Ngā Huarahi mō nga Taiohi Māori: Māori Youth Transitions

Māori with higher levels of qualifications are more likely to be employed and earn higher incomes. Higher qualifications also have a positive influence on broader socio-economic outcomes including higher levels of overall life satisfaction, increased health status, and a greater ability to save and generate wealth in the future.

INTRODUCTION

In 2012 Te Puni Kōkiri completed a monitoring report on the contribution of three State sector programmes and services in improving Māori youth transitions from secondary to tertiary education. This is a summary of the results and good practice lessons identified in that monitoring report.

Gateway is administered by the Tertiary Education Commission, with policy oversight provided by the Ministry of Education.

Taiohi Tū, Taiohi Ora was funded and facilitated by Careers New Zealand.

The Ministry of Social Development provides coordination and funding to local providers for the delivery of the Youth Transition Service.

Te Puni Kōkiri recognises that there have been some changes to the programmes and services discussed in this report since the time of the review.

Te PUNi KOKiRI’S MONITORING ROLE

Te Puni Kōkiri has a statutory responsibility to monitor and liaise with each department and agency that provides, or has a responsibility to provide, services to or for Māori, for the purpose of ensuring the adequacy of these services.

RATIONALE

The rationale for selecting Māori youth transitions from secondary to tertiary education as a focus was based on government priorities, statistical evidence, and the importance placed on Māori youth transitions by Māori themselves and other stakeholders outside of Government.

METHODOLOGY

This monitoring review sought to answer the following key questions:

1. Is the programme/service achieving positive outcomes for Māori youth?

2. Is the programme/service design and delivery effective for Māori youth?

3. Are there monitoring and evaluation processes in place to inform programme design and delivery and to provide robust information on Māori youth outcomes?

Monitoring criteria were developed, based on good practice as identified through relevant literature. Te Puni Kōkiri assessed the programmes and services against these criteria. Programmes and services were identified as being effective for Māori if they exhibited the following characteristics:

Design and delivery
- Māori youth are engaged in programmes and services;
- whānau are provided with opportunities to support Māori youth;
- Māori youth have access to programmes and services;
- whānau have access to information and advice;
- programmes and services value Māori culture.

Monitoring and evaluation
- Monitoring and evaluation processes are in place to inform programme design and delivery and to provide robust information on Māori youth outcomes.

Outcomes and results
- Māori youth who participate in programmes or services are transitioning from secondary to tertiary education.

The information used to inform the monitoring report was gained using different collection methods, including a literature review, a review of agencies’ documents, programme data analysis, and fieldwork. As part of the fieldwork, 88 people across various sites from the three programmes or services were interviewed, including Māori youth, whānau, staff, training providers, school teachers and staff.
**TRANSITIONS PROGRAMMES AND SERVICES**

**GOOD PRACTICE FINDINGS**

Te Punō Kokiri makes the following observations about good practice design and delivery, monitoring and evaluation, and outcomes and results in the three youth transitions programmes or services reviewed.

**DESIGN AND DELIVERY**

Māori youth are engaged in programmes and services

The literature review identified that Māori youth should be provided with opportunities to: acquire skills and knowledge; access coaching and mentoring and careers-related advice; and set goals.

As evidenced through fieldwork at one Youth Transition Service, Māori youth were able to gain a range of skills and knowledge including: job seeking skills and training-related goal setting skills. Māori youth from this service also indicated that they were able to develop personal qualities such as self-esteem. Two Youth Transition Service providers also provided Māori youth with the opportunity to develop knowledge in tikanga, and Māori culture and identity.

Coaching and mentoring was identified as a component of a number of the Gateway programmes that needs to be present for the programme to have a higher likelihood of producing successful outcomes. Gateway coordinators provided coaching and mentoring in preparation for a work placement and when Māori youth needed careers advice. Employers provided coaching and mentoring during work placements, and this was seen as invaluable:

> Many of our young people leave school too early. Our young Māori boys need role models and being in a workplace provides them with that. It shows them that, “Hey, maybe I could have a job like these guys”. (Whānau member)

Goal setting was facilitated at Taiohi Tū, Taiohi Ora, and was also available to Māori youth through other means at their schools, for example, via a whānau/student interview. As a result of Taiohi Tū, Taiohi Ora and other goal setting opportunities, Māori youth, with the assistance of whānau, were able to set career and training related goals.

Careers advice formed a core component of the Youth Transition Services’ approach to supporting Māori youth, though each service employed a different method. At one service, Māori youth received careers advice from Careers New Zealand, to which they had been referred by the service. At another service, Māori youth were offered careers advice in-house by the service's staff, or by Careers New Zealand staff.

