

# The Heart of the Matter

Increasing participation, engagement  
and success for Pasifika people



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**Commissioned By:** Careerforce

**Published:** April 2014

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# Acknowledgements

This research was conducted by Tina Rose, Education Unlimited, on behalf of Careerforce.

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- Dr Nicky Murray, Research Manager
- Deb White, Careerforce Workplace Advisor
- Denise Mackres, Careerforce Workplace Advisor

We wish to sincerely thank all of those who generously gave of their time in discussions and interviews.

Meitaki maata  
Fakaaue lahi  
Fa'afetai tele lava  
Tank iu  
Fakafetai  
Malo 'aupito  
Fakafetai lasi

# Executive Summary

**The Heart of the Matter seeks to understand what participation, success and organisational capability looks like from the perspective of Pasifika stakeholders working at the coalface of key Careerforce industries.**

For this industry training organisation (ITO) to best meet the needs of its diverse sectors including health, disability, social services and cleaning, Careerforce chose to listen to some key people making organisational training decisions. Every interviewee had a unique perspective of why training and education is important for their employees and communities.

All ITOs, including Careerforce, must meet the Tertiary Education Commission (TEC) expectation that Maori and Pacific learners participate and achieve at all levels of formal training at least on par with other learners. These learners should have access to pastoral care and mentoring that supports their culture, language and identity in order to enhance their achievement and progression to higher levels of training.

Fifteen key stakeholders with the respect of their Pasifika communities and with significant experience and understanding of the training landscape, and the challenges of participation, success and completion were interviewed. They spoke from the heart and articulated a genuine desire to see training for Pasifika increase in their sectors. They gave Careerforce honest feedback about the organisation itself and provided an insight into the challenges and barriers facing Pasifika engagement in training.

The stakeholders unanimously agreed that Pasifika are not one homogenous group of people and while many similarities exist, there are as

many differences between these diverse cultures. The key for Careerforce is to firstly understand what these similarities and differences are and respond to them with respect, cultural understanding and patience.

Pasifika participation, success and completion in training is not currently on a par with other learners. The reasons for this are diverse and the solution to this challenge will not be a simple quick fix. What is simple, however, is the exercise of listening to the people who look through a Pasifika lens. They may not be Pasifika but their work enables them to understand the challenges. Careerforce represents industries that have significant numbers of Pasifika employees of various ages, both genders and with diverse training pathways. Not all pathways currently have the possibility to progress to higher levels of training and Careerforce is committed to addressing these training gaps.

Aotearoa New Zealand has a growing need for services supporting the aging population while New Zealand's Pasifika population are proportionally young. By taking up the challenge set by the TEC, Careerforce has an opportunity to make a significant difference to the economic outcomes of Pasifika people and the wider communities of Aotearoa, New Zealand. Increasing participation and successful completion for Pasifika people is fundamental to the growth and success of Careerforce and the sectors it represents.

# Introduction: The heart of the matter

**The heart muscle pumps blood around your body which provides it with oxygen and nutrients. If something is wrong with your heart it can affect other parts of your body. This is why it's important to look after your heart.**

The way in which Careerforce as an ITO (Industry Training Organisation) increases participation, engagement and completion of qualifications for Pasifika people is at the heart of this research. The heart muscle represents the critical element that makes up the health of a person, and for the purposes of this research, the ITO and its key stakeholders.

With 15 key stakeholders interviewed to gauge their varying and unique perspectives of industry training for Pasifika peoples, the common thread running through all interviews was the importance of having a heart. To work in the areas of health, disability, social services and cleaning, the employee must have a heart. A genuine empathy for the people they come into daily contact with and an understanding of the difference they are making to the individual, their families and to the organisation they represent.

The method of choosing who to interview for the research boiled down to identifying the key Pasifika stakeholders for Careerforce and an understanding of who other key people might be in the wider Pasifika educational community.

Being realistic about the timeframe and size of the project was critical in extending an invitation to participate in the interview process. Without exception, the response to an invitation to participate was positive from all key stakeholders.

The interviewees spoke from the heart and the passion they each had for their role, their employees and their clients was articulated through the insights they shared. No report could completely convey this shared knowledge. However, this document sets out to frame the key themes Careerforce can utilise to inform its 2014 Pasifika Action Plan.

The heart has many parts that make it strong and healthy, as does an ITO. For Careerforce, the test of how strong its Pasifika heart is, can be identified as three critical parts:

1. Increasing participation in training and qualifications for Pasifika employees.
2. Increasing successful outcomes for Pasifika trainees, their families and their communities.
3. Improving Careerforce's organisational capability to support organisations with high numbers of Pasifika employees.

# Purpose of the research

**In its 2014-15 Investment Plan, the TEC mandated that Tertiary Education Organisations, including ITOs, need to ensure that Māori and Pacific learners participate and achieve at all levels at least on a par with other learners, and that Māori and Pacific learners have access to pastoral care and mentoring that supports their culture, language and identity, to enhance their achievement and progression to higher levels.**

In particular, ITOs are expected to 'engage with iwi and Māori and Pacific economic development stakeholders to grow demand for industry training by Māori and Pacific people, particularly in high growth areas and for higher skilled jobs' (TEC, 2013).

Careerforce wishes to have ongoing engagement with Pasifika employers, trainees and key influencers to improve outcomes for Pasifika trainees. This research project was commissioned to contribute to a 2014 Pasifika strategy and an action plan for achieving this goal.

## Project objectives

To work with Pasifika employers, trainees and key influencers to understand:

- Training demand:
  - Where are the growth areas for training in terms of region, level of programme, specialisation, and new areas within the health, disability, social services and cleaning workforces?
- Training content (to inform the current Qualifications Review process).
- Training delivery methods:
  - What works well for Pasifika trainees, especially with regard to 'pastoral care and mentoring that supports their culture, language and identity'?

## Research questions

In order to achieve these objectives, the research questions were structured around the areas of increasing participation, increasing successful outcomes, and enhancing organisational capability.

### **1. In order to increase the participation of Pasifika in Careerforce training, how could Careerforce:**

- a. engage with new Pasifika organisations, or new organisations who have large concentrations of Pasifika employees?
- b. work with existing Careerforce organisations to ensure that Pasifika employees are engaged in and supported with Careerforce training?

### **2. In order to increase successful outcomes for Pasifika trainees, how could Careerforce:**

- a. effectively and respectfully enhance completion rates for Pasifika trainees?
- b. encourage progression to higher level programmes for Pasifika trainees?

### **3. In order to enhance Careerforce's organisational capability to support Pasifika organisations and trainees, how could Careerforce:**

- a. have robust and effective Pasifika community engagement processes?
- b. have robust and effective wider Pasifika stakeholder engagement, including identification and support of key influencers and champions?
- c. have a high level of staff awareness and internal processes, that are mindful of, and respectful to, the needs of Pasifika organisations and trainees?

# Methodology

## Methodological basis

In order to make sense and bring cohesion to the research, Brinkerhoff's Success Case Study (SCS) methodology was utilised (Brinkerhoff, 2005). SCS relies less on statistical and quantitative data than on a rich understanding of the perspectives of programme participants on what they have achieved. The essence of case studies is in the 'story telling' and in recording and understanding the perspectives of those who were involved. In addition, as its name implies, SCS methodology aims to uncover the internal and external contextual factors leading to successful outcomes as a result of a particular programme or intervention. SCS methodology generally includes less successful examples of implementation to provide a point of comparison (Ryan, 2009).

The use of SCS methodology, which "combines the ancient craft of storytelling with more current evaluation approaches of naturalistic inquiry and case study", sits well with the idea of talanoa (Brinkerhoff, 2005). Talanoa is described as an unstructured discussion process that is used in Samoan, Tongan and Fijian cultures. In the talanoa process, the focus is on "developing relationships between people and is a process where people share their stories, realities and aspirations" (Chu et al., 2013).

## Sample

The method of choosing who to interview for the research resulted from identifying the

key Pasifika stakeholders for Careerforce and an understanding of who other key people might be in the wider Pasifika educational community. Being realistic about the timeframe and size of the project was critical in extending an invitation to participate in the interview process. Without exception the response to an invitation to participate was positive from key stakeholders. It was more complex engaging with organisations not accessing Careerforce training or accessing training and choosing alternative training methods. It is widely accepted that when organisations are going through significant organisational change and re-structuring, engaging in research is not a priority. For the purposes of this research the organisations that were able to make time available were prioritised.

## Data collection

The interviewees agreed to participate in a face-to-face interview with the researcher and were given an outline of the purpose of the research. This included an outline of the 'Strategy Goals' that were articulated as to:

- increase participation of Pasifika in Careerforce training.
- increase successful outcomes for Pasifika trainees.
- enhance Careerforce's organisational capability to support Pasifika trainees, Pasifika organisations and mainstream organisations with significant numbers of Pasifika employees.

At the interview the researcher followed a standard set of questions (see Appendix 1) but in many instances, utilised her sense of appropriateness when the questions were not relevant in the particular context. The 15 stakeholders interviewed were not all organisations currently engaging with Careerforce in formal training. They represented a wide variety of opinions and views and were chosen particularly as they had something meaningful to offer Careerforce.

## Validation

A clear message that came through both the literature scan (see Appendix 2) and the initial interviews was the crucial importance of genuine engagement and partnership with Pasifika stakeholders. All interviews were fully transcribed and returned to the interviewees for checking, and to double-check that the information could be shared.

