



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Ko e Ako 'a e Kakai Pasifika Report

January 1997–October 1998

Pacific Islands
Peoples' Education in
Aotearoa, New Zealand
Towards the Twenty-First Century

A plan to promote Pacific Islands peoples' success in New Zealand education

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TRANSLATIONS

<i>Title</i>	<i>literal translation</i>
Ko e	the
Ako	education/schooling
'a e	of/for
Kakai	peoples
Pasifika	Pacific

Ko e Ako 'a e Kakai Pasifika Report

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Foreword

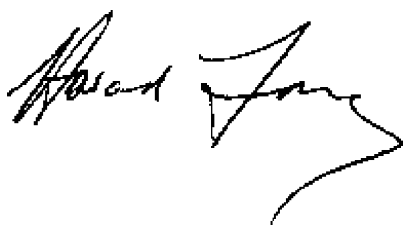
Pacific Islands peoples in New Zealand represent an important group in our community. It is vital that these peoples have the opportunity to fully participate in education and to achieve their full potential. Creating success for Pacific Islands peoples in New Zealand education still poses immense challenges for all involved. The Ministry of Education is committed to developing strong and effective policies and networks that will help Pacific Islands students fully participate and succeed in their education in New Zealand.

Ko e Ako 'a e Kakai Pasifika is a first step in developing Pacific Islands education within the Ministry. The plan aims to lift the achievement levels of Pacific Islands students and provides a framework through which Pacific Islands education becomes a core function of the Ministry. This report provides progress on the plan's implementation as well as an update of participation and achievement since the plan was published in December 1996. The most significant growth is in Pacific Islands early childhood education, expected to have positive flow on effects to other education sectors in the years ahead.

Various groups have been set up to support and implement the plan and network with the community. These groups include the external Advisory Group, internal Overview Group, the Pacific Islands Team and the Pacific Islands Caucus. These groups are vital to raising the profile of Pacific Islands education throughout New Zealand, enhancing feedback from Pacific Islands communities and assist in raising the Pacific Islands capability of the Ministry.

Monitoring the plan's implementation will continue to ensure the plan's goals are achieved, that pressure points are identified and resolved, and that Pacific Islands education outcomes continue to be a priority.

In 1998/99, the Ministry's focus is on lifting the educational achievement of all students and closing the gap between the educational achievement of diverse groups. The Ministry will continue to discuss *Ko e Ako 'a e Kakai Pasifika* with Pacific Islands education stakeholders and ensure that its goals continue to be relevant to Pacific Islands peoples' education needs. During 1998/99, the plan will be developed further and its goals refined to reflect ongoing policy development.



Howard Fancy

Secretary for Education



Executive Summary

Ko e Ako 'a e Kakai Pasifika was published in December 1996. Although there has been a marked increase in the level of Ministry initiatives in Pacific Islands education over the past four years, the Ministry will continue to strengthen its commitment to Pacific Islands education. Projects are being implemented by a number of divisions: Curriculum Division; National Operations; School Support Project; and Research Division. Data Management and Analysis Division is also providing more detailed databases on different Pacific Islands ethnic groups.

In some cases, work on some of the goals has been delayed for various reasons including unavailability of information, changing factors impacting on education, or lack of resources. Other goals have been considered alongside various discussion green papers such as qualifications, tertiary education, teacher quality, and assessment in primary schools.

Early Childhood Education

Progress has been made in the early childhood sector. To date, 46 centres have been licensed and chartered, 32 of these in the past four years. The number of Pacific Islands children enrolled in early childhood services has increased to six percent of early childhood enrolments.

A higher level of support and advice is now available to Pacific Islands groups through the Early Childhood Development's (ECD) Document of Accountability, the Licensing Project, the Targeted Assistance Project, and the Early Childhood Discretionary Grants Scheme Pacific Islands and General Pools. The contestable nature of the Licensing and Targeted Assistance Projects has had positive outcomes for two Pacific Islands organisations, now providing support and advice to developing groups. More groups are now moving towards achieving their licensing and chartering goals.

Targeted pre- and post-licensing support has been available through three contracted licensing providers, the Pacific Islands Early Childhood Council Aotearoa (PIECCA), Kautaha Aoga Niue (KAN, until June 1998), and ECD. ECD also provides professional development services to Pacific Islands centres and other services with large numbers of Pacific Islands children. These contracts will ensure that licensed centres are supported to maintain high standards, effective systems, reduce non-compliance and that they continue to offer good learning programmes for children.

Meeting the property requirements of the early childhood regulations continue to be the biggest challenge for developing groups. At present the Early Childhood Discretionary Grants Scheme — Pacific Islands Pool provides much needed funding for groups to renovate or build new centres and become licensed and chartered. During the past two years, 17 groups have been successful in this scheme, many of which will be licensed before the end of this year. This initiative has created new child places for Pacific Islands children wanting to access a Pacific Islands early childhood education. In 1997/98 Pacific Islands groups also had access to the Early Childhood Discretionary Grants Scheme General Pool. Five groups were successful in the general pool, four of which were already licensed and chartered.

Anau Ako Pasifika, a home-based early childhood project for Pacific Islands parents and children, has proven successful, and continues to offer services in Auckland, Tokoroa and Wellington.

Other developments this year have included the development of *Quality in Action*, a supporting document for implementing the Desirable Objectives and Practices (DOPs) in all early childhood services, including Pacific Islands centres. Research projects are also being finalised including implementing *Te Whaariki*, the early childhood curriculum, in Pacific Islands centres. A Pacific Islands supporting document will also be developed in the 1998/99 financial year to be used alongside *Quality in Action*.



In Mangere and Otara, some of the extra resource available will be targeted to improving school and early childhood links through literacy.

Primary and Secondary Education

A small but significant number of projects are being implemented in the school sector in Auckland, Tokoroa and Wellington — areas with high numbers of Pacific Islands peoples. Few initiatives involve Pacific Islands communities in areas where their numbers are low or where Pacific Islands peoples are isolated from each other. Many projects, such as the Pacific Islands School Parent Community Liaison Project, have been offered through a contestable process.

The funding provides opportunity for piloting projects from which schools can gain examples of good practice for Pacific Islands students and incorporate them into their everyday operations. Such projects have included the Pacific Islands School Parent Community Liaison Project; Pacific Islands Board of Trustees Training; Professional Development for Pacific Islands Teachers; *Ta'iala mo le Gagana Samoa i Niu Sila — Samoan in the New Zealand Curriculum*, teaching resources for Pacific language teachers; and teacher supply initiatives.

Two School Support Projects, Achievement in Multicultural High Schools (AIMHI) and Strengthening Education in Mangere and Otara (SEMO), are progressively being implemented in areas where Pacific Islands peoples feature prominently in the community. These areas have the highest percentage of Pacific Islands students — up to 70 percent of the school's roll in many schools. These projects have also focused discussion on the education needs of Pacific Islands students and communities in low decile areas.

An increasing number of research projects are also focusing on Pacific Islands students, for example the independent evaluation of the Liaison Project, Achievement In Multicultural High Schools (AIMHI) and Strengthening Education in Mangere and Otara.

A number of learning resources have been published through Learning Media Ltd and consideration needs to be given to publishing further resources that would support learning across the curriculum and teaching in bilingual units.

Tertiary Education

There has been a small increase in the percentage of Pacific Islands students enrolled in tertiary education, now just over three percent of tertiary enrolments. However, many of these are in Training Opportunities Programmes. While there are only a few projects operating in the tertiary sector, barriers to participation have included high costs, community responsibilities and lack of learning support while studying. Tertiary institutions find it difficult to retain Pacific Islands students who are often older, with greater family commitments.

In the 1998 Budget, decisions announced on the tertiary review provided for the removal of the existing cap on student places subsidised by Government. From 1999 all domestic students on approved programmes will be able to access tuition subsidies. Furthermore, all students, whether studying with public or private tertiary providers, will be subsidised at equal rates for similar courses or programmes. This means greater opportunity for the development of niche providers.

Policy work on Pacific Islands teacher supply initiatives is now underway, aimed at increasing the number and proportion of Pacific Islands teachers in the school sector. The teacher supply policy project includes considering pre-service training, recruitment and selection, and barriers to becoming teachers. The future availability of Samoan language teachers is also being considered, with the Samoan Curriculum now being widely accessible to schools and Samoan offered as a School Certificate subject from 1999.



The Pacific Islands Educational Resource Centre (PIERC) is consolidating its activities and its wish to provide foundation courses in partnership with other tertiary institutions. This will enable Pacific Islands students to increase their chances of gaining entry into tertiary institutions. PIERC Education has been more successful than its equivalent Wellington Multicultural Educational Resource Centre Inc (WMERC). The Ministry ceased funding WMERC Inc for services due to low output delivery in 1996.

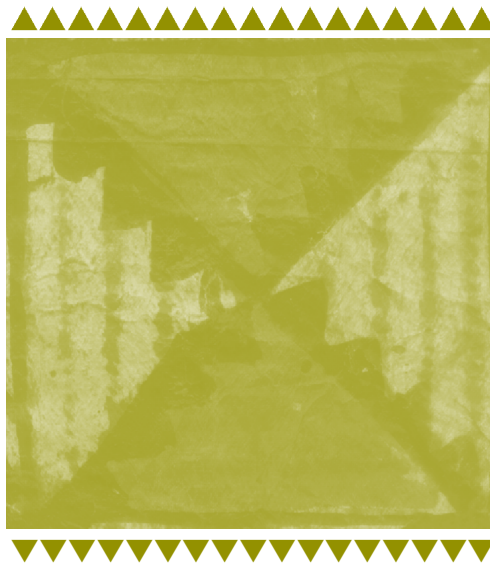
Across Education Sectors

Implementation of goals across education sectors continues to gain momentum. Of significance is the Pacific Islands teacher supply project where consultation has just finished with a number of Pacific Islands education stakeholders. Policy options will be proposed for Ministers' consideration before the end of 1998.

