



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Ko e Ako 'a e Kakai Pasifika

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

Contents

Foreword	3
Introduction to Ko e Ako ‘a e Kakai Pasifika	10
What is Ko e Ako ‘a e Kakai Pasifika?	10
How will the plan respond to change?	10
What are the plan's main goals?	10
How will the Ministry communicate with Pacific Islands peoples?	10
Other ways of improving Pacific Islands education	11
How the plan will contribute to relevant Government Strategic Result Areas	11
How the plan will contribute to relevant Ministry Key Result Areas	11
The Plan's Principles and Values	13
The principles and values that guide Ko e Ako ‘a e Kakai Pasifika	13
The Plan's Goals	14
Goals for the education sectors:	14
Early childhood education	14
Primary and secondary education	16
Tertiary education	18
Goals across the education sectors:	20
Education outcomes for Pacific Islands peoples	20
Pacific Islands teachers	20
Research	20
School boards of trustees	20
Students at risk and in trouble	21
Pacific Islands languages in the New Zealand Curriculum	21
Bilingual education	21
Learning materials	21
Equal Employment Opportunity	22
Background to the Plan	23
Pacific Islands people in New Zealand education: participation and achievement	23
Early childhood education	23
Primary and secondary education	26
Tertiary education	31
Ministry projects in progress	36



TRANSLATIONS

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


Published December 1996
Ministry of Education
Private Box 1666
Wellington
NEW ZEALAND

Copyright © Ministry of Education
ISBN 0-477-05050-6





Foreword



Pacific Islands peoples are an integral part of New Zealand's total population and school population. It is important for their future and for New Zealand, more generally, that Pacific Islands peoples not only are able to fully participate in our education system but are also able to acquire a high level of skills and qualifications from that education.

Ko e Ako 'a e Kakai Pasifika is a document that brings together, for the first time, the information and policy programmes that are designed to support the education of Pacific Islands students. The policies and programmes set out in this document are designed to assist Pacific Islands peoples to increase participation and achievement in all areas of education. The plan has been developed during the past two years in consultation with Pacific Islands education stakeholders.

A literature review provided a summary of Pacific Islands education issues, and noted that some issues have been documented as being of concern for several years. The information gathered was reported in a document called, Challenging Success, Developing Pacific Islands Education in Aotearoa, New Zealand, and was the first document to provide an overview of Pacific Islands education.


Ko e Ako 'a e Kakai Pasifika has built on the earlier document, and was taken out for further consultation with Pacific Islands education stakeholders seeking ownership, agreement and commitment to its goals. This final document acknowledges the unreserved agreement given by those consulted and the Ministry's commitment to implementing these initiatives.

I am grateful to all those who contributed to the development of this plan, especially kakai Pasifika, Pacific Islands education stakeholders, students, interested commentators and Ministry personnel.

I look forward to better education outcomes for Pacific Islands peoples.

Howard Fancy

Secretary for Education



Faatomuaga

O tagata atu motu o le Pasefika, o se vaega taua o le faitau aofai o tagata uma o Niu Sila faapea ai ma le faitau aofai i ana aoga uma. E taua mo lo latou lumanai atoa ai ma le lumanai o Niu Sila atoa i se tulaga aoaotetele, le auai ma le aafia o tagata mai atumotu o le Pasefika i a tatou polokalame uma faaleaoaoga, ma ia o latou maua se tulaga maua o tomiai atoa ai ma ni tusi pasi mai ia aoaoga.

O le pepa ua faaulutalaina o le *Ko e Ako 'a e Kakai Pasifika* ua tuu faatasia ai mo le uluai taimi faamatalaga ma faiga faavae o polokalame ua fuafuaina e lagolago ai le aoaoina o tagata poo tamaiti aoga o atu motu o le Pasefika. O faiga faavae ma polokalame ua lomina i lenei pepa ua fuafuaina ina ia mafai ai ona fesoasoani i tagata o atu motu o le Pasefika e siitia lo latou aafiaga ma le auai ma ia maua lo latou faamanuiaina i vaega uma o aoaoga i totonu o Niu Sila. O lenei fuafuaga sa tau tuufatasia ma atinae ina mai i le lua tausaga ua mavae i fesootaiga vavalalata ma i latou o aafia i aoaoga mo tagata o atu motu o le Pasefika.

O se suesuega faapitoa na faia, na maua ai se tuu faatasiga o mataupu tau aoaoga e patino mo tagata atu motu o le Pasefika, ma na iloa ai o nisi o mataupu ua faamauina ua tele tausaga o iai se tulaga e ono faapopole ina ai. O faamatalaga uma na maua sa lipotia i se pepa na faaigoaina o le, “Manuia le Atinae ina o Aoaoga mo Tagata Atu motu o le Pasefika i totonu o Aotearoa, Niu Sila”, ma o se faamaumauga muamua lea na maua ai se ata atoa o le tulaga o aoaoga mo Tagata Pasefika.

O le pepa la o le *Ko e Ako 'a e Kakai Pasifika*, ua fausia mai i luga o le uluai pepa lenei, ma sa faapea ona faaogaina e avea ma faavae o talanoaga ma fesootaiga sa toe faia mulimuli ane ma tagata Pasefika o aafia i mataupu tau aoaoga, ina ia maua ai se agaga o le galulue faatasi ma se maliega atoatoa i ona faamoemoega autu. O le pepa faaiu la lenei, ua faamauina ai aloaia le ioega a i latou uma sa fesiligia ai atoa ma le faataunuaina o le Matagaluega ina ia faataunuaina ia fuafuaga uma.

Oute fia faaalai le agaga faafetai ia i latou uma sa iai ni o latou sao mo le taumafaiga o lenei fuafuaga atoa, aemaise ai le kakai Pasefika, tagata Pasefika i totonu o aoaoga, tama ma teine aoga, isi sa fiafia e lagolago mai atoa ai ma le aufaigaluega a le matagaluega.

Oute faamoemoe o le a manuia le lumanai o aoaoga mo Tagata Pasefika.

Howard Fancy

Failautusi o Aoga.

Tuatua Akamataanga

Ko te Iti Tangata Patipika katoa oki tetai i anoano ia kia puapinga i roto i te katoatoaanga o te tangata e noo nei i roto ia Nu Tireni, e pera katoa oki i roto i te au apii o teia enua. E mea puapinga ireira no to ratou puapinga i te au tuatau ka aere ia ki mua e no Nu Tireni katoa, kia pakari atu ratou i roto i te turanga apii kia puapinga e kia rauka ia ratou tetai au kite pakari e te ngateitei no te rave angaanga e pera katoa oki tetai au peapa ngateitei tikai mei roto mai i tereira apiianga.

Ko e Ako 'a e Kakai Pasifika, e peapa teia i tata ia tei taokotai mai ki te ngai okotai, no te taime mua rai, i tetai au tuatua ma te porokaramu o te poriti tei tata ia no te tauturu atu i te apiianga o te tamariki apii o te pa enua Patipika. Ko te au poriti e te au porokaramu i roto i teia peapa nei kua tata ia tereira ei te tauturu atu i te iti tangata o te pa enua Patipika kia tomo maata atu ratou ki roto i te turanga o te apii e kia maata katoa atu rai to ratou ka puapinga mai i roto i te au tuanga ke'ke o te apii. Kua rave ia te angaanga no teia parani i roto i teia nga mataiti e rua i topa na roto i te aravei aereanga atu i te au tangata e anganga pakari nei i roto i te turanga o te apii.

I roto i tetai akaraanga i tata ia kua tuku ia mai tetai au akaraanga no runga i tetai au tumu manako no runga i te turanga apiianga o te iti tangata o te pa enua Patipika. Kua kite katoa ia mai e ko tetai au tumu manako kua tata takere ia ana tereira e e mea tau kia akara ia no tetai au mataiti i teia nei. Ko teia au tumu manako i akaputupu ia mai, tei roto tereira i tetai peapa i tata ia koia oki ko te Te Timataanga atu i te Puapinga, Te Akatupuanga meitaki atu i te Apiianga o te Iti Tangata Patipika i Aotearoa, Nu Tireni, e ko te peapa mua rai tereira i tata ia e tei akaari atu i te turanga apiinga o te iti tangata o te pa enua Patipika.

Ko e Ako 'a e Kakai Pasifika. Kua tata ia tereira e kua akamou ia atu ki runga i te peapa i tata ia i mua atu. Kua apaina katoa ia ana tereira kia uriuri ia ki te au tangata o te pa moana Patipika e angaanga pakari i roto i te turanga o te apii e kia ariki ratou i tereira, kia akatika e kia koreromotu atu e ka angaanga pakari ratou kia tupu te akakoroanga o tereira peapa. E ko teia peapa i akaoti ia, te ariki nei tereira i te taokotaianga o te akatikaanga i oronga ia mai e ratou katoatoa i aravei ia e pera katoa oki te koreromotu anga mai a te Turanga o te Apii i te akaangaanga atu i teia au tumu manako.

Te akameitaki nei au ia ratou katoatoa i angaanga kapiti i te akatupu anga i teia parani, i te Kakai Pasifika, i te au tangata o te pa enua Patipika e angaanga pakari nei i roto i te turanga o te apii, ki te au tamariki apii, te au tangata i oronga mai i to ratou manako e pera oki te au tangata angaanga o te Turanga o te Apii.

