



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

He tini manu reo

Learning te reo Māori through tertiary education



Learners in tertiary education

Report

He tini manu reo – learning te reo Māori through tertiary education

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Glossary

Course	Distinct module, paper or unit of study that forms part of a larger programme of study that may or may not lead towards a recognised qualification.
EFTS	Equivalent full-time student – a measure for comparing the amount of study undertaken between students by prorating it to one year’s equivalent full-time study. Used for statistical and resourcing purposes.
ITP	Institute of technology and polytechnic, which is a publicly owned tertiary education provider with a focus on vocational, trade and applied education.
OTEP	Other tertiary education provider, which includes a number of providers of national significance who are not government owned and are non-profit organisations.
Programme	A collection of courses, classes or work in which a student enrolls that have a common connection, and may contribute to meeting the requirements of the award of a qualification(s).
PTE	Private Training Establishment, which includes most non-government providers of formal tertiary education, including non-profit providers.
Qualification	An official award given in recognition of the successful completion of a programme of study, which has been quality assured by a recognised quality assurance agency.
Region	In this report, region refers to the regional council boundaries. Region is assigned on the basis of location of the campus in which the student is enrolled. Regional data does not include extramural students.
Te ao Māori	The Māori world, culture and values.
Te reo	Language, specifically the Māori language.
Wānanga	Public tertiary education providers with a specific focus on fostering learning within te ao Māori. Three wānanga have been established: Te Wānanga o Aotearoa, Te Wānanga o Raukawa and Te Whare Wānanga o Awanuiārangi.
Whānau	Family, extended family, kin group.



He mihi

E ngā mana, e ngā reo, e ngā rau rangatira, tēnā koutou, tēnā koutou, tēnā koutou katoa.

He mihi nui, he mihi aroha hoki ki ngā kaitiaki o te reo Māori, te reo rangatira o te motu, e whakapau kaha ana kia kore e mimiti tēnei koha i tuku iho nō ngā tupuna.

Ko te kaupapa o te rīpoata nei, ko te ako o te reo Māori i roto i ngā whare akoranga tuatoru. I ngā tau e rima kua pahure, tū atu i te 100,000 tāngata i ako i te reo Māori i roto i ēnei whare akoranga. He mahi tino whakahirahira tenei kia whaioranga te reo Māori.

I taku tipuranga, ka maumahara au i te reo tīriori o ngā manu i te ngahere. Ka tau te pōuri ki taku ngākau i te mimititanga o ngā manu me ō rātou reo ataahua. Engari, nā te whakapau kaha o etahi kaitiaki, i hoki mai ngā manu ki te ngahere, kātahi ka timata anō te rangona i te tangi o ngā manu nei.

Pērā anō te tino pūtake o tenei rīpoata, kia rangona anō te tangi o te reo Māori ki tēnā, ki tēnā wahi huri noa o te motu. Ehara mā ngā whare akoranga tuatoru anake tēnei kaupapa e kawē, he mahi mō tātou katoa, kia tautoko, kia hāpaitia te reo i ngā wa katoa, i ngā wahi katoa.

Nō reira, e ngā manu reo e ako ana, e kawē ana i te reo Māori, tēnā koutou, tēnā koutou katoa.

Nāku noa, nā

David Earle
Kaituhituhi



1. Executive summary

Te reo Māori, the Māori language, is the indigenous language of Aotearoa / New Zealand. Once widely spoken, it has been struggling for survival over the last 50 or more years. Te reo Māori provides a gateway to understanding, interpreting and negotiating te ao Māori – the Māori world, its culture and values.

Over the last 35 years, there has been an increasing emphasis on revitalisation of te reo Māori. This has included developing kohanga reo in the 1980s to provide early childhood Māori language immersion education and kura kaupapa Māori in the 1990s to provide primary school Māori language immersion education.

This report examines the size and impact of the provision of te reo Māori courses through tertiary education over the period from 2001 to 2005, in order to provide an information base for considering future directions for supporting te reo Māori through tertiary education and areas for further research. The focus is on the learning of the language, rather than learning in the language.

Since 2001, there has been an unprecedented level of engagement in learning te reo Māori through tertiary education. This has involved over 100,000 learners making over 700,000 course¹ enrolments across 51 different tertiary education providers. These learners have engaged in different ways and for different purposes, ranging from full-time enrolments in qualifications specialising in te reo Māori through to taking just one or two introductory courses. The majority of learners were enrolled in non-formal education or level 4 certificates and were taking courses at levels 1 and 2, which are equivalent to senior secondary school.

Some key implications from this report include:

- Tertiary education courses are not sufficient on their own to build conversational proficiency in te reo Māori. Students also need to be able to access a range of environments where the language is used and supported.
- The main contribution of te reo provision through tertiary education in the period from 2001 to 2005 has been to increase substantially the number of people with a basic understanding of the language, while also increasing the number of people with conversational fluency.
- Around half of students studied te reo for only one year, and most are studying at the equivalent of senior secondary school. This suggests that more could be done to encourage students to continue to be engaged in language learning, including offering improved pathways to further study and other language learning.
- There have been high levels of participation by women, particularly in the 25 to 44 age group. Many of these women will be mothers, which suggests that tertiary education courses may be having a positive role in strengthening te reo Māori within the whānau and home environments.

¹ See Glossary on page 7 for definition of a course.

-
- The low male participation in te reo courses is of concern, particularly given that younger Māori men have lower proficiency than Māori women in the same age group. This could have implications in the future for maintaining aspects of tikanga Māori which are designated to men.
 - There are particular points where students appear to drop out of study because they are unable to pass the course assessments. Further analysis of the factors related to success or failure at these points would be worthwhile. There is a need to look at what further support and subsequent provision may be needed for these students in order to sustain their role in language revitalisation.
 - There are a number of areas where further research would be worthwhile, including factors relating to students' success, connections between language learning in school and tertiary, and the effect of teaching approaches and teacher background and knowledge.

Three different groups of students are looked at in this report:

- those learning te reo through a te reo Māori programme²
- those learning te reo as part of other programmes
- those who took only one or two courses over the five-year period.

Each of these groups has different characteristics in terms of students and providers. They also capture different pathways and motivations for learning te reo Māori. While the largest number of students enrolled for only one or two courses, students in te reo programmes made up the majority when measured in terms of equivalent full-time students.

Most of the students in **te reo programmes** were enrolled full-time in level 4 certificates at wānanga. Te Wānanga o Aotearoa, Te Whare Wānanga o Awanuiārangi and Te Kōhanga Reo National Trust are the three largest providers in this area. The number of students enrolled in te reo Māori programmes is strongly related to the number of Māori who speak te reo within each region.

Qualification completion rates for students in te reo Māori programmes compare well with completion rates for all level 4 qualifications. Course completion rates are also similar to rates for certificates in general. Students are most likely to fail their courses when they undertake courses at level 2. Of those who pass level 2, most will succeed at levels 3 and 4.

Students in te reo programmes are more likely to be Māori, female and aged between 30 and 50. They are likely to have low or no school qualifications and to have been employed prior to study.

Students **studying te reo through other programmes** are spread across institutes of technology and polytechnics (ITPs), wānanga and universities. Te Wānanga o Raukawa, Te Whare Wānanga o Awanuiārangi and Eastern Institute of Technology are the three

² See Glossary on page 7 for definition of a programme.

largest providers in this area. Students are also spread across community education, diploma and bachelors degree programmes. The number of students studying te reo through other programmes is also strongly related to the number of Māori who speak te reo within each region.

Students studying te reo through other programmes who are in courses up to level 4 have better course completion rates than the overall course completion rate at certificate level. Students in courses at levels 5 to 7 (diploma and bachelors) have lower completion rates than those in lower-level te reo courses and lower completion rates than students at bachelors level in general. Around 40 percent of students studying te reo courses at level 5 fail all of their te reo courses.

Students studying te reo through other programmes are likely to be Māori and female. There are two predominant age groups, 20 to 24 years and 30 to 44 years. Most students have low or no school qualifications and are likely to have been employed or unemployed prior to starting their study.

Students who take **only one or two courses** are mostly likely to be enrolled with an ITP and studying through community education. The Eastern Institute of Technology, Whitireia Community Polytechnic and Bay of Plenty Polytechnic are the three largest providers in this area. The number of enrolments in these programmes is not strongly related to the size and characteristics of the population in each region.

For students in formal courses, course completion rates for those taking one or two te reo courses are comparable at certificate level with completion rates in general, but lower than general completion rates at bachelors level. This group includes a significant number of students who take one or two courses, fail the courses and do not continue with further study.

Students who take one or two courses are also more likely to be female. The largest number are aged 20 to 24. Students in this group are more likely to be non-Māori than students in the other two groups above. They are also more likely to have higher level school qualifications. Three-quarters of the students were employed or unemployed prior to study.

Among students who enrolled in formal qualifications (te reo or other), most enrolled for only one programme of study and did not progress to further programmes of study during the five-year period. About half enrolled for only one year of study. Of those who did study beyond one year, two thirds moved into higher-level courses. Around 15 percent of students who enrolled in community education programmes progressed on to study in formal programmes.



2. Introduction

Since 2001, there has been an unprecedented level of engagement in learning te reo Māori through tertiary education. From 2001 to 2005, over 100,000 learners have made over 700,000 course enrolments, undertaking an average of 640 notional learning hours³ across 51 tertiary providers offering around 1,500 different courses. The majority of learners were enrolled in non-formal education or level 4 certificates and were taking courses at levels 1 and 2, which are equivalent to senior secondary school.

Much of this learning has been through the three wānanga. Several ITPs have also had a lead role. It has resulted in a shift from te reo Māori being taught largely through university degree programmes to it being widely available through wānanga and ITPs at certificate level. The learning is mostly aimed at people learning te reo Māori as a second language. Most of the students are adults aged 25 and over.

This report examines the size and impact of the provision of te reo Māori courses over the period from 2001 to 2005. It looks at the impact this provision may have had on language revitalisation, who is providing the learning, what is being provided and who has been engaged. The focus is on the learning of the language. Courses taught in the language are not included.

The purpose of the report is to provide an information base for considering future directions in terms of support for te reo Māori through tertiary education, as well as identifying areas where further research would be worthwhile.

The report draws mostly on statistical data provided to the Ministry of Education by tertiary education providers. The limits and analysis of this data are discussed in the appendix. In particular, this report only considers language learning within tertiary education and doesn't look at previous language experience or other experiences of language development. This is due to the limitations of the tertiary education data. It also focuses largely on learner enrolments and doesn't cover areas such as experience and knowledge of teachers and approaches to teaching. Again these are areas that are not captured in the tertiary education data.

³ That is the estimated time required for study, including self-directed study, as well as teaching hours.



3. Background

Toi tū te mana, toi tū te reo

Te reo Māori, the Māori language, is the indigenous language of Aotearoa / New Zealand. Once widely spoken by Māori and non-Māori, and an important language of commerce, trade and politics in the 19th and early 20th centuries, it has been struggling for survival over the last 50 or more years.

Te reo Māori provides a gateway to understanding, interpreting and negotiating te ao Māori – the Māori world, its culture and values. Te reo is recognised as a taonga (national treasure) and its health and vitality are critical to the well-being of te ao Māori.

In 1987, the Māori Language Act gave full recognition to te reo Māori as an official language. The Act created Te Taura Whiri i te Reo Māori, the Māori Language Commission, to support the growth and revitalisation of the Māori language.

The 2006 Census found that around 131,500 Māori and 25,500 non-Māori reported that they could “have a conversation about a lot of everyday things” in te reo Māori. These represent 23 percent and less than 1 percent of the populations respectively. The more detailed Survey of the Health of the Māori Language in 2001⁴ found that only 9 percent of Māori adults (18,500 people) were fluent speakers⁵ of te reo Māori and that more than half of the most fluent speakers⁶ were aged 55 and over.

Te Rautaki Reo Māori – The Māori Language Strategy

In 2003, the government released Te Rautaki Reo Māori – The Māori Language Strategy, which “aims to move the Māori language to the next stage of revitalisation over the next 25 years”. The vision of the strategy is that:

by 2028, the Māori language will be widely spoken by Māori. In particular, the Māori language will be in common use within Māori whānau, homes and communities. All New Zealanders will appreciate the value of the Māori language to New Zealand society.

The five goals of Te Rautaki Reo Māori are:

- 1 Strengthening language skills
- 2 Strengthening language use
- 3 Strengthening education opportunities
- 4 Strengthening community leadership
- 5 Strengthening recognition of the Māori language.

⁴ Te Puni Kōkiri (2002).

⁵ That is, people who could speak ‘well’ or ‘very well’.

⁶ That is, people who could speak ‘very well’.

The 2002/07 Tertiary Education Strategy recognised the important role that tertiary education plays in the revitalisation of te reo Māori and the contribution of the language to the achievement of Māori development aspirations (objective 10), and to New Zealand's broader cultural identity (objective 22). The 2007/12 Tertiary Education Strategy emphasises the role of the tertiary education sector in developing Māori language as a contribution to the Government's goal of developing national identity.⁷

Survival through education

By the 1970s, it was clear that the Māori language would not survive unless some major action was taken. Most of the children at the time were growing up in families where little or no Māori was known or spoken at home. Their grandparents were the last generation of fluent, native speakers.

To address this crisis, the first kōhanga reo (language nests) were established in the early 1980s. These provided pre-school education in a Māori language immersion environment. Kōhanga reo aim to build the early language skills for the next generation, as well as supporting the use of the language within whānau.

The kōhanga reo were followed in the early 1990s by the establishment of kura kaupapa Māori (Māori language primary schools) and later whare kura (secondary schools) to provide an ongoing Māori language immersion educational environment. Bilingual and immersion units have also been developed within English-medium primary and secondary schools.

The impetus for these educational developments has come from Māori communities. Government support has increased as each of these developments has matured.

In the tertiary education sector, the main historical support for te reo Māori has been through the schools of Māori studies in the universities. These schools have supported academic research and teaching in te reo Māori. They have had a vital role in preserving the lexicon, literature and bodies of knowledge of the language.

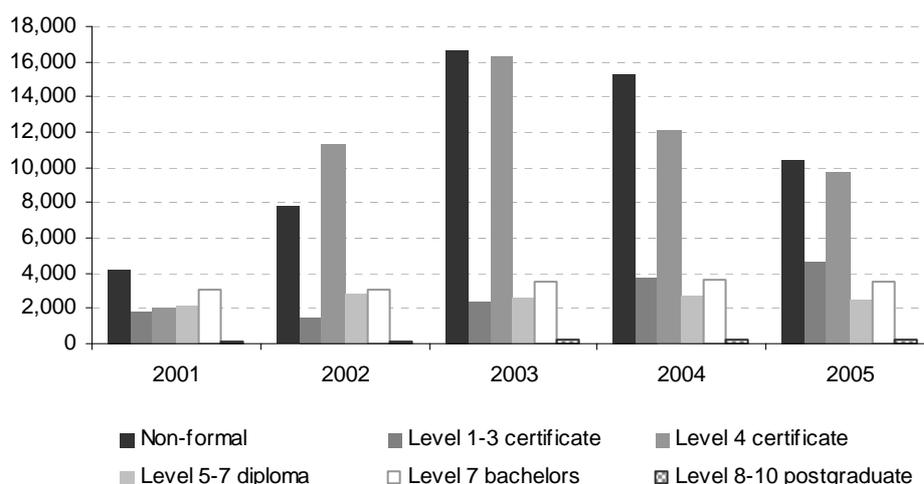
More recently, the wānanga have taken a lead in providing te reo Māori classes at the tertiary level around the country, with a focus on immersion classes and the use of the Māori language in a range of situations. In addition, the ITPs have expanded the availability of te reo Māori classes. These courses are aimed largely at adults wishing to learn te reo Māori as a second language.

⁷ Office of the Minister for Tertiary Education (2006), pp9 and 24.

4. Overall participation and achievement

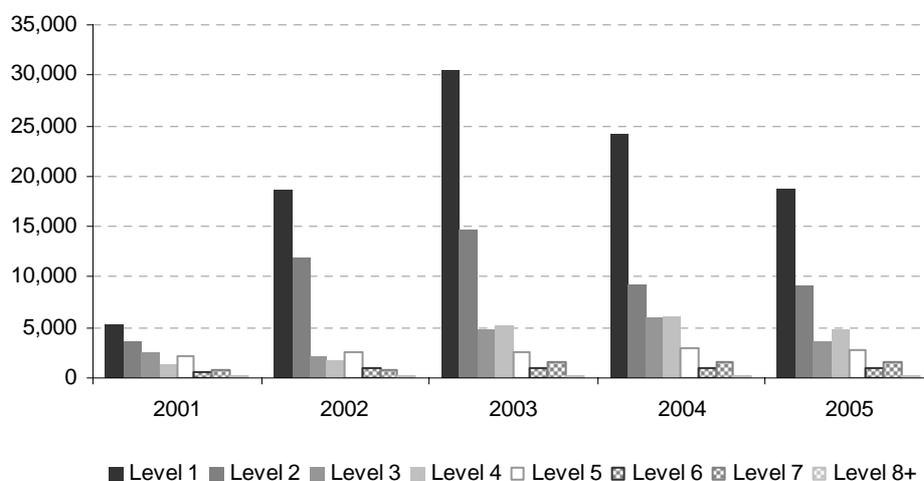
From 2001 to 2003, there was a large increase in the number of students enrolled in te reo courses in tertiary education. Most of the increase was in non-formal programmes and level 4 certificates. Enrolments at both levels have declined for a number of reasons as discussed later in this section. There has been steady, but smaller, growth in enrolments in level 1 to 3 certificates. There was only very small growth in enrolments within diplomas, bachelors and postgraduate qualifications.

Figure 1: Students in te reo courses by qualification level



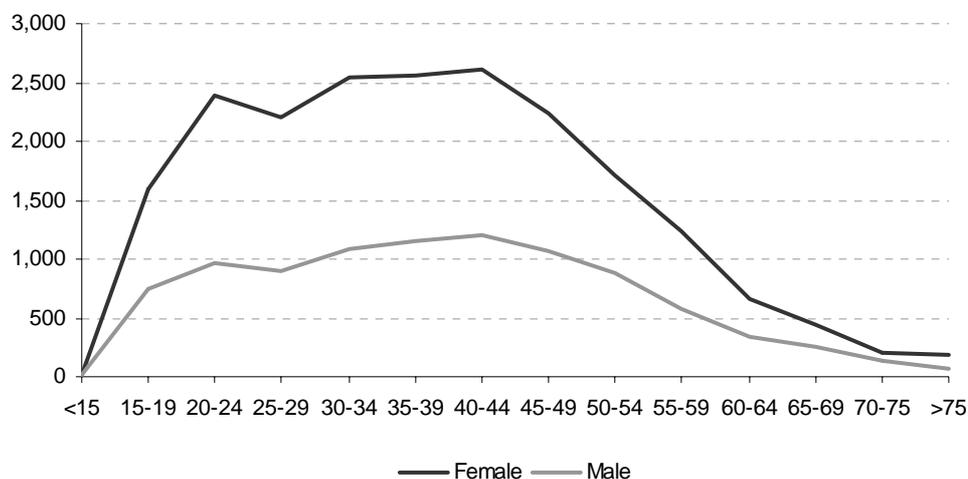
Following the pattern of participation by qualification level, most students were enrolled in level 1 or level 2 te reo courses. These levels are equivalent to senior secondary school and include most non-formal course, and the initial study required towards a level 4 certificate. There were increased numbers enrolled in level 3 and level 4 courses from 2001 to 2004. There was limited growth at the higher levels.

