

**Va'aomanū Pasifika**  
*Pacific Studies & Samoan Studies*

**PASI 403: NEW ZEALAND POLICY AND PACIFIC PEOPLE 2008**

1. Course Organisation

Coordinator:	Associate Professor Peggy Fairbairn-Dunlop Room 203, 6 Kelburn Parade, Telephone: 463 6867
Lectures	Wednesday, 11.00-12.50 6KP – Room 102
For additional information:	Diana Felagai, Va'aomanū Pasifika 6 Kelburn Parade ext 5830

2 Aims, Objectives and Content

**Course aims**

This course reviews the history of New Zealand government policy relating to Pacific nations and people, and analyzes contemporary policy developments in terms of their political, cultural and economic contexts. Through readings, discussions, presentations by policy makers and a practical carried out with a Pacific community, students will gain a nuanced sense of the challenges of the policy making context.

**Objectives**

By the end of the course students should:

- demonstrate through written and oral presentations their understanding of the range of New Zealand public policy considerations relevant to Pacific people both domestically and internationally
- apply research techniques and skills to critique a range of literature (including policy documents, technical reports, media, government and NGO materials) for relevance and appropriateness to Pacific people
- show understanding of how policy is made and factors which influence policy development, through working with a Pacific community
- through preparation of a research paper, contribute to the debate on factors influencing social transformation and empowerment in the Pacific region.

**Course Content**

The course includes the following themes:

- Defining Pacific people
- Policy - history and cultural traditions and participation theory
- Engaging Pacific people in policy debate, lobbying and advocacy
- New Zealand policy and Pacific people in New Zealand
- New Zealand as a Pacific nation
- The influence of aid and, New Zealand in the Pacific

The course is in four parts. Estimated times are in brackets:

- a) Intro: Defining terms - Pacific people historical and cultural background (4 wks)
- b) NZ and the Pacific (6 weeks)
- c) Pacific peoples in New Zealand (8 weeks)
- d) Research topic (6 weeks)

The course comprises a 2 hour weekly seminar where students will discuss their analysis of the set readings. Note that students are expected to have read all readings prior to class. In addition students will carry out a policy-related practical with a Pacific group of their choice (Government agency, NGO) and a research essay in a topic of their choice. Attendance at at least ONE session of the Pacific Post Graduate Talanoa Seminars (ACCESS grid) is also a requirement.

Students must attend 80% of scheduled sessions/ alternatives. Assignments should be handed to the Va'aomanū Pasifika Administrative Officer at 6 KP, or dropped into the assignment box outside the office door by the due date. The Assignment Cover Sheet (orange) must be filled out and attached to all assignments (see Admin Officer). Emailed or faxed assignments will not be accepted except by special arrangement with the lecturer. Late assignments will not be accepted except by special arrangement with the lecturer. If you have special circumstances, you MUST request an extension BEFORE the assignment is due.

### 3 Set texts

Required:

A two-volume multilith of readings is available for purchase at Student Notes, Student Union Building. Additional readings handed out in class should be treated as required readings

Recommended:

- New Zealand Policy and Pacific People is available at the following website:  
[http://www.med.govt.nz/irdev/econ\\_dev/pacific-peoples/scoping/section6.html](http://www.med.govt.nz/irdev/econ_dev/pacific-peoples/scoping/section6.html)
- Ministry of Pacific Island Affairs (2006) *Pacific analysis framework* Wellington: MinPac
- NZAID policy documents, Ministry of Pacific Island Affairs policy documents and other Ministry documents. See also The New Zealand Politics Source Book (Reading 7 multilith readings)
- Participation literature e.g Chambers R (1995) Paradigm shifts and the practise of participatory research and development in N Nelson, Wright S (ed) *Power and participatory development: Theory and practice*, London ITM; Pretty J (1995) The many interpretations of participation *Focus* (16) 4-5; Ha-Joon Chang (2002) Kicking Away the ladder: Development Strategy in historical perspective
- Newspaper and journals and reports.
- Materials from the Pacific Island Forum Secretariate (PIFS) website, Secretariat of the Pacific Commission (SPC) other regional organisations, UN websites and national websites
- Crocombe R (2002) *The South Pacific, USP* (and other Crocombe texts)
- Macpherson C, Spoonley P Anae M (ed) 2004 *Tangata o te Moana Nui: The evolving identities of Pacific peoples in Aotearoa/ New Zealand* Dunmore Press

