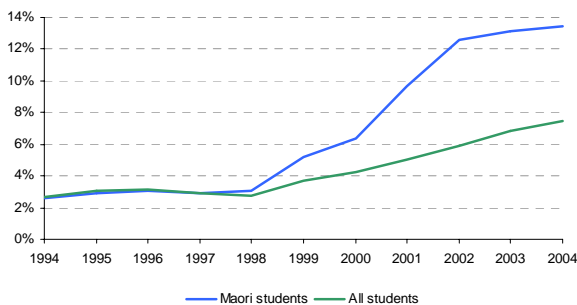
# Māori in level 1-3 certificates

## Introduction

This fact sheet is part of a series that look at Māori student participation, retention and completion by level of study, using full-year data from 2004.

Level 1-3 certificates are equivalent to a senior secondary school education. The 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.

### Age-standardised participation rates for Māori and all students in level 1 to 3 qualifications 1994-2004



Since 1998, Māori participation rates at this level of tertiary education have exceeded those of all students, largely due to the expansion of wānanga, and, more recently Institutes of Technology Polytechnics (ITPs).

## Student component funded learners

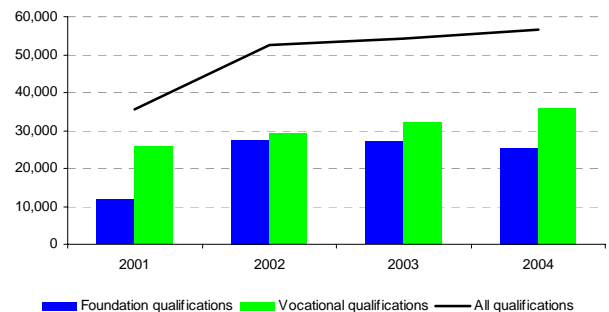
The majority of formal learners at level 1 to 3 are enrolled in qualifications funded through the student component. The number of Māori students in student component funded qualifications has increased more than three-fold 1999 to 2004.

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 2004, there were 25,500 Māori students studying for qualifications in these areas,

making up 34 percent of all students in these qualifications.<sup>1</sup>

Students in these qualifications tend to be female, in older age groups, studying part-time have little or no school qualifications and/or been previously unemployed. Nearly half of Māori students in foundation qualifications are aged from 25 to 39 years and a further third are aged 40 and over. Nearly three-quarters of the students undertook less than 40 percent of a full-year/full-time study load. About half of these students were unemployed prior to study and another third were in employment. Nearly two-thirds of the students had achieved no qualifications at school, and a further 20 percent had school certificate or NCEA level 1. Nearly three-quarters of the students are women.

### Māori learners in level 1 to 3 certificates funded by the student component by type of qualification 2001-2004



Over half of these students (13,800) were enrolled in Te Wānanga o Aotearoa's MahiOra programme, which provides literacy, numeracy and personal skills for the workplace and is based around the National Certificate in Employment Skills. A further 5,400 were enrolled in the Open Polytechnic of New Zealand's version of the same programme, LifeWorks. Around 2,000 of these students were in introductory te reo Māori courses.

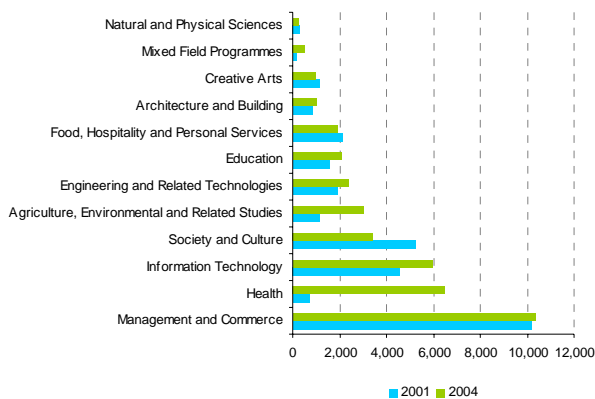
In 2004, there were 36,000 Māori learners in vocational qualifications at levels 1 to 3.<sup>2</sup> The largest

<sup>1</sup> 'Foundation education' covers study towards qualifications in mixed field programmes (with a focus on foundation education), English language, ESOL and te reo Māori. Subject data, on the current classification, is available back to 2001 only.

