



Research into the Need for, and the Benefits of, the “I Have a Dream”[®] Programme

Since 2003 the “I Have a Dream”[®] (IHAD) programme has been active in the Wesley community in Mt Roskill, Auckland. We have had many questions from the public and media, mainly focused on “why”?

Why does New Zealand need educational charitable programmes such as IHAD?



Why does a programme like IHAD work?

To answer these very valid questions, we’ll first take a look at some alarming statistics about educational outcomes in NZ. We’ll then consider some academic research from the United States (which offers amazing parallels to our own country), and the implications of these suggestions.

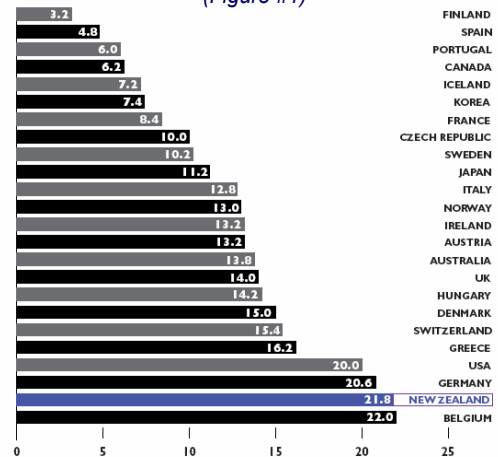
So grab a cup of tea, read on, and think about what you can do.

The Problem

Current disparities in educational achievement in New Zealand pose high risks to the nation's economic prosperity and social cohesion. Consider these facts:

- New Zealand has the second highest level of relative educational inequality in the OECD, with student outcomes profoundly affected by both socio-economic status and ethnicity (*Figure #1*).
- Significant disparities exist in basic proficiencies between students categorised by both school decile and ethnicity. In reading, for example, students from low-decile schools achieve well below students from higher deciles, and Maori and Pacific students perform well below Pakeha in all decile settings (*Figure #2*).
- In Auckland, some high decile schools produced almost 80 A or B bursars from 100 students starting Year 9; some low decile schools produced none (*Figure #3*).
- Almost one in five students leave secondary school without formal qualifications. For Maori, the figure is one in three, and for Pacific students one in four.
- More than 80 per cent of Maori and 70 per cent of Pacific tertiary study is at sub-degree level. For 18 to 24-year-old Maori, participation at a university is one third that of Pakeha, with similar rates for Pacific students.

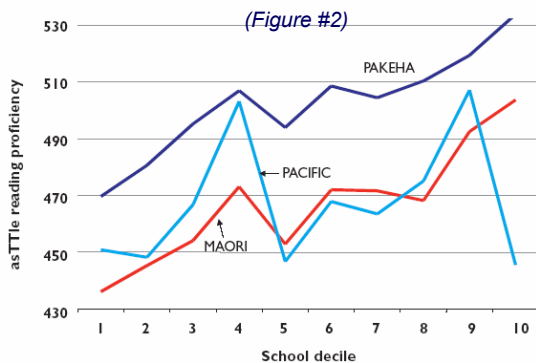
EDUCATIONAL INEQUALITY
(*Figure #1*)



The table ranks countries by the extent of the difference in achievement between children at the bottom and at the middle of each country's achievement range. It shows the average rank in five measures of relative educational disadvantage in the areas of reading, maths and science literacy and achievement. (PISA and TIMSS).

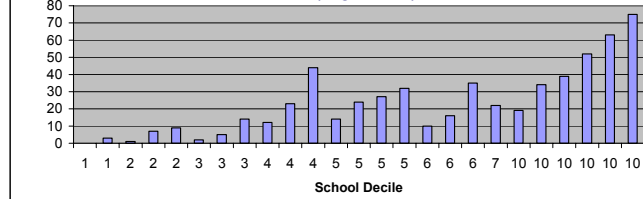
Source: UNICEF Innocenti Research Centre: *A League Table of Educational Disadvantage in Rich Nations* (2002)

READING PROFICIENCY BY SCHOOL DECILE AND ETHNICITY
(*Figure #2*)



Source: asTTle, The University of Auckland

Percentage of students obtaining A or B bursaries per 100 Year 9 entrants
(*Figure #3*)



Source: MSE Taskforce, University of Auckland

Until New Zealand students from all walks of life have the opportunity to realize their educational potential, there is little chance of building a prosperous and cohesive knowledge society in New Zealand.

