Towards a Shared Vision for Maori Tertiary Education
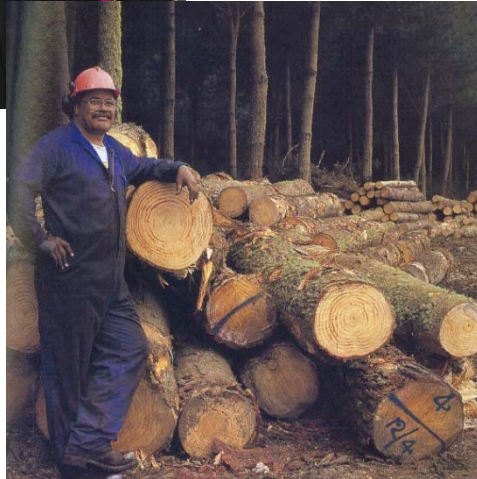
Mason Durie
Massey University

Tertiary Education
The Dual Benefits

Personal Benefits ⟷ Societal Benefits
the 'Private good'   the 'Public good'
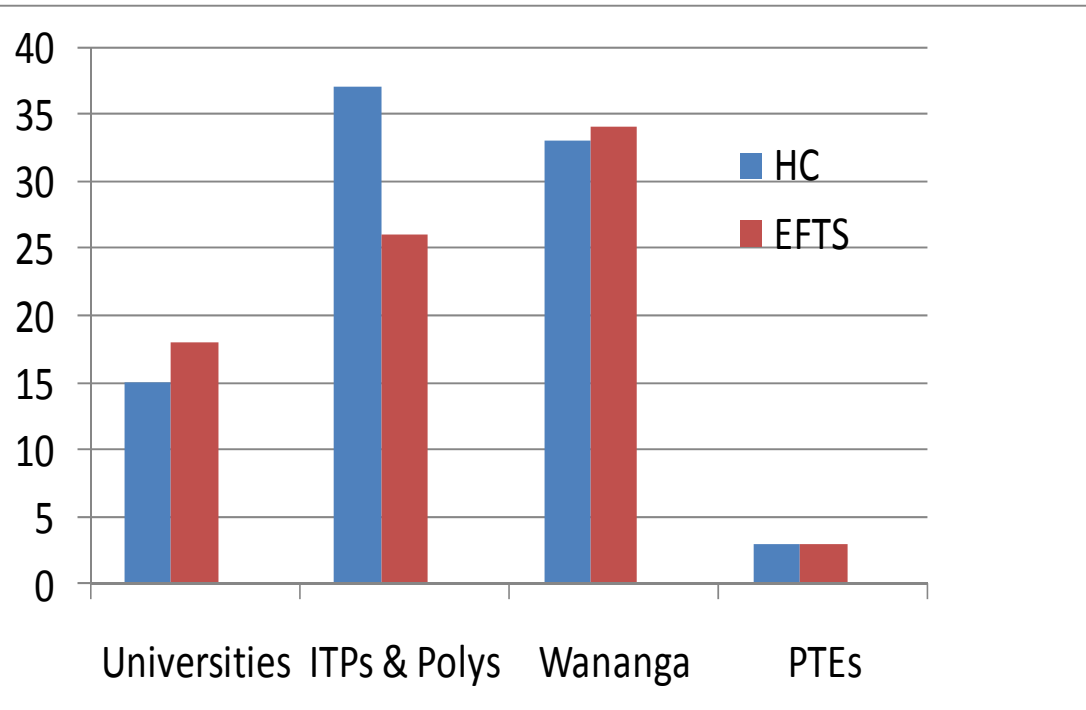

➤ Status
➤ Incomes
➤ Careers

➤ A better society

The Past Quarter Century 1984-2010 Maori Educational Transformations

- Rapid uptake of early childhood education
- Emergence of Kura Kaupapa Maori & Whare Kura
- Educational policies recognise Maori aspirations and Maori knowledge
- Increased access to tertiary education
- Multiple Tertiary Educational pathways
  - Universities
  - Institutes of Technology
  - Wananga
  - Private Training Organisations
- Significant research capacity