Across Government Sectors

The Ministry of Education and Ministry of Pacific Island Affairs signed a Protocol in 1996. The two Ministries work together in various projects to improve education outcomes for Pacific Islands peoples in New Zealand.

The Strengthening Families strategy involves health, education, welfare and other agencies. Two initiatives that specifically involve Pacific Islands families are Family Start and Local Coordination. Family Start is an intensive, family-focused, early intervention service aimed to improve the life of children whose social and family circumstances put their health, education and welfare at risk. Local Coordination involves harnessing the support of local leaders, so that service agencies work together to provide effective help for families. They act as a lead agency to coordinate resources, and provide effective case management for clients who require the services of a number of agencies.



Key Achievements



Early Childhood Education

The Plan's goals are to:

- Increase the number of Pacific Islands children enrolled in early childhood services.
- Increase the number of licensed and chartered Pacific Islands early childhood centres.
- Identify initiatives and propose a long-term Pacific Islands early childhood education strategy promoting quality, child health and welfare, ongoing support, staffing, and the resourcing and strengthening of curriculum and management practices.

Progress

Enrolment in Pacific Islands early childhood services increased 23 percent between 1990 and 1997 and continues to grow. However, enrolment in all services remains low at 6.15 percent of all early childhood enrolments. While this percentage of enrolment reflects the proportion of Pacific Islands peoples within the general population, it does not reflect the number of Pacific Islands children under five. For example, low early childhood enrolment is highlighted by the fact that the number of children entering primary school in 1997 was considerably higher than the number of four-year-olds enrolled in early childhood services the year before.

The most popular services for Pacific Islands children continues to be kindergartens, childcare centres and Pacific Islands services. Pacific Islands early childhood centres (PIECCs) and developing Language Groups together accounted for 4,348 enrolments in 1997.

Barriers to Pacific Islands participation in early childhood education have been identified and various initiatives have been implemented to reduce them. Funding through the Pacific Islands Employment Strategy, *Vaka Ou*, was allocated for developing Pacific Islands early childhood education. A total of \$3 million was allocated to license and charter more PIECCs over three years to fund Licensing Project contracts and create the discretionary grants Pacific Islands Pool. The pool was also supplemented by the Ministry's Early Childhood Discretionary Grant Scheme. This pool provides capital grants to groups to upgrade or build new centres, and 17 groups have been successful since it was established. During the 1997/98 discretionary grant round, the criteria for the General Pool was extended to include Pacific Islands groups and five were successful in this pool.

The Ministry of Education has purchased more pre- and post-licensing advice and support for targeted groups through the Licensing and Targeted Assistance Projects. This support complements the work done by the ECD under their Document of Accountability and their professional development project. Other contracts have focused on implementing *Te Whaariki* and the Samoan Curriculum in *aoga amata*.

Forty-six PIECCs are currently licensed and chartered and it is expected that this will increase by 10 to 12 centres by the end of 1998.

The Anau Ako Pasifika Project has continued to strengthen its operations. Anau Ako Pasifika was established in 1986 with funding from the Bernard Van Leer Foundation in the Netherlands. The Ministry is now funding the programme through a yearly purchase agreement for the delivery of home-based early childhood education and parent support programmes. The project is offered in Auckland, Tokoroa and Wellington. Appropriate learning resources for use in Pacific Islands homes are developed and sold throughout the country, some to Pacific Islands early childhood centres. Funding for Anau Ako Pasifika was allocated through the Pacific Islands Employment Strategy, *Vaka Ou* and this is the second year of its contract.

The table on the following page provides a summary of projects implemented to achieve the plan's early childhood goals.



Summary of Early Childhood Initiatives

Project	Progress
Licensing Project	<p>The Ministry has purchased more advice and support to centres. Purchase Agreements to provide pre- and post-licensing support to targeted centres are with:</p> <ul style="list-style-type: none"> • Pacific Islands Early Childhood Council Aotearoa (PIECCA): 1996/97 — 10 centres, three have been licensed. 1997/98 — 22 centres (incorporated into their Targeted Assistance Project), five have been licensed. • Kautaha Aoga Niue (KAN): 1996/97 — five centres. 1997/98 — the same five centres until the end of June 1998, four have been licensed. • Early Childhood Development (ECD): 1996/97 — 12 centres, three have been licensed. 1997/98 — 10 centres, three have been licensed.
Discretionary Grants Scheme Pacific Islands Pool (\$1 million)	<ul style="list-style-type: none"> • 1996/97 — 12 centres successful (including one planning grant). • 1997/98 — six centres successful. • 1998/99 — funding applications have been invited from developing groups, (closed on 18 September).
Discretionary Grants Scheme General Pool	<ul style="list-style-type: none"> • 1997/98 — five centres successful (four licensed and chartered, one over four years ago). • 1998/99 — funding applications have been invited from groups, (closed on 18 September).
Targeted Assistance Project	<ul style="list-style-type: none"> • New funding was allocated in the 1997/98 Budget to provide extra assistance to targeted license-exempt early childhood centres to achieve licensing standards. • PIECCA: 1997/98 — 22 centres (incorporated into their Licensing Project contract).
Professional Development Programmes	<ul style="list-style-type: none"> • ECD provides professional development programmes to all Pacific Islands licensed services as well as assisting mainstream services that have high numbers of Pacific Islands children attending. • The programme will assist teachers, parents and management to provide a high quality service for Pacific Islands children under five. • Post-licensing support for 12 months after licensing and chartering by all providers in the Licensing Project.
Samoa Curriculum in Aoga Amata	<ul style="list-style-type: none"> • PIECCA 1996/97: Provided professional development programmes to licensed aoga amata in Auckland and Christchurch. • Wellington College of Education: Provided professional development programmes to licensed aoga amata in the Wellington region.



Project	Progress
Strengthening Families	<ul style="list-style-type: none"> • Family Start is part of the Strengthening Families strategy that involves health, education, welfare and other agencies. It is an intensive, family-focused, early intervention service that aims to improve the life of children with social and family circumstances that put their health, education and welfare at risk. • Three five-year prototypes will be established in West Auckland (an area with very high Pacific Islands populations), Whangarei and Rotorua. Negotiations are proceeding in West Auckland with a joint Maori/Pacific Islands organisation. • Early Start in Christchurch, currently offering a similar service, will be funded to provide an evaluation of the programme. • Services provided will be evaluated during the five years. • Prototypes will cater for approximately 850 families when up and running. • A worker will provide families with support, teach parenting skills and link families with needed services. The service will be available for each family up to five years, depending on need. • Participation is voluntary.
ECD's Document of Accountability	<ul style="list-style-type: none"> • Provides support to license-exempt centres, such as providing information and advisory services, parental development services, and the management of contracts. • Manages grants for developing Pacific Islands Language Groups, provides pre- and post-licensing support to centres wishing to become licensed and chartered. • Manages the Parents as First Teachers (PAFT) programme, which includes new providers focusing on Pacific Islands families (including South Auckland). PAFT contracts have been won by PIECCA and Anau Ako Pasifika. • Supports centres not targeted in any of the Licensing or Targeted Assistance Projects. • Awhina Matua — community parent development programme.
Anau Ako Pasifika Project	<ul style="list-style-type: none"> • Delivers home-based early childhood education and parent support programmes in Auckland, Tokoroa and Wellington. • Develops appropriate learning resources for use in Pacific Islands homes and for sale throughout the country, some to Pacific Islands early childhood centres.
Research	<ul style="list-style-type: none"> • The New Zealand Council for Educational Research (NZCER) is conducting a survey focusing on the implementation of <i>Te Whaariki</i> in centres.





Primary and Secondary Education

The Plan's goal is to:

Support and implement initiatives that will raise the achievement levels of Pacific Islands students in the essential learning areas.

Progress

While schools are responsible for meeting the needs of all students, initiatives have been implemented to raise the achievement levels of Pacific Islands students in the essential learning areas. These initiatives are wide ranging and include areas such as schooling improvement, management and governance, teacher professional development, and resources for teaching. Some projects are implemented specifically to support Pacific Islands students while others, such as School Support Projects, are implemented in low decile schools in communities where there are high numbers of Pacific Islands students and parents.

The Pacific Islands School Parent Community Liaison Project was funded through the Pacific Islands Employment strategy, *Vaka Ou*. Six clusters of schools were contracted to implement their own projects aimed at raising the involvement of parents in schooling such as through reading programmes, homework centres, written English skills and mentoring. A key element in the success of these projects has been the appointment of Pacific Islands liaison persons in each cluster.

Barriers to achievement continue to be canvassed and are the basis for implementing a number of the initiatives. The table over the page provides a summary of projects implemented to achieve the plan's goals in the school sector.