Figure 2: Students in te reo courses by course level



In 2005, 68 percent of students in te reo courses were female. The age distribution of students was similar for males and females. The median age of students was 38, with half of the students being aged between 28 and 47 years.

Figure 3: Students in te reo courses by gender and age 2005



The following analysis, and the following chapters, looks at participation and achievement across three different groups of students:

- those taking three or more courses in a specific te reo Māori programme,
- those taking three or more courses in te reo Māori within another programme
- those who took only one or two courses during the period from 2001 to 2005.⁸

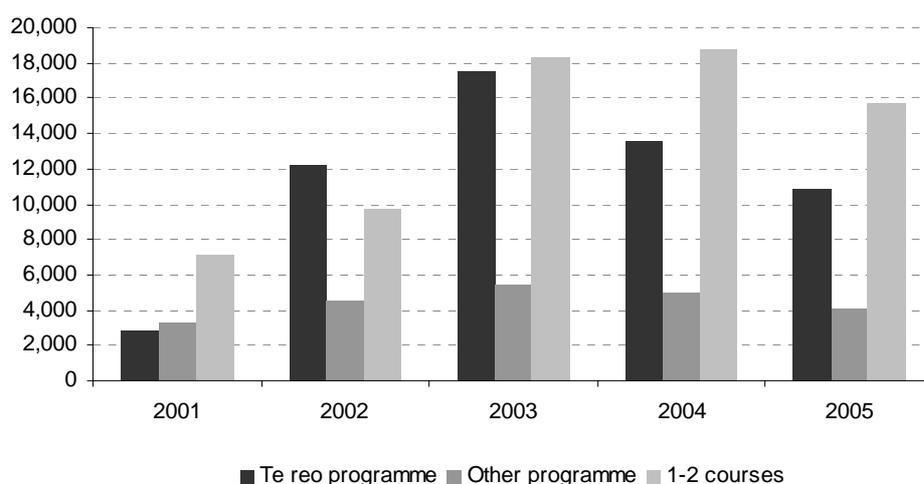
There are distinct differences in the students in these groups and in the providers who cater for them. They also represent different ways of engaging with tertiary education and are likely to involve different motivations for learning the language. Those studying in te reo programmes are more likely to be doing so to build their proficiency to contribute to the revitalisation of the language. Those taking courses within another programme may be doing so to meet academic requirements. Those taking one or two courses may be looking for an introduction to, or appreciation of, the language.

This section provides a summary of the overall participation and achievement trends across the three groups. The following sections look at each group in detail.

From 2001 to 2003, the largest growth in numbers was in te reo programmes and students taking one or two courses. The numbers in te reo programmes peaked in 2003 and have since declined. The numbers taking one or two courses peaked in 2004 and declined in 2005.

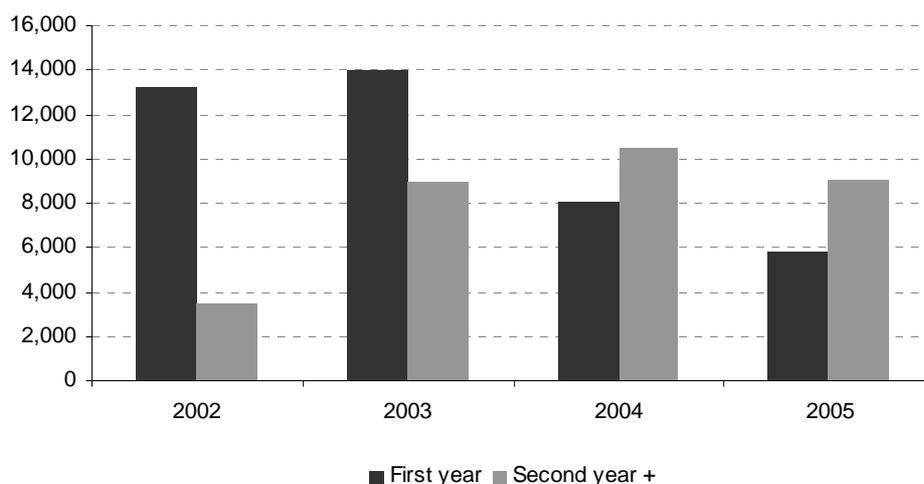
⁸ See Appendix for more detailed definitions of the groups. Note that all data relates only to enrolments in and completion of te reo courses, and does not include any other subjects these students may also be enrolled in.

Figure 4: Students in te reo courses by type of study



Looking at students by year of te reo study, it can be seen that the number of first-time students taking more than two courses⁹ peaked in 2003 and then declined. The number of students in second or subsequent years continued to increase until 2004 and then declined in 2005.

Figure 5: Students taking more than two courses by year of te reo study



There are likely to be several factors behind the marked decline in enrolments since 2003 in te reo programmes and students taking one or two courses. It is possible that the new te reo programmes were meeting a previously unmet demand and therefore attracted quite large numbers of students in the first two years they were offered. As those who had been ‘waiting’ for this kind of provision have enrolled and gone through the programmes, the number of potential new students has decreased. The decline was also exacerbated by problems, during this period, surrounding Te Wānanga o Aotearoa, one of the largest providers of these programmes. There was also tightening up on some marketing practices, such as offering incentives to enrol. The decline in students taking one or two

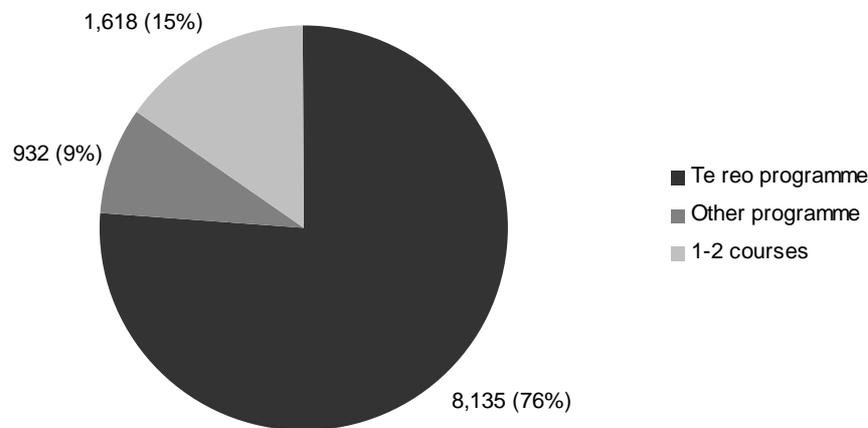
⁹ Figure 5 excludes students taking one or two courses, as these students are almost all first-year students by definition.

courses is likely to be related to funding policy, which has tightened up on overall provision of adult and community education and short awards.

Over the five-year period from 2001 to 2005, students enrolled in te reo programmes for three or more courses undertook an average of 15.5 te reo courses, students enrolled in other programmes for three or more te reo courses undertook an average of 9.2 te reo courses and students taking only one or two te reo courses averaged 1.6 te reo courses.

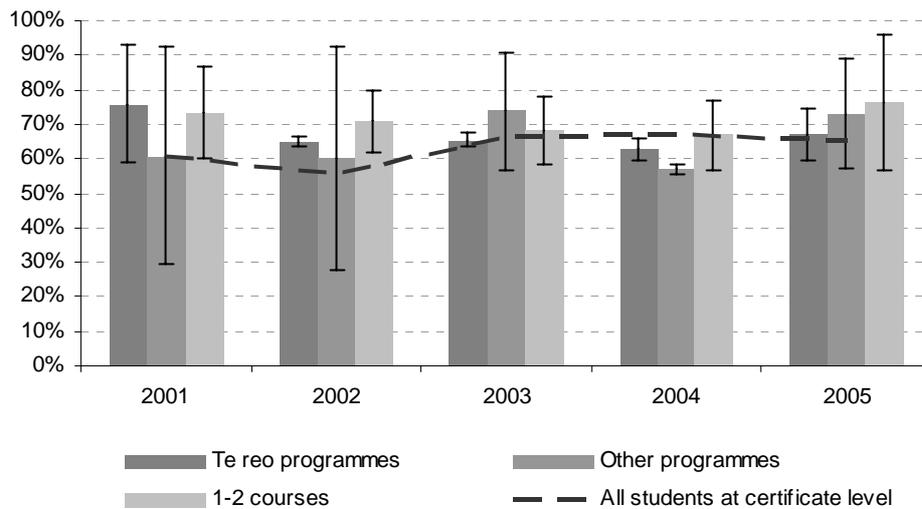
While the largest numbers of students in 2005 were taking one or two courses only, students in te reo programmes accounted for three-quarters of all students when measured in 'equivalent full-time students' (EFTS) units. Students in other programmes accounted for 9 percent of EFTS, and students in one or two courses, 15 percent.

Figure 6: Type of provision by EFTS 2005



Course completion rates for te reo courses have been generally similar to, and possibly slightly above, overall completion rates at certificate level. (The majority of te reo courses are at this level.) Completion rates are similar across the three different groups of students.

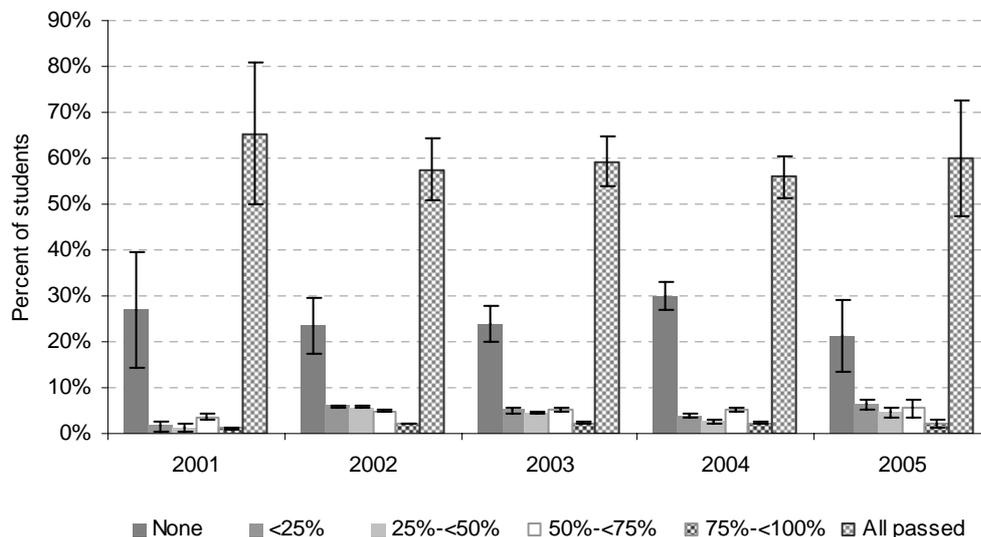
Figure 7: Course completion rates by type of provision



Note: The error bars at the top of each column relate to the margin of uncertainty, which is discussed in the Appendix.

It is estimated that 60 percent of students taking te reo courses pass all of the courses they take during the year. Around 20 to 30 percent fail all of their courses. This ‘U-shape’ distribution is consistent with the results for course completions overall.¹⁰ The distribution for 2005 is very close to the distribution for all certificate students in the same year, of whom 21 percent failed all courses and 58 percent passed all courses.

Figure 8: Distribution of students in te reo courses by percent of courses passed

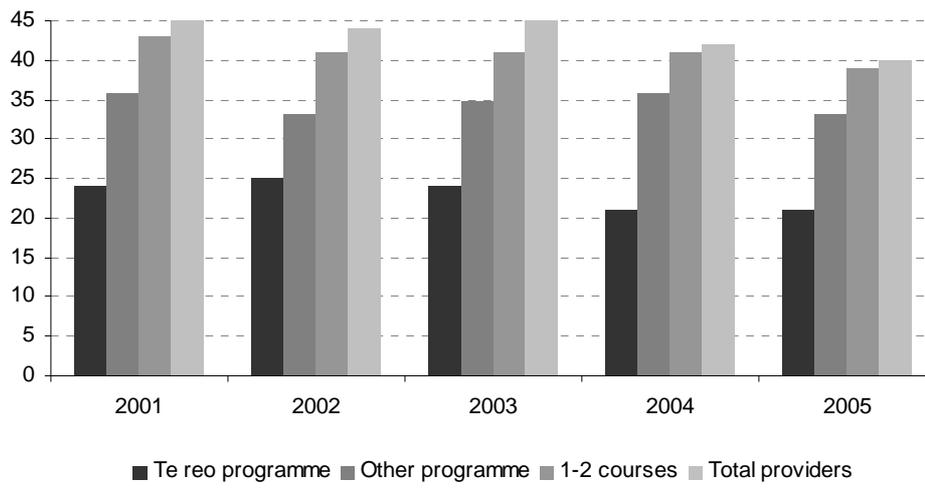


Note: The error bars at the top of each column relate to the margin of uncertainty, which is discussed in the Appendix.

In 2005, there were 40 tertiary education providers providing te reo courses. Just over half (21) were providing te reo programmes. There were 33 providing te reo courses within other programmes. Nearly all had some students taking one or two courses.

¹⁰ Scott (2006).

Figure 9: Number of providers by type of provision accessed

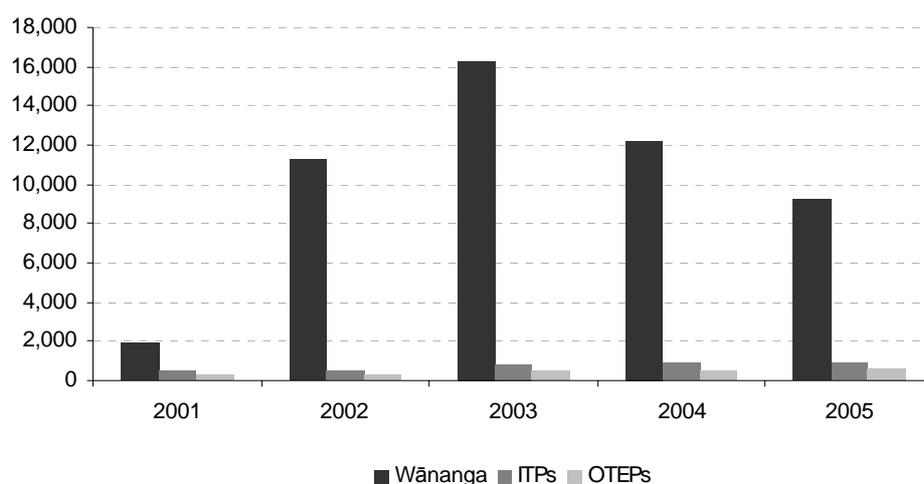


5. Te Reo Māori programmes

Most students are at wānanga

The majority of students in te reo Māori programmes studied at the wānanga. Students in wānanga made up 85 percent of students enrolled in te reo Māori programmes in 2005 and most of them were enrolled at Te Wānanga o Aotearoa. The other two main sub-sectors providing te reo programmes were ITPs and OTEPs.

Figure 10: Students in te reo programmes by main sub-sectors



The main provider of te reo programmes was Te Wānanga o Aotearoa, through its Te Ara Reo Māori programme, which had 75 percent of students in 2005. The Te Ara Reo programme aims to develop students to an “advanced beginner level in conversational te reo Māori”. Te Whare Wānanga o Awanuiārangi has also developed qualifications in this area in association with Te Ataarangi. Ten percent of students were enrolled in these qualifications in 2005. These programmes aim to develop students’ conversational ability within everyday settings. Te Kōhanga Reo National Trust provides a te reo qualification for parents and whānau at kōhanga reo who have little or no te reo Māori.¹¹

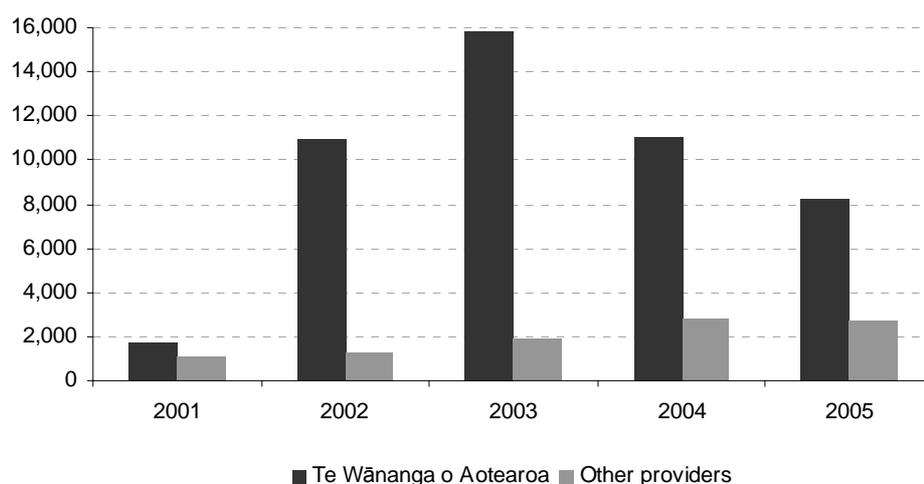
Table 1: Top five providers of te reo qualifications in 2005 by student numbers

	2001	2002	2003	2004	2005
Te Wānanga o Aotearoa	1,705	10,960	15,774	11,013	8,189
Te Whare Wānanga o Awanuiārangi	177	232	447	1,208	1,065
Te Kohanga Reo National Trust	263	344	473	496	593
Waiariki Institute of Technology	26	27	195	86	209
Bay of Plenty Polytechnic	38	23	148	162	141

The number of students enrolled with Te Wānanga o Aotearoa dominated the provision in this area. Looking at the trends for other providers, it can be seen that the student numbers grew steadily from 2001 to 2004 and then decreased slightly in 2005.

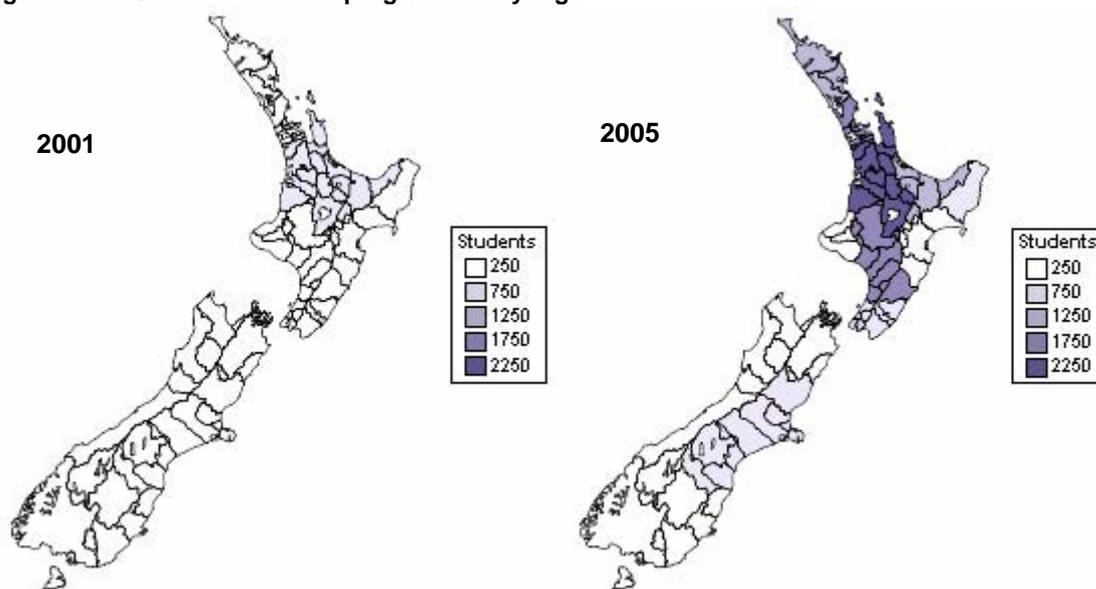
¹¹ Information on qualification aims and content is sourced from the New Zealand Register of Quality Assured Qualifications.

