

**REVIEW OF THE
IMPLEMENTATION AND
EFFECTIVENESS OF SPECIAL
SUPPLEMENTARY GRANTS FOR
MĀORI AND PASIFIKA STUDENTS
AT TERTIARY EDUCATION
INSTITUTIONS FROM 2001 – 2002**

MĀORI REPORT

November 2003

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EXECUTIVE SUMMARY

INTRODUCTION

1. The Special Supplementary Grants (SSG) were introduced in 2000 to improve the retention and achievement rates of Māori and Pasifika peoples in tertiary education by increasing the responsiveness of Tertiary Education Institutions (TEIs). The total amount of SSG funding received by the TEIs is calculated on the basis of the number of Māori and Pasifika equivalent full-time students (EFTS).
2. The Ministry of Education (the Ministry) has undertaken to review the implementation and effectiveness of the SSG, as it has been in operation for nearly three years. It has also been identified in the Statement of Tertiary Education Priorities 2003/04 that capability-building for Māori will be assisted by the evaluation of the SSG.
3. The Tertiary Education Commission (TEC) is now the agency that is responsible for the management and implementation of the SSG funding. The TEC has assisted the Ministry in this review through the provision of information and advice.
4. The final report consists of four chapters, each with a different focus:

Chapter 1 – A description, stock-take and analysis of the SSG initiatives implemented by TEIs;

Chapter 2 – An investigation into the effectiveness of the SSG based on case studies of a cross-section of TEIs. This chapter describes the initiatives and the processes behind the implementation of those initiatives;

Chapter 3 – A report on the Ministry's implementation of the SSG;

Chapter 4 – A report providing an overview of the first three chapters and a summary and discussion of key findings.

5. The review is an analysis of the following four different types of information:
 - the annual SSG TEI reports;
 - questionnaires and discussions from forums with groups associated with TEIs
 - case studies at a sample group of seven TEIs
 - discussions with and feedback from the Māori and Pasifika SSG Reference Groups established by the Ministry for the review.

BACKGROUND TO THE SSG

6. In November 2000 the Honourable Steve Maharey, Associate Minister of Education (Tertiary Education) announced that supplementary funding in the form of the SSG was to be made available to TEIs, in order to improve tertiary education outcomes for Māori and Pasifika peoples. This funding was intended to supplement new or existing support services for current Māori and Pasifika students. The long-term goals of the SSG, as articulated in the original Notice of Purpose, were to improve and increase the retention and achievement rates of Māori and Pasifika peoples in tertiary education.

7. The landscape for the tertiary education system has changed dramatically since 2000 when the SSG was established. The tertiary education reforms have shifted the overall approach of tertiary education to one that is much more strategic. The *Tertiary Education Strategy 2002/07 (TES)* has been developed to guide the sector and government agencies. Strategy Two: Te Rautaki Mātauranga Māori – Contribute to the Development of Māori Development Aspirations, and Strategy Five: Educate for Pasifika Peoples' Development and Success provide objectives to shape the tertiary system's responsiveness to Māori and Pasifika peoples. They are key to the current context of the SSG.
8. In addition to the TES it is important to highlight the SSG and its relationship to Māori aspirations for tertiary education. The Hui Taumata Mātauranga, the Māori Tertiary Education Framework and iwi education plans are key areas to which the SSG has the potential to contribute towards.
9. The integrated funding framework is designed to support the alignment of the tertiary system with the TES and emphasise the importance of performance and excellence, relevance and access. The framework includes a Strategic Development Component, which the SSG sits within. In the future, it is intended that the funding system, in conjunction with other steering instruments, such as charters and profiles, will act to ensure that the tertiary system achieves the goals identified in the Strategy.

SUMMARY OF KEY FINDINGS

The following are the key findings of the review. Chapter 4 provides a more detailed discussion of these key findings.

- I. The SSG has made a huge and important difference within TEIs for Māori students, despite the limited amount of money in comparison to the rest of the money provided to fund tertiary education as a whole.
- II. The targeting of a specific pool of money aimed at increasing the success of Māori students in TEIs was seen as one of the major benefits of the SSG.
- III. At present, TEIs are unclear about what initiatives are allowed to be implemented using SSG funding. A clear statement ought to be released about what initiatives are or are not permitted to be implemented using the SSG funding. In addition, information needs to be provided which details the government's response to those using the funding for purposes expressly prohibited under government directives.
- IV. Long term planning would be enhanced through the indication of the likely levels of funding over a two or three-yearly cycle.
- V. Further consideration should be given to whether the funding will continue to be allocated for Māori and Pasifika EFTS jointly, or whether it should be allocated and reported on separately.
- VI. It may be timely to review the amount of SSG funding allocated per EFTS with any increase in funding being coupled with increased accountability.
- VII. A high level of concern has been expressed about the lack of internal and external consultation being undertaken by TEIs when establishing their SSG

initiatives. Government directives are necessary in order to ensure that TEIs are consulting with identified stakeholders and are allowing their participation in the decision-making process.

- VIII. TEIs would benefit from a formal expression of the placement of the SSG within the new tertiary funding framework.
- IX. The current TEI SSG reporting templates need to become more detailed in order to improve the quality and content of these reports. TEIs would also value more feedback about both their reports, and the quality of initiatives being implemented.
- X. An update of the best practice information would be valuable, as would an opportunity for those involved with implementing SSG initiatives to network and share ideas, maybe in the form of a workshop.
- XI. A centralised record or holding of research into the effectiveness of SSG initiatives would be beneficial.

CHAPTER 1: STOCKTAKE AND ANALYSIS OF THE SSG INITIATIVES

INTRODUCTION

1. This is the first chapter of four that contributes to the review of the implementation and effectiveness of the SSG for Māori tertiary students. This review will focus on the two funding years which are fully completed, 2001 and 2002. Although this is the specified review period, references to 2003 have been left in as this contributes to the understanding of where TEIs are going with the SSG in the future. A second project is being undertaken in parallel to this review with a focus on the SSG for Pasifika tertiary students.
2. This first chapter will provide a stock-take and analysis of the initiatives implemented by TEIs as reported back in their end of year reports.

THE END OF YEAR REPORTS

3. Each TEI receiving SSG funding is required to comply with certain reporting requirements. This includes reporting on the objectives that have been set by the TEI and mid and end of year reports designed by the Ministry (and now the TEC). The end of year reports are based on a standard template which the TEIs are required to complete. The end of year reports contain information describing what has been done with the Māori and Pasifika SSG. Most of the institutions provide one report that contains information about the initiatives and objectives for both Māori and Pasifika students. Within the reports some institutions have identified initiatives which are aimed at both Māori and Pasifika, students while others differentiate between the two groups of students and set up objectives and initiatives which cater specifically for Māori or Pasifika students. We have reviewed the available SSG final year report information for the TEIs for 2001 and 2002, as it relates to Māori students. A full description of the SSG initiatives as reported by the TEIs is provided in Appendix 1.

INITIATIVES

4. Of the TEI reports for 2001, some included initiatives established for Māori only, while other TEIs had initiatives established for both Māori and Pasifika students.
5. Of the different types of initiatives implemented those established to support students were the most common. Every institution implemented at least one initiative to support their Māori students and address some combination of achievement, success and retention. The most common forms of support involved a mix of pastoral and academic support often combined with a contact person whether through mentoring or tutoring or an appointed co-ordinator, liaison or support person.
6. There were also some innovative initiatives identified, these included:
 - Auckland University of Technology's ITMOSS system which is an intensive tracking system for Māori and Pasifika students within each school of study. A student comes to attention when they miss an assignment or a number of classes at which point an intensive intervention and one-on-one follow up system is initiated.

- Waiariki Institute of Technology provides a payment directly to their students' association to provide their own SSG initiatives. The student association has provided an end of year report within the annual reporting template accounting for their expenditure.
 - Two institutions have provided financial assistance to contribute to student's childcare expenses.
7. Of those TEIs which included information reviewing their SSG initiatives, most included discussion on the results of student satisfaction surveys. A consistent theme was that students were satisfied with initiatives such as mentoring, tutoring, pastoral and cultural care. These were seen as initiatives which assisted academic studies and achievement though the manner in which these kinds of initiatives are implemented varies across TEIs. Of those TEIs which provided statistics showing pass and retention rates, the results varied with some exceeding and others not meeting their target rates.
 8. Some TEIs indicated that some initiatives identified to take place did not occur or when held had low student participation rates. An example of this were initiatives for overnight whakawhanaungatanga noho. These seemed generally a less popular initiative with institutions opting to fund regular daytime meetings for students and cancelling the noho. Some institutions sought to look at why students did not seem keen to participate in this type of initiative. Family and work commitments were the most common reasons given while other TEIs gave no reason other than lack of student participation for cancelling a planned initiative.
 9. In 2001 some institutions had other initiatives that did not take place, however, this was mostly related back to administrative delays approving objectives and releasing the SSG funding. Despite this delay most TEIs still set up and implemented a range of initiatives for their Māori students.

ISSUES

10. There are some key issues identified through the analysis of the SSG TEI annual reports. These are discussed below.

COMPARING TEIs

11. There are a number of issues which affect meaningful comparison between TEI SSG initiatives, or which affect the quality of information for analysis based only on the TEI annual reports. These include:
 - There is a large range in the sizes of the institutions and the amount of SSG funding they receive.
 - That information within the standard reporting templates is limited and varies substantially between TEIs.
 - That most TEIs do not provide information that substantially links their institutional objectives with initiatives, results or data and costs.
12. The differences in institution size and comparative SSG funding are substantial. SSG funding ranges in size from just over \$2,000 to up to \$350,000 annually. The size of the TEI and the number of Māori students are relevant when comparing different TEIs and different initiatives.

QUALITY OF REPORTS

13. All TEIs are required to submit reports on a standard reporting template, however, even in the template the quality of information provided varies substantially from one TEI to another. Some TEIs provided minimal amounts of information while others provide very in-depth information. The ability to compare initiatives and objectives and their effectiveness is limited when only minimal amounts of information are provided.
14. A select number of TEIs have provided information that includes pass rates or retention statistics. Even fewer make links between their institutional objectives, specific initiatives and data or information relating to effectiveness. This again affects the ability to compare information between institutions or determine effectiveness or outcomes of specific initiatives. Most institutions have provided no information on how they seek to measure the impact or the results of SSG funded initiatives, although there were a number of research projects funded under the 2002 SSG that may provide relevant information.

BEST PRACTICE INFORMATION

15. The annual SSG reports indicate that TEIs could benefit from the sharing of information about initiatives that are working and the results from SSG-funded research. The size of a TEI or the amount of the SSG funding does not appear to be a factor, which limits the implementation of positive initiatives for Māori students. Some TEIs that receive relatively small SSGs have implemented their funding on a range of different initiatives that appear to be successful or beneficial. Each TEI has unique characteristics that will affect what interventions are appropriate, and capacity issues and the needs and location of Māori students are all relevant considerations.
16. The information from the TEI SSG annual reports suggest that there would be value in determining best practice initiatives to assist and share information between institutions for:
 - TEIs of a similar size or which receive a similar SSG - this could be useful for small, mid-size and large TEIs
 - TEIs with large numbers of extramural student
 - TEIs with multiple campuses or satellite campuses.

TYPES OF INITIATIVES

17. Some institutions have focused very much on student support initiatives. These initiatives are implemented directly to students for their immediate benefit such as mentoring, resources, scholarships and support positions. There are also initiatives which are more strategic and aim to benefit students indirectly these include:
 - Management or strategic positions for Māori staff or local iwi representatives
 - Establishing consultation processes or links with Māori communities and local iwi representatives
 - Staff training
 - Research.

18. Thought may need to be given to what is or is not appropriate expenditure for SSG funding. Staff training to raise cultural awareness and consultation with iwi are examples of initiatives, which have arguable cases for inclusion under SSG. While TEIs have identified benefits for their Māori students when teachers or lecturers are more culturally aware, it is arguable that this should be funded as professional development rather than by SSG. Likewise with consultation and the establishment of links with local iwi and Māori communities for the purpose of the establishment of the SSG initiatives, the concern is not in relation to whether it should occur but as to whether it is something that should be funded under SSG. The Tertiary Education Strategy, Statement of Tertiary Priorities and Charters and Profiles all require TEIs to have networks established to facilitate communication with local iwi and Māori communities and therefore costs should be incurred as general operational expenditure rather than drawing on the SSG.

RECRUITMENT OF STUDENTS

19. The issue of using SSG to fund recruitment initiatives has been a point of discussion between officials both within the Ministry and the TEC. There are a select number of institutions that have spent significant proportions of their SSG funding on recruitment strategies. The main points are:

- A suggestion that only a portion of an institution's SSG funding should be spent on recruitment except where institutions have no issues in terms of the retention and completion rates for their Māori students.
- That there be a differentiation made between types of recruitment. One type involves intensive work with individual school pupils providing them with assistance to make career plans, providing academic advice and linking school subjects with degree programmes. A second type focuses on recruiting students already enrolled in tertiary education to study at a higher level. Another is based on increasing enrolments and advertising a TEI without intensive assistance.

20. The first type of recruitment is seen as more likely to ensure students have foundation knowledge necessary to succeed in particular areas of tertiary study. This type of recruitment is consistent with the SSG objectives, as is the recruitment of tertiary students into higher education. Concerns were raised more in relation to recruitment strategies that involved a large proportion of a TEIs' SSG budget or extensive marketing and advertising without associated student support initiatives. In 2002, two institutions spent a significant proportion of their SSG funding on recruitment-related initiatives and at a greater level than they had the previous year.

RESEARCH

21. Some institutions have reviewed or undertaken research regarding their SSG initiatives or on the best way to meet their students' needs. This would seem to be relevant information to determine the identification of benefits from different initiatives, the benefits of different 'packages' of initiatives and best practice information. There are a number of institutions that have spent SSG funding on research for a range of slightly different purposes related to SSG. A logical step would seem to be for the government agencies to seek to access this information or identify where the information is held or published so that it can be shared.

22. A selection of TEI case studies will be undertaken as the next part of this report. It is anticipated that information about the research or analysis done by the TEIs will be included in the case study reports.

CONSULTATION

23. Most of the TEIs gave no information which identified the consultation process which was used either to set the institutional priorities, objectives or initiatives. The Ministry (and now the TEC) advise TEIs to consult with their students and staff and also possibly their wider Māori communities. However, there is no part in the reporting of this process which asks for information on this specifically. Issues such as low student participation, or continued bad statistics when initiatives are implemented are a possible indication that students and communities have not been consulted or are not supportive of particular initiatives. While this may not necessarily be the case, the issue of consultation and the level of consultation that institutions have with their Māori communities is an important one. In light of the tertiary reforms this is furthermore likely to be an issue for TEIs.

CONCLUSION

24. Institutions are implementing a range of different initiatives under the SSG to support their Māori students. This first report on the Māori SSG initiatives is based on the information received from TEIs in their annual SSG reports. Part of this report includes a list of all the different initiatives which have been established by each TEI. There are limitations to this type of reporting and these issues have been highlighted and taken account of. The issues further identify points that require clarification or further policy consideration. What is apparent is that a number of TEIs have taken the issue of the academic achievement of their Māori students seriously, and have sought to provide initiatives which make a significant difference. Furthermore the reports show that the ability to provide positive assistance to Māori students is not limited by the size of an institution or the amount of funding it receives.