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field of study, by qualification, was management and commerce. Popular areas within this field included tourism, office skills and business and office management. The next largest field was health, which mostly covered first-aid and occupational health and safety courses. There were also significant numbers in information technology, mostly on courses aimed at computer use and society and culture, covering areas such as sport and recreation, community services, tikanga Māori and security services.

### Māori learners in vocational level 1 to 3 certificates funded through the student component by field of study 2001 and 2004



Over half (56 percent) of Māori students in vocational level 1 to 3 certificates in 2004 were aged from 25 to 39 years and a 39 percent were aged 40 and over. Fifty-eight percent of these students undertook less than 40 percent of a full-year/full-time study load. Just under half of these students (44 percent) were in employment prior to study and a further 35 percent had been unemployed. Only 9 percent came from school into this type of study. Half of the students had achieved no qualifications at school, and a further 21 percent had school certificate or NCEA level 1. Just under two-thirds (62 percent) of the students were women.

### Attrition, completion and progression<sup>3</sup>

Over two-thirds of Māori students who started study towards level 1 to 3 certificates in universities in 2003 did not complete or continue in study after the first year. This compares with only 17 percent of such students in wānanga. Males were more likely to drop out of study after the first year than females.

<sup>2</sup> 'Vocational qualifications' cover all qualifications that not foundation education as defined above.

<sup>3</sup> 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.

Students under 18 were more likely to drop out of study after the first year than older students.

### Attrition, completion and progression<sup>4</sup> rates for Māori students in level 1 to 3 certificates by sub sector, gender and age group

	First-year attrition rate (2003-04)	Five-year completion rate (2000-04)	Direct higher progression rate (2003-04)
All students	36%	30%	27%
Universities	69%	41%	47%
ITPs	53%	29%	25%
Wānanga	17%	39%	29%
Colleges of Education	41%	46%	51%
TEIs	38%	28%	28%
OTEPs	52%	11%	50%
PTEs	43%	22%	20%
Female	29%	32%	28%
Male	46%	26%	23%
Under 18	46%	15%	17%
18-24	36%	30%	24%
25-39	30%	35%	27%
40 and over	34%	34%	31%

Over a five year period, Māori students at colleges of education had the highest completion rate at this level, followed by Māori students at universities. Māori students at PTEs and OTEPs had the lowest completion rates. Māori females were more likely to complete than Māori males. Students under 18 were less likely to complete than older students.

Māori students completing level 1 to 3 certificates at colleges of education were most likely to progress to higher study in the following year, followed by Māori students at universities. The lowest rate of progression to higher study was for students at PTEs. 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.

The consistently poorer outcomes for Māori students under 18 years at this level are of considerable concern. These are students that have generally not been successful at school and have moved into tertiary education as an alternative pathway. While

<sup>4</sup> Definitions of these terms can be found on page 12 of Ministry of Education, *Profile and Trends, New Zealand's Tertiary Education Sector 2004*.

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many may be moving into employment, they are doing so without gaining any basic qualifications, raising questions about the longer term sustainability of that employment.

### **Māori learners in targeted training programmes**

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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 2004, 7,490 Māori trainees participated in Training Opportunities, making up 42 percent of all trainees. The overall numbers of trainees on Training Opportunities have been steadily declining, with Māori numbers declining from 10,400 in 1999. This reflects increasing employment opportunities. Just under half of Māori trainees (45 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 32 percent attaining between 1 and 20 credits on the NQF, and 31 percent attaining more than 20 credits. A similar proportion of Māori and non-Māori trainees went onto either employment or further education and training (66 percent). However, Māori trainees were more likely to move to further study and less likely to move onto employment than non-Māori trainees.