Figure 11: Students in te reo programmes in Te Wānanga o Aotearoa and other providers



In 2001, the largest number of students in te reo programmes were studying at campuses located in the Waikato and Bay of Plenty regions. By 2005, provision was much more widespread, with Waikato still having the largest number of students, while other North Island regions had relatively large numbers of enrolments as well.

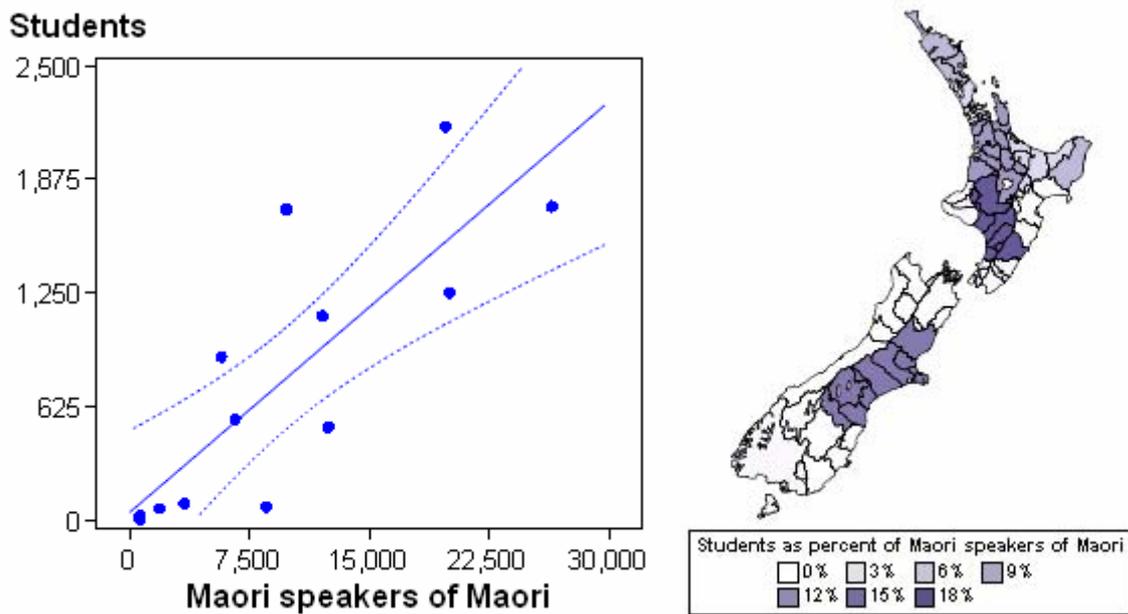
Figure 12: Students in te reo programmes by region



The number of students enrolled in te reo Māori programmes is strongly related to the size of the Māori population in the region, and more strongly related to the number of Māori who speak te reo Māori within the region.¹² That is, the more Māori speakers of te reo there are in a region, the more students are likely to be enrolled in a te reo Māori programme. The Māori population size accounted for 60 percent of the variance in enrolments across regions in 2005 and the number of Māori speakers accounted for 66 percent of the variance in enrolments.

¹² Information on the Māori population and number of Māori speakers by region is taken from the 2001 Census.

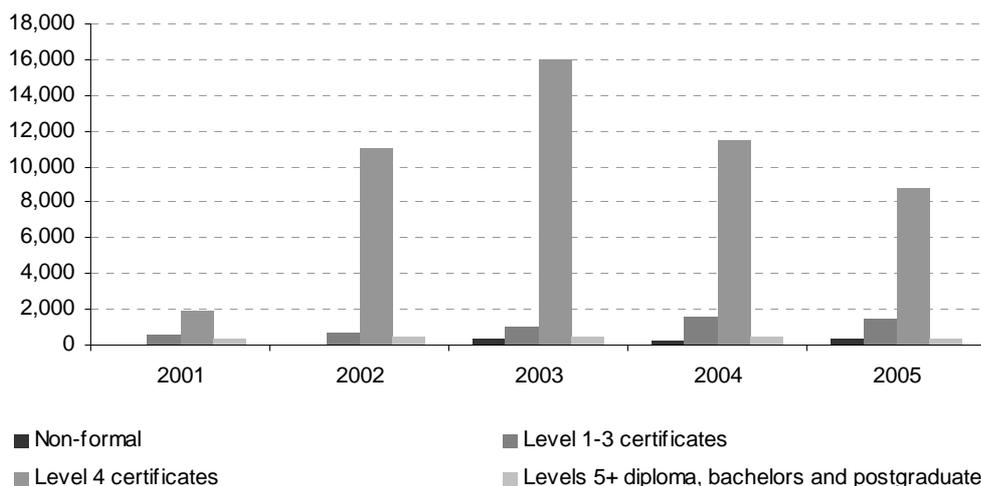
Figure 13: Relationship between number of Māori speakers and number of students in te reo programmes¹³ and students as a percent of Māori speakers by region 2005



Nearly all are studying full-time in level 4 certificates

Most students in te reo programmes were enrolled in level 4 certificates.¹⁴ Qualifications at this level are generally aimed at developing conversational ability in te reo Māori within day-to-day situations. Students can start these qualifications with little or no previous language experience. There has been a small increase in numbers in level 1 to 3 certificates. Very few studied at level 5 and above (diplomas and degrees) or through non-formal programmes.

Figure 14: Students in te reo programmes by qualification level



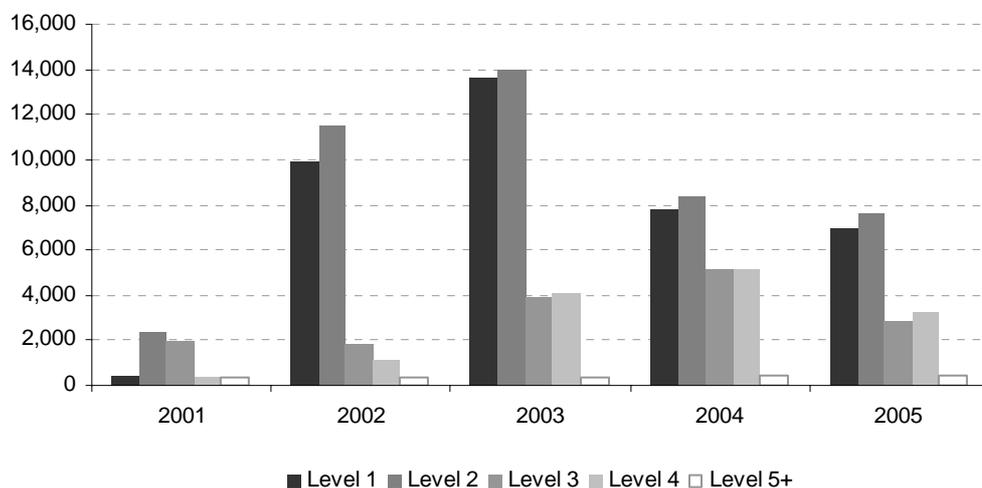
In terms of course level, the main growth in 2002 and 2003 was in level 1 and level 2 courses, reflecting the large numbers of new enrolments. Many of these students were

¹³ See Appendix for explanation of how to interpret the graph.

¹⁴ See page 66 for explanation of course and qualification levels.

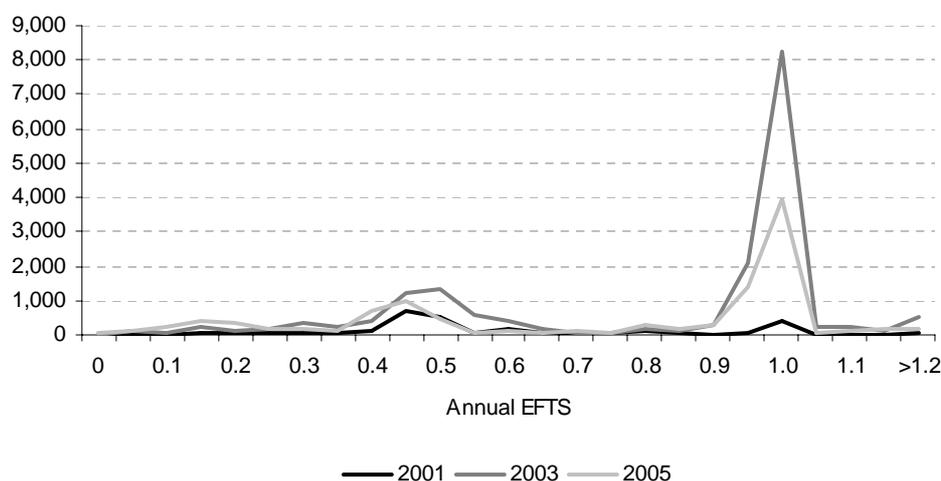
undertaking the early requirements towards a level 4 qualification. In 2004, the numbers in level 1 and 2 courses declined, while the numbers at levels 3 and 4 increased, reflecting the progression towards the higher level requirements of level 4 qualifications by people who had enrolled in earlier years. In 2005, there has been a decrease across all levels.

Figure 15: Students in te reo programmes by course level



In 2005, the largest number of students in te reo programmes were enrolled full-year and full-time. Most of the rest were enrolled for the equivalent of half a year. From 2003 to 2005, the main decrease has been in the number of full-year / full-time students.

Figure 16: Students in te reo programmes by annual study load (in EFTS)

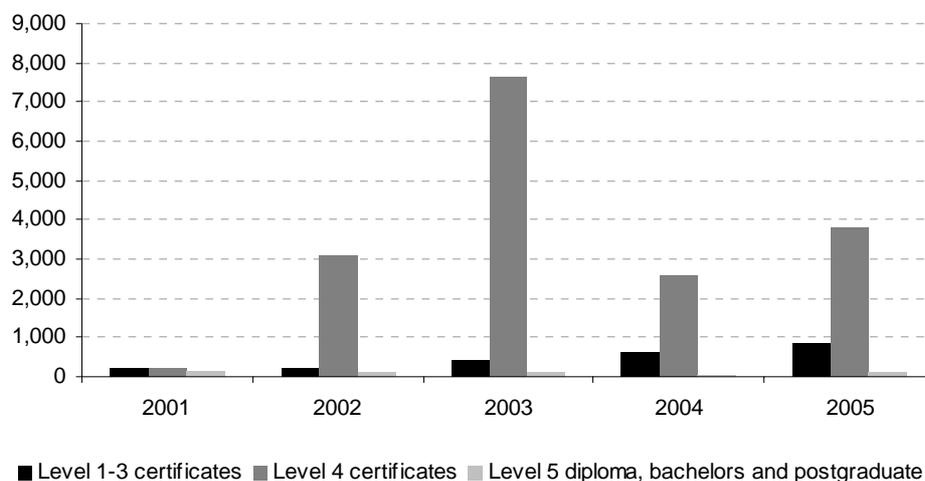


Half of students complete a qualification within three years

Information on qualification and course completion needs to be treated with caution as completion of a qualification is only a proxy for successful learning. It does not allow for students who were successful in attaining the language but were not particularly concerned with course assessments and/or completing the qualification. The more important and direct measure would be the language skills attained. Data on language attainment is not collected.

The number of students completing a te reo Māori qualification rose significantly from 2001 to 2003 in line with the increased enrolments in these qualifications. It then dropped off in 2004. As with enrolments, the majority of completions are in level 4 certificates.

Figure 17: Completions of te reo qualifications by qualification level



The drop in 2004 appears to be due to reporting of completions by Te Wānanga o Aotearoa in its Te Ara Reo certificate (which accounts for a large proportion of all completions). In 2003, 38 percent of the students enrolled in this certificate completed in the same year. In 2004, only 3 percent are recorded as completing in the same year. This may be due to changes in the timing of the programme and/or administrative delays in recording qualification completions. The rise in 2005 may also be due to this situation.

It would appear that at least half of all students enrolling for a te reo qualification will complete the qualification, with completion rates improving from 2001 to 2003. Of those who enrolled in 2001, 47 percent had completed by 2004. Of those enrolled in 2002 or 2003, 53 percent had completed by 2004.

This compares very favourably with a qualification completion rate of 36 percent for all students across all level 4 certificates and 40 percent for Māori students across all level 4 certificates.

Table 2: Completion rates for te reo qualifications

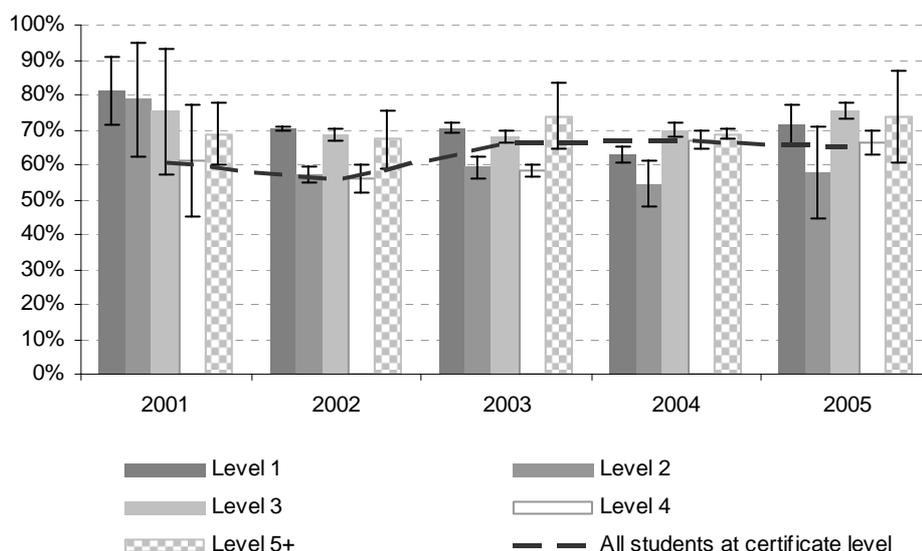
Year of enrolment	Student enrolling	Not completed	Completed by				
			2001	2002	2003	2004	2005
2001	3,084	53%	16%	35%	45%	46%	47%
2002	11,841	47%		24%	47%	52%	53%
2003	13,081	47%			39%	50%	53%
2004	8,494	70%				12%	30%
2005	7,335	62%					38%

The drop in the proportion of students who enrolled in 2004 and completed in the same year, compared with previous years, again reflects the reporting of completions at Te Wānanga o Aotearoa.

Around 60 percent of students pass all of their courses

The overall course completion rate for te reo programmes is around 70 percent.¹⁵ Course completion rates in te reo programmes have kept track with the overall completion rates at certificate level. Completion rates appear to be slightly higher at levels 1, 3 and 5+ than at levels 2 and 4.

Figure 18: Course completion rates in te reo Māori programmes by course level



Note: The error bars at the top of each column relate to the margin of uncertainty, which is discussed in the Appendix.

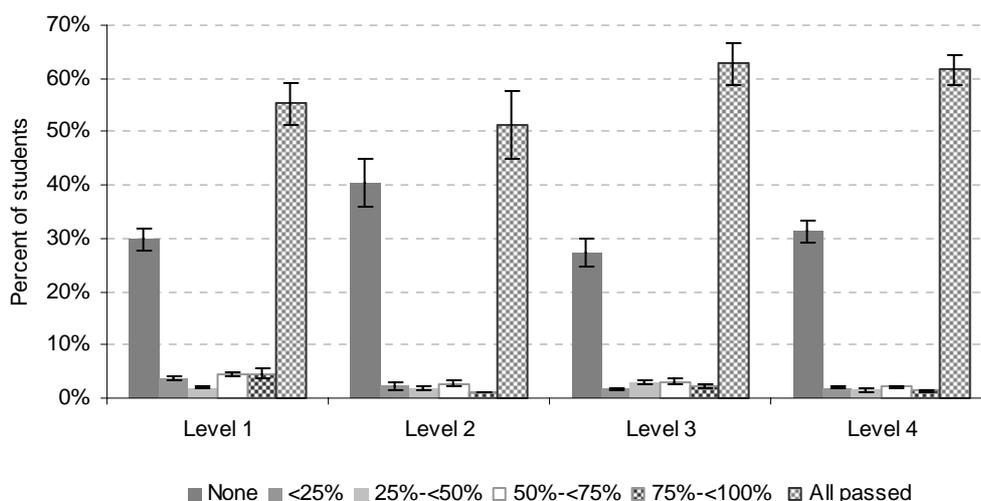
In 2004, around 60 percent of students at each course level passed all of their courses and between 25 and 40 percent passed none of their courses. This 'U-shape' pattern has been found to be consistent across all levels and fields of study.¹⁶

The percentage passing all courses was highest at levels 3 and 4, and lowest at level 2. This suggests that between levels 1 and 2 there is an increased level of difficulty, which could mean that people who were successful at level 1 were not all successful at level 2. It may also mean that there are students who are starting study at level 2 who are not ready to study successfully at that level. From level 2, it is likely that only the more successful students went on to study at levels 3 and 4. Further analysis of the factors associated with students who pass or fail at each level would be worthwhile.

¹⁵ Course completion rate information relates to formal courses only.

¹⁶ Scott (2006).

Figure 19: Distribution of students in te reo programmes by percent of course passed and course level in 2004



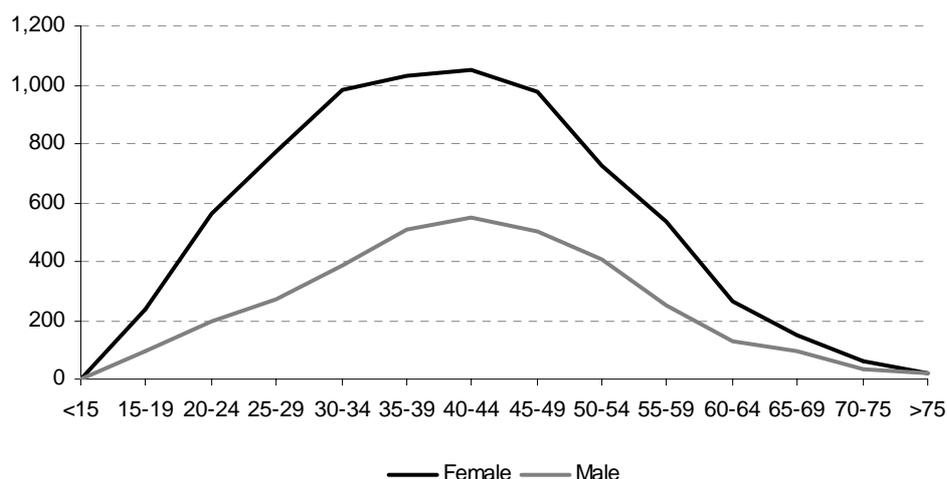
Notes:

1. The error bars at the top of each column relate to the margin of uncertainty, which is discussed in the Appendix.
2. 2004 data has been used as most course results are known by the end of 2005. 2005 data contained a higher proportion of unknown results at the time of writing this report.