CHAPTER 2: CASE STUDIES

INTRODUCTION

1. The information within Chapter 2 has been collected through visits to each of a sample group of TEIs. The details of each of the case study TEIs are included below. These case studies investigate the way in which the sample TEIs have implemented SSG initiatives to support their Māori students. The main reason for including case studies within the SSG review has been to uncover information around SSG initiatives beyond the information collected in the annual TEI SSG reports, and through the SSG Reference Group.
2. An important element of the case studies is the identification of the types of monitoring and evaluation undertaken by TEIs in relation to their SSG initiatives or research funded through the SSG. The information gathered through SSG research, evaluation and monitoring processes is important because it is one of the most robust measures available to determine the effectiveness of the SSG funding. Currently there is no centralised holding of SSG research information or reports and the amount of information included with annual TEI SSG reports varies and only in limited cases does it include the provision of the full findings of work done. The case study write-ups also include information detailing the unique processes applied by TEIs to establish and manage SSG initiatives.

DESCRIPTION OF THE RESEARCH METHODOLOGY

3. Case studies were conducted at a sample group of TEIs. Each year that the SSG has been available, the Ministry has issued directions to TEIs relating to the SSG but have not required these to be reported on in the annual TEI SSG reports. The requirement for consultation with Māori and Pasifika students and staff on institutional priorities was one such direction, and the SSG being a supplementary grant to fund only new initiatives outside of those initiatives which are already provided, was another. The case studies also sought to identify further information about the processes used to implement institutional initiatives.
4. The sample group of TEIs was selected taking into account a number of considerations including the review of the annual SSG reports from 2001 and 2002. The sample TEIs were not chosen as examples of best practice but each TEI had positive elements around its implementation of SSG initiatives. Positive elements were identified as being practices that reflected a TEI's understanding of the purposes of SSG and commitment to the success and retention of its Māori students. Examples of positive elements included TEIs with initiatives such as: a wide range of initiatives for Māori students aimed at their academic and pastoral needs; a selection of monitoring initiatives or extensive and ongoing internal and external SSG consultation. The TEIs in the sample group were chosen to ensure that each of the following characteristics were reflected within the sample group:
 - At least one of each of the institution types (University, College of Education, Polytechnic and Wānanga)
 - Both small and large TEIs
 - Located throughout the country

- A range of sizes of Māori and Pasifika student populations
 - With satellite campuses
 - Extramural students
 - Separate initiatives implemented for Māori and Pasifika.
5. Members of the research group visited each of the seven TEIs during July and August 2003. The TEIs were visited at the agreement of the Vice-Chancellors, Principals or Chief Executive Officers (CEOs). The Ministry requested to interview the various people who work on the implementation of the SSG as well as student and staff representatives. The TEIs identified the people to be interviewed. Because each TEI implements the SSG in accordance with their own processes, there was no set number of people or people in particular positions interviewed. Each participant completed a research participation form. Some students were interviewed but for a variety of reasons students at other TEIs were not. The reasons for not interviewing students included: that no meeting time could be set; that there was no student representative body to contact and at one TEI we were told that it was not appropriate to interview students.
 6. A set questionnaire was prepared and used in all interviews conducted for this report. Apart from the introductory paragraph, the case study write-ups were completed using the information provided by research participants on the interview questionnaires. In most cases people from TEIs were interviewed one at a time, however, in some cases people requested to be interviewed in groups. Where this occurred, the interview was recorded on a single questionnaire with no record made of which person made which comment. Research participation forms were still completed by each participant, however, and this was done on the understanding that only additional information provided on individual questionnaires could be removed if a person wished to withdraw from the research.
 7. The case study TEIs are anonymous to promote free and frank discussion by the interview participants. However, an institutional character profile is provided in the introductory paragraph.

CASE STUDY 1

TEI Description

1. TEI 1, a Polytechnic enrolled 8,405 EFTS in 2002. Of the students enrolled, 11.2% were Māori and 13.9% were Pasifika. TEI 1 has thirteen Schools of Study or Departments, spread across four different campuses. The type of courses offered at TEI 1 ranges from Certificates and Diplomas, to Bachelor and Master Degrees.
2. TEI 1 implemented some of its SSG initiatives specifically for Māori students and others in conjunction with Pasifika students.
3. The interviewees at TEI 1 ranged from executive staff, to academic and support staff and student representatives.

Findings

Establishment of the SSG Initiatives

4. Once the government announced the availability of the SSG funding to TEI 1, stakeholder groups were asked to put forward ideas about how the money could be used.

Description of the Initiatives

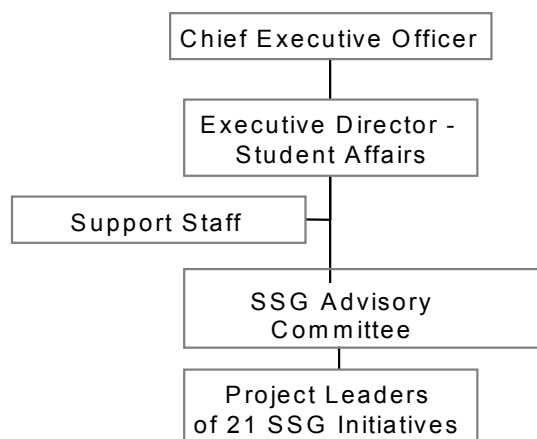
5. In 2002, TEI 1 used the SSG to implement the following initiatives specifically for Māori students:
 - three weekend wānanga – the 1st one focusing on preparing students for examinations, and the following two focusing on study needs, assignments and other issues students sought to address
 - a Peer Mentoring Service
 - 15 focused subject support programmes
 - the employment of a Māori Learning Specialist
 - provision of free courses in the areas of te reo Māori, waiata, karanga and rorohiko
 - employment of an Institute Kaumatua.

Consultation

6. From the outset, TEI 1 consulted with staff, students, and Māori and Pasifika community groups about what initiatives each group would like to see implemented. However TEI 1 noted the difficulties faced when trying to consult with students, as this particular TEI does not have a students' association, and also has a large number of part-time students who spend limited hours on campus. The TEI is currently trying to develop a student network so that consultation can be more structured.
7. Limited timeframes were also seen as an obstacle to undertaking more extensive consultation, as there was minimal time allowed by the Ministry between the announcement of the funding and the implementation of the initiatives.

Management of the SSG Initiatives

8. TEI 1's management of its SSG initiatives is illustrated in the following flowchart:



Benefits of the SSG Initiatives

9. For TEI 1, the SSG has meant money has been provided to instigate the necessary changes needed to ensure Māori success. The provision of the funding is seen as a sign that the government is serious about the need to address the issues of Māori achievement and retention, and this has meant putting the needs of Māori students at the top of the institution's agenda.

Issues with Implementing the SSG Initiatives

10. Initial problems with implementing the SSG initiatives included a lack of management structures being in place to handle the funding. Although TEI 1 now has these structures, the short space of time between the announcement of the funding and the implementation of the first SSG initiatives meant there was limited scope to establish these from the outset.

11. Time pressures were also seen to contribute to the initial SSG initiatives being somewhat ad hoc in nature. However, over time the TEI feels it has been able to adopt a more strategic focus by establishing projects with a long-term focus.

12. Initially, some support and academic staff were unclear about the expectations that the institution had of them concerning their role in the SSG initiatives and what outcomes the projects were expected to achieve.

Government Directives and Assistance

13. TEI 1 saw the initial SSG guidelines as being fairly clear, but the institution would now like reinforcement of their understanding about what the funding may and may not be used for. The TEI would also like some indication of the government's expectations and goals in terms of the outcomes of the SSG initiatives, so that the institute's projects can be targeted accordingly.

14. The best-practice guide was also seen as beneficial, and the TEI would like an update of this that includes initiatives that have been evaluated and seen to be

successful. The opportunity to network and share ideas with people with SSG initiatives from other institutes was also seen as something worthwhile.

15. This TEI does have issues with the way the SSG is allocated, and would like some indication of the length of time the funding is going to be available for, so that long-term planning can be undertaken. A two or three year funding cycle would also make it easier to plan ahead. In addition, TEI 1 has a large number of part-time students and as the SSG is funded per EFTS, this makes it difficult to meet the needs of all students.
16. A need was also expressed for quantitative data about the achievement, participation and retention rates of Māori students within the TEI, so that some outcomes analysis may be undertaken. TEI 1 thought that one or more of the government agencies might have some role to play in providing this information.
17. A request was also made for a government representative to be present at SSG consultation hui, so that questions about the funding could be directed at them.

Existing or non-SSG Funded Initiatives

18. The following is a non-exhaustive list of initiatives operating at TEI 1, not funded from Māori and Pasifika SSG funding, to support Māori and Pasifika students:
 - Kaumātua position - initially this position was established using SSG funding, however from 2003 the position has been extended and is now entirely centrally funded.
 - Māori Liaison Officer
 - Pasifika Liaison Officer
 - Kaiarahi position - Working for Komiti Tangata Whenua to ensure a Treaty of Waitangi or Māori perspective is reflected in all programmes across the institution.
19. TEI 1 has developed a strategic project that aims to retain and graduate increasing numbers of Māori and Pasifika students. Target 2010, the project, will involve the whole institution in addressing issues of minority group education, in supporting Māori and Pasifika students, and in creating a supply of highly skilled and trained people to meet the goals of the community. The following initiatives are funded through Target 2010¹ contestable funding:
 - Appointment of a senior administrator in a Māori and Pasifika liaison support role within the Schools of Applied Studies.
 - Targeted Academic English Course for Pasifika students.
 - Pilot programme to identify and intervene with Māori and Pasifika students identified as having difficulty with study content, attendance etc.
 - Event organised for current Māori students in Diploma and Degree programmes and local Māori students in Year 13 to affirm and recognise student achievement and influence prospective students.
 - Support to enable disadvantaged Māori youth from outlying districts to attend the TEI.
20. The following initiatives are pending approval:

¹ The Target 2010 project's goals are by 2010 to have 20% of graduates being Māori, 20% of graduates being Pasifika, and to have a 10% increase in the participation of other school leavers (other than Māori).

- Work to be undertaken with mature Pasifika women from the Further Education Department to maximise their opportunities for employment or further study.
 - Support to enable disadvantaged rural Māori youth to attend six month-long programmes at the TEI.
 - Support to provide Librarian Internships for Māori and/or Pasifika people.
21. The following initiatives were established using SSG funding and have since been expanded using a mix of SSG and institution funding:
- Māori Learning Specialist
 - Pasifika Learning Specialist
 - Māori and Pasifika Counselling.

SSG Monitoring and Evaluation

22. The departments responsible for each SSG initiative produce quarterly milestone reports. Within each initiative, performance measures and targets have been identified, and the individual departments report back against these. These milestone reports are then disseminated to the SSG Advisory Committee.
23. TEI 1 has established an evaluation model which will be used to evaluate all its 2003 SSG initiatives. The evaluation will include consultation with external evaluation experts with the expected outcome being an evaluation report for all 2003 SSG initiatives.
24. In addition, student surveys are used at different times to evaluate individual initiatives and to inform improvements.

Further Comments About the SSG

25. TEI 1 welcomed the Ministry's review of the SSG, especially if it leads to positive improvements.

CASE STUDY 2

TEI Description

1. TEI 2 is a University, with 14,220 EFTS enrolled in 2002. Of those students, 9% were Māori and 9% were Pasifika. The University has six faculties and two campuses within the same city. TEI 2 offers a full range of qualifications, from Certificates and Diplomas, to Undergraduate, Masters and Doctoral degree.
2. TEI 2 has one SSG-funded initiative aimed at both Māori and Pasifika students.
3. Those interviewed at TEI 2 included staff from a number of schools, support staff and members of the Executive. No student representatives were spoken to.

Findings

Establishment of the SSG Initiatives

4. Prior to the establishment of the SSG funding, TEI 2 had identified the need to address the success of its Māori students, particularly within certain schools of study. Concerned students and staff had brought this problem to the attention of the TEI, and different pathways for action were being considered. The SSG was then introduced, and in response, the TEI established a reference group with a brief to allocate the funding to faculty and student services projects. Sixteen applications were made for the funding, and thirteen were approved.
5. The thirteen initiatives were trialled for one year, and a subsequent evaluation found that the projects were ad hoc in their delivery, and that the SSG would be better applied to a single cross-TEI strategy.

Description of the Initiative

6. The SSG initiative at TEI 2 is an academic development project. This initiative takes into account the widest possible range of factors that may affect a student's academic experience at university, including curriculum content and delivery, staff skills and empathy, and student academic and personal needs. The initiative looks at student success from two directions:
 - i) What is the student doing that might undermine his or her potential for success? (as illustrated in Project 1 below)
 - ii) What is the TEI doing that might undermine their capacity to be effective for a student's potential for success? (as illustrated in Project 2 below).

PROJECT 1

7. The system established enables staff to identify Māori and Pasifika students who do not attend class on a sufficiently regular basis. Once a need for intervention has been identified, a team of staff with direct involvement in a student's education will:
 - consult on his or her academic support needs – where this has been identified as necessary
 - agree on an integrated intervention plan

- ensure that the plan is implemented in a co-ordinated way and that the student's progress is monitored, and the plan is reviewed as necessary.

PROJECT 2

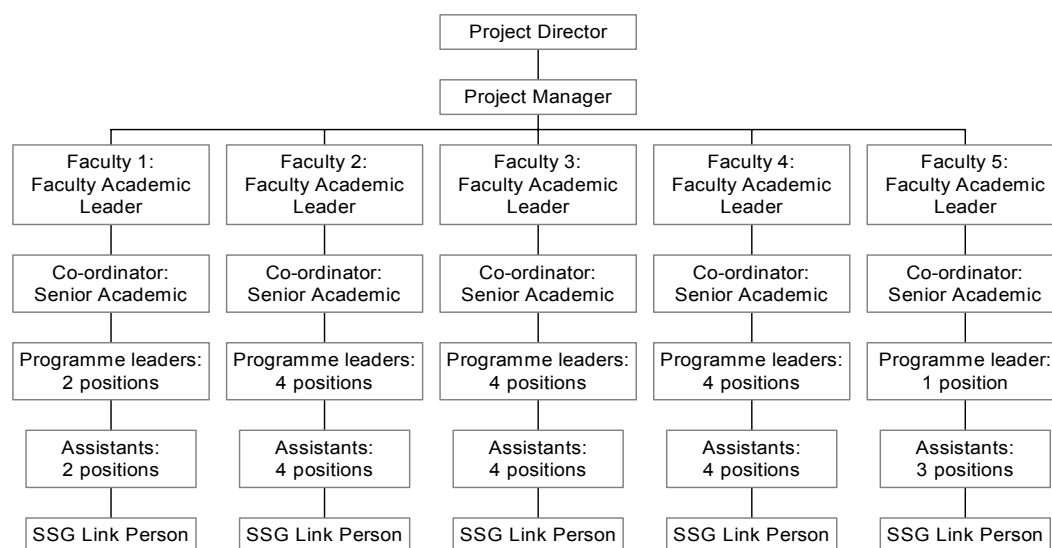
8. Staff involved in this initiative undertake a module-based analysis to determine the pass rates of students. If particular modules have repeatedly high failure rates, this information will be brought to the attention of senior academic staff within the Faculty concerned and necessary action taken. In one case, this has included the reviewing of module content.