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. The main focus of Youth Training is to assist learners to acquire foundation skills to enable them to move into sustainable employment and/or higher levels of tertiary education.

In 2004, 5,590 Māori trainees participated in Youth Training, making up 49 percent of all trainees. The overall numbers of trainees in Youth Training have been steadily declining, with Māori numbers declining from 6,260 in 1999. This also reflects increasing employment opportunities. Around a quarter of Māori trainees (26 percent) were aged under 16 and 41 percent were aged 16 in 2004. Over half of Māori trainees were male (54 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 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.

### **Tertiary education within schools**

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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 all secondary and composite schools based on their senior secondary rolls. The funding can be used to support courses within the school, employ a STAR co-ordinator and purchase courses from tertiary education providers.

In 2004, 2,700 Māori students undertook courses at tertiary education providers, funded through STAR. This was a 5 percent increase on 2003 and represented 12 percent of Māori senior secondary school students in 2004.<sup>5</sup> Just over half (56 percent) of Māori students in these courses were female.

Nearly a quarter (22 percent) of Māori students taking STAR courses through tertiary providers were studying in food, hospitality and personal services and a further 17 percent in engineering and related technologies. Society and culture and management and commerce were the next most popular fields of study.

Gateway is designed to broaden educational options for senior secondary school students by offering them workplace learning integrated into their school education. The programme was originally established in 2001 for decile 1 to 5 schools, and is being expanded to include all decile 6 schools by 2008. A total of 179 schools participated in the programme in 2004.

During 2004, a total of 1,360 Māori students participated in Gateway, a 43 percent increase in student numbers of 950 in 2003. Māori students made up around a third of all Gateway students. Just over half (53 percent) of Māori Gateway students were

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<sup>5</sup> Senior secondary school refers to years 11 and over.

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female. Māori students in Gateway had slightly poorer educational outcomes than non-Māori students, with 15 percent of Māori students gaining more than 20 credits towards NCEA, compared with 19 percent of non-Māori students. Māori students in Gateway were more likely to continue onto to further education than non-Māori students (65 percent compared with 61 percent) and less likely to move into employment (31 percent compared with 35 percent).

### Non-formal education

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The Adult Literacy Learning Pool, established in 2002, provides opportunities for literacy learning in TEIs, PTEs and communities. Just over \$4 million in funding was allocated from this pool in 2004. Projects funded in 2004 included the establishment of new provisions for Māori communities. A preliminary review of the 2004 projects showed that a high proportion of Māori learners were participating as intended and that new models of family literacy were being explored. An evaluation of selected programmes showed that 28 percent of learners were Māori. On this basis, it is estimated that there are about 1,100 funded learners.

The government also funds a range of other non-formal education, including workplace literacy education and adult education through community organisations. However, no information is available

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.

Secondary schools provide community education programmes for adults in addition to their regular daytime curriculum. In 2004, there were 8,000 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 (22 percent), fitness, sport and recreation (19 percent) and Māori language (12 percent).

In 2004, 55,300 Māori students enrolled in ACE courses provided by TEIs, representing a total of 85,200 enrolments. Māori students made up 18 percent of students and 16 percent of enrolments in 2004. From 2003 to 2004 there was a 2 percent decline in student numbers and 23 percent decline in enrolments over 2003. This follows the overall trend of reducing provision, after a period of significant growth from 2001 to 2003. The most popular field of study for Māori was society and culture (38 percent of Māori enrolments), which includes te reo Māori and tikanga Māori. The next most popular fields were management and commerce (29 percent of enrolments) and creative arts (12 percent of enrolments).

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Tertiary Sector Performance Analysis & Reporting,  
Tertiary Curriculum, Teaching and Learning Group – Mātauranga Tuatoru, Akoranga Mārautanga,  
Ministry of Education – Te Tāhuhu o te Mātauranga.

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