The course is internally assessed. There are four assignments:

**Assignment 1: NEWSPAPER ASSIGNMENT**

**25 marks**

There are three parts to this assignment

Due date A	July 23	(5 marks)
Due date B	July 30	(15 marks)
Due date C	Aug 6	(5 marks)

A Compile a file of newspaper clippings, TV news, and other materials over two week period (July) focusing on either one policy related issue with implications for Pacific people or a general selection of policy issues. The completed file must contain at least four entries per week (total 8). For each clipping, add brief comments (bullet points) about any policy related issues for Pacific people these might imply. *Not be more than half a page for each clipping.*

B Annotated bibliography. Select two of your clippings/ issues Search the website of the ministry/ department these issues might fall under and identify one key reference material for each (Total 2 references). (Ministries/ Departments might include Ministry of Pacific Island Affairs, Education, Labour, Immigration, Child Youth and Family, Youth, Women's Affairs, Land, Environment and bioethics for example)

Prepare an annotated bibliography of key points from the two references and highlight importance to Pacific people (15 marks) *Not more than half a page for each.*

C Present a 15 minute seminar discussion on one or more of these pieces (5 marks)  
*This must include a one page hand out of key points (+ - and ?)*

Note: this issue could form the basis for your major assignments (3 and 4)  
*(Annex 1: outlines the indicators which will be used to grade PASI 403 seminars)*

**Assignment 2: Essay**  
**20 marks**

**Due Aug 27 2008**

Drawing on at least three readings, one from set readings and at least one that you have identified yourself, critically discuss the question 'What factors make for good Pacific policy?' (2,000 words)  
*(Annex 2 outlines the indicators which will be used to grade PASI 403 essays and practical assignments 2, 3 and 4))*

**Assignment 3: Practical assignment.**  
**25 marks**

**Due**

There are two parts to this assignment. Note that you must indicate by the 13<sup>th</sup> of August the group you intend to work with.

Due date A	(15 marks)	October 1
Due date B	(10 marks)	October 22 (tbc)

Working with a community group of your choice, identify a policy related issue of concern to that group. This could be a community group, Council, Pacifica women's group, church group or youth group, for example. Attend at least two meetings/ public consultations of this group and:

- A Prepare notes on this meeting including:
- Number of participants (profile e.g. m/f, age, ethnicity)
  - How the meeting was conducted
  - The issues discussed and views expressed (for and against)
  - Critique of Pacific participation in the meeting and/or any strategies used to ensure Pacific participation (15marks. Maximum 8 pages.)

- B Prepare and present a short paper (not more than 500 words) of a Pacific/ your viewpoint on this issue (10 marks)

**Assignment 4: Research Essay.**

**Due: 18 Jan 2008**

**25 marks**

There are three parts to this research assignment

- A Essay topic and key questions. Due date Oct 29 (3 marks) Two page maximum  
B Presentation. Essay plan and 5+ references (annotated bibliography) (7 marks) Due Nov 19  
C Final assignment Due 21 January (15 marks) 5,000 words maximum

*Select ONE only of the following topics.* Alternative topics can be discussed with the lecturer. Essays should not be more than 5,000 words and properly referenced. Essays will be assessed on arguments presented, organization, and evidence of critical thought

4.1 Critically review a recent policy introduced/ in discussion in New Zealand for its general effectiveness and impact on Pacific people in New Zealand and the region. e.g. Education, Trade, Sustainable Development, Gender, Youth, HIV Aids, Justice. This essay should include a review of consultative processes undertaken.

