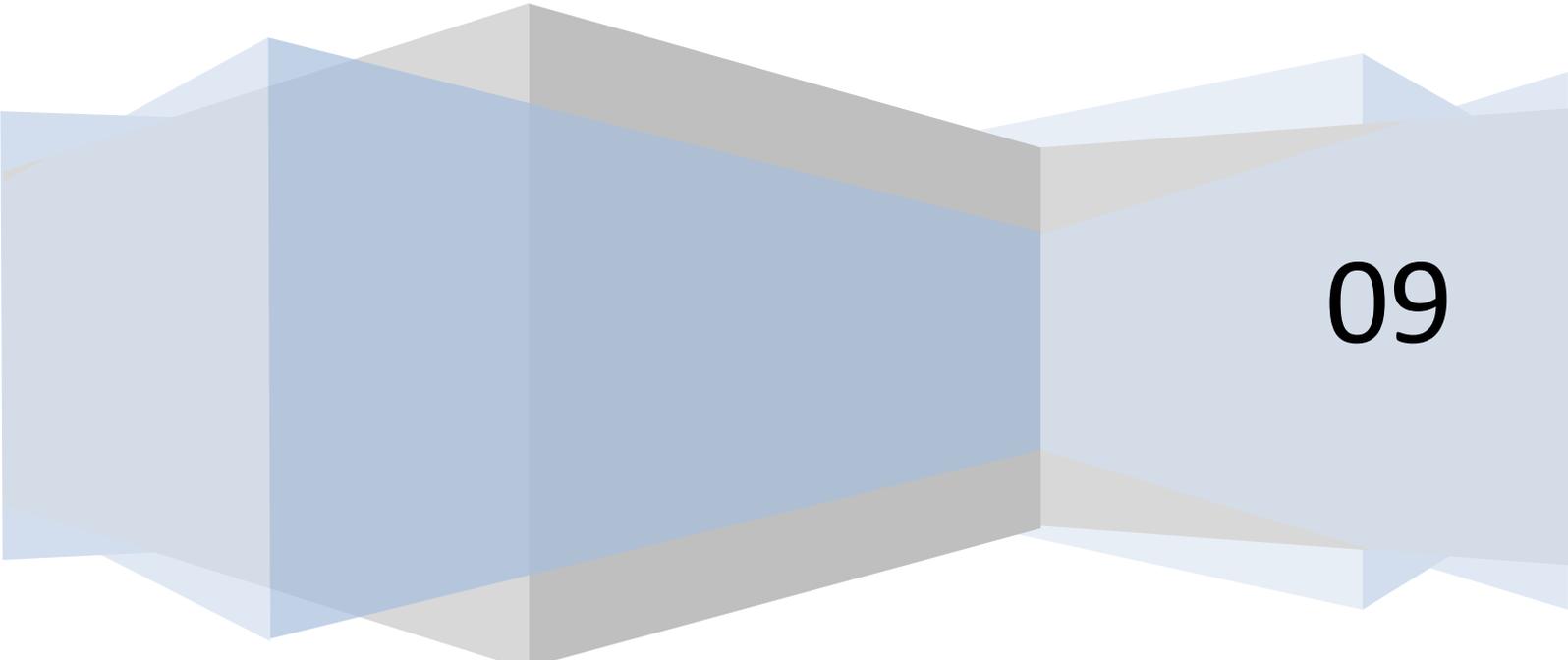


Wellington Institute of Technology

Tertiary Education Demand, Gaps and Priorities for the Wellington Region



09

Tertiary Education Demand, Gaps and Priorities for the Wellington Region

A perspective of tangata whenua

Introduction

The principal iwi groups of the Wellington region are:

- Te Atiawa
- Ngati Toa
- Ngati Raukawa
- Ngati Kahungunu Ki Wairarapa
- Rangitane Ki Wairarapa

In 2006, the Wellington region had a population of 565,326 of which around 55,437 were Māori. Māori made up around 9.8 percent of the Wellington population, which is less than the 15 percent average. In terms of absolute numbers, most Māori reside in Wellington City and Lower Hutt City. However compared to the national average, Māori make up a larger proportion of the population in Porirua City, Lower Hutt City and Masterton District.

