Tertiary Education
Participation in Tertiary Education

What we have found

In provider-based learning, where learning is mainly undertaken within a tertiary education organisation, via lectures, there has been an increase in the participation of Pasifika over recent years. The age-standardised participation rate of Pasifika in bachelors degree-level study is the lowest of all major ethnic groups. Even though this rate has increased faster than for any other ethnic group, the Pasifika participation rate in tertiary education in 2010 is forecast to be below the target.

Pasifika tertiary students are also less likely to stay enrolled and/or complete their tertiary qualifications than all other ethnic groups. It is also forecast that the 2010 Pasifika retention rate for the 2006 cohort will not meet the target.

In workplace learning, there has been a steady rise in participation of Pasifika. Pasifika who are in industry training are less likely to be studying a qualification above level 3 of the National Qualifications Framework than Māori, non-Māori and non-Pasifika. It is forecast that the proportion of Pasifika industry trainees studying at level 4 or above will decrease. This trend is the same for all industry trainees studying at level 4 or above. In Modern Apprenticeships, Pasifika are under-represented compared with their share of the national population aged 15 to 24 years. Pasifika make up 9 percent of the population aged 15 to 24 years. However, they make up only 3 percent of all Modern Apprenticeships. This is forecast to increase to 4 percent in 2010.

What we are trying to achieve

*Increase Pasifika students’ participation and improve retention in tertiary education.*

**Target**
Increase the Pasifika participation rate at degree level and above from 3.4 percent in 2004 towards a total of 5.0 percent by 2010.

**Old Target**
Increase the Pasifika five-year retention rate at all qualification levels from 42 percent (2000 to 2004) towards 45 percent by 2010. Due to methodological changes, the Pasifika five-year retention rate for students starting in 2000 has changed. The target has been revised accordingly. See technical note 1 for more information.

**Revised Target**
Increase the Pasifika five-year retention rate at all qualification levels from 45 percent (2000 to 2004) towards 48 percent by 2010.

**Target**
Increase the proportion of Pasifika in industry training studying at level 4 or higher from 23 percent in 2004 towards 30 percent by 2010.

**Target**
Increase the participation of Pasifika people in Modern Apprenticeships closer to the rate that is in proportion to the Pasifika share of the national working-age population by 2010.
**Why this is important**

Participation helps understanding of how well the population is accessing learning opportunities after compulsory schooling. Success in tertiary education provides benefits to the individual and to society, not only in terms of increased employment opportunities and income but also in terms of wellbeing and social capital.

Continued participation in learning and education over a lifetime is a feature of the knowledge society. With rapid changes in society, economy and technology, skills can quickly become outdated. It is important that people continue to access education after they have completed their initial education.

**How we are going**

**Participation at degree level and above**

As can be seen in Figure 8.1, the age-standardised participation rate for Pasifika students studying at degree level or above is 3.4 percent. This rate is lower than for both European/Pākehā (4.7 percent) and Māori (3.6 percent).

![Figure 8.1: Age-standardised participation rates for degree level and above, by ethnic group (2001 to 2006)](image)

Pasifika have had a 23 percent increase since 2001 and this is the largest increase of the ethnic groups. This compares with a national decrease of 2.5 percent and an increase of 6.8 percent for Māori.

The forecast for Pasifika participation in 2010 is 4.0 percent. This is below the target of 5.0 percent.

**Five-year retention rate**

As shown in Figure 8.2, Pasifika students are more likely than students of other major ethnic groups to withdraw from, and/or not complete, their tertiary qualification within five years of starting. Of all Pasifika students who started a qualification at a public tertiary institution in 2002, 43 percent had either completed it or were still enrolled in the qualification five years later. This compares with 54 percent for Māori students, 51 percent for European/Pākehā students and 65 percent for Asian students.
Based on recent trends, the forecast for retention rate of Pasifika students who enrolled in a tertiary education qualification in 2006 was 44 percent. This includes students who are either still enrolled in or are completing their qualification by 2010. This is below the target of 48 percent of Pasifika.