4.2 *A major challenge for Pasifika development agencies is to ensure equitable and informed participation and consultation of all Pacific communities and groups.*

Discuss this statement with special reference to ONE of the following

- a) the numerical dominance of the Samoan population in New Zealand
- b) male /female participation
- c) ensuring the voice of youth

**5 marks**

The final 5 marks will be allocated for a variety of tasks, and could include: leadership in seminars; reading critiques and, critique of at least ONE Pacific Post Graduate Talanoa Session (BRCS Access grid) \*\*\* AUT session

<b>5. Course outline</b>
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**PART 1: INTRODUCTION**

**(4 weeks)**

1. Introductions: course themes and course requirements  
Establish schedule for trimesters  
Class discussion: What is policy? What are its purposes, rules, traditions, limitations?  
How is policy made?

**2 Policy approaches, guidelines and methods**

Discussion of approaches including  
Separation/ mainstreaming (inclusion)  
Participation models  
Pacific guidelines (Ministry of Pacific Island Affairs, Education, Justice ...)

What are the skills and knowledge Pacific people bring to the policy making processes?

**Reading:**

Taylor S and Rizvi F et All 'What is policy?' chapter 2 in S Taylor and F Rizvi, et al (eds) Education Policy and the Politics of Change London: Routledge 1977 pp 22-35) Hand out

Other

[http://policy.csumb.edu/develop/toolkit/policy\\_procedure.html](http://policy.csumb.edu/develop/toolkit/policy_procedure.html) (Hand out)

[http://policy.csumb.edu/develop/toolkit/standard\\_format.html](http://policy.csumb.edu/develop/toolkit/standard_format.html)

Reading 24: Durie, Mason “Race and Ethnicity in Public Policy – Does it work?”

Reading 25: Krishnan, Vasantha, P Schoeffel and Julie Warren, *The Challenge of Change: Pacific Island Communities in New Zealand (1986-1993)*

Chambers ...Participation ...

Ha-Joon Chang (2002) *Kicking Away the ladder: Development Strategy in historical perspective* (2002)

### **3 Who are the Pacific people?**

Defining our terms

Demography? Values and beliefs?

How can Pacific values be captured in mainstream policies?

#### **Student lead discussion of set readings**

Kame’eleihiwa, Lilikalā, ‘Traditional Hawaiian Metaphors’ in *Native Land and Foreign Desires*, Bishop Museum Press, Honolulu, 1992:19-49, notes: 344-349

Bedford, Richard and Didham, Robert, ‘Who Are the ‘Pacific Peoples’? Ethnic Identification and the New Zealand Census,’ *Tangata O Te Moana Nui: The Evolving Identities of Pacific Peoples in Aotearoa/New Zealand*, Macpherson, Cluny, Spoonley, Paul and Anae, Melani (eds.), Dunmore Press, Palmerston North, 2001: 21-43

Belgrave, Michael, ‘Needs and the State: Evolving Social Policy in New Zealand History,’: 23-37, notes: 243-246; and, Dow, Derek, ‘Driving Their Own Health Canoe: Maori and Health Research,’: 91-107, notes: 255-261; in *Past Judgment: Social Policy in New Zealand History*, Dalley, Bronwyn and Tennant, Margaret (eds.), University of Otago Press, Dunedin, 2004

#### **URLs:**

<http://www.minpac.govt.nz>

<http://www.mfat.govt.nz/foreign/regions/pacific/generalinfo/policy/policyreview.html>

<http://www.mfat.govt.nz/foreign/regions/pacific/pif03/nzbgpif2.html>

#### **4. History, Culture and Policy shapers**

a) Traditional policies and processes continued:

- Tapu, Rahui, Ifoga/sautu, leadership and Mana

b) The ‘outside’ influence and nation building, sovereignty issues

- i. “race” relations--exclusions
- ii. religion—prescriptions and prohibitions
- iii. judicial and legislative systems