Population by ethnicity in 2006

	Population composition (%) in 2006					
	European Ethnic Groups	Maori Ethnic Group	New Zealander	Asian Ethnic Groups	Pacific Peoples Ethnic Groups	Other Ethnic Groups
New Zealand	65%	14%	11%	9%	7%	5%
Wellington Region	67%	12%	11%	8%	8%	5%
Kapiti Coast District	77%	12%	13%	2%	2%	4%
Porirua City	54%	20%	8%	4%	25%	6%
Upper Hutt City	74%	14%	12%	4%	4%	3%
Lower Hutt City	63%	17%	10%	9%	10%	3%
Wellington City	68%	7%	10%	13%	5%	6%
Masterton District	76%	16%	12%	2%	3%	3%
Carterton District	80%	10%	12%	1%	2%	4%
South Wairarapa District	78%	12%	12%	2%	2%	4%

Source: Census 2006, Statistics New Zealand

Note: This profile is based on people's own perceptions of their ethnicity. A number of people identify themselves as having multiple ethnicities, therefore the percentages sum to more than 100%.

The distribution of youth (people aged 15 to 24 years) across the region by ethnicity shows that Porirua and Masterton have the highest proportion of the populations identifying as Maori, closely followed by Kapiti Coast, Lower Hutt City and South Wairarapa.

	European	Māori	Asian	Pacific Peoples	New Zealander	Other
New Zealand	63.0%	18.6%	14.3%	8.9%	7.5%	1.3%
Wellington Region	67.3%	16.4%	11.7%	10.0%	7.7%	1.7%
Kapiti Coast District	78.2%	22.3%	3.5%	3.7%	9.6%	0.2%
Porirua City	52.3%	27.0%	5.9%	34.4%	5.1%	0.5%
Upper Hutt City	73.4%	19.6%	6.3%	6.6%	9.5%	0.9%
Lower Hutt City	62.4%	22.5%	10.1%	13.5%	6.7%	1.5%
Wellington City	68.5%	9.2%	17.0%	5.4%	8.1%	2.5%
Masterton District	78.2%	25.2%	1.8%	3.7%	7.9%	0.2%
Carterton District	83.4%	13.2%	2.1%	1.3%	9.4%	0.0%
South Wairarapa District	80.9%	22.2%	2.2%	3.5%	7.8%	0.0%

Source: 2006 Census of Population and Dwellings, Statistics New Zealand

Note: This profile is based on people's own perceptions of their ethnicity. A number of people identify themselves as having multiple ethnicities, therefore, the percentages sum to more than 100%.

The Wellington population is expected to increase at a slightly lower than average rate through to 2016. Similarly, the Māori population is expected to increase at a slightly lower than average (for Māori) rate but faster than the region's growth rate. Thus the Māori proportion of the Wellington population is expected to increase through to 2016.

In 2004, there were 22,534 Māori employed in Wellington. The main industry in which Māori were employed was property & business services with 2,839 Māori employees followed by government administration & defence (2,248), manufacturing (2,201) and retail trade (2,142). In terms of occupation, elementary occupations is the most significant with 3,622 employees. This is followed by service & sales workers (3,567) and clerks (3,528). Approximately 9.8% of Maori in the wellington region are self employed.

Employment in the Wellington region is expected to increase to 257,575 by 2016. This is a net increase in employment from 2004 of 39,385, or 18 percent. Māori employment is expected to increase over the same period from 22,534 to 31,819, an increase of 9,285.

For New Zealand, the unemployment rate fell from 3.5% to a new record low of 3.4% in the December 2007 quarter. The unemployment rate has remained below 4.0% for over three years.

The unemployment rates for Maori remained relatively steady for the year to December 2007. Over the same period however, Maori participation increased to a record high of 68.0%.

To support economic, social and cultural development for individuals, runanga and iwi, Maori require easy access to tertiary education opportunities that meet their needs. As Iwi in the region are at different stages of treaty settlement processes and in developing iwi-based economic and social development plans, those needs vary across the region.

