

NGAPUHI EDUCATION STRATEGY

Briefing Paper

PART A: BACKGROUND & PLANNING:

ISSUE:

The development and advancement of a Ngapuhi Education Strategy to progress the vision and aspirations of Ngāpuhi iwi, hapu and whānau.

BACKGROUND INFORMATION

On 22 March 1993, Te Runanga A Iwi O Ngapuhi confirmed their wish to adopt an Education Plan that focused on the establishment of the Ngapuhi Education Authority. Integral to this was the mission statement of 'Tino Rangatiratanga'. The overall intention of the plan was to allow Ngapuhi to decide for Ngapuhi in all matters pertaining to Ngapuhi educational matters.

The overall purposes of the Ngapuhi Education Strategy is to:

- Strengthen the identity, language and culture of Ngāpuhi learners and their whanau by providing access to Ngāpuhitanga in contexts authentic to Ngāpuhi learners and their whanau
- To improve outcomes for Ngāpuhi in education

This will encourage Ngāpuhi uri to contribute to the development of a Ngāpuhi Education Strategy to:

- Support Te Rūnanga-Ā-Iwi-Ō Ngāpuhi in its engagements with all other stakeholders – particularly ngā uri o Ngāpuhi
- Determine and give expression to their learning aspirations premised on their unique identity, language and culture

NGAPUHI EDUCATION PROFILE

The completion of the Te Runanga A Iwi O Ngapuhi Education Profile 2009. (Kaahukura Enterprises Feb 2010) provides a foundation for ongoing discussion and consultation with whanau of Ngapuhi Nui Tonu descent and other stakeholders including government and non-government agencies and organisations. This is the first of three (3) steps in which the Ngapuhi Education Strategy will be developed. The second step will be consulted with identified groups/ interests and individuals on what needs to be taken into account within the Ngapuhi Education Strategy. The third and final step will be the collation, analysis and reporting on the findings of all information therefore forming the Ngapuhi Education Strategy.

Limitations

The collection of data for the profile highlighted gaps in information at a number of different levels.

- i) Education data exists most often at a national or Northland regional level (most commonly it is gathered and collated using territorial level authorities (TLA's) and/or regional level data not broken down into Iwi rohe boundaries. Te Whare Tapu O Ngāpuhi rohe incorporates sections of two territorial authorities, Whangarei and Far North;
- ii) In much of the education data Iwi affiliation is not collected however in some educational areas (such as tertiary education) more specific Iwi information has been obtained;
- iii) There is currently no formal system in place to collect data or accurate information about the range and numbers of whanau, hapu and marae initiated educational activities. For example we know anecdotally that there are wananga currently taking place in a wide range of topics such as; te reo, waiata, art, marae trustee training, horticulture, tikanga, violence prevention, dynamics of whanaungatanga and other topics that have various funding sources (some self-funded).

COMMUNICATION OBJECTIVES:

It is intended that:

- a. Nga uri o Ngapuhi and others are aware of the specific intent of the Ngapuhi Education.
- b. Information on the process in developing the Ngapuhi Education Strategy made available to a range of audiences in particular to nga uri o Ngapuhi.
- c. Key stakeholders are identified and included in consultation process to the completed strategy.
- d. Timeframes and consultation is integral to the strategy.

COMMUNICATION ON THIS ISSUE WILL BE TARGETED AT THESE AUDIENCES:

Key stakeholders

- Hapu, marae and whanau
- Local education organisations and agencies
- Ministry of Education
- Ngāpuhi Reference Group
- Northland Intersectoral Forum – membership includes government agencies

REFERENCE GROUP

Areas of Specialisation

Hone Sadler (Chairperson)
(Ngati Moerewa)

Tertiary Sector (PCE¹)

Hone is a Senior Lecturer in the Department of Maori Studies, University of Auckland. Apart from his teaching responsibilities in te reo Maori, his recent contributions to the He Whakaputanga hearings held in Ngapuhi have served to further acknowledge his historical contribution to New Zealand/ Aotearoa society's knowledge base within a contemporary setting.

Renata Tane (RTLB)
(Ngati Kawa)

Education Sector/Te Reo

Renata is one of foremost contributors to education with a career that spans a number of years. His contributions to research particularly He Papakupu o Te Tai Tokerau/ Maori Language Dictionary for the Tai Tokerau is acknowledged.

Rahera Shortland
(Ngati Moerewa)

Education Sector/Te Reo

Rahera more recently was a ministerial appointment to the group of seven language experts to carry out a review of Maori Language Strategy and Sector for the Government. This appointment acknowledges the long and distinguished contribution she has made to te reo Maori and teacher education.