Whānau are provided with opportunities to support Māori youth

Programmes and services are most effective for Māori youth when they recognise the influence of whānau and seek to engage them so whānau can support their own children. As evidenced in the literature, this means that whānau should be: provided with opportunities to acquire skills and knowledge; and to participate in goal setting with Māori youth.

At Taiohi Tū, Taiohi Ora, whānau reported acquiring knowledge about National Certificate of Educational Achievement (NCEA), and the careers and subject choices available to their children. They were provided with the opportunity to gain skills and knowledge during the workshop itself, or via a separate whānau information session prior to the programme’s commencement.

Whānau made note of the effect the facilitator’s delivery style had on their acquisition of knowledge:

> The information is there and the school has fantastic information but the delivery is awful. So it wasn’t until Year 12 when I went to the workshop [Taiohi Tū, Taiohi Ora] that I actually understood NCEA. X [facilitator] has such a different style. There is no class structure [socio-economic class], it is not classroom language; its whānau language. (Whānau member)

For transitions programmes and services to adequately include whānau, providers must recognise that some aspects of their programmes or services might be considered potential barriers to whānau fully supporting Māori youth. For example, a programme or service with a high level of written material could be problematic for whānau participants with low levels of literacy. The programme or service could overcome this barrier by not relying heavily on that kind of material.

A critical success factor for Gateway was that whānau were provided with the opportunities to participate in the goal setting process with Māori youth. Generally, whānau were more likely to participate in Gateway goal setting when they had been actively engaged in the initial stages of the young person’s career development. Two mechanisms were reported as being considerably effective in bringing about early whānau participation in goal setting: a joint whānau/student interview (often led by the Gateway coordinator) where background information was provided and roles and responsibilities were clarified; and a careers curriculum that specifically promoted whānau engagement.

Māori youth have access to programmes and services

The literature reviewed commented that the eligibility criteria for participation should be flexible. Programmes and services should not impose costs (e.g. fees and travel costs) that make it difficult for Māori youth to attend. Adequacy of funding enables providers to accommodate the needs of lower socio-economic youth, thus relieving the financial pressures on whānau. Flexible funding allows providers to tailor the programmes or services...
to the needs and aspirations of the Māori youth involved. The coordinator of a Gateway programme underlined the importance of this flexible funding:

*The funding is sufficiently flexible. I had one student who wanted to be a mussel farmer. Because of the funding arrangement I was able to use available funds for him to go to Stewart Island once a week. It was a really good investment actually. From his exposure to mussel farming he decided that he wanted to be a marine biologist. He’s now at Canterbury studying marine biology.* (Gateway coordinator)

One Gateway school applied eligibility criteria flexibly, by letting youth join the programme who did not meet some of the eligibility criteria. Another Gateway school prepared students to meet the programme eligibility criteria by teaching them the required skills needed for work-based training.

**Whānau have access to information and advice**

As identified in the literature, funding must be adequate and flexible enough to give whānau members the opportunity to partake in programmes and services alongside their children. Whānau should not incur the costs of their children undertaking the programme or service. It is important that programme and service staff are competent to engage whānau.

Whānau were actively engaged at Taiohi Tū, Taiohi Ora. Different sites exercised different methods for engaging whānau, suggesting that the funding was sufficiently flexible for this purpose.

One Youth Transition Service adopted a delivery model where whānau were seen as key supporters of Māori youth transitioning from school to further education, training and/or employment. This service provider actively engaged whānau, from the young from school to further education, training and/or employment.

**Programmes and services value Māori culture**

As shown through the literature, transitions experiences for Māori emphasise the importance of culture and providing a Māori context for learning. Such an approach incorporates the use of te reo Māori⁴ and tikanga Māori, and focuses on whakapapa.⁵ An integral component of a Māori context for learning was the inclusion of whānau. It is also important that staff should be competent to respond to the needs of Māori youth, possessing the requisite competencies, attributes, and experience.

Māori youth and whānau related that the environment of one of the Taiohi Tū, Taiohi Ora workshops, and the way the workshops were facilitated, provided them with a sense of “being acknowledged as Māori.” Some of this could be traced to the use of cultural practices (including the use of mihi⁶ and whakatauki,⁷ and the inclusion of whānau) that were used to frame the programme ‘as Māori’. Māori youth and whānau believed one of the success factors of Taiohi Tū, Taiohi Ora was the incorporation of tikanga Māori by the facilitator:

*Normally when you go to workshops it is not inclusive of Māori. But in X’s [facilitator’s] programme it was put out there that it’s okay to be who you are. We began with a mihi, X acknowledged me as a young Tūhoe and Ngāti Porou woman and he talked about the skills we have. You know he reminded us that we actually do have a lot of skills. Like he talked about the wharekai⁸ and the things we need to know to be able to work there.* (Māori youth)

At one Youth Transition Service, staff consciously practiced manaakitanga⁹ and whanaungatanga,¹⁰ and were willing to undertake home visits. At another, staff specifically tailored their approaches to meet the needs and interests of Māori youth.