This report represents the feedback and views of Maori individuals and organisations, received to date, through a focused consultation process led by mana whenua. As such it does not purport to be

a definitive statement of Maori needs. Rather it should be seen as a starting point for on-going consultation and feedback.

Tertiary Education Needs

Maori see that there is a real need for tertiary education and training to develop the skills and knowledge of individuals in order to support a wide range of development. Key to the development that is seen as necessary, is the requirement to take a “holistic” view of needs rather than looking at developments in isolation. Key holistic approaches include:

- Using “holistic economics” and developing integrated systems that include introduction and advanced courses; and
- Using sustainability and permaculture as holistic frameworks for development rather than seeing development through “stand alone” lenses such as economic, social, cultural development

Permaculture provides an ideal integrated framework for guiding developments. Understanding this concept and its application is essential for Maori development and education to support the implementation of such conceptual frameworks along with culturally appropriate worldviews is a need.

In the view of some people providing feedback for this report, part of the reason given for Maori underachievement in some areas is due to the fact that they have brought into “the capitalist belief system which is falling over in front of our eyes as we speak”. To support Maori development these respondents believe there is a need to embed a greater sense of environmental and social justice based on kaupapa principles into education and management systems

There is a general need to upskill Maori to create the knowledge and skills base necessary to enable iwi education plans to become a reality. This includes developing skilled leaders, managers and professional including lawyers and educators.

Wellington is the hub of government and there is a need to provide educational opportunities in the Wellington region to develop Maori analysts and advisors to support central government

Accessibility to tertiary education opportunities is seen as vital in order to increase participation and develop the capacity to close the gaps in the identified areas of economic growth, particularly in areas where Maori are under represented

A key component of accessibility and relevant education for Maori is the need to provide tertiary education opportunities that enable Maori to stand as Maori whether that be through providing courses in Te Reo and Tikanga, or through providing an environment Maori are comfortable in.

There is a need for Maori providers to diversify their education and training options so that in addition to “only offering the soft options”, they provide vocational qualifications that prepare people for work.

In many cases Iwi needs can be replicated in programmes being taught specifically by the local Iwi of that area

Learning environments in which Maori have shown to succeed include team environments such as the Army, Navy & Air force. Inculcating team learning into delivery systems is likely to result in improved outcomes for Maori

The key need for Maori providing feedback for this report is the need to offer tertiary education opportunities/training that provide them with projects of being financially stable

Some of the specific needs identified for Maori are:

- The need to develop skilled technical trades people including Vehicle mechanics, Carpenters, Plumbers, Electricians, Electronic Technicians, and Engineering trades people and technicians
- Educating Maori paraprofessionals to provide culturally appropriate health and wellbeing initiatives is a further need. Paraprofessional fields seen as important for Maori include sports, health and fitness, nursing, midwifery, psychology, mental health workers and counsellors.
- There is a need for more Maori health workers and medical professional especially at the management levels
- Fostering more skilled Maori professionals including lawyers and managers
- Developing strong leaders
- Increasing the number of trained Kaiako Maori workers

Maori also see the need for tertiary education to support specific disciplines of importance including:

- Arts and Design
- Performing Arts
- Business Management
- Hospitality and Cooking
- Land management
- Farming & Horticulture
- Marine Biology and aquaculture

There is a need for the tertiary education system to target Maori while they are still at Secondary School to ensure they are equipped for Tertiary education and to inform/educate them on career choices appropriate for their current skills/talent

Building communication and trust across the tertiary education system and with Maori and Iwi groups are seen as vital for the development of a responsive and relevant tertiary education system.

Gaps in current tertiary provision

Current perceived gaps in tertiary provision that is relevant for Maori Include:

- Education in alternative economic frameworks that are more appropriate to Maori world views including:
 - The G.P.I (Genuine Progress Index). This is not currently delivered, except for an introductory course at Te Whananga o Raukawa
 - Permaculture. Although this may be touched on in current agriculture courses, it should be the main focus
 - Rangitiratanga including the impact of section 33 of the Resource Management Act

