

THE MAORI NUSAPOLYNESIA  
INTERNATIONAL UNIVERSITY

BUSINESS PLAN

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World Melayu-Polynesia Organization - [2014]





THE WORLD MELAYU-POLYNESIA ORGANISATION

***“ Every business and major project needs a business plan, a road map for meeting the expected and unexpected opportunities and obstacles the future holds and to navigate successfully through the business’s unique competitive environment.”***

**(Harvard Business School, 2002 : 4)**

## **EXECUTIVE SUMMARY**

**The context of tertiary education in the Asia-Pacific Century as well as its distinctive geographical region is introduced. This university offers a unique product mission as it is a university with a plan designed to unite the Malay-Polynesian Ancestral Nations. Its mission and role as well as their strategies are hereby outlined. The proposed location is to be in New Zealand, a central location highly accessible for other Pacific Island Nations. An implementation time-frame is also given.**

## **1.0 Context of Global Tertiary Education in the Asia-Pacific**

One salient factor of countries in the Asia-Pacific Century (15-20 years from now) is the effect of globalization resulting in increased integration of national economies and international exchanges. Countries like China, Japan, Korea, India, Indonesia, Thailand, Philippines, Malaysia, Australia, New Zealand and Pacific Island will virtually 'merge' into one package collection of economies with similar trade agreements, little trade barriers to facilitate movements of capital, businesses and people without restrictions. Increased economic prosperity will also result in increase in middle-income consumers, greater international travels, student mobility, academic researchers' mobility and digital technology exchanges. All these make demands on tertiary institutions to be exceedingly competitive, offering top quality academic-professional programs to woo greater number of international students. Governments of respective countries, too, will be under intense pressure to reap competitive advantages in this mad scramble for leverage. As a result, tertiary education policies will be radically shifted. Even conventional management styles of universities had to be abandoned, to make way for a borderless knowledge economy set on cutting-edge technologies. There will be a competition for world-class talents and experts to fix new game plans. All these factors make tertiary education and their investments very challenging. In this integrated economies and geographical mobility, lately the concept of 'cross-border education' has been coming into perspective.

The demand for good tertiary education had started very long in the distant past. Students from well-established families of the developing world (Asia, Africa, Middle East and Latin America) sent their young family members to established schools and universities in Britain, America and Europe. These countries, being highly industrialised with advanced economies, offered excellent job experience for any graduate to learn skills. As a consequent, on their return home they succeeded to become elites and industry leaders – ensuring wealth for their families for generations. Previously 'oversea education' had been very limited and

less accessible, but as time goes by more local universities entered the scene to offer similar experience. However, a prestigious qualification from Oxford, Cambridge, London School of Economics (LSE), Harvard or Massachusetts Institute of Technology (MIT); or a having an MBA (Master in Business Administration) from Berkeley or Louvain (Belgium) had been a coveted asset. A wide corridor of the world opens before them. Not so anymore. As more and more new universities entered the scene; and more local graduates compete in the same job markets, an oversea education - concomitant with oversea job experience – still commands respect and privileges.

The greatest demand for high quality tertiary educational experience is still in the Asia Pacific countries. As a consequence, tertiary education in countries like the United States, Britain, Canada, Australia and New Zealand had enjoyed high prestige rankings in spite of the higher cost incurred compared to Asian universities. And this trend is set to change, with governments and educational experts colluding to craft new game plans.

Planning for the next century is crucial for national survival. The great future lies in the Asia-Pacific, while Europe and the US take a back seat. China, India, Brazil and Indonesia set the stage, while smaller ASEAN countries clamber to work up common market strategies to niche themselves for new trade block advantages. Future economic wars, therefore, hang crucially on education and manpower capabilities. The great advantage that the Chinese economic miracle had over others, is how quick they take to mastering English as gate-way to world-class knowledge, develop capabilities and technologies that enable them to penetrate market economies of Africa, Asia, Latin America, Europe and America. As a consequence, they are able to flood cities of the world with cheap Chinese -made product alternatives. Even western companies had to survive by developing off-shore companies to reap cheap labour cost advantages of China, India and Indonesia. According to Pearson Asia-Pacific Consultants, China, that is Asia's biggest economy, had gross enrollment of 9% in higher education in 1998, yet grew to 23 % in 2007. Other emerging economies of ASEAN - like Singapore, Indonesia, Malaysia, Philippines Vietnam and Cambodia - getting more

industrialised and prosperous – crave for new educational opportunities in advanced countries of the world.