Professor Dame Anne Salmond, Professor of Maori Studies & Anthropology and Pro Vice Chancellor at the University of Auckland, presented this graph (*Figure #3*, above) in her paper to the 2003 Knowledge Wave Conference. This was from a study of 25 High Schools in Auckland. Who could fail to support Professor Salmond's exhortation that the fate of the bottom 20% of our children should be put at the top of our list of national priorities?!

If you are looking for a powerful rationale for New Zealanders to take positive action in the educational arena – and not leave everything to the government! – then we would recommend you read in full the views put forward by Professor Salmond. She dramatically highlights the disparities in educational outcomes for Maori and Pacific Island children, and therefore their life chances in New Zealand. Her paper may be found in full on the IHAD NZ website (<http://www.ihaveadream.org.nz/newsDP.htm>).

The following is an excerpt:

.....Most Kiwis would agree, for instance, that every child in this country should have a chance of making a good life for themselves, as their birthright. That is not what is happening at present, however.

Almost one in five students in this country leave secondary school without any formal qualifications, but the figure for those counted as Maori is one in three; while for Pacific Islanders it is one in four. Education correlates strongly with economic success, with university qualifications yielding a 42% privilege in life-long earnings over all other tertiary qualifications. It is thus not surprising to discover that the median income for Maori is just 80%, and for Pacific people just 78% of other workers, and that the unemployment rate for Pacific people is twice, and for Maori three times higher than that of Europeans, although fortunately, these gaps are closing.

Pacific Islanders and Maori have higher fertility rates than other New Zealanders, lower life expectancy, and a younger age structure. According to recent projections, by 2050, 57% of all New Zealand children will be Maori or Pacific Islanders, and 68% non-European. This means that as the baby boomers move out of the work-force, they will find themselves relying upon an increasingly 'Maori' and 'Pacific' cohort of younger workers to support them.

It is thus in everybody's interests that all young people should acquire good skills in literacy and numeracy, and that those with particular intellectual and creative gifts should be encouraged and enabled to aspire to higher education. This graph, however, shows sharply inequitable outcomes in compulsory schooling.

Here's another data point that demonstrates these disparities in education outcomes. This table has been created from data on the Government's NCEA web site. Essentially, it presents the data in Professor Salmond's graph from a different perspective, because, unfortunately, Maori and Pacific Islanders are represented more heavily in the lower decile schools.

Achievement of candidates in 3rd year of secondary education by ethnicity, 2002

	All students	NZ European	NZ Maori	Pacific Island
Percent gaining NCEA level 1	58%	67%	35%	30%

So, we have the predominant segment of our future population not achieving at high school. This means that they are almost certainly not going on to university, a fact born out by university admissions data.

Even worse, they are not coming out of high school with the basic levels of literacy and numeracy required to gain a job in the future society, thereby condemning them to a repeated cycle of low-skilled, low-wage jobs.

To quote again from Professor Salmond's paper:

The fate of the bottom 20% of our children should be put at the top of our list of national priorities. How about setting a national goal of halving the number of children who leave school without any formal qualification? Let's put superb teachers in front of these children, and release their creative potential. Why shouldn't the Ministry actively support experimental schools, for example Susan Baragwanath's school for teenage mothers in Lower Hutt, with its 100% pass rate in Bursary, and its philosophy of rigour, high standards, accountability and no bullshit? Why not establish a major competitive fund to support and rapidly grow initiatives which successfully transform educational outcomes for these children, and give them access to higher education? What other innovative approaches might help us to create a sustainable pool of human capital?