Summary of School Initiatives

1. Pacific Islands projects

Project	Progress
<p>Collaborative Learning Programme</p>	<ul style="list-style-type: none"> • A programme for senior secondary students in mathematics and English classes implemented in one secondary school during 1996 and 1997. The pilot programme was very successful and the Ministry has continued to disseminate information to other secondary schools. • Focuses on improving student performance through the united efforts of teachers, students, parents, Pacific Islands tertiary students, boards of trustees, and the Pacific Islands community. • Involves tertiary students as facilitators in classrooms, modeling desirable student behaviour such as questioning and being prompt, supporting both Pacific Islands students and classroom teachers. • The school provides a liaison teacher who liaises with facilitators, parents, students, other teachers, and government agencies. • A parent support programme is offered as part of the project.
<p>Achievement In Multicultural High Schools (AIMHI)</p>	<ul style="list-style-type: none"> • These schools are: Hillary College; McAuley High School; Mangere College; Southern Cross Senior and Middle School (formally Nga Tapuwae College); Otahuhu College; Tamaki College; Tangaroa College; and Porirua College. • Aims to improve the students' and schools' performance and enhance school-parent-community links. • 1996/97: The report, <i>Towards Making Achieving Cool</i>, published baseline data gathered from all eight secondary schools. • Schools have responsibility for managing the project through the AIMHI Forum's contract with the Ministry for services. • Continues to be independently monitored and evaluated. A contract has been finalised with Education Research and Development Consultants, Massey University. • Implementation will continue in 1998.
<p>Taiala mo le Gagana Samoa i Niu Sila/Samoan in the New Zealand Curriculum</p>	<ul style="list-style-type: none"> • PIECCA: 1996/97: Professional development for Samoan teachers to teach Samoan in aoga amata and entry levels to primary schools. • 1997/98: Professional development contracts have been let for primary and secondary Samoan language teachers in Auckland, Wellington and Christchurch through the Auckland and Wellington Colleges of Education.



Project	Progress
<p>Pacific Islands School-Parent Community Liaison (PISPCL)</p>	<ul style="list-style-type: none"> • 1996/97: Six clusters of schools contracted to implement projects aimed at improving liaison with parents and community — three clusters in Auckland, one in Tokoroa and two in Wellington. In 1997/98, the six clusters' contracts were extended until the end of 1998 — 38 schools are involved and Pacific Islands coordinator(s) are employed to implement programmes. These clusters are: Otahuhu College Cluster (eight AIMHI secondary schools). In 1997 this produced a booklet for parents on secondary education in New Zealand, which was translated into Samoan, Cook Islands Maori, Tongan and Niuean. During 1998, this cluster is collating and trialing information for teachers of Pacific Islands students. Kelston Boys High School Cluster (six schools in Kelston including primary, secondary and Deaf Education Centre). In 1997, established ethnic parent teacher associations in each school and homework centres within communities, and attracted services such as early childhood services into the Kelston area. In 1998, these programmes are being consolidated and a bilingual assessment kit is being used with new entrants to gain better information. Also focused on board of trustee elections earlier this year — at least two Pacific Islands members are now on each board (elected and/or co-opted). De La Salle College Cluster (five Catholic schools in Mangere including primary, intermediate and secondary). Focus in 1997 and 1998 was on linking with the community and generating parent support through reading activities with their children. Tokoroa High School Cluster (11 primary, intermediate and secondary schools in Tokoroa). 1997 focused on community liaison and identifying barriers to learning, in 1998 on literacy and numeracy for 10 to 12-year-olds. Viard College Cluster (four primary, intermediate and secondary schools in Porirua). In 1997 and 1998 the focus is on the Bridge Programme, enhancing students' written English skills, through to publication of students' work. Mentoring continues to be a key feature of this programme. Sacred Heart School Cluster (six primary schools in Petone). In 1997 and 1998 the cluster focused on parent community liaison and helping Pacific Islands parents to support their children in schools. In 1998, each school appointed a liaison person. • NZCER conducted an independent evaluation of the programme during 1997. The report highlighted improved school-parent-community links and the pivotal role of the Pacific Islands liaison persons.
<p>Teacher Professional Development Programme</p>	<ul style="list-style-type: none"> • Started Term 3, 1997, focusing on senior management and career development. Contract has been renewed for the next 18 months. • Training will be offered in Auckland, Tokoroa, Wellington and Christchurch and the contractor will organise a national conference for Pacific Islands teachers to be held in April 1999. • Key priorities include identifying needs, encouraging career movement into management positions, strengthening networks, and forming cluster support groups through new and existing networks such as Komiti Pasifika and other similar organisations.



Project	Progress
Protocol with the Ministry of Pacific Island Affairs	<ul style="list-style-type: none"> • Support the Ministry of Pacific Island Affairs with their education programmes such as Project Achievement, parent supervision, and disseminating information on study skills and homework centres to schools and communities.
Provision of Information	<ul style="list-style-type: none"> • The Ministry has continued to hold fono with parents and communities. • Translations of documents, pamphlets have continued.
Equal Employment Opportunity (EEO) in Schools	<ul style="list-style-type: none"> • An EEO database has enabled the Ministry to identify those schools with significant numbers of Pacific Islands students that are reported by the Education Review Office as having difficulty in meeting statutory requirements. • These schools are now included on the Ministry's target profile list and have been offered in-depth training and support for the 1997/98 period. The contractor reports a 98 percent take-up of the offer of these services. • The Ministry's EEO Contractor is also developing links with the coordinators of other Ministry targeted support programmes such as AIMHI, Strengthening Education in Mangere and Otara, and Pacific Islands School-Parent-Community Liaison Projects. The Ministry will ensure that the EEO support services are also readily available for other schools with significant numbers of Pacific Islands students that may not necessarily be on the target profile list.
Teaching Resources for Pacific Islands Languages	<ul style="list-style-type: none"> • A resource aimed at providing good classroom practice in teaching Pacific Islands languages to teachers is currently being developed and will be published in early 1999. Sections have been written in Cook Islands Maori, Niuean, Samoan, Tokelauan and Tongan.
Learning Materials	<ul style="list-style-type: none"> • Learning materials are published in Pacific Islands languages to support <i>The New Zealand Curriculum</i> and <i>Samoan in the New Zealand Curriculum</i>. • Includes the Tupu series of readers and tapes, the Samoan Journal Folauga, and PESE Samoa (Samoan songs). • The publication, <i>Many Voices</i>, also includes articles about Pacific Islands peoples in New Zealand and is sent to all schools, English Speakers of Other Languages (ESOL) coordinators, and Non-English Speaking Background (NESB) tutors.



Project	Progress
Strengthening Education in Mangere and Otara (SEMO)	<ul style="list-style-type: none"> • A much greater proportion of students in Mangere and Otara identify as Pacific Islands than the overall national average: 58.35 percent of students in primary and 63.65 percent in secondary compared with 4.5 percent primary and 5.46 percent secondary nationally. • The project aims to improve governance and management capability of schools. This is through: developing more skilled management of resources; teachers' professional leadership and competence to improve learning outcomes for students; reducing the risk of external factors impinging on students' learning opportunities; and improving school/community relationships by lifting the communities' knowledge, understanding and willingness to engage with the school. • A coordinator and a team of community facilitators include both Pacific Islands and Maori representation. Visits have been made to all schools in both areas. • Continued consultations with schools, parents and their communities. • A contract to independently evaluate SEMO has been finalised with UniServices. • Development of literacy programmes for schools and early childhood centres.
New Zealand School Trustees Association (NZSTA)	<ul style="list-style-type: none"> • NZSTA Election Coordinators report regularly to the Ministry's Otago/Southland Management Centre which monitors activities to ensure full participation in board elections by Pacific Islands peoples. • NZSTA contract for 1998 board elections identified Pacific Islands communities as a target group. A plan to target Pacific Islands communities in Auckland and Lower Hutt was developed. The launch of a board of trustee elections campaign was held in a school with a significant Pacific Islands community. Election materials were also produced in Pacific Islands languages.

2. General resources for which Pacific Islands students are eligible

Project	Progress																		
English for Speakers of Other Languages (ESOL)	<p>Pacific Islands students make up 80 percent of New Zealand-born students accessing ESOL resources. These students are largely in decile 1–3 schools. Together with 15 percent of those born in Pacific Islands countries, a total of 42 percent Non-English Speaking Background (NESB) students are Pacific Islands. In Term 2, 1998, 8670 Pacific Islands students accessed ESOL resources with total funding of \$693,600. This number is made up of the following:</p> <table border="0"> <tr> <td>Samoan</td> <td>-</td> <td>3066 NZ-born, 1557 Samoan-born</td> </tr> <tr> <td>Cook Islands</td> <td>-</td> <td>550 NZ-born, 241 Cook Islands-born</td> </tr> <tr> <td>Tongan</td> <td>-</td> <td>1692 NZ-born, 625 Tongan-born</td> </tr> <tr> <td>Niuean</td> <td>-</td> <td>209 NZ-born, 53 Niuean-born</td> </tr> <tr> <td>Tokelauan</td> <td>-</td> <td>119 NZ-born, 106 Tokelauan-born</td> </tr> <tr> <td>Fijian</td> <td>-</td> <td>35 NZ-born, 417 Fijian-born.</td> </tr> </table>	Samoan	-	3066 NZ-born, 1557 Samoan-born	Cook Islands	-	550 NZ-born, 241 Cook Islands-born	Tongan	-	1692 NZ-born, 625 Tongan-born	Niuean	-	209 NZ-born, 53 Niuean-born	Tokelauan	-	119 NZ-born, 106 Tokelauan-born	Fijian	-	35 NZ-born, 417 Fijian-born.
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Project	Progress
Targeted Funding for Educational Achievement (TFEA)	<ul style="list-style-type: none"> • Provides additional resources to schools that draw from communities at lower socio-economic levels. It is targeted to remedy areas of educational disadvantage and gives schools up to a maximum of \$300 per student per year.
Truancy Project	<ul style="list-style-type: none"> • Provides funding support for District Truancy Services (DTS) run by schools working in partnerships with their local Safer Community Councils, iwi, Pacific Islands representatives, and other community groups. The project also runs a national Non-Enrolment Truancy Service (NETS). • The District Truancy Service system, currently operating with 1,000 schools, is being extended nation-wide. By March 1998, all schools will have access to the services of a DTS. Coordination is through local committees comprising representatives of: schools; Safer Community Council (and/or Police); iwi or urban Maori; Pacific Islands groups; and other government agencies and/or community groups chosen by the local district. • Pacific Islands groups involved with these committees influence the manner of operation of the DTS, and assist with the evaluation of the services provided. • Some DTSS are finding it difficult to involve Pacific Islands representatives fully, or the representatives are still clarifying their roles. The Ministry is continuing to support and encourage DTSS in the involvement of Pacific Islands representatives. • Pacific Islands people involved with DTSS are active in both committee and field work.
	Services across education agencies
New Zealand Qualifications Authority (NZQA)	<p>Government purchases the following outputs from the NZQA: advice on educational policy; unit standards development; information and advisory services, and School Certificate services. NZQA objectives and performance measures relate to all groups, including Pacific Islands groups. NZQA covers senior secondary, post-secondary and tertiary education and training levels.</p>
Specialist Education Services (SES)	<p>Government purchases the following outputs from SES: information and advisory services; assessment of eligibility for entitlement; special needs support; management of contracts; and parental development. SES objectives and performance measures relate to all groups, including Pacific Islands groups. SES covers early childhood, primary, and secondary education.</p>
Careers Services	<p>Targeted Pacific Islands student days for 300 Pacific Islands secondary students to be delivered by Careers Services during 1998/99 financial year.</p>