Careerforce views the research as the beginning of an ongoing relationship with a group of key Pasifika stakeholders, rather than as a standalone project. To deepen this relationship and as a respectful and culturally appropriate way of validating the research findings, Careerforce organised a Fono in late January 2014, to which all the research participants were invited.

A discussion document was provided, based on initial findings; and discussion occurred on the themes of participation, success and organisational engagement. The discussions reinforced the findings within the document and a number of action steps were identified for the three key objectives.

### Participation Action Steps:

- Continue to develop relationships with key stakeholders and commit to long-term engagement within the wider community.
- Gather information on the macro and micro scales to better understand our Pasifika learners within their organisations and their communities.
- engage with other ITOs and TEOs to harness cross-sector learnings.
- Gather success stories and target communications that are meaningful to Pasifika peoples.

### Success Action Steps:

- Create the means to measure qualitative outcomes that are important to Pasifika learners.
- Collect information to measure learner progression within Careerforce sectors and beyond.
- Create tools that help recognize existing skills and knowledge.
- Initiate conversations that challenge barriers created by institutional norms.

### Organisational Engagement Action Steps:

- Champion the cause to make Pasifika a priority of Careerforce's business plans.
- Employ Pasifika representatives for a uniquely Pasifika perspective.
- Voice the need for Pasifika representation at the governance level.
- Undertake cultural training for Careerforce staff and develop a cultural auditing tool.

**This information will form the basis of Careerforce's Pasifika engagement strategy moving forward.**

# Discussion and key themes

This discussion relies heavily on the ‘voices’ of those interviewed. The discussion is grouped thematically, repeating the key headings of participation, success and organisational engagement.

## 1 If Careerforce seeks to increase the participation of Pasifika in training:

**Go directly to the heart of Pasifika communities, preferably face-to-face and gain genuine support from the key stakeholders.**

CEO of Pacific Homecare, Hamish Crookes recognised at the outset of his appointment that leadership and governance were at the heart of the issue and that this needed to be addressed for positive change to flow down through the organisation. “We brought in a mix of skills at the board member level. All credentialed well-experienced people. All of these people have a heart as well; really skilled people who understood what the community is about. I think it set a platform for building, the building blocks, just putting things in place. I think there’s a whole lot of stuff that’s gone on about pursuing excellence. We have a heavy programme and we’re very committed to it, but it takes partnership between us, as employers, and the workers.”

*Hamish Crooks, CEO of Pacific Homecare*

Sina from MIT talks about how to get the process

right and bring the Pasifika community on board. “We prefer organisations, when consulting, to come back to our communities with the outcome of the consultation as opposed to not feeding back at all. It’s important to get our Pasifika people involved from the outset, for the organisation to set up an enabling structure for Pasifika peoples, which reflects the organisation’s commitment to Pasifika. It also allows the Pacific voice to be embedded into the organisation to help inform the organisation and enable staff with strong connections to communities to engage effectively with the community.

*“Sina Aiolutepotea-Ainoa, Manager Pasifika Development, Manukau Institute of Technology*

**Engage the key stakeholders to have a sense of ownership over the process, then it will be most effective.**

“It’s those pivotal people, because people tend to lump all Pasifika together. We’re different ethnicities, things have to be ethnic specific. You have this whole thing that internationally there’s

six degrees of separation, nationally there's two degrees of separation, within Pasifika, there's 0.5 of a degree of separation. People who know you and then they'll know your family and then they'll know who knows you and everything. It's like we walk around with this personal perimeter of everyone that we know and then outside that you have got others who are all interconnected somehow. It's touching upon those pivotal people and once you get that and make us own it, once you can get that because we are a competitive people. I promise, we are a competitive people, we don't like to lose, we don't like to fail. We don't like to be just shunned or fobbed off. If you put the onus back on us... you'll just see it."

*A'asa Sanerivi, Pacific Health and Wellbeing Collective and CEO of Taeaomanino Trust*

**Be more visible and articulate its key message – employees have the ability to earn and learn.**

"It's about the leadership, getting them to understand what the ITO is all about. They will convey the message. It's the same for us; convey the message that, in the long term, this is what they can have a career in. But going through an ITO you're already in the workplace. So there are other pathways for them to achieve their qualification. I must admit I wasn't aware of this and can assume many of our leaders won't know as well"

*Sina Aiolutepa-Aiono, Manager Pasifika Development, Manukau Institute of Technology*

Paul from PHAB (Physically Handicapped Able Bodied) has a message for people working in the disability sector specifically related to why learning is important. "Any Tom, Dick or Harry can talk about working with disabilities, but if you have the qualifications and you speak their language, this helps me put everything into proper English."

*Paul Levea, PHAB Pasifika Operations Manager*

**Try a variety of methods for people to participate in training and seek to break down barriers to participation.**

Pacific Homecare has ensured that there is an incentive for employees undertaking training. "Pacific Pathways leads into National Certificate Level 2 then on to National Certificate Level 3. This is linked to pay and we have a performance management system. We're the lowest paid in the sector so I've created an incentive pathway. So I've been slowly increasing the capabilities and creating a reason for why you'd want to get out of bed and come and work for us. And it's got to be more than just paying the bills because we're dealing with people's lives. So we've got to get

that but at the same time, we've got to bring credibility and dignity back to our workers because they are the ones who walk into those homes every day. We are very values-driven and very professional in our approach, but the points of differences are really important to us in terms of the culture we are establishing here."

*Hamish Crooks, CEO of Pacific Homecare*

**Articulate pathways and progressions**

A'asa wants Pasifika to know that there are careers beyond a job.

"I don't think the focus should be on the numbers in terms of

increasing the numbers at the forefront. It should be focused on how we progress the ones that we've got right now into something better, into full-on careers. I'm not bagging those positions, the cleaners, but I don't see them as careers in terms of my own personal perspective. I see it as a stepping-stone, and our families need to know that they are stepping stones, that they can progress into something better, that they can engage intellectually in something. Just because they don't have a firm grasp on the English language does not mean that they're simple or that they're uneducated. You can be scholastically educated or you could be educated in life and a lot of our families coming over are definitely educated in life and the basic skills on how to survive. I think if we promoted the fact

**"We're tacit learners, we like to get our hands dirty, we like to smell things, touch things and have a little play before we even invest ourselves."**

that uses this as a stepping stone into something better, this is going to be your pathway into a career, then highlight that and maybe that would be an incentive to have more people come on board. Look Aunty Tala started last year as a cleaner and now she's a team leader of that group, and now she's managing that shift or there are implementable steps and they can see them. We're tacit learners, we like to get our hands dirty, we like to smell things, touch things and have a little play before we even invest ourselves."

*A'asa Sanerivi, Pacific Health and Wellbeing Collective and CEO of Taeaomanino Trust*

Jacquie Brayshaw is responsible for the Gateway programmes at Otahuhu College in Auckland. She has a number of Year 12 and Year 13 students undertaking Careerforce unit standards to support them in their goal to study nursing. "It is invaluable to the students. It gives them a pathway, which they may not have had any other way. I would say that if they (a school) have a student who is academically able, it's recognition for a start, that they use the units. And if they haven't seen the relevance of school learning because a lot of them drop science early and that's a big problem, especially when you're trying to get into nursing, you're stuck. So then you have to pathway a bit more in a convoluted way, but you can still get there. So it gives a pathway for all really and most of the stuff that they learn can keep them safe."

*Jacquie Brayshaw, Otahuhu College*

### **Seek out and work with the employers that genuinely want to increase the skill of their workforce and the quality of their service.**

"I don't know about any tips for convincing employers to actively engage in staff training. But I don't know why any employer wouldn't want to because it's massive to be able to say we've got X amount of our staff engaged or have completed training. It's about us both investing in our staff, and confirming that we actually expect a certain level of care delivery at BUPA. So it's our brand and it's what we sell to our stakeholders. It's about quality and confidence; I don't know why any employer wouldn't."

*Deb Witheford, BUPA*

Nicola at Presbyterian Support Central (PSC)

Enliven can see the value of training in quality of service. "But the first lot are through; the quality of cleaning has gone up, their confidence has gone up, they don't feel like, in their words, "monkeys" anymore. They don't feel like they're at the bottom of the pile, and cleaning is really important in a residential setting. It can make or break it, and infection control, all of those issues." *Nicola Turner, PSC Enliven*

### **Work out what motivates people.**

Manase Lua looks beyond the low skilled workforce and considers what motivates people. "I think monetary reward is fine for particular roles and I think it's good, particularly for non-technical, sort of lower paid roles it's good to have the monetary reward, but when you get to the middle, higher sort of content-knowledge type of roles, I think then there has to be a motivator. I think what motivates people at that level, you don't work in health and disability unless you have a heart. Why else would you work there? You know the money's not great. So, it's not so much the money; it's the why. That's why people wake up in the morning I guess. So, unless you're a brain surgeon, I think there are other motivating factors. It's the career path. It's the sense of actually making a difference. It sounds clichéd, but it's true."

*Manase Lua, Te Pou*

Cherie from Presbyterian Support Northern (PSN) Enliven does not mix her message to potential employees. "We have done the hard word speeches. One of the things that we do, when they very first come in, they need to just think about and reflect and there is a lot of reflection in our training as well, around why are you doing this? Why have you come to us? Why are you in this industry? Talking about a kind heart used to be all you needed in the past, which is absolutely lovely, we don't want to lose that, but now it's not good enough to just have a kind heart, and then reflecting it back to the people that they know, and their family. If they had somebody supporting them in their homes, what would their expectations be, and if you're coming into this industry just for a job and for money, please go to the supermarket and pack shelves."

