1 Changes in tertiary numbers from Pasifika Education Plan Monitoring Report 2006

A number of revisions of tertiary data were made during 2007. This has resulted in differences in numbers (and rates) for some tertiary measures between what was shown in the 2006 Pasifika Education Plan Monitoring Report and what appears in this report. The two principal reasons for these differences are provided below.

A major review was undertaken of the quality of qualification award category codes (a classification of level of study) and New Zealand Standard Classification of Education (NZSCED) field of study assigned to qualifications. As a result, a number of qualifications had their level and field of study revised. The effect of this was that between 1,000 and 2,000 enrolments a year were reclassified from type 'D' to type 'C'. Currently only records known as type 'D' are included in enrolments. These relate to students enrolled in formal qualifications of more than one week’s equivalent full-time study (EFTS). Non-formal enrolments and formal enrolments of a week or less equivalent full-time study are excluded. Hence, those re-coded to type ‘C’ are now out of scope and not included in this year’s supply. Many students previously coded to level 1 to 3 certificates have now been reclassified as level 4 certificates, or level 5 to 7 diplomas. The change does not affect completions but impacts on higher-level progression rates.

A major review of individual student identifiers, and the data matching process to assign these, was also undertaken during the year. As part of the tertiary reforms introduced by the government in 2006, there was a need to have better information on the attrition, completion and progression rates for each individual institution. As well, there was an apparent discontinuity in system completion and attrition rates using individual student identifiers before 2003 (based on National Student Number (NSN)) with rates from 2003 onwards (based on NSN). Both these factors made it essential that the Ministry of Education review the data matching methodology. The availability of four years of NSN data was able to provide a powerful independent means to measure the accuracy of the matching, and to revise the processes used. The methodology was extensively reviewed in 2007 and NSNs were regenerated for all existing enrolments and completions data from 1994 to 2006.

2 Ethnicity

Ethnicity is the ethnic group or groups to which an individual belongs. The concept of ethnicity adopted by the Ministry of Education is a social construct of group affiliation and identity. The Ministry of Education uses the definition of ethnicity used by Statistics New Zealand, namely:

A social group whose members have one or more of the following characteristics:

- They share a sense of common origins.
- They claim a common and distinctive history and destiny.
- They possess one or more dimensions of collective cultural individuality.
- They feel a sense of unique collective solidarity.

Prioritisation of ethnicity is when people are allocated to one of the ethnicities they have recorded that they affiliate with. This usually occurs when data is collected manually and/or aggregate data returns are collected centrally. This allocation is performed using a predetermined order of ethnic groups. The purpose of this prioritisation is to ensure that ethnic groups of policy importance are not swamped by the European/Päkehā ethnic group.

In the Early Childhood Education and Schooling sections of this publication ethnicity is prioritised in the order of Māori, Pasifika, Asian, other groups except European, and European/Päkehā.
Multiple ethnicities are used in the Tertiary part of this publication. Multiple ethnicity works by considering each ethnicity a person affiliates with as one data entry. For example, the data relating to an individual who affiliates as both Māori and Pasifika will be included in both categories. This approach can be undertaken in tertiary analysis as most data is collected in a disaggregated fashion.

In this publication European/Pākehā refers to people who affiliate as New Zealand European, Other European or European (not further defined). For example, this includes but is not limited to people who consider themselves Australian (not including Australian Aborigines), British and Irish, American, Spanish, Ukrainian and Czech.

3 Notes for Early Childhood Education section

**Quality in Early Childhood Education**

- Registered teachers include: holders of a New Zealand Teachers Council (NZTC) practising certificate that is NZTC full registration, holders of an NZTC practising certificate that is subject to NZTC confirmation, and holders of an NZTC practising certificate that is NZTC provisional.