**MONITORING AND EVALUATION**

Monitoring and evaluation processes are in place to inform programme design and delivery and to provide robust information on Māori youth outcomes

As identified in the literature, monitoring and evaluation activities should be planned for from the outset of the programme or service, including establishing outcomes and success indicators. Programme and service providers should be monitored and evaluated to track outcomes for Māori youth. Monitoring and evaluation information should be used to inform programme and service improvement.

As evidenced through fieldwork at a Gateway programme, staff took part in an annual review cycle where they met with the purpose of identifying programme successes and any areas for improvement. To inform this review, staff mainly drew on their own experiences and informal feedback from Gateway students.

At a Taiohi Tū, Taiohi Ora workshop, ethnicity and iwi data was collected and utilised for workshop improvement. Staff undertook regular workshop reviews with the main purpose of identifying areas for improvement.

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OUTCOMES AND RESULTS

Māori youth who participate in programmes or services are transitioning from secondary to tertiary education

The literature identified that data should show an improvement over time in Māori youth transitions. It is essential that Māori youth formally complete the programme or service they are enrolled in. ‘Completing’ a transition programme or service was defined differently for each programme or service.

The number of Māori completing Gateway increased from 2006-2009, peaking at 2,846 participants in 2009. Between 2006 and 2009, an average of 22.3% of Māori Gateway participants continued on to tertiary education. During the same period, 57.9% of Māori Gateway participants were exiting to other positive outcomes, such as employment or a return to school.

There was an increase in the number of Māori exiting the Youth Transition Service, peaking at 3,828 Māori participants in 2009. The number and percentage of Māori youth exiting to tertiary education has also increased over time. In 2009, 1,042 Māori participants exited the Youth Transition Service into tertiary education. This is equivalent to 27.2% of all Māori participants who exited the Youth Transition Service in 2009. Between 2006 and 2010, in addition to those entering into tertiary education, 32.9% of Māori participants in the Youth Transition Service exited to other outcomes, for example returning to school.

Ideally, Māori youth and non-Māori youth participants would exit transitions programmes and services to tertiary education at an equal rate. This was not achieved in Gateway or the Youth Transition Service, meaning that it is possible to improve the services further for Māori youth. Note that outcomes data was not collected for Taiohi Tū, Taiohi Ora workshops.

SUMMARY

For youth transitions programmes and services to be effective for Māori they should exhibit a number of characteristics, including: engaging Māori youth; providing whānau with opportunities to support Māori youth; encouraging Māori youth access to programmes and services, and whānau access to information and advice; and valuing Māori culture.

Monitoring and evaluation processes should be in place to inform programme and service design and delivery, and to provide robust information on Māori youth outcomes. There is a high need for programmes and services to be achieving positive outcomes for Māori youth participants.

From the evidence and information collected as part of Te Puni Kōkiri’s monitoring review, it appears that over the time period covered by the review, Gateway, the Youth Transition Service and Taiohi Tū, Taiohi Ora were making a valuable contribution in supporting Māori youth transitions from secondary to tertiary education. However, results data show there was room for improvement. The impact of more Māori youth gaining a tertiary education would be seen through improved wellbeing for individuals and whānau, as well as positive contributions to the New Zealand economy.

1 Tertiary education is defined as all post-school education, encompassing the following: foundation education; certificates and diplomas; bachelors and degrees; industry training, including Modern Apprenticeships; adult and community education; postgraduate qualifications; and programmes delivered in secondary schools, such as Gateway and the Secondary Tertiary Alignment Resource. (Ministry of Education, 2008). Profile and trends 2007 New Zealand’s tertiary education sector. Wellington, New Zealand: Ministry of Education). Unless otherwise stated, transitions refers to direct transitions from secondary school to tertiary education. A direct transition is one in which a young person leaves school and commences tertiary study by the end of the following calendar year. (Ministry of Education, 2010). Ngā hoaotoa mātāwharangi: Annual report on Māori education Wellington, New Zealand: Ministry of Education). Māori youth are those aged between 15 and 19 who identify as Māori. Māori youth outside this age range are discussed where relevant to the objectives and findings of the report.

2 Careers New Zealand has recently significantly reshaped the way they provide their services to Māori. Careers New Zealand deliveries to young Māori are no longer called Taiohi Tū, Taiohi Ora – they are now referred to as Rangatahi Māori deliveries.

3 The findings of this monitoring review were current as at December 2010.


5 Family.

6 Māori customs.

7 Talk.

8 Māori language.

9 Genealogy/connections.

10 Acknowledgements, greetings, thanks.

11 Proverbs.

12 Dining Hall.

13 Hospitality/kindness.

14 Sense of family connection/kinship.