*Cherie Saunders, PSN Enliven*

## 2 If Careerforce seeks to increase successful outcomes for Pasifika trainees:

### Be genuine in your engagement.

The reality of why employers should engage their staff in training is clear to Manase at Te Pou. “To engage their staff to train, I think it is incumbent on the employers to wake up and smell the coffee. If they don’t train their staff, it’s going to impact and have a flow on effect upstream in the quality of engagement with their clients; particularly if they’re non-Pacific staff. I think it’s hugely important to get the buy-in. It’s a huge thing if you can get the buy-in from the employer. That’s not often easy because they have priorities of their own. It’s not about seeing their staff just as a means to an end, but they are actually critical to how their operation runs.”

*Manase Lua, Te Pou*

### Plant the seed of aspiration.

Employees, trainees, the workforce, individuals, people... call them what you like; everybody needs to see a pathway. Deb Witheford articulates this simple reality. “If you can plant the seed of aspiration at Level 2 and show them where they might go, you can actually tangibly say, this is the direction you are going.”

*Deb Witheford, BUPA*

A’asa Sanerivi, Project Director (Pacific Health and Wellbeing Collective) wants people to have greater aspirations. “There’s a big difference between career and a job and our people don’t really understand that. They think they can coin the term career by turning up to a job that is just paying the bills, just living from pay cheque to pay cheque, no passion behind it, and not really growing as people, as individuals.”

*A’asa Sanerivi, Pacific Health and Wellbeing Collective and CEO of Taeaomanino Trust*

Malesala Malesala currently works as Cultural Advisor for the Auckland District Health Board (ADHB). He knows that the message has to get to the coalface for training to figure as an opportunity. Many people are busy doing the work without a goal on the future.

“Most of our people aren’t connected with

people who are in those kinds of jobs that can offer that encouragement to do training. We’ve got a few people who are too entrenched in doing the work and not thinking about it. But I’m sure if it was put in front of them and explained to them, I’m 100% sure that they would be willing to get on board.”

*Malesala Malesala, Cultural advisor, ADHB*

Paul at PHAB illustrates the power of a disabled youth worker getting qualified on the aspirations of other young disabled Pasifika people in South Auckland. “After the young person has done the training, the difference is significant. It’s massive. Within PHAB a lot of the youth workers are able-bodied and they’re working with young people with disabilities. The disabled youth worker was able to get the qualification, run a club and be more interactive with the young people because he has a disability. He has qualifications and it’s something that inspires the young people. It leads on to other pathways, for some of the young people it’s just another step into nursing and to becoming a doctor. They say, “We can’t become doctors.” That kind of thing. I say, “Says who?” So finding institutes where they can fit in is important.”

*Paul Levea, PHAB Pasifika Operations Manager*

### Share success stories and find the peacocks (the Pasifika trainees willing to share their stories).

“There are some key things for employers to consider. Celebrating the training successes, making sure that it is not isolated from the organisation, that everybody, every single day is part of the training. Just to a greater or a lesser degree and that everybody is taking ownership of it and that the learning is a huge literacy and numeracy input so that it’s understood by all. And that if your students aren’t learning or they’re not motivated or they are not being successful, the question is, what does the organisation need to change in order to get that on board? That I think is probably the key thing.”

*Cherie Saunders, PSN Enliven*

Sharing success stories has an impact at all levels of a person’s career development. Peter at Pacific

Business Trust reflects on what impact the stories have on their audience. “I think there are two values in making sure that we offer up those success stories and they can’t just be about recognising the success. It’s about the learning from their mistakes, their wins, and getting some practical tools and tips on how to avoid skinning your knees on the same hurdles. Part of it is just about seeing success and continuing to aspire to success, because you see people who have survived the stage that you’re at and that continues to be important, even at the very top end.”

*Peter Cordtz, CEO of Pacific Business Trust*

### **Failure is not an option – how to ensure completion of training.**

Laloifi Ripley, Workplace Assessor and Trainer with Counties Manukau District Health Board (CMDHB), has a clear message when she talks with learners. “Rather than say I want you to pass this qualification, I say I know you can pass this. You have been doing it for 25 years. This is just going to recognise you as a qualified support person. It’s not a job you just do. I guess it’s valuing what they already know and making sure that you know they’re not learning anything new that is outside the square.”

*Laloifi Ripley, CMDHB*

Careerforce have a duty to support organisations to understand their workforce and their training needs. Nicola Turner, GM for Enliven at PSN Central shares the challenges of working with the data more effectively.

“We are just doing a big review of our systems at the moment. We have got a full-time trainer and she is going to extend across both residential and community services. We will be hopefully using the Careerforce rebates if we get everybody through at the right time to pay the administrator who will manage the process. I can’t tell you exactly how many Pacific people are failing to get through at the moment, but our expectation is that they all do it, and they all compete.”

*Nicola Turner, PSN Enliven*

### **Accept and embrace the pastoral care/human resource aspect of what works for Pasifika trainees.**

Paul Levea sees pastoral care as not negotiable. “Everyone that enrolls gets through. You help them get through and they get through. It’s not something that’s rushed. It’s really time consuming. It’s really just the time that you spend, getting in and breaking it down, right down and going over and over it until they get it. It helps when I’m around.”

*Paul Levea, PHAB Pasifika Operations Manager*

Peter Cordtz reflected on the challenge for people who are leading busy lives and the importance and prioritisation of pastoral care. “The irony is that some of our better business clients were the ones we were getting our worst performance from in the course, because they were busy being busy. Running their businesses and trying to keep them plugged in to the assessment. What we did put in place that time was to try to get them back on track, was a fairly heavy pastoral care component which remains important.”

*Peter Cordtz, CEO of Pacific Business Trust*

### **Learn from other tertiary providers that are having tangible success.**

“Embedding culturally appropriate teaching and learning strategies is totally important. It can be a non-Pacific person, Palagi or other. We know within mainstream tertiary education institutions like MIT, there is a minority of Pacific lecturers, so it is mainly





non-Pacific lecturers delivering to Pacific students and they've achieved 80% retention. It's just making sure that everybody, Pacific or not, is a good teacher so they understand the values of Pacific people. They understand their context and are able to engage them in the classroom so that the learning outcomes are achieved, but they've done it in a way that engages the Pacific learner. It's important to show how much you care."

*Sina Aiolutepa-Aiono, Manager Pasifika Development. Manukau Institute of Technology*

**There has to be a valid and meaningful reason for people to participate in training. A piece of paper is not enough.**

PSN Enliven has made it compulsory for training to be undertaken, and it is linked to pay. "Yes. It's really black and white. The integrated unit standards are linked throughout, so when they finish they might have done five different parts of the unit standard that they've completed. When they have finished the whole lot they have already got Level 2 without actually signing up and sitting in a class and studying Level 2, so they do it naturally through a natural occurrence of learning. Graduations are celebrated and pay rises again when they have done a Level 3, pay rise again and then they can go up to be a coach, if they want, which is another pay rise."

*Cherie Saunders, PSN Enliven*

Sam Sefuiva from the Human Rights Commission believes strongly that articulating the reason and use for the training is fundamental. "You've got to work out a way how they can actually become a lot more proficient and knowledgeable about what they're doing as opposed to more qualifications. OK, they'll get a tick at the end of it but they're more driven by the fact that they'll get certainty around their level of income. In the main they can become a lot more knowledgeable and the industry will benefit. Secondly they then take an active interest in not only themselves, but also their kids."

*Sam Sefuiva, the Human Rights Commission*

Malesala from ADHB recognises the need to connect with the potential trainees. "It would be really good for those people to be shoulder tapped and say, "Look, you are doing some really great work but there's something we can offer you." A lot of people think, "Why do I need a piece of paper? I don't need a piece of paper." It needs to be put to them in the way that perhaps they're not going to teach you too many new things because yes, you're doing it. But these are the benefits of you doing this. And once you put it across to them, I'm sure their eyes will come alive."

*Malesala Malesala, Cultural advisor, ADHB*

**Embedding culturally appropriate teaching and learning strategies is about respect**

Sina from MIT is clear that being culturally appropriate is not

necessarily about being of the same culture as the learners. “Embedding culturally appropriate teaching and learning strategies is totally important. It can be a Palagi. We know the MIT context is that there are only 20 to 30 Pacific lecturers, so it is mainly non-Pacific delivering to Pacific students and they’ve achieved 80% retention. It’s just making sure that everybody, Pacific or not, is a good teacher so they understand the values of Pacific people. They understand their context and are able to engage them in the classroom so that the learning outcomes are achieved but they’ve done it in a way that engages the Pacific learner. How much you care as opposed to how much you know.”  
*Sina Aiolutepa-Ainoa, Manager Pasifika Development, Manukau Institute of Technology*

Laloifi from CMDHB keeps it simple. “Recognising where your trainees come from; doing their greetings; if it’s mainly Pacific, opening and closing with a prayer; having food every now and again. We’re talking about mature women from 40 years old up to their 60s and 70s. Recognising where they come from. Talking about their families, their interests, their hobbies, their children and grandchildren. What church they go to. You’ve got to start off with all of that before you actually get into the nitty-gritty.”  
*Laloifi Ripley, CMDHB*

Manase Lua, Disability Manager at Te Pou believes that having an awareness of Pasifika issues is a step in the right direction. “It’s understanding and being aware and I think the fact that you are aware is a start. Many aren’t even aware that these issues even exist. Many people would see us all as the same kind of people. There’s Pacific Island and again the knowledge, the education and things around knowing that there are huge differences in many regards, but then lots of similarities. It’s important that industries understand the fact that there are huge diversities with the Pacific, and it’s important that they not throw a blanket over everyone. ‘You’re all the same’. In reality that’s how systems work and Pacific people have benefited from that blanket approach to be honest, particularly around funding. It would be useful if industries wanted to know the specific differences between each of the ethnic Pacific groups here. So it’s a

coin toss, sometimes it’s good, sometimes it’s not.”