#### **Student lead discussion of set readings**

Smith L Decolonising mythologies Chapter tba

Treaty of Friendship with Samoa

- Media case studies:
  - Samoan citizenship movement (1982 Act, Anae Arthur Anae-led protests and petitions for repeal 2003-)
  - Helen Clarks’ apology to Samoa 2003

Compacts of Free Association with Niue, Cook Islands

Tokelau Referendum (2006, 2007)

#### **Readings**

17. NZ Politics Source Book

18. Helen Clark (1985) *Establishing a Nuclear-Free Zone in the South Pacific in New Directions in New Zealand Foreign Policy*, Gold, Hyam (ed) University of Otago, Benton Ross

19. Michael Hamel-Green (1985) *The Rarotonga South Pacific Nuclear-Free Zone Treaty*

## **PART 2: NZ AND THE PACIFIC**

(7 Weeks)

### **5 New Zealand policies over time (framework and overview)**

Key features of NZ colonial policy in the Pacific  
How do Pacific people respond to NZ policies?

#### **Readings**

8. Davidson, J. W., 'The Foundations of a New Policy 1946-8,' Samoa Mo Samoa: The Emergence of the Independent State of Western Samoa, Oxford University Press, Melbourne, 1967: 163-187, notes: 449

9. Barber D 'NZ: Aid is not a final answer to problems' Pacific Islands Monthly, Nov 1995:25

10. Barber, David 'The Future lies in your hands,' PIM June 1992:39

11. McKinnon, Rt Hon D 'The MMP Era and Pacific Policy' New Zealand Foreign Affairs and Trade Record, Vol 6 No 1, June 1997 4-7

12. Barber David 'New Zealand's Pacific interest is ongoing' PIM Oct 1998:54

McKinnon Rt Hon D 'New Zealand Foreign Policy - Steady as She Goes' New Zealand Foreign Affairs and Trade Record, Vol 7 No 4 Sept 1998 9-13

McKinnon Rt Hon D 'New Zealand Foreign Policy: Making a Difference' New Zealand foreign Affairs and Trade Record, Vol 6 No 10 April 1998 4-08

McKinnon D 'Isolationist policies not on for Pacific countries' NZ Herald 17 Sept 1998:A15

Bertram G (1999) *The MIRAB Model Twelve Years On* in The Contemporary Pacific, 11 (9) pp 105-138

Hauofa E (1983) Tales of the Tikongs. Auckland: Longman Paul

#### **URLs:**

<http://www.wsws.org/articles/2004/apr2004/naur-a26.shtml>

[http://www.aph.gov.au/senate/committee/fadt\\_ctte/completed\\_inquiries/2002-04/png/report/c09.pdf](http://www.aph.gov.au/senate/committee/fadt_ctte/completed_inquiries/2002-04/png/report/c09.pdf)

[http://www.justice.govt.nz/pubs/reports/2000/pacific\\_people/chapter\\_6.html](http://www.justice.govt.nz/pubs/reports/2000/pacific_people/chapter_6.html)

NZAID policy documents/ Newspaper reports (2006)

### **6 NZAID Policy**

Guest Speaker: August 13<sup>th</sup> Vince McBride, CEO, Pacific Cooperation Foundation

#### **Readings**

NZAID documents and on-line materials

## **MID TRIMESTER BREAK (Aug 20-)**

### **7 The Contemporary Pacific - People, theories and agencies 2 weeks**

Economic growth models to Sustainable development theories

National/ Regional trends and the governance agenda

Globalisation and Pacific ethics, epistemologies

Diaspora communities

Human rights and Pacific communal values

#### **Readings:**

Crocombe C (2001) The South Pacific, USP

Hauofa E (1994) "Our Sea of Islands", The Contemporary Pacific 6, 147-161

Look up the following agencies and papers on the web:

- Pacific Islands Forum Secretariat (PIFS)
- Secretariat of the South Pacific Community (SPC);
- Pacific Human Development Report, Pacific Plan, Pacific Development Reports (UNDP), Pacific Women's Platform for Sustainable Development and Youth Reports, USP, UPNG, UN agencies (WHO, FAO, UNESCO and UNDP, UNIFEM ...) and Human Development Reports, Millennium Development Goals (MDGs)
- Regional NGOs such as PIANGO, FSP International, FWCC, and Fiji Women's Crisis Centre