Tertiary Education

The Plan's goals are to:

- Support, develop and implement initiatives that help increase Pacific Islands students' participation in training and further tertiary education.
- Increase targeting and participation in various initiatives in which current uptake by Pacific Islands students is low.

Progress

Tertiary Review

These two goals informed one of the four Government goals for tertiary education identified in the September 1997 Tertiary Review Green Paper: *Improving the participation and achievement of currently under-represented groups.*

The first round of decisions on the tertiary review announced at the time of the 1998 Budget provide a further shift toward demand-driven resourcing. The existing cap on student places subsidised by Government will be removed. From 1999 all domestic students on approved programmes will be able to access tuition subsidises. Furthermore, all students, whether studying with public or private tertiary providers, will be subsidised at equal rates for similar courses or programmes. This means greater opportunity for niche providers to develop.

The new system will strengthen the incentives on providers to seek additional students. In so doing it will challenge providers to meet students' and employers' needs more effectively, and to focus on improving value for money.

Training related initiatives focused on Pacific Islands peoples

Tupulaga Le Lumana'i

From 1 July 1997, Skill Enhancement, which provides fully subsidised industry-related skills training for 16 to 21-year-old Maori and Pacific Islands trainees, was modified and split into two strands. The branding of the Pacific Islands strand of Skill Enhancement, *Tupulaga Le Lumana'i*, as a distinct component is designed to enhance the involvement of Pacific Islands peoples by making it easier to market the programme.

Takiala

Takiala is a pilot brokerage scheme for Pacific Islands trainees to be operated by the Education and Training Support Agency during 1998. The objective is to place up to 20 Pacific Islands trainees into employment with a training agreement by the end of 1998. Recruits could be from schools, Training Opportunities Programmes, or the Unemployment Register. The pilot has been established under Skill Enhancement and draws on the infrastructure developed through the Skill New Zealand Strategy.

An initial status report on *Takiala* in August 1998, to be followed by a fuller report by April 1999, provides an analysis of the degree to which *Takiala* was effective at securing training agreements for the target group.

The table on the following page provides a summary of projects implemented to achieve the plan's goals in the tertiary sector.

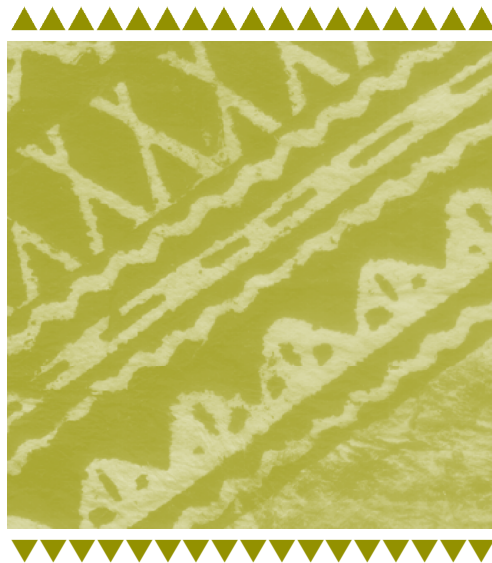


Summary of Tertiary Initiatives

Project	Progress
PIERC Education	<ul style="list-style-type: none"> PIERC (former Pacific Islands Educational Resource Centre) Education provides courses for Pacific Islands students in languages, cross-cultural communications, life skills workshops, a national certificate in computing, interpreting and translation, social and community work, business administration, introduction to early childhood education, English as a second language, and study skills. Some courses are provided by other tertiary institutions in conjunction with PIERC Education, which are pre-foundation courses for further tertiary education. Other PIERC Education activities include providing educational resources and consultancy services for early childhood, primary and tertiary education.
Wellington Multicultural Educational Resource Centre (WMERC Inc)	<ul style="list-style-type: none"> Evolved out of the old Wellington Multicultural Educational Resource Centre. WMERC Inc operated a library service to all users. Services to Pacific Islands communities included Pacific Islands language courses, cross-cultural awareness, community parent support and counselling, English for employment, translation, and interpreting. Funding from the Ministry was terminated during 1997 because of very low outputs. <p>Tertiary Charters and Funding Division has worked intensively with both PIERC Education and WMERC Inc. The division:</p> <ul style="list-style-type: none"> Assisted other divisions in monitoring Pacific Islands statistics of student enrolment. Monitored reporting of Tertiary Education Institutions (TEI) performance under EEO provisions, and participation levels through TEI Annual Reports (Attached EEO report). Monitored Pacific Islands training providers of tertiary education and performance of funded organisations e.g. PIERC Education (Auckland) and previously funded WMERC (Wellington). Liaised with the Ministry of Pacific Islands Affairs on tertiary education and training, especially on those providers it currently funds e.g. PIERC Education.
Review of Tertiary Education	<ul style="list-style-type: none"> Feedback was gained from Pacific Islands communities about this review in consultation with Post-Compulsory Education and Training Division. <p>First round of Tertiary Review decisions:</p> <ul style="list-style-type: none"> Removal of cap on number of subsidised places. Equal tuition subsidy for students at public and private tertiary providers.
Industry Skills Training for Pacific Islands Trainees	<ul style="list-style-type: none"> Creation of <i>Tupulaga Le Lumana'i</i> strand of Skill Enhancement. Creation of <i>Takiala</i> pilot brokerage scheme for up to 20 Pacific Islands trainees.



Project	Progress
Pacific Islands Polynesian Education Foundation (PIPEF)	<ul style="list-style-type: none"> • PIPEF's annual grant is \$75,000, approximately 60 percent of which goes out in 'dollar for dollar' subsidies and the rest in Foundation Grants. • National Operation's Contract Unit has contracted the Board to administer the fund.
Ministry of Education Pacific Islands Study Award	<ul style="list-style-type: none"> • This is a new award, offered for the first time in 1998 to a Pacific Islands post-graduate student undertaking research in any area of education. • The aim of the award is to encourage Pacific Islands students to become researchers. • \$5,000 is available for up to two years for the successful student. Vacation work is available in the Ministry's Research Division.



Goals Across Education Sectors

Progress towards goals that applied across education sectors is summarised in the following table. Some of the goals are discussed elsewhere in this report, for example, Equal Employment Opportunity and truancy are discussed in school sector initiatives.

Summary of Goals Across Education Sectors

Goals	Progress
Education Outcomes for Pacific Islands Peoples	<ul style="list-style-type: none"> • Initial discussions have been held with Learning and Evaluation Policy and Research Divisions. Further work will be treated as a priority within other divisions.
Pacific Islands Teachers	<ul style="list-style-type: none"> • During Terms 3 and 4 of 1997, a Pacific Islands Teacher Professional Development programme was established and a contract was let by Curriculum Division. This contract has been renewed for the next 18 months. The programme will support Pacific Islands teachers in: <ul style="list-style-type: none"> - curriculum areas - career and professional development - a National Conference for Pacific Islands teachers in early April 1999 - management training - networking - forming cluster support groups through new and existing networks such as Komiti Pasefika and other similar organisations. • Further discussions have been held with the Learning and Evaluation Policy Division as part of the Review of Teacher Education. Focus group meetings have been jointly facilitated with the Ministry of Pacific Island Affairs to gather more information and provide a submission to the Ministry. • Policy development on a Pacific Islands teacher supply initiative is now underway. Initial consultations have been made with the Ministry of Pacific Island Affairs and the Pacific Islands Advisory Group. Fono were held with teachers, board members, parents and community to discuss the rationale for these initiatives, and identify barriers and possible solutions. More fono were held with providers, trainers and tertiary students. Policy options will be prepared for Ministers before the end of the year.