## **2.0 Background to a unifying university idea**

Tertiary education understandably holds the key to national growth and future survival of the world. Our planners deliberated hard on types of projects that will bring immediate transformations needed to fast-track socioeconomic changes in the Malay-Polynesian Ancestral Nations. Right now, our countries are mired in tragedies of war, natural disasters, poverty and minimal progress. Our national economies and human resources are held in bondage to western banks, while our natural forest resources are plundered with impunity. We urgently need a new generation of leaders, decision-makers and corporate players.

The role of our university, therefore, seeks to fulfill this gap. Two international conferences had reinforce this value position.

One -the **First International Conference on Malay-Polynesian Ancestral Nations** held on the 5-6 July 2012 at the Allson Klana Resort, Seremban, Negeri Sembilan, Malaysia had brought many nations together. Country representatives huddled together to formulate plans and projects that will uplift cultural, educational and economic benefits of all concerned countries. It was a conference that celebrated the uniqueness and varied cultural diversities of the Malay-Polynesian World spanning a third of the world's sea and land spaces. The region concerned countries of South Africa and Madagascar in the west; from Cambodia, Thailand, Vietnam, Taiwan, Philippines in the north, to Tahiti, Hawaii in the east, and to Cook Islands, Samoa, Fiji and New Zealand in the south. At the end of the event, representatives of countries formed an organization called '*The World Melayu-Polynesian Organisation*' (WMPO), specifically to implement various resolutions reached together. One of these resolutions is to establish an international university. A collective aspiration sacred to all, designed to catapult and motivate

a new generation with knowledge and skills hitherto inaccessible to many in our respective countries. This university project is meant to be a collaborative effort by all concerned to redress our communities's socioeconomic inequities.

Subsequently, at the second world conference, **The 2<sup>nd</sup> International Maori Malay Polynesian Conference and Trade Show** (28-31 March, 2014) held in Copthorne Hotel, Bay of Islands, New Zealand, a resolution to establish an international university in New Zealand under the name of the "**Maori Nusapolynesian International University**" was unanimously adopted.

A working committee consisting of university managers, senior academicians and corporate representatives of the Malay-Polynesian Ancestral Nations were tasked to identify experts, solicit philanthropic donation, venture capitalists and private university collaborators and investors to realise this project.

### **3. The 'Dream Project' : university's mission and role**

The idea of a 'Greater Malay Peoplehood Unity' started by the Indonesian King of Singhasari in 1275; later by Indonesian Prime Minister, Gajah Mada in 1336. All these early ideas were conceived to reflect that of the Malay-Polynesian Island Archipelago related to what was once a prehistoric Sunda Civilisation 15,000 - 10,000 BC.

The Sunda Civilisation was an expansive prehistoric maritime empire spanning from South Africa, Madagascar, Malaysia, Mainland Indochina, Yunnan, Taiwan, Philippines, Brunei, Indonesia, New Zealand and the Polynesian World. Based on current statistic, this 'island empire' consist of 44,000 islands altogether.

Echoes of the same native voice was resonant in the great Philippine hero, freedom fighter, ophthalmologist, artist, agriculturalist, Dr. Jose Rizal in the early 19<sup>th</sup> century, resulting in the first freedom movement of Malay Native People from their colonial past.

Effort of moves for making this 'unity' resurfaced in the idea of 'Maphilindo' or Malaya Irredenta by Filipino Wenceslao Vinzons, supported by then Filipino President Manuel L. Quezon. Pending the birth of a new nation called 'Malaysia' in 1963, President Diosdado Pangan Macapagal of Philippines, President Soekarno of Indonesia and the Prime Minister of Malaysia, Tunku Abdul Rahman had several discussions. Though there was initial agreement amongst the 'common brotherhood nations', it was short-lived.

This collective cultural memory or 'common brotherhood nations' of Malay-Polynesian Nations was actually written down in the '**Malaysian Culture Policy**' of 1971, to embody the long-lost dream of forging cultural, linguistic and trade between and amongst our 'Ancestral Nations'.