## **8 Regionalism and Globalisation**

Early Trading routes through to WTO, PICTA and PACER

Aid and Security post-9/11

IT, media and access issue

### **Readings**

PICTA, Pacer and Cotonou: Pacific Cooperation Foundation Readings

Papers from the PCF conference (July 29-30 2006)

Professor Jane Kelso papers

Sustainable Development literature as

Hooper H (2000) Culture and sustainable Development in the Pacific (ed) ANU Asia Pacific School of Economic and Management (Series: Pacific Policy Papers, 33)

Atu Emberson-Bain (1994) Sustainable Development or Malignant Growth: Perspectives of Pacific Island Women, Marama Press, Fiji

## **9. Other players**

### **Readings**

Sandra Tarte (1998) Japan's Aid diplomacy and the Pacific Islands, National Centre for Development Studies Research School of Pacific and Asian Studies, ANU, Canberra, Pacific Policy Paper 26 and the IPS USP (reading 17)

Dominion Post/ Newspapers June 06 Pacific nations voting and the Whale debate

Emergence of the French in the Pacific

Crocombe R (2001) The South Pacific, USP Chapters 15-23

## **PART 3 Pacific peoples in NZ today**

**6 weeks**

***migrant, minority and diaspora communities***

### **10. The Treaty of Waitangi Guest Speaker**

*A Understanding the Treaty, defining "biculturalism"*

*B Where do Pacific people sit in relation to the Treaty and biculturalism?*

Policy document: Treaty text (Readings)

Historical Context: Claudia Orange on the Treaty

### **11 New Zealand as a Pacific nation**

#### **Readings**

Page 189- Witi Ihimaera (1986) New Zealand as a Pacific nation (or 'The Hitchhikers' guide to the Pacific Page 189- Readings)

20 Ranginui Walker (1987) Years of Anger

23. Paul Gilroy, There Ain't no black in the union Jack; The cultural politics of race and nation

Ministry of Pacific Island Affairs papers, and manifesto

Fairbairn-Dunlop and Makisi (2004) Making our Place: Growing up PI in New Zealand, Dunmore press

The Ministry of Pacific Island Affairs (Minpac) materials

## 12 How is policy *really* made?

\*\*Guest speaker: Topic: The Ministry of Pacific Island Affairs (MinPac) from Vision to implementation

\*\*Guest speaker: Topic: The view from the ‘other’ side (Immigration Policies...)

### **SPECIAL TOPIC FOCUS** **October - December**

#### **Key Questions:**

Policy Formulation—context and process

How have Pacific people been accounted for in x policy?

How did Pacific people contribute/ participation in the policy formulation processes?



### **13 Race relations, human rights**

#### **Readings**

Reading 21: Human Rights and equal opportunity Commission  
Booklet: How to relate to Samoans  
Human Rights Commission (2005) Human rights in New Zealand Today  
Human Rights commission (2005) The New Zealand Action Plan for Human Rights  
Race relations commission papers

### **14 Immigration, labour / economic security**

When you need us ...

#### **Readings**

Primary sources: 1970s and 1980s Legislation and the Immigration Act Review: 2006 home page ...  
Reading 22 Terrence Loomis Pacific Migrant Labour, Class and Racism in New Zealand  
Reading 26 De Bres Joris and R Campbell, The Overstayers: Illegal Migration from the Pacific to NZ

Media case studies: Tuvaluan diabetic wife-beater 2003-2004, Pregnancy tests for Samoan and Tongan visitors to NZ 2003-2004; Australia – proposal for open short-term migration for Pacific Islands  
Deporting... what happens to those sent ‘home’

Visitor contract workers in New Zealand (Labour Department Pacific Team, PCF Publication)