**Participation in industry training**

As can be seen in Figure 8.3, the proportion of the Pasifika labour force participating in industry training has, along with that of other ethnic groups, been steadily rising since 2000 as government has progressively increased funding for this programme. In 2006, 11.9 percent of the Pasifika labour force participated in industry training, while in comparison 16.6 percent of the Māori labour force was engaged in industry training. This was more than twice the rate for non-Māori (7.5 percent of the non-Māori labour force).
While Pasifika peoples have comparable participation in industry training, the target is to improve industry trainees’ participation at level 4 and above. In other words, it is looking to increase the proportion of Pasifika industry trainees studying at higher levels (levels 1 to 3 equate to school-level study, while levels 4 and above are tertiary-level study).

As can be seen in Figure 8.4, of the Pasifika learners participating in industry training in 2006, 21.2 percent were studying at level 4 or above. This was the lowest proportion of the ethnic groups. Māori had a participation rate at level 4 or above of 30.5 percent, while non-Pasifika and non-Māori had the highest participation rate at 38.9 percent.

Since 2000, the proportion of all industry trainees studying at level 4 or above has fallen as industry training has broadened. The proportion of Pasifika students studying at level 4 has decreased by 7 percent. This is good in comparison with other ethnic groups, where the rates have decreased by more than four times this rate. The forecast is that 19 percent of Pasifika learners will be participating in industry training at level 4 or above by 2010. This is well below the target of 30 percent.

**Participation in Modern Apprenticeships**

As is shown in Table 8.1, the number of Pasifika undertaking Modern Apprenticeships has increased more than that of all the other major ethnic groups over the period 2001 to 2006.

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</thead>
<tbody>
<tr>
<td>Māori</td>
<td>380</td>
<td>667</td>
<td>928</td>
<td>1,025</td>
<td>1,198</td>
<td>1,430</td>
<td>276%</td>
</tr>
<tr>
<td>Pasifika</td>
<td>47</td>
<td>91</td>
<td>120</td>
<td>161</td>
<td>213</td>
<td>290</td>
<td>517%</td>
</tr>
<tr>
<td>European/Pākehā</td>
<td>1,570</td>
<td>3,457</td>
<td>5,051</td>
<td>5,746</td>
<td>6,621</td>
<td>7,284</td>
<td>364%</td>
</tr>
<tr>
<td>Total</td>
<td>2,049</td>
<td>4,344</td>
<td>6,259</td>
<td>7,175</td>
<td>8,390</td>
<td>9,466</td>
<td>362%</td>
</tr>
</tbody>
</table>
However, while the proportion of Māori and European/Pākehā in Modern Apprenticeships reflects their shares of the national population, Pasifika are significantly under-represented in Modern Apprenticeships. As can be seen in Figure 8.5, in 2006 Pasifika made up only 3 percent of all Modern Apprenticeships while they made up 9 percent of the population that Modern Apprenticeships are aimed at (15 to 24 year-olds).

The forecast is that 4 percent of all Modern Apprenticeships will be Pasifika in 2010. This is an increase towards the Pasifika share of the population aged 15 to 24 years.
What we are doing

The Tertiary Education Strategy 2007/12 sets out the contributions government expects from the tertiary system over the next five years. It is expected that if tertiary education organisations shift to respond to the priorities outlined in the Strategy, this will support the realisation of the Pasifika Education Plan targets. One area of focus for the Strategy is “ensuring maximum educational opportunity for all New Zealanders”. For Pasifika, this means a focus on building on the recent successes to lift achievement at all levels of tertiary education. The Tertiary Education Commission will look for evidence in tertiary education organisations’ Plans, and through the quality assurance system, that tertiary education organisations are taking steps to ensure the education they offer supports Pasifika students to achieve their aspirations. The following are the priority outcomes sought through the Strategy:

- Increasing the educational success for young New Zealanders to achieve qualifications at level 4 and above by age 25
  For Pasifika, this means tertiary education organisations (TEOs) should ensure they have in place the necessary systems and structures to support Pasifika success, and strong links with schools and Career Services to ensure Pasifika can make informed study choices.

- Increasing literacy, numeracy and language levels for the workforce
  Literacy, numeracy and language form a necessary foundation to support the achievement of Pasifika Education Plan targets at the higher levels of tertiary education. This means providing effective literacy, numeracy and language teaching in contexts that make sense to the student (such as workplaces). The high number of second language learners among Pasifika means that language will need to be a specific focus for tertiary education organisations working with Pasifika.