Te akara atu nei au no te au tuatau ka aere ia ki mua kia puapinga tikai te turanga o te apiianga o te iti tangata o te Pa Eua Patipika.

Kia orana.

Howard Fancy

Tekeretere o te Turanga o te Apii.



Fakaholoaga

Ko e tau tagata mai he Atu Pasifika ne nonofo mau i Niu Silani, ko e taha vala a ia he katoatoa he puke tagata i Niu Silani. Kua aofia ai foki e tau tama o aoga. Kua hokulo lahi e talahauaga ia ma e tau momoui ha lautolu a noiha, ka talahau fakalaulahi, pihia foki mo e moui tufakaholo a Niu Silani. Ko e tau tagata nei mai he Atu Pasifika nakai ni ko e kau fakalataha mo e felimalimaaki ke he tau pulega taute ma e fakaholoaga he faahi fakaako tama ka e maeke foki ia lautolu ke moua e tau pulotu, tau tufuga fakalima mo e tau tohi iloilo fakaako tokoluga.

Ko e Ako 'a e Kakai Pasifika ko e fakamauaga ne maeke ke tamai fakalataha e tau fakailoaga mo e fakamau fakamata-fakatufono e tau puhala ke fakaaoga. Ko e puhala nei taute pauaki ke omoi mo e lagomatai aki e puhala fakaako he tau fanau he tau tagata Atu Motu i Niu Silani. Ko e tau mata-fakatufono mo e tau fakaholoaga ne fakatokatoka mai he fakamauaga nei ko e mena taute pauaki ke lagomatai aki e tau tagata Atu Motu ke fakalahi mo e fakatumau e fakataugahua aulao mo e holo atu ki mua e mouaaga he tau tohi fakaako mai he tau faahi fakaako kehekehe. Ko e fakatokatokaaga nei taute aulao, he ua tau kua mole, he tau fonoaga mo e tau Aelani kua magamaga e tau loto ke he tau fakaakoaga tokoluga kehekehe ne gahua he faahi fakaako tama.

Ko e liu kitekite ke he tau tohi kehekehe kua kitia mo e moua mai ai e tau talahauaga hagamoo ke he tau mena fakaako he tau Aelani. Kua moua ai foki ko e falu mai he tau mena nei ne kua fita he fakamau ke he tau tohi, ko e tau tupetupe kua totou tau he iloa. Ko e tau fakailoaga ne moua he liu kitekite foki kua tohia ai ke he fakamauaga ne higoa ko e, Fakamalolo mo e Fakalagalaga e Kautu he tau mena Fakaako, Fakalaulahi atu foki ki mua e tau Puhala Fakaako he tau Aelani mai he Pasifika ne heapi i Aotearoa, Niu Silani. Ko e fakamauaga fakamua la nei ne kua lolafola mai e katoatoa he faahi fakaako kua aofia ai e tau Aelani.

Ko e Ako 'a e Kakai Pasifika fakave ke he tohiaaga fakamua, ne taaki mai mo e fakave aki e tau fakatutalaaga mo e tau tagata gahua mo lautolu kua magamaga e tau loto ke he tau puhala fakaako ne lali ke pule a lautolu, taute e maveheaga mo e gahua fakamooli ke moua e katoatoaga he tau mena ne amaamanaki ki ai. Ko e fakamauaga fakahiku nei kua fakakite atu ai e fakaaue mo e nakai fai fakakaupaaga e talia fiafia e lautolu ne fakataupulega aulao mo e maveheaga he Faahifekafekau Fakaako moe Faahifekafekau ke fakagahua e tau lakaaga foou nei.

Kua lahi mahaki e fiafia haaku ki a mutolu ne limalima aulao ke he tauteuteaga he puhala nei, mua atu ke he Kakai Pasifika, tau tagata he faahi gahua fakaako, tau fuata fakaako agaia, mo e tau tagata ne makaukau ke tutala fano fakalataha mo e kau gahua he Faahifekafekau Fakaaoga: Fakaue ki a mutolu oti.

Kua amaamanaki fakalahi au mo e onoono atu ki mua ke moua mai e tau puhala fakaako kua aoga ke he tau tagata Aelani.

Ko Howard Fancy

Tohikupu he Faahi Fakaako



Talamu'a

Ko e kakai mei he Pasifiki kuo nau hoko ko e tefito'i kakai 'o Nu'u Sila ni pehe foki ki he ngaahi ako'anga. 'Oku mahu'inga ki honau kaha'u, pehe foki ki he kaha'u 'o Nu'u Sila ni, ke kau kakato 'a e kakai Pasifika 'i he ngaahi ako'anga, ke nau ma'u 'a e poto ma'olunga mo e ngaahi tohi fakamo'oni ako mei he 'enau ako 'oku fai.

Ko e tohi ko'eni *Ko e Ako 'a e Kakai Pasifika*, ko e 'uluaki fakataha'i ia 'o e ngaahi fakamatala ki he ngaahi kaveinga ngaue mo e ngaahi polokalama kuo fokotu'u ke tokoni ki he ako 'a e fanau ako Pasifika. Ko e ngaahi tu'unga ngaue mo e ngaahi polokalama 'oku fokotu'u atu 'i heni, 'oku teuteu ke tokoni ki he kakai Pasifika ke to e fakalahi ange 'enau kau ki he ngaahi ako'anga mo lava'i lelei 'a 'enau ngaahi ako 'oku fai. Kuo ta'u 'aki 'eni 'e ua 'a e ngaue ki he palani, 'o kau ai mo e fetu'utaki ki he kakai Pasifika mei he ngaahi tapa kehekehe 'oku nau mahu'inga'ia 'i he ako.

Na'e fai foki mo e fekumi ki he ngaahi tohi 'o ma'u mei ai 'a e fakamatala fekau'aki mo e ako 'a e kakai Pasifika, pea na'e fakapapau'i ai 'a e ngaahi me'a 'e ni'ihiki kuo fuoloa ta'u mai 'a e fai kiai 'a e hoha'a. Na'e 'uluaki lipooti 'a e fakamatala ko'eni 'i he pepa na'e ui ko e Filiti ki he Lava, Fakalakalaka 'o e ako 'a e Kakai Pasifika 'i Aotearoa, Nu'u Sila. Ko e 'uluaki pepa ia na'a ne fakamaau mai 'a e tu'unga 'o e ako 'a e kakai Pasifika.

'Oku makatu'unga 'a e palani *Ko e Ako 'a e Kakai Pasifika* 'i he 'uluaki pepa, pea na'e to e 'oatu ia 'o fai 'a e fepotalanoa'aki mo e kakai Pasifika ke ma'u ai 'a e felotoi ki he palani, pea loto'aki 'ene ngaahi kaveinga ngaue. 'Oku 'oatu heni 'a e fakamalo ki he lototaha ki he palani 'a kinautolu na'e fai kiai 'a e faka'eke'eke, pea mo e loto'aki 'e he Potungaue Ako ke fakahoko 'a e ngaahi ngaue kuo fokotu'utu'u 'e he palani.

'Oku ou fakamalo atu ki he taha kotoa pe na'e tokoni mai ki hono fokotu'utu'u 'o e palani ako fakalakalaka ko'eni, tautefito ki he kakai Pasifika, kakai kotoa pe 'oku mahu'inga'ia he ako, fanau ako, 'a kinautolu 'oku manako ke laulea 'i he ako, mo e kau ngaue 'a e Potungaue Ako.

'Oku ou 'amanaki lelei ki ha ola 'oku to e ma'olunga ange mei he ako 'a e kakai Pasifika.

Howard Fancy

Sekelitali ma'ae Ako

Ai Vakaro Taumada

Era tiki bibi ni wiliwili kei Niu Siladi ka vaka kina ena loma ni veikoronivuli ko ira na matatamata ni Pasifika. Ena bibi sara kina vei ira, ka vaka talega ki vei Niu Siladi, mera vakaitavitaki kece ena tabana ni vuli me rawa kina ni ra rawata na veivakatagedegede cecere ena kila ka vacakacaka kei na vuli.

Nai vola se i davodavo ni qaravi vuli ogo *Ko e Ako 'a e Kakai Pasifika*, e se qai matai ni gauna me umani kece kina na veitukutuku kei na veiporokaramu ni sasaga eso ka baleta na nodra vuli na gone ni Pasifika e Niu Siladi. Nai naki ni vakasama ogo sai koya na kena vakalevutaki cake na nodra vakaitavi kei na rawa ka ena veitabana kece sara ni vuli. Nai davodavo ni qaravi vuli ogo e a bucuni tiko mai ena loma ni rua na yabaki, ka ra vakaitavi kina ko ira eso era vei qaravi ena nodra vuli na gone ni Pasifika.

Ena kena dikevi na veivolatukutuku eso ka baleta na ulutaga ogo, e laurai ni so na vakasama e sa tiko oti vakaivola ka sagai tiko mai vakabalavu me wali. Nai tukutuku ogo a qai kumuni vata ena dua na ripote ka baleta na kena vakatoroicaketaki na vuli ni matatamata vakapasifika e Niu Siladi, ka i matai ni kena dikevi raraba kina na ulutaga ogo.