Maori Participation in Tertiary Education % in each subsector - 2005

Total Students 2005
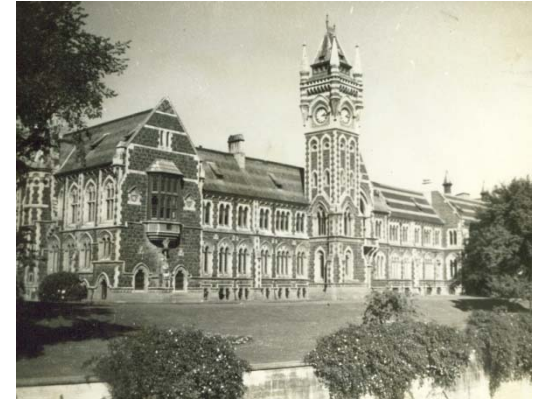
Head Count	90,765
EFTS	52,936

Trends
- decease in 2005 (200 students less than 2004) but rates still exceed other groups
- Maori participation rates 22.1% (all students 14.2%)
- increase in ITP enrolments
- decrease in Wananga enrolments
- slight increase in male enrolments
- stable enrolments in other sub-sectors

Maori Tertiary Education 1984 – 2010 Student Profiles

- **Age groups**
  - Students older - fewer school leavers

- **Level of study**
  - Most in sub-degree qualifications
  - Fewer in graduate and postgraduate study

- **Gender**
  - Women outnumber men (2/3:1/3)

- **Disciplines**
  - Marked under-representation in sciences, engineering, agri-food, architecture & building

- **Completion**
  - High rates of enrolment rates but lower retention and completion rates

Explaining the Transformations

- ## Political recognition of indigeneity
  - Treaty of Waitangi – application to social policy
  - Devolution Govt services – Maori providers
  - Maori language - official language of NZ
- ## Sector reforms
  - Early childhood education - Kohanga Reo
  - Maori immersion primary and secondary schools
  - Private providers, Establishment of Wananga (3)
  - Qualifications framework, Tertiary Education Strategy
  - Charters, Profiles, Investment Plans
- ## Indigenisation of Education
  - Affirmative action
  - Learning support & Learning communities
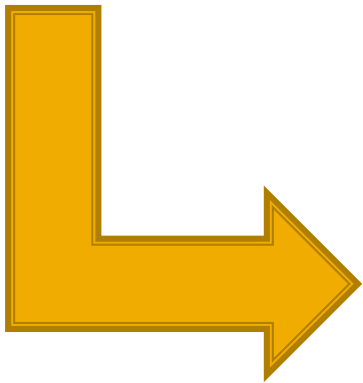 - Campus innovation

The Most Recent Quarter-Century of Māori Development

1984 – 2009
Positive Māori
Development

The Next Quarter-Century of Māori Development

1984 – 2009
Positive Māori Development

2010 - 2035
Sustainable Māori Economies
&
Whānau Ora

- **Asset growth**
  - Real estate
  - Overseas trading
  - New products
- **Capital Investments**
  - Shares & partnerships
  - Research & development
- Resource utilisation
  - Land
  - Forests
  - Fisheries

✓ whānau self-management
✓ healthy whānau lifestyles
✓ full whānau participation in society
✓ confident whānau participation in te ao Māori
✓ economic security & active involvement in wealth creation
✓ whānau cohesion

Maori Tertiary Education 2035

- Relevant to Iwi

- Relevant to the nation

- Relevant to whanau

- Relevant to Maori

- Relevant to the future

demographic transitions

Climate change

New technologies

indigenous aspirations

environmental sustainability

economic fluctuations

carbon trading

Post settlement investments

whanau fortunes

Exploring the Future
Key Determinants

- Iwi and Maori aspirations

- Global impacts

- Technological discoveries

- Demographic transitions

- Domestic performance

Exploring the Future
Iwi Aspirations in the Post-settlement Era

- **Economic development**
  - Asset retention & acquisition
  - Asset diversity – land, forests, real estate, fishing, water
  - New markets, investments

- **Cultural affirmation**
  - Marae
  - The application of Tikanga, Kawa, Mātauranga, Te Reo to education, the economy, sport, art, business
  - Whānau and hapū – intergenerational transmissions

- **Social equity**
  - Health & wellbeing – Whānau Ora
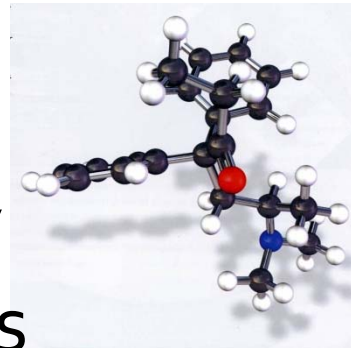 - Full participation in society, education & the economy