Goals	Progress
Research	<ul style="list-style-type: none"> • A number of research projects are currently underway that feed directly or indirectly into the goals in the early childhood, the compulsory and the tertiary sectors. These support the work of other divisions (e.g. School Support, Curriculum Division, Post-Compulsory Education and Training Policy) in that they provide information on which to base policy development or programme/project evaluations. • These projects include: <ul style="list-style-type: none"> - Evaluation of the AIMHI project - Evaluation of the Mangere-Otara project - Evaluation of the Pacific Islands School Parent Community Liaison Project - A report on Programmes and Support provided by schools for Non-English Speaking Background (NESB) students - A report on Attendance, Absences and Truancy in New Zealand Schools. • Other new research programmes this year (1998) include an extension of the current early childhood project — Evaluating Early Childhood Programmes using strands and goals of <i>Te Whaariki</i>, the National Early Childhood Curriculum, specifically in Pacific Islands early childhood services. • A number of research projects also provide more information on Pacific Islands education including the National Education Monitoring Project. • Research Division has awarded its first Pacific Islands Study Award.
School Boards of Trustees	<ul style="list-style-type: none"> • This is the second year in which Curriculum Division has let a contract for training Pacific Islands members of school boards of trustees. During 1998, the contract has been extended to include the Wellington region. <ul style="list-style-type: none"> - 1996/97: Training offered in West and South Auckland. - 1997/98: To train 60 trustees across 20 schools in Auckland and 60 trustees across 20 schools in Wellington and Porirua. - The programme will be needs-based offered through cluster seminars or individual boards. - A help desk is also offered. • National Operations has also managed a contract with New Zealand School Trustees Association for the school board of trustees election this year, where there was a focus on electing Maori and Pacific Islands board members.
Students at Risk and in Trouble	<ul style="list-style-type: none"> • This topic is discussed with relevant divisions at every opportunity. • Other projects of relevance are the School Support Projects, Special Education 2000, Strengthening Families, Truancy and School Based Learning Alternatives.
Pacific Islands Languages and the New Zealand Curriculum	<ul style="list-style-type: none"> • The Samoan Language Curriculum continues to be offered in many schools. It will be available as a School Certificate subject from 1999. No progress has been made with developing other Pacific Islands language curriculum statements apart from the production of documents to support Pacific Islands language teachers in schools.
Bilingual Education	<ul style="list-style-type: none"> • Preliminary discussions have been held with Learning and Evaluation Policy and Research Division for further work in the 1998/99 year.



Goals	Progress
Learning Materials	<ul style="list-style-type: none"> • Learning Media Ltd is contracted by the Ministry to publish learning materials in Pacific Islands languages. The publications support <i>The New Zealand Curriculum</i> and <i>Samoan in the New Zealand Curriculum</i>. • The Tupu series is published in Samoan, Cook Islands Maori, Tongan, Tokelauan, and Niuean. Emphasis is on materials about the lives of Pacific Islands groups in New Zealand. Notes for teachers are in English. Five separate titles of the Tupu series are published each year — five Tupu Readers and five Tupu Tapes. • The Samoan Journal, Folauga is published to support <i>Samoan in the New Zealand Curriculum</i>. • A special publication is a picture pack and audio-tape to develop knowledge and fluency in Samoan for aoga amata. PESE Samoa will accompany this set. • The publication, <i>Many Voices</i>, also includes articles about Pacific Islands peoples in New Zealand.
Equal Employment Opportunity (EEO)	<ul style="list-style-type: none"> • Progress with this goal is discussed in the school's sector.
Protocol with the Ministry of Pacific Island Affairs	<ul style="list-style-type: none"> • Better working relationships have continued to be fostered with the Ministry of Pacific Islands Affairs (MPIA) through the Protocol between the two Ministries. During the last year there has been joint involvement in the review of MPIA's Operations Division resulting in the transfer of specific projects to other providers. More recently, there has been joint facilitation of feedback on the Teacher Education Review Green Paper and involvement in the Assessment Green Paper. Joint consultations on the Assessment Green Paper were held in association with Learning and Evaluation Policy. • Even though it has been difficult to hold Protocol meetings, officials in the two Ministries have continued to work cooperatively in the following areas: <ul style="list-style-type: none"> - Tertiary Review Green Paper - Transition arrangements for MPIA's programmes in homework centres, study skills, careers development and project achievement - Review of Teacher Education Green Paper - Assessment for Success in Primary Schools Green Paper - Purchase Agreements - Pacific Islands Study Award - Pacific Islands School Parent Community Liaison Project - Early Childhood Discretionary Grants Scheme — Pacific Islands Pool - Pacific Islands Advisory Group - Strengthening Education in Mangere and Otara - Middle management course development - Pacific Islands Polynesian Education Foundation - Pacific Islands teacher supply initiatives.



Structures Supporting Pacific Islands Education Initiatives

Various groups have been established to support the implementation of the plan and to facilitate better exchange of information across the Ministry and with Pacific Islands communities.



External Advisory Group

The Advisory Group, established in 1995, comprises members with a wide range of skills nominated by their communities across the country. The members have been working with the Ministry in developing the plan, consulting with the Pacific Islands communities and various Ministry divisions, and providing feedback on documents, research proposals, and green papers. Members also participate in various Ministry committees and working groups. Its functions include the following:

- Assisting the Ministry in developing strategies for addressing the educational needs of Pacific Islands peoples through consultation and providing feedback.
- Assisting the Ministry in the further implementation of *Ko e Ako 'a e Kakai Pasifika*.
- Assisting the Ministry with its community consultations and disseminating information to Pacific Islands communities.

Providing strong links with other Ministry consultative groups such as the Early Childhood Advisory Committee, Schools Consultative Committee and the Tertiary Consultative Committee would provide opportunities for Pacific Islands perspectives to be considered in these forums and strengthen the achievement of the plan's goals.



Internal Overview Group

Established in 1995 within National Office, the Overview Group is made up of senior managers or their representatives. Its aim is to facilitate better information flows and to establish ways of incorporating Pacific Islands perspectives into the administration, policy development and implementation, and personnel practices of the Ministry. It has also been useful in providing a feedback loop to Pule Maata Pasefika, Chief Adviser Pacific Islands Education, and sharing information on initiatives across National Office.



Pacific Islands Team

Established early 1998, the Pacific Islands Team aims to assist in implementing *Ko e Ako 'a e Kakai Pasifika* in the Ministry of Education Management Centres, and to raise the profile of Pacific Islands education. Team members are also networking with Pacific Islands communities and supporting the work of the Chief Adviser Pacific Islands Education in giving and receiving information. The team is also establishing closer networking with the external Pacific Islands Advisory Group, continuing to build on the positive work completed so far.

Establishing the Pacific Islands Team across National Operations will facilitate better information flows between the Chief Adviser Pacific Islands Education and Management Centres. It will also strengthen the visibility of *Ko e Ako 'a e Kakai Pasifika* and Pacific Islands initiatives within the regions, develop networks within the community and link with local members of the Advisory Group.

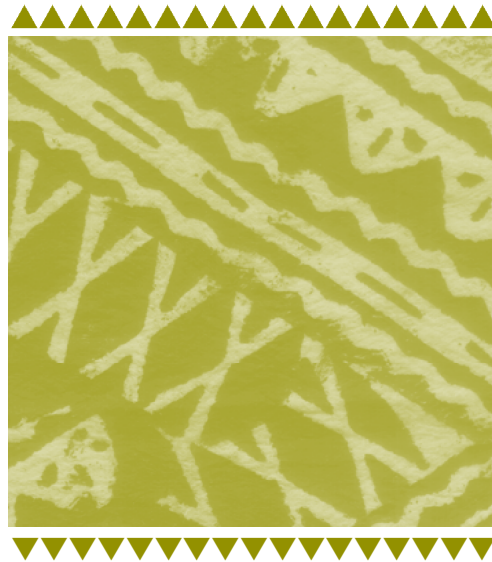


From time to time, focus group meetings will be convened to provide the community with more information on the Ministry's role and progress of the Pacific Islands Plan. This will also be another opportunity to hear from the community about the impact of the new projects, and keep the Ministry informed about Pacific Islands peoples education aspirations.



Pacific Islands Caucus

The Pacific Islands Caucus is made up of Pacific Islands staff within the Ministry and is one of the targeted EEO groups. It has been in operation over a number of years and in 1998 has focused more on improving Pacific Islands education outcomes. It is one of the key structures helping to strengthen the implementation of *Ko e Ako 'a e Kakai Pasifika*. It assists in achieving the plan's goals by facilitating better exchange of information across the Ministry and by developing working relationships through which Pacific Islands perspectives are incorporated into core business.



Pacific Islands Peoples in New Zealand Education: Participation and Achievement Update

This section provides background information on the participation and achievement of Pacific Islands peoples in New Zealand education. Information is organised under early childhood education, primary and secondary education, and tertiary education.



Early Childhood Education

Since 1990, enrolments of Pacific Islands children in early childhood services have risen at a faster rate than other children. Between 1990 and 1997, Pacific Islands enrolments rose by 63 percent, with the largest increases shown in the younger age groups, see *Table 1* below. The only age group to show a decrease in numbers from 1990 to 1997 was five year old children.

Table 1: *Pacific Islands Early Childhood Enrolments by Age 1990–1997*

Age in Years	Year								% Change 1990-97
	1990	1991	1992	1993	1994	1995	1996	1997	
0	331	479	447	513	603	691	725	628	90
1	525	620	700	833	911	894	921	921	75
2	800	905	1,200	1,279	1,447	1,419	1,387	1,398	75
3	1,707	1,990	2,292	2,688	2,710	2,776	2,874	2,867	68
4	2,426	2,733	3,066	3,278	3,660	3,763	3,770	3,825	58
5	222	166	151	209	198	209	181	142	-36
Total	6,011	6,893,	7,856	8,800	9,529	9,752	9,858	9,781	63

The growth and development of Pacific Islands Language Groups (PILGs) has continued over the years. In 1987, 14 PILGs were established and, by August 1998, the number had expanded to 150. A further 43 licensed and chartered Pacific Islands early childhood centres (PIECCs) provided at least 50 percent of their programme in a Pacific Islands language.