Nai davodavo ni qaravi vuli ogo *Ko e Ako 'a e Kakai Pasifika*, e umana vata nai naki ka tiko ena ripote taumada, ka ra soli vakasama tale mai kina ko ira eso, ena kena vinakati mera taukena, duavata ka vakadeitaka na nodra tokona na veinaki eso ka tiko ena i davodavo ni qaravi vuli ogo. E vakadeitaki talega ena i vola ogo na nodra duavata ko ira ka ra vakaitavi ka soli vakasama ena kena bucini, ka vaka kina na Tabacakacaka ni Vuli.

Au vakavinavinaka vei ira kece ka ra vakaitavi ena kena bucini nai naki ogo, vakabibi vei ira na matatamata ni Pasifika kei ira na vei qaravi ena tabana ni vuli ogo, ira na gonevuli, ira na dau kauwaitaka na ulutaga ogo kei ira na vakaillesilesi ena Tabacakacaka ni Vuli e Niu Siladi.

Au vakanamata kina vei ka vinaka ena nodra vuli ka na matatamata vakapasifika.

Howard Fancy

Sekeriteri ni Vuli



Kupu Tomua

Ko tagata mai Atumotu o te Pahefika ni vaega tāua e ō te aofakiga o tagatā nuku o Niu Hila, kae maihe i loto o mea tau akoakoga. E tāua lahi mo te lumanaki o Niu Hila kafai ia tagata mai Atumotu o te Pahefika e hē gata e auai i loto o mea tau akoakoga, kae e maua foki e latou he tulaga maualuga ite poto ma te iloa venā ma na tuhi pāhi mai na akoakoga.

Ko te *Ko e Ako 'a e Kakai Pasifika* ko he tuhi e tuku fakatahi ai mo te taimi muamua, na fakamatalaga ma na fuafuaga kua fakatātia mo te lagolagogia o akoakoga o tamaiti mai Atumotu o te Pahefika. Ko nā fuafuaga kua tuhia i tenei tuhi e fakamoemoe ka fehoahoani ki tagata mai Atumotu o te Pahefika ke tokalahi atu ai kilatou ka i loto o nā akoakoga kae venā foki oi tokalahi e fakamanuiagia a latou akoakoga. Ko te peleni tenei nae fatufatu inā tauhaga e lua kua teka i te fehokakiga ma tagata mai Atumotu o te Pahefika, kae maihe fakalapopotoga ma tagata uma eiei ho latou faiā ki mea tau akoakoga mo tagata mai te Pahefika.

Inā hukehukega onā tuhituhiga kua mafai ai ke tuhia fakamaumau na mea tau akoakoga e tāua ki tagata mai Atumotu o te Pahefika, ma kua kitea ai foki ko iētahi o iēnei mea kua katoa te lua tauhaga tupu talu te fakaalia agai ki ei ni manatu popole o tagata. Ko nā fakamatalaga na maua mai na tuhiagia i te tuhi na fakaigoa, Tauiviga mo te Manuia, Atiakaga o mea tau Akoakoga mo tagata mai Atumotu o te Pahefika i Aotearoa, Niu Hila ma ko te tuhi muamua tenei na tuhia ma fakailoa ai na mea tau akoakoga e tāua mo tagata mai Atumotu o te Pahefika.

Ko te *Ko e Ako 'a e Kakai Pasifika* e fakavae inā tuhituhiga iēnei muamua mā, na toe fakatāmilo ke fai manatu ki ei ia tagata ma fakalapopotoga uma eiei ni ō latou faiā ki mea tau akoakoga mo tagata mai Atumotu o te Pahefika, ke maua ai he maliliegi ki te tulaga lelei kua iei kae maihe foki te taufai lagolagogia onā hini fakavae. Ko te tuhi tenei e fakailoa atu ai foki te maliliegi fakalauaitele kua maua mai i tagata ma fakalapopotoga uma na fakafehōtaki, kae maihe foki te lagolago malohi a te Matāeke o Akoakoga o iēnei taumafaiga uma.

E kavatu taku fakamālo ma te fakafetai kia te kilatou uma na fehoahoani pe na fai ni ō latou hao ki te fatufatuga o tenei peleni, kae maihe lava ia tagata mai Atumotu o te Pahefika, fakalapopotoga ma kilatou eiei ni faiā ki mea tau akoakoga mo tagata mai te Pahefika, na tamaiti akoga venā ma te kaufaigaluega a te Matāeke O Akoakoga.

E fiefia au oi kikila ki te lumanaki e maua ai e tagata mai Atumotu o te Pahefika he tūlaga hikitia ki luga ma te lelei inā mea tau akoakoga.

Howard Fancy

Failautuhi mo Akoga



Introduction to Ko e Ako ‘a e Kakai Pasifika



What is Ko e Ako ‘a e Kakai Pasifika?

Ko e Ako ‘a e Kakai Pasifika is the Ministry of Education’s plan for raising the quality of education for Pacific Islands peoples in New Zealand. This plan will help Pacific Islands peoples to gain full participation and achievement in all areas of education. The Pacific Islands population is young and diverse in culture and language. How this population experiences education depends on its holistic well-being in spiritual, intellectual and physical growth. Fanau, parents, communities, and schools can work together towards helping Pacific Islands students succeed within the learning community. This plan is based on the principles of empowerment, of recognising, resourcing, and building on “kakai Pasifika” strengths. Through success in education, Pacific Islands peoples can realise their full potential and contribute even more positively to New Zealand society.



How will the Plan Respond to Change?

Ko e Ako ‘a e Kakai Pasifika will continue to evolve as objectives are met and education priorities for Pacific Islands peoples change. The results of the plan’s projects and initiatives will be monitored and evaluated regularly. This will ensure that the plan is appropriate and responsive to the changing needs of Pacific Islands children, students, educators, and families and that it contributes to increasing participation and achievement. Ongoing analysis will identify any differences between the needs of Pacific Islands migrants and first, second, and subsequent generations born in New Zealand. This early identification of potential problems will give the Ministry an advantage in developing policy and proposing appropriate delivery options for Pacific Islands students. Providing policy developers, teachers, and other mainstream providers with skills to cater more effectively for Pacific Islands students will be crucial for carrying out the plan successfully.



What are the Plan’s Main Goals?

The plan’s main goals are high-quality Pacific Islands early childhood services, effective school programmes, and increased participation and success in tertiary education. A good beginning in early childhood education will help foster student achievement within schools. School success will enable more Pacific Islands school leavers to enrol and succeed in tertiary-level education. The plan also identifies other goals that apply across education levels. These goals are listed in more detail later in this booklet.



How will the Ministry Communicate with Pacific Islands Peoples?

The Ministry will continue to inform Pacific Islands communities about its roles and responsibilities, education policies, and programme implementation. It will communicate in a range of ways, such as holding fono and printing newsletters and information in plain English, with translations where possible.





Other Ways of Improving Pacific Islands Education

The Ministry's external Pacific Islands Education Reference Group and the internal Overview Group will continue to develop and monitor Pacific Islands education initiatives. The agreed protocol for commenting on policy and exchanging information between the Ministry of Education and the Ministry of Pacific Island Affairs also gives opportunities for improving the well-being, development, and educational outcomes of Pacific Islands peoples.



How the Plan will Contribute to Relevant Government Strategic Result Areas

The Government's Strategic Result Areas set out the contribution that the Ministry is required to make to achieve the Government's strategic vision for education. *Ko e Ako 'a e Kakai Pasifika* will help the Ministry achieve the Government's strategic vision for education. The plan will contribute to Pacific Islands peoples being able to:

- increase participation in early childhood care and education;
- succeed within the New Zealand education system;
- gain recognised qualifications in the tertiary sector;
- develop higher and more appropriate skills that enable them to gain employment in a variety of areas, including those that produce high income;
- improve, by closer involvement with government agencies and schools, their long-term prospects of building supportive, confident families experiencing success in education;
- enhance their standard of living in New Zealand.



How the Plan will Contribute to Relevant Ministry Key Result Areas

The Ministry's Key Result Areas in the 1996/97 year, contribute to the Government's Strategic Result Areas. *Ko e Ako 'a e Kakai Pasifika*'s goals, objectives and initiatives will contribute towards achieving the following relevant Key Result Areas.

Key Result Area : Research and develop strategies to deal with growth, especially in the school sector.

Ko e Ako 'a e Kakai Pasifika contributes towards achieving the above key result by:

- developing a comprehensive Pacific Islands teacher supply initiative by the end of June 1997. This initiative will include strategies for:
 - matching the supply of Pacific Islands teachers with demand;
 - addressing the issues of training and career pathways for teachers; and
 - researching opinion on the attractiveness of the teaching profession, particularly to young Pacific Islands graduates and school leavers.



Key Result Area : Complete the reform of the New Zealand Curriculum, including the setting of achievement objectives for all students in compulsory education, with an accompanying programme of monitoring and assessment.

Ko e Ako 'a e Kakai Pasifika contributes towards achieving the above key result by:

- developing processes that enable draft curriculum statements to include Pacific Islands perspectives;
- identifying Pacific Islands peoples' agreement on good education outcomes and structures that add best value to Pacific Islands peoples' education;
- researching and trialing assessment criteria and reporting systems that take Pacific Islands perspectives into account;
- monitoring the achievement of Pacific Islands students in a consistent way;
- exploring ways to support Pacific Islands languages in the New Zealand Curriculum, in information sharing and curriculum learning materials, to be used by Pacific Islands early childhood education centres through to bilingual units in schools.

Key Result Area : Develop and implement improved frameworks and systems for managing schools, including human resources.