*Manase Lua, Te Pou*

Jacque from Otahuhu College has also wondered if it is important that people teaching her students should be Pasifika. “I ask the students whether it’s important that staff they’re working alongside are Pasifika and they say it doesn’t matter. It doesn’t make any difference, as long as you care. It’s your empathy, nothing to do with race. You have to have knowledge and care.”  
*Jacque Brayshaw, Otahuhu College*

### **Consider literacy and numeracy, ESOL needs and solutions.**

Nicola Turner at PSC Enliven was surprised and delighted by the success of a literacy programme as a stepping-stone for staff into formal training. “The stories that are coming back from the literacy programme, the team building and interestingly, a site has just had four cleaners go through a literacy programme. They didn’t know each other very well, they were all working different shifts, four different cultures, one NZ born, one was Indian. They all went to her place for a Diwali ceremony and they all got dressed in saris and they all suddenly opened up a whole social area for them by talking about how it’s changed their lives, just understanding each other’s cultures better. Which is interesting, which wasn’t what literacy was meant to be doing but all of them felt they were the lowest of the low, it’s the only job they could get, they were useless, they were no good and suddenly they can help their children do homework. A whole lot of things happening, it’s quite powerful.”

*Nicola Turner, PSC Enliven*

Manase from Te Pou knows the challenges of ESOL and literacy still need to be addressed. “ESOL is a huge issue for the disability sector because of a lot of the workers, especially the unregulated workforce, there is a huge Pacific component in that workforce and ESOL is huge, and it’s also in many regards an on-going issue. It hasn’t really been adequately addressed over the last decade, how you up-skill workers who are really good at what they do but can’t necessarily communicate well in English.”

*Manase Lua, Te Pou*



### 3 If Careerforce needs to enhance its organisational capacity and capability to support Pasifika and mainstream organisations with high numbers of Pasifika employees:

**Work with key stakeholders to push the communication out to the coalface. The interconnectedness of the Pasifika community is well known and strong.**

Sam Sefuiva, recently Principal Advisor, Race Relations with the New Zealand Human Rights Commission, sees Careerforce as having the potential to be an 'honest broker' for the communities, the employers and their Pasifika workforce. "I would look at a set of industry representatives that are representative of the workforce, but can actually have a very good view about how the particular workforce might behave in a particular industry. One of the first groups I'd have a conversation with is the Pasifika group from the Council of Trade Unions because the unions, just like the churches, still have a strong influence and confidence base within

Pasifika communities. I would have thought that Careerforce could be in an honest broker role. So when they are dealing with industry, they are the first point of choice, not the second or third. So that they know when they go to the ITO, they're getting good advice. They actually know they're going to get a good product. That they're going to get accreditation around the work, the programme, and the packages that they're assigning themselves to. Because the experience I know of Pacific people is that they are continually let down. Not just by their own leadership, but also by the people who come in waving the flag, and really they're only of a temporary nature. They'll more align themselves with organisations that will work it through with them, and they'll see the distance."

*Sam Sefuiva, the Human Rights Commission*

The more effective Careerforce as an organisation is at connecting key stakeholders, the more useful it is as a key organisation. Peter at Pacific Business Trust identifies the importance of the 'pipeline'. "Part of what we aim to do is to connect the various parts of our pipeline so that it supports itself somewhat. We think we can be more effective by creating stronger connections, better connections with some of those that are coming through at the top end. A more structured approach to how we feed some of them back in. Some of them are interested in mentoring; some of them are potentially interested in governance opportunities."

*Peter Cordtz, CEO of Pacific Business Trust*

**Work alongside organisations to help them with their organisational development and enable them to engage meaningfully in training for their employees.**

"One of the things that has changed over the five years which we found to be very successful is changing the culture of the organisation. The culture of the organisation had to change so it was integrated learning. Everybody was involved and the success of the trainee at the end on graduation was not solely the trainee's success but it was the organisation's, it was the client's success, it was the family supporting them, and we could see real differences. It wasn't that they had just achieved a qualification, but we could evidence along the way that the ultimate outcome was that our clients received a better level of service because of the training."

*Cherie Saunders, PSN Enliven*

**Be patient. Change takes time and the metrics of success need to be decided on by the stakeholders, not the ITO.**

Monique at Le Va knows from experience that success takes time and effort. "The way we've had to do our training is not the traditional way and it takes more resource, it takes more time, it takes more effort. But if that's what it takes to get a success, I think that's ok. It's still a good investment in the long run. So the investment might be more, but doesn't it make sense to be bringing the whole Pacific, sort of vulnerable population with people in lower socio-economic status, people with lower education, qualifications, at the low end of the continuum. If

we bring them up a bit the whole of New Zealand prospers. So it makes sense economically to invest in them more than you would invest in the upper end, and at the moment we invest in them less. So we end up with the gaps widening, and we end up paying more in the long run. So just to have a bigger picture view of New Zealand's economy, invest in the lower end more than the higher end, everyone benefits more."

*Monique Faleafa, Le Va*

A'asa is an accountant by trade. He has applied an alternative model of measurement for the collaborative project. Careerforce could consider his advice around metrics. "It doesn't really show us the wellbeing of our people, or our population so we've developed a contract and it's based on Mark Friedman's Results Based Accountability. It is population, accountability and performance accountability and it's based upon the premise that three main questions get answered – What did we do? How well did we do it? Is anyone better off?"

*A'asa Sanerivi, Pacific Health and Wellbeing Collective and CEO of Taeaomanino Trust*

**Employ, second or appoint Pasifika people with the skills needed to help the ITO better engage with stakeholders from a Pasifika perspective.**

Le Va's purpose is to create opportunities for Pacific families and communities to flourish through embracing Pacific solutions. As Chief Executive, Monique Faleafa has significant understanding of this challenge. "I think that the only way we're going to get to the heart of the issue is through the structural process of an organisation. It's not actually going to be the people in the front line. The structure needs to be there and the systems need to be there so definitely a governance person on the board and a senior management team whose role is specifically Pacific. They are there for their skills but they also have a dual role of Pacific."

*Monique Faleafa, Le Va*



“It’s important that industries understand the fact that there are huge diversities with the Pacific, and it’s important that they not throw a blanket over everyone.”

# Summary and recommendations

## How and with whom we're going to communicate

Through the research process Careerforce has built up genuine relationships with all the key stakeholders and has made a commitment to continue and grow and extend the communication of its actions.

Careerforce will make regular updates with these key stakeholders on the progress of the intended action steps. This will serve to keep the key stakeholders informed, as well as allowing for the exchange of additional recommendations. Careerforce has a role in sharing information across the organisations that it serves. The findings gathered from this project will be made

available to the Careerforce networks, particularly around the findings on achieving success for Pasifika trainees.

During the fono, further referrals to Pasifika lead organisations were made. Careerforce will follow up with these referrals in the interest of broadening the engagement opportunities. Through engagement with peak bodies, Careerforce also commits to contributing towards discussions around the planning of future workforce needs, while keeping the role of Pasifika communities at the fore.

## 1. Increase participation of Pasifika in training

- Go directly to the heart of Pasifika communities, preferably face-to-face and gain genuine support from the key stakeholders.
- Engage the key stakeholders to have a sense of ownership over this process and then it will be most effective.
- Be more visible and articulate its key message – employees have the ability to earn and learn.
- Try a variety of methods for people to participate in training and seek to break down barriers to participation.

- Articulate pathways and progressions.
- Seek out and work with the employers that genuinely want to increase the skill of their workforce and as importantly want to address the quality of their service.
- Work out what motivates people.

## 2. Increase successful outcomes for Pasifika trainees

- Be genuine in your engagement.
- Plant the seed of aspiration.
- Share success stories and find the peacocks (the Pasifika trainees willing to share their stories).
- Failure is not an option – how to ensure completion of training.
- Accept and embrace the pastoral care/human resource aspect of what works for Pasifika trainees.
- Learn from other tertiary providers that are having tangible success – network regularly, consistently and in a culturally appropriate manner.
- There has to be a valid and meaningful reason for people to participate in training. A piece of paper is not enough.
- Embedding culturally appropriate teaching and learning strategies is about respect.
- Consider literacy and numeracy, ESOL needs and solutions.

## 3. Improve organisational capability to support Pasifika organisations and mainstream organisations with high numbers of Pasifika employees

- Work with key stakeholders to push the communication out to the coalface. The interconnectedness of the Pasifika community is well known and strong.
- Work alongside organisations to help them with their organisational development to enable them to engage meaningfully in training for their employees.
- Be patient. Change takes time and the metrics of success need to be decided on by the stakeholders, not the ITO.
- Employ, second or appoint Pasifika people with the skills needed to help the ITO better engage with stakeholders from a Pasifika perspective.

## What actions we're planning

### Participation Action Steps:

- Continue to develop relationships with key stakeholders and commit to long-term engagement within the wider community.
- Gather information on macro and micro scales to better understand our Pasifika learners within their organisations and their communities.
- Engage with other ITOs and TEOs to harness cross-sector learnings.
- Gather success stories and target communications that are meaningful to Pasifika peoples.