Consultation

9. The consultation undertaken by TEI 2 when establishing the SSG initiative that is now in operation, mainly involved discussions with staff from the different faculties, with minimal student input. The TEI felt that it had enough of an indication from past involvement with external groups to assume that the initiative it was implementing would be accepted as being beneficial to the students. In hindsight, some research participants from the TEI acknowledged that it would have been valuable to have consulted more widely with students and the wider community.

Management of the SSG Initiatives

10. TEI 2's management of its SSG initiative is illustrated in the following flowchart:



Benefits of the SSG Initiatives

11. Benefits of the SSG initiative as highlighted by research participants included:
 - an increased focus on how the processes and structures within the TEI can affect Māori student success
 - an increase in staff pride
 - the ability to identify within which Faculties/Programmes, specific problems with student achievement may lie
 - increased accountability of each faculty for the success of its Māori students.

Issues with Implementing the SSG Initiatives

12. When talking about the initial implementation of the SSG initiatives, concern was expressed about the lack of buy-in from some of the staff at the TEI. However, once people's roles within the initiative were clarified, and the worth of the project was apparent, the initial resistance ceased.
13. If given the chance to implement the SSG initiative again, suggested changes included the need to consult more widely with students and the community. The dissemination of information about the proposed initiative to all staff at an early stage may have helped curb the initial resistance from some TEI employees.

Government Directives and Assistance

14. TEI 2 felt that the original government directive for how the SSG was to be used has meant that each TEI was given the freedom to use the funding in ways it saw as being beneficial to their students. However, concern was expressed that there is a lack of clarity about what the SSG may and may not be used for.
15. TEI 2 expressed a need for more information to be made available that communicates what initiatives other TEIs have put in place using the SSG funding. Access to workshops where ideas about potential use of the SSG would also be beneficial. TEI 2 would also like more quality feedback from the TEC about their initiative and its report-backs.

Existing or non-SSG Funded Initiatives

16. Initiatives identified within TEI 2 that existed prior to, or are not funded by the SSG include:
 - Te Tari Awhina – Kaupapa Māori academic support
 - Mentoring schemes
 - Māori Liaison position
 - A range of Student Support Services, including counselling, health services and learning support
 - Orientation programmes
 - Transition-from-school programmes.

SSG Monitoring and Evaluation

17. TEI 2 carries out an ongoing statistical analysis of its participation and pass rates.
18. An external evaluation of the implementation of the SSG initiative was carried out in 2002. A second phase evaluation that will be more focused on measuring the outcomes of the SSG initiative is currently being planned for, and should be completed by 2004-05.

Further Comments about the SSG

19. The SSG has been hugely beneficial to TEI 2 as it has allowed the institution to assign a specific pool of money to address the needs of its Māori students. TEI 2 would like to see the SSG funding increased, as the TEI is currently having to partially fund the initiative with its own money. However, if the SSG were to be discontinued, TEI 2 would continue the initiative using other institution funds.

CASE STUDY 3

TEI Description

1. TEI 3 is a College of Education with 3,108 EFTS enrolled in 2002. Of those students, 5.0% were Māori and 1.1% were Pasifika. TEI 3 offers programmes in tertiary education and training, business and law, and teacher support.
2. As well as the main campus the College offers delivery at several other campuses in Nelson, Greymouth, and Timaru, and further delivery in conjunction with other tertiary providers in Rotorua, Tauranga, Manukau and Gisborne.
3. Those who participated in the research at TEI 3 included the Kaiwhakahaere Māori, SSG Administrator, the Head of the Māori Student Union, and a Student Mentor who is employed using the SSG.

Findings

Consultation to Establish the SSG Priorities

4. TEI 3 has appointed a Kaiwhakahaere Māori at the senior management level. She has strong links with the local iwi being an active member herself. A good relationship has been formed between TEIs and Te Tapuae o Rehua Ltd, the body that represents the educational aspirations of Ngāi Tahu who are the mana whenua. There is an annual process where Te Tapuae o Rehua Ltd meets with representatives of TEI 3 to develop a strategic plan for the institution, that is congruent with the educational aspirations of Ngāi Tahu. The plans that are agreed upon at these strategy sessions include performance indicators upon which the College can be assessed.
5. In addition to this, in 2002 under the guidance of the newly appointed Kaiwhakahāere, a Bicultural Issues Committee was formed with representation from all the areas of the College. The committee presented a well-reasoned bicultural issues report to senior management, resulting in an increased awareness of, and a more co-ordinated approach towards responding to the College's bicultural issues.
6. The SSG funding for Māori and Pasifika is one of a series of influences that has created an environment conducive to TEI 3 becoming more responsive to the learning needs of Māori. The utilisation of the SSG grant funding was part of a broader movement towards shaping the institution to be more responsive to Māori. Consultation exists at this broader level and includes the iwi as represented by Te Tapuae o Rehua Ltd, the Kaiwhakahāere Māori herself, and the Māori staff and students as represented by the Bicultural Issues Committee.

Description of the Initiatives

7. TEI 3 organised three projects to support its Māori and Pasifika students. One project involved staffing a 'Whare' with a Kaimanaaki to provide a social and study base for Māori students. The staff member works 30 hours per week so the whare is open to students every day. In addition, a 0.5 Learning Adviser is available to support Māori students in particular, and provides academic support. A second project involves a staff member providing a series of seminars, practical

support and individual mentoring to a group of year one students. A third project provides tutoring in academic writing and computing for both individuals and groups in their Pasifika space. The tutoring has been organised by a Co-ordinator who regularly liaises with the Pasifika students to ascertain their needs.

8. The first project was built around the following objectives:
 - To provide Māori students with a place of their own
 - To provide ongoing personal and academic support, te reo and mentoring through staff dedicated to meeting the needs of Māori students
 - To increase the recruitment of Māori students to the College.
9. TEI 3 set itself a target of 90% of the Māori students commencing year one courses in 2002, to remain in the course and achieve a pass for a year's work. TEI 3 achieved its target. This saw 145 of the 161 Māori students being retained in the College's degree programmes and moving into the next level of their study. TEI 3 also realised an 11.8% increase in the number of students who identified as Māori and who enrolled in all College courses in 2002 as compared to 2001 figures.
10. The second project was built around the following objectives:
 - To provide practical support for Māori students in the one-year secondary course
 - To provide academic support for distance students in the one-year secondary course.
11. For the second project, TEI 3 set itself a target of 90% of the Māori students commencing courses in 2002 to remain in the course and achieve a pass for their year's work. TEI 3 just missed its target by 3%. However, the effectiveness of this project was challenged when the tutor with this particular responsibility took leave in 2002.
12. A third project was built around the following objectives:
 - To provide academic, practical and personal support and mentoring to Pasifika students
 - To provide a dedicated space for the sole use of Pasifika students as study and social space.
13. The target TEI 3 set was 90% of Pasifika students to successfully complete their year's work. TEI 3 had a 100% success rate with this project. This saw all 35 Pasifika students being retained in the College's degree programmes and move into the next year level of their study.
14. The SSG provided the impetus for setting up two dedicated spaces for Māori and Pasifika students through supporting staffing and resources. The College carried the maintenance and refurbishment costs for these spaces. Having these spaces has been fundamental to the success of the projects.

Management of the SSG

15. The SSG funding is received centrally and then divided proportionally between the Pasifika and Māori points of co-ordination within the institution. The Māori proportion of the SSG funding then becomes part of the overall budget managed by the Kaiwhakahāere Māori. The approach then is to focus the funding on new initiatives within the institution. The Kaiwhakahāere anticipates that when the new initiatives prove their worth the institution will then fund the initiatives from general funding in subsequent years. This will release the SSG funding to be refocused on creating new initiatives. In this way, the SSG has become a catalyst for positive change within the institution.

Issues with the SSG Process

16. When talking in terms of reducing the disparities between Māori and non-Māori in the areas of access, retention, completion, and level of study, there needs to be consideration that the SSG was only first made available to TEI 3 in 2001. The SSG has had less than three years to be ingested into the system of the institutions, and therefore it may be difficult to accurately measure the intended outcomes.
17. Evidence of the reduction of disparities that can be conclusively linked to the presence of the SSG has had less than three years to emerge and to be measured at the institution level. When it is considered that the average degree takes three years, and further consideration is given to the systemic changes required to implement the SSG, it is premature to be conclusive when talking about the effectiveness of the SSG as defined by the original Notice of Purpose.
18. Specifically with TEI 3 the SSG was a catalyst for positive change. However, there were other drivers of positive change present. These include the relationships with Te Tapuae o Rehua and the Bicultural Issues Committee.
19. There are also key elements that exist at TEI 3 that enabled these drivers to find traction. These include a CEO who is receptive to change, the general culture of a College of Education, and the dedication of various people within the College. But of most significance is the presence of the Kaiwhakahaere Māori, the particular attributes that she brings to the situation, and the organisational authority her position holds. Enhancing this is the support she receives from the CEO, council and senior management. She has a level of influence over the whole college that guides positive change relating to the responsiveness of TEI 3 to the learning needs of Māori.

Suggested Improvements to SSG Process

- TEI 3 noted that there has been no positive direction given from any of the agencies involved as to how the SSG should be used.
- It is suggested that government agencies run a 'road show' relating to 'good practice' and the SSG.
- There needs to be a forum where different TEIs can share ideas relating to the SSG and being more responsive to the learning needs of Māori.
- TEI 3 also felt that there is too much reporting required with what is proportionally a minor grant.

- It is currently difficult to measure the effectiveness of the SSG as defined by the Notice of Purpose.
- It would be good if as part of the monitoring there were some ongoing 'personal' communication where the TEI is visited in person.
- A contestable innovation fund might help to stimulate positive change within the sector.

Further Comments About the SSG

The SSG Māori and Pasifika grant funding has played a significant role in creating positive change within TEI 3 with regards to the responsiveness of the College to the learning needs of Māori. Despite still being in an implementation phase, data indicating a reduction in disparities at TEI 3 across recruitment, retention, completion, and level of study is beginning to emerge.

CASE STUDY 4

TEI Description

1. TEI 4 is a University consisting of five Faculties. In 2002, TEI 4 had 13,162 EFTS enrolled, with 9% of these students identifying as Māori and 4.1% as Pasifika. The University offers Certificates, Diplomas, Bachelor's Degrees, and Postgraduate Degrees and Diplomas. TEI 4 has one campus, but also has a number of extramural students.
2. The people interviewed at TEI 4 held a range of positions to do with managing, administering and implementing the SSG initiatives.

Findings

Description of the Initiatives

3. TEI 4 implemented the following initiatives in 2002:
 - mentoring service for Māori students
 - scholarships aimed at retaining Māori students
 - Māori role models/mentors in secondary schools
 - Māori study support co-ordinators and wānanga.

Consultation to Establish the SSG

4. The implementation of the SSG began when the first Letter of Notification came from the Ministry. This letter was sent to the Vice Chancellor of TEI 4. The senior management team then convened a team of staff to investigate how TEI 4 should proceed with the SSG. This team then undertook some initial consultation with other staff and students. This information was then considered within the recommendation that went back to senior management as to how the implementation should continue. The recommendations made were accepted by senior management and the team was then charged with implementation.
5. TEI 4's official consultation process was the first step of the implementation process and was extensive as it involved 11 separate consultation hui. Each hui was held to consult with different groups and stakeholders, the meetings were held for Māori and Pasifika staff, students and community groups. This included hui with tangata whenua iwi and other Māori groups. The institutional priorities were identified during these hui and the three key SSG initiatives for TEI 4 were identified.
6. The three priorities for TEI 4 were recruitment, retention and scholarships. The implementation of each of the three key initiatives was handed over to three staff members to take a lead role and responsibility for implementing the initiatives each year.

Management of the SSG

7. The ongoing management of the SSG initiatives at TEI 4 lies with each of the three staff members who head each of the three key initiatives. There is also a senior manager position that holds an overseeing role and meets regularly with

the staff managers, feeding information about the SSG directly into senior management level.

Benefits of the SSG Process

8. The SSG was seen as extremely beneficial, as it has allowed TEI 4 to extend the support services they offer students. The SSG has provided a focus on Māori and Pasifika achievement within TEI 4 especially amongst non-Māori and Pasifika staff. The different initiatives have facilitated a unification of academic and student support staff, students at all different stages of their tertiary studies, and communities. The SSG has brought people together to support Māori and Pasifika to achieve at tertiary education, and it is a fund which can be intensively focused on addressing poor academic achievement and high pre-completion exit rates.

Issues with the SSG

9. The only group that has been dissatisfied and unsupportive of the SSG initiatives is the Māori students' association. This dissatisfaction arose from the fact that their preferred initiative was not implemented. However, their proposal was not supported for a number of reasons including that the proposed budget was the entire SSG fund, it was only for Māori students and involved a large amount of capital expenditure not allowed under the SSG.
10. One of the SSG initiatives involves working with Māori and Pasifika students in secondary schools. At the time consultation was undertaken secondary schools and their principals were not identified as a group that should be consulted with. There were issues around this initiative and it was suggested that a consultation with both the schools and their principals could increase the buy-in to these initiatives and possibly lead to improvements in delivery.
11. At TEI 4 there are issues around prioritising SSG initiatives. Different faculties and people within the TEI have support initiatives that they would like funded by the SSG but it is not managed as a contestable fund. Positively though, this competitiveness over different potential SSG initiatives does not affect the support given by the academic faculty of different schools to the initiatives that are funded.
12. When providing support for Māori and Pasifika students, an important issue, and one that is a challenge, is finding the balance between providing social and academic facilities. The mentoring system for instance has seen a shift from its initial years, and the focus is now very much on academic support. This has seen changes in the facilities provided as rooms that once had a common room feel to them are changed to being very much study orientated spaces.
13. Another issue, which is still being worked through, is attempting to get students who have indicated that they would like support to actually attend support meetings and workshops that they have signed up to. This provides a big challenge and seems to those involved to be a reflection of the attitudes that some students have. This is more of an issue with Māori students. While for Pasifika students the biggest general hurdle is a lack of the necessary foundation skills.