Ko e Ako 'a e Kakai Pasifika contributes towards achieving the above key result by:

- contributing to the review of current policies for training of and supporting principals and elected members of boards of trustees;
- developing ways of providing Pacific Islands board of trustee members with training that is appropriate, relevant, and timely - particularly ways of meeting the governance and management needs of "at risk schools" in areas of high Pacific Islands populations;
- targeting Equal Employment Opportunity training and support services to boards of trustees at schools with significant numbers of Pacific Islands students.

Key Result Area : Develop policies and practices that will better meet the needs of students requiring special education and students at risk of educational under-achievement.

Ko e Ako 'a e Kakai Pasifika contributes towards achieving the above key result by:

- providing strategies for responsively supporting Pacific Islands children, students, and their families at risk of poor education outcomes because of emotional, social, or health problems;
- providing strategies on truancy;
- developing strategies to implement and monitor a programme for increasing the numbers of licensed Pacific Islands early childhood centres and of Pacific Islands children taking part in a range of early childhood services, including home-based services;
- piloting programmes for improving performance and school/community liaison in schools with high Pacific Islands rolls.



The Plan's Principles & Values

THE PRINCIPLES AND VALUES THAT GUIDE KO E AKO 'A E KAKAI PASIFIKA

Belonging	feeling that you are a valued member of the learning community
Consultation	seeking feedback and providing information
Cultures	acknowledging the different Pacific Islands values, beliefs and ways of life
Diversity	valuing and respecting differences
Empowerment	recognising, resourcing and building on kakai Pasifika strengths
Fanau, Family and Community	recognising that family and community are fundamental to success in education
Fono	holding meetings to provide and receive information
Inclusiveness	involving all stakeholders in education
Languages	defining “kakai Pasifika” identity through languages
Pacific Islands	alerting readers to the fact that the term “Pacific Islands” is a generalist term. People of Pacific Islands descent identify strongly with their island nations of origin, namely Cook Islands, Fiji, Niue, Samoa, Tokelau and Tonga, the largest groups who have had the longest association with New Zealand. Pacific peoples include those born in the islands as well as those born in New Zealand. It includes all those who identify as having Pacific Islands origins.
Partnerships	valuing collaboration
Responsibility	being accountable
Spirituality	accepting spirituality as intrinsic to being Pacific Islands peoples
Stakeholder	identifying Pacific Islands education stakeholders to include communities, parents, educators, senior secondary and tertiary students, education agencies, government and non-government organisations



The Plan's Goals

GOALS FOR THE EDUCATION SECTORS

Early Childhood Education

GOALS

1. Increase the number of Pacific Islands children enrolled in early childhood services and the number of licensed and chartered Pacific Islands early childhood centres (PIECCs).
2. Identify initiatives and propose a long-term Pacific Islands early childhood education development plan, promoting quality, child health and welfare, ongoing support for early childhood centres, and the resourcing and strengthening of curriculum and management practices.

TARGET

In the ways highlighted in the following table, reinforce projects carried out under the Pacific Islands Employment Strategy "Vaka Ou":

By Financial Years	Participation of Pacific Islands Children Under Five in All Services	Number of New Licensed and Chartered PIECCs
1996/97	at least 42 percent	at least 10
1997/98	at least 46 percent	at least 20
1998/99	at least 51 percent	at least 30

Within the Pacific Islands Employment Strategy "Vaka Ou", the Government has committed extra funding (a total of \$3 million over three years including sessional payments) to boost current funding in early childhood education and to license up to 60 more centres by July 1999. In the first year of the project, \$0.68 million has been allocated, another \$0.92 million has been allocated for the second year, and \$0.93 million is allocated for the third year.

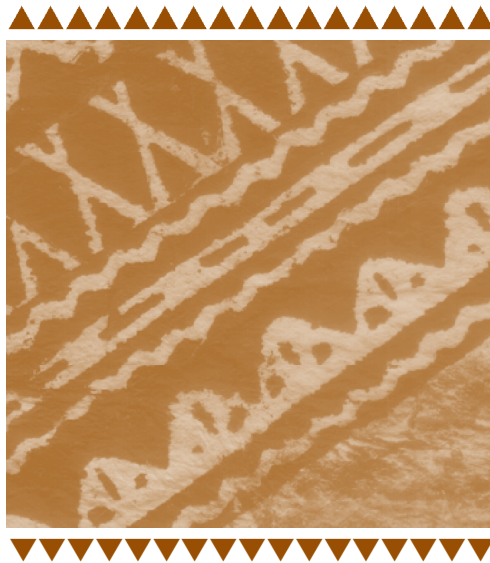
This funding will help PIECCs meet the early childhood regulations and licensing and chartering requirements, for purposes such as supporting in-centre development and meeting building requirements. The Ministry's Early Childhood Discretionary Grants Scheme, which allocated \$1.072 million to PIECCs during the 1995/96 financial year, will provide further funding for the project. Future targets will be confirmed by the end of the 1998 financial year.

PROGRESS

- There are currently 32 licensed and chartered PIECCs with places available for up to 988 children.
- The Ministry has purchase agreements with providers to support PIECCs towards licensing and chartering status.
- The Ministry has a purchase agreement with Anau Ako Pasifika for the delivery of home-based early childhood and parent support programmes as well as for developing appropriate learning resources for use in Pacific Islands homes. Funding for this project is \$1.2 million over the next three years.
- The Ministry will report on its establishment of systems to monitor and evaluate how early childhood services meet the needs of Pacific Islands peoples.



- The Government purchases services from the Early Childhood Development Unit (ECDU), such as information and advisory services, parental- development services, and the management of contracts. ECDU manages the grants for Pacific Islands Language Groups (PILGs), provides licensing support for centres wishing to become licensed and chartered, and helps parents within unlicensed PILGs to improve their children's education. ECDU also manages the Parent as First Teachers (PAFT) programme, which includes contracts involving the education of Pacific Islands parents.
- Access to professional development programmes is available for PIECCs' parents, supervisors and management. In 1995, one of the curriculum professional development contracts was to assist PIECCs to implement *Te Whariki*, the *Draft Guidelines for Developmentally Appropriate Programmes in Early Childhood Services*.



Primary and Secondary Education

GOAL

To support and carry out initiatives that will raise the achievement levels of Pacific Islands students in the essential learning areas.

TARGET

Implement, monitor, and evaluate a variety of projects within schools.

PROGRESS

1. Specific projects for Pacific Islands students

These projects are briefly explained below in the order of when they were carried out.

Project	Activities	Location	Funding Allocated (GST Inclusive)
<i>Collaborative Learning Programme (CLP)</i>	The CLP pilot is in its second year. It focuses on improving student performance through the united effort of teachers, students, parents, Pacific Islands tertiary students, Boards of Trustees, and the Pacific Islands community. Tertiary students are involved as facilitators in classrooms, modelling desirable student behaviour, such as questioning and being prompt. The school liaises with facilitators, parents, students, other teachers, and government agencies. A parent support programme is offered as part of the project. CLP is being evaluated as part of the Achievement in Multicultural High Schools (AIMHI) research project.	Porirua College	1995 and 1996 school years: \$6,000
<i>Achievement in Multicultural High Schools (AIMHI)</i>	This project involves eight secondary schools with the highest proportion of Pacific Islands and Maori students. The focus for the 1996/97 financial year is on analysing national and international research on Pacific Islands peoples' learning styles and initiatives within schools. The project's aims are to improve the students' and schools' performance as well as to gather baseline data on student achievement, on management performance, school/community relationships, and on how the school relates to student health and welfare in each participating school. Strategic planning on information technology and finance are also under way in all schools.	Hillary College, McCauley High School, Mangere College, Nga Tapuwae College, Otahuhu College, Tamaki College, Tangaroa College, Porirua College.	1996/97 financial year: \$160,000



<i>Taiala mo le Gagana Samoa i Niu Sila/ Samoan in the New Zealand Curriculum.</i>	<p>The release of the final curriculum statement was celebrated in July 1996. During 1996, a professional development programme has been provided to teachers of the Samoan language in primary and secondary schools to support the curriculum statement.</p> <p>Professional development in 1997 will be provided mainly to a'oga amata but may also include some schools. One or more professional development contracts are likely to be let.</p>	<p>Auckland (16 schools)</p> <p>Wellington (14 schools)</p>	<p>1996/97 financial year: \$150,000</p> <p>1997/98 financial year: \$220,000</p>
<i>Pacific Islands School Parent Community Liaison (PISPCL)</i>	This project aims to improve the links between schools, Pacific Islands parents, and their communities. Groups of schools are working on various strategies ranging from groups producing resources for parents and communities through to community fono and student support. Teacher development and research are part of all projects.	Auckland, Tokoroa, Wellington	1997 and 1998 school years: \$900,000
<i>Provision of Information</i>	Translated information has included Student Loan Application forms and the Suspension Guidelines which have been translated into Samoan, Cook Islands Maori and Tongan.	Distributed to schools and parents	

2. General resources for which Pacific Islands students are eligible

<i>English for Speakers of Other Languages (ESOL)</i>	Additional funding is provided for students from non-English speaking backgrounds (NESB) who meet the criteria for English language support. During 1996, a demographic analysis has begun on the impact of the \$5.425 million allocated in 1996/97 to support NESB students.
<i>Targeted Funding for Educational Achievement (TFEA)</i>	This funding provides additional resources to schools that draw from communities at lower socio-economic levels. It is targeted to remedy areas of educational disadvantage.
<i>Truancy Project - "Improving School Attendance"</i>	The Ministry's truancy project provides funding support for District Truancy Services. These services are run by schools working in partnerships with their local Safer Community Councils, iwi, Pacific Islands representatives, and other community groups. The truancy project also runs a national Non-enrolment Truancy Service (NETS).