Table 2 shows the growth of PILGs and licensed PIECCs from 1995 to 1997. PILGs and licensed PIECCs cater for over 42 percent of all Pacific Islands children enrolled in early childhood education. The next most popular early education service in 1997 was kindergarten (31 percent) followed by childcare in centres that offered less than 50 percent immersion in Pacific Islands languages (18 percent).

From 1995 to 1997, there was an increase in the number of Pacific Islands students in the licensed services of early childhood education. The largest increases were in childcare centres, both Pacific Islands and non-Pacific Islands. Playcentres were the only type of centre to register a major decrease in the number of Pacific Islands students in both recent survey periods, from 1990 to 1995 and 1995 to 1997. These trends are very similar to those seen across all students in early childhood education.

Table 2: *Pacific Islands Early Childhood Enrolments by Type of Centre 1995 and 1997*

Type of Service	1995	1997	% Change
Kindergarten	2,935	3,060	4.3
Playcentre	326	314	-3.7
Childcare Centre	1,466	1,798	22.6
Pacific Islands Childcare Centre*	694	858	23.6
Te Kohanga Reo	100	38	-62.0
ECD Funded Playgroup	417	300	-28.1
Pacific Islands Language Group	3,673	3,268	-11.0
Home Based Service	141	143	1.4
Correspondence	0	2	0.0
Total	9,752	9,781	0.3

* Centres providing at least 50 percent of their programme in a Pacific Islands language.

Pacific Islands parents chose similar kinds of services for girls and boys, with similar proportions of each gender enrolled in each type of service. In 1995 there were 50 more boys than girls, a small difference considering the total number of Pacific Islands children participating in early childhood education — 9,752.

It is interesting to see where the 1997 early childhood education participants were enrolled. More than 50 percent of Tongan, Niuean and Tokelauan children enrolled in an early childhood service were enrolled in a PILG. For Samoan and Cook Island Maori children the split was closer between kindergartens and PILG's. In contrast, Fijian children were heavily concentrated in childcare centres and kindergartens.



Table 3: *Pacific Islands Early Childhood Enrolments by Type of Centre and Ethnicity, 1997*

Type of Centre	Samoan	Cook Islands Maori	Tongan	Niuean	Fijian	Tokelaun	Other Pacific Islands	Total
Kindergarten	1,464	464	561	195	151	91	134	3,060
Playcentre	116	76	35	35	17	4	31	314
Childcare Centre	848	307	200	131	123	38	151	1,798
Pacific Islands Childcare Centre*	613	103	53	52	3	0	34	858
Te Kohanga Reo**	-	-	-	-	-	-	-	38
ECD Funded Playgroup	124	31	71	11	27	6	30	300
Pacific Islands Language Group	1,105	627	934	433	3	165	1	3,268
Home Based Service	49	20	14	4	12	1	43	143
Correspondence School	0	0	0	0	0	0	2	2
Total	4,319	1,628	1,868	861	336	305	426	9,781

* Centres providing at least 50 percent of their programme in a Pacific Islands language.

** Pacific Islands ethnic breakdown is unavailable for Te Kohanga Reo.

A 23 percent increase in the number of Pacific Islands enrolments in Pacific Islands childcare centres (PIECCs) occurred between 1990 and 1997, but ethnic groups differed markedly in their enrolment growth over this period (see Table 4).

Samoans are the largest users of PILGs. This is not surprising, given that at the 1996 Census, Samoans comprised more than half the Pacific Islands population in New Zealand. However, despite the large numbers of Samoan children enrolled in PILGs, there has been an eight percent decrease from the number of Samoan children enrolled in 1990.

The number of Tongan children in PILGs, almost tripled between 1990 and 1997. Tongans are by far the fastest growing Pacific Islands ethnic group in New Zealand. Increases in language group enrolments may reflect this population growth, as well as the fact that Tongans were later starters in establishing language groups.

The number of Cook Islands children enrolled in 1997 was almost double what it was in 1990 and they were the only group that did not decrease their participation in PILGs from 1996 to 1997.



Table 4: *Enrolments in Pacific Islands Language Groups by Ethnicity 1990–1997*

Ethnic Group	Year								% Change 1990-97
	1990	1991	1992	1993	1994	1995	1996	1997	
Cook Islands	331	319	495	620	604	565	607	627	89
Fijian	38	53	46	19	12	7	13	3	-92
Niuean	467	442	445	452	443	422	468	433	-7
Tokelauan	167	235	222	202	221	181	211	165	-1
Tongan	342	473	504	795	914	1,064	1,084	934	173
Samoan	1,199	1,555	1,879	1,694	1,706	1,434	1,271	1,106	-8
Total Pacific Islands	2,544	3,077	3,591	3,782	3,900	3,673	3,654	3,268	28
Non-Pacific Islands	185	197	91	95	82	36	82	98	-47
Total	2,729	3,274	3,682	3,877	3,982	3,709	3,736	3,366	23

Table 4 also shows a decrease in the number of enrolments in PILGs since 1994. This is partly because more PILGs were becoming licensed and chartered and were therefore recorded in the licensed childcare centre category.



Primary and Secondary Education

In 1997, 7.3 percent of the students enrolled at primary and secondary school were of Pacific Islands origin. Growth in the number of Pacific Islands enrolments has matched that of students from other ethnic groups. The proportion of Pacific Islands students in both primary and secondary education has grown only slightly since 1992 with a marginally higher number in primary education because of the youthful nature of the Pacific Islands population.

Table 5: *Number of Pacific Islands School Students 1992–1997*

Year	All	Number %
1992	44,298	6.8
1993	44,993	6.8
1994	45,656	6.8
1995	47,255	6.9
1996	49,148	7.1
1997	51,236	7.3

Note: The total for 1992 excludes adult students, whereas these students are included for 1993 to 1997. Special students are included in totals for all years. Figures exclude foreign fee-paying students and students receiving Ministry of Foreign Affairs and Trade scholarships.

Most Pacific Islands students are enrolled in the Auckland region (70 percent) followed by the Wellington region (14 percent). These figures correspond with the overall distribution of the Pacific Islands population. The only Pacific Islands student group that does not reflect this distribution is Tokelauan, of which 60 percent are based in Wellington and only 17 percent in Auckland. Compared with Pacific Islands students, non-Pacific Islands students are more widely dispersed throughout New Zealand.



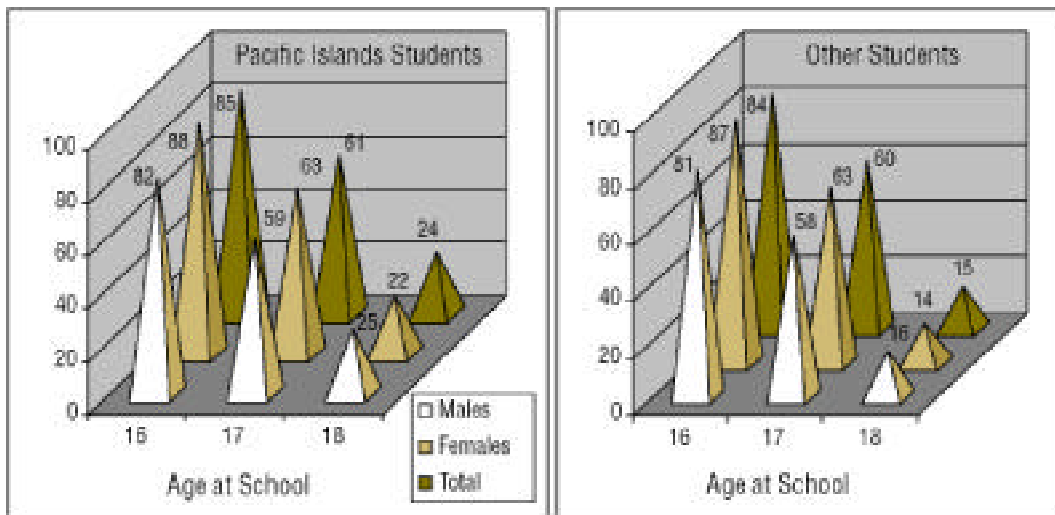
Associated with this regional trend is the tendency for Pacific Islands students to be concentrated in a small number of schools. In 1995, 20 percent of Pacific Islands students were enrolled in less than one percent of schools (26 schools), and 50 percent were enrolled in less than four percent of schools (104 schools). In addition, in three percent of schools, more than half the roll were students of Pacific Islands origin, whereas 44 percent of schools had no Pacific Islands students. The concentration of Pacific Islands students allows for easier implementation of programmes aimed at improving educational outcomes for this population.

Another feature of the Pacific Islands enrolments is the over-representation of Pacific Islands students in integrated schools and their under-representation in private schools (see Table 6). Pacific Islands students are almost twice as likely as other students to be enrolled at an integrated school. This trend has remained stable since data was first collected in 1989. The religious focus of many integrated schools may be a critical factor in the higher number of Pacific Islands enrolments.

Table 6: *Proportion of Pacific Islands Students Enrolled in Different Types of School by Ethnicity in 1997*

Ethnic Group	State %	State Integrated %	Private %
Samoan	79.2	20.4	0.4
Cook Islands Maori	92.4	7.1	0.5
Tongan	83.7	16.0	0.4
Niuean	95.4	4.4	0.2
Fijian	82.5	16.3	1.1
Tokelauan	73.9	25.6	0.5
Other Pacific Islands	88.5	8.5	3.0
All Pacific Islands	83.5	16.0	0.6
Non-Pacific Islands	87.2	9.1	3.7

The proportion of Pacific Islands students staying on at school beyond the age at which attendance is compulsory is very similar to that of non-Pacific Islands students (see the chart below). Pacific Islands females are more likely to stay on at ages 16 and 17 than Pacific Islands males, but more males than females stay on to age 18. At age 18, the proportion of Pacific Islands students staying on is slightly higher than those from other ethnic groups, possibly reflecting slower progress of Pacific Islands students through the senior school.