4 Notes for Tertiary section

**Participation at degree level and above, and Five-year retention rate (Figures 8.1 and 8.2)**

- Participation rate is the percentage of the population aged 15 and over who were enrolled at any time during the year.
- Participation rates are not available for ‘Other’ ethnic group; these are included in the total.
- Separate participation rates are not available for ‘Pasifika’, ‘Asian’ and ‘European/Pākehā’ ethnic groups prior to 2000.
- Retention rate is defined as the percentage of domestic students starting a qualification at a public provider in 2002 who are still enrolled or have completed by the end of 2006.
- Retention rates for any group with fewer than 30 students have been excluded.
- The retention rate total includes those students who have changed qualification level, whereas rates for individual levels do not.
- Retention rate does not include private training establishments (PTEs) (i.e. only public tertiary providers are included).
- These rates are age-standardised to the 2006 national age distribution (i.e. they represent the rate a group would have if they had the same age distribution as the 2006 national age distribution).
- Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- Data excludes those PTEs and Other Tertiary Education Providers (OTEPs) that neither received tuition subsidies nor were approved for student loans or allowances.
- Data excludes all non-formal learning and on-job industry training.
- Students who identify with more than one ethnic group have been counted in each group, but only once in the total. Consequently, the sum of the students in each group may not add to the total number of students.
- Students who were enrolled at more than one qualification level have been counted in each level, but only once in the total. Consequently, the sum of the students in each qualification level may not add to the total number of students.
- Totals also include those students whose qualification level or ethnic group is unknown.
Participation in industry training, and Participation in Modern Apprenticeships (Figures 8.3, 8.4, 8.5 and Table 8.1)
- Data relates to total number of trainees during the year.
- Totals also include Modern Apprenticeship numbers.
- Ethnic group is based on the single prioritised method of reporting.

Bachelors degree-level completion rates, and Higher-level progression rates (Figures 9.1 and 9.2)
- This completion rate is defined as the percentage of domestic students starting a qualification in 2002 who have completed a qualification at the same level by the end of 2006.
- Completion and progression rates for any group with fewer than 30 students have been excluded.
- A five-year higher-level progression rate is defined as the percentage of students completing a qualification who have enrolled at a higher qualification level at any time in the next five years.
- Data excludes all non-formal learning and on-job industry training.
- Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- Data excludes those PTEs and OTEPs that neither received tuition subsidies nor were approved for student loans or allowances.
- For this indicator European/Pākehā refers to people who affiliate as New Zealand European, Other European or European (not further defined). For example, this includes but is not limited to people who consider themselves Australian (excluding Australian Aborigines), British and Irish, American, Spanish and Ukrainian.
- Students who identify with more than one ethnic group have been counted in each group. Consequently, the sum of the students in each ethnic group may not add to the total number of students.
- Students who were enrolled at more than one qualification level have been counted in each level. Consequently, the sum of the students in each qualification level may not add to the total number of students.
- Totals also include those students whose qualification level or ethnic group is unknown.
- The total includes those students who have changed qualification level, whereas rates for individual levels do not.
What we are seeking to achieve?
Here’s how we contribute to Government goals as part of the education sector.
Priorities into Action

We have a task: to build a world-leading education system for the 21st-century. We have a set of priorities so we know where to focus our efforts. Now we need the knowledge, skills and determination of every person in the ministry to turn these priorities into action.

In all that we do, we must ensure equity, targeting our resources on building an education system that is successful for Māori and to lift achievement for Pasifika students.

We need to use the evidence, to know what works in lifting achievement for learners and to use this knowledge to target resources for the greatest impact.

We need to prioritise. That means focusing on critical points in the system to increase participation, engagement and achievement and to take action to address disparities.

We need to focus on results and build our capability and confidence to manage resources as effectively and efficiently as possible.

We need to connect, to work collaboratively within the ministry and across the sector. As we build leadership, accountability, relationships, competence and confidence to ensure our own 'organisational success', we need to attend to these factors to ensure the success of the whole education sector.

Finally, we need to be accountable, to be transparent and responsible in the way we work, continually monitoring our progress to ensure we are working in the right way.
Our strategic focus

This diagram shows how our key strategies are interwoven to provide a framework for delivering educational success for all learners, taking into account their specific learning needs and the different stages of their education.