The Cause

“Affirmative Development of Academic Abilities” is the title of an excellent paper written by Edmund W. Gordon, Professor of Psychology and Education, Emeritus Teachers College, Columbia University. He first talked of this concept, *Affirmative Development*, in a discussion concerning the persistent under-representation and modest performance of minority students, specifically in mathematics and the sciences. Although this was focused on the US, New Zealand’s issues are very similar.

Professor Gordon’s analysis on the major causes of this academic underperformance was presented in the newsletter, *Pedagogical Inquiry and Praxis*, published by Columbia University (Issue No. 2, September 2001). We have extracted the key section below, where he talks about the **Inequality of Capital ...**

Skin colour and other sources of cultural identity continue to be the basis for troublesome social divisions in the United States and elsewhere. However, I am increasingly persuaded that it is the unequal distribution of resources and the perceived threat of loss of "my share" of those resources that enable cultural, gender, racial and religious bias to surface and flourish. DuBois was right; the line between the haves and the have-nots will challenge the colour line as the problem of the Twenty-First Century.

To understand the magnitude of this problem it is necessary that we look more closely at what it is to have and to have not. In many of the available analyses, income distribution has been the variable of focus. For individuals, inequality in the distribution of, and inadequacy in access to, income comprise a critical factor, but for groups the problem of inequality in the distribution of wealth may be even more critical. This may be true because while income may provide limited access to available resources, it is wealth that provides access to power and control. It is also wealth that provides ready access to essential human resource development capital. Some of us are beginning to believe that without the capital to invest in human resource development it is impossible to achieve meaningful participation in an advanced technological society. What is the nature of that capital? According to Bourdieu (1986), Coleman et al. (1966), Miller (1995), Gordon and Meroe (1989), it includes:

Cultural capital: the collected knowledge, techniques and beliefs of a people.

Financial capital: income and wealth, and family, community and societal economic resources available for human resource development and education.

Health capital: physical developmental integrity, health and nutritional condition, etc.

Human capital: social competence, tacit knowledge and other education-derived abilities as personal or family assets.

Institutional capital: access to political, education and socializing institutions.

Pedagogical capital: supports for appropriate educational experiences in home, school, and community.

Personal capital: dispositions, attitudes, aspirations, efficacy, and sense of power.

Polity capital: societal membership, social concern, public commitment, and participation in the political economy.

Social capital: social networks and relationships, social norms, cultural styles, and values.

Obviously, wealth is more than money. It is the accessibility and control of resources. Schools and other social institutions seem to work when the persons served bring to them the varieties of capital that enable and support human development. If we are correct in assuming that the effectiveness of schools and other human resource development institutions is in part a function of the availability of such wealth-derived capital for investment in human development, we may have in this relationship a catalyst for pedagogical, political and social intervention.



The Solution

In the 3rd issue of *Pedagogical Inquiry and Praxis*, March 2002, Professor Gordon outlined the idea of **Supplementary Education** to address these capital inequalities and their resulting disparities in education outcomes. The key point of his argument was that high-achieving students have access to not just good schools, but an array of additional educational resources that reinforced and supported their school-based education.

We define supplementary education as the formal and informal learning and developmental enrichment opportunities provided for students outside of school and beyond the regular school day or year. Some of these activities may occur inside the school building but are beyond those included in the formal curriculum of the school. After-school care, perhaps the most widespread form of supplementary education, includes the special efforts that parents exert in support of the intellectual and personal development of their children. These efforts may range from provisions for good health and nutrition, to extensive travel and deliberate exposure to socialization, to life in the academy, as well as to mediated exposure to selected aspects of both indigenous and hegemonic cultures. Many activities, considered routine in the settings in which they occur, are nonetheless thought to be implicitly and deliberately engaged in to ensure adequate intellectual and academic development of young people. These routines include reading to and with one's children; dinner table talk and inclusion in other family discussions of important issues; exposure to adult models of behaviours supportive of academic learning; active use of the library, museums, community and religious centres as sources of information; seeking help from appropriate sources; and investments in reference and other education materials.