Students are more likely to be Māori, female and aged between 30 and 50

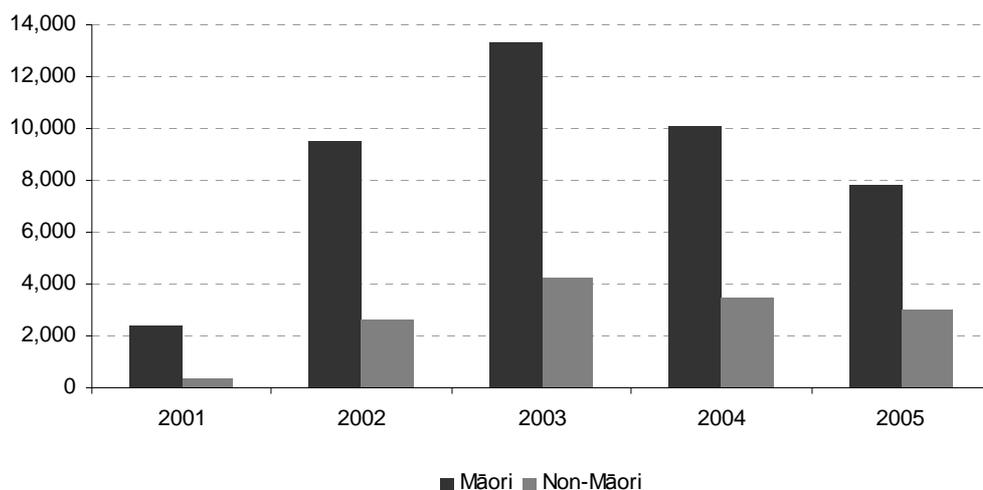
In 2005, 68 percent of students in te reo programmes were female. The age distribution of males and females was very similar. The median age of students was 40, with half of the students being aged between 32 and 49. Students at Te Wānanga o Aotearoa tend to be older than those at other providers, with a median age of 41, compared with 37 at other providers.

Figure 20: Students in te reo programmes by age and gender 2005



In 2005, 72 percent of students in te reo programmes were Māori. From 2003 to 2005, there has been a sharper decrease in the number of Māori students than of non-Māori students. Non-Māori students were more likely to be studying through Te Wānanga o Aotearoa than other providers, with a third of Aotearoa's students being non-Māori in 2005.

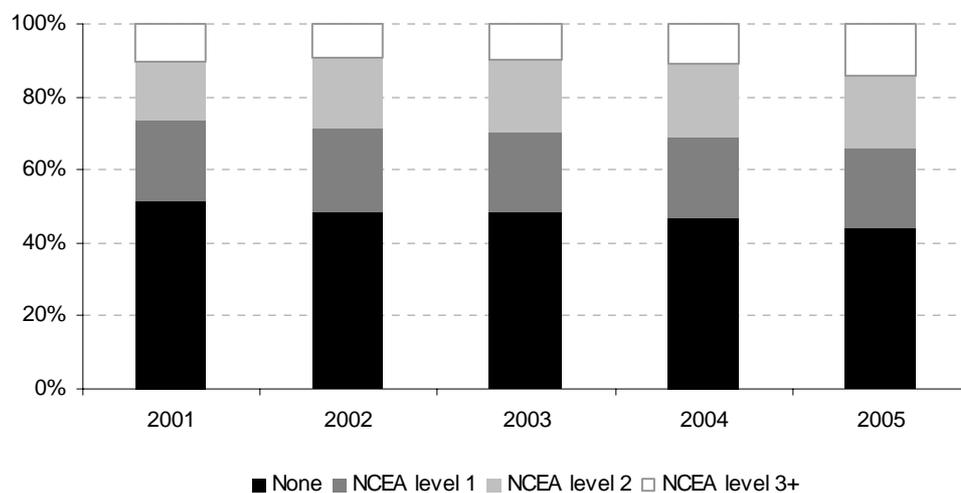
Figure 21: Māori and non-Māori students in te reo programmes



Most students have no or low school qualifications

In 2005, 44 percent of students in te reo programmes had no school qualifications and a further 22 percent had qualifications below NCEA level 2 or equivalent. From 2001 to 2005, the proportion of students with no or low school qualifications has declined. This seems to be a shift in the educational background of students entering these programmes, rather than a result of changes in the age distribution of students or level of study.

Figure 22: Students in te reo programmes by highest school qualification

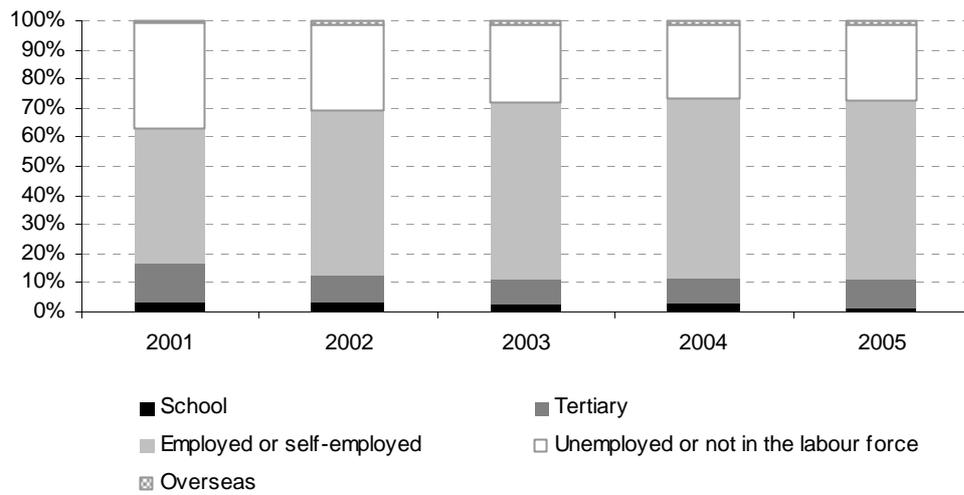


Note: Proportions presented here are for formal students with either no school qualifications or a New Zealand school qualification. Unknown and overseas qualifications have been excluded. Students in non-formal courses have been excluded as this information is not required to be collected.

Most students were employed prior to study

In 2005, 62 percent of students in te reo programmes were employed or self-employed prior to enrolling with their current provider, and a further 26 percent were unemployed or not in the labour market.

Figure 23: Students in te reo programmes by activity prior to study with current provider



Note: Prior activity refers to the main activity undertaken by the student on 31 October in the year prior to enrolment with their current provider. Proportions presented here are for formal students with a known prior activity. Students in non-formal courses have been excluded as this information is not required to be collected.

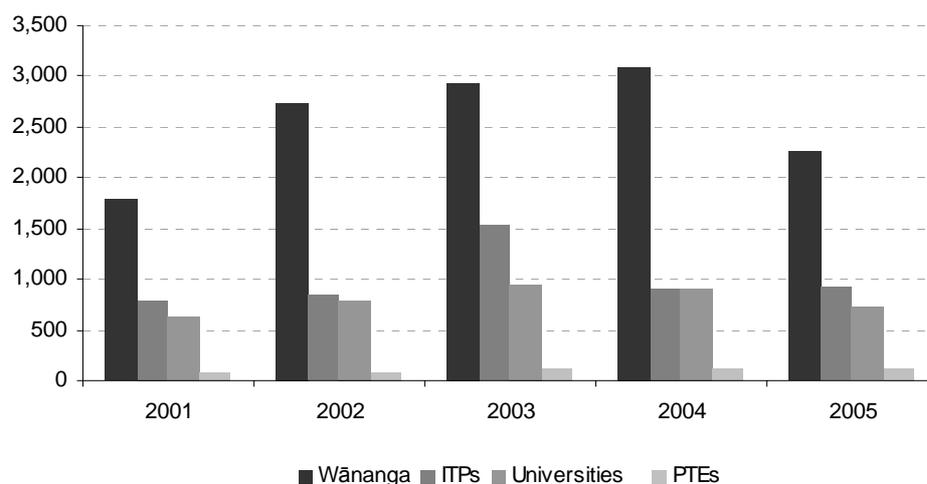


6. Other programmes

Students are spread across wānanga, ITPs and universities

The largest number of students studying te reo Māori in other programmes were in wānanga (55 percent in 2005), followed by ITPs (22 percent in 2005) and universities (18 percent in 2005). Numbers at universities and ITPs have been much steadier than numbers at wānanga.

Figure 24: Students in other programmes by main sub-sectors



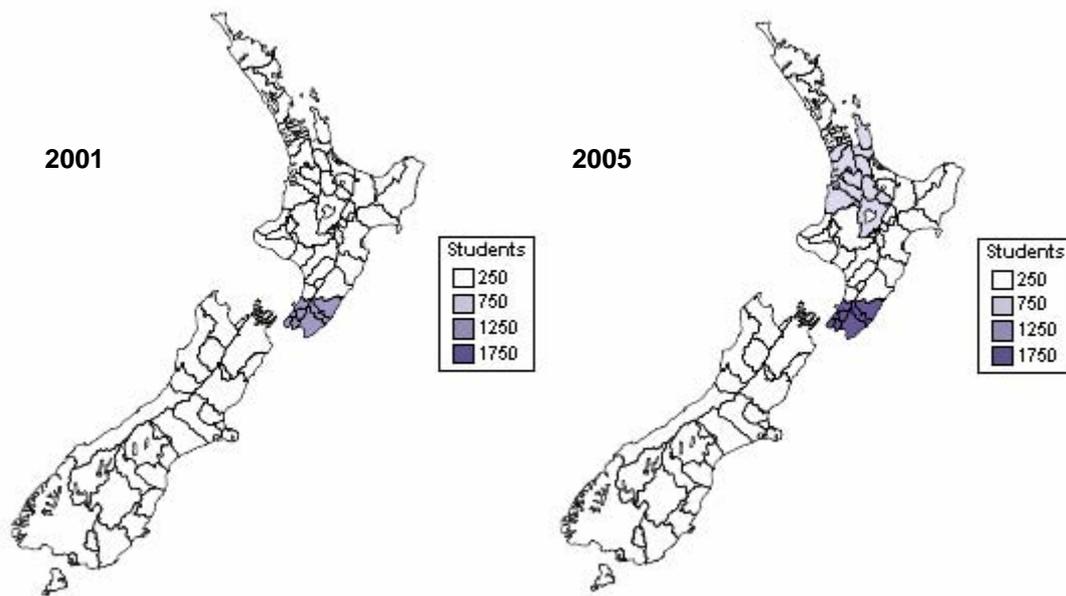
The largest provider of te reo courses within programmes whose primary focus was other than te reo was Te Wānanga o Raukawa, with 33 percent of enrolments in 2005. Te Wānanga o Raukawa requires te reo to be taken as an integrated component of its qualifications, rather than providing a stand-alone qualification. The other two wānanga also had significant numbers of students studying te reo through other programmes, with 13 percent of students enrolled at Awanuiārangi and 7 percent at Aotearoa.

Table 3: Top five providers of te reo within other programmes in 2005 by student numbers

	2001	2002	2003	2004	2005
Te Wānanga o Raukawa	1,002	1,520	1,388	1,520	1,378
Te Whare Wānanga o Awanuiārangi	384	638	972	1,220	549
Eastern Institute of Technology	553	541	1,008	134	386
Te Wānanga o Aotearoa	440	597	609	383	349
University of Waikato	280	277	336	347	298

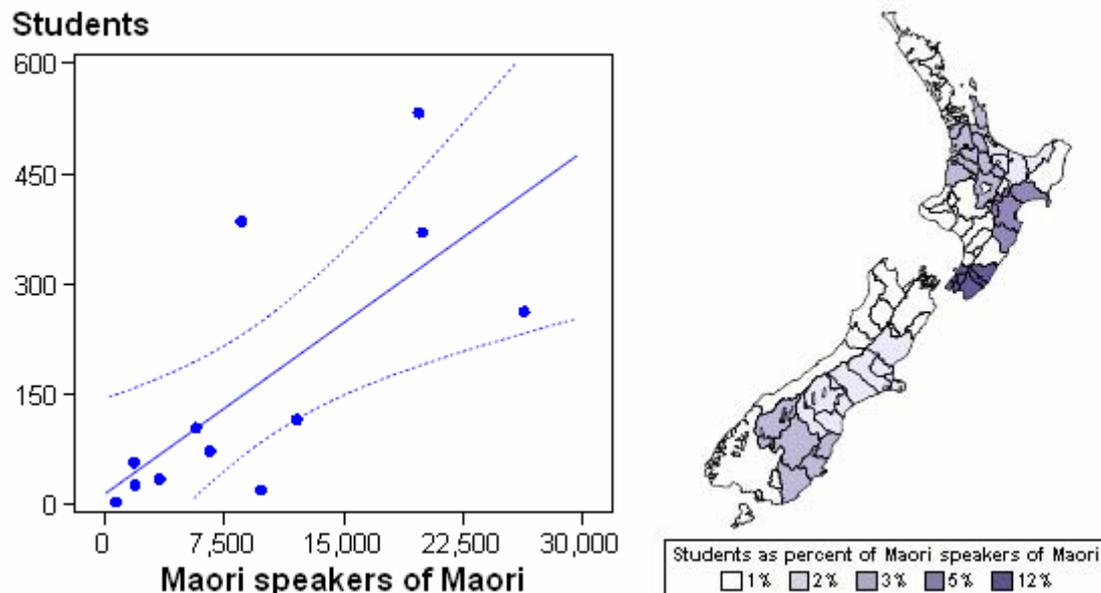
In 2001, the largest number of students was enrolled in the Wellington region. In 2005, the Wellington region still had the largest number of students, with the Waikato region also having a notable number of students.

Figure 25: Students in other programmes by region



If the Wellington region is excluded, the number of students studying te reo Māori through other programmes in 2005 was strongly related to the number of Māori who speak te reo Māori within the region.¹⁷ That is the more Māori speakers of te reo there are in a region, the more students are likely to be studying te reo through other programmes within that region. The number of Māori speakers accounted for 53 percent of the variance in enrolments across regions.

Figure 26: Relationship between number of Māori speakers and number of students in other programmes¹⁸ and students as a percent of Māori speakers by region 2005



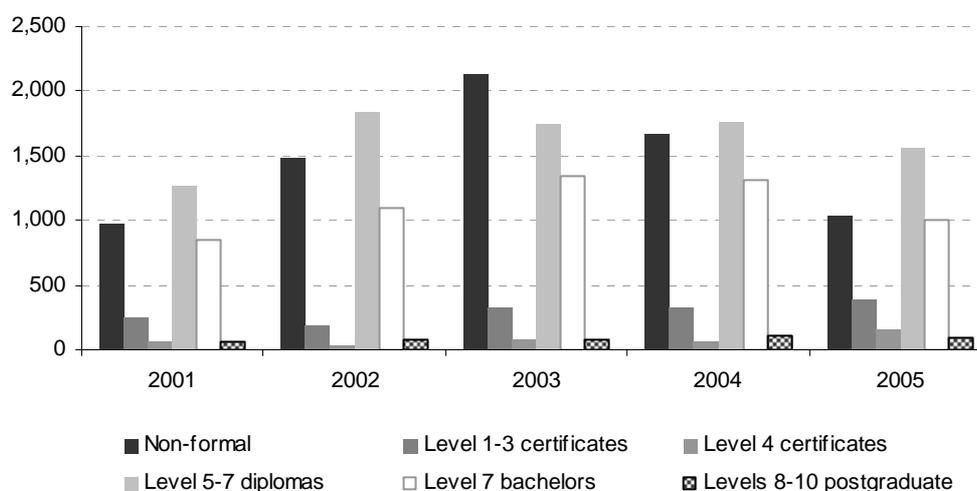
¹⁷ Information on the Māori population and number of Māori speakers by region is taken from the 2001 Census.

¹⁸ See Appendix for explanation of how to interpret the graph.

Students are more likely to be in community education, diploma or bachelors programmes

Quite a large number of students studying te reo through other programmes were studying in non-formal, community education programmes. Their numbers increased from 2001 to 2003, and have since decreased as funding rules have tightened on adult and community (non-formal) education. The next largest group, over the five years, has been in diplomas, followed by bachelors degrees. The decline in numbers in bachelors degrees since 2003 mirrors, but is somewhat greater than, the overall decline in enrolment in bachelors degrees over this period. There were only a few students studying te reo courses at postgraduate level.

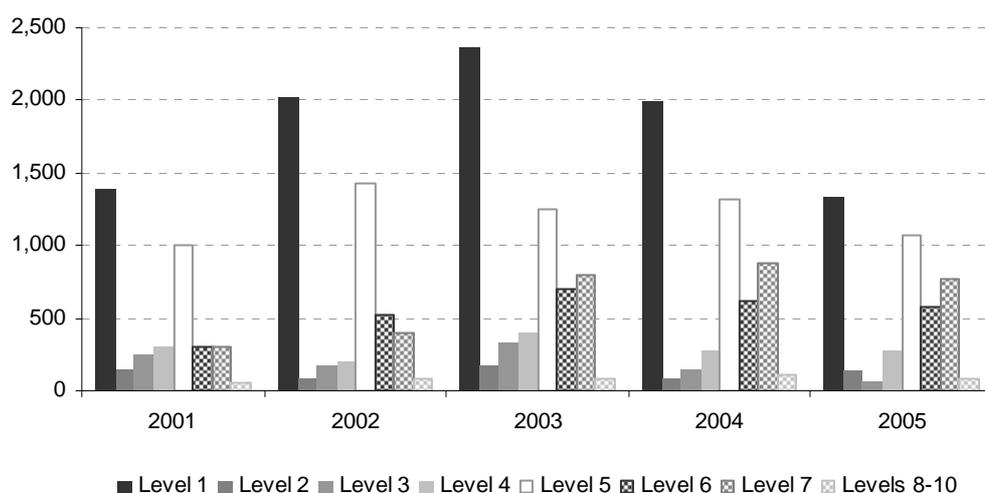
Figure 27: Students in other programmes by qualification level



A large number of the students studying te reo through other programmes were studying te reo courses registered at level 1,¹⁹ which includes most non-formal courses. There were also significant numbers studying courses at levels 5 to 7, which contribute towards both diplomas and bachelors degrees.