Government Directives and Assistance

14. The feedback on government directives and assistance was that the directives from the Ministry have not been as helpful as they could have been. Different people saw the directives as being vague and open to different interpretations. There was further comment made that the Ministry itself was unsure of what its directives should be at the outset and that over time the directives have changed. An example was given of the issue of whether or not the SSG should be used to fund recruitment initiatives. Initially recruitment was identified as able to be supported by SSG funding, however, over time there has been a change in the priorities of the Ministry, and now the TEC, for the SSG to fund retention and achievement initiatives and not recruitment.
15. Further comments relating to government directives commented on the lack of feedback and two-way dialogue about the SSG. The government management of the SSG has been seen as very impersonal, showing a lack of real knowledge or understanding of the SSG.
16. A positive side to the current government directives was that they allowed a lot of scope for TEIs to implement the initiatives which TEI stakeholders felt would most effectively meet the needs of their students. It has also allowed the implementation of initiatives which complement other non-SSG funded initiatives within each TEI.

Existing or Non-SSG Funded Initiatives

17. Other existing and non-SSG funded support initiatives for Māori and Pasifika students at TEI 4 include:
 - Learning support and mentoring within the Schools of Law, Science and Technology and Architecture and Design.
 - Māori and Pasifika Liaison positions
 - The marae and kitchen
 - Māori and Pasifika spaces within the different schools at TEI 4
 - Pasifika and Samoan studies
 - Māori and Pasifika graduate support and graduate resource rooms within different schools at TEI 4
 - Every school has strategic objectives for Māori and Pasifika staff and students which link into and contribute to TEI 4's strategic plan, targets and objectives
 - Computer suites for Māori and Pasifika students
 - Māori study/resource centre and computers
 - Student learning support
 - Kaiwawao Māori.

SSG Monitoring and Evaluation

18. There is ongoing monitoring and evaluation of each of the objectives. This includes surveys from students and schools using the SSG-funded services. All students who receive scholarships are tracked right through their university career. This information has been identified and kept for every student. Where different staff members implement and run different initiatives, regular meetings occur with mid-level managers to report on the day to day running of the

initiatives. There is also a written report process from implementation staff to middle management and then on to senior management.

19. Each of the three main SSG initiatives is monitored and reported on at open hui which are held each semester. There are also two main hui held for staff who implement the initiatives. The first hui reviews the outcomes of the previous year's SSG initiatives and the second hui looks forward and includes the planning for the coming year's initiatives. The monitoring and evaluation of the previous year's SSG initiatives are integral to informing and directing this process.
20. TEI 4 is keen to look at trying to get the very most out of its SSG funding so the more information it has, the more sure it can be that it is doing the right thing or that it needs to improve or change what it is doing.

SSG Research

21. TEI 4 is not undertaking any SSG research at the moment but would be interested in accessing information about what initiatives other TEIs have implemented and how successful that has been. There are staff within TEI 4 who would like to undertake research, and there is an intention to undertake research reviewing SSG initiatives after the end of the third year of implementation. Another piece of planned research would be an investigation into the barriers to Māori students accessing support services.

Further Comments about SSG Initiatives

22. TEI 4 has taken an integrated approach to the provision of SSG-funded support services for Māori and Pasifika students. This approach has worked well and proved to have many benefits including cost-effectiveness. However, the issue of the continued provision of integrated support services is an issue which TEI 4 intends to review in the near future. Whether or not the SSG initiatives continue to be provided as an integrated service will be decided after the review.
23. A comment that came from TEI 4 related to the provision of funding to support academic achievement of Māori and Pasifika at the tertiary level. The experience of TEI 4 was that there were still issues with the academic achievement of Māori and Pasifika at secondary school. While there were still issues with low Māori and Pasifika achievement in compulsory schooling the ability for TEIs to recruit was restricted.
24. TEI 4 has developed a number of resources to complement its initiatives, and it would be interested in sharing this information with other TEIs and also accessing similar information that other TEIs have developed.

CASE STUDY 5

TEI Description

1. TEI 5 is a Polytechnic, with 3,048 EFTS enrolled in 2002. Of those students, 18.7% were Māori and 22.8% were Pasifika. TEI 5 offers nearly 100 full-time programmes within eleven Schools of Study. The scope of programmes offered ranges from Certificate level, to Diplomas and Bachelor's Degrees, right through to Post-graduate Certificates and Diplomas.
2. This TEI has one main and three satellite campuses, two within close proximity to the main campus and the other in a different city. TEI 5 also offers distance learning to extramural students. TEI 5 has implemented and reports separately on SSG initiatives for Māori and Pasifika students.
3. The people interviewed at TEI 5 included the SSG Director, a Māori and a Pasifika Co-ordinator/Liaison, two Heads of Schools of Study, and a Pasifika and a Māori Student Support staff member.

Findings

Description of the Initiatives

4. TEI 5 implemented the following initiatives for Māori students in 2002:
 - Preparation skills for tertiary study
 - Māori student mentoring
 - Study wānanga
 - Māori taonga workshop
 - Provision of support to māori staff and students regarding tikanga māori
 - Financial contributions towards attending conferences
 - Establishing links with local iwi
 - Study support groups
 - Social initiatives.

Consultation to Establish the SSG

5. When TEI 5 received notification that the SSG would be available in 2001 a process was established to determine how the grant would be used. For the Māori initiatives, this process involved extensive internal and external consultation. Internal discussion initially involved the TEI's CEO and senior management and a process was identified to allocate, manage and report on the utilisation of the SSG funds. Further internal brainstorming hui followed for Māori staff and students to identify TEI 5's SSG objectives. The SSG priorities and initiatives were discussed with most staff members and every staff member was provided with this information in written form. Each school within TEI 5 also contributed to the setting of the TEI's SSG objectives.
6. External consultation focused on hui with the tangata whenua iwi and with TEI 5's already established Māori Advisory Group. Further to this, each of the eleven schools in TEI 5 also consulted with their own Māori Advisory Group.

Management of the SSG

7. At TEI 5 the SSG was initially managed from a centralised fund with the Head of the School of Mātauranga Māori responsible for the ongoing management of the implementation of Māori SSG initiatives. In year three the SSG management process within TEI 5 was restructured, and this current process sees the allocation of SSG according to EFTS to each of the eleven schools. Clear funding and reporting lines have also been incorporated into the restructuring and general business of TEI 5.
8. The restructuring has decentralised the SSG fund, and this in turn has raised the accountability and level of ownership required from individual schools. A direct result of this has meant schools have had to make the shift from previously not being involved in SSG initiatives to significantly having to improve their performance. A co-relation has emerged between the schools that most actively support SSG initiatives and those schools that have a higher level of Māori and Pasifika student retention and success.
9. At TEI 5 the management of the SSG involves an ongoing process of consultation, reporting, monitoring and evaluation. A forum has been established to ensure student participation in the ongoing planning of the SSG as well as student surveys each trimester to provide feedback on SSG initiatives. The content of some of the SSG initiatives are determined solely by student requests.

Benefits of the SSG Process

10. Benefits of the SSG process included the extension of support services provided for Māori students and the creation of a tangible incentive for non-Māori staff to actively identify Māori students who might benefit from further support.
11. A benefit of the general institutional support of SSG initiatives has been the setting of high target benchmarks across the TEI. While not all of the targets are being met it is felt that setting high standards promotes excellence. Furthermore, staff recognise that the issues do not just lie with the students. They have begun examining what they could do better. This is supported through the records, which note why every student who accesses support requires this support, and this information is reported back to staff.

Issues with the SSG

12. The biggest issue for TEI 5 with the current SSG is the establishment of the SSG within a deficit model. It was strongly felt that the SSG should be more positively focused. There was concern that Ministry SSG requirements unnecessarily limit initiatives in areas where there is already a level of success for Māori students. The major issue with the deficit model was that it is seen as a disincentive for excellence. As a direct result, TEI 5 determined that it was unable to undertake SSG research because it had interpreted a restriction on this type of initiative.

Government Directives and Assistance

13. An improvement identified by TEI 5 would be the management of the SSG on two-yearly cycles to allow for ongoing and forward planning for initiatives. This

would provide certainty to TEIs and scheduled support programmes could be included in annual student handbooks.

14. TEI 5 identified the provision of best practice information and other SSG information as being a major contribution that the government could make. TEI 5 would also like to have access to other SSG-related research. It was suggested that this could be held as a centralised bibliography of all research topics, the current status of the research and accessibility or contact information.

Existing or Non-SSG Funded Initiatives

15. The following initiatives to support Māori students at TEI 5 have been identified as initiatives existing prior to the establishment of SSGs or not funded by the SSG:
 - Māori liaison position
 - Memorandum of understanding with tangata whenua iwi
 - Māori representation on TEI 5's Council
 - A Taurima support position
 - The Matauranga Māori School
 - Self-imposed target equal opportunity Māori staff numbers
 - The Treaty unit
 - An ongoing relationship with tangata whenua iwi centred on reciprocity most activities are not funded out of the SSG.
16. It was noted that there might be further initiatives in Schools not interviewed for this review.

SSG Monitoring and Evaluation

17. A position has been established to lead the implementation and ongoing monitoring and evaluation of Māori SSG initiatives and includes site visits to satellite campuses. This position is expressly responsible for tracking and measuring targets to ensure the SSG initiatives are working. Student profiling is also undertaken. An ongoing consultation forum has been established which involves all those implementing SSG initiatives, such as mentors.
18. At TEI 5 the reporting processes for all SSG years have included the provision of information for students through notices and hui and to the Māori Advisory Committee through regular reports. TEI 5 also has an ongoing relationship with the tangata whenua iwi.
19. Student surveys are conducted each semester and student forums are held monthly. All Heads of Schools are also responsible for providing regular reports.
20. TEI 5 is confident that this year SSG initiatives are making an impact. The first two years were described as patchy because initiatives were pilots and the evaluation and re-viewing of these pilots has led to improvements which have been incorporated.

SSG Research

21. TEI 5 has a research objective that seeks to identify best practice and the most successful support models of those currently being offered. This research will be based on statistical analysis recording pass and success rates.

Further Comments about SSG Initiatives

22. Students can self-select to be involved in support processes at TEI 5 and Schools can also make referrals.
23. TEI 5 identifies its SSG success as being attributable to factors such as size. Being a medium-sized TEI has been identified as a contributing factor to the SSG successes because individuals are less likely to get lost in these smaller TEIs and the fact that the ethnic populations within the institution directly reflect the surrounding communities, including high percentages of Māori and Pasifika students.

CASE STUDY 6

TEI Description

1. TEI 6 is a Polytechnic, with 2,367 EFTS enrolled in 2002. Of this number, 8% of students were Māori and 2% were Pasifika. TEI 6 has three campuses, all located within the same region, but does not have any extramural students. There are five Schools of Study, offering a range of qualifications including Certificates, Diplomas, Bachelor's Degrees and Graduate Diplomas.
2. TEI 6 does not separate out its SSG initiatives for Māori and Pasifika students.
3. The people interviewed at TEI 6 held a range positions managing, administering the SSG and in implementing SSG initiatives. The President of the Students' Association was also interviewed.

Findings

Description of the Initiatives

4. TEI 6 implemented the following initiatives in 2002:
 - A Māori counsellor
 - Small study groups
 - A celebration of Māori success
 - Māori mentoring scheme
 - Recruitment.

Consultation to Establish the SSG

5. Consultation was undertaken to inform the initial implementation stages, including marae-based hui to discuss issues for Māori students. Suggestions put forward within this forum informed the initiatives for implementation. The people consulted at this initial stage included the TEI CEO, the TEI Kuia, Māori community representatives, satellite campus representatives, a student advisor and other TEI 6 staff. Conflicting information was provided over whether or not Māori students were involved in this initial consultation and those who did not think it had been incorporated felt very strongly that it should be. Statements were made by some that students were generally unaware of the SSG and its implementation.
6. The TEIs SSG objectives and planning are reviewed annually. Consultation hui are undertaken each year to inform the SSG priorities internally. This involves the Kaitakawaenga, the Team Leader Student Support Services, the TEI Kuia and the TEIs CEO. Other parties involved in the annual consultation and in consultation to inform specific SSG initiatives include Māori students, their families and Māori communities. In retrospect the planning of the annual consultation process could be improved. Last year's process was late because of the illness of a key staff member, and as a direct result, TEI 6 submitted its plan late. Within smaller TEIs reliance is often placed on individuals and lack of thorough forward planning leads to delays. A kaumatua and a matawaka position

within the TEI have recently been established, and these will also be involved in ongoing consultation hui.

Management of the SSG

7. TEI 6's internal SSG management process was initiated following information from the Ministry about the newly implemented SSG. The responsibility for the implementation of the SSG sits under the daily management of the Kaitakawaenga position. This position is accountable to the Team Leader Student Support Services and in turn to the Education Services Manager. Accountability within the TEI is a reporting process fed up through this chain of positions. TEI SSG reports are also presented to the TEI Council and contained within the TEIs annual report.
8. A suggestion was put forward that the management of the SSG should lie with a panel or a board made up of representatives from all stakeholder groups rather than the current process discussed above.

Benefits of the SSG Process

9. Benefits identified in relation to the SSG process include the increased inclusion of Māori communities and the building of networks both internally and externally to TEI 6 and around the SSG initiatives. The SSG initiatives are attempting to meet the needs of students both in relation to their academic achievement and pastoral care.
10. All people interviewed were highly supportive of the SSG. There was support for the distribution process currently used by the Ministry which ensured the fund was separate and provided for the specific purpose of supporting Māori and Pasifika. The consistency of the funding from year to year and the fact that the funding could not be re-directed were seen as real benefits.
11. Other benefits identified include:
 - Helping students achieve their learning goals
 - Increased staff awareness of the differences when working with Māori students
 - Helping to make life on campus more bearable for Māori students
 - Raising the institutional awareness of Māori and their needs
 - Encouraging Māori students to become more proactive
 - The removal of the pressure from academic staff to provide all the support for Māori students requiring assistance
 - The identification of the need for a specialised literacy and numeracy support person.

Government Directives and Assistance

12. Generally people at TEI 6 have found government directives helpful and accessible. Information that was specifically mentioned included communication from government agencies on implementation and reporting requirements. The comment was made that staff at the TEC could be emailed for advice if concerns ever arose. One person who was interviewed suggested that the current directives were too academic and should be translated into more easily understood language.

13. Suggestions of further support that could be provided by government agencies included some kind of supervision to discuss SSG ideas with the kaitakawaenga who often implements SSG initiatives on their own. Government facilitation of access to best practice information and SSG research findings were highly supported as possible initiatives by every person interviewed. Best practice information would also be welcomed at TEI 6 in relation to the processes used to implement SSG initiatives and for the initiatives themselves.
14. There were comments praising the level of discretion TEIs have in relation to the spending of the SSG funding. These comments contrasted with requests for increased government directives. Requests were made for clearer information from the government about expected outcomes and specific targets, increased accountability and the issuing of directives instructing TEIs to employ Māori and Pasifika tutors.

Existing or Non-SSG Funded Initiatives

15. Non-SSG funded initiatives at TEI 6 include three dedicated Māori seats on Council, two for tangata whenua and one newly established position for matawaka and a marae-based Pōwhiri each year to welcome new students.