In a related but different domain are efforts directed at influencing children's choice of friends and peers; guiding and controlling use of their spare time; guiding and limiting their time spent watching television; and encouraging their participation in high performance learning communities. Thus, we find a wide range of deliberate and incidental activities that serve to supplement the more formal and systematically structured learning experiences provided through schooling.

Please note that these two issues of Professor Gordon's excellent newsletter are available on the web. We encourage you to read them both, to understand the depth of his research and the force of his arguments.

<http://iume.tc.columbia.edu/reports/praxis2.html> <http://iume.tc.columbia.edu/reports/praxis3.html>

It's important to note that Professor Gordon doesn't slam the schools, the teachers, the parents or the students themselves. Yes, we have to ensure that teachers are highly trained and motivated, and that schools are accountable for their students' outcomes. But it is too easy to criticize individuals or the infrastructure. It is much harder to turn the mirror on ourselves, and consider why we have allowed modern society to generate such patently unfair outcomes. Research, both here and in the US, confirms the intuitive belief that poverty and educational achievement are closely linked. However, these links can be broken. And one of the simplest methods of doing so is engaging our children in extra-curricular activities, especially After School Programmes.

Another important piece of research was released on June 4, 2003, from the Nellie Mae Education Foundation in Boston. The report, *Critical Hours: After School Programmes and Educational Success*, was produced by Dr. Beth M. Miller, a senior research advisor to the National Institute of Out of School Time at the Centre for Research on Women at Wellesley College. It synthesizes the evaluation data currently available from existing studies of after school programmes, and offers a detailed series of conclusions based on that assessment. This extract from the Executive Summary sums it up well:

Because young people spend only 20% of their time in school, how and where they spend the remaining 80% has profound implications for their well-being and their future. Quality after school programmes provide engaging learning activities in a safe and supportive environment. These programmes can meet students' needs for personal attention from adults, inclusion in positive peer groups, and enjoyable experiential activities that build self-esteem. After school programmes are also uniquely positioned to encourage a more supportive bridge between home and school.

This report is also available on the web: <http://www.nmefdn.org/CriticalHours.htm>

Conclusion

Professor Gordon's and Dr. Miller's advocacy for supplementary education and extra-curricular activities explain why programmes like "I Have a Dream" are successful in overcoming the educational disparities caused by unequal access to the various forms of capital. IHAD delivers these supplementary educational activities on a daily basis, for 10 to 15 years, to an entire Year class of children at a selected school. These activities include:

- After School Programme
- School Holiday Programme
- Field Trips
- Guest Speakers
- University Visits
- Work Experience
- Tutoring
- Mentoring



By providing a network of caring adults, in addition to each Dreamer's family and teachers, IHAD programmes reinforce the Dreamers' schooling, offer additional opportunities, and raise their expectations. Over twenty years of experience in the US, with over 13,500 Dreamers, prove this (see the Results data on our web site, <http://www.ihaveadream.org.nz/aboutusR.htm>).

Further, our own experience in Mt. Roskill has shown that the IHAD programme provides benefits beyond the immediate class of Dreamers. Siblings and parents, other classes in the school, and the broader community have all become involved in aspects of the IHAD programme, and all have reacted positively to the opportunities created.

While it would be ideal if the Government and the Ministry of Education stepped up to provide these activities, on a nationwide basis, it seems that budgetary limits and ideological arguments prevent it from doing so. We will continue to advocate for this, but we believe that private individuals have both an opportunity and an obligation to step in and fill this gap.

All it takes is for one caring individual, or a small group of concerned citizens, to provide the time and money to sponsor an IHAD project. Imagine the impact you can have by sponsoring a class of NZ's own under-represented minorities into the realms of tertiary education, career success, and enhanced development of their families' and communities' capital. So, if you would like to discuss the time and budgetary implications of implementing an IHAD project, anywhere in NZ, please call or email us, using the contact details below. We look forward to talking with you!

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