Exploring the Future
Gobal Trends that can be predicted

- Climate change
  - floods, droughts, tsunami
- Global over-population & resource depletion
- Warfare
- World-wide economic fluctuations
- International markets
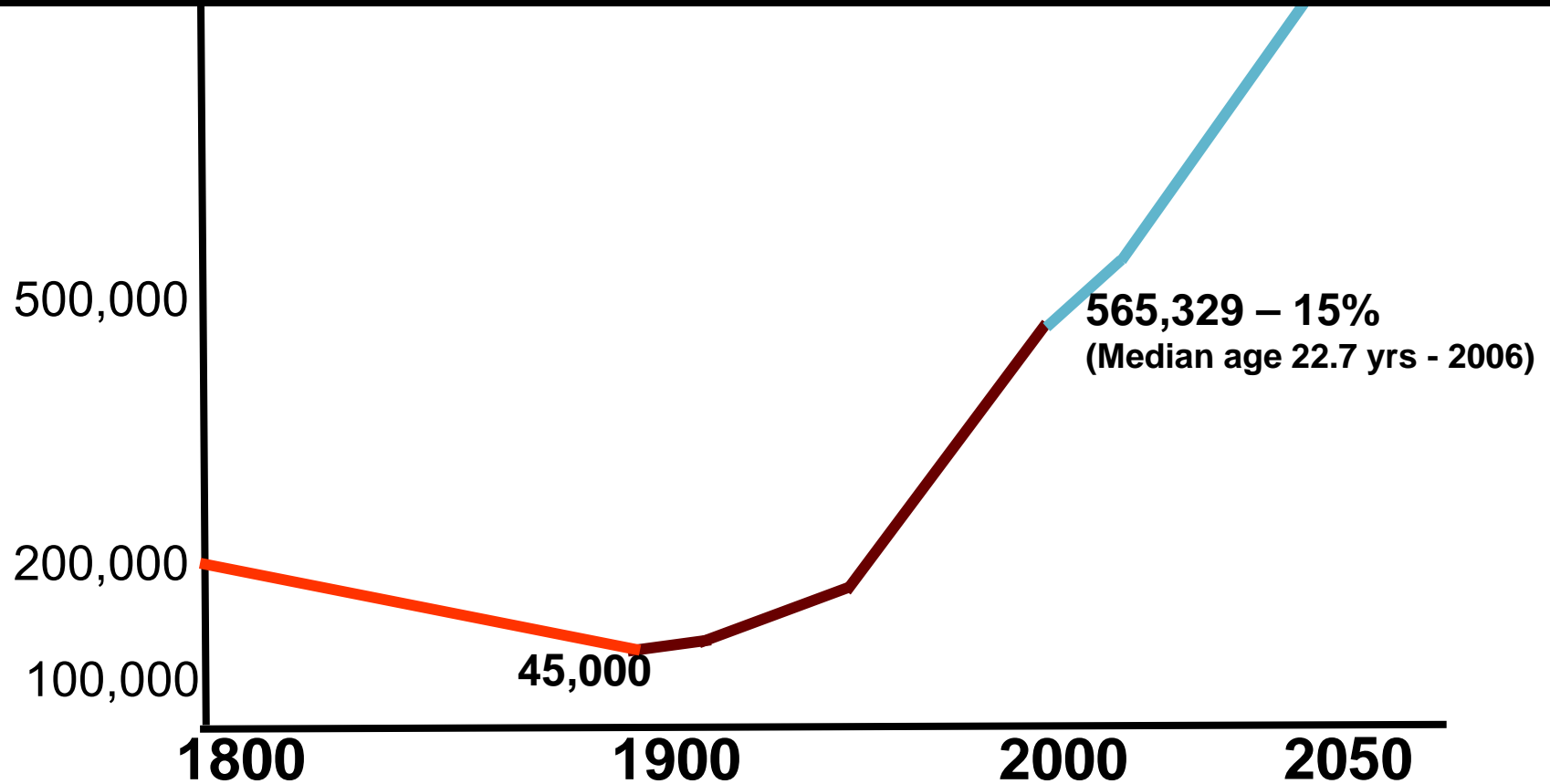- Technological innovation
- Increased competition

Exploring the Future Technological Advances

- Communication technology
- Land technologies
- Bio-technologies
- Genetic modification
- Nanno-technology
- Food technology
- Product technology
- Energy technologies
- Technologies for learning

Exploring the Future
Māori Demographic Transitions

565,329 – 15%
(Median age 22.7 yrs - 2006)

45,000

500,000

200,000

100,000

1800   1900   2000   2050

Exploring the Future Domestic Performance

Maori tertiary education will be strongly influenced by:

- National and Maori economic development

- Maori health status

- Maori educational achievement especially at secondary levels

- The value afforded to indigeneity in the future
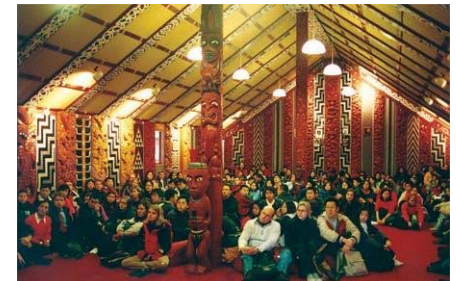
Learning in the Future

TEIs Tomorrow
- Links with secondary education
- Customised learning
- Distance and blended learning
- Global learning
- Linked-up TEIs - local and national clusters
- *e*-qualifications

Tertiary Plus Innovations (Ara 3+)
- *Tainui Waikato Endowed College, MANU AO, Nga Pae o te Maramatanga*
- Potential to embrace all TEIs
- Close links to Maori professional bodies, Iwi, Maori communities
- Add value to conventional TE programmes
- Co-funding arrangements

Maori Tertiary Education 2035
Four Related Outcome Goals

EQUITY

Equitable Maori participation in tertiary education

KNOWLEDGE

The elaboration & transmission of Maori knowledge

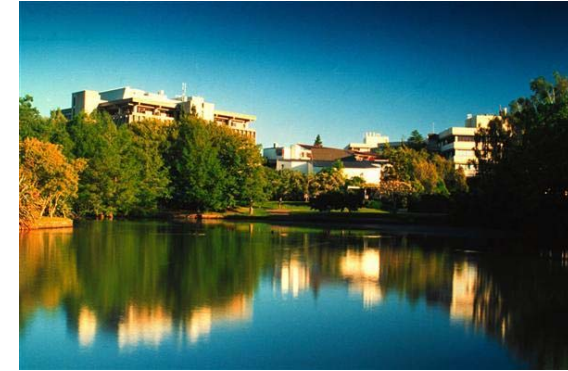**DEVELOPMENT**

Maori social, cultural, & economic development

CAPABILITY

A workforce than can further Maori aspirations

Goal 1 Equitable Maori Participation in Tertiary Education

Full participation means:
- Maori learners across the whole sector
- Maori learners across all levels of study
- Maori learners across all subject areas
- Maori learners completing successfully

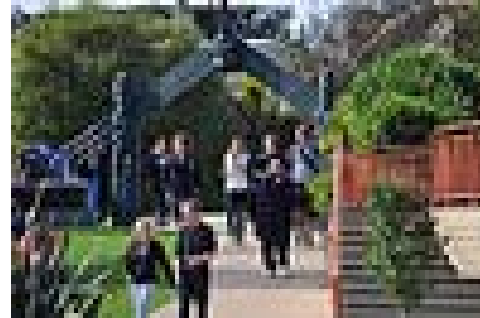# Goal 2 The Elaboration and Transmission of Maori Knowledge

- **Te Reo Māori**
  - Oral
  - Written
  - Broadcasting, print media
  - Research

- **Matauranga Maori**
  - Old knowledge
  - New knowledge
  - Modern applications
    - Science
    - Technology
    - Economics
    - Environmental management, history,
    - Research across disciplines

Goal 3   Contributions to Maori Development

Social
- Whanau Ora
- Health
- Education
- The arts
- Sport & recreation

Economic
- Land
- Fisheries
- Forests
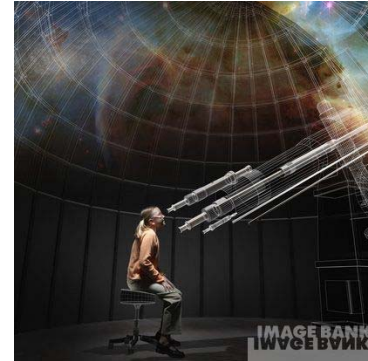- Commercial investments
- SMEs

Cultural
- Te Reo
- Marae
- Kapa Haka
- Waka Ama

Environmental
- Carbon farming
- Water management
- Waahi tapu
- Clean energy
- Marshlands restoration