- Increasing the achievement of advanced trade, technical and professional qualifications to meet regional and national industry needs
  For Pasifika, this means increasing Pasifika achievement across a range of qualifications, including those accessed through Modern Apprenticeships, to support Pasifika economic development and to meet regional and national industry needs. This means ensuring Pasifika can choose from, and move into, a range of careers and make a key contribution to New Zealand’s economic transformation.

The Ministry of Education, alongside the Tertiary Education Commission (TEC) and other government agencies, works to increase Pasifika participation through:

- student support – all New Zealanders are supported through the student loans and allowances schemes to address the financial barriers to participating in tertiary education. Student allowances are designed to provide assistance to those who are unable to support themselves financially while undertaking full-time study;

- Step Up Scholarships – these also provide support for students from low-income backgrounds who are studying in approved degree courses. From 1 January 2008, the number of Step Up Scholarships was to increase by 50 percent and the scheme has been redesigned to increase access opportunities for students from low-income backgrounds;

- Special Supplementary Grants – the purpose of these grants is to provide additional funding for tertiary education institutions to improve participation, retention and achievement of Māori and Pasifika learners at higher levels of tertiary education through the provision of services and initiatives that are developed to meet the specific learning needs of these groups. This funding will continue to be made available within the new funding system operating from 1 January 2008;
Modern Apprenticeships and industry training – the Tertiary Education Commission has an ongoing role in these programmes, working with a wide range of stakeholders, to support the participation and achievement of under-represented groups, including Pasifika peoples. The Commission has held regional workshops with key stakeholders that have been successful in strengthening stakeholder networks to promote industry-driven strategies to enhance participation of under-represented groups;

- Tupulaga Le Lumana’i (Skill Enhancement) – this is provided specifically to support young Pasifika people to undertake training to meet the skills required for an identified industry, which might lead to a Modern Apprenticeship or industry training agreement, or further tertiary study;

- improving the participation, retention and success of Pasifika in tertiary education – this requires a partnership between learners, their families and communities, TEOs, and government agencies;

- requiring that TEOs and the funder, the TEC, deeply understand the tertiary education needs and aspirations of Pasifika peoples – it also implies that Pasifika communities will take an active ownership interest in the quality, relevance and responsiveness of the tertiary education system;

- establishing in 2007 a stakeholder engagement function to better understand the tertiary education needs of stakeholders across industries, sectors and regions;

- the Stakeholder Engagement Manager Pasifika, who works with Pasifika communities throughout the country to help explain the tertiary education structure and recent reforms; and

- the regional facilitation process that results in the production of a regional statement of tertiary education needs – this is one vehicle for bringing about closer and more productive relationships between TEOs and Pasifika communities.

Where to find out more

www.educationcounts.govt.nz

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Achievement in Tertiary Education

What we have found

The five-year higher-level progression rate for Pasifika students that complete a qualification, at any level, has increased over the past four years. Pasifika students are more likely than European/Päkehā and Asian students to progress on to a higher qualification within five years of graduation.

There has been a slight increase in the five-year completion rate of bachelors degree-level qualifications for Pasifika students over the past five years; however, Pasifika students are less likely to complete their bachelors degree-level qualifications within five years than their Māori, European/Päkehā and Asian counterparts.

The Pasifika five-year higher progression rate is expected to be above the target. The forecast Pasifika five-year bachelors degree-level completion rate is, however, expected to be below the target.

What we are trying to achieve

*Increase Pasifika student achievement and progression in tertiary education at all levels, particularly at the degree level and above.*

**Old Target**

Maintain the five-year higher-level progression rate at 31 percent or higher.

Due to methodological changes the Pasifika five-year higher-level progression rate for students starting in 2000 has changed. The target has been revised accordingly. See technical note 1 for more information.

**Revised Target**

Maintain the five-year higher-level progression rate at 34 percent or higher.

**Old Target**

Increase Pasifika five-year bachelors degree-level completion rates from 32 percent (2000 to 2004) towards 40 percent by 2010.

Due to methodological changes the Pasifika five-year bachelors degree-level completion rate for students starting in 2000 has changed. The target has been revised accordingly. See technical note 1 for more information.