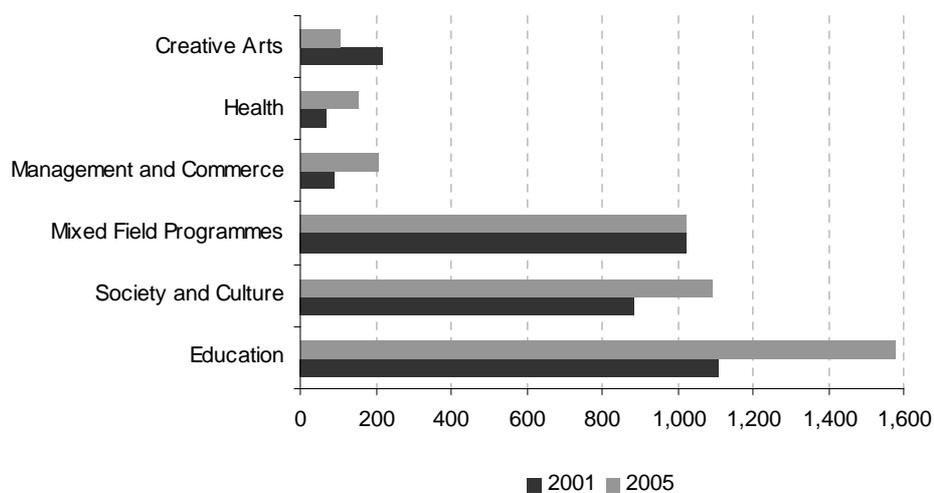
¹⁹ See page 66 for explanation of course and qualifications levels.

Figure 28: Students in other programmes by course level



The largest number of students studying te reo through other programmes were enrolled in education programmes, followed by programmes in the field of society and culture. A reasonable number were in mixed field programmes,²⁰ many of whom are non-formal students.

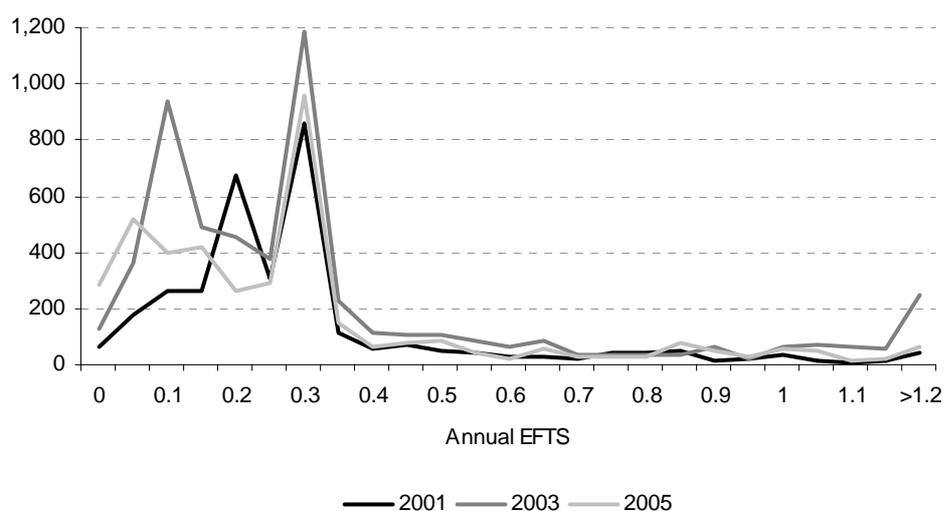
Figure 29: Students in other programmes by programme field of study



Most students studying through other programmes undertook less than 0.4 EFTS of study in te reo during the year. From 2001 to 2003, the main increase in numbers was in students undertaking less than 0.2 EFTS during the year. This is also the area where there was the main decrease in numbers from 2003 to 2005.

²⁰ Mixed field programmes cover general programmes that may offer a wide range of subject particularly adult and community education programmes, as well as employment and social skills programmes.

Figure 30: Students in other programmes by annual study load (in EFTS)



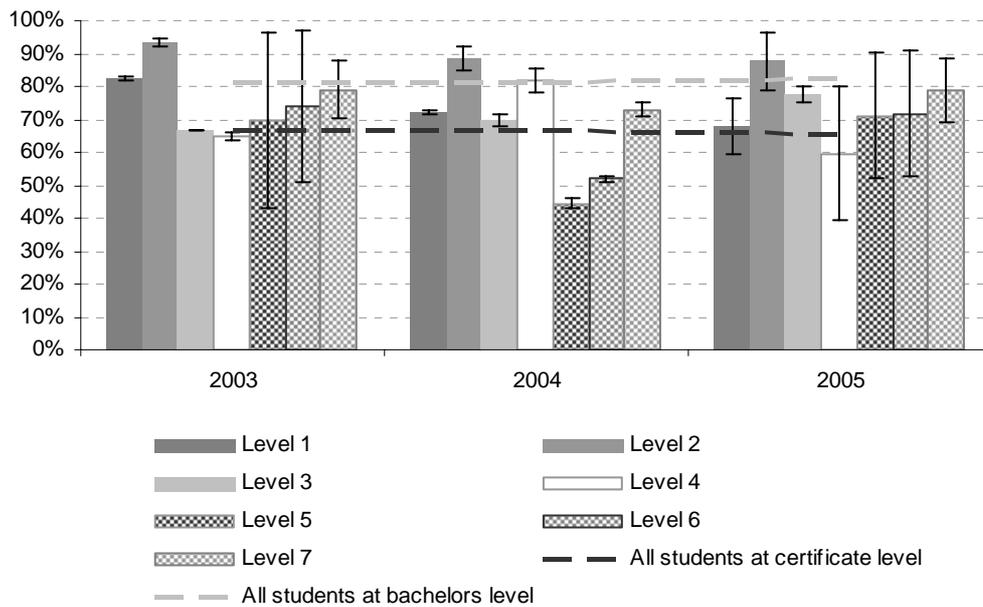
Students in lower level courses have higher completion rates

Students studying te reo in other programmes who were enrolled in courses up to level 4 had better course completion rates²¹ than the overall average at certificate level. They also tended to have higher completion rates than students studying te reo through other programmes at higher levels.

For the students studying te reo through other programmes at levels 5 to 7, course completion rates tended to be lower than the course completion rates of those in bachelors programmes overall. Completion rates in this group were lowest at level 5, which includes first-year bachelors te reo courses.

²¹ Course completion rates are available for formal courses only.

Figure 31: Course completion rates for students in other programmes by course level



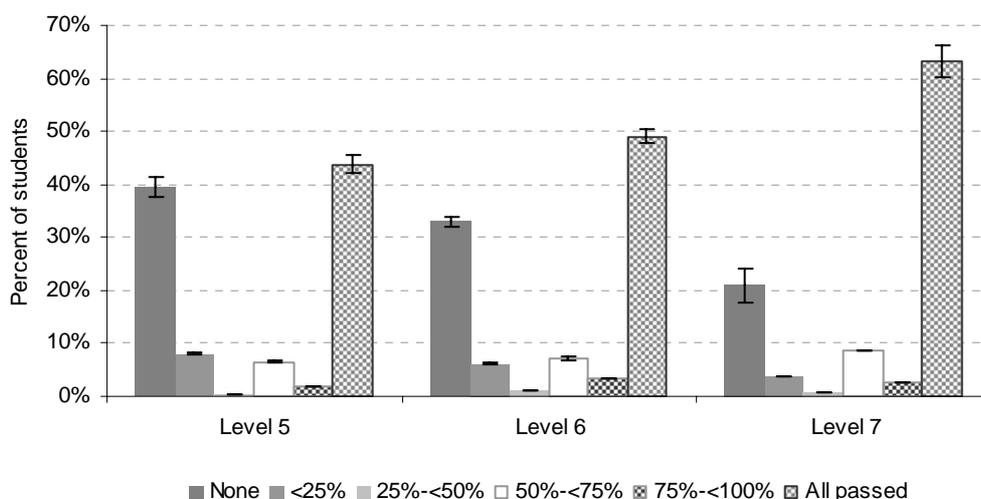
Notes:

1. The error bars at the top of each column relate to the margin of uncertainty, which is discussed in the Appendix.
2. 2001 and 2002 data has been omitted due to large margins of uncertainty. Postgraduate (level 8-10) data has been omitted due to small numbers and large margins of uncertainty.

Nearly 40 percent fail all their te reo courses at level 5

Looking at 2004 results for the levels of study with the most students, that is, levels 5 to 7, the general ‘u shape’ distribution of pass rates is apparent. The highest failure rates were at level 5, where 40 percent of students fail all of their te reo courses. The proportion of students passing all courses increased, and the proportion failing all courses decreased, with level. This suggests that level 5 courses tend to sort out which students are most able to progress to and succeed in higher-level study in te reo, and that there is a similar effect between levels 6 and 7. Further analysis of the factors associated with students who pass or fail at each level would be worthwhile.

Figure 32: Distribution of students in other programmes by percent of courses passed and course level in 2004



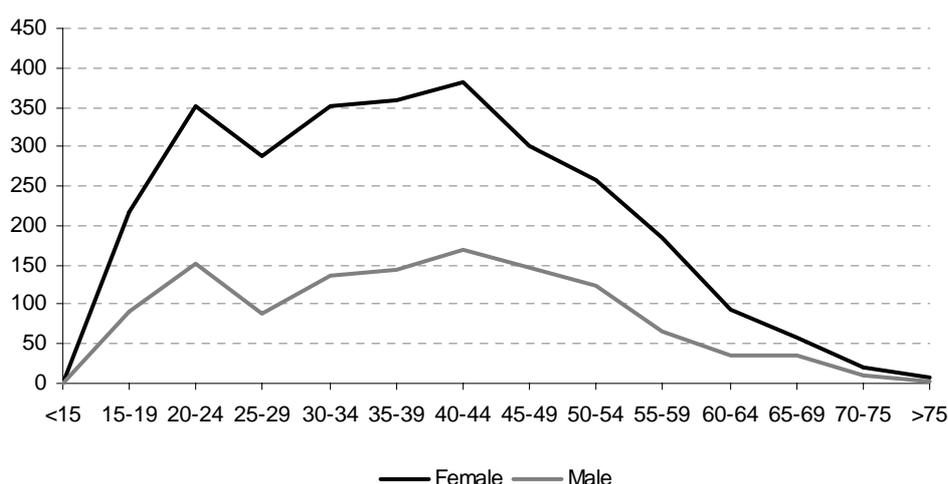
Notes:

1. The error bars at the top of each column relate to the margin of uncertainty, which is discussed in the Appendix.
2. 2004 data has been used as most course results were known by the end of 2005. 2005 data contained a higher proportion of unknown results at the time of writing this report.

Students are more likely to be Māori and female

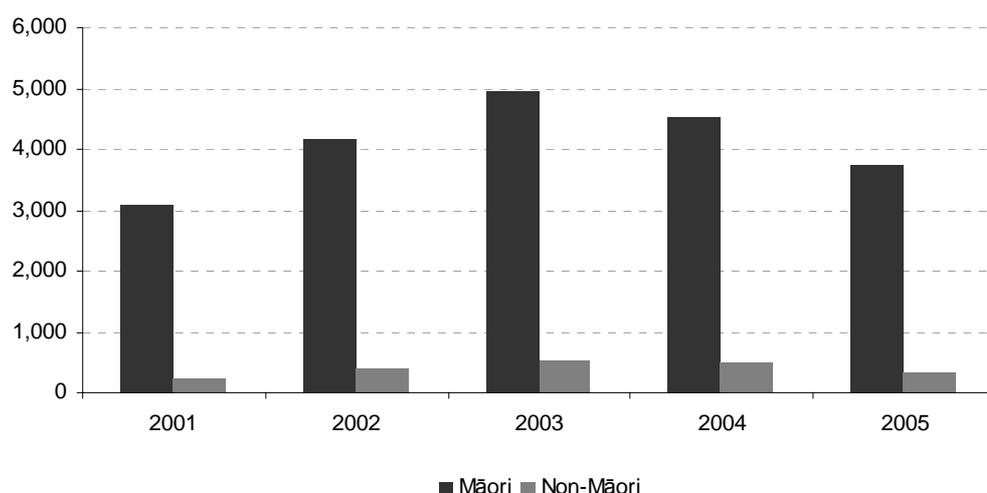
In 2005, 70 percent of the students learning te reo through other programmes were female. The age distribution of females and males was very similar, with two peaks, one at 20 to 24 and the other at 40 to 44. The median age of students was 37, with half of the students being aged between 26 and 46.

Figure 33: Students in other programmes by gender and age 2005



In 2005, 92 percent of students studying te reo through other programmes were Māori. The numbers of Māori and non-Māori students have followed similar patterns of growth and decline over the five-year period.

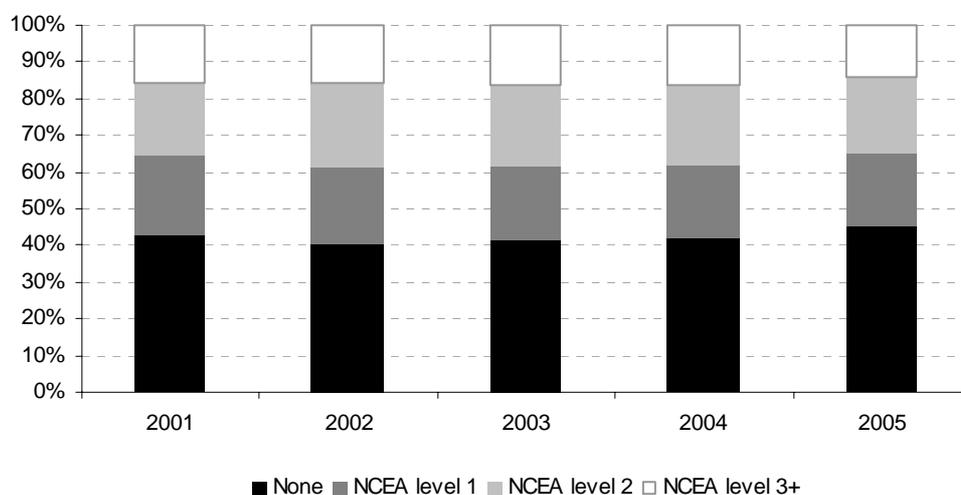
Figure 34: Māori and non-Māori students in other programmes



Over half of the students have no or low school qualifications

In 2005, 45 percent of students learning te reo through other formal programmes had no school qualifications and a further 20 percent had qualifications below NCEA level 2 or its equivalent. From 2001 to 2005, there has been little notable change in the distribution of students by level of school qualifications.

Figure 35: Students in other programmes by highest school qualification



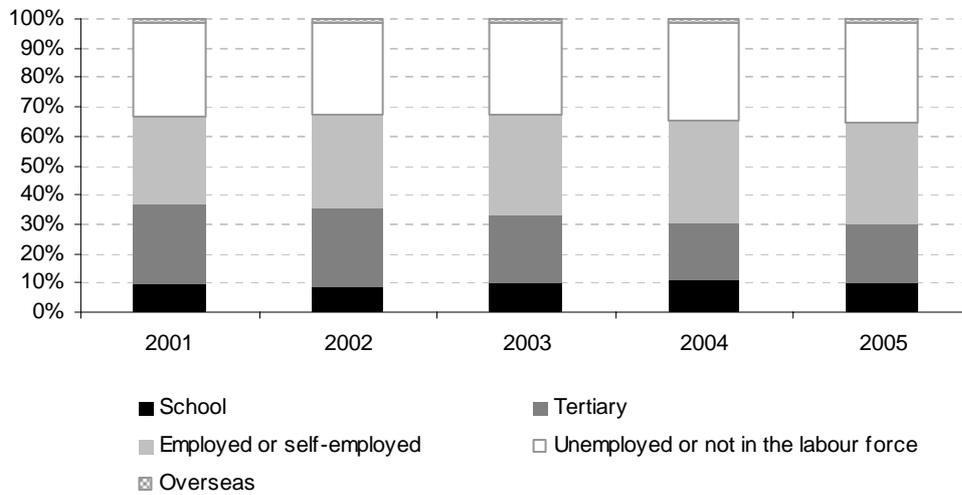
Note: Proportions presented here are for formal students with either no school qualifications or a New Zealand school qualification. Unknown and overseas qualifications have been excluded. Students in non-formal courses have been excluded as this information is not required to be collected.

Two-thirds of students were employed or unemployed prior to study

In 2005, 35 percent of students studying te reo through other programmes were employed or self-employed prior to enrolling with their current provider, and a further 34 percent were unemployed or not in the labour market. There were also 20 percent who had been

enrolled with another tertiary provider and 10 percent who had come direct from school to tertiary.

Figure 36: Students in other programmes by activity prior to study with current provider



Note: Prior activity refers to the main activity undertaken by the student on 31 October in the year prior to enrolment with their current provider. Proportions presented here are for formal students with a known prior activity. Students in non-formal courses have been excluded as this information is not required to be collected.

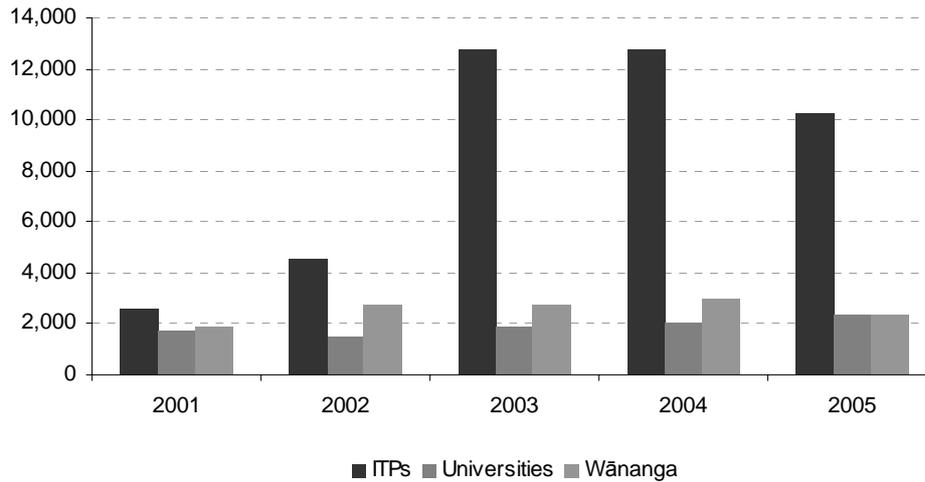


7. One or two courses

Most students are at ITPs

The largest number of students taking one or two courses studied at ITPs (65 percent in 2005). The number of students at ITPs jumped significantly in 2003 and has since decreased. The numbers in other sub-sectors have been much more steady.

Figure 37: Students taking one or two courses by main subsector



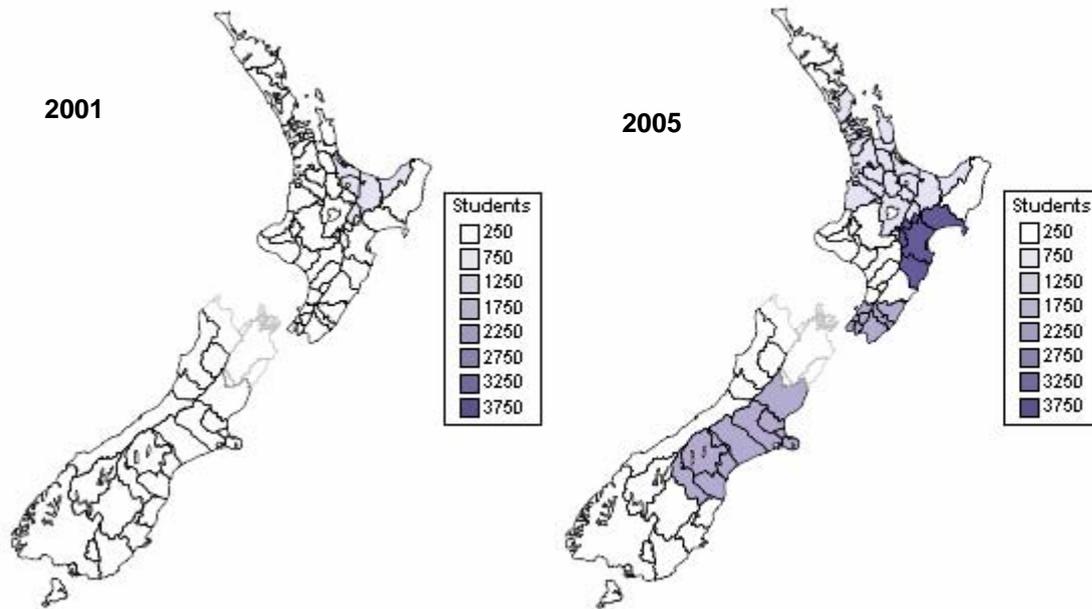
The largest number of students studying one or two courses was at the Eastern Institute of Technology, with 23 percent of enrolments in 2005. This was followed by Whitireia Community Polytechnic with 10 percent of enrolments and Bay of Plenty Polytechnic with 9 percent of enrolments.