There were many international conferences held together, but having a good and realisable 'unity project' had never taken root. What better project can this dream be conceive of : other than establishment of a 'mission university' named by all of us as the 'Maori Nusapolynesia International University'. Before we proceed further, the university's name had been chosen to signify and represent our collective aspirations of Malay-Polynesian communities worldwide, namely the Pacific Island Nations (inclusive New Zealand) with Malaysia, Thailand, Philippines, Indonesia, Singapore, Brunei called the 'Nusantara' (Island Archipelago). This did not exclude the western-most part of South Africa and the island of Madagascar highlighting their Nusantara Polynesian focus - as in Figure 1.



Figure 1. SPC statistical area

**FIGURE 1 : PACIFIC ISLAND NATIONS AND ITS REGIONAL CONTEXT**

The common characteristics to all the above-mentioned groups of island nations are that they are rich in unexploited marine and natural resources yet their human resources remain undeveloped and underequipped to the demands of the modern industrialised economies. As a result, they remain as marginalized communities (minorities) at the bottom of the scale in terms of socioeconomic participation and development. They often become ‘beggars’ in their countries of origins; consumers not producers. At best, they facilitate others to master their rich natural resources and ultimately lost control of their own national destiny and independence.

Africa, Asia, Latin America and Polynesia sorely needs new institutionalized means of addressing our own age-old predicaments. We cannot rest assured for others

to take precedence over own fate and destiny. Universities, as vehicles for change, had fulfilled this role for ages; but instead of championing universal human (indigenous peoples) rights for resources of the world, reinforce further socioeconomic equities. For that matter, we need a new university model to propel our common concern.

One earliest Malayan initiated started was RIDA College, Petaling Jaya, Malaysia That was in in 1956, at a location about 15 minutes drive from Kuala Lumpur Central Business District.

The 2<sup>nd</sup> Malayan Prime Minister, Tun Abdul Razak, was reputed to be a pro-poor visionary with projects to uplift many Malay rural poor. Together with a passionate pioneer educator, Arshad Ayub (now Tan Sri), a professional training college was evolved from RIDA to be named `Institut Teknologi MARA`.

As a result of great number of innovative programs of studies and world recognition, in 1989, a name-change took effect to be an up-graded university status institution called `Universiti Teknologi MARA`.

One model of a very successful affirmative-action university of the Third World is Malaysia's Universiti Teknologi MARA (UiTM). UiTM's was first established as a small college (RIDA) in 1956 to cater for the Malay rural youths. Skills like making ropes, typing and secretarial courses, textile and weaving, dress-making and fashion designing, pottery, art and design, fine metals fashionin, shoe-making were initiated. However, as industries increased and the economy expanded, professional courses like entrepreneurship, business, statistics, actuarial science, accounting, applied science, hotel and tourism management, architecture, urban planning law, music, film-making, medicine and human genome studies were added. The courses were adopted using oversea syllabuses and thus qualifications were easily recognized by professional bodies and many of the world's top universities. This `success story`, presently, grows to become a mega-university of Asia with a population of 220,000 students. UiTM is an ethnic based university for the `Bumiputras` (indigenous people) to bring equity and social mobility for the rural poor.

Another Malaysian educational project initiative for the mainly poor rubber small holders' families – mainly in agriculture and farming - is RISDA College (Malacca), Malaysia that was established in 2004. After ten years in operation, the agriculture, entrepreneurial and business college will be upgraded to a university college called the 'Malaysian Agrosience University College' (MAUC). A planned expansion, with many other oversea universities' collaboration, is in the pipeline.

Taking a leaf from these examples, university planning with a 'mission' requires strategic learning and posturing. Capabilities for marshaling of sociopolitical initiatives, lobbying for financial commitment, disciplined methodologies do not come together in a neat package. The uniqueness of university planning is that it takes in visionaries of exceptional capabilities together in a concerted team-work. It contrasted very much with the entrepreneurial setting of a profit-motivated industrial firm. The novelty of university establishment requires statesmanship-like altruism that defies short-term definition.

Our mission university needs to explore raw talents and human skills – to urgently entice donors, venture capitalists – or even side-stepping time constraints by attaching to any established colleges or to well-established universities having expansion plans to make it happen.

The Maori community in New Zealand – like their Polynesian Island counterparts – knew their 'island culture' well and thus desperately needs 'vibrant Asia' for leadership initiatives in business and cultural revival. As a result of this big Maori-Polynesian push and stake in this university project, it was decided that the term 'Maori Nusapolynesia International University' be so named. As such this 'backyard project' should stay in New Zealand as their Minister for Maori Affairs, Hon. Dr. Pita Sharples will facilitate the process for New Zealand government approval.