Ella Henry
(Ngati Kahu)

Strategic Planning & Operationalisation

Ella has an academic background in Sociology, Maori Studies and Management Studies. Her experiences in Maori broadcasting underpin her PhD study, which explores Maori women as entrepreneurs in film and television. After working in business and media for a number of years, Ella has taken up a lecturing position at the Auckland University of Technology in the Te Ara Poutama to pursue her research and teaching interests.

The Reference Group will clarify the vision and direction of the Ngāpuhi Education Strategy, and support Te Rūnanga-Ā-Iwi-Ō Ngāpuhi in the development of key questions and issues that will shape the structure and design and implementation of the strategy

The Reference Group's Role will be to:

¹ Post Compulsory Education

- Clarify the vision and direction of the Ngāpuhi Education Strategy, and develop key questions that would shape the structure and design of the strategy
- Ensure the consistent development of the Ngāpuhi Education Strategy by providing strategic direction to project personnel
- Focus on the engagement process, assist in the design and development of the strategy to gather information and gain commitment from key stakeholders
- Oversee the design, development and implementation of the Ngāpuhi Education Strategy

The Reference Group will oversee the project personnel as they devise action plans for phase one of strategy development. They will give guidance to project personnel during phase two of the project to make certain that these plans are developed to an implementation ready stage;

The Reference Group, through the Project Manager will assist wherever possible in involving Ngāpuhi hapu, marae, taura here and other relevant organisations in the formulation of the strategy and its concomitant action plans

A revised Timeline, for the first six months of the project is appended below. It covers activities relating to information gathering and engagement with stakeholders, between April and November, 2011. It envisages developing an implementation strategy in December 2011, and beginning implementation of the Strategy from January v2012, based on feedback from Engagement Strategy.

WHAT THESE AUDIENCES PROBABLY THINK ABOUT THIS ISSUE:

- a. Suspicion in working with government and NGO's;
- b. Insufficient resources – material and personnel not nga uri o Ngapuhi;
- c. Education system has stifled/ stunted Maori advancement; and
- d. Te reo me ona tikanga o Ngapuhi important to the advancement of Maori.

WE WILL REACH THOSE AUDIENCES BY TAKING THESE INITIATIVES:

- a. Developing a programme of consultation to enable full and frank sharing of information;
- b. Development of online survey; and
- c. Initiating delivery of information on the Ngapuhi Education Strategy through a range of medium – booklet(s), oral and written presentations, electronic information.

WE WILL KNOW THESE COMMUNICATIONS HAVE BEEN SUCCESSFUL WHEN:

- a. Information is received from target audiences.

PART B: FACTS, FIGURES AND MESSAGES ABOUT THIS ISSUE WE WANT THE AUDIENCE TO UNDERSTAND

ISSUE:

The development and advancement of a Ngapuhi Education Strategy to progress the vision and aspirations of Ngāpuhi iwi, hapu and whānau.

KEY FACTS AND FIGURES

Ko ngā kāwai whakaheke - Ngāpuhi Population

- Ngāpuhi is the largest Iwi with 122,214 people identified as belonging to Ngāpuhi, or 19 percent of the total population of Māori descent.

- 85 percent of Ngāpuhi iwi members lived in urban areas (towns or cities of 1,000 or more) with 69 percent living in areas with a population of 30,000 or more
- 92 percent of iwi members were living in the North Island
- 37 percent of Ngāpuhi were under the age of 15
- 3 percent of the iwi were aged 65 years and over
- 64,782 of Ngāpuhi were female and 57,432 were male
- Approximately 39,066 live in the Ngāpuhi rohe, of that number 25,176 identify as Māori and 17,607 affiliated to Ngāpuhi iwi

Ko te reo - *Language*

- 23 percent of Ngāpuhi could hold a conversation about everyday things in te reo Māori
- 18,279 people or 64 percent of the Ngāpuhi population who could korero Māori were aged 15-64 years
- 54 percent of Ngāpuhi reo speakers were female and 46 percent were male
- In 2006, 29 percent of the Ngāpuhi population who could converse in te reo Māori were aged under 15 years and 7 percent were aged 65 years and over

Ko ngā mōmō nohoanga a-whānau - *Households and families*

- 80 percent of Ngāpuhi lived in households containing only one family and 13 percent lived in households with more than one family
- 54 percent of Ngāpuhi members living in a family situation lived in a couple with children family, 34 percent lived in a one-parent family and 12 percent lived in a couple without children family