Senior school examination performance is a commonly used indicator of achievement in the education system. *Table 7* shows that in all senior school examinations, the performance of Pacific Islands students is considerably lower than that of other students. It is of great concern that for the lowest level of formal attainment, School Certificate, just under a third (31.5 percent) of papers sat by Pacific Islands students result in an A, B or C grade. This was just over half the proportion for other students (62 percent).

Table 7 also shows that the gap between the achievement of Pacific Islands students and other students in School Certificate is repeated in Sixth Form Certificate and University Bursary and Scholarship examinations. In Sixth Form Certificate in 1997, 16 percent of Pacific Islands students were awarded grades 1–4 for assessed subjects, compared to 39.5 percent for other students. In University Bursary, 49 percent of Pacific Islands students and 77 percent of other students gained Scholarship A, B, and C grades in the papers they sat. Another consideration in monitoring achievement is the participation of different groups in senior school examinations. Although Pacific Islands students remain at school through to the sixth form (Year 12) in about the same numbers as other students, fewer Pacific Islands students sit examinations.

Table 7: Pacific Islands and Non-Pacific Islands Senior School Examination Achievement in 1997

Senior School Examinations	Pacific Islands		Non-Pacific Islands	
	Male	Female	Male	Female
School Certificate % Awarded Grade A, B or C	29	34	58	66
Sixth Form Certificate % Awarded Grade 1–4	15	17	36	43
University Bursaries/Entrance Scholarship % Awarded Grades: S, A, B or C	49	49	75	79

Table 7 also shows that the gender pattern in senior school examinations is distinct for Pacific Islands students compared to that for other students. Overall, females who are not of Pacific Islands origin attain higher grades than males. Pacific Islands females outperform Pacific Islands males in School Certificate, but the differential slowly declines in Sixth Form Certificate, until University Bursary where males perform equally with females. At fifth and sixth form levels (years 11 and year 12), young Pacific Islands women are more likely to sit examinations than young men, but at bursary level, more men sit the examination.

The lower participation by Pacific Islands students in senior school examinations may limit the options of some students in further education and in the labour market. *Table 8* shows Pacific Islands students' choice of subjects studied, compared to other ethnic groups. The choice of subjects studied also influences future options available.



Table 8: *Percentage of Candidates in Selected, Nationally Approved Sixth Form Certificate Subjects by Ethnicity in 1997*

Year 12 Sixth Form Subjects	Pacific Islands %	Non-Pacific Islands %
English	55.4	72.8
Mathematics	32.0	54.3
Biology	23.0	32.5
Physical Education	20.4	16.4
Computer Studies	17.3	17.2
Geography	15.4	18.0
Accounting	12.7	15.0
History	12.5	10.8
Practical Art	12.3	12.2
Chemistry	11.7	24.3
Economics	11.7	16.9
Physics	11.2	26.3
Nutrition and Food	3.4	4.9
French	2.1	3.3
Te Reo Rangatira	1.7	2.2
Textiles, Clothing	1.6	1.6
Number of Candidates	1,830	32,748

English and mathematics has continued to be the most popular subjects for both Pacific Islands and other Sixth Form Certificate students. However, the percentage of Pacific Islands students who take these courses is lower than for other students, particularly for mathematics. In 1997, Pacific Islands students, unlike other students, chose computer studies ahead of physics and chemistry. The lower proportion of Pacific Islands students who took mathematics, science, and English was partly because Pacific Islands candidates tended to sit fewer papers than other ethnic groups. The greater proportion of Pacific Islands students who chose locally developed subjects also contributed to the smaller proportions taking mathematics, science, and English.

A quarter of all papers sat by Pacific Islands students were locally developed subjects, compared with 16 percent for students from other ethnic groups. These subjects allow schools to increase the range of subjects offered and provide an option for less academically oriented students at sixth form level (year 12). The high proportion of Pacific Islands students taking these papers is of concern however because these subjects may not continue into the seventh form (year 13), and therefore restrict future options available.

Table 9 shows that the qualifications Pacific Islands students leave school with are often lower than those of other students. In 1997, 26 percent of Pacific Islands school leavers left without a formal qualification, compared with 17 percent for other students. Conversely, just under five percent of Pacific Islands students attained University Bursary, compared with 22 percent of other students. As with other ethnic groups, Pacific Islands women leave school with a higher level of qualification than their male counterparts. On average, Pacific Islands school leavers spent 4.4 years at secondary school. This is similar to the average length of stay for other school leavers (4.5 years, 1995 figures).



Table 9: *Percentage of Pacific Islands Students Leaving Secondary School by Highest Attainment in 1991 and 1997*

Highest Attainment	1991	1997	
	Pacific Islands %	Pacific Islands %	Non-Pacific Islands %
University Bursary/ National Certificate Level 3	7.4	4.92	22.1
Entrance Qualification/ 40+ credits at Level 3	N/A	5.4	8.6
Higher School Certificate/ 12–40 credits at Level 3	17.2	16.2	12.6
Sixth Form Certificate/ 12+ credits at Level 2	27.6	28.8	23.6
School Certificate/ 12+ credits at Level 1	22.9	18.5	16.2
No Formal Qualification/ under 12 credits at Level 1	24.9	26.2	17.0



Tertiary Education

Fewer Pacific Islands school leavers go on to further education than other students. *Table 10* shows the percentage of Pacific Islands school leavers enrolled in tertiary education compared to other ethnic groups. Pacific Islands students who move directly from school to further education are often enrolled in Training Opportunities Programmes (TOP) rather than at institutions offering higher level qualifications. TOP courses are aimed at upskilling people for employment if they have been unemployed for longer than six months or are young people with low qualifications. One in 10 Pacific Islands school leavers (11 percent) moved directly from school to TOP in 1997, compared with 6.4 percent of school leavers from other ethnic groups. Conversely only 7.9 percent of Pacific Islands school leavers continued on to university compared with 22.7 percent for other ethnic groups. Thirty-three percent of Pacific Islands school leavers continue on to further education compared to 51 percent for other school leavers. The gap between the Pacific Islands students and students from other ethnic groups was most pronounced for Pacific Islands women.

Table 10: *Estimated Number and Percentage of 1996 School Leavers Enrolled in Tertiary Education in July 1997*

Tertiary Education Sector	Pacific Islands						Non-Pacific Islands					
	Male		Female		Total		Male		Female		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
COE*	10	0.6	22	1.3	32	0.9	98	0.4	484	2.0	583	1.2
Polytechnic	196	11.9	210	12.3	406	12.1	4,333	17.7	4,427	18.7	8,760	18.2
University	111	7.9	152	8.9	263	7.9	5,063	20.7	5,877	24.8	10,940	22.7
Wananga	12	0.7	5	0.3	17	0.5	41	0.2	53	0.2	94	0.2
PTE**	10	0.6	13	0.8	23	0.4	358	1.5	720	3.0	1,078	2.2
TOP***	188	11.5	182	10.6	370	11.0	1,678	6.9	1,390	5.9	3,068	6.4
Total Students	527	32.1	584	34.2	1,111	33.2	11,571	47.3	12,951	54.7	24,523	50.9
School Leavers	1,641		1,710		3,351		24,473		23,663		48,136	

* College of Education

** Government Funded Private Training Establishments

*** Training Opportunities Programmes



The enrolment figures in *Table 10* also show the importance of TOP in providing tertiary education for Pacific Islands students. Eleven percent of Pacific Islands tertiary students are enrolled in TOP compared with 6.4 percent of other ethnic groups. Pacific Islands tertiary students are less likely to be studying at a university than students from other ethnic groups.

Overall, slightly more females participate in tertiary training than males, as shown in *Table 11*. Pacific Islands students' preferences by gender for study in different sectors follow patterns for students from other ethnic groups. Pacific Islands women chose to study in colleges of education or private training establishments more often than Pacific Islands men, who were more likely to be found in polytechnics or Training Opportunities Programmes.

Table 11: *Enrolments in Tertiary Education by Gender, Type of Attendance, and Sector in 1997*

Sector	Full-time		Part-time		Total		Total
	Male	Female	Male	Female	Male	Female	
Polytechnic	1,117	1,172	641	613	1,758	1,785	3,543
College of Education	101	4,12	25	110	126	522	648
University	1,011	1,126	322	464	1,333	1,590	2,923
Wananga	52	25	0	0	52	25	77
Total	2,281	2,735	988	1,187	3,269	3,922	7,191
Pacific Islands Students as a Proportion of all New Zealand Students	3.9%	4.0%	2.6%	2.4%	3.4%	3.3%	3.4%

In 1995, Pacific Islands students made up just over three percent of all students attending colleges of education, polytechnics, or universities. The proportion of Pacific Islands people enrolled in these tertiary institutions increased between 1991 and 1995, with total full-time student numbers more than doubling and total part-time student numbers increasing by 81 percent. These increases are greater than those experienced for other students. However, between 1995 and 1997 the increase as a proportion of all New Zealand students was minimal, at 0.1 percent.

Table 12 shows the breakdown of Pacific Islands students attending tertiary education. Tongan students were the only Pacific Islands group to have the largest proportion of students attending university full-time. All other Pacific Islands groups have more full-time students attending polytechnic than university.