Table 4: Top five providers in 2005 by number of students taking one or two courses

	2001	2002	2003	2004	2005
Eastern Institute of Technology	1,033	1,685	7,793	5,605	3,565
Whitireia Community Polytechnic	49	751	2,707	2,783	1,581
Bay of Plenty Polytechnic	149	339	538	1,319	1,402
Te Wānanga o Aotearoa	801	1,130	1,046	910	1,175
Te Whare Wānanga o Awanuiārangi	1,034	1,524	1,692	2,009	1,108

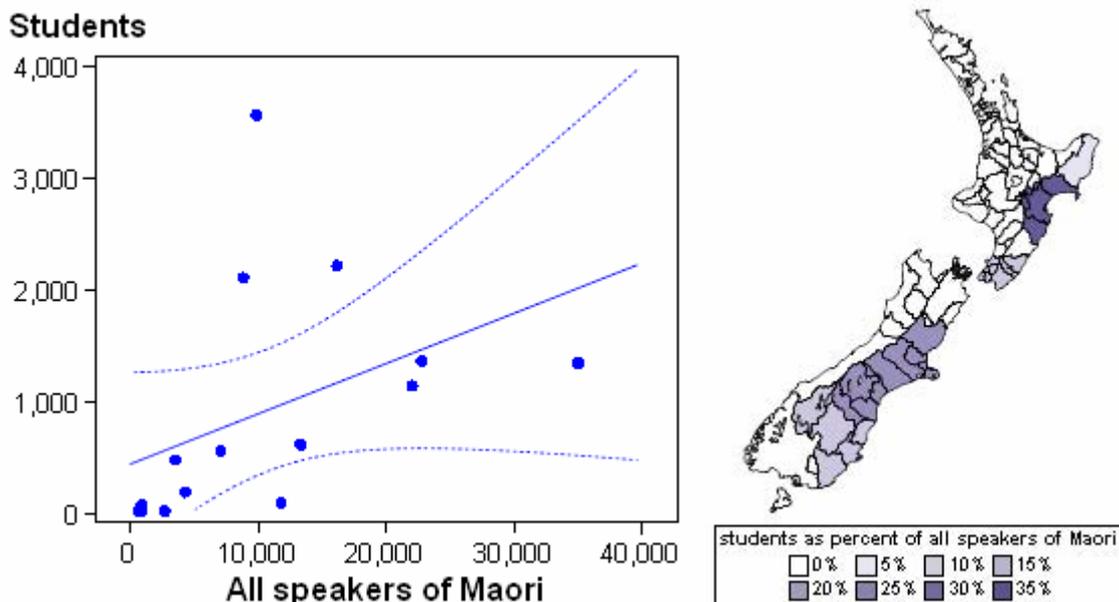
In 2001, the largest number of students taking one or two courses were enrolled in the Bay of Plenty. In 2005, the largest number were enrolled in Hawke's Bay, followed by Wellington and Canterbury.

Figure 38: Students taking one or two courses by region



The number of students in each region taking one or two courses is not strongly related to any measures of the Māori or total population.²² That is, the number of students taking one or two courses does not consistently relate to the population of the region. This is a result of the fact that in some regions with relatively large numbers of enrolments, it was the activity of the providers rather than the size of the population that determined student numbers (relative to other regions). The strongest relationship of enrolments is to the total number of speakers of Māori in the region. However, this relationship only explains less than 20 percent of the variance between regions and is not statistically significant.

Figure 39: Relationship between total number of speakers of Māori and the number of students taking 1 or 2 courses²³ and students as a percent of total number of speakers of Māori by region 2005



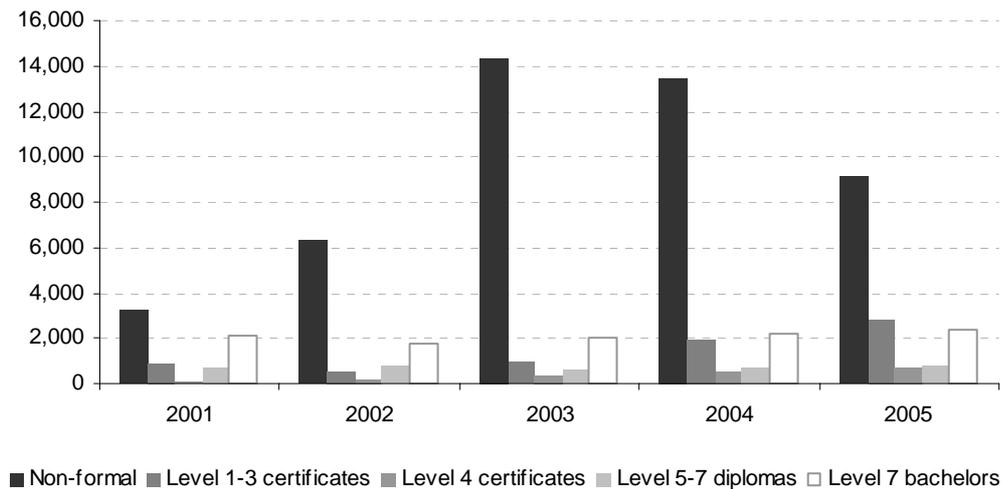
²² Information on the Māori population and number of Māori speakers by region is taken from the 2001 Census.

²³ See Appendix for explanation of how to interpret the graph.

Most students are in community education programmes

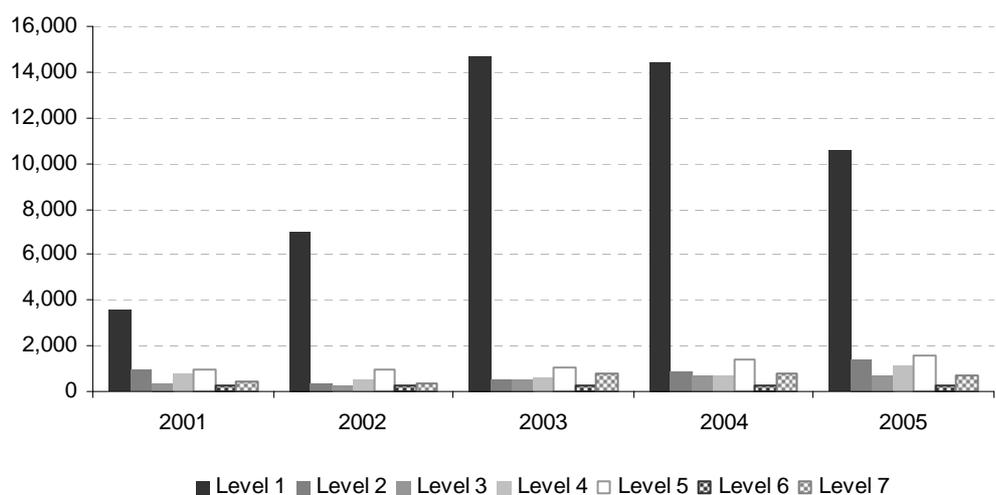
The largest number of students taking one or two courses were enrolled in non-formal, community education programmes. Numbers in these programmes peaked in 2003 and have decreased as funding rules have tightened for adult and community (non-formal) education. There was a reasonable number of students who took one or two courses in levels 1 to 3 certificates and bachelors degrees. There were a few at postgraduate level (not shown in Figure 40).

Figure 40: Students taking one or two courses by qualification level



The distribution of students taking one or two courses by course level²⁴ takes a similar form as for qualification level. Most of the students were in courses registered at level 1, which includes most non-formal courses. There were small numbers spread across the other levels.

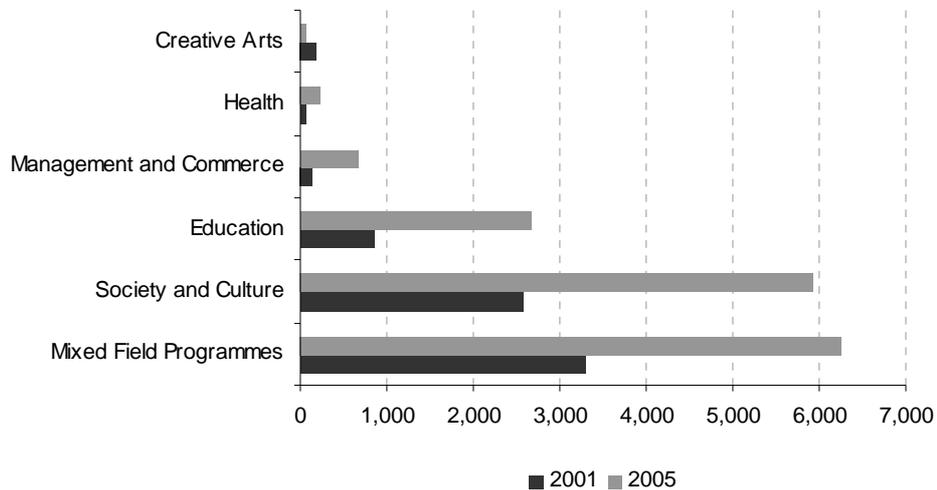
Figure 41: Students taking one or two courses by course level



²⁴ See page 66 for explanation of course and qualification levels.

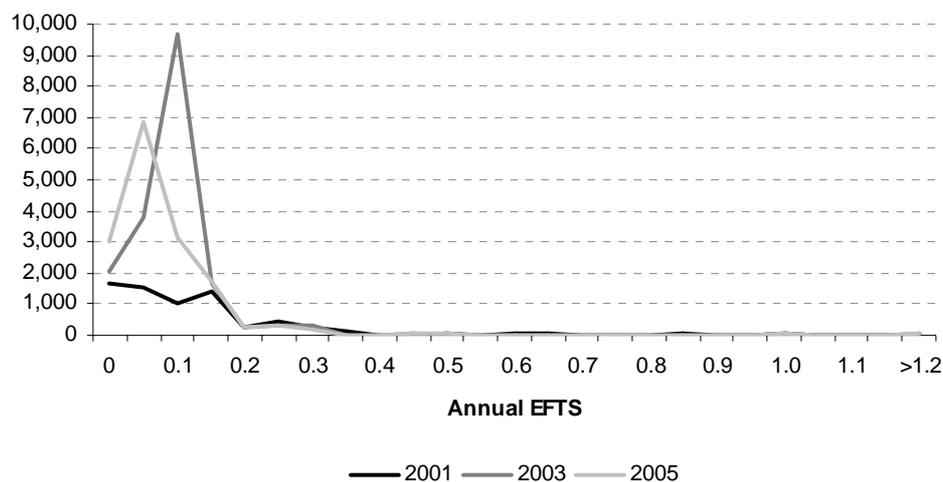
The largest number of students taking one or two te reo courses were enrolled in a programme that was classified as mixed field. Many of these students were in non-formal education. The two main programme subject areas that students taking one or two te reo courses were enrolled in were society and culture and education. However, there was also an increased number enrolled in management and commerce.

Figure 42: Students taking one or two courses by programme field of study



Most students taking one or two courses undertook less than 0.2 EFTS of study in te reo in a year. In 2001, the distribution was split between around 0.05 EFTS and 0.15 EFTS. In 2003, the largest numbers of students were studying for around 0.15 EFTS. In 2005, the largest numbers were studying for around 0.10 EFTS.

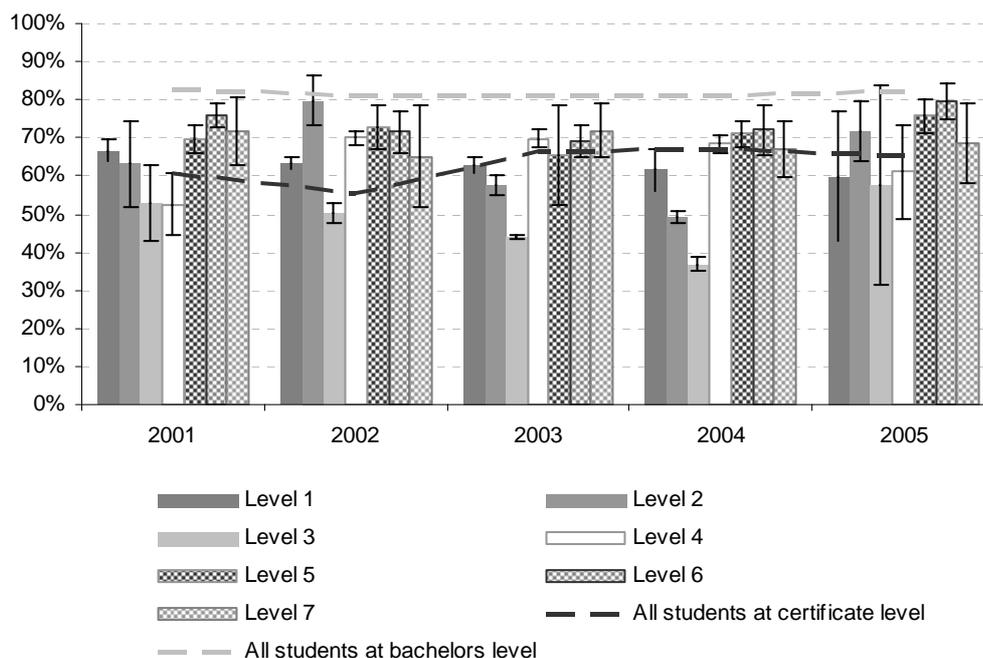
Figure 43: Students taking one or two courses by annual study load (in EFTS)



Course completion is comparable at certificate level, but relatively low at bachelors level

The course completion rates²⁵ of students taking one or two courses at levels 1 to 4 were similar to the overall course completion rates for students in certificates. At levels 5 to 7, students taking one or two courses had lower completion rates than the overall rates for students at bachelors level. This may be due to this group including a significant number of students who discontinued study in te reo after failing one or more courses.

Figure 44: Course completion rates for students taking one or two courses by course level

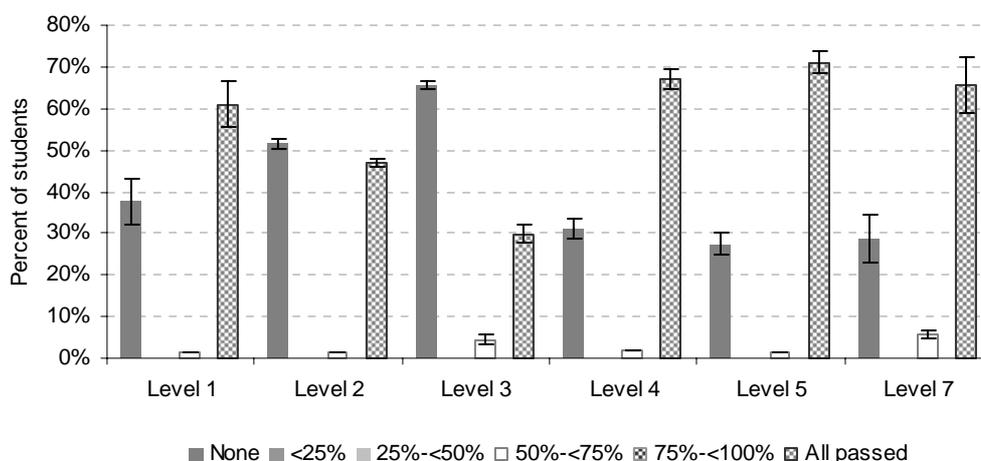


Many students fail their courses and do not continue

Looking at the levels in 2004 that had more than 200 students enrolled, it can be seen that students were less likely to pass all of their courses at lower levels than at higher levels. This suggests that this group included students who started te reo study and were unsuccessful and did not continue. This was particularly extreme at level 3. It suggests that there may be some students who were enrolled at a level that was higher than their ability and then were put off further study. However, at the higher levels this doesn't appear to be the case. At these levels, students may have been picking up one or two te reo courses to supplement a wider programme of study. Further analysis of these issues would be worthwhile.

²⁵ Course completion rates are reported for formal courses only.

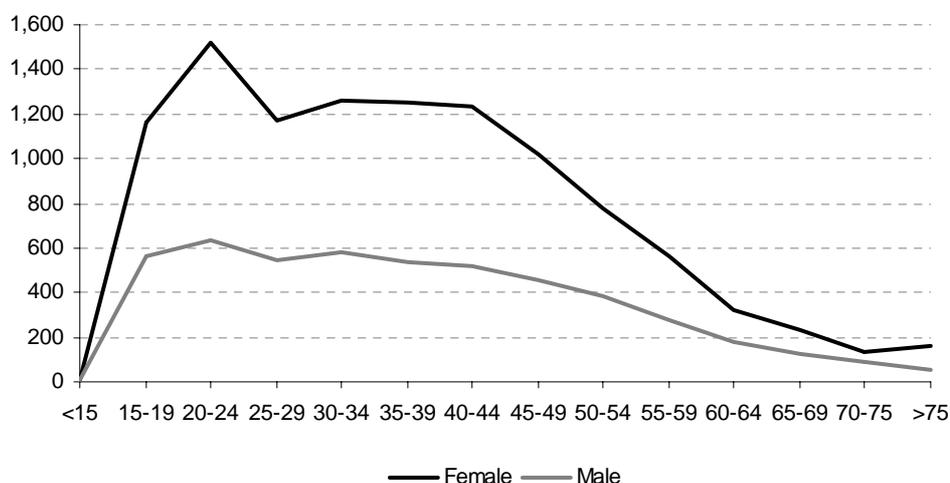
Figure 45: Distribution of students taking one or two te reo courses by percent of courses passed and course level 2004



Most students are female

In 2005, 69 percent of students taking one or two te reo courses were female. The age distribution of males and females was similar, with a notable peak in the 20 to 24 age band. The median age of students was 35, with half of the students aged between 25 and 46.