### Success Action Steps:

- Create the means to measure qualitative outcomes that are important to Pasifika learners.
- Collect information to measure learner progression within Careerforce sectors and beyond.
- Create tools that help recognise existing skills and knowledge.
- Initiate conversations that challenge barriers created by institutional norms.

### Organisational Engagement Action Steps:

- Champion the cause to make Pasifika a priority of Careerforce's business plans.
- Employ Pasifika representatives for a uniquely Pasifika perspective.
- Voice the need for Pasifika representation at the governance level.
- Undertake cultural training for Careerforce staff and develop a cultural auditing tool.

**Based on the literature scan, the research findings and the follow-up fono, this information will form the basis of Careerforce's Pasifika engagement strategy moving forward and Careerforce has made a commitment towards the action steps in order to meet the learning needs of our Pasifika trainees.**

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**“Get our Pasifika people involved from the outset. It’s important for an organisation to set up an enabling structure which reflects the organisation’s commitment to Pasifika. It allows the Pacific voice to be embedded into the organisation to help inform the organisation.”**



# Appendix 1

## Questions for key informants

1. How have you created a learning environment at work?
2. How important is having Pasifika staff have a lead role in governance and leadership?
3. Is mentoring a key part of your employee success in training? If so, how? And is it informal or formal? For example do you have a buddy system in place?
4. Did assessment data help inform the training path your employees have taken? How did you engage as an organisation in this process? Any tips for other employers?
5. How do you embed culturally appropriate teaching and learning strategies when engaging your employees in training?
6. Do you as an organisation and/or your employees collaborate with other trainees from any other organisations?
7. How have you articulated your expectations/standards for employees engaging in training?
8. Has the training enabled you to better utilise the skills of your team?
9. Any tips for convincing employers to actively, formally engage their staff in training?
10. What do you think of a Careerforce student body or Alumni group?
11. What has been the most challenging aspect of training so many employees?
12. Would it be possible to come back and interview some of your trainees to get their stories of training first hand?
13. Based on the list of organisations, who would you recommend I speak with?
14. Any other comments not covered/asked?

# Appendix 2

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## Literature Report

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### Pasifika Training Needs 2010 - 2013

**Researcher:** Tina Rose, Education Unlimited

**Commissioned By:** Careerforce

**Published:** January 2014

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# Introduction

**This brief literature scan was undertaken to gauge current information available since 2010 specifically including or relevant to working with Pasifika employers, trainees and other key stakeholders.**

The key themes from the scan along with interviews with key stakeholders (termed key informants) will be used to inform the Careerforce 2014-2015 Investment Plan for the TEC.

The expectation is for TEOs to ensure that Maori and Pacific learners participate and achieve at all levels at least on par with other learners. That Maori and Pacific learners have access to pastoral care and mentoring that supports their culture, language and identity, to enhance their achievement and progression to higher levels. In particular, ITOs are expected to 'engage with iwi and Maori and Pacific economic development stakeholders to grow demand for industry training by Maori and Pacific people, particularly in high growth areas and for higher skilled jobs'.<sup>1</sup>

This research project with the scan as a key part will inform the Careerforce 2014 Pasifika Action Plan to achieve this goal.

The literature includes research, articles and media resources that were sourced electronically. It includes literature about Pasifika training and engagement; education and training strategies; innovations of training and development in the workplace; training challenges and workplace success stories.

This document is not limited to academic research and articles and therefore is written with the aim of being 'plain English' to enable all interested audiences' access to its contents. The inherent nature of workplace-based learning is that it is highly practical and must be easily understood by all stakeholders. This research will contribute to the lacking body of knowledge available when considering what works for Pasifika learners when engaging in formal training. The themes resonate across the continuum from core skills literacy, language and numeracy training through to degree and beyond.

For the Careerforce Pasifika Action Plan to contribute to increased engagement and success in training, having a shared understanding of cultural competence is fundamental. Although outside the timeframe of this literature scan, a useful definition of Cultural Competence is found in a 2008 literature review by Jemaima Tiatia from Te Pou: Pacific Cultural Competencies: A literature review. The goal of the review was to define and develop cultural competence. To this end cultural competence can be understood as "the capacity of a health system to improve health and wellbeing by integrating cultural practices into health service delivery. Generally it is considered a behavioural approach and

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<sup>1</sup> TEC (2013), *Initial Plan Guidance for 2013 Plans for Industry Training Organisations*



functions on the principle that behavioural changes can only be achieved first and foremost by changes in attitude. The capacity to affect attitudes and behaviours is influenced by many factors, including leadership in the field, access to information, goodwill, informed decision-making, a learning environment, best-quality practices, and organisational processes and procedures.”

This definition is applicable across all the sectors Careerforce represents and can easily be applied to all stakeholders in the health, disability, social service and cleaning workforces.

There are a number of themes that impact on the overall research project, particularly informing the questions posed to the key informants and industry stakeholders. In no particular order they are:

- Flexibility in training delivery as a necessity to engage trainees or learners
- The importance and consideration of culture in the learning environment including

engaging meaningfully with families and community

- Creating a genuine sense of belonging
- Celebrating success along the way
- The importance of communication and partnership between learner, deliverer and the organisation

The themes may be articulated using different vocabulary in the literature but they mean essentially the same thing.

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<sup>2</sup> Te Pou (2008), *Pacific Cultural Competencies: A literature review*

# Literature directly related to Pasifika in a training environment

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## The Role of Learning Reps and Mentoring in Engaging Employees.

Alkema, Anne. (August, 2013). Prepared for Careerforce.

This literature scan was an update of the original 2011 research commissioned by Careerforce to evaluate the CTU (Council of Trade Unions) Learning Representatives Programme. This very recent research outlines the realities of running training in a workplace, including the link between employer support, learner demand and skill utilisation.

- The complexity of gaining employer support for the programme including logistics around learning agreements and time off for training.
- Reports that demand for learning increased, particularly with those people who had not previously engaged in training and who had low core skills, thus creating a more equitable training opportunity environment.
- Some clear organisational performance change including the Learning Reps' role in acting as change agents for individual learners.
- Increased skill utilisation including where the skills available were utilised more effectively.
- The effectiveness of mentors in the workplace, particularly when there was structure and deliberateness of mentoring, creating a more meaningful two-way relationship between mentor and mentee.

# Summary Report: Educational Practices that Benefit Pacific Learners in Tertiary Education.

Chu, Cherie., Abella, Ivy Samala., and Paurini, Seann. (July, 2013). Wellington, Ako Aotearoa.

Recently published research from a strengths-based and success case perspective to understand how five tertiary institutions in New Zealand are doing well with Pasifika students. 119 students and 51 staff participated in the Talanoa sessions. The institutions were chosen due to their high rates of successful completion in selected programmes and their innovative Pacific learner initiatives. The report unpacks how these differing institutions effectively engage in good practice and how this benefits students. Although it is focused on tertiary at an institutional level, the three key themes outlined apply as importantly in the workplace based training level.

- Understanding the learners' internal motivation and what external influences impact upon them
- Using Talanoa (an unstructured discussion process) as a key Pacific context for success in education and how this benefits Pacific students including having high expectations; connecting teaching with learning; providing challenging assessments; delivering learning in small rooms; catering for students' learning needs; using peer support to support students; ensuring the atmosphere is comfortable; using interactive learning strategies that involves the students; educators to be passionate and committed; provide alternative options for assignments beyond pencil and paper tests or research; and incorporate Pacific culture

- Organisationally ensure that there is genuine institutional commitment including engaging Pacific families and communities in the students' education; observing student success through celebration at key milestones; integrating and upholding the collective nature of Pacific people; affirm students connection with community; and have a long-term engagement and commitment between the organisation and the Pacific community
- The three themes of student success:
  1. Appreciative pedagogy including family support, personal commitment to success and the learning village as an organisation
  2. Teaching and learning relationships including (but not limited to) respectful genuine relationships between teacher and student; recognition of cultural identity; the creation of 'Pacific' spaces; high expectations; mentoring as a learning relationship
  3. Institutional commitment including active institutional engagement; strong and supportive leadership and significant Pacific role models

The voice of the learner resonates with one student talking about cultural challenges beyond the institution. "Coming to a rest home setting, I witnessed that there was not cultural safety, no cultural identity and I felt the Palagi system failed to care for my grandmother appropriately."

***"Organisationally, ensure that there is genuine institutional commitment including engaging Pacific families and communities in the students' education."***

## Growing Pearls of Wisdom: Pasifika@Massey Strategy 2020.

### Key Initiatives to Accelerate Massey's Academic and Research Agenda for Pasifika Advancement

Office of the Assistant Vice-Chancellor (Maori and Pasifika), Massey University (June, 2013).

This strategic document is a continuation of the 2007 Pasifika@Massey Strategy: En route to Cultural Democracy. It outlines the framework to support the aspirations educationally and economically of the Pasifika communities it represents in the context of the critical need to lift participation levels of Pasifika communities.

Outlined are the accomplishments and strides made in the university since the first strategy in 2007. Many of these strides are around collaboration, enhancing Pasifika staff development and addressing student retention and completion rates. The establishment of the Pasifika Directorate is mentioned and information from this office clearly shows that while gains have been made, the course and qualification completion rates are still well below the university's targeted rates.

Factors contributing to student success are outlined as family influence combined with government policy and effective institutional

support. Identifying the fundamental importance of the student-centred approach from enrolment to graduation is valuable and this is common across all tertiary education including workplace-based learning.