The geographical position and dominance of Australia in world tertiary education must not be taken for granted when we position our mission university. Australia, New Zealand and the Pacific combined are actually one 'regional market' in term

of university export product as their range of courses, academicians (staffing) and management policy are intertwined.

This aspect of dominance and control may prove difficult for any new entrant like Malay-Polynesian ethnic-based beginner to start, unless being invited in.

Competitor universities with New Zealand universities are that from Australia. In 2010-2011, Australia attracted 250,000 international students, of which the four largest group included 50,000 (20%) are from China, 30,000 (12%) from India, 13,000 (5.2%) from South Korea and 10,000 (4%) from Malaysia.

Our university, like any private university, should operate a realistic business plan. In this, we need to study existing universities in the Pacific Island regional context and the New Zealand situation. Universal perception of New Zealand education and standards is already high, and an entry of a big university will not hamper existing demand.

Unless applicants come from a high income family, cost of studying in New Zealand may be prohibitively high, considering that NZ 1 is RM 2.80 in exchange rate.

Below is cost of study in selected New Zealand universities as indicative only.

<b>Degree of Full –time Study at 120 points</b>	<b>University of Auckland (Auckland, largest city)</b>	<b>Waikato University (Hamilton)</b>
<b>Architecture</b>	<b>NZ32,800</b>	
<b>Arts &amp; Social Science</b>	<b>NZ25,300.</b>	<b>NZ21,475</b>
<b>Geography, Music Psychology</b>		<b>NZ27,230</b>

<b>Tourism</b>		<b>NZ23,905</b>
<b>Computer Science, Mathematics, Statistics, Graphic Design</b>		<b>NZ25,855</b>
<b>Education</b>	<b>NZ25,470</b>	<b>NZ21,060</b>
<b>Teacher Training</b>		<b>NZ24,700</b>
<b>Sports &amp; Leisure Studies</b>		<b>NZ21,050</b>
<b>Law</b>	<b>NZ29,700</b>	<b>NZ25,105</b>
<b>Medicine, Surgery</b>	<b>NZ66,840</b>	
<b>Music</b>	<b>NZ29,700</b>	
<b>Science</b>	<b>NZ29,700</b>	<b>NZ27,425</b>
<b>Engineering</b>		<b>NZ29,880</b>
<b>Maori &amp; Pacific Development</b>		<b>NZ21,060</b>
<b>Urban Planning</b>	<b>NZ29,700</b>	

**Table 1 : Comparative Cost of Study in Auckland and Hamilton**

Auckland - the largest city - is a high-cost university location, whereas 2 to 2and half- hours' drive south is a low –cost township of Hamilton, is the University of Waikato. From the above Table 1, we can compare the cost of Social Science, Education, Law and Science courses as indicative of the university's cost dependent on population's city size.

Beside the 8 public universities in New Zealand, colleges and private university, one university is the University of the South Pacific in the island of Fiji (Figure 2).



**FIGURE 2 : LAUCALA CAMPUS OF THE UNIVERSITY OF THE SOUTH PACIFIC**

Twelve member countries jointly owned this university. The countries concerned are the Cook Islands, Fiji, Marshall Islands, Nauru, Niue, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu and Samoa. There were three faculties established : Faculty of Arts, Law and Education; the Faculty of Business and Economics, and the Faculty of Sciences, Technology and Environment.

Rather than being simply an `island-group' university like the above-mentioned, our university should have a good mix of students – from vibrant China, Japan, Korea and other fast-growth economies like Indonesia, Brazil and ASEAN; besides students from the Middle East and Europe.

One strategy is to form a Maori-Malay Polynesian Chamber of Commerce to act as a conduit to solicit funding from interested Maori Polynesian groups and others with the Maori Polynesian groups holding 51% of shares while giving the remainder

49% to other Malaysian-Filipino or existing private university's collaborators in a win-win formula. This is to obtain the much needed start-up capital while opening options for big-time investor/s to expedite operations.

We understand that a new university needs to study competitors and others already in this global educational market -place.