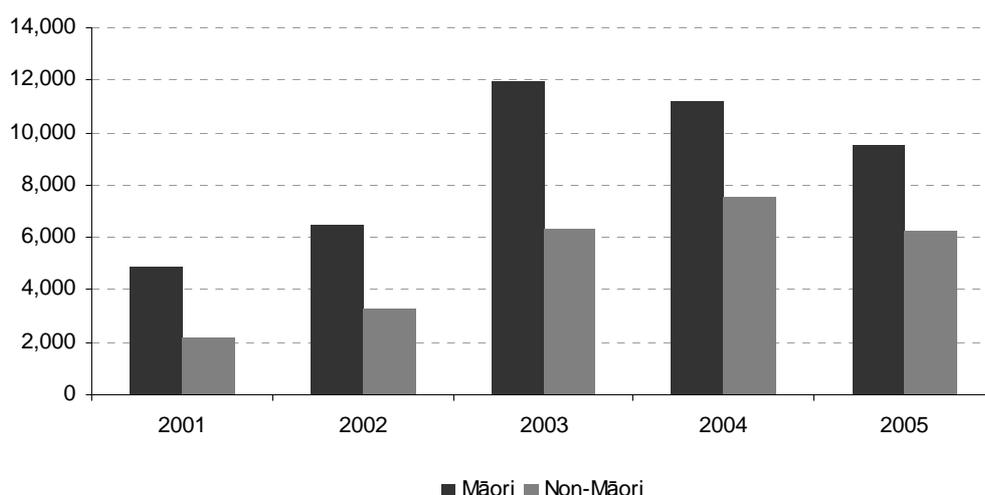
Figure 46: Students taking one or two courses by age and gender 2005



Non-Māori students make up a larger proportion of this group

Of the three groups of students, those taking one or two courses were most likely to be non-Māori, with non-Māori making up 40 percent of students in 2005. While the number of Māori students peaked in 2003 and then decreased, non-Māori student numbers peaked in 2004.

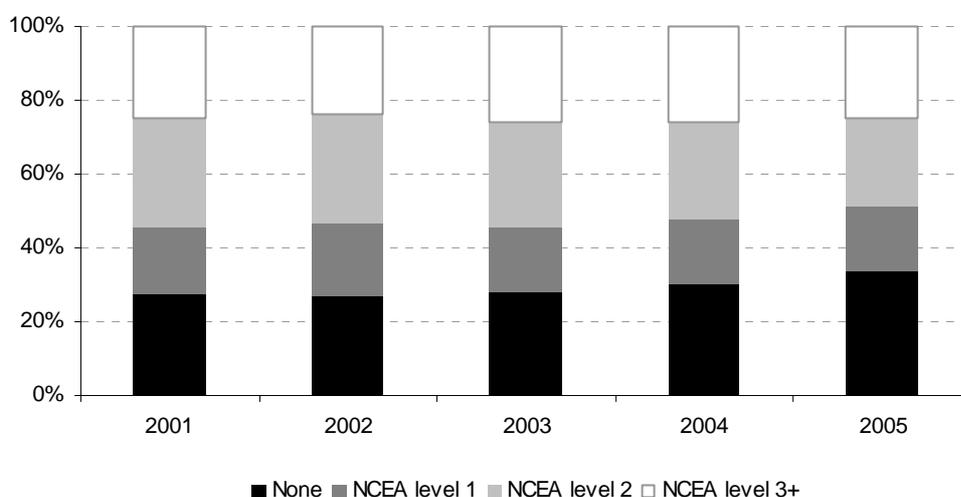
Figure 47: Māori and non-Māori students taking one or two courses



More than half of students in formal courses have NCEA level 2 or higher

In 2005, 24 percent of students taking one or two formal te reo courses had NCEA level 2 or equivalent and 25 percent had NCEA level 3 or equivalent. From 2001 to 2005, there has been a small increase in the proportion with no qualifications.

Figure 48: Students taking one or two formal courses by highest school qualification



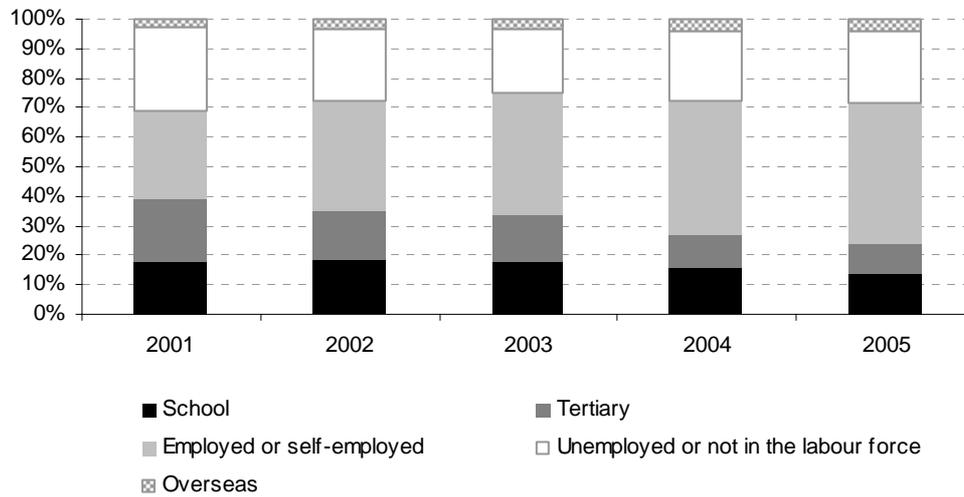
Note: Proportions presented here are for formal students with either no school qualifications or a New Zealand school qualification. Unknown and overseas qualifications have been excluded. Students in non-formal courses have been excluded as this information is not required to be collected.

Three-quarters of students in formal courses were in employment or unemployed prior to study

In 2005, nearly half of the students who took one or two formal te reo courses were in employment prior to enrolling with their current provider and a further quarter were unemployed or not in the workforce. There were 13 percent who had moved straight from school to tertiary study and 10 percent who were with another tertiary provider

previously. From 2001 to 2005, there has been an increase in the proportion who were in employment, and a decrease in the proportion who were in school or tertiary study prior to enrolment. This reflects growing numbers of students in employment enrolling in these courses.

Figure 49: Students taking one or two formal courses by activity prior to study with current provider



Note: Prior activity refers to the main activity undertaken by the student on 31 October in the year prior to enrolment with their current provider. Proportions presented here are for formal students with a known prior activity. Students in non-formal courses have been excluded as this information is not required to be collected.

8. Pathways and progression

Most students enrol in only one programme

This section looks at the pathways students follow between formal qualifications. It has not been possible to include non-formal courses (i.e. community education) over the full period due the lack of a national student number, or statistically matched student number, prior to 2003. This first analysis is therefore restricted to enrolments in formal qualifications. A separate analysis of community education courses from 2003 on follows.

Table 5: Most common pathways between formal qualifications by first year of study

	First year of study in te reo							
	2001		2002		2003		2004	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<i>Students who started studying in a te reo programme</i>								
Te reo prog	1,965	73%	8,976	89%	9,533	89%	5,729	92%
Te reo prog; Te reo prog	257	10%	398	4%	559	5%	302	5%
Te reo prog; Other prog	228	8%	467	5%	446	4%	129	2%
Te reo prog; Te reo prog; Te reo prog	52	2%	85	1%	98	1%	40	1%
Te reo prog; Te reo prog; Other prog	62	2%	31	0%	37	0%	9	0%
	2,695	100%	10,101	100%	10,762	100%	6,228	100%
<i>Students who started studying in another programme</i>								
Other prog	1,233	52%	1,300	68%	1,115	68%	801	75%
Other prog; Te reo prog	544	23%	326	17%	298	18%	172	16%
Other prog; Other prog	302	13%	155	8%	128	8%	66	6%
Other prog; Te reo prog; Te reo prog	67	3%	43	2%	33	2%	8	1%
Other prog; Te reo prog; Other prog	54	2%	36	2%	18	1%	6	1%
	2,357	100%	1,920	100%	1,635	100%	1,068	100%

Notes:

Study patterns reflect order of study – so that ‘Te reo prog; Other prog’ means enrolment in a te reo programme followed by study in te reo through another programme.

Gaps between qualifications are not shown. Sequence is established on the start date of the first te reo course in the qualification, so enrolments can be overlapping.

Enrolments in non-formal courses have been excluded.

The general pattern shown by this data is that most students just study te reo within the qualification in which they first enrol. Where students in te reo programmes do go on to enrol in a further programme it is slightly more likely to be another te reo programme than studying within another kind of programme. Around one in eight students who started studying te reo within another programme subsequently enrolled in a te reo programme.

Half of students study for only one year and about a third progress to higher-level courses

This section looks at students’ progression to further study by the level of the further study undertaken. The same group of students is looked at as in the above analysis, that is, those in formal qualifications in te reo or other areas.

Table 6: Progression of students in formal qualifications to further te reo study

First year of study in te reo	Number of students studying in first year	Students' further study in subsequent years to 2005					
		No further study		Study at same or lower level		Study at higher level	
		Number	Percent	Number	Percent	Number	Percent
2001	5,004	1,358	27%	1,876	37%	1,770	35%
2002	11,913	5,288	44%	2,920	25%	3,705	31%
2003	12,427	6,169	50%	2,490	20%	3,768	30%
2004	7,343	3,491	48%	2,133	29%	1,719	23%

Notes:

The counts of students taking further study are cumulative for the period up to the year shown. So, the count for 2004 of students starting in 2001 includes all students who undertook any further study in the period 2002 to 2004.

Course level is based on the highest te reo course taken in each year.

Enrolments in non-formal courses have been excluded.

Students starting in a course with an unknown level have also been excluded.

Of students who first enrolled in 2001, 72 percent went on to study in the following four years and 25 percent went on to higher-level study by 2005. Just over half of students who first enrolled 2002 or 2003 went on to further study in the following two to three years and around 30 percent went on to higher-level study in subsequent years.

From these figures, it can be concluded that, while increased volume has resulted in increased numbers of students progressing to further study, it has also resulted in an increased number of students undertaking only one year of study. That is, the increase in volume has resulted in greater effectiveness (as measured by progression to further study), but at the cost of lower efficiency (more enrolments by students who do not follow through to further study). However, the proportion of students going on to higher levels of study has remained similar over this time period.

Non-formal courses provide a pathway to formal study for some

This section looks at the progression of students in non-formal courses in 2003 and 2004 to formal qualifications within the period to 2005. Of the students taking non-formal courses in 2003, 9 percent went on to study in a formal te reo programme in the two years to 2005, 4 percent went on to study in another type of qualification and 2 percent took just one more course in the following two years. The figures for students taking a non-formal course in 2004 are similar, allowing for the shorter period of time for progression to take place.

Table 7: Progression of students from non-formal courses to formal qualifications in period to 2005 by type of formal programme

Year in non-formal course	None		1-2 courses		Other programme		Te reo programme	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2003	12,940	86%	314	2%	534	4%	1,317	9%
2004	12,949	90%	266	2%	283	2%	897	6%

Looking at the progression by the level of the formal qualification, of those studying non-formally in 2003, 6 percent went on to study for a level 4 certificate and 2 percent went on to study at bachelors level or higher. The proportions were similar for those studying non-formally in 2004.

Table 8: Progression of students from non-formal courses to formal qualifications in period to 2005 by level of formal study

	Level 1-3 certificates		Level 4 certificates		Level 5-7 Diplomas		Bachelors and above	
	Number	<i>Percent</i>	Number	<i>Percent</i>	Number	<i>Percent</i>	Number	<i>Percent</i>
2003	487	3%	1,035	6%	456	3%	327	2%
2004	340	2%	751	5%	230	1%	177	1%

The above figures show that a total of one in eight students progressed from non-formal to formal study. This suggests that there is a moderate pathway, particularly into te reo qualifications. It is possible that non-formal courses serve two purposes. One is to provide introductory courses for people who are seeking an appreciation of the language, rather than serious, in-depth study. The other is to provide a starting place for people who may not be ready to take on formally assessed study.



9. Contribution to te reo revitalisation

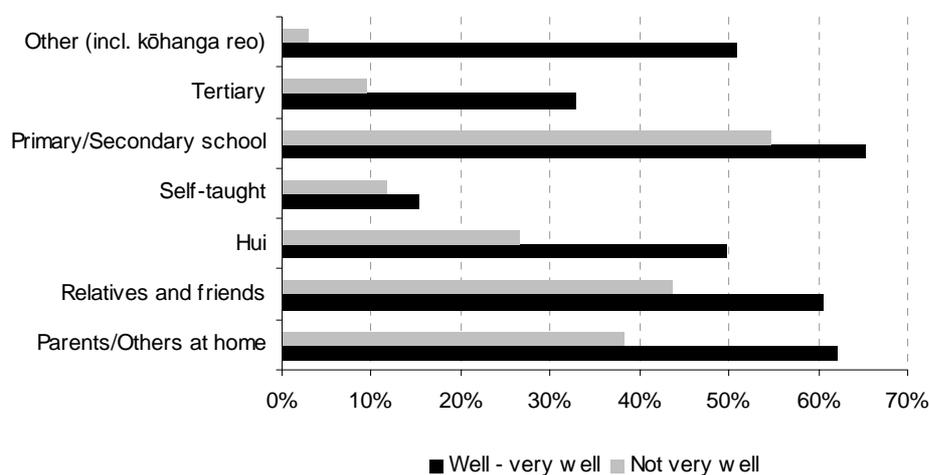
This final section starts to look at the possible overall contribution learning te reo Māori through tertiary education has made to language revitalisation. Further analysis in this area will be undertaken once the 2006 Census data relating to language proficiency is fully available.

Education and language revitalisation

The research on language revitalisation suggests that language learning through education, as well as education in the language, is necessary but not sufficient to revitalise an endangered language. There also needs to be support in the community and the economy for the language to thrive.²⁶

This point is reinforced by the Survey of Health of the Māori Language, which found key differences in the experience of Māori adults learning Māori as a second language who had gained higher or lower levels of proficiency. The survey found that in the 15 to 35 year age group (who are nearly all second language speakers), the key difference between those who can speak well or very well and those who cannot speak very well is greater participation across a range of areas of language acquisition such as whānau and community, as well as formal education including tertiary education. These patterns reflect a common finding in the survey of the importance of inter-generational transfer of language.²⁷

Figure 50: Methods of acquisition of te reo Māori for Māori aged 15-34 by level of speaking proficiency



Source: Statistics New Zealand, Survey of the Health of the Māori Language
Note: Respondents could indicate more than one method of acquisition.

The research on second language acquisition suggests that the length of exposure to a language, that is' the number of years of instruction, is an important factor in second language success. The research suggests that it can take around two to three years to develop conversational proficiency and up to eight years to develop the proficiency

²⁶ Baker (2006), pp57-63.

²⁷ Te Puni Kōkiri (2002), Part 1, pp14 and 15.

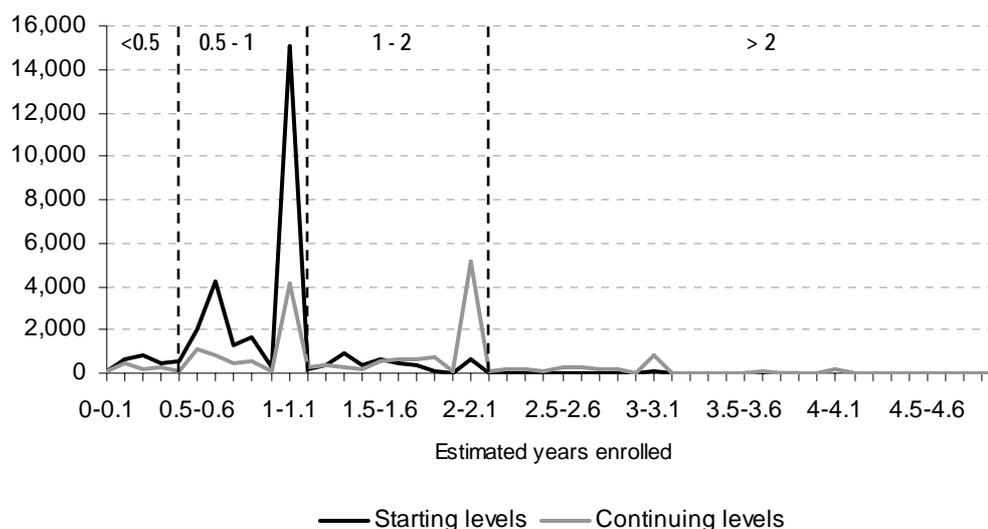
required for academic learning in the language. While most of this research refers to second language acquisition during childhood, the findings generally hold true for adults, particularly if they are motivated, have time to devote to learning and practice, and have a good base in their first language.²⁸

Impact of te reo Māori learning

The following analysis looks at the possible impact of the amount of te reo learning undertaken through tertiary education in terms of the population. It looks at the number of people who have successfully participated in formal courses as a proportion of the Māori and non-Māori populations. Successful participation is defined as people who have successfully completed the courses they enrolled in.²⁹ Successful participation is only an approximate measure of increased language proficiency. Some people who were unsuccessful in a course will have still have developed their proficiency, while some who were successful may have made little or no gain on their starting proficiency.

Levels of engagement are looked at in terms of the estimated length of time enrolled in te reo courses. As shown in Figure 51, there is a strong relationship between time enrolled and studying beyond the initial requirements for a level 4 certificate or bachelors degree.

Figure 51: Students in te reo courses by highest level of course studied and estimated years enrolled between 2001 and 2005



Note: Starting levels represent the starting levels for the two main qualifications, level 4 certificates and bachelors degrees, namely levels 1, 2 and 5. Continuing levels include all other levels of study.

The estimated time enrolled has been categorised using both the research and the distribution of students as a guide. Table 9 sets out the categories used and possible learning gains, assuming learners started with little or no knowledge of the language.

²⁸ May, Hill and Tiakiwai (2004), pp16 and 46-47; Baker (2006), pp128-129.

²⁹ See Appendix for technical and data details of the analysis.

Table 9: Levels used to estimate the impact of learning

Time enrolled	Possible learning gain
Less than half a year	Pronunciation and basic usage
Half to one year	Introductory knowledge
One to two years	Some conversational proficiency
More than two years	Increased conversational proficiency

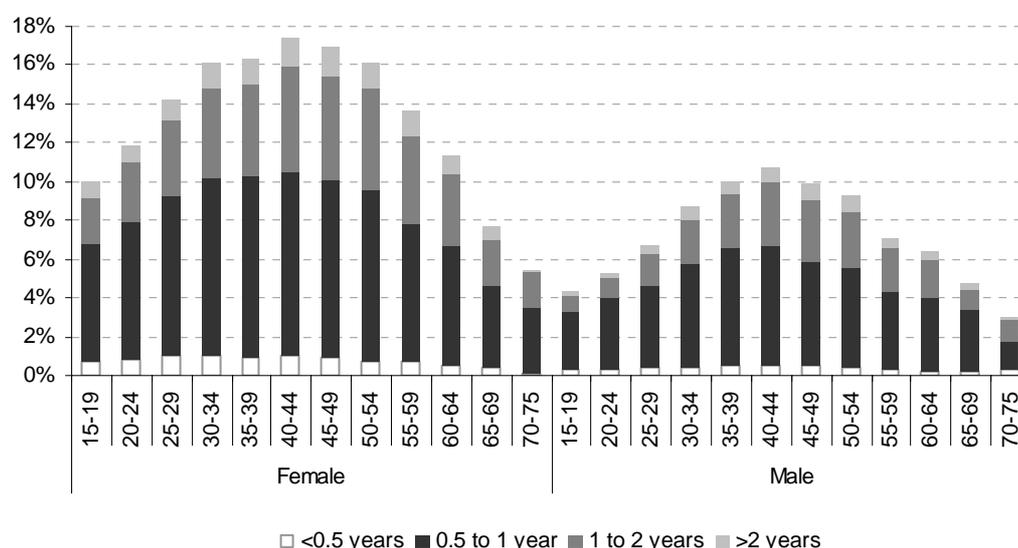
Engagement by age and gender

Looking first at the Māori population, it can be seen that engagement in learning te reo through tertiary education was greater for Māori women than for Māori men across age groups and levels of engagement. Māori women aged 30 to 54 had the most engagement, with more than 16 percent of the population engaged to some degree over the five-year period. The age group with the greatest engagement for Māori men was the 35 to 49 year old group, with 10 percent or more of the population engaged to some degree.