3. Services across education sectors

<i>New Zealand Qualifications Authority (NZQA)</i>	From the NZQA, the Government purchases the following outputs: 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, and tertiary levels.
<i>Special Education Service (SES)</i>	From SES, the Government purchases the following outputs: information and advisory services; assessment of eligibility for entitlement; special needs support; management of contracts; parental development. SES objectives and performance measures relate to all groups, including Pacific Islands groups. SES covers early childhood, primary, and secondary education.



Tertiary Education

GOAL

1. To support, develop and implement initiatives for helping to increase Pacific Islands students' participation in training and further tertiary education.
2. To increase targeting and participation in various initiatives in which current uptake by Pacific Islands students is low.

TARGETS

Implement, monitor, and evaluate the projects detailed below.

PROGRESS

1. *Specific projects for Pacific Islands students*

Project	Activities	Location	Funding Allocated (GST Inclusive)
Pacific Islands Education Resource Centre (PIERC Education)	PIERC Education offers Pacific Islands language courses, cross-cultural workshops, social and community work courses, business management courses, introduction to early childhood education, media studies, English for academic studies, English as a second language, sports administration, positive parenting, and study skills. Some of these courses are provided by other tertiary institutions in conjunction with PIERC Education. Other PIERC Education activities include providing educational resources and consultancy services for early childhood, primary, secondary, and tertiary education.	Auckland	1996 school year: \$873,000
Wellington Multicultural Educational Resource Centre (WMERC Inc)	WMERC Inc. and the Multicultural Centre for Learning and Support Services (MCLaSS) Inc. has evolved out of the old WMERC. WMERC Inc. focuses on offering services to Pacific Islands peoples, but MCLaSS will offer some multicultural services that will include Pacific Islands peoples. WMERC Inc will operate the existing library as a service to all users. Its services to Pacific Islands communities include Pacific Islands language courses, cross-cultural awareness, community parent support and counselling, English for employment, translation, and interpreting.	Wellington	1996 school year: \$195,000
Student Support at Senior Secondary and Tertiary Levels	The Pacific Islands Polynesian Education Foundation (PIPEF) administers a fund that goes out either as student grants or as subsidies to various tertiary institutions and to donors such as city councils and the Norman Kirk Foundation.	Throughout the country	\$75,000 per financial year, including administration
Professional Development Programme (PDP)	PDP has been successfully carried out at Victoria University for three years. Programme developers at the Ministry of Pacific Island Affairs and the Ministry of Education will meet management and staff at other tertiary institutions to investigate the feasibility of these institutions using the programme for their Pacific Islands students.	Victoria University	Funded by the university



2. Other services and resources that Pacific Islands students are eligible for

Provider/Project	Activities
Education and Training Support Agency (ETSA)	The Government purchases the following outputs from ETSA: information and advisory services; management of contracts; outputs delivered by third parties.
Skill Enhancement	Formerly known as Maori Vocational Training, Skill Enhancement was transferred to ETSA control in 1993. The courses are exclusively for Maori and Pacific Islands trainees aged between 16 and 21, with at least 10 percent of the places set aside for Pacific Islands trainees. The courses are linked to the National Qualifications Framework and involve trades, technology, and other kinds of occupations, for example, hospitality, carpentry, hairdressing, retail/business, and office systems. As at June 1996, 21 percent of Skill Enhancement trainees were Pacific Islands people.
Training Opportunities Programme (TOP)	TOP is aimed at all New Zealanders who are disadvantaged in the labour market. As at June 1996, 11 percent of TOP trainees were Pacific Islands people. TOP includes the Pacific Islands Training Development Programme, which focuses on upgrading the quality of existing Pacific Islands training providers.
Industry Training	As at 31 March 1996, 407 Pacific Islands people had industry training agreements allowing them access to funding for training through the Industry Training Fund. This number was 2 percent of all trainees with training agreements
Skill Pathways	This project targets Maori and Pacific Islands peoples (amongst other targeted groups) to increase their access to qualifications-based vocational education.
The Careers Service	From the Careers Service, the Government purchases information and advisory services. The Careers Service objectives and performance measures relate to all groups.
Career Information	During 1996, a pilot project has investigated how an internet-based system can improve access to career information. This system aims to increase access to relevant, up-to-date, and neutral career information on all education, training, and employment pathways. The system will be particularly targeted at secondary school students and the unemployed. It will be a valuable resource for Pacific Islands peoples who are in schools or unemployed.
Career Guidance	From 1 July 1996, the Government has funded career guidance services through the New Zealand Employment Service (NZES) and through secondary schools to enable them to provide specific support to their students. This funding will enable schools and the NZES to target career guidance services to those who are at risk of long-term unemployment.
Tertiary Education	Pacific Islands peoples' participation in tertiary education institutions such as polytechnics, colleges of education, and private training establishments now accounts for just over three percent of all tertiary enrolments.
Student Loans and Student Allowances Schemes	Pacific Islands students' uptake of loans and allowances is higher than for other students. Close to half of all full-time Pacific Islands students enrolled in universities, polytechnics, colleges of education or wananga received allowances during 1995. During the same year, just over 85 percent of Pacific Islands full-time tertiary students took out significantly higher loans than did other ethnic student groups.





Education Outcomes for Pacific Islands Peoples

GOAL

To establish an agreement on what good education outcomes are for Pacific Islands peoples.

TARGET

Carry out and collate a Pacific Islands peoples' survey on good education outcomes by November 1997 and use this information to establish a framework for developing and assessing Pacific Islands education initiatives by July 1998.



Pacific Islands Teachers

GOAL

To increase the number and skills base of Pacific Islands teachers at all levels of education and across the curriculum.

TARGET

Propose ways to increase the recruitment, selection, and retention of Pacific Islands teachers. A comprehensive teacher supply report will be completed by June 1997 and an action plan confirmed by September 1997.



Research

GOAL

To commission research that supports the ongoing development of Pacific Islands education by identifying best practice and evaluating existing projects so their benefits or otherwise for Pacific Islands education can be shared with other schools.

TARGET

Publish research reports on projects such as Achievement In Multicultural High Schools, the Collaborative Learning Programme, the Pacific Islands School Parent Community Liaison Project, the Professional Development Programme, and other future projects as results become available.



School Boards of Trustees

GOAL

To support the development of initiatives for increasing Pacific Islands membership on school boards of trustees and to provide Pacific Islands board members with training that is appropriate, relevant and timely.

TARGET

Identify barriers and develop strategies to improve the participation of Pacific Islands parents as members of school boards of trustees. A priority would be looking at ways of meeting the governance and management needs of "at risk schools" in areas of high Pacific Islands populations. Options for training and supporting Pacific Islands board of trustee members will be finalised by February 1997.





Students at Risk and in Trouble

GOAL

To reduce the number of Pacific Islands students at risk of educational under-achievement.

TARGET

Evaluate projects that currently provide for Pacific Islands students, such as the truancy, learning support, and strengthening families projects, by June 1997.



Pacific Islands Languages and the New Zealand Curriculum

GOAL

To acknowledge the diversity of language in the New Zealand population and to ensure that the curriculum assists “kakai Pasifika” to participate fully and to achieve to their full potential in life-long education.

TARGET

Monitor and report on the progress of *Taiala mo le Gagana Samoa i Niu Sila/Samoan in the New Zealand Curriculum* by December 1999 and ensure that Pacific Islands perspectives are reflected in other curriculum statements as they are re-developed.



Bilingual Education

GOAL

To identify the benefits or otherwise of Pacific Islands bilingual classes or units in schools and to explore opportunities for future immersion programmes.

TARGETS

Survey existing bilingual classes or units, and any immersion classes, investigating processes, programmes, and issues relating to their operations, by March 1998. These findings will help to shape any future policy development in this area.



Learning Materials

GOAL

To increase the number and variety of learning materials developed for Pacific Islands students at all levels of education.

TARGET

Investigate and report on the effectiveness of current learning materials by July 1997 and develop an action plan based on this report by December 1997.





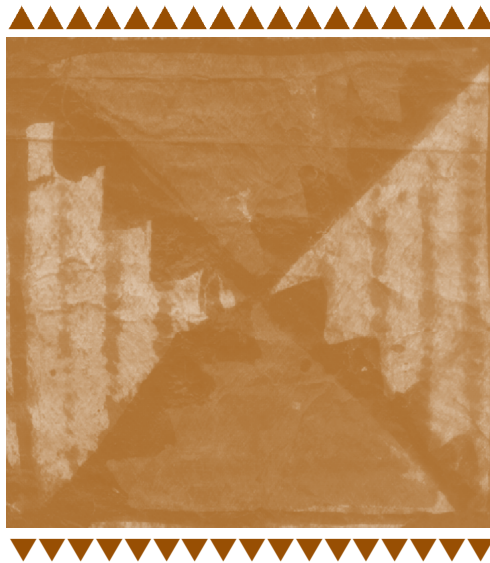
Equal Employment Opportunity (EEO)

GOAL

To support initiatives for targeting EEO training and support to boards of trustees of schools with significant numbers of Pacific Islands students.