According to the 2012 Ernst and Young (Australia) Education Consultant Report on 'Universities of the Future', university offerings in the Asia - Pacific region should come up with a new 'university product', not only able to capture for regional and international market segment but to offer an entirely new pathways and product of program choices for an ever demanding consumer-driven students of Asia.

Obviously there will be a growing number of new entrants in the university-business, but a new entrant needs to build new university partnerships with the city's industries for practical job training and alliances to commercialise research and innovation yet remain true to its mission and role. The least of its requirements is that it has a long-term survival strategy.

Having this in mind, our university product offering is indeed unique. The mission and role of the proposed university is to revitalize our common traditions and promote the cause of the Malay-Polynesian indigenous peoples, giving access and mobility to higher education. This ticket to higher education will prepare them for competitive careers, leadership roles and upward social mobility in the job markets of mainland Asia, Europe, Middle East in another 15-20 years from now

#### **4. Strategies for university establishment**

Market-driven strategies for survival should override other sociocultural considerations. As such it should remain so to attract market segment of Asia (China, Taiwan, India, Malaysia, Philippines, Vietnam, Thailand) though New

Zealand, Australia and Polynesia as well as the Middle East – in the following ratio of 50 %, 30% and 20 %.

A university of the future should breathe 'life' within its campus environment. One Austrian example lies in having futuristic studying environments which appeals to the young, like the example in Figure 3. Buildings of architectural character stimulate the senses and inspire dreams and discipline in the students.



**FIGURE 3 : LIBRARY AND LEARNING CENTRE IN VIENNESE UNIVERSITY**

Another student-oriented example for a inspiring study environment is in San Diego, California University (Figure 4).



**FIGURE 4 : GEISEL LIBRARY IN SAN DIEGO, CALIFORNIA**

Visionary architecture appeals to new- age university planning of the future.

In contrast, New Zealand and the Pacific Islands conjure a different kind of environmental setting.



**FIGURE 5 : IDYLIC PARADISE IN POLYNESIA**



**FIGURE 6 : PARADISE IN FRENCH TAHITI**

Most Pacific Island Countries (PICs) are isolated islands with subsistence economies, small urban centres and little population. Since the 1960's many islands had achieve independence but quickly adopted cash economy and adopting western-economic systems. Service industries and government system cater to the growing demands for investment using tax haven as incentive. There are sufficient system to evolve a social elite as tourisms develop and often become the main industry sufficient to import small goods from US, Australia and New Zealand. Within this economic scenario, Nauru, Fiji, Samoa seems to be ahead of the rest. However, a substantial number of Samoans had migrated to the US and New Zealand.



**FIGURE 7 : POLYNESIAN BEAUTIES AS ICONIC TOURISM IMAGES**

In this Pacific Island system, New Zealand remains to be head over shoulders over the rest.



**FIGURE 7 : NEW ZEALAND'S ETHNIC MAORI**

There are 8 public universities as indicated in Figure 8. However there are also colleges, polytechnics and the *wananga* (Maori ethnic) educational institutions to cater for local and international students. Many Maoris had entered universities, though insufficient. One current Minister for Maori Affairs is Hon. Dr. Pita Sharples (Figure 8). There is talk of a 'Pasifika Prosperity Pipeline', yet it is not widely embracing to embrace the wider Malay-Polynesian World.



**FIGURE 8 : EX-UNIVERSITY OF AUCKLAND STUDENT, NOW MINISTER**



**FIGURE 9 : LIST OF NEW ZEALAND UNIVERSITIES**

New Zealand offers a unique environment for studies of practical value within sustainable environment.

The academic cost of studying in New Zealand education is comparatively cheap and popular compared to that of US, United Kingdom, Australia and other European countries. Though 'European' by universal standards, a grafting of ideal Maori, Malay Polynesian values, combined with the best of European education , make it an ideal place for life-long education and cultural experience.

Within this universal setting is the most vibrant of Polynesian city of Auckland. There was steady stream of migration flow from Samoa, Tonga and other islands to Auckland, Wellington and other cities to work in the factories in the 1970's. According to a 1971 statistics, New Zealand received 30,000 while Australia 160,000 Polynesians. Their labour in unskilled jobs job were highly valued then. However, as these family migration increased and unskilled job expansion did not commensurate there were considerable youth unemployment within the 15-25 age groups. Auckland had a major share of these 'Not in Education, Employment or Training' (NEETs).