SSG Monitoring and Evaluation

16. Since the implementation of the SSG initiatives the retention rates at TEI 6 have increased. However, there were inconsistencies from research participants about the extent of information available on the success or impact of the initiatives. There was a range of opinions on the accessibility of student data and statistics but more information would be desirable especially in relation to Māori enrolments and retention. Work is currently being undertaken to implement automatic enrolment, withdrawal and completion information through the upgrade of the computer systems.
17. Reports are prepared about students who access the student study support and counselling initiatives. These include details in relation to every student seen, student trends and student evaluations of counselling. Reports on the SSG are fed back to the team, reviewed and assessed and used to inform the coming year's SSG initiatives.
18. The small size of the TEI means that people who are involved in the SSG initiatives can establish one-on-one relationships with their Māori students. This ongoing personal relationship informs and directs future initiatives for implementation. There is also a plan to hold a hui with students this year.

SSG Research

19. TEI 6 is not and has not undertaken any SSG-related or funded research.

Further Comments about SSG Initiatives

20. A number of comments were made by people at TEI 6 about things that could be improved with their implementation of the SSG. These suggestions included: the need for more consultation with Māori and Pasifika communities; an annual hui for staff, students and community; greater advertising of the support services available to students; increasing buy-in and knowledge of SSG initiatives to TEI 6

academic staff; increasing the number of Māori students accessing study support; and the holding of hui with all tangata whenua iwi.

21. Staff involved in implementing the SSG initiatives at TEI 6 raised concerns. Those staff whose positions are funded or supplemented through SSG funding are very uncertain as to what would happen in the event that the SSG was removed. While they were hopeful that if the SSG ended the TEI would continue to fund the initiatives because they could see the needs of students and the benefits of providing support services, staff remained uncertain as to whether or not this would actually occur in practise.

CASE STUDY 7

TEI Description

1. TEI 7 is a Wānanga, with 1,077 EFTS enrolled in 2002. The majority of the students were Māori, with only 1% being Pasifika. TEI 7 has ten campuses all situated within the North Island and also offers some of its programmes through distance learning. This wānanga has four faculties, as well as community education and bridging programmes. Certificates, diplomas, undergraduate degrees, postgraduate degrees and diplomas and a Doctorate are all offered by TEI 7.
2. TEI 7 does not separate out its SSG initiatives for Māori and Pasifika students.
3. The people interviewed at TEI 7 held a range of positions managing, administering the SSG and in implementing SSG initiatives. The President of the Students' Association was also interviewed.

Findings

Description of the Initiatives

4. TEI 7 implemented the following initiatives in 2002 for Māori students:
 - Marketing to, and recruitment of Māori students
 - Student mentoring
 - TEI kaumatua
 - Māori health checks
 - Establishing formal agreements with iwi.

Consultation

5. The initial implementation of the SSG at TEI 7 was determined at the executive level. Conflicting information was provided over whether or not TEI 7 staff and students were involved in the initial consultation. Staff awareness of the SSG at TEI 7 seemed to reflect the particular positions they had held within TEI 7 rather than reflecting any internal consultation. Most staff in academic, student support or administrative roles had no knowledge of the SSG, the implementation processes or the initiatives funded. Students generally also had no awareness of the SSG initiatives in TEI 7. The student who knew about SSG funding was aware of it through her connection to one of the national student associations.
6. Both students and staff interviewed thought that there should be more consultation about Māori student support initiatives. The staff member who knew about the SSG implementation process at TEI 7 indicated that decisions were based on the identified needs of the Māori students, established through staff and student evaluations and issues identified by staff. However, from the feedback of other staff members it may be that when these types of discussions occurred they were either only within particular schools or not as formal discussions about SSG funding.

7. All staff and students interviewed indicated that they would prefer a SSG implementation structure which was more inclusive of staff, students, the wider community and iwi groups. Ideally consultation would involve open discussion about institutional priorities, the needs of students and appropriate student support initiatives.

Management of the SSG

8. The ongoing annual management of the SSG predominantly remains with the head of TEI 7 and the senior management structures. The SSG strategies are prepared in accordance with TEI 7's strategic planning and financial management and allocation planning. TEI SSG reports are presented to TEI 7's Council.
9. A suggestion was put forward that the management of the SSG should lie with a panel made up of representatives from all stakeholder groups rather than the current process discussed above.

Benefits of the SSG Process

10. Benefits of the SSG process included ensuring students on distance education programmes and outposts received the same support and quality that those on campus received. One initiative allowed for a position dedicated to recruitment and retention of students. SSG did not pay for that position but covered the operational expenses of the support service.
11. Information is currently being gathered about the implementation of a mentoring system which would see teacher trainees paired up with experienced practising teachers undertaking further study through distance training courses.
12. Another SSG initiative which has been seen as highly beneficial has been the provision of an after-hours support service for distance students. This has included phone, fax and email support.
13. An initiative which was funded by the SSG but which was not initially part of the planning for this year was the setting up of a homework centre for students' children who needed after school care while their parents studying education were out on section at distant locations. There is also a part-time mentor currently employed for one of the other courses.
14. The comment was made that a key benefit of the SSG was the way in which it was distributed which meant that TEIs could be innovative and creative with spending. It was seen as a flexible system that allowed for changes if a need was identified part way through the year.

Government Directives and Assistance

15. Generally the people at TEI 7 either found the government directives about the SSG unhelpful or they had no knowledge about the SSG at all. The comment was made that the staff at both the Ministry and the TEC were helpful when contacted directly about any questions or clarifications about the SSG.
16. Feedback from people at TEI 7 requested that directives be more specific in relation to the implementation of the SSG. Other suggestions included holding workshops for SSG planners or report writers before each yearly cycle started.

The Ministry was seen as being the most suitably placed organisation to facilitate developments in relation to the SSG.

17. More information in relation to best practice for mentoring, monitoring, planning and reporting were all identified as initiatives that would be highly beneficial. Assistance in the analysis of TEI and student support needs could be given in the form of providing research or assisting with research and then analysing findings which could then inform and be incorporated into the planning of the SSG cycle. This would include clear directives about student consultation and involvement.

Issues with the SSG

18. The main issue at TEI 7 was that the manner in which the SSG was implemented and managed meant that most staff and students had no knowledge of the SSG or any initiatives. There was no formal consultation and no open discussions about student support needs and institutional priorities. A request was made that the SSG at TEI 7 be managed and implemented in a manner that was more accountable and transparent.
19. There was lots of potential to improve the current system and the support processes already provided by TEI 7. A bridging programme, career planning, pastoral care and looking at support for outposts were initiatives that were suggested to prepare and assist students to enter into higher learning.

Existing or Non-SSG Funded Initiatives

20. There is a staff member employed to provide academic support for Māori students. This includes an element of pastoral care but the main emphasis is on literacy and numeracy support. A Māori counsellor is available for students and there have also been links made with iwi social service providers and plans are under way for the implementation of a Māori health service to be provided on campus.

SSG Monitoring and Evaluation

21. The SSG initiatives that are implemented at TEI 7 are monitored at a programme level within departments. The management of TEI 7 also monitors the SSG initiatives through feedback and reports to the TEI's CEO. These reports then inform the next cycle of SSG planning. Staff and student evaluations have been done and these have led to the implementation of pastoral support initiatives.
22. Requests were made for more information and support about monitoring and following the impact of SSG support initiatives and then translating those findings into future planning or improvements to the current initiatives. This was seen as an area that would benefit students especially if the limited monitoring and evaluation systems currently used could be expanded.

SSG Research

23. TEI 7 has not undertaken any SSG related or funded research and was not aware that the SSG could be used for that purpose.

Further Comments about SSG Initiatives

TEI 7 wanted to know what process was followed by the Ministry (and now TEC) once TEI annual SSG reports were received.

CASE STUDIES CONCLUSION

Introduction

1. Although within each case study there were differences in the experiences of the TEIs with the SSG, there were also some similarities. Some of these common themes include:

Consultation

2. Although a couple of the TEIs provided for extensive consultation with staff, students and the community, the majority did not, for various reasons, consult with all the mentioned stakeholders. There was however, recognition by some TEIs that this consultation should have taken place, and measures are being or have been established to facilitate more effective consultation in the future.

Management of the SSG

3. An issue highlighted by research participants was that stakeholder groups (such as students) should have more involvement in the management of the SSG. Other models seemed to be working well, with Schools or Faculties being held accountable for the spending and outcomes of the SSG.

Benefits of the SSG

4. Many research participants agreed that the SSG was beneficial in that it provided a specific pool of funding aimed at increasing the success of Māori students. The SSG also enabled TEIs to extend or strengthen existing support services. Another positive noted was that TEI staff have also benefited from the SSG, in that they are more aware of the important role they have to play in the success of their Māori students.

Issues with Implementing the SSG Initiatives

5. Issues that were highlighted by research participants included the time pressures that TEIs were originally under to implement their initiatives. This meant that projects were established on an ad-hoc basis rather than being strategically planned. The lack of buy-in from institution staff has also been problematic, although this has been alleviated to some extent as roles have become clearer.
6. The lack of consultation that occurred at the initial stages was again brought up as an issue affecting the implementation of SSG initiatives.

Government Directives and Assistance

7. A strong theme that came through from a number of TEIs was that although the government directives were good in that they allowed for flexibility, there is the need for the Ministry to clearly articulate what the SSG may and may not be used for. There was obvious confusion amongst some TEIs about this, and people saw it as a priority that needed to be addressed. In addition, TEIs would like some specific information about the government's expected outcomes of the SSG initiatives.

8. Another idea shared by research participants was that of government agencies facilitating some kind of opportunity, whereby those involved with implementing SSG initiatives could meet to network and discuss ideas. In addition to this type of hui, people would like to see a publication put together which presents information about what type of initiatives other TEIs are using their SSG funding for. This publication should provide examples of a range of initiatives, in both small and large TEIs.
9. TEIs would like some long-term indication of where the SSG is going, that is, how much longer it will be around for. This would enable TEIs to plan for a longer term than they are currently able to. The way the funding is currently allocated also makes it difficult for TEIs to be strategic about the way they use the SSG. The suggestion was given that funding or some indication of the likely level of funding, should be provided on a two or three year cycle to facilitate this strategic planning.

SSG Monitoring and Evaluation

10. The majority of TEIs were monitoring the effectiveness of the SSG initiatives, and had also evaluated them or were planning to do so in the near future. However, some thought that it was premature to be measuring outcomes as the SSG has only been established for three years.

Further Comments

11. Further comments provided by the research participants included the request for the SSG funding to be increased. The SSG review was welcomed by TEIs especially if it leads to positive change.
12. Another comment was that TEIs would like more feedback from government agencies about the SSG reports they submit.

CHAPTER 3: THE MINISTRY OF EDUCATION'S IMPLEMENTATION OF THE SSG FUNDING

INTRODUCTION

1. The third chapter in this review examines the implementation processes used by the Ministry. The information contained within this report has been collected throughout the length of this review. This includes meetings with the Ministry's Māori SSG reference group, presentations and discussions with national tertiary student and staff forums and visits to TEIs

POSITIVE COMMENTS

2. Comments about the SSG have included many positive aspects. The most common comments have commended the government for establishing the Māori and Pasifika SSG. The provision of a dedicated fund to TEIs to support their Māori students has focused energy and time on what TEIs are or could be doing. The dedicated funding has meant the establishment of initiatives without the need for staff within TEIs to have to fight for or lever access to highly sought after mainstream funding. The stock-take of SSG initiatives showed that in 2002 every TEI had at least one initiative to directly support the success and retention of their Māori students.
3. Most TEIs indicate that the SSG is a very special and significant fund which highlights the need for institutional accountability in relation to the achievements of their Māori students. Further, the funding has supported an increase in the number and range of initiatives provided at TEIs. Another common comment is that although the SSG is a limited amount in comparison to the rest of the money provided to fund tertiary education, it has made a huge and important difference within TEIs and for Māori students.

TIMING OF IMPLEMENTATION

4. There has also been a lot of discussion focused on disappointments associated with the SSG or the identification of improvements. A number of comments have reflected on the lack of warning prior to the implementation of the SSG. TEIs received their SSG funding for 2001 part way through the year, and a condition of the funding was that unspent money would need to be returned to the Ministry. Although TEIs were able to apply for an extension before the 2001 wash-up was required to be completed there were issues with initiatives being rushed, the quality of initiatives and TEIs struggling to implement them due to processes that they felt the SSG required.
5. However, despite this very short notice, the 2001 initiative stock-take and Chapter 1 of this review stand as a testimony to the effort put in by TEIs to implement the SSG. There was only one TEI that failed to provide any initiatives in 2001 and the lack of notice was identified as the sole reason for this.
6. Comments seem to suggest that Māori were in a better position to receive SSG funding and then implement initiatives than their Pasifika counterparts. This has been attributed to the consideration that was already being given to the needs of Māori students within TEIs. The existence of a greater number of positions providing support to Māori students within TEIs before the SSG was

implemented, translated into a higher level of infrastructure to facilitate the spending of the SSG funding on Māori initiatives from the outset. This also translated into a capability to implement initiatives and determine priorities around new initiatives. While people implementing the Māori SSG would ideally prefer there to be more best-practice information and more research to guide the implementation of SSG initiatives, there was an overall level of confidence around Māori SSG initiatives that was not equalled in the initial years around the Pasifika initiatives.

LACK OF CERTAINTY ABOUT FUNDING

7. Other concerns around the SSG implementation process include that the funding is released annually without any reference or confirmation as to the length of time it will be available for. The SSG funding was implemented as a grant and provided as an add-on to existing tertiary funding. TEIs or staff who work with the SSG often comment as to the uncertainty of the funding.

THE DEFICIT MODEL

8. Another major concern which has been very strongly expressed during the SSG review relates to the placement of the SSG within a deficit model. Those who have made comments have discussed the negative nature of this starting point for the SSG. The SSG was implemented as part of the 'Closing the Gaps' initiatives and there is concern surrounding what the SSG seeks to achieve. The deficit model seeks to assist Māori from a negative position; it reinforces the tertiary failures of Māori by placing them in a framework where the ultimate attainment is to reach the academic achievement levels reached by other ethnic groups. The placement of the SSG within a deficit model is viewed as a disincentive for excellence and a limitation on potential especially within TEIs with good success and achievement rates for Māori. A more positive placement of the SSG would see it within a framework that reflected and encouraged exceptional achievement.

GOVERNMENT DIRECTIVES

9. TEIs have made both positive and negative comments about the government directives around the SSG. Some TEIs have interpreted the government directives as limiting and have restricted their institutional initiatives to ensure they comply. In a direct contradiction to this, other TEIs have praised the lack of specificity placed on the SSG funding. TEIs have valued the opportunity to work with their institutional communities to determine the community requirements and implement initiatives accordingly.
10. It has become apparent through the review process that there is a huge range of interpretations of the directives issued by the government. Examples of this include the determination by TEI 6 that research projects into their SSG initiatives could not be funded by the SSG grant when there are a number of examples of TEIs implementing funding for this purpose. Another example is the range of understandings that TEIs hold in relation to whether or not the SSG can be used to provide scholarships and if so what types of scholarships.
11. Another issue which relates to government directives is the response from government agencies where it becomes evident that directives have not been followed. There are cases where SSG funding has been reported within annual TEI SSG reports as being spent on capital expenditure - something which is

expressly not allowed as articulated by the Notice of Purpose. Other issues relate to dissatisfaction from student representatives about the lack of consultation between themselves and their TEI to set institutional priorities for the SSG funding, a process expressly required by the letters inviting TEIs to apply for SSG funding.