TARGET

Within the 1997/98 Schools EEO Contract, incorporate specific targets, for schools with significant numbers of Pacific Islands students. These targets will be confirmed by May 1997.



Background to the Plan

PACIFIC ISLANDS PEOPLE IN NEW ZEALAND EDUCATION: PARTICIPATION AND ACHIEVEMENT

This section provides background information on the participation and achievement of Pacific Islands people in New Zealand education. Information is organised under early childhood education, primary and secondary education, and tertiary education. This information provides the background to the plan's proposals both within and across the education sectors.

Early Childhood Education

At the 1991 Census, the participation of Pacific Islands children aged less than five in early childhood education was 26 percent, almost half that of other children (47 percent). Since 1991, however, enrolments of Pacific Islands children have risen at a faster rate than enrolments of other children, decreasing the participation gap. Between 1990 and 1995 (see Table 1), Pacific Islands enrolments rose by 62 percent compared to a 35 percent rise in early childhood enrolments overall.

As Table 1 shows, the largest percentage increase in Pacific Islands early childhood participants was seen in the younger age groups. A small decrease occurred for five-year olds.

Table 1: Pacific Islands Early Childhood Enrolments by Age, 1990-95

Age in Years	Year						% Change 1990-95
	1990	1991	1992	1993	1994	1995	
0	331	479	447	513	603	691	109
1	525	620	700	833	911	894	70
2	800	905	1200	1279	1447	1419	77
3	1707	1990	2292	2688	2710	2775	63
4	2426	2733	3066	3278	3660	3763	55
5	222	166	151	209	198	209	-6
Total	6011	6893	7856	8800	9529	9751	62

Unique to Pacific Islands early childhood education has been the development of Pacific Islands language groups (PILGs). PILGs specialise in learning and maintaining Pacific Islands languages, and cultural and spiritual values. These groups began to be established in 1986 when a home-based intervention service was proposed to increase participation of Pacific Islands children. As a result, 14 PILGs were established by 1987. By July 1995, the number of PILGs had expanded to 173, and a further 26 licensed Pacific Islands early childhood centres (PIECCs) provided at least 50 percent of their programme in a Pacific Islands language.



Table 2 below shows the growth of PILGs and licensed PIECCs from 1990 to 1995. PILGs and licensed PIECCs cater for over 45 percent of all Pacific Islands children enrolled in early childhood education. The next most popular early childhood education service in 1995 was kindergarten (30 percent) followed by childcare in centres that offer less than 50 percent immersion in Pacific Islands language (14 percent).

From 1990 to 1995, increases in the number of Pacific Islands students occurred across most types of early childhood education. However, the largest increases were seen in Early Childhood Development Unit playgroups, in childcare centres, and in PILGs. Playcentres were the only type of centre to register a decrease in the number of Pacific Islands students. These trends are very similar to those seen for all students in early childhood education.

Table 2: Pacific Islands Early Childhood Enrolments by Type of Centre, 1990 and 1995.

Type of Centre	1990		1995		% Change 1990 - 95
	Number	%	Number	%	
Kindergartens	2100	35	2935	30	40
Playcentres	402	7	326	3	-19
Childcare Centres	796	13	2160 ¹	22	171
Te Kohanga Reo	Not Avail.	Not Avail.	100	1	Not Avail.
Home Based Services	Not Avail.	Not Avail.	141	1	Not Avail.
ECDU Funded Playgroups	168	3	417	4	148
Pacific Islands Language Groups	2543	42	3673	38	44
Correspondence School	2	0	0	0	0
Total	6011	100	9752	100	62

¹ Includes 766 students enrolled in licensed Pacific Islands early childhood centres. The number of students enrolled in such centres has increased from 112 in 1992, the first year for which figures are available.

Pacific Islands parents chose similar kinds of services for girls and boys, with similar proportions of each gender enrolled in each type of service (see Table 3 below).

Table 3: Pacific Islands Early Childhood Enrolments by Type of Centre and Gender, 1995

Type of Centre	Male		Female	
	Number	%	Number	%
Kindergartens	1518	31	1417	29
Playcentres	173	4	153	3
Childcare Centres	1074	22	1086	22
Te Kohanga Reo	53	1	47	1
Home Based Services	77	2	64	1
ECDU Funded Playgroups	209	4	208	4
Pacific Islands Language Groups	1797	37	1876	39
Correspondence School	0	0	0	0
Total	4901	100	4851	100



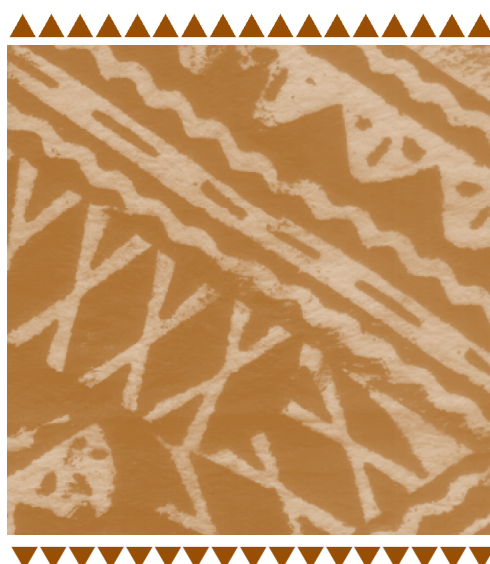
A 44 percent increase in the number of Pacific Islands enrolments in PILGs occurred between 1990 and 1995, but ethnic groups differ markedly in their enrolment growth over this period (as shown in Table 4 below).

Samoans are by far the largest users of PILGs. This is not surprising, given that at the 1991 Census, Samoans comprised over half the Pacific Islands population in New Zealand.

The number of Tongan children in PILGs more than tripled between 1990 and 1995. Tongans are by far the fastest growing Pacific Islands ethnic group in New Zealand¹. 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 is also considerably higher in 1995 than it was in 1990.

Table 4: *Enrolments in Pacific Islands Language Groups by Ethnicity, 1990-95*

Ethnic Group	1990	1991	1992	1993	1994	1995	% Change 1990-95
Cook Islands	331	319	495	620	604	565	71
Fijian	38	53	46	19	12	7	-82
Niuean	467	442	445	452	443	422	-10
Tokelauan	167	235	222	202	221	181	8
Tongan	342	473	504	795	914	1064	211
Samoan	1199	1555	1879	1694	1706	1434	20
Other Ethnic Groups	185	197	91	95	82	36	-81
Total	2729	3274	3682	3877	3982	3709	36



1 1991 New Zealand Census of Population & Dwellings: Pacific Islands Population and Dwellings. Department of Statistics, Wellington.



Primary and Secondary Education

In 1996, 7 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, and the proportion of Pacific Islands students in both primary and secondary education has grown only slightly since 1992. The proportion of Pacific Islands students in primary education is slightly higher than in secondary education because of the youthful nature of the Pacific Islands population.

Table 5: *Number of Pacific Islands School Students, 1992-96*

Year	Primary (J1 - F2) Years 1 - 8		Secondary (F3 -F7) Years 9 - 13		All	
	Number	%	Number	%	Number	%
1992	28639	6.9	15055	6.6	44298	6.8
1993	29140	6.9	14846	6.6	44993	6.8
1994	30058	7.0	14609	6.6	45656	6.8
1995	31791	7.1	14537	6.6	47255	6.9
1996	Not avail.	Not avail.	Not avail.	Not avail.	49148	7.1

Note: The total for 1992 excludes adult students, whereas these students are included for 1993 to 1996. 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 (69 percent), followed by the Wellington region (15 percent). These figures correspond with the overall distribution of the Pacific Islands population. Compared to Pacific Islands students, non-Pacific Islands students are more widely dispersed throughout New Zealand.

Associated with this regional trend is the tendency for a large proportion of Pacific Islands students to be concentrated in a small number of schools. Statistics for 1995 show that 20 percent of Pacific Islands students are enrolled in less than 1 percent of schools (26 schools), and 50 percent are enrolled in less than 4 percent of schools (104 schools). In addition, in 3 percent of schools, more than half the roll are students of Pacific Islands origin, whereas 44 percent of schools have no Pacific Islands students. This concentration of Pacific Islands students in a small number of schools allows for easily targeting Pacific Islands students with programmes aimed at improving educational outcomes for this population.