In 2013, there were about 13,800 (16%) Pasifika NEETs out of a total of 86,000 Pasifika group population in New Zealand. Most of these NEETs are in the Auckland city region.

The 2013 Budget had allocated NZ 8 millions for their vocational training to be administered under the Ministry of Business, Innovation and Employment. However, there were shortfalls in meeting these requirements as their skill level may not be adequate. Only a few, about 100, are able to enter the Wellington Institute of Technology/Whitireia for apprenticeship and diploma level education. Considerable hope is expected for a collaboration of a consortium consisting of iwi, hapu, church groups and industry groups to cobble an effective institutional collaboration for mutual benefit.

Some of the issues connected to the New Zealand perspective on education expansion and public expenditure support for tertiary education are rooted in the 2008 economic recession with minimal recovery to warrant increased investment in tertiary education. While the government expenditure in tertiary education (including student support) stands at NZ\$4.150 billion in 2014, this figure falls below the OECD's average estimate (OECD, Tertiary Update, Vol. 16, No.21,2013).

*“ In New Zealand public spending per student (including research and development activities) is US \$10,418, which is 23 % less than the OECD average of US \$13.528. The US, the United kingdom and Australia all spend above the OECD average on tertiary education.”*

New Zealand, therefore, must be able to open up its educational horizon to new possibilities, as it gears to make education as a major exporter in the next 10 years. While its educational rankings and international outlook had not fall drastically enough in the 2013 *Times Higher Education*, (At the heart of the higher education Debate : The 100 most international universities in the world, <http://www.timeshighereducation.co.uk/new/the-100-most-international>); there is enough hope that a policy to increase international students be introduced to offset declining standards.

In 2010, there are 100,000 international students enrolled in New Zealand universities, private colleges and schools. There was an increase to 134,721 in 2013. For international students population expansion to have an impact on domestic growth, employment stability and national economy, there is government realization to increase the 19,678 enrollment in universities to rise to 50,000 in 2015 (New Zealand Cast Itself as Destination for International students, <http://www.nytimes.com/2010/04/02/world/asia/02iht-eduside02.htm...>).

Where can an increase of 30,000 international students be coming in one year or two from now on?

As such there is hope that our `university' to start now with planning for a low level vocational institute first, and later for a full-fledged university college and university – giving a time frame of 4-10 years from now (2014).

Auckland is the biggest city of 1.4 million population, representing about a third of the New Zealand population. Auckland is a city that had developed relatively on indigenous culture of island peoples with a good mixture of European heritage - characteristics which make ideal nurturing of professional careers in a highly globalized world of the future.

## 5. Cultural strategies for university development

New Zealand is an agricultural country known for dairy and agricultural produces worldwide. With a population of only 4.4 millions, many of its government and private industries are maintained by migrants, students and workers from elsewhere and from the island nations.

Tourism is the third largest industry. There is a viable culture policy called 'Creative New Zealand' to promote culture and sustainable tourism with the Maori-Polynesian component as its mainstay.

As such, cultural happening like the film " Lord of the Rings" and Hobbit offer spectacular publicity in creative arts to make New Zealand known to the world.

Our university planners sincerely believed that a Maori-Polynesian theme park like those in Hawaii or Sun City in Africa should make Auckland tick, of course having theme iconic buildings as well to draw world attention.

University planning is generally oriented towards understanding human capital needs of the future. The Maori Polynesian component emphasized hotel, recreation, tourism facilities to help in supporting artistic, cinematography and musical qualities of Maori Polynesian youths besides injecting modern entrepreneurship, marketing, property management, accounting, farming and wealth management. However, the best of the world's education attractive to the Asia-Pacific economies lies in digital technology, marine science, engineering, building science, architecture, law and medicine – amongst others.

Coming from a previously 'island culture' maritime and navigation skill can supplement the creative tourism industry in the short-run. Certificates in dressmaking, fashion design, wood-carving, fine arts can be catchy programs to bolster today's youth to develop vocational talents.

Since most Malay-Polynesian youths are from a varied linguistic backgrounds, linguistic and the social science courses should be able to prepare short duration

preparatory assessment program before streaming them into mainstream studies of their choice. This can be done by partnering with Taylor's College, for example, to facilitate English language and other competencies acceptable to university level entries to Australia or New Zealand universities.