REPORTING MECHANISMS

12. Besides the undertaking of face to face research with TEIs, the most informative resource currently available on the SSG is the annual TEI SSG report. Under the current processes, information is provided to the agency responsible for administering the SSG - this was previously the Ministry and is now the TEC. As discussed in Chapter 1, the quality of the information provided varies between TEIs. Another issue is that the standard templates do not include questions which check compliance with all of the Ministry or government SSG directives.
13. In addition, some TEIs are dissatisfied with the amount of feedback given by government agencies on the content of their reports, as well as the initiatives themselves.

THE TERTIARY EDUCATION REFORMS

14. Following the issues discussed above relating to the implementation of the SSG as part of the 'Closing the Gaps' work programme and its foundations within a deficit framework, is the place of the SSG within the reformed tertiary system. TEIs are interpreting the role of the SSG and its place within the tertiary system, however, this is currently occurring without a clear directive from the government.
15. It would be beneficial for the Ministry to work with the TEC to clarify the issues within these reports and determine the placing of the issues raised in these reports between the two government agencies so that they can be addressed as required.

RESEARCH

16. Further research is also required to review the effectiveness of the SSG at a national level. There is no information available relating to how the tertiary system as a whole is meeting the needs of Māori tertiary students.

CONCLUSION

17. The review of the implementation of the Māori SSG examines both initial and ongoing implementation. Undoubtedly the strongest and most consistent feedback relating to the implementation of the SSG, throughout the processes informing this research, was that of TEIs supporting the SSG. TEIs are grateful for SSG funding and are highly complimentary of the initiative and the processes and developments it has enabled and encouraged. However, there are also issues which people working with or implementing the SSG feel could be improved. The suggested improvements for the SSG are not all straight forward, and some implementation processes have been both praised and criticised.
18. It seems that the review of the SSG after two and a half years in operation has provided a forum for people to express what they feel has and has not been

working. Some messages are very clear, for instance the desire that the SSG be removed from its current deficit model. This kind of development would also be an opportunity from which to clarify other important considerations such as of the placement of the SSG within the context of the recent tertiary reforms and associated Charter and Profile process. In the event that these contextual issues were to be considered it would seem appropriate that a further general consideration be undertaken to ensure that the government has an established and well-considered position on other issues raised within this report.

19. This report finds that the SSG implementation processes used by the Ministry have allowed the development and utilisation of the SSG fund to support Māori students. Areas that could be improved relate to the reporting process, which has provided reports of varying quality and information. Further thought could also be afforded to the issue of government directives, if compliance with directives is not monitored and there are no consequences for non-compliance, thought should be given to the value in issuing directives at all. The implementation issue that raised the largest number of concerns related to the lack of information or forewarning from the government at the time the SSG was implemented. In hindsight perhaps this process could have been better managed.
20. The other implementation issue, which TEIs have highlighted as being an area that could be improved, relates to the government providing an increased level of certainty of the term for the SSG. TEIs have suggested that an initiative such as a move to a two or three-year funding cycle would be helpful in terms of planning and increasing the certainty around the fund and SSG initiatives.

CHAPTER 4: OVERVIEW AND KEY FINDINGS

INTRODUCTION

This final chapter provides an overview of the first three chapters and a summary and discussion of the key findings from the review.

SUMMARY OF KEY FINDINGS

- I. The SSG has made a huge and important difference within TEIs for Māori students, despite the limited amount of money in comparison to the rest of the money provided to fund tertiary education as a whole.
- II. The targeting of a specific pool of money aimed at increasing the success of Māori students in TEIs was seen as one of the major benefits of the SSG.
- III. At present, TEIs are unclear about what initiatives are allowed to be implemented using SSG funding. A clear statement ought to be released about what initiatives are or are not permitted to be implemented using the SSG funding.
- IV. Long term planning would be enhanced through the indication of the likely levels of funding over a two or three yearly cycle.
- V. Further consideration should be given to whether the funding will continue to be allocated for Māori and Pasifika EFTS jointly, or whether it should be allocated and reported on separately.
- VI. It may be timely to review the amount of SSG funding allocated per EFTS with any increase in funding being coupled with increased accountability.
- VII. A high level of concern has been expressed about the lack of internal and external consultation being undertaken by TEIs when establishing their SSG initiatives. Government directives are necessary in order to ensure that TEIs are consulting with identified stakeholders and are allowing their participation in the decision-making process.
- VIII. TEIs would benefit from a formal expression of the placement of the SSG within the new tertiary funding framework, rather than the previous 'Closing the Gaps' deficit model.
- IX. The current TEI SSG reporting templates need to be improved in order to enhance the quality and content of these reports. TEIs would also value more feedback about both their reports, and the quality of initiatives being implemented.
- X. An update of the best practice information would be valuable, as would an opportunity for those involved with implementing SSG initiatives to network and share ideas, maybe in the form of a workshop.
- XI. A centralised record or holding of research into the effectiveness of SSG initiatives would be beneficial.

DISCUSSION

Purpose and Government Directives

1. There are considerable inconsistencies between the interpretations of TEIs in what initiatives are or are not permitted under the existing directives. Consideration could be given to the provision of up-dated government directives for SSG spending. Any clarifications should address current misunderstandings such as the ability to use the SSG to fund research or provide scholarships. It may be helpful for any updating of government directives to include specific reference to a range of types of initiatives.
2. There are examples within the annual TEI SSG reports of TEI's spending the SSG on initiatives which are expressly prohibited under government directives, for example, on capital expenditure. There is no express information which details the government response to rectify inappropriate expenditure. This is flagged as an issue of concern.

Funding

3. The issue of whether the SSG should be allocated for Māori and Pasifika together was seen as something that needed further consideration. While some TEIs are happy with the current arrangement, others feel the funding should definitely be separated. Reasons given for this separation of funding were that TEIs would be more likely to recognise that Māori and Pasifika students had different needs, if they received separated funding.
4. It was also seen as timely to review the amount received by each TEI for the SSG, although any increase would need to be coupled with increased accountability about how the money is to be used.
5. Another issue highlighted was the idea that the funding be provided on a two or three yearly cycle, enabling the TEIs a greater capacity for long-term planning. TEIs would also like some indication from the government about the longevity of the SSG.

The Tertiary Education Reforms

6. While there has been thought and discussion at an official level as to the operation of the SSG funding within the reformed tertiary system, TEIs could benefit from a formal expression of the placement of the SSG within the new tertiary framework. The formal placement of the SSG in relation to key aspects of the reformed system such as charters and profiles would be practical and informative.

Moving From the Deficit Model

7. There is a high level of concern from TEIs and people involved in the implementation of SSG initiatives that the SSG should be placed within a framework that facilitates Māori tertiary achievement and encourages excellence. These kinds of advancements would be consistent with the aims of the SSG to support the retention, success and achievement of Māori in tertiary education and could be incorporated into the considerations defining the placement of the SSG in the reformed tertiary sector.

Reporting, Monitoring and Evaluation

8. The annual TEI SSG reports are the primary reporting mechanism for the SSG. There are issues surrounding the quality and content of these reports. Consideration should be given to the required content of these reports. This includes processes which would ensure that the templates are being accurately completed.
9. The measurement of the effectiveness of SSG initiatives is an important factor and TEIs should be encouraged to identify measurements that reflect the true successes of their SSG initiatives. While traditional pass and retention rates should be retained, it is important that where there is a positive result for Māori students because of specific SSG initiatives, that TEIs seek to capture information which reflects that benefit. There was however a problem identified within some TEIs where the statistical and financial information needed to do this analysis is not being provided by the holders of this information.
10. TEIs would like more feedback from the TEC about both their reports, and the quality of initiatives being implemented.

Best Practice Information and Networking

11. TEIs identified that there was insufficient best practice information in relation to recent studies, or research focused on supporting the success and retention of Māori tertiary students. The government is best placed to co-ordinate and facilitate the identification of best practice information and the provision of that information in a readily accessible form.
12. The needs and requirements of Māori students vary depending on the TEI where they are studying and that TEIs institutional characteristics. In light of the varying needs, different types of best practice information are required. Issues such as satellite campuses, extramural or short course studies, size of the TEI and the size of the Māori population are specific examples of characteristics which affect the appropriateness of best practice information.
13. In addition, the opportunity for those involved with implementing SSG initiatives to network and share ideas would be advantageous.

Benefits of the SSG

14. The targeting of a specific pool of money aimed at increasing the success of Māori students in TEIs was seen as one of the major benefits of the SSG. This has meant that TEIs are not only able to build on existing initiatives for Māori students, but also establish new ones. The SSG has also made staff within TEIs more aware of their responsibilities to Māori students.
15. Although the SSG is a limited amount in comparison to the rest of the money provided to fund tertiary education it has made a huge and important difference within TEIs and for Māori students.

SSG Research

16. It is apparent that each year more institutions are using the SSG funding to undertake research or are undertaking research to investigate the effectiveness

of their SSG initiatives. There is no centralised record of SSG research or no way to ensure that this information is accessible. A government agency should be noting the research that is being undertaken and funded and ensure that research reports and findings are accessible. Research results and findings could be considered for incorporation into the current reporting processes.

Staff Development

17. The issues here are similar to those identified above in relation to Māori community consultations. The issue here is not whether or not Māori students benefit from TEI staff being more culturally aware but whether staff development that increases cultural awareness should be funded out of the SSG or out of mainstream staff development budgets.

Consultation and Participation in Decision-making

18. Internal and external consultation and participation in decision-making is identified as an issue that could benefit from the issuing of more thorough directives, that would increase the robustness and quality of SSG initiatives. Any directives produced about what consultation needs to be undertaken, should extend to the need for TEIs to involve identified stakeholders in the decisions made about how the SSG funding is to be used. The consultation guidelines for the Charters and Profiles produced by the TEC were seen as useful, and could be used by TEIs when undertaking consultation for the SSG.
19. Ideally, each TEI would produce a list of the stakeholders involved in the SSG, eg student groups, community groups, staff, and should be able to provide evidence to the appropriate agency that these groups have been part of the consultation and decision-making process. This evidence may be in the form of a report attached to the TEI SSG reports to the TEC.
20. The issue of Māori community consultation being funded out of SSG funding is something that has been identified as requiring a directive from the government. The main conflict in relation to this is between the benefits for students when TEIs consult with their Māori communities and tangata whenua iwi and the obligation for the TEIs to be facilitating community consultation as a part of its core business. A suggestion has been made that the TEIs could be discussing the SSG with communities at the same time consultation about the Charters and Profiles is being undertaken.
21. Because TEIs have different stakeholder communities, each institution should be allowed to come up with a consultation and participation in decision-making process that works for them. However, directives and some guidelines from the government about the necessity for this process to take place should be issued. In addition, good practice examples of the consultation and participation in decision-making processes used by different TEIs would be useful.

Recruitment of Students

22. The use of the SSG to fund recruitment has proved to be a most contentious issue which attracts passionate and determined arguments both for and against. This is another issue which may require a policy decision one way or the other. Ultimately the conflict over recruitment lies with whether TEIs should be spending SSG funding trying to attract more Māori students to the institution rather than on ensuring that those Māori at the TEI are retained and supported to successfully

complete their study programmes. There are also different types of recruitment initiatives, which may require further consideration depending on the stance taken. This new type of recruitment is not just based on increasing numbers of Māori at TEIs but involves a more intensive recruitment process which provides one on one assistance, career guidance and course advice to high school students.

APPENDIX

APPENDIX 1: STOCK-TAKE OF MĀORI SSG INITIATIVES FOR 2001 AND 2002 BY INSTITUTION

This stock-take presents an overview of the different projects and initiatives established by TEIs using the SSG funding. The following list does not, in every case, name the initiative but rather describes its purpose. Information is presented about the type of initiative, who it is aimed at and key elements of the projects. All the data in the list is taken from the 2001 reports to the Ministry of Education and the 2002 reports to the Tertiary Education Commission. All attempts have been made to provide accurate information but, because of the variable nature of the reports, it is difficult to individually name all the initiatives implemented.

INSTITUTION	2001	DESCRIPTION
	TYPE OF INITIATIVE	
Aoraki Polytechnic	Student support	Address Māori retention and success through whānau support across campuses.
	Staff Education	Aimed at staff to promote cultural sensitivity and awareness.
	Student support	Provide Māori and Pasifika Study support through one to one with liaison officer.
Auckland College of Education	Research	Increase Māori retention by analysing databases to identify past retention rates.
	Student support	Increase Māori success by meeting with all Māori students at orientation days.
	Student support	Increase Māori participation by providing a safe, supportive environment for students.
	Student support	Increase Māori success by identifying at risk students and directing them to support services.
	Student support	Increase Māori success through Māori language and study skills wānanga.
	Research	Increase Māori completion and retention rates by identifying students who are withdrawing and conduct exit interviews to find our reasons why.
	Student support	Increase Māori success by identifying all Māori students and sending out information on Māori Academic Support.
	Research	Increase Māori and Pasifika retention by identifying factors that lead to lack of achievement and retention.
	Student support	Increase Māori and Pasifika retention by providing learning support for at risk students.
	Student support	Increase Māori and Pasifika retention by developing an ongoing process to identify students at risk.
Auckland University of Technology	Student support	Increase Māori and Pasifika success by identifying stakeholder groups in order to elicit initiatives to support students.
	Student support	Increase Māori retention and success in business utilising equity co-ordinator, tracking

and data collection.

Student support Improve Māori success in health through noho, hui and student space.

Student support Improve Māori success in science and engineering through support advice strategy.

Student support Improve Māori success in Māori development school through support, advice and co-ordinator.

Student support Increase Māori success and retention through student support network, co-ordinator and activities.

Student support Increase Māori success and retention for scholarship students and support learning.

Bay of Plenty Polytechnic

Student support Address Māori retention through mentoring programme.

Student support Address Māori retention through study preparation workshops.

Student support Improve Māori retention in business through study preparation workshops.

Student support Improve Māori retention by providing Māori counsellors.

Student support Increase Māori retention by appointing an education director.

Community support Liase with Māori community about educational outcomes and scholarships.

Recruitment Increasing Māori and Pasifika participation and retention rates by appointing a community liaison officer.

Christchurch College of Education

Student support Increase Māori completion rates through mentoring scheme.

Student support Increase Māori retention and achievement by providing a place of their own for academic, te reo, and pastoral support provided by community mentors.

Student support Improve Māori retention and achievement by providing mentoring, academic and practical support to students in DipTchg.

Christchurch Polytechnic

Student support Increase retention and completion for Māori and Pasifika students by reviewing student support services.

Student support Increase Māori and Pasifika participation through representation on student fora.

Student support Increase Māori and Pasifika success by awarding a second year student a grant to provide mentoring and academic support.

Student support Increase Māori and Pasifika success through mentoring hui.

Student support Support Māori and Pasifika students by allocating childcare grants.