**Revised Target**

Increase Pasifika five-year bachelors degree-level completion rates from 30 percent (2000 to 2004) towards 38 percent by 2010.

Why this is important

Successfully completing a tertiary education qualification provides, on average, better economic outcomes. A tertiary education qualification also provides a sound foundation for lifelong learning, and contributes to developing a workforce and society with the ability to meet the challenges of today and the future.
How we are going

Higher-level progression rates

As can be seen in Figure 9.1, Pasifika students who complete a tertiary education qualification are more likely to progress on to further study in a higher-level qualification than European/Pākehā students and Asian students. This rate of progression has increased more for Pasifika students over the past four years than for European/ Pākehā, Māori and Asian students.

While 36 percent of Pasifika students who completed a tertiary education qualification in 2001 had enrolled in a higher qualification between 2002 and 2006, 35 percent of Asian students and 29 percent of European/Pākehā students did the same. The rate for Māori was 44 percent.

Given current trends, it is likely that the proportion of Pasifika progressing on to higher qualifications upon graduation will be maintained at 34 percent or higher. The forecast for 2010 (for those graduates of 2005) is 44 percent.

Bachelors degree-level completion rates

As can be seen in Figure 9.2, the five-year completion rate of students in bachelors degree-level qualifications showed a slight increase for students who started their degrees in 2002 compared with those who started their studies in 1998. The completion rate for Pasifika students in bachelors degree-level study has been more stable than that of their European/Pākehā and Asian counterparts.
Pasifika students are less likely to complete their bachelors degree-level qualifications within five years of starting. Of all the Pasifika students who started a bachelors degree-level qualification at a public tertiary education institution in 2002, 32 percent completed this qualification by 2006. This compares with 36 percent for Māori students, 50 percent for European/Pākehā students and 55 percent for Asian students.

The forecast is that 32 percent of the 2006 cohort will complete their bachelors degree-level qualification by the end of 2010. This is below the target of 38 percent.

What we are doing

The ministry is working with the Tertiary Education Commission to ensure that all system levers are used to meet the Plan’s completion target. Work towards this includes:

- Special Supplementary Grants – the purpose of these grants is to provide additional funding for tertiary education institutions to improve participation, retention and achievement of Māori and Pasifika learners at higher levels of tertiary education through the provision of services and initiatives that are developed to meet the specific learning needs of these groups. This funding will continue to be made available within the new funding system operating from 1 January 2008; and

- appointment of a stakeholder engagement manager with a Pasifika focus. This position provides strategic oversight across the tertiary sector. This work also supports better engagement and responsiveness from the sector to Pasifika students and their communities.
Where to find out more

www.educationcounts.govt.nz

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Engagement with Pasifika Communities

**What we have found**

There has been an increased focus on Pasifika students in tertiary institutions between 2000 and 2006.

**What we are trying to achieve**

*Ensure that the needs and aspirations of Pasifika communities are identified and addressed.*

**Target**

Tertiary education organisations (TEOs) to be able to demonstrate evidence of actions they have taken to consult with the Pasifika community and to address Pasifika aspirations.

**Why this is important**

Pasifika are becoming a larger proportion of the population. Attracting and retaining Pasifika students and developing a culture of lifelong learning will depend on the tertiary system being responsive to Pasifika students and communities.

**How we are going**

According to *University Objectives: An analysis of university annual reports 2002-2006*, the number of universities that included objectives relating to Pasifika was four times greater in 2006 than 2002. These objectives were focused on the New Zealand Pasifika community and wider Pasifika region, and aimed to improve teaching and research relevance in the Pasifika community.

The Tertiary Education Strategy 2002/07 Monitoring Report 2005, *A System in Change*, reports that a third of all tertiary education organisations had started to focus on engagement with Pasifika communities. However, this engagement has been focused more on the needs of Pasifika students as part of recruitment and less on Pasifika development and Pasifika social goals.

**Where to find out more**

www.educationcounts.govt.nz

**PUBLICATIONS**

- Making Use? Views on the use and usefulness of the Tertiary Education Strategy 2002/07
- Lining Up? The influence of the Tertiary Education Strategy 2002/07 on tertiary education organisation profile objectives
- University Objectives: An analysis of university annual reports 2002-2006