- Providing tertiary education opportunities in the Wellington region that are consistent with Maori world views and that support skills development for:
 - Kaiako Maori – This is an urgent need for Education Sector
 - Farming, forestry and Horticulture – to ensure dairying is sustainable and does not destroy resources
 - Aquaculture and Marine Biology - studying, caring for and managing our resources from the sea. The Wellington region has natural habitat and resources that could help in the growth, expansion and health of our kai moana and fish stock
 - Fishing – with a focus on preventing overfishing
 - Management and leadership – enabling more Maori to participate in decision making
 - Land management – including the development on non-productive land to productive land
 - Maori trades training. Courses such as the Maori trade training scheme was successful. Although there are a lot of institutes providing the knowledge/skills base – finding apprenticeships for students who have completed pre-employment programmes is the biggest hurdle

- Providing tertiary education, using inclusive Maori approaches that:
 - Delivers Bachelor degrees that prepare people for employment
 - Provides work-place practicum's in government agencies at300 level
 - Provides undergraduate level help for Maori with successful businesses. This includes providing access to those who are already operating a business without any business skills
 - Supports Maori political aspirations and unlocks the “Protective” nature of Maori political views
 - Provides opportunities to participate in areas of economic development including roading construction and engineering
 - Supports achievement of full and meaningful employment
 - Supports the development of an increasing number of competent speakers of Te Reo

- Develops increased numbers of skilled researchers
- Develops leadership and mentoring skills to develop our young people
- Supports and strengthens community development including parenting and health of community members

In addition to the needs and gaps in provision listed above, Maori see a need for Reo Providers who are able to deliver in ways similar to Te Wananga o Raukawa

NEW DEVELOPMENTS

The move away from the competitive education model that saw institutions competing for students has created an environment where there is a potential to operate in new ways to meet the needs of Maori. These include:

- Creating pathways using programmes from dual institutions; and
- Giving students from Wananga more opportunities to add mainstream papers to their programs

In addition to these, as Maori develop their organisation and management capability there will be increased opportunities to further develop:

- Our understanding of the failings of capitalism as it relates to Maori development and the adoption of the “GPI” as a potential solution
- Indigenous culture systems and principles
- Our understanding and implementation of permaculture and sustainable practuces
- Rangtiratanga and developing our young people as future leaders
- Roles to support whanautanga and tamaiti whangai developments

PRIORITIES

Priorities for Maori in the tertiary education system as they are important for the employment growth within the region and will suit approx 60% of Maori include:

- Technical trades – Because Maori are very good at practical application
- Arts & Design – Maori have natural artistic ability
- Performing Arts – Maori are natural actors/dances
- Sports, Fitness & health – Maori have natural ability & co-ordination
- Te Reo Maori – This is currently significantly under resourced
- Kaiako Maori – Desperately needed to develop the future
- Researches – To capture the past, present & future
- Managers – To prepare providers for Maori
- More Trades – Particularly ones who have been prepare to own their business

In addition to these, Maori see the need for the tertiary education system, as a priority, to:

- Ensure that access to training is unencumbered by lack of funding
- Bring back Trade Training
- Provide business learning opportunities for operators who are already in business

- To provide Masters programmes that include practical experience

Individual providers should, as a priority:

- Increase student retention rates
- Increase student/course completion rates
- Offer valid outcomes on course completion
- Offer mentoring programmes to students
- Encourage whanau/hapu involvement in students learning
- Identify needs of individual students and tailor programmes to those needs.

CONCLUSION

These comments represent the views of those who have provided input into the consultation process to date. If you have any comment or would like to contribute to the on-going development of this identification of tertiary education needs, gaps and priorities for Maori, please contact Hinemoa Priest hinemoa.priest@weltec.ac.nz or Willis Katene willis.katene@whitireia.ac.nz.

This report is a companion document that provides an overview of the needs, gaps and priorities for the general population. This report is titled "The Future Demand for Tertiary Education Services in the Wellington region 2008 – 2011". It is available on the websites of Wellington Institute of Technology www.weltec.ac.nz, Whitireia Community Polytechnic www.whitireia.ac.nz and the Tertiary Education Commission www.tec.govt.nz. In addition to these sites, there is a "wiki" available where people can contribute their views. The website for this "wiki" is <http://wellingtoneducationneeds.wikispaces.com/>