Ko te hunga mahi/kore mahi - *Labour Force*

- 70 percent of Ngāpuhi living in urban areas were in the labour force. This compares with 67 percent of those living in rural areas.
- 88 percent of employed Ngāpuhi were paid employees in 2006, 10 percent were employers or self-employed and 2 percent were unpaid family workers
- The most common occupational group for Ngāpuhi women was Clerical and Administrative workers, while the most common occupational group for men was Labourers

Ko ngā ngohe utukore - *Unpaid activities*

- 31 percent of women and 18 percent of men had looked after a child who was not part of their household
- 13 percent had looked after a person in another household who was ill or disabled
- 19 percent of Ngāpuhi adults carried out 'other helping or voluntary work for, or through, an organisation, group or marae'

Ko ngā whiwhinga moni – *Income*²

- In the 2006 Census, 48 percent of Ngāpuhi reported an annual personal income of \$20,000 or less, while 4 percent received over \$70,000
- The median annual income (half received more and half receive less than this amount) for Ngāpuhi was \$21,200 in 2006. In comparison, the median annual income was \$21,900 for the total population of Māori descent and \$24,400 for the total New Zealand population³

² Total personal income information was collected for Māori who usually lived in New Zealand and were aged 15 years and over. It relates to the 12 months ending 31 March 2006 and includes income from all sources. Where a person reported more than one sources of personal income, they have been counted in each applicable group.

- 30 percent of Ngāpuhi received income support as a source of income at some time in the 12 months prior to the 2006 Census⁴

Ko ngā whare-noho – *Housing*

- In 2006, 29 percent of Ngāpuhi aged 15 years and over owned or partly owned the home that they lived in
- 51 percent of Ngāpuhi were living in rental accommodation⁵

Ko ngā waka me ngā momo torotoro waea – *Motor vehicles and telecommunications*

- In 2006, 92 percent of Ngāpuhi were living in a household with access to a motor vehicle, compared with 92 percent of the total population of Māori descent.
- 80 percent of Ngāpuhi lived in a household with access to a cell phone
- 5 percent of Ngāpuhi lived in a household with no access to telecommunication devices (cell phone, telephone, internet or fax machine)

Ko te mātauranga - *Education*⁶

- 62 percent of Ngāpuhi aged 15 years and over held a formal qualification
- 4,773 people aged 15 years and over held a bachelor's degree or higher as their highest qualification
- In 2001, 41 percent of Ngāpuhi held no formal qualifications, in 2006 this figure had fallen to 38 percent
- Ngāpuhi rohe has 128 early childhood providers with 28 Te Kōhanga Reo
- Within the Ngāpuhi rohe there were 41% Māori enrolments into licensed Early Childhood Education services
- There are 77 schools within the Ngāpuhi rohe and of the 77 schools more than 50% were in the low decile range (1-4) with 20 schools rated decile 1
- There are 5 Kura Kaupapa Māori within the Ngāpuhi rohe
- There were 15,518 Ngāpuhi affiliated tertiary students nationally with 1,419 living within Tai Tokerau
- There were 8,764 Ngāpuhi enrolments nationally for level 1-3 certificates and 51 Ngāpuhi enrolments for doctorates in 2008

KEY MESSAGES:

- a. TRAION have committed to the development of a Ngapuhi Education Strategy;
- b. A reference group has been appointed to oversee the development;
- c. Consultation and communication with nga uri o Ngapuhi and others will be undertaken;
- d. Timeframe for the completion of the report December 2011.

CONSULTATION MEETINGS:

1. Strategic locations:
 - Tamaki
 - South Hokianga
 - Matauri

³ For categories with small populations, the median income may not look as expected because of the effect of random rounding.

⁴ Income support includes the unemployment benefit, sickness benefit, domestic purposes benefit, invalids benefit, student allowance and other government benefits or payments.

⁵ Rental accommodation includes all dwellings not owned by usual residents, who make rent payments.

⁶ Statistics NZ (2006 census) & Ministry of Education, Education Counts, 2009

- Motatau
- Kakaporowini
- Kaikohe

Education providers will be invited to these hui

2. Online surveys - Use Survey Monkey tool (extra cost)
3. Other key considerations which will have an added cost factor:
 - Prisons
 - Te Taitokerau Maori Women's Welfare League
 - Kaumatua, Kuia Ropu Group

CONTACT(S)

Hone Sadler (Chair – Reference Group)

h.sadler@auckland.ac.nz

Allen Wihongi (TRAION)

allen.wihongi@ngapuhi.iwi.nz

Dr Te Tuhi Robust (Project Manager)

tetuhi.robust@wananga.ac.nz