The five goals of the strategy are:

1. Student achievement
2. Research and policy
3. Engagement
4. Organisational capacity and capability
5. Pasifika curriculum development

Each goal has a priority and focus area for the three years 2013-2015 in order to evaluate the strategy with clear indicators identified.

Included is a section on the implementation plan including a Community Implementation Model as well as the method for evaluation. Careerforce has the opportunity to learn from Massey University as it develops its own Pasifika Action Plan.

## Promoting training uptake and completion in home and community support services

Disability Workforce Development within Te Pou o Te Whakaaro Nui (April, 2013).

The thrust of this research is very useful for the Careerforce Pasifika strategy as it focuses specifically on Maori, Pacific and rural support workers in Ministry of Health disability support services. It is also very recent so its key recommendations relating to accessibility and

sustainability of workers make it an important piece of research.

A key focus was identifying the factors that enable successful uptake and completion of the level 2 Certificate in Health, Disability and Aged

Support and the level 3 Core Competencies qualifications. The barriers to training were also addressed.

A range of strategies to enable uptake of training were noted including making training mandatory, clearly communicating the benefits of training including offering financial incentives, and celebrating success with graduations and encouraging attendance at these celebrations.

A suggestion for Careerforce was to improve training material to be less academic and more culturally relevant with examples used. Culturally diverse Pasifika examples may contribute to successful training completion.

In order for workforce training to be genuinely effective, three key factors were outlined:

1. A sustainable and well embedded training infrastructure.
2. Relevant training content and its delivery.
3. The level of learning motivation and confidence amongst trainees.

Key recommendations aimed at supporting participation and completion of formal qualifications was clear and concise and aimed at specific organisations.

### Ministry of Health

- To increase opportunities for collaboration – in order for smaller organisations to succeed in training staff, working with other relevant funders to develop integrated training delivery modes will enable better access of training to address workforce development needs.
- Continue to prioritise the uptake of formal qualifications for the Pacific workforce in home and community support services.
- Work with other government agencies to explore ways to incentivise workforce training.

### Careerforce

- Review the level 2 and 3 training materials to reduce duplication and to include less academic and more culturally relevant examples of Pacific culture.

### New Zealand Home Health Association

- Collaborate with stakeholders to develop career pathways for HCSW's and build it as a profession.
- Host a resource which maps key organisations and resources available to support workforce training.

### Te Pou to take the lead

- Disseminating information on training outcomes in an easily accessible way.
- Update and promote the disability training directory to providers.
- Clarify the criteria, application requirements and timeframes for grants.
- Provide hands-on workforce planning and development support for providers.
- Promote leadership development grants to enable up-skilling of trainers and assessors.

### Employers

- Create a positive learning environment that demonstrates commitment to workforce training.

Training clearly linked to the notion of quality as an outcome was demonstrated in a previous Quality and Safety project that found that inadequate training was a high risk for home based support workers. Quality could be outlined as:

- Contributing to consumers receiving safe and quality support.
- Improved workforce retention.
- Attracting people to work in the disability sector.
- Increasing the capability of staff.

The report found that of all the qualifications that Careerforce offers to service a career pathway for the home and community support sector to higher levels, the most relevant current qualification is the Level 2 National Certificate in Health, Disability and Aged Support (Foundation Skills).

The increasing need for support workers to hold minimum level 2 qualifications is seen as necessary and level 3 for workers providing personal care to people with high support needs. The NZHHA (New Zealand Home Health Association) has a goal of 80% of its workforce holding a minimum level 2 qualification within the next five years.

Along with this, the Association advocates for minimum training to be undertaken within the first six months of employment. This increased requirement for training will improve delivery consistency across New Zealand. Other training in addition to or leading into formal training may also be required. This extends to capability training including computer literacy and basic literacy skills.

Training grants are an important mechanism for increasing training and the Te Pou grants initiated in 2009 states that approximately one-third of all grant recipients were either Maori or Pacific peoples. Careerforce interim figures for 2012 indicate that about one in three trainees across all sectors were either Maori or Pacific.

The critical success factors for workforce training were outlined as:

1. Assessing training needs.
2. Organisational support.
3. Learning climate.
4. Training resources.
5. Trainee motivation and confidence.
6. Training content and delivery.
7. Technology use.
8. Use of skills on the job.
9. Evaluate training outcomes.

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## An Analysis of recent Pasifika Education Research Literature to Inform Improved Outcomes for Pasifika Learners.

Chu, Cherie., Glasgow, Ali., Rimoni, Fuapepe., Hodis, Mimi. and Meyer, Luanna, H. (January, 2013). Jessie Hetherington Centre for Educational Research, Victoria University of Wellington. Report to the Ministry of Education.

A critical analysis of Pasifika education literature from 2002-2012 to build on previous Pasifika education research carried out in 2002. The review identified gaps in the research-based knowledge regarding strategies to improve learning and achievement for all Pasifika learners in New Zealand. It suggests future research priorities to inform policy and to achieve the best possible educational outcomes for the Pasifika.

The Working Group's research priorities were guided by the Ministry of Education's Pasifika Education Plan 2009-2012 so the focus of the review is in five topic areas.

1. Governance and leadership.
2. Families and community engagement.
3. Literacy and numeracy.
4. Effective teaching.
5. Transitions.

The review includes educational settings from early childhood, primary, secondary and tertiary. This synopsis only seeks to focus on the tertiary setting. To note is the lack of current research. "Across all sectors, research on the impact of linkages with the family, home and Pasifika community to support Pasifika student learning is absent. There is a dearth overall of research focused on effective teaching for Pasifika students who are gifted and for those who have disabilities requiring special education services and supports."

Focusing on the information gaps and identified research priorities from the previous research in 2002, there are still the same significant gaps apparent. Specifically for the tertiary sector is Effective Teaching. "Key characteristics of effective tertiary programme support needs to be

based on research evidence rather than historical practices or deficit theorising.” The report states that the key gaps identified 10 years earlier are still apparent.

### Governance and Leadership

- Research is needed on the nature of governance (policy, strategic plans, etc) in tertiary education organisations and impact on Pasifika learner outcomes
- More research is needed on the role of leadership (eg, family member, church minister, community leader) on Pasifika learners’ achievement
- Research is needed on leaders who have led and demonstrated significant institutional changes on how they have championed change for Pasifika student development

### Families and Community Engagement

- As little is known regarding the impact of families and communities on outcomes for Pasifika learners at tertiary level, research in this area is required
- Information is needed regarding effective strategies for tertiary education organisations to engage with families and communities to support Pasifika learner success

### Literacy and Numeracy

- Intervention research is needed to validate successful learning strategies to enhance Pasifika students’ literacy and/or numeracy for tertiary study success

### Effective Teaching

- Not much is known about ‘what works well’ for Pasifika tertiary students, including information on key characteristics of successful learning programmes
- Research approaches (re effective teaching) need to appreciate and build on strengths of Pasifika students and their communities
- Promising areas for investigation include research on the motivational, leadership, financial and cultural issues that are key to enhancing tertiary achievement for Pasifika students
- Systems are needed for long-term tracking of data on Pasifika students’ achievement, especially for specific Pacific ethnic groups.

### Transitions

- There should be systematic evaluation of the effectiveness of programmes designed to support tertiary learners as an essential step in developing an empirical foundation for policy and practice rather than relying on ‘expert opinion’ pieces
- Despite significant Pasifika participation in tertiary level part-time study, too little is known about whether this helps lead to improved outcomes/qualifications for Pasifika
- More research is needed involving tertiary learner narratives of their own personal views of successful strategies for transitions from secondary to tertiary
- There needs to be more research focused on strategies for international students from the Pacific region to transition to tertiary study in New Zealand, such as in universities.



## Sharing Successful Teaching and Learning Strategies for Maori, Pacific and Youth leaders – The Whitireia Way 2012

Tomoana, R. (June, 2012). Ako Aotearoa. RHPF.

This project aimed to identify activities and approaches tutors were taking to enable high success rates for Maori, Pacific and youth learners. Part One was the research paper and Part Two was the development of an actual teaching resource for staff to use. This synopsis focuses on Part A.

The research identified five enablers, which staff and student referred to either explicitly or by inference.

1. Strong relationships within the learning space (trust between students and staff and student to student).
2. Tutor belief that the students had the ability to achieve.
3. Tutors mindful of student differences and that that the teaching allowed these differences to be valued, acknowledged and reflected.
4. Tutor to be reflective in practice.
5. The use of good teaching principles.

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## Specifically Pacific: Engaging Young Pacific Workers

EEO Trust. MPIA (Ministry of Pacific Island Affairs) conducted qualitative interviews with 20 employees and six managers from six EEO Trust member organisations. (Nov, 2011).

The report looks beyond the statistics of overall numbers decreasing in the workforce and increasing numbers proportionally of young Pacific people to focus on the drivers of workforce engagement, career aspirations and expectations including the barriers and enablers to participation in the workforce.

From the Executive Summary the recurring themes of the importance of family and cultural values; positive relationships with managers through genuine two-way communication and regular performance feedback; career development opportunities and training and having a network of Pacific role-models and the importance of mentors in the workplace.

With the fact that the proportion of young Pacific people is increasing in the workforce while there is an overall decline of labour force this research is important as it focuses solely on the young Pacific employee. This report looks at employee engagement which is the extent that workers are connected to and committed to their work and the organisation that employs them along with the effort they make while at work.

For the purposes of this report the focus was to look at the research particularly in relation to education and training in the workplace. From a generic perspective in the first instance though, previous research outlined challenges including:

- Not having clear economic aspirations or pathways to achieving economic goals.