Taylor's College of Western Australia started in 1920 by George Taylor and Staff (GT & S). It offered tuition, and later provider of Pre-University courses for University of Melbourne. As it grew bigger, it opened branches in Malaysia, Singapore and Auckland facilitating international students to enter University of Sydney, University of Western Australia, University of Auckland, Auckland University of Technology and Massey University (Auckland, Palmerston North, New Zealand). Since 1920 to 1970, Taylor's College had provided 300,000 students access to higher level education all over the world.

In the Philippines, there was Dr. Manuel S. Enverga's early effort to establish a pro-poor college called the Luzonian College in 1947. After stupendous growth : the College of Law (1949), Commerce Program (1949), the Institute of Graduate Studies and College of Engineering (1955), College of Architecture (1960), The Institute of Physical Education and Sports (1979), Institute of Marine Studies (1993), the BS Tourism Program (1997), the Program of Environmental Science and Public Administration (2000), College of Nursing and allied Health (2002-3).

Its current President Mdm. Naila Leveriza, is its current President, servicing 5 different campuses.

Another success story college is the Indian Manipal University (India, Nepal, Malaysia) university started as a private medical and engineering college; but careful management and expansion started in the last 8 years to realize profits. An even more 'gimmicky' university model is the Limkokwing University of Creative Technology in Malaysia, expanding itself to Sierra Leone, Cambodia, Botswana and United Kingdom (Piccadilly, London).

The university location and its market threshold where students and parents weigh their perceived benefits do weigh heavily in our assessment.

## **5. New Zealand and Auckland-based locational decisions**

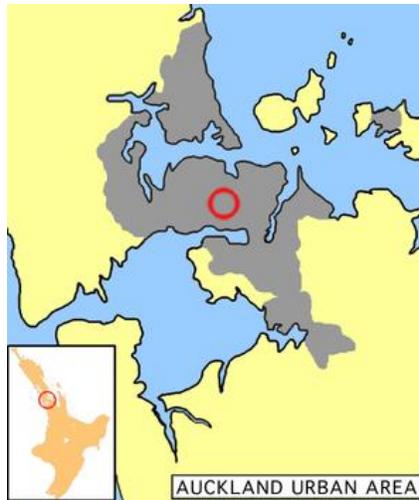
City accessibility, good physical infrastructure, widespread availability of social facilities as well as cultural happenings make for a successful choice location. A university campus should reap advantages of its location to minimize cost of travel, professional - academic staff availability, medical and infrastructure development. Various choices had been weighed such as the existing 230 acres site of Tipene (Bombay), Auckland's secondary education campus, Kaikohe in Northland, yet many suitable land parcels owned by Maori groups can be developed on purely commercial lines. Both Tipene and Kaikohe campuses are ready-made campuses which were once-secondary education places. We need to construct new buildings and make renovations.

There is yet another likely site. An 8-acred site at Auckland city location, adjacent to Mahuhu Crescent around the present stadium called Vector Arena (Figure 4). It has many attractions.



**FIGURE 4 : VIEW OF VECTOR ARENA, AUCKLAND**

Auckland is currently touted as a 'City of Sails' – can provide a theme development (Figure 5 & 6).



**FIGURE 5 : AUCKLAND CITY IN NORTH ISLAND, NEW ZEALAND**



**FIGURE 6 : AUCKLAND AS A “ CITY OF SAILS”**

Our physical presence in Auckland City built-up should be in the form of a spectacular iconic building recognizable like the Kuala Lumpur Twin Towers or Baku's (Azerbaijan's) Heydar Aliyev Cultural Centre.

A city campus conjuring the best eco-themes of Malay-Polynesian cultures can be in the form of theme parks, yet having hotels, office development and educational campus all rolled into one.

However, our choice location must not be constrained by existing possibilities. We should also be realistic about cost constraints of the New Zealand location. As such we must not underwrite other locations such as in the following list.

<b>City- country</b>	<b>Advantages</b>	<b>Disadvantages</b>
Manila- Philippines	Widespread use of English, big population, growing prosperity, lower cost of education	May be less preferred in term of prestige ranking,
Kuala Lumpur- Malaysia	Widespread use of English, medium-size population, multicultural, lower cost of education, academic staff availability, supportive industrial experience	Number of tertiary education saturated
Jakarta, Indonesia	Lower cost of education, growing economy, low English-speaking,	Need to introduce Indonesian language classes for foreign

	industrial experience limited	students as supplement
Phnom Penh-Cambodia	Lower cost of education, French & English speaking limited, however, country's sentiment for world-class English-language usage expanding	Multi-language speaking faculties needed, post university industrial training can be arranged depending on specific course requirements

**Table 2 : Probable Locations for our University**

While the number of choice locations can be deliberated further, the type of courses and long-term prospects can be weigh later on.