Overall, most of the engagement was for one year or less, with up to 5 percent of the female population and 3 percent of the male population engaging for one to two years and only 1 to 2 percent of the population engaging for more than two years.

This suggests that the main contribution of te reo provision through tertiary education is in substantially increasing the number of people with a basic understanding of the language, while also increasing the number of people with conversational proficiency. Where these adults are parents or grandparents of children in Māori immersion or bilingual education, then even developing a basic understanding will have a positive reinforcing effect on the next generation's language proficiency.

Figure 52: Proportion of Māori population by estimated length of engagement in te reo courses (between 2001 and 2005) by age and gender



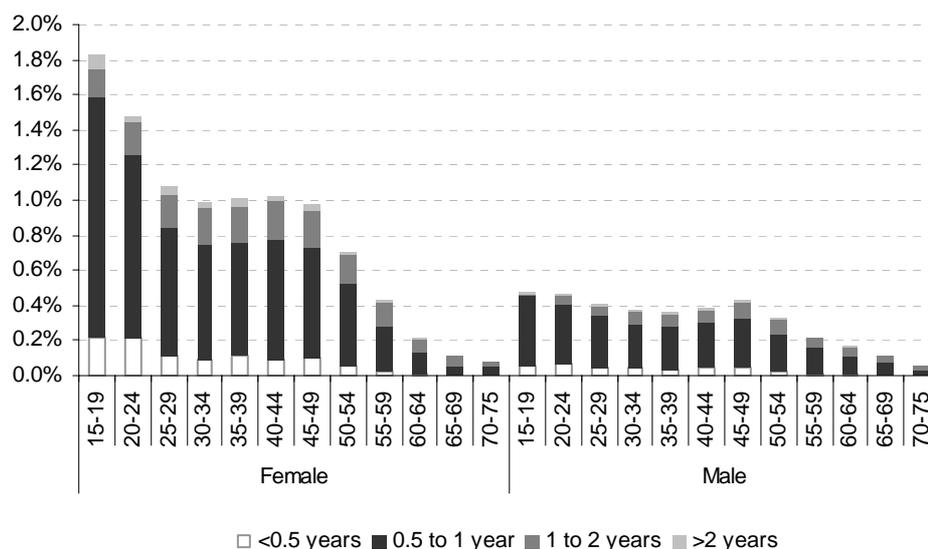
Note: The age of students is as at 2001.

Looking at the non-Māori population, quite different patterns show up in terms of age. As with Māori, female engagement was much greater than male engagement. However, for females the engagement was greater in the under 25 year old age group. For males it was fairly evenly spread from 15 to 49 years of age. Most of the engagement was for one year

or less, although there were a number of non-Māori females that have studied for more than a year.

This suggests that the main contribution in the non-Māori population is increasing the number of people with some basic understanding of the language, which contributes to the status and acceptance of the language.

Figure 53: Proportion of non-Māori population by estimated length of engagement in te reo courses (between 2001 and 2005) by age and gender



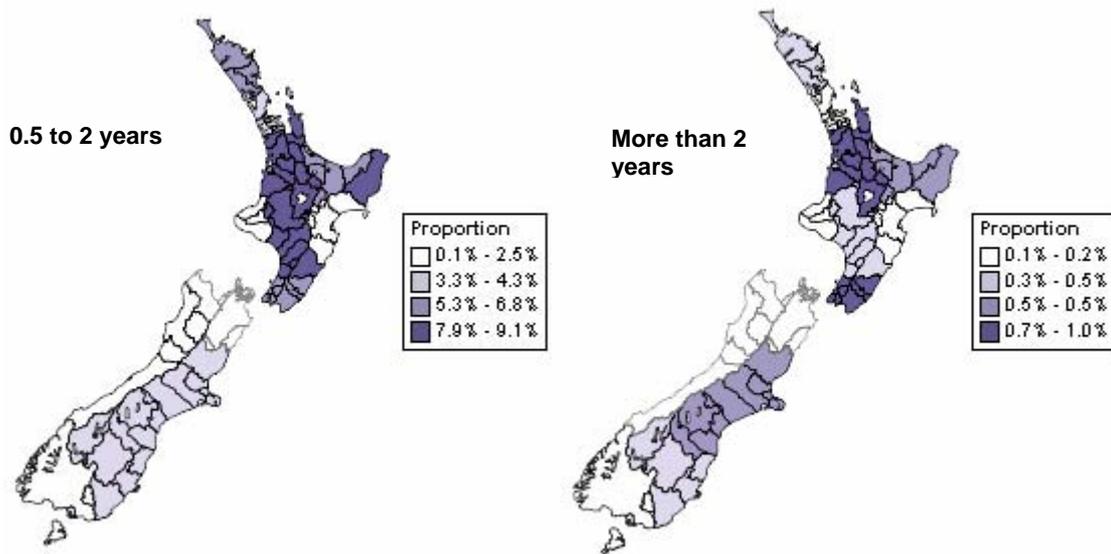
Engagement by region

The following analysis looks at the level of engagement by region for the Māori and non-Māori population. The analysis looks at the middle group of students who were enrolled between half a year and two years and the most engaged group of students who were enrolled for more than two years.

Looking at Māori students who engaged for half a year to two years, the regions with the largest proportions were Waikato, Gisborne and Manawatu/Wanganui, closely followed by Northland, Wellington and the Bay of Plenty. Auckland, Taranaki, Hawke’s Bay and the South Island appear to have had quite low engagement relative to population size.

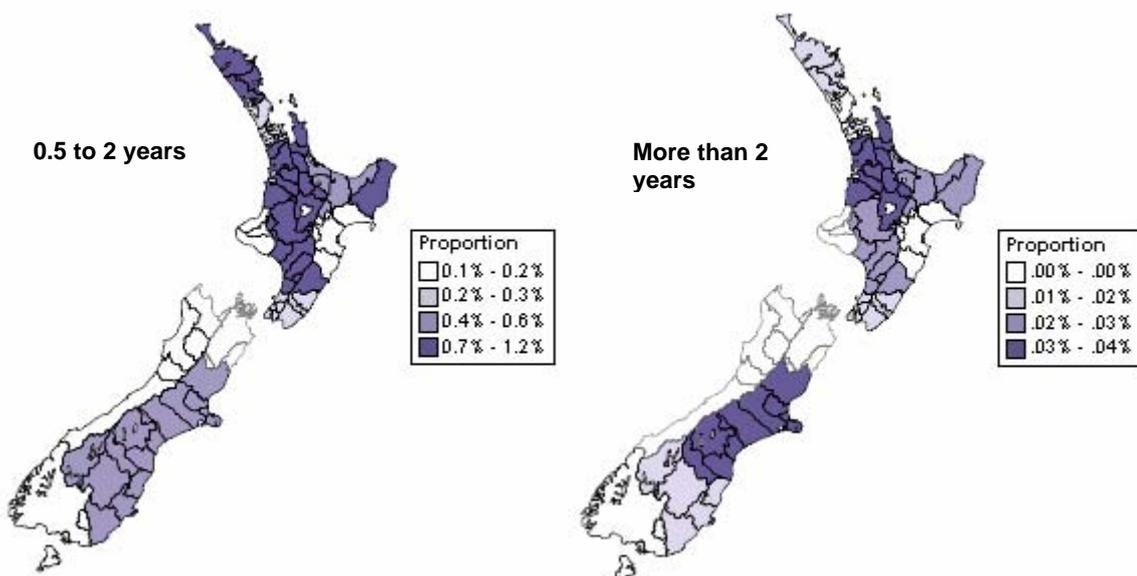
Looking at Māori students who engaged for more than two years, the Waikato and Wellington regions had the highest proportions, with Canterbury having a relatively high proportion engaged as well. Again Auckland, Hawke’s Bay, Taranaki and parts of the South Island appear to have had quite low engagement relative to the population size.

Figure 54: Proportion of Māori population by estimated length of enrolment in te reo Māori courses by region



The pattern for the non-Māori population engaged from half a year to two years is similar across regions to that of the Māori population. In terms of non-Māori engaging for more than two years, the largest concentrations were in the Waikato and Canterbury regions. As with Māori engagement, Auckland, Hawke’s Bay, Taranaki and the West Coast of the South Island show up as having quite low engagement by non-Māori.

Figure 55: Proportion of Māori population by estimated length of enrolment in te reo Māori courses by region





10. Implications

This section picks out some key implications from this report for consideration.

Possible impact on language revitalisation

Research on language revitalisation suggests that language learning through education, as well as education in the language, is necessary but not sufficient to revitalise an endangered language. There also needs to be support in the community and economy for the language to thrive. Research also suggests that the length of exposure to a language is an important factor in second language success.

An analysis of the amount of engagement in te reo learning from 2001 to 2005 suggests that the main contribution of te reo provision through tertiary education is in substantially increasing the number of people with a basic understanding of the language, while also increasing the number of people with conversational proficiency. This is likely to have benefits in terms of reinforcing the next generation's language proficiency and building the status and acceptance of the language.

Improving pathways

Over the five-year period covered by this report, most students enrolled in only one programme. Of greater concern is that half of students studied for only one year. Also, most were studying at the equivalent to senior secondary school. This suggests that more could be done to encourage students to continue to be engaged in language learning, including offering improved pathways to further study and other language learning.

If engagement in te reo Māori courses at tertiary level is to result in a continued and sustainable improvement in language proficiency, there is also a need to consider what options are provided for students beyond the initial period of study and to move into higher levels of study. This is a matter for communities, families and individuals to consider, as well as government and education providers.

High female participation

Across all groups, around two-thirds of students were female, with high participation occurring particularly among those aged 25 to 44. Many of these women will be mothers, which suggests that tertiary education courses may be having a positive role in strengthening te reo Māori within the whānau and home environments.

Low male participation

Conversely, only around a third of students across all groups were men. While this is not out of line with overall participation in tertiary education, particularly for Māori, it does raise concerns about the degree to which language proficiency of men may lag behind that of females. The Māori language survey also showed that the proficiency of Māori men aged under 45 is significantly lower than that of Māori women in the same age group. This could have implications in the future for maintaining aspects of tikanga Māori which are designated to men, such as whaikorero.

Specific ‘drop out’ points apparent

The data on course completions indicates that there are specific levels of study where people are most likely to ‘drop out’. For te reo programmes, this point is at level 2. For diploma and bachelors qualifications it occurs at level 5. Amongst those taking one or two courses there are quite a few students who failed their course(s) and did not continue with further study. Further analysis of the factors associated with students who succeed or fail at these points would be worthwhile.

Within language programmes, there is a need to have points where students’ proficiency is adequately assessed before they are admitted to higher levels of study. At the same time, if language revitalisation is a major goal, there is a need to look at what further provision may be needed for those who are not attaining sufficient proficiency to progress to higher-level study. There is also an indication that some students could be starting study at levels beyond their ability and being discouraged from further study when they fail their courses.

Areas for further research

There are a number of areas where further research could be undertaken to build on the information presented in this report:

- a more detailed analysis of the relationship between the extent of te reo learning and changes in overall te reo proficiency of the population
- the relationship between student background, education and other factors and success or failure in courses at particular levels
- the connections between learning te reo Māori at school and learning at tertiary level, including trajectories from school to tertiary
- the wider language contexts and environments of students and the impact of these on successful language acquisition, including ways of connecting language learning with wider community and economic use of the language
- the effectiveness of different teaching and learning approaches and knowledge and background of teachers in te reo Māori and second language teaching.

Appendix: Data analysis and limitations

Data set

The data set for this report is drawn from information supplied by tertiary education providers to the Ministry of Education. This data comes from all public tertiary education providers and private training establishments approved for student component funding and/or student loans and allowances approved courses. The data excludes on-job industry training and some training opportunities and youth training provision.

The data set includes all course enrolments for te reo Māori courses. These were defined as including courses coded as te reo Māori in the New Zealand Standard Classification of Education (NZSCED) or with the word 'reo' in the title. The resulting course list was then checked, and some miscoded courses and courses that appeared not to relate to language learning were excluded.

Counting students

As much as possible, students are counted individually across institutions and over time. This has been achieved by using a combination of two identifiers. The first is a student number developed by the Ministry of Education for data analysis over time. This number is generated within the Ministry's analytical data set through statistical matching. It has only been generated for students enrolled in formal courses. Where this number was not present for a student, the national student number was then used. From 2003 on, there has been a one-to-one match between the Ministry's student number and the national student number.

The result of this is that the count of individual students is very accurate for students in formal courses. It is also fairly accurate for students in non-formal courses from 2004 on, all of whom were required to have a national student number. For students in informal courses from 2001 to 2003, it is more approximate, with some students being counted twice in different institutions.

Groups

In this report, students are divided into three groups: those in te reo programmes; those studying in other programmes; and those taking one or two courses. The term 'programme' is used here to cover both formal qualifications and students taking three or more courses through non-formal provision.

Students were allocated to these groups as follows:

- If a student took no more than two courses or less than 0.2 EFTS in the period from 2001 to 2005, they were counted as taking one or two courses.
- If a student was enrolled in a programme coded to the language and literature narrow field of NZSCED, they were counted as being in a te reo programme.
- The remaining students were counted as being in other programmes.

Course and qualification levels

The New Zealand Register of Quality Assured Qualifications provides a numeric level for all qualifications, as well as standard descriptors, such as certificate, degree or diploma. The levels run from 1 to 10. Levels 1 to 3 are the equivalent of senior secondary school, levels 4 to 6 are generally vocationally oriented, level 7 is bachelors degrees and levels 8 to 10 are postgraduate degrees.

Courses within a qualification are also assigned a level from 1 to 10. A qualification at a specific level will contain courses across a range of levels. So a bachelors degree, which is a level 7 qualification, will have courses from levels 4 to 7. Similarly a level 4 certificate could have courses from levels 1 to 4.

Table 10: Comparison of qualification and course levels for main qualification types

	Qualification level	Course levels
Doctorate degree	10	10
Masters degree	9	8 – 9
Bachelors degree with honours	8	7 – 8
Bachelors degree	7	4 – 7
Diploma	5 – 7	4 – 7
Certificate	1 – 7	1 – 7

For this report, the level of courses was determined from the level entered for the course in the course register. Where this was missing, it was imputed from the level of the qualification.

The level of the qualification was determined from the qualification award category field. The levels of qualifications with significant enrolment numbers were checked against the information on the institution's website. In a few cases, further adjustments were made on this basis.

Course pass (or completion) rate

The course pass rate is the percentage of students starting a course who successfully complete or pass it. The rates used in this report refer to overall rates, as opposed to averaged course pass rates. The overall pass rate for certificates, for example, is the percentage of the total number of enrolments in all certificate courses that were passed. This will be slightly different from a rate that averages the pass rates for every certificate course.

Course pass rate margin of uncertainty

The outcome for a number of enrolments is not always able to be determined. This occurs when, for example, the course is not yet complete, or when students are still being assessed. This is more likely to affect data in later years. Unknown outcomes also occur as a result of not being able to match a particular enrolment to a completion record. This was more likely to have occurred in the first few years of data collection in 2001 and 2002.

In these cases, a margin of uncertainty is provided. The upper rate bound assumes all students with unknown outcomes to have passed. Similarly, the lower rate bound assumes all students with unknown outcomes to have failed. The pass rate is then taken as the mid

point between these upper and lower bounds. As such, pass rates represent estimates rather than actual rates.

In general, uncertainty of outcome has reduced over time as the quality of data has improved. However, the uncertainty is higher for the most recent year, reflecting the higher proportion of incomplete courses.³⁰

Regression analysis

The analysis of the relationship of participation to regional population used a two-variable linear regression, where the number of students enrolled was the dependent variable and the characteristic of the population was the explanatory variable. Separate regressions were run for the total population, the Māori population, the number of Māori speakers of te reo and the total number of speakers of te reo. Proportions of the population in the last three groups were also tested. Only those with the strongest correlations have been reported. A multivariate model was not used as the population characteristics are strongly co-linear. The percent of variance explained refers to the R^2 value.

Regression plot graphs (Figure 13 p27, Figure 26 p36, Figure 39 p46)

These graphs plot each region in terms of the number of students enrolled in the particular type of te reo provision in 2005 and the population characteristic of the region. So each dot represents the combination of values for one region. The solid, straight line shows the predicted relationship between population size and student enrolments, that is, how many additional students could be expected to be enrolled in te reo courses for each additional increase in population. The dotted lines show the 95 percent confidence boundaries for where the line should be, that is, the degree of certainty about the relationship between population size and student numbers.

There are two things to look for in the graphs:

- the extent to which the plot points follow the line or not. Points well away from the line indicate regions where population size is not a strong determinant of enrolments
- the slope of the line, which shows how many additional enrolments could be expected in the region, given an additional amount of population. If the line is fairly flat, then more people in the region will only result in a few more enrolments. If it is steep then a larger population will result in a larger number of enrolments.

These two aspects of the graph don't necessarily concur. For example, it is possible to have a strong association between population size and enrolments (i.e. the plot points are very close to the line) but have a reasonable flat line, meaning that there needs to be a large increase in population to generate a small increase in students. Conversely, the line could be reasonably steep (i.e. increasing population generates similar increases in students), while having a number of regions where factors other than population have influenced enrolments.

³⁰ See Scot (2006) for a more detailed technical discussion of course completion rates and the measurement of uncertainty.

Analysis of impact of provision

For the analysis of the impact of provision, successful completion was defined as not having withdrawn from or failed the course. It includes students for whom course outcomes are not known. It represents the upper limit of the uncertainty bars on the course completion rate graphs. The analysis is limited to formal courses as these are quality assured and are required to have assessment. Course completion information is not provided for non-formal courses.

The estimated time enrolled was derived from the elapsed time between the first te reo course start date and last te reo course end date for each student in each year. This time was prorated on a 32-week academic year. If the time enrolled during one year exceeded 32 weeks it was counted as one year. This method will overestimate enrolled time for students who enrolled in two short courses, one at the beginning and one at the end of the year. However, it provides a practical way of dealing with multiple, overlapping course enrolments during the year.

The relationship between time enrolled and highest course level enrolled in was found to be statistically significant using the Mantel-Haenszel chi-square test of ordinal association ($p < .0001$). The Spearman Correlation test provided a value of 0.4388, indicating a strong relationship.

The regional analysis uses information supplied by tertiary providers on the campus in which a student is enrolled. This is not necessarily where the student lived and, in some cases the classes may be delivered in a different location. At regional level this data is reasonably representative of student location. For this analysis, the location of enrolment in the last te reo course taken was used to determine the region of the learner.

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