Table 12: *Number of Pacific Islands Tertiary Students by Sector, Nature of Attendance, and Ethnicity in 1997*

Sector	Nature of Attendance	Samoan	Cook Islands Maori	Tongan	Niuean	Fijian	Tokelauan	Other Pacific Islands	Total
Polytechnic	Full-time	1,094	398	283	161	187	107	59	2,289
	Part-time	565	253	125	86	135	45	45	1,254
College of Education	Full-time	302	69	64	42	15	11	10	513
	Part-time	47	51	12	14	8	2	1	135
University	Full-time	1,091	262	363	145	174	40	62	2,137
	Part-time	386	133	104	37	69	30	27	786
Wananga	Full-time	19	39	5	4	1	9	0	77
	Part-time	0	0	0	0	0	0	0	0
Total	Full-time	2,506	768	715	352	377	167	131	5,016
	Part-time	998	437	241	137	212	77	73	2,175
Total		3,504	1,205	956	489	589	244	204	7,191

Commercial and business studies, humanities, and education were the most popular fields of study for Pacific Islands students, as shown by *Table 13*. Pacific Islands students were a little more likely than other students to be enrolled in humanities, education, industrial trades and crafts or social, behavioural, and communication. They were a little less likely to be enrolled in general programmes, commercial and business, or agriculture, forestry, and fishing. Aside from these small differences, Pacific Islands students were enrolled in similar fields of study to students from other ethnic groups.

A higher proportion of Fijian and Tongan students were enrolled in natural and applied sciences compared to other island groups. Significantly, a very high percentage of Fijian students were enrolled in engineering, more than double the next highest island group.

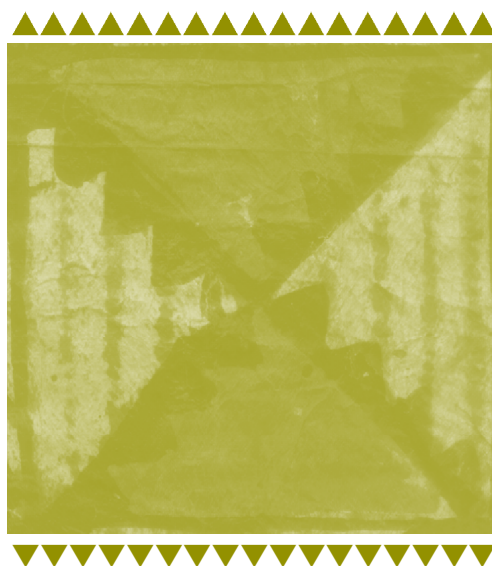


Table 13: *Percentage of Enrolments in Formal Tertiary Education by Field of Study and Ethnicity in 1997*

Field of Study	Samoaan	Cook Islands Maori	Tongan	Niuean	Fijian	Tokelauan	Other Pacific Islands	Total Pacific Islands	Other Ethnic Groups
General Programmes	1.8	2.3	2.0	1.9	0.5	3.6	1.9	1.9	3.1
Literacy	1.4	0.2	0.7	0.2	0.0	1.2	0.0	0.8	0.9
Education	13.1	14.6	10.2	11.5	6.0	10.7	5.1	11.9	9.5
Art, Music, Handcrafts	2.8	3.8	2.4	2.9	3.1	2.8	1.9	2.9	3.2
Humanities	17.9	11.7	20.8	14.8	11.7	13.4	12.1	16.2	13.9
Religion, Theology	0.6	0.2	1.6	1.8	0.2	2.0	0.0	0.7	0.2
Social, Behav, Comm Skills	6.0	8.0	5.4	8.0	2.8	7.5	3.7	6.1	5.1
Commercial, Business	21.1	22.7	20.7	19.3	27.3	14.2	34.1	21.9	24.1
Law	4.1	1.8	3.0	3.7	3.7	1.6	0.9	3.3	3.1
Natural & Applied Sciences	5.6	4.2	8.2	5.5	9.1	4.7	7.9	6.0	7.2
Mathematics	0.1	0.1	0.2	0.0	0.2	0.0	0.0	0.1	0.1
Computing	2.5	2.2	1.9	2.3	3.7	6.7	1.9	2.6	2.3
Medical, Health	3.5	3.3	3.1	5.5	5.8	7.1	6.1	4.0	6.0
Industrial Trades, Crafts	6.2	8.4	6.1	7.0	7.6	6.7	6.1	6.8	5.4
Engineering	2.3	3.7	3.7	3.3	7.1	3.6	2.3	3.2	4.7
Architect, Town Planning	1.1	1.1	0.9	1.0	1.3	0.8	0.9	1.1	1.9
Agric, Horticult, Forest, Fish	0.4	0.9	0.8	0.8	1.1	0.8	5.1	0.7	2.9
Transport, Communication	0.3	0.4	0.2	0.0	0.6	0.4	1.4	0.4	0.4
Service Trades	4.4	4.2	4.7	3.7	6.0	5.5	4.2	4.5	3.4
Mass Communication	0.7	0.2	0.4	0.8	0.8	0.4	1.9	0.6	0.7
Sport, Recreation	1.4	2.4	1.0	3.5	0.3	3.2	0.5	1.6	1.2
General Foundation Programmes	1.6	2.5	1.1	1.9	1.1	1.6	0.5	1.6	0.3
Other Courses NEC	1.0	1.1	0.7	0.6	0.0	1.6	1.4	0.9	0.4
Total	100	100	100	100	100	100	100	100	100

Note: Students may be enrolled in more than one field of study.

A high proportion of university awards attained by Pacific Islands students in 1997 were Bachelors degrees (54.7 percent), as shown in *Table 14*. A very high number of Tokelauan students were awarded qualifications at certificate level compared to other qualifications.



Table 14: *University Programmes Completed by Pacific Islands Students by Level of Programme in 1997*

Programme Award Category	Samoan	Cook Islands Maori	Tongan	Niuean	Fijian	Tokelauan	Other Pacific Islands	Total Pacific Islands	Other Ethnic Groups
Doctorates	1	0	0	0	0	0	0	1	310
Masters/Honours	26	5	4	3	1	2	1	42	3,439
Post-Grad Dip./Certificates	18	7	1	2	9	2	3	42	2,876
Degrees	210	58	54	25	44	9	6	406	19,541
Diplomas	126	38	33	27	12	5	9	250	6,404
Certificates	302	148	68	39	42	47	18	664	15,069
Introductory Certificates	137	69	45	31	12	16	4	314	4,662
Total Awards Completed	820	325	205	127	120	81	41	1,719	52,301
Adjustment for Multiple Awards	31	15	9	4	3	6	3	71	1,444
Total Number of Graduates	789	310	196	123	117	75	38	1648	50,857

Pacific Islands students are less likely than other students to continue on to post-graduate study — only one Doctorate was awarded to a Pacific Islands student in 1997. A total of 11.4 percent of the university awards to Pacific Islands students were for post-graduate study compared with 20.3 percent for non-Pacific Islands students.

The fields of study for university graduates followed a similar pattern to those seen in enrolments, with humanities, commercial and business, and education being the most common subjects for graduation from university. One field of study that has shown a sizeable increase in Pacific Islands participation is early childhood teacher education (see *Table 15*). This is mainly due to specialist Pacific Islands early childhood training programmes offered by the Pacific Islands Early Childhood Council Aotearoa, at Auckland, Christchurch and Dunedin Colleges of Education, and Whitireia Polytechnic.

Table 15: *Pacific Islands Students in Teacher Education 1991 and 1997*

Sector	1991		1997	
	Number	% All Teacher Trainees	Number	% All Teacher Trainees
Early Childhood	35	3.9	237	16.8
Primary	211	5.0	256	3.9
Secondary	27	2.7	47	2.9

Government financial assistance to students is available through the student allowances and student loans schemes. The ability of Pacific Islands students to fund their studies relies heavily on government assistance, probably because of the lower income of Pacific Islands families in New Zealand. A total of 31.8 percent of all full-time Pacific Islands students enrolled at universities, polytechnics, or colleges of education received allowances, compared with 39.4 percent for students from other ethnic groups (see *Table 16*).



Table 16: *Number of Pacific Islands Students in the Student Allowance and the Students Loan Schemes in 1997*

Sector	Student Allowances ¹			Student Loans ²		
	Number of Students	Uptake by Full-time Students ³ (%)	Average Net Weekly Payment (\$)	Number of Students	Uptake ⁴ (%)	Average Amount Borrowed ⁵ 1997 (\$)
Secondary School	111	na	99.31			
Polytechnic	797	34.8	135.64	2,762	78.0	5,933
College of Education	163	31.8	142.49	491	75.8	5,889
University	616	28.8	142.35	2,052	70.2	6,717
Wananga	20	26.0	124.98	74	96.1	6,212
Private Training Establishment	184	na	129.55	1,122	na	7,792
Total	1,891		135.58	6,501		6,485

1 Student Allowances as at 31 July 1997

2 Loans taken out between January and December 1997

3 The percentage of full-time students who receive student allowances

4 The number of loan clients for the full 1997 year as a percentage of all students at 31 July 1997

5 Figures show average amount borrowed by full-time students

More dramatically, the uptake of student loans by Pacific Islands students is significantly higher than that by other students. Of full-time Pacific Islands students in 1997, 78 percent of those at polytechnics, 70.2 percent at universities, and 75.8 percent at colleges of education, took out a loan. Comparable figures for full-time students across all ethnic groups were 45.4 percent for polytechnic students, 48.4 percent for university students, and 47.3 percent for college of education students. Pacific Islands loan clients withdrew an average of \$6,485 during 1997, while the average amount for clients of all ethnic groups was \$6,076. Pacific Islands part-time students were also considerably more likely than students from other ethnic groups to take out a loan.

For further information

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