Goal 4   A Workforce that can further Māori aspirations

- ✓ Extended reach

  across sectors, industries

- ✓ Full capacity

- ✓ Aligned to kaupapa Maori

- ✓ High standards
  - ✓ Maori
  - ✓ Professional
  - ✓ Technical
  - ✓ Ethical

- ✓ Ongoing education

- ✓ Future focussed

A Futures Scenario - 2035
Kura Roa – Marae based learning

- Retention & completion rates for Māori students worse by 2015

- Investments from Treaty settlements being realised by 2020

- **Marae agree to establish learning centres**
  - Contracts with preferred TEIs and PTEs to provide marae-based tuition in key subjects areas
  - Lecturers concentrate on transferring knowledge while marae provide administration and recruitment
  - Marae learners are enrolled in on-line programmes purchased from world-class academies
- agreements between marae about areas of specialisation

- marae based **educational advisors** broker a mix of programmes depending on individual aspirations, whānau preferences, access to expertise and labour market analysis.

A Futures Scenario - 2035
Piringa ki te Ao – Iwi Access to Global Learning

- ❑ 2020 Global Studies On-Line (GSO), a subsidiary of Microsoft

- ❑ GSO qualifications are preferred for students entering sciences, commerce, law, environmental studies. engineering, construction

- ❑ By 2020 Iwi urgently need expertise that will further develop their estates (a post-settlement challenge). Tainui Waikato Endowed College a model for Iwi participation in Tertiary Education

- ❑ 2022 Aotearoa Academies Inc established by an Iwi consortium
  - ❑ negotiated preferential enrolment rights with GSO
  - ❑ Scholarships for Maori students

- ❑ 2023 Māori students opted for GSO qualifications in large numbers

- ❑ The international focus was valuable for Iwi business and prepared students for higher qualifications within a global economy

A Futures Scenario - 2035
Te MATA - Maori Relevance

- ❑ 2012 – Te Kahui Amokura, Te Tau Ihu o Nga Wananga, MANU-AO, Maori ITP Managers, and regional TEI clusters have identified the benefits of collective approaches to tertiary education

- ❑ By 2015 On-Line Learning has challenged institutional approaches to meet student needs in new ways

- ❑ Students increasingly interested in customised on-line learning programmes that extend across qualifications and institutions

- ❑ Iwi and Maori community providers have also called for customised courses to suit their services and distinctive needs

- ❑ 2020 Maori managers in TE sector establish Te MATA (The Maori Authority for Tertiary Achievement)

- ❑ 2025 the Higher Education Council (replaced TEC in 2016) agrees that Te MATA should have a funding & policy role for T.E. in NZ

The Three Scenarios
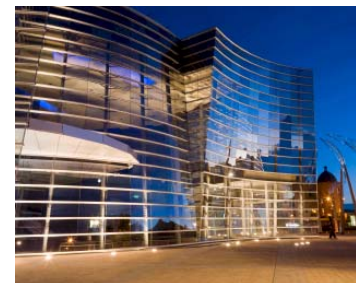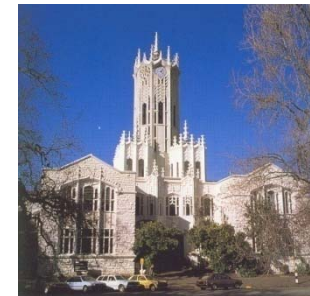
(1) Marae led (2) Iwi driven (3) Sector initiated

All scenarios are possible though not necessarily probable

Demonstrate that

- economic, social and technological change will impact on learning

- current learning arrangements are not necessarily adequate models for the future.

A Shared Vision for Maori Tertiary Education ?

- Five Principles

- Six Key Catalysts

- Four Outcome Goals

Towards a Vision for Maori Tertiary Education

PRINCIPLES
Indigeneity-Equity- Student Centred-Relevance-Global reach

Towards a Vision for Maori Tertiary Education

CATALYSTS

Aligned TEI programmes regulations, governance	Conducive education Policies	TE links with Maori sector	Tertiary Ed Maori Leadership	Distance & blended learning	Value Adding Entities PAE 3 +

PRINCIPLES

Indigeneity-Equity- Student Centred-Relevance-Global reach

Towards a Vision for Maori Tertiary Education

OUTCOME GOALS

Full participation In tertiary education

The elaboration & transmission of Maori knowledge

Accelerated Maori Development

A workforce to meet Maori Aspirations

CATALYSTS

Aligned TEI programmes regulations, governance

Conducive education Policies

TE links with Maori sector

Tertiary Ed Maori Leadership

Distance & blended learning

Value Adding Entities PAE 3 +

PRINCIPLES
Indigeneity-Equity- Student Centred-Relevance-Global reach