- Needing clear career pathways.
- Needing exposure to Pacific role-models.
- Needing to be acknowledged as strong and potential leaders and be given opportunities to exercise leadership.

Of note were considerations when working with or researching Pacific people

- Pacific diversity. Groups have different beliefs and values
- Pacific peoples need to participate in finding solutions to a successful consultation process
- Use more than one consultation method (fono works well for older people but not necessarily for younger people)
- Ensure clarity of message by checking with the target group in advance

The review suggests future research considerations. This has implications for the Careerforce Pasifika strategy as it outlines key considerations.

- How can workplaces increase young Pacific

staff engagement by tapping into their desire to feel a sense of belonging?

- That Pacific youth see prosperity in terms of family and relationships, not necessarily material gain.
- That mentoring and developing leadership potential will help improve their employment and economic situation.
- That the work they do is meaningful and that it connects to the bigger picture organisationally and for society.

That the key influencers for young Pacific people at work are:

- Management and supervisory styles.
- Opportunities for advancement.
- Training and development.
- Being aware and accommodating of the wider life needs of the workers.
- Consistency between job description, the induction process and the actual job.

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## Engaging Pasifika students: A series of short guides for assisting the professional development of new lecturers/tutors

Crook, Pauline (June 2010) Coffee break guides, Wellington Institute of Technology (Weltec) Wellington. Ako Aotearoa.

This quick guide designed to help tutors and support services in a tertiary institution environment understand who Pasifika students are. Essentially a snapshot of relevant issues including regional distribution of Pasifika peoples, their performance and the students' voice about what help they need.

- That the term 'Pasifika' is a term used for a diverse range of people from the Pacific region
- Data from the 2006 Census including the significant increase in people identifying as Pacific to 266,000 and that the majority (59%) are born in New Zealand
- That just over a third of Pasifika people live in Auckland
- The majority of Pasifika students study at Certificate level 1-3 followed by those studying towards a Bachelors degree
- Quotes from students identifying what they need. "Make sure all assignments are in a language that is easy to understand. Some tutors use words that are not common and can cause confusion especially if you do not speak English fluently." "Being greeted in my own language now and then means they know an important part of me."

# Government and NGO literature with education and training included

As an Industry Training Organisation it is critical that all strategies align with government strategies for educational achievement and in particular for specific governmental priorities relating to Pasifika peoples. This part of the review looks at the key documents from government and draws out themes for Careerforce to integrate into the 2014 Pasifika Action Plan.

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## Tertiary Education Strategy 2014-2019 (Draft released Oct 2013)

Of the six strategic priorities outlined, this research is critical to three of them:

- **Priority 1** – Delivering skills for industry
- **Priority 3** – Boosting achievement of Maori and Pasifika
- **Priority 4** – Improving adult literacy and numeracy

It could be argued that the potential Careerforce has to engage young people in its key sectors also contributes to Priority 2 – Getting at-risk young people into a career.

In 2012 the Government spent \$735m on Vocational Education. Funding to TEOs to support

education that meets the skill needs of business and industry. Includes industry training and modern apprentices.

The success indicators for Priority 1 demand TEOs and industry to invest time, money and expertise in skills development to ensure that graduates gain qualifications that are matched to labour market demand.

Priority 2 indicators include the number of young people not in employment, education or training to reduce. Improved pathways from unemployment and inactivity to tertiary education that result in improved employment outcomes.

By 2030, 30% of New Zealanders will be Maori or Pasifika. The goal of Pasifika students participating and achieving at all levels at least on par with other students in tertiary education is the key driver. The challenge is for TEOs to pathway Pasifika students into higher-level qualifications as in 2012 19% of Pasifika were studying at Level 4 or above in comparison to the rest of the population at a rate of 23%.

Two thirds of Pasifika live in Auckland so the regional dimension is crucial to consider.

Priority 4 addresses the fact that individuals without qualifications have decreased economic and social outcomes and much of this can be

attributed to a lack of basic skills in literacy, language and numeracy. TEOs working with communities and employers need to reach new learners, particularly in the workplace.

The expectation of the government is three-fold:

- maintaining existing participation levels and improving them, particularly for some groups.
- improving the rate of qualification attainment, the numbers of people progressing to further study, and the quality of provision by TEOs.
- ensuring that more people benefit from tertiary education and improve their economic, social and cultural outcomes.

## Pasifika Education Plan 2013 – 2017

A key goal for the government is to create communities that can help build a productive and competitive economy for all New Zealanders. The reason for a specific Pasifika strategy is that the statistics show the challenges facing the fastest growing population in the country. “Higher level tertiary qualifications bring people the greatest benefits, including better income and employment opportunities. When compared with all other groups, despite the progress we have made, Pasifika people still have the second lowest proportion with degrees or higher qualifications.”<sup>3</sup>

The Tertiary Education focus is clearly on enabling learners to attain higher levels of qualifications through a set of Goals, Targets and Actions. Given the numbers of Pasifika with no qualifications, Careerforce and its sectors need to continue to look closely at the Action of improving foundation education to lift the

language, literacy and numeracy skills of the working-age Pasifika population to provide clear pathways into study at NZ Qualifications Framework Level 4 and above.

**“When compared with all other groups, despite the progress we have made, Pasifika people still have the second lowest proportion with degrees or higher qualifications.”**

Note: The focus on education sector-wide includes an action to “Develop, implement and report on an Auckland Pasifika Strategy that is personalised to the needs of Pasifika learners, their parents, families and communities in the Greater Auckland Region.”

This focus gives Careerforce either directly, or through the Industry Training Federation the opportunity to align its Pasifika Strategy with this strategy. Depending on the timeframe for the Auckland

Strategy, Careerforce may be in a position to help inform the Ministry strategy.

<sup>3</sup> TEC (2013), *Initial Plan Guidance for 2013 Plans for Industry Training Organisations*

## Workplace literacy and the Southern Initiative: A discussion

COMET Auckland, Auckland Council, TEC. (Aug, 2013).

The Southern Initiative focuses on the Southern region of Auckland city, regarded as a centre for employment and economic opportunity with significant population growth. Strong Pacific communities reside there and alongside the fact that it is a major centre of employment, it also has the highest unemployment in New Zealand at 7%.

The number of adults with no qualifications is significant in the areas of Mangere-Otahuhu (37% or 14,190); Manurewa (34% or 15,558); Otara-Papatoetoe (43% Otara, 30% Papatoetoe or 14,868) and Papakura (33% or 8,937). This represents a total of 53,553 people.

The Southern Initiative (TSI) has a number of priorities directly related to education and training. Priority 2 outlines the target of a clear pathway and support for further education, training and employment for all school leavers. Working with business leaders and employers

to enhance job opportunities and connect work-ready youth to local employment.

Priority 4 is even more explicit with the intention of Economic development and jobs for local people. Developing and delivering a programme for leveraging existing and future economic development opportunities with a focus on increasing skills and jobs for local people.

Careerforce has a significant and immediate opportunity to work with employers based in the Southern Initiative regions to contribute meaningfully to these priorities. In 2012 there were 16,582 businesses in the region representing 109,300 employees. The question for Careerforce to consider and answer is how many employers are in the sectors the ITO is responsible for representing and are these employers engaging with formal training?

## Tertiary Education Commission Pasifika Framework 2013-2017

Due to the Tertiary Education Strategy 2010-2015 (TES) identifying Pasifika learners as a priority group with the goal to raise Pasifika success at all levels across the tertiary sector, the TEC Pasifika Framework is to ensure better performance by the sector. The success of the framework sets out to ensure that the sector is responsive and collaborative so that:

- Pasifika learners are identified and supported at key transition stages.
- Pasifika learners are achieving at unprecedented levels.
- Pasifika learners' participation and achievement is at least on par with other learners (non-Pasifika and non-Maori).

- Pasifika educational outcomes are on parity with the highest achieving groups.
- Skills development in tertiary education enables increased Pasifika participation in high-growth, high-demand initiatives.

The framework proposes four key critical areas of focus:

1. Successful transitions (into tertiary education, higher levels and onto employment).
2. Continued and accelerated educational performance at all levels.
3. Contributing to building interagency capability.
4. Using research and evidence more effectively.

***“Auckland is crucial as a focal point for the TEC with the numbers of Pasifika and the challenges of the region around demographics, economics and the mix of tertiary providers.”***

The previous Pasifika Education Plan 2009-2012 is referred to for context of the changes that have occurred. The TEC is focused on improving overall tertiary sector performance in order to ensure value for money and effectiveness. The key change is outlined in Pasifika population growth, particularly that 72% of all New Zealand Pasifika school learners are based in Auckland and more Pasifika New Zealanders are born in New Zealand than overseas.

Auckland is crucial as a focal point for the TEC with the numbers of Pasifika and the challenges

of the region around demographics, economics and the mix of tertiary providers. Critical to Auckland's success is a skilled and qualified Pasifika workforce.

Key critical area 2 is of utmost importance to Careerforce. Performance of qualification completion, successful course completion, retention rates and progression to further study will be linked to funding. The ITO must be cognisant of Pasifika learners to ensure positive accountability of public funding.

## Industry Training Review: Results of the employer interview & survey: Outcomes of tertiary education and the learners in tertiary education

Ministry of Education (May, 2012).

The outcomes of tertiary education show that although the proportion of people without a qualification is now lower than those with a qualification, for Pasifika peoples this is not the case. The proportion of Pasifika peoples without a qualification has increased, conversely those with a bachelors or higher qualification has increased.