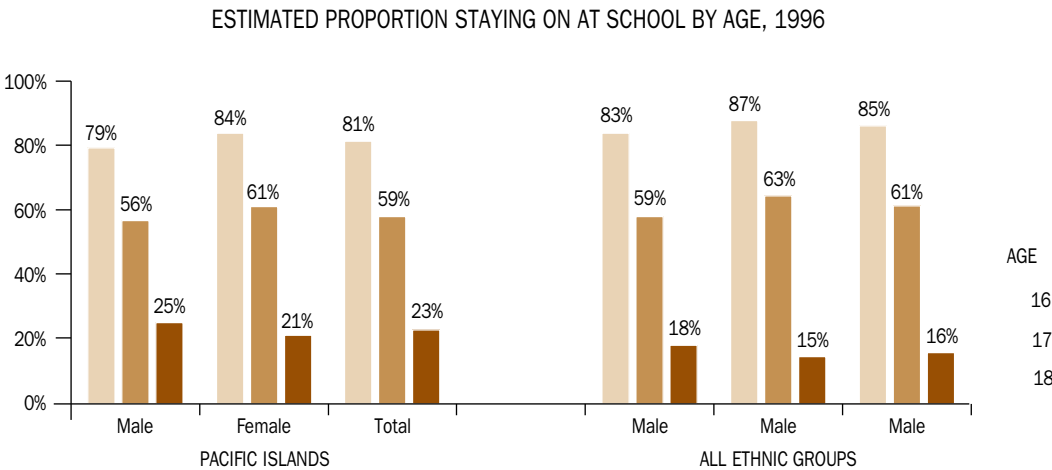
Another feature of the Pacific Islands enrolments is the over-representation of Pacific Islands students in integrated schools and their under-representation in private schools (see Table 6). Pacific Islands students are almost twice as likely as other students to be enrolled at an integrated school. This trend has remained stable since data was first collected in 1989. The religious focus of many integrated schools may be a critical factor that results in higher Pacific Islands enrolments. In New Zealand, the proportion of Pacific Islands people who profess religious beliefs is greater than for other ethnic groups. In the 1991 New Zealand Census, only 8 percent of Pacific Islands people claimed to have no religion compared to 21 percent of Maori and 23 percent of people of European origin.

Table 6: *Percentage of Enrolments in Different Types of School by Ethnicity, 1989 and 1996*

	1989			1996		
	State	State Integrated	Private	State	State Integrated	Private
Pacific Islands	84.5	14.9	0.6	83.4	16.1	0.5
Other Ethnic Groups	88.2	8.2	3.6	87.3	8.9	3.8
All	88.0	8.6	3.4	87.0	9.5	3.5



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 compared with students from other ethnic groups.



Senior school examination performance is a commonly used indicator of achievement in the education system. Table 7 overleaf, shows that in all senior school examinations, the performance of Pacific Island students is considerably lower than that of other students. It is of great concern that at the lowest level of formal attainment, School Certificate, only a third (33 percent) of papers sat by Pacific Islands students result in A,B or C grade, just over half the proportion for other students (63 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, the percentage of Pacific Islands students awarded grades 1-4 for assessed subjects was 16 percent compared to 40 percent for other students. In University Bursary, 51 percent of Pacific Islands students and 78 percent of other students gain Scholarship, A, B, and C grades in the papers they sit.

Another consideration in monitoring achievement is the participation of different groups in senior high 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. While 83 percent of sixth formers (year 12 students) sat Sixth Form Certificate in 1995, only 67 percent of Pacific Islands sixth formers did so.



Table 7: Senior School Examination Participation and Achievement by Ethnicity, 1995

Senior School Examinations	Pacific Islands (%)		Other Ethnic Groups (%)		All (%)	
	M	F	M	F	M	F
School Certificate						
% Awarded Grade A, B, or C	32	34	60	66	59	62
% Formally Assessed	79	86	89	91	89	90
Sixth Form Certificate						
% Awarded Grade 1-4	15	16	36	43	35	41
% Formally Assessed	61	72	81	86	80	85
University Bursaries/Entrance Scholarship						
% Awarded Grade S, A, B or C	51	51	76	80	75	78
% Formally Assessed ¹	81	71	100	97	100	95

1. Calculated as the number of candidates as a proportion of regular seventh form (year 13) students. This is an over-estimate of the proportion formally assessed because some candidates may be in form 6 (year 12).

Table 7 (above) also shows that the gender pattern in senior school examinations is distinct for Pacific Islands students compared with 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 for males slowly declines in Sixth Form Certificate, until males perform equally with females in University Bursary. At fifth (year 11) and sixth form levels (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, 1995*

Subject	Pacific Islands	Other Ethnic Groups	All New Zealand
School Candidates	(%)	(%)	(%)
English	57.5	66.9	66.4
Mathematics	32.0	52.9	51.7
Computer Studies	21.1	20.4	20.4
Biology	20.7	29.6	29.1
Physical Education	15.7	13.3	13.5
Accounting	12.5	13.3	13.3
Geography	12.4	14.7	14.5
Art	11.4	9.0	9.2
Chemistry	11.1	21.2	20.7
Economics	9.9	14.0	13.7
History	9.6	9.2	9.2
Nutrition and Food	3.1	4.6	4.5
French	2.2	3.0	2.9
Physics	2.2	3.0	2.9
Clothing and Textiles	1.5	1.6	1.6
Te Reo Rangatira	1.3	3.1	3.0
Number of Candidates	2579	43057	45636

English and mathematics are the most popular subjects for both Pacific Islands and other Sixth Form Certificate students. However, the percentage of students who take these courses is higher for students who are not of Pacific Islands origin than for their Pacific Islands peers, particularly for mathematics. In 1995, Pacific Islands students, unlike other students, chose computer studies ahead of biology and chemistry. The lower proportion of Pacific Islands students who took mathematics, science, and English is 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. Locally developed subjects allow schools to increase the range of subjects studied, particularly the less academic subjects. Although these subjects may provide an option for less academically oriented students at sixth form level (year 12), the high proportion of papers sat by Pacific Islands students in locally developed subjects is of concern because these subjects may not continue into the seventh form (year 13), and the future options of students taking these subjects may be restricted.

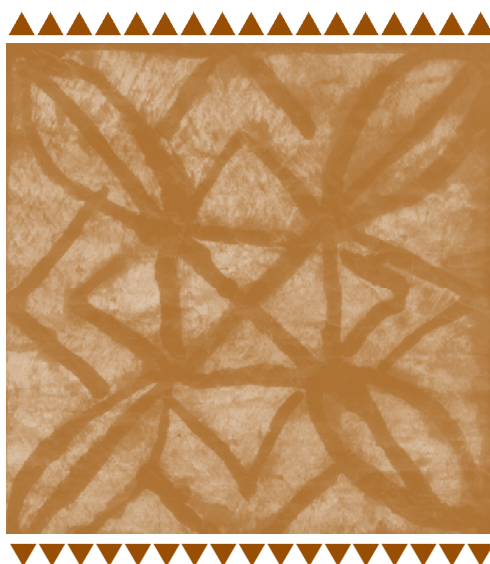


Table 9 (below) shows that the qualifications Pacific Islands students leave with are often lower than those of other students. Twenty-four percent of 1995 Pacific Islands school leavers left without a formal qualification, compared with 18 percent for other students. Conversely, 6 percent of Pacific Islands students compared to 20 percent of other students attain University Bursary. As with other ethnic groups, Pacific Islands women leave school with a higher level of qualification than their male counterparts. Although 52 percent of male Pacific Islands school leavers left with no more than School Certificate, the majority (61 percent) of female Pacific Islands school leavers had at least a sixth form qualification. On average, 1995 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).

Table 9: *Percentage of Pacific Islands Students Leaving Secondary School by Highest Attainment, 1991-95*

Year	No Formal Qualification	School Certificate	Sixth Form Certificate	Higher School Certificate ¹	University Bursary	Total No. of School Leavers	Average Years of Attendance
1991	24.9	22.9	27.6	17.2	7.4	3132	4.1
1992	25.2	22.3	28.6	16.1	7.9	3502	4.2
1993	24.8	23.7	28.0	18.6	4.9	3956	4.3
1994	23.7	20.2	30.2	20.6	5.2	3567	4.4
1995	24.3	21.5	30.6	18.2	5.6	3528	4.4

¹ Includes entrance qualification



Tertiary Education

The proportion of Pacific Islands school leavers going on to further education is smaller than for other students. Table 10 (below), 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, compared with 7 percent of school leavers from other ethnic groups. Conversely, university was a much less frequent outcome for Pacific Islands school leavers than for those from other ethnic groups, with 7 percent of Pacific Islands school leavers continuing to university compared with 21 percent for other ethnic groups.

The proportion of Pacific Islands school leavers who continue on to further education is 38 percent compared with 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. As Table 10 shows, female Pacific Islands school leavers were slightly less likely to go on to tertiary education than male Pacific Islands school leavers, whereas females from other ethnic groups were more likely to go directly on to further education than males.

Table 10: *Estimated Number and Percentage of 1994 School Leavers Enrolled in Tertiary Education in July 1995, by Ethnicity*

Tertiary Education Sector	Pacific Islands						Other Ethnic Groups					
	Male		Female		Total		Male		Female		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College of Education	5	0	29	2	34	1	144	1	615	2	759	1
Polytechnics	338	20	281	15	619	17	5432	20	5212	20	10644	20
Universities	130	8	133	7	263	7	5296	20	5820	23	11116	21
Wananga	2	0	1	0	3	0	14	0	20	0	34	0
PTE ¹	10	1	29	2	39	1	120	0	414	2	534	1
TOP ²	191	11	210	11	401	11	1922	7	1609	6	3531	7
Total	676	39	683	37	1359	38	12928	48	13690	54	26618	51

1 Government Funded Private Training Establishments

2 Training Opportunities Programmes

The enrolment figures in Table 11 further show the importance of TOP in providing tertiary education for Pacific Islands students. While 21 percent of Pacific Islands tertiary students are enrolled in TOP, the figure for students of other ethnic groups is just 7 percent. 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 by 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 often to be found in polytechnics or training opportunities programmes.