Student support Increase Māori and Pasifika retention and achievement by increasing the hours of the Learning Advisor Māori and Pasifika.

Dunedin College of Education	Student support	Increase Māori participation and retention by establishing a liaison officer.
Eastern Institute of Technology	Student support	Increase Māori achievement by addressing the Treaty in faculty plans.
	Student support	Enhance support for Māori students by trialling a range of strategies, including support positions and learning support.
	Recruitment	Increase Māori enrolment by investigating alternative recruitment strategies for Māori students.
	Staffing	Increase Māori and Pasifika participation and retention by hiring the appropriate staff.
Lincoln University	Student support	Increase Māori achievement by designating a Māori support staff member.
	Programme delivery	Increase Māori and Pasifika participation by providing regional education delivery.
Manukau Institute of Technology	Student support	Peer mentoring scheme for Māori students.
	Student support	Increase Māori success and retention by offering individual subject support.
	Student support	Improve Māori success and retention through learning support, one on one tutoring, study skills and wānanga.
	Student support	Improve Māori success and retention through wānanga, academic, exam preparation and study skills.
	Student support	Increase Māori success and retention in reo and tikanga courses.
	Student support	Improve Māori and Pasifika success and retention through counselling service with Māori and Pasifika counsellors.
	Student support and recruitment	Address Māori and Pasifika success and retention by engaging a kaumatua to work with communities.
Massey University	Student support	Address Māori success and retention by providing an academic learning support co-ordinator in each region.
	Student support	Improve Māori academic success by employing a learning support co-ordinator for extramural students.
	Student support	Improve Māori academic success by supporting, furnishing and equipping a space for Māori students.
	Student support	Address Māori and Pasifika success and retention through learning support fono and marae-based sessions.
	Student support	Development of support for extramural students.
Nelson Marlborough Institute of Technology	Student support	Address Māori and Pasifika success and retention through counselling on both campuses.
	Student support	Improve Māori and Pasifika success and retention through study groups and support and te reo tutor.

	Student support	Improve Māori and Pasifika success and retention through increased contact facilitation, BBQ and information services.
	Recruitment	Māori and Pasifika liaison with secondary schools.
	Research	About Māori and Pasifika students and why they do or don't enrol and identification of an action plan.
	Student support	Establishment of a recruitment action plan based on research findings.
Northland Polytechnic	Student support	Increase Māori completion rates through the provision of a mentoring scheme.
	Student support	Increase Māori retention and completion by increasing the number of students using the Learning Support Centre.
	Student support	Increase Māori and Pasifika retention and success through the employment of a Student Support Officer.
	Research	Improve Māori access and success by researching specific support requirement needs.
	Student support	Increase Māori attendance and completion by providing a learning support specialist.
Open Polytechnic of New Zealand	Research	Research was conducted on Māori and Pasifika retention and completion rates.
	Research	Research was conducted on Māori and Pasifika recruitment.
	Student support	Implementation of action plan as a result of the research.
Otago Polytechnic	Recruitment - Student support Student and staff support	Aimed at Māori school students. Improve Māori retention in target faculties. Establishment of a Māori education and structural working party.
Southern Institute of Technology	Recruitment	Marketing aimed at Māori and Pasifika students in order to raise awareness of bridging programme and tertiary study.
	Student support	Improving Māori and Pasifika retention and success through research and space, study support and staff training.
	Recruitment	Māori and Pasifika community meetings about zero fee scheme.
Tai Poutini Polytechnic	Student support	Improve Māori completion and success through powhiri, tikanga, mediation and community hui.
	Student and staff support	Improve Māori success using bilingual written material from Tai Poutini.
	Student and staff support	Improve Māori completion and success rates by promoting te reo.
	Community support and recruitment	Research on tangata whenua courses.
	Community, student and staff	Ngai Tahu representative on council and academic board.

	support	
	Student support	Increase Māori completion and success rates by having Māori tutors on Industry programmes.
	Recruitment	Liaise with, and target Māori and Pasifika students.
Tairāwhiti Polytechnic	Student support	Address Māori success and completion through mentoring scheme and Māori support officer.
	Student and Staff support	Improve Māori completion and success through internal staff forum, hui and advisory group to management.
	Community student support	Develop Māori research capacity through Tairāwhiti tertiary alliance.
	Student support	Support for Te Reo speakers.
	Student support	Improve Māori completion and success at satellite campuses.
	Staff awareness	Increase staff responsiveness to Māori through Te reo and treaty programmes for staff.
	Student support	Assist Māori and Pasifika success and achievement through access to financial assistance.
Te Wānanga O Aotearoa	Student support	Increase Māori completion and success through literacy support and space at all 10 campuses.
	Student support	Increase Māori completion and success through literacy support tuition.
	Student support	Improve Māori completion and success by providing a literacy support manager to support tutors.
	Student support	Improve Māori completion and success by employing literacy support admin staff.
	Student support	Improve Māori completion and success by providing eye and ear checks.
	Student support	Increase Māori completion and success through literacy support regional vocational hui.
Te Wānanga O Raukawa	Student support	Improve Māori completion and success rates by providing 1 to 1 academic counselling, tutors and 0800 study support number.
	Student support	Increase Māori completion and success through post-graduate mentor scheme, 1 to 1 study support and home visits.
	Student support	Improve Māori completion and success rates by phoning all graduates to rate support services.
	Student support	Improve Māori Community links by disseminating information to Māori media.
	Research	Research about Māori student support completion and retention rates.
	Student support	Improve Māori completion and success by preparing all students for expectation of study through hui and support.
	Recruitment	Māori courses for Marae around the country
Te Whare Wānanga O Awanuiarangi	Student support	Recruitment of Māori students

	Student support	Improve Māori retention using mentors to improve student learning.
	Recruitment	Māori through Te Ataarangi.
	Recruitment	Māori kaumatua and co-ordinator.
	Recruitment	Māori whānau-based, information on courses and opportunities.
	Recruitment	Māori school students visits in North Island.
	Student support	Māori health checks.
Telford Rural Polytechnic	Staff support	Ensure access to Te Reo reference texts.
	Student support	Māori and Pasifika Workshop by Fijian Indians and hangi to raise cultural awareness
	Student support	Three cultural support evenings for Māori and Pasifika students.
UNITEC Institute of Technology	Student support	Improve Māori completion and success through support counselling.
	Student support	Improve Māori completion and success by addressing post-graduate retention and success and research into support initiatives.
	Student support	Improve Māori achievement by ensuring a Māori dimension in courses.
	Student support	Increase Māori completion and success through liaison position and recruitment.
Universal College of Learning	Student support	Improve Māori community ties by having an iwi rep on Academic board.
	Student support	Improve Māori and Pasifika academic success through literacy and numeracy support.
	Recruitment -	Investigate feasibility of entry level course and scholarships for Māori and Pasifika students.
	Student support	Improve Māori and Pasifika retention and completion through providing students with a space, mentors and academic advisor.
University of Auckland	Student support	Increase Māori retention and success for doctoral students by holding wānanga for academic support .
	Student, staff and community support	Increase use of te reo in Auckland Uni hui.
	Student support	Improve Māori retention and success through Māori student association provision of exam wānanga.
	Student support	Improve Māori retention and recruitment in Medical and health sciences.
	Student support	Increase Māori completion in Law LLB honours.
	Student support	Improve Māori and Pasifika retention and success and completion in Fine Arts through tuakana mentoring.
	Student support	Improve Māori and Pasifika retention and success and completion in Architecture through wānanga and mentoring.

Recruitment	Planning school visits and expos aimed at Māori and Pasifika students.
Student support	Assist 30 Māori/Pasifika students through tutorials and study sessions.
Research	Research into how to make study pleasurable for Māori and Pasifika students.
Research	Evaluate programmes for high standards.
Student support	Māori and Pasifika student learning centre for academic skills and support.
Student support	Improve Māori and Pasifika retention and success through Bcom Tuakana mentors.
Student support	Improve Māori and Pasifika recruitment and achievement through Engineering support group and increased involvement in SPIES.
Student support	Improve Māori and Pasifika success and retention in Engineering through Tuakana peer mentoring.
Student support	Improve Māori and Pasifika retention and success in Maths through Tuakana mentor and tutorials.
Administration of SSG	Meetings, reports and finances.
Student support	Improve Māori and Pasifika retention and success through Professional Development to support mentors University wide.
Research	Evaluate management of SSG.

University of Canterbury

Student support	Employ staff for the Māori study centre.
Student support	IT for Māori students support.
Student support	Increase Māori success and retention using tutorials and tutors.
Student support	Increase Māori achievement through orientation and study skills programme.
Student support	Texts and study resources for Māori students.

University of Otago

Recruitment	Māori liaison position in Dunedin and Auckland.
Student and staff support	Māori web pages.
Student support	Improve Māori success and retention by providing mentoring for first year students.
Research	Participation and retention database of Māori and Pasifika students.
Student support	Address Māori and Pasifika retention to post-graduate through scholarships.
Student support	Improve Māori and Pasifika success and retention by providing texts and resources for students in Māori centre.

University of Waikato

Community and student support	Iwi links with 16 iwi authorities.
Student support	Increase Māori and Pasifika participation by establishing aims and statistics.
Student support	Improve Māori and Pasifika retention and success through tutorials, mentoring and support

activities.

Victoria University of Wellington	Recruitment	Māori role models and mentors in secondary schools and within iwi.
	Student support	Improve Māori and Pasifika retention and success through mentoring university wide.
	Student support	Improve Māori and Pasifika retention through scholarships.
Wairiki Institute of Technology	Recruitment	Recruitment of Māori and Pasifika students.
	Student support	Improve Māori and Pasifika retention through counselling and Māori liaison officer.
	Student support	Improve Māori and Pasifika retention through tailored support using a student survey.
Waikato Institute of Technology	Recruitment	Improve Māori and Pasifika completion through mentoring, learning support and tutors.
	Student support	Māori recruitment officer, video and cd promotion, community road show.
	Student support	Improve Māori retention and success using a study support co-ordinator, wānanga, kaiawhina in departments and resources.
Wellington College of Education	Student support	Improve Māori and Pasifika retention and success through Māori Development centre and a general student support co-ordinator.
	Student support	Increase Māori and Pasifika completion and retention through initiatives aimed at cutting withdrawals.
	Student support	Improve Māori and Pasifika recruitment and retention through foundation courses Māori and Pasifika staff to support students.
Wellington Institute of Technology	Recruitment	Māori marketing and information on bridging courses learning pathways.
	Student support	Improve Māori retention by offering Scholarships.
	Student support	Improve Māori success and retention through peer tutoring.
	Student support	Improve Māori success and retention using a Māori learning support tutor.
	Student support	Improve Māori success and retention through Māori study groups.
	Student support	Improve Māori success and retention by resourcing Māori student roopu.
	Student support	Address Māori success and retention in higher level courses through career counselling.
	Student support	Improve Māori success and retention through course content.
	Research and student support	Māori individual pathway plans.
	Student support	Improve Māori success and retention through learning support and mentoring.
Research and student support	Improve Māori and Pasifika success and retention through peer tutoring programme.	

	Recruitment Community and student support	Māori marketing and info for Pasifika. Iwi links with community radio.
Western Institute of Technology Taranaki	Student support	Aimed at improving Māori and Pasifika achievement.
	Student support	Māori and Pasifika success and retention support services, including mentoring, study and pastoral support and counselling.
	Recruitment	Māori and Pasifika advertising and promotional and Māori and Pasifika community liaison person.
	Research student support	Māori and Pasifika student feedback satisfaction survey.
Whitireia Community Polytechnic	Student support	Improve Māori success and retention through whānaungatanga.
	Student support	Improve Māori completion and success through mentoring.
	Student and staff support	Improve Māori success and retention through Māori workshops.
	Student support	Increase Māori success and retention through whānaungatanga in nursing.
	Student support	Increase Māori success and retention through cultural workshops.
	Student support	Increase Māori completion and success through Tino Rangatiratanga initiatives.

2002

INSTITUTION	TYPE OF INITIATIVE	DESCRIPTION
Aoraki Polytechnic	Student support	Increase Māori retention and success whānau support.
	Student support	Increase Māori retention and success through study groups.
	Staff education	Improve staff responsiveness to Māori and Pasifika students through tikanga and treaty workshops.
	Student support	Address Māori and Pasifika retention and success by providing study support.
Auckland College of Education	Research	Research about Māori retention rates.
	Student support	Increase Māori retention and success through hui /meeting students/whakawhanaungatanga.
	Research	Research to identify all Māori students.
	Student support	Increase Māori retention and success by meeting lecturers and student reps.
	Student support	Increase Māori retention and success through study skills/hui/individual and pastoral assistance.
	Student support	Increase Māori retention and success by providing a safe supportive environment ie, a drop in centre.
Student support	Improve Māori retention and success by supporting students at-risk through contact centre and liaison.	

	Student support	Improve Māori retention and success through learning support for at risk students.
	Research	Research to identify Māori achievement and a retention info database.
Auckland University of Technology	Student support	Improve Māori and Pasifika retention and success using the ITMOSS framework.
Bay of Plenty Polytechnic	Student support	Increase Māori retention through mentoring/prep workshops/counsellors.
	Community and student support	Māori community liaison to improve educational outcomes.
	Student support	Address Māori retention and success using a student support co-ordinator.
	Recruitment	Māori and Pasifika community liaison.
Christchurch College of Education	Student support	Increase Māori retention and success through pastoral and academic support/space/recruitment.
	Student support	Increase Māori retention and success through practical and academic support.
	Promotions	Promotion of Māori and Pasifika staff vacancies.
	Student support	Māori and Pasifika rooms.
Christchurch Polytechnic	Research	Research student support.
	Student support	Increase Māori and Pasifika retention and success through childcare grants.
	Research	Māori and Pasifika mentoring for 2003 implementation.
	Student support	Increase Māori and Pasifika retention and success through learning advisor.
	Student support	Increase Māori and Pasifika retention and success through specific school's academic support groups.
	Student support	Māori and Pasifika student forums info on support services and networks.
	Research	Research student support .
	Student support	Māori and Pasifika learning advisor producing stats.
	Student support	Improve Māori and Pasifika retention and success through academic co-ordinator/learning advisor info.
Dunedin College of Education	Student support	Improve Māori retention and success through liaison position.
	Student support	Hui to establish links.
	Student support	Establish Māori community links and Māori education networks.
Eastern Institute of Technology	Student support	Student support aimed at Māori and Pasifika retention.
	Student support	Student support aimed at Māori and Pasifika success.
	Recruitment	Recruitment aimed at Māori and Pasifika students.
	Student support	Study support for Māori and Pasifika students by providing \$ for tangi/ kaumātua/mentoring/ \$ to attend hui/ Pastoral care.
	Student support	Māori and Pasifika student consultation.
Lincoln University	Recruitment	Māori recruitment.