**7. Operationalising the NZ university project**

Funding the university project can be daunting as any university establishment incurs initial start-up capital of between NZ 70 -100 millions (RM 196 -280) if the Tipene campus (Bombay, Auckland, New Zealand) is to be considered. With the same amount of investment a small new campus can be made available in lower cost Manila or Kuala Lumpur.

However, our university planners feel that we can still explore the Auckland location by creating a Maori Malay Polynesian Chamber of Commerce in New Zealand. The New Zealand group of investors may acquire majority share (51% share) and another Malay Polynesian Cooperative Society in Kuala Lumpur,

Malaysia (49% share) will be formed to act as business plan conduit able to attract potential investors and stakeholders.

The university project may not be the first project offering as it may start as a theme hotel or vocational institute or even hypermarket specializing in New Zealand and Pacific Islands’ product varieties yet remained to be also offering global halal hub potentials and maintaining hotels and exclusive cultural offerings iconic of the region in perspective.

A rough assessment of New Zealand site locations is given below.

<b>PROJECT SITE</b>	<b>CORE BUILDING</b>	<b>LOCATIONAL ADVANTAGES</b>	<b>COST IMPLICATION</b>
<b>Vector Arena, Auckland City</b>	<b>Maori-Polynesia Theme Hotel, campus building in later phase</b>	<b>Beach front, need to be surveyed</b>	<b>High cost land value</b>
<b>Tipene (Bombay), Auckland</b>	<b>Existing Maori Secondary School</b>	<b>Varied Landscape of 230 acres farmland, with 10 buildings to be renovated</b>	<b>Joint partnership may reduce cost</b>
<b>Kaikohe (Northland)</b>	<b>Few buildings</b>	<b>Location in depressed region</b>	<b>Lower land cost, 3-4 hours from Auckland Airport &amp; City</b>

**Table 3 : Probable Auckland locations**

## **8. Implimentation Schedule**

Implimentation progress depends on initial sources of stakeholders' involvement and funding. Nevertheless, an indicative schedule is given below.

<b>YEAR/PHASE</b>	<b>PHASE 1 Jan. 2015-2020</b>	<b>PHASE 2 2020-2025</b>
<b>Jan. 2015</b>	<b>Planning and construction of thematic hotel, language, early childhood education, art and craft, social science and entrepreneurial facilities</b>	<b>Consolidation of faculty programs faculties</b>
<b>2016-17</b>	<b>International collaboration for university staff recruitment, vocational trades facilities and management  (Proposed : Enverga University Foundation, Manila, Philippines/Malaysia Agrosience University College, Malacca, Malaysia/ Universiti Teknologi MARA, Malaysia/University of Capetown/University of Antananarivo, Madagascar and Malaysian Government- led Corporations -GLCs)</b>	<b>Do</b>
<b>2017-2020</b>	<b>Establishment of varied faculties</b>	

**Table 4 : Indicative Implimentation Schedule**

Currently, we are in the process of making multi-level contacts for international collaborations.

## **9. Contacts**

Our university planners consist of the following.

1. Col. Prof. Dato' Dr. Kamaruddin Kachar (President, WMPO)
2. Prof. Dr. Hashim b. Abdul Wahab (Vice-President, WMPO)
3. Assoc. Prof. Dr. Wan Salleh Wan Ibrahim, Secretary-General, WMPO)
4. Prof. Datuk Dr. Hashim Yaacob
5. Prof. Dato Dr. Sufean Husein
6. Dato' Ghazali b. Dato Mohd Yusof (Treasurer, WMPO)

### **The World Melayu-Polynesian Organisation (WMPO)**

Mobile Nos : 012-3209965, 019-3876071, 012-3751619

Emails : [kkprished@yahoo.com](mailto:kkprished@yahoo.com), [hashim.abdulwahab@gmail.com](mailto:hashim.abdulwahab@gmail.com) &  
[wiwsalleh12@gmail.com](mailto:wiwsalleh12@gmail.com).