Table 11: *Enrolments in Tertiary Education by Ethnicity, Gender, Type of Attendance, and Sector, 1995*

Education Sector	Pacific Islands				Other Ethnic Groups			
	Female		Male		Female		Male	
	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time
College of Education	97	375	22	91	5097	4771	879	1313
Polytechnic	707	971	844	892	25313	21439	26840	17383
University	528	913	372	947	22978	31112	15391	32284
Wananga	0	11	0	12	47	226	21	192
PTE ¹	10	155	2	63	229	1520	41	744
TOP ²	0	849	0	981	0	6930	0	7925
Total	1342	3274	1240	2986	53664	65998	43172	59841

1 Government funded Private Training Establishments

2 Training Opportunities Programmes (Source: Education and Training Support Agency)

Pacific Islands students of both genders were more likely to be studying full time than students from other ethnic groups. Sixty-four percent of Pacific Islands females and 62 percent of Pacific Islands males studying in universities, polytechnics, colleges of education, wananga, or government-funded private training establishments studied full time, compared with 52 percent of females and 55 percent of male students from other ethnic groups.

In 1995, Pacific Islands students made up just over 3 percent of all students attending colleges of education, polytechnics, or universities, as shown in Table 12. The proportion of Pacific Islands people enrolled in these tertiary institutions increased between 1991 to 1995, with full time student numbers more than doubling and part time student numbers increasing by 81 percent. These increases are greater than those experienced for other students.

Table 12: *Pacific Islands Enrolments in Formal Tertiary Education by Type of Attendance, 1991 and 1995*

		1991	1995	% Change 1991-1995
Polytechnic	Part Time	919	1551	69
	Full Time	674	1863	176
College of Education	Part Time	3	119	3867
	Full Time	268	466	74
University	Part Time	495	900	82
	Full Time	1065	1860	75
Wananga	Part Time	Not avail.	0	Not avail.
	Full Time	Not avail.	23	Not avail.
All Sectors	Part Time	1417	2570	81
	Full Time	2007	4212	110
Total		3424	6782	98
Pacific Islands Students as a Proportion of all New Zealand Students (%)		2.1	3.3	



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

Table 13: *Enrolments in Formal Tertiary Education by Field of Study and Ethnicity, 1995*

Field of Study	Pacific Islands		Other Ethnic Groups	
	No.	%	No.	%
General	131	1.8	5668	2.6
Literacy	9	0.1	698	0.3
Education	902	12.3	21346	9.7
Art, Music, Handcrafts	191	2.6	6403	2.9
Humanities	1214	16.6	32356	14.7
Religion and Theology	67	0.9	361	0.2
Social, Behavioural, Communication	679	9.3	13121	6.0
Commercial and Business	1698	23.2	54588	24.8
Law	229	3.1	6877	3.1
Natural and Applied Science	389	5.3	15224	6.9
Mathematics	10	0.1	570	0.3
Computing	72	1.0	2128	1.0
Medical and Health	302	4.1	12528	5.7
Industrial Trades and Crafts	578	7.9	14147	6.4
Engineering	316	4.3	10632	4.8
Architecture, Town Planning, Resource Planning	67	0.9	3758	1.7
Agriculture, Forestry, Fishing	44	0.6	6734	3.1
Home Economics, Maintenance, Gardening	7	0.1	43	0.0
Transport and Communication	21	0.3	1019	0.5
Service Trades	255	3.5	7776	3.5
Mass Communication	39	0.5	1040	0.5
Sport and Recreation	70	1.0	2617	1.2
Other	26	0.4	230	0.1
Total	7316	100.0	219864	100.0

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



A high proportion of university awards attained by Pacific Islands students in 1994 were bachelors degrees (68 percent), as shown in Table 14 below.

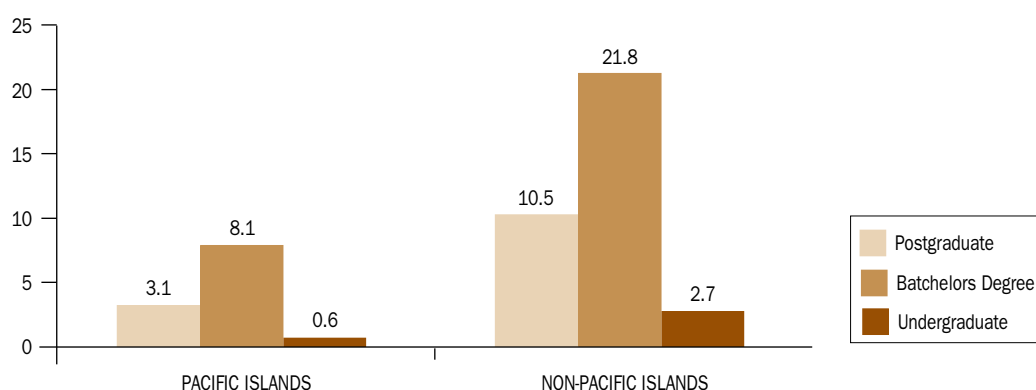
Table 14: *University Programmes Completed by Pacific Islands Students by Level of Programme, 1994*

	Postgraduate Degree	Postgraduate Diploma or Certificate	Bachelors Degree	Undergraduate Diploma or Certificate	Total
Number of Graduates	58	35	243	19	350
Ratio Female/Male (%)	55/45	60/40	55/45	63/37	56/44

Note: *The figures do not add to the total shown because five students completed more than one programme.*

Pacific Islands students are less likely than other students to continue on to postgraduate study: less than 1 percent of the Pacific Islands population aged 18 in 1991 gained a postgraduate qualification at university in 1994, compared with close to 3 percent of the non- Pacific Islands population.

NUMBER OF 1994 UNIVERSITY GRADUATES AS A PROPORTION OF POPULATION AGED 18 IN 1991



The fields of study for university graduates followed a similar pattern to that seen in enrolments, with humanities, commercial and business, and education being the most common subjects for graduation from university.

Government financial assistance to students is available through the student allowances and student loans schemes, and the ability of Pacific Islands students to fund their studies relies heavily on government assistance. The uptake of loans and allowances by students enrolled in formal tertiary education programmes is higher for Pacific Islands students than for other students, while the amounts they receive are similar to students from other ethnic groups. As a result the overall level of government support for Pacific Islands students is higher than that for students from other ethnic groups, probably because of the lower income of Pacific Islands families in New Zealand.

Forty-five percent of all full time Pacific Islands students enrolled at universities, polytechnics, or colleges of education received allowances, compared with 41 percent for students from other ethnic groups (see Table 15). In each type of tertiary institution, male Pacific Islands students were slightly more likely to receive allowances than female students. Across the four types, 46 percent of male students received allowances compared with 44 percent of Pacific Islands female students.



Table 15: *Number of Pacific Islands Clients in the Student Allowance and Student Loans Schemes, 1995*

	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 Jan-Dec 1995 (\$)
Secondary Schools	155	Not avail.	90.91			
Polytechnics	798	43	121.93	2281	67	3884
Colleges of Education	248	53	124.24	450	77	4176
Universities	837	45	124.30	1770	64	4839
Other ⁵	138	Not avail.	138.80	502	Not avail.	5159
Total	2176		121.97	5003		4376

1 *Student Allowances as at 31 July 1995*

2 *Loans taken out between January and December 1995*

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

4 *The number of loan clients for the full 1995 year as a percentage of all students at 31 July 1995*

5 *Private training establishments and wananga*

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 1995, 96 percent of those at polytechnics, 79 percent at universities, and 83 percent at colleges of education took out a loan. Comparable figures for full time students from other ethnic groups were 69 percent for polytechnic students, 59 percent for university students, and 65 percent for college of education students. Pacific Islands part-time students were also considerably more likely than students from other ethnic groups to take out a loan. Pacific Islands loan clients withdrew an average of \$4,376 during 1995, while the average amount for clients of all ethnic groups was \$4,435.



Ministry Projects in Progress

Vaka Ou Projects

A Purchase Agreement with Anau Ako Pasifika;

Licensing Pacific Islands Early Childhood Centres Project, including capital development assistance through the Early Childhood Discretionary Grants Scheme, Pacific Islands Funding Pool;

Pacific Islands School Parent Community Liaison Project;

School Support Projects

Achievement in Multicultural High Schools (AMIHI) in South Auckland and Porirua;

Improving Schooling in Mangere and Otara.

Taiala mo le Gagana Samoa I Niu Sila/Samoan Language in the New Zealand Curriculum

Professional Development Programmes for teachers in schools, extended in the next year to include a'oga amata and Samoan bilingual units in schools.

Collaborative Learning Programme

A pilot programme at Porirua College.

Boards of Trustees Training

Professional Development Programme for Pacific Islands members on school boards of trustees in West Auckland and South Auckland.

Research

Variety of research projects specifically focussing on Pacific Islands peoples, have Pacific Islands peoples as one of their major foci or are likely to involve a significant number of people from Pacific Islands cultures in their sample.

With Other Agencies/Ministries

Protocol with the Ministry of Pacific Island Affairs (MPIA);

Pacific Islands Policy Development and Analysis Framework across the Public Sector;

Professional Development Programme with MPIA;

Evaluations of Project Achievement with MPIA.

For further information

please contact Lesieli Tongati'o, Pule Maata Pasefika, Pacific Islands Adviser,
Ministry of Education, Private Box 1666, Wellington,
or telephone (04) 471 6150 or fax (04) 4998207.
E-mail:Lesieli.Tongati'o@minedu.govt.nz