	Recruitment	New programmes targeted at Māori.
	Student support	Increase Māori retention and success through liaison staff position.
Manukau Institute of Technology	Student support	Increase Māori retention and success through mentoring, recruiting and training for mentors.
	Recruitment	Young Māori leadership in secondary school.
	Recruitment	Māori student ambassadors.
	Recruitment	Māori students to studies that have an under-representation.
	Recruitment	Māori student support through whānau day.
	Recruitment	Māori community learning.
	Student support	Māori retention and success and recruitment through free te reo/rorohiko/tikanga courses.
	Student support	Increase Māori and Pasifika retention and success through counselling service with Māori and Pasifika counsellors.
	Student support	Increase Māori and Pasifika retention and success using learning specialist.
	Student support	Kaumātua and work with communities.
	Research	Evaluation done and incorporated into 2003 activity.
Massey University	Student support	Improve Māori academic success learning through support co-ordinator at Albany.
	Student support	Increase Māori academic success through cultural support/mentoring/web pages/hui.
	Student support	Increase Māori academic success using learning support co-ordinator at Palmerston North.
	Staff support	Increase Māori academic success through learning support staff hui.
	Student support	Increase Māori and Pasifika academic success through learning support co-ordinator in Wellington.
Nelson Marlborough Institute of Technology	Student support	Increase Māori and Pasifika retention and completion through counselling.
	Student support	Improve Māori and Pasifika retention and success through small study groups.
	Student support	Increased contact facilitation.
	Student support	Māori and Pasifika celebrate success.
	Student support	Increase Māori and Pasifika retention and success through mentoring.
	Recruitment	Māori and Pasifika recruitment.
Northland Polytechnic	Student support	Increase Māori retention and success mentoring through Māori roopu/Treaty hui/kaumātua/Tu tangata.
	Student support	Increase Māori and Pasifika retention and success through mentors and dedicated staff.
	Student support	Increase Māori and Pasifika retention and success through scholarship/grants information/support person.
	Student support	Increase Māori and Pasifika retention and success through emotional support groups/info on services/hui.

Open Polytechnic of New Zealand	Student support	Increase Māori retention and success through whānau class/learning centre Kaitaia and Wairoa.
	Research	Research on student support to improve Māori retention and completion.
	Research	Research on student support and what is required for Māori student success.
	Student support	Increase Māori retention and success through telephone counselling.
	Student support	Review academic guidance centre and Māori learning support advisor in 2003.
	Student support	Increase Māori and Pasifika retention through scholarship development and information.
Otago Polytechnic	Recruitment	Recruitment of Māori school students.
	Student support	Māori retention.
	Student support	Establish formal links with Ngai Tahu.
	Student support	Improve physical environment.
	Student and staff support	Two kaitiaki.
Southern Institute of Technology	Staff training	Māori cultural and treaty understandings training.
	Student support	Increase Māori and Pasifika retention and success through a liaison person/ academic and pastoral support staff.
	Recruitment	Māori and Pasifika open nights with targeted marketing.
	Student support	Improve Māori and Pasifika retention and completion through peer tutorials/learning support/mentoring.
	Student support	Student, community and iwi Māori and Pasifika-kaumatua/cultural and community reps/powhiri.
Tai Poutini Polytechnic	Student support	Improve Māori completion and success through powhiri/tikanga/mediation/community links.
	Student and staff support	Increase Māori retention and success by promoting te reo on campus/workshops.
	Student and staff support	Māori protocol during ceremonies.
	Community support	Māori community access to Polytechnic facilities.
	Community and student support	Ngai Tahu representative on Council and academic board.
	Student support	Māori tutors on industry programmes to support academic students.
	Student support	Increase Māori and Pasifika retention and success through support person, information and scholarships.
	Student support	Increase Māori success and completion support for te reo speakers.
Tairāwhiti Polytechnic	Staff and student support	Increase Māori participation and representation at management level and staff forums.
	Research	Research barriers to study in Tairāwhiti region.
	Student support	Māori and Pasifika retention database of scholarships and support funds.
	Research	Research barriers to tertiary study for best

	Staff awareness	practice/strat plans. Te reo and treaty programmes for staff.
Te Wānanga o Aotearoa	Student support	Increase Māori and Pasifika completion and success by providing literacy/numeracy tutors and other staff, literacy rooms, literacy assessments, and numeracy and literacy resources.
	Student support	Offer driving licence tuition to students.
	Student support	Increase Māori and Pasifika completion by offering budgeting skills assistance.
	Staff support	Provide professional development for literacy tutors.
Te Wānanga o Raukawa	Student support	Increase Māori achievement by offering academic counselling.
	Programme delivery	Increase Māori participation by expanding delivery to more marae.
	Recruitment	Increase Māori enrolment by enhancement of enrolment strategies.
	Research	Increase completion and retention by conducting research into reasons for non-attendance and non-completion.
	Research	Student survey of satisfaction levels.
	Student support	Increase Māori retention and achievement through mentoring scheme.
Te Whare Wānanga O Awanuiarangi	Student support	Increase Māori retention and recruitment through student mentors and marketing.
	Recruitment	Māori co-ordinator to recruit.
	Recruitment	Recruitment of Māori school students and kaumatua.
	Student support	Māori health checks.
	Recruitment	Recruitment to Māori media employment skills - entry level course.
	Student support	Māori support through ties with iwi formal agreements.
Telford Rural Polytechnic	Student support	Identify specific Māori and Pasifika needs through workshop.
	Student support	Three cultural evenings to promote awareness of Māori and Pasifika.
	Student and staff support	Māori and Pasifika Te Reo reference texts.
	Student support	Māori and Pasifika cultural support visits from community members.
UNITEC Institute of Technology	Student support	Increase Māori retention and completion through counselling.
	Student support	Increase Māori retention and success of post-graduates.
	Student support	Celebrate Māori achievements.
	Student support	Increase Māori retention and completion through liaison.
Universal College of Learning	Student support	Increase Māori community ties through an iwi rep on Academic board.
	Student support	Increase Māori and Pasifika retention and completion

through space/whānaungatanga hui.

Student support Increase Māori and Pasifika success in literacy and numeracy.

Student support Increase Māori and Pasifika retention and completion by offering childcare.

Student support Increase Māori and Pasifika retention and completion through study groups tutorials.

Student support Increase Māori and Pasifika retention and completion through role model guest speakers.

Student support Increase Māori and Pasifika achievement through the provision of scholarships.

Student support Increase Māori and Pasifika achievement in new areas of study.

Staff development For non-Māori or Pasifika staff to support students.

Student support Support for Māori and Pasifika students on Wanganui campus.

Student support Increase Māori and Pasifika recruitment and achievement through staff supporting students and sharing information.

University of Auckland

Student support Academic support for doctoral studies through wānanga.

Student support Increase Māori completion and success through exam wānanga.

Student support Increase Māori retention and completion of Law honours programme.

Student support Increase Māori success rates in Masters of Laws.

Student support Increase completion in Māori studies through tutorials and mentors.

Student support Increase Māori and Pasifika retention and completion through student learning centre and academic skills and support.

Student support Increase Māori and Pasifika retention and completion in Medical school through exam fono and wānanga.

Research Review SSG initiatives using student surveys.

Student support Increase Māori and Pasifika retention and completion through training and networking for Tuakana mentors.

Research Māori and Pasifika under-graduate reporting information for mentoring programme.

Mentor support Support for co-ordinators of mentoring.

Student support BCom retention and success Tuakana mentors.

Student support Engineering Tuakana/Teina peer tutoring.

Recruitment Engineering recruitment.

Student support Māori and Pasifika retention and success in Science through Tuakana mentors and tutorials.

Student support Increase Māori and Pasifika success and retention in Anthropology graduate study and internships.

Student support Increase Māori and Pasifika success and retention through History tutorials and tracking.

Administration of the SSG Meetings, reports and finances

Student support Increase Māori and Pasifika success and retention in Art History through Tuakana mentoring.

Research Student satisfaction survey of effectiveness of SSG

University of Canterbury	Student support	Increase Māori success and retention through mentoring programme at all levels in preparation for 03.
	Student support	Three scholarships.
	Student support	Increase Māori success and retention through tutorials.
	Student support	Increase Māori success and retention through orientation and study skills.
University of Otago	Student support	Increase Māori success and retention using texts and resources for students.
	Research	Māori resource librarian – delayed.
	Research	Research about Māori and Pasifika participation and retention.
	Student support	Increase Māori and Pasifika success and retention using web pages.
	Student support	Increase Māori and Pasifika retention to post-grad through scholarships.
University of Waikato	Student support	Increase Māori and Pasifika success and retention through mentoring.
	Student support	Texts and resources for students.
	Recruitment	Māori Scholarships.
	Student support	Increase Māori retention and achievement through research and training.
	Student support	Increase Māori retention and achievement through conferences and hui.
	Student support	Increase Māori and Pasifika retention and achievement through induction and orientation.
	Student support	Increase Māori and Pasifika retention and achievement through mentors, social and academic support.
	Student support	Increase Māori and Pasifika retention and achievement by have a special space.
Victoria University of Wellington	Student support	Increase Māori and Pasifika retention and achievement through research projects.
	Recruitment	Māori role models and recruitment in secondary schools and Iwi.
	Student support	Increase Māori achievement and retention through study support co-ordinators, wānanga and study skills.
	Student support	Increase Māori and Pasifika achievement and retention through mentoring.
Waiariki Institute of Technology	Student support	Increase Māori and Pasifika achievement and retention through scholarships.
	Research	Research – about Māori and Pasifika liaison, recruitment and mentoring strategies.
	Student support	Increase Māori and Pasifika retention by offering tailored support.
	Student support	Increase Māori and Pasifika completion through mentoring, learning support and tutorials.

	Student support	Increase Māori and Pasifika achievement and retention through a grant to WITSA (see below for initiatives).
	Student support	WITSA – Increase Māori and Pasifika achievement and retention through pastoral and academic support and mentoring.
	Student support	WITSA - Increase Māori and Pasifika retention and success through scholarships and space.
	Student support	WITSA - Increase Māori and Pasifika achievement and retention through mentoring.
Waikato Institute of Technology	Student support	Increase Māori retention and success through project co-ordinator proposal to appoint staff.
	Student support	Increase Māori achievement and retention through learning support centre co-ordinator.
	Recruitment	Māori and Pasifika recruitment officer.
	Research	Māori and Pasifika statistics on enrolment and retention.
	Research	Māori and Pasifika retention enrolment statistics.
Wellington College of Education	Student support	Māori and Pasifika statistics.
	Student support	Increase Māori and Pasifika retention and success through academic, cultural and pastoral care.
Wellington Institute of Technology	Student support	Increase Māori retention and success based in the community.
	Student support	Increase Māori retention and success through scholarships.
	Student support	Increase Māori retention and success through cultural and academic tutorials and mentoring.
	Research	Research was also conducted as part of the above initiatives.
Western Institute of Technology Taranaki	Student support	Increase Māori achievement and skills through preparation for tertiary study.
	Student support	Increase Māori retention and success through cultural support hui.
	Student support	Increase Māori retention and success through mentoring and specific student support.
	Student support	Student survey.
	Student support	Increase Māori and Pasifika retention and success by advertising support services.
	Staff training Student support	Assistance to support students. Māori and Pasifika community group to assist centre staff.
Whitireia Community Polytechnic	Student and staff support	Increase Māori retention and success through tikanga and studies.
	Student support	Increase Māori retention and success through study wānanga.
	Student support	Increase Māori retention and success through taonga Māori workshop.
	Student support	Increase Māori retention and success through a

conference and networking.
Student and staff support Māori staff advisory committee - discuss success and achievement.
Student and staff support Māori links with local iwi (Ngati Toa).
Student support Increase Māori retention and success through study support and social initiatives.



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

APPENDIX 2: QUESTIONNAIRE FOR SSG REVIEW RESEARCH PARTICIPANTS

Introduction:

In 2001, Tertiary Education Institutions began to receive Special Supplementary Grant (SSG) funding to assist them to be more responsive to the needs and expectations of Māori and Pasifika students. The Ministry of Education is conducting an evaluation of this funding for 2001 and 2002. The evaluation has three key expectations:

- To identify the different initiatives institutions have implemented.
- To report on how institutions have implemented their SSG initiatives.
- To examine how the Ministry of Education has implemented the SSG.

What is the purpose of this questionnaire?

The Ministry of Education is visiting a sample number of institutions to gather information to inform its work. The purpose of this questionnaire is to gather information for the report on how institutions have implemented their SSG initiatives. The questions you will be asked relate to:

- The implementation of initiatives
- Engagement with the Māori and/or Pasifika students, staff and wider community
- The benefits of the SSG
- Changes that would improve the SSG
- Research and monitoring which has been undertaken
- How the processes used by the Ministry of Education could be improved.

The Ministry of Education will collate the information received from each institution visited. This will then be included in the SSG review reports. The SSG review will provide an overview of the effectiveness of SSGs and findings will then assist and inform future policy development and operational processes. When complete, the review will be made available to all institutions.

The questionnaire is anonymous. Your name will not be associated with any responses made.

Section One: Evaluation of the process used to establish initiatives

TEI Research Participant Code _____

1. Please tell us how you are involved in the SSG programme:

Administrator
Manager
Student
Community member
Staff member
Other.....please specify

2. From your perspective, how did the SSG initiatives in your institution get started?
3. Which people/group(s) were involved in the initial stages of implementing SSG initiatives?
4. Was there any person/group(s) who you think should have been involved at the initial stage and wasn't?
5. What parts of the initial implementation process worked well and what didn't?
6. Was there input from Māori/Pasifika staff, students and the wider Māori/Pasifika community? If so, how did this occur? If not, why not?
7. Who has responsibility for the implementation of initiatives?
8. Are Māori/Pasifika students, staff and community involved in the implementation of initiatives? If they are, how is this occurring? If not, why not and how can it be improved?
9. If you had to implement SSG initiatives again what would you do differently?
10. In what way have the Ministry of Education's directions and requirements for the SSG been helpful in guiding the implementation of initiatives? If they have not been, how could this be improved?
11. Could further support from the Ministry of Education assist you or your institution to implement the SSG? If so, what would you like to see? (Examples could include regional workshops for co-ordinators, best practice information or centralised holding of SSG research findings.)

Section Two: Evaluation of Performance Outcomes to Date.

12. Please check the attached list of initiatives within your institution. Do you have anything else to add to this list? Are there other initiatives within your institution to support Māori and Pasifika students not funded by the SSG?
13. Is your institution monitoring the SSG initiatives that have been implemented? (Have targets or results been identified for participation, retention and pass rates?) If yes, how? If not, why?
14. Is your institution evaluating its SSG initiatives? (For example student surveys). If yes, how? If not, why?
15. Is your institution undertaking any research either funded by or relating to the SSG or SSG initiatives? If yes, please identify research topics.
16. Is the information from monitoring, evaluation or research informing future SSG initiatives?
17. Are the initiatives achieving what was planned? If not, how are they differing?
18. Has the wider institutional community been supportive in the implementation of these initiatives? In what ways?
19. In what way has the SSG been beneficial for your institution, staff, students and community?
20. What has worked well in the implementation of SSG initiatives and what would you do differently? Have changes informed or been incorporated into the SSG administration?
21. Do you have any further comments about the SSG or the implementation of the SSG by your institution?