### **15 Education, Language , Tertiary Education Issues (TEC)**

#### **Readings- Language**

Roger A. Preddie, “One, Two or Many?” the Development of Implementation of Languages Policy in New Zealand, Ministry of Education, 1991  
‘Maori and Pacific Island Language Demand for Educational Services’ Research Report, Min of Education, 1995  
Ministry of Pacific Island Affairs and Ministry of Education Pacific Unit Policy papers (2006-)

#### **Readings – Tertiary Education**

VUW Charter and Strategic Plan  
Statistics New Zealand  
TEC Pacific Strategy and Equity Strategies  
Hon Dr Michael Cullen (4 April) Ensuring quality and relevance – future direction for funding tertiary organizations. Speech to stakeholders  
Anna Pasikale’s chapter in *Tree of Opportunity*  
Selections from a history of Victoria University of Wellington  
The PBRF and Pacific scholarship

### **16 Health Module – children, parenting issues,**

What do we mean by ‘health? Holistic strategies

#### **Readings**

Readings 30 – 37  
The Pacific Health Research Guidelines  
Mental Health guidelines  
Newspaper reports: Safe kids and section 2 and 59  
Miles J (1997) Infectious Diseases, Colonising the Pacific University of Otago Press  
Sitaleki Finau writings  
*Pacific Health Dialogue*, Pacific Health Research Centre, University of Auckland, Fiji School of Medicine and the Pacific Basin Medical association.

## **17 Culture recreation and sports, the media**

Readings 41 and 43

How are Pacific people portrayed in the media?

Ownership and indigenous knowledge

## **18 Justice systems and Pacifika peoples**

The new Pacific prison

### **Readings**

27: Ana Koloto, The needs of Pacific people when they are victims of crime

45: Imrana Jalal Law for Pacific Women,

28: Policing the Crisis: Mugging,, The State and Law and Order

29: Penal Policy in New Zealand (1970)

The Effective Interventions Package (2006-) Justice Department

## **18. Gender Youth**

### **Readings**

NZAID Gender Policy (in progress)

MWA (2006) Pasifika Women's Economic Well-Being Study, Final Report

MWA (2004) Action Plan for New Zealand Women

Reading 42. Imperial Leather: Race, Gender and Sexuality in the colonial context,(1995)

**PART 4**

**GUIDED RESEARCH**

**Dec-January 2008**

**Annex 1**

**PASI 403**

**Evaluation Sheet - Seminar**

**Name:**

**ID:**

**Seminar Topic:**

*Focus and development of key ideas*

*Extent of preparation / planning*

*Effectiveness of structure*

*Class engagement / participation*

**Essay Title:**

The following indicators have been used to grade your essay:

- Is the essay clearly focused on the appropriate issue/question/topic?
- Are relevant conceptual frameworks regarding scholarship/studies of the Pacific brought to bear in this essay?
- Are relevant links made between articles / books in terms of issue/question/topic?
- Does the essay show adequate preparation in terms of thought, and in terms of critical reading of course materials and supplementary readings?
- Is the argument clearly and consistently developed and well supported?
- Are there any confusions, irrelevant information and / or unsupported claims?
- What is the standard of expression and structure of essay like?
- Are the reference correctly given in the text and in the References/Bibliography?

**Overall comments:**

## GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

[http://www.victoria.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Student and Staff Conduct
- Academic Grievances
- Academic Integrity and Plagiarism
- Meeting the Needs of Students with Impairments
- Student Support

### Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## **Student Support**

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contacts are **Dr Allison Kirkman, Murphy Building, room 407** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

## **Manaaki Pihipihinga Programme**

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact [Manaaki-Pihipihinga-Programme@vuw.ac.nz](mailto:Manaaki-Pihipihinga-Programme@vuw.ac.nz) or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; [Pacific-Support-Coord@vuw.ac.nz](mailto:Pacific-Support-Coord@vuw.ac.nz) or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

## **Student Services**

In addition, the Student Services Group (email: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)) is available to provide a variety of support and services. Find out more at:

[www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/)

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.