The unemployment rate for people with a bachelor degree or higher qualification was 3.0% but for those without a qualification the unemployment rate was 10%. The unemployment rate for people with a level 1 to 4 certificate or a diploma was 5.1%, which is significantly better than those people with only a school qualification at 8.8%.

Due to the difficult economic climate, the number of employers participating in training has decreased since 2007. This has clear implications

for industry training organisations whose provision of workplace-based learning is industry-led. With data from 2010 showing that almost two-thirds of trainees were enrolled in levels 1 to 3 and the Careerforce demographic, the need to engage employers in undertaking industry training for their employees is paramount. The more evidence that training increases productivity, the more employers will be prepared to invest in training their staff.

The age profile of trainees also impacts on Careerforce with 6.8% of trainees identifying 40+ years. In 2010 72% of community support services trainees were aged 40 years and over. The need for people of this age to 'earn and learn' is critical. Successful incentives to motivate people to undertake training can be linked to pay, more permanency of role and career progression.

## NZQA Pasifika Strategy 2012 to 2015

This key document is in response to the government's priority to raise Pasifika learner achievement. The Strategy follows on from NZQA's first Pasifika Strategy in 2009. It outlines the NZQA framework to support the aspiration that Pasifika learners become highly skilled and highly qualified in therefore contributing to their own and the country's economic and social prosperity.

The key objectives identified are:

- Continue to identify how NZQA will contribute to Pasifika learners' educational success and reflect these findings in NZQA's strategic planning and supporting documents.
- Include specific achievement information about Pasifika learners, and related outcomes, in NZQA's reporting and business planning.
- Inform NZQA's organisational capability and

capacity requirements, and contribute to improved Pasifika learner outcomes through dedicated, culturally appropriate interventions and activities.

- Regularly and meaningfully engage with Pasifika learners, parents, communities, providers and employers to understand and incorporate their educational aspirations in the delivery of NZQA services.
- Support inter-agency collaboration in the achievement of education goals for Pasifika learners.

The common theme of Pasifika achievement not matching participation rates is addressed as well as the importance of the greater Auckland region where over two-thirds of Pasifika people live and three-quarters of all Pasifika learners reside.

## Profile & Trends. New Zealand's Tertiary Education Sector 2011

Ministry of Education

The relevant message in this document is that the proportion of Pasifika peoples without a qualification has increased. Paradoxically the proportion of Pasifika with a bachelors or higher qualification increased.

Unemployment rates are significant with the weak economy and those with no qualifications and younger people fare the worst with the highest unemployment rates. By way of comparison, those with a bachelors or higher qualification have a 3% unemployment rate compared to unqualified at 10%.

Workplace based learners decreased in 2010 due in part to the down turn in the economy and the removal of inactive trainees from funded training. Careerforce along with four other industry organisations with 5,000 trainees had decreased

numbers of trainees from 2009 to 2010.

With almost two-thirds of trainees in 2010 enrolled in levels 1 to 3 qualifications it is useful to look at the ethnic groups. Pasifika accounted for 7.2% of industry trainees in 2010 compared to 5.7% in 2005.

Workforce participation in training for people 40 years and over also increased slightly from 6.4% in 2009 to 6.8% in 2010.

# Disability Workforce Action Plan 2013-2016

## Ministry of Health

The action plan has been developed in response to a number of key government policies, but specifically of interest to this research project is the New Zealand Disability Strategy Objective 7.8: To create a long-term support system centred on the individual – Develop a highly skilled workforce to support disabled people and The Ministry of Health Disability Support Services Strategic Plan 2010-2014.

The disability workforce is faced with a number of critical issues including an unidentifiable career pathway and access to training and development. Although the workforce has significant responsibilities, the sector is undervalued and under supported.

The report notes increased engagement in Level 2 and 3 qualifications; more current and accessible workplace training; partial improvement in disability workers trained in literacy and numeracy and increased uptake of workforce development grants including leadership grants.

The 19,000-22,000 care and support workforce has not changed in make up over the last 10 years. It is still predominantly female over 50 years of age; low paid minimum wage; unqualified; part time; high attrition; potential for low-paid occupations and without career pathways.

The action plan aims to address the primary challenges of the lack of robust workforce

information for the purposes of planning and development; access to on-going training and development opportunities; the lack of career pathway and disparities in pay and working conditions.

This research is focused on Objective One: Better skilled workforce (regulated and non-regulated). Action 4 – Strengthen access to training and development opportunities for disability workforce due by December 2014 states that there needs to be an increase in grant uptake for Maori, Pasifika, Asian and rural service workers. Action 5 – Improve specialized skills and knowledge for disability workforce by December 2014. More workers to be trained in an array of specialized areas including IT literacy, non-verbal communication, personal plan and development skills, Maori, Pasifika, Asian and cultural training, team work and collaboration and workplace literacy.

Much of this is capability training and can be delivered through a contextualized workplace literacy programme leading directly to a career pathway with the level 2 and then level 3 qualifications as the following steps. This enables ESOL (English for Speakers of Other Languages), second chance or foundation learners and older people with 'rusty skills' to learn how to learn. It creates a desire and increased confidence and increased capability for people to undertake, complete and ultimately succeed in formal training.

***“The disability workforce is faced with a number of critical issues including an unidentifiable career pathway and access to training and development. Although the workforce has significant responsibilities, the sector is undervalued and under supported.”***

## Ministry of Education: Engagement is Key. The Literacy and Numeracy for Adults Assessment Tool – Experiences of Implementation

December 2012. Haggland, J., & Ahikiwi Research and Consulting For the Ministry of Education. Earle, D. Chief Research Analyst Ministry of Education

This qualitative report presents findings from nine providers delivering programmes to young people and their experiences of implementing the Assessment Tool. The tool was piloted in 2010 and rolled out nationwide in 2011 across the whole tertiary education system, including workplace-based training.

Two questions were addressed:

1. What was the experience of organisations and educators in implementing the Assessment Tool and using it to support teaching and learning?
2. What needs to be taken into account from these experiences in analysing the data available from the Assessment Tool?

Although the report has usefulness for Careerforce, it is research based in PTEs, Wananga and ITPs. The experience of trainees not being engaged in the assessment process, particularly the end point assessment is shared with industry training organisations.

For workplace-based trainees it is important that the key finding of the organisation having the resources and processes to support educators in using the Assessment Tool in a timely manner is not underestimated.

As level 1 – 3 qualifications have literacy and numeracy embedded into them, the key finding of educators understanding the importance of literacy and numeracy is critical. An educator having the skills to be able to embed relevant tasks and activities into the vocational training is paramount.

The key message is that the Assessment Tool is delivered in a flexible, 'real world' way. That organisations and educators have the ability to decide which assessments to use and with which learners to use them with. The results are one source of information contributing to understanding the learner and their training outcomes.

## Pasifika in Tertiary Education in New Zealand in 2009

Ministry of Education (Nov, 2010).

Careerforce is a key partner for Pasifika training as it is one of the key sector stakeholders. This gives the ITO an opportunity to impact on the government strategies of increasing Pasifika trainees to higher-level qualifications through strengthening its relationships with employers.

Pasifika students were over-represented in certificate level 1 to 3 study compared to all domestic students. Proportionally more men than

women studied towards lower level certificates in 2009 (43% compared to 39%). Pasifika students studying level 4 certificates represented 21% compared to 16% for all other domestic students. 14% of Pasifika employees participated in industry training in 2009.

Pasifika trainees are clustered in the manufacturing, community support and hospitality industries.

# Literature prior to 2010 relevant to this project

Careerforce has undertaken important research prior to 2010 to support and guide workplace based training. Training undertaken by Careerforce trainees is embedded in their workplaces and therefore including workforce development and organizational development is critical to the overall research and 2014 plan. One of the biggest challenges facing ITOs is gaining genuine commitment from employers to undertake capability training that is beyond compliancy training. Capability training is often seen as a 'nice to have' not a 'have to have'. Proving measurable outcomes is challenging and consideration of how to measure change must be undertaken prior to training beginning or early on in training. Successful training outcomes need to go beyond educational outcomes (completion) and show contribution to workplace productivity.

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## Engaging Pasifika Training Programme: Engaging Positively at the Critical First Point of Contact

March 2012. Faleafa, Dr. M., & Lua, M., & Tiatia, Dr. J. Le Va. Pasifika within Te Pou. Discussion Document

The Discussion Document is useful to inform Careerforce of the similarities and differences for the Pacific population living in New Zealand. The importance of the philosophical values system of Pasifika is clearly articulated for the health professional to be aware of. "Any health

interventions and approaches for Pacific people should emphasise interpersonal relations, of building trust and rapport between individuals, families and health care workers. Environments in which Pacific communities live, and the relationships that binds them together is part of

this holistic worldview.”<sup>4</sup>

The most significant enablers to cultural competence can be defined as:

- Pacific Cultural Competence
- The Role of Family
- Language
- Tapu (sacred, forbidden, restricted)
- The Va – ‘Space that relates’

Along with the major themes outlined, the importance of Health Literacy cannot be underestimated. Ministry of Education statistics

showed that in 2006, overall Pacific population literacy and numeracy levels were lower than all other ethnic groups.

In terms of Pacific workforce development, the Ministries of Health and Education noted in 2008 that active involvement of Pacific communities to build provider capacity and capability along with ensuring that a balance of training Pasifika at all levels of society would contribute to a strengthened health sector. Coupled with this, an increase in Pacific cultural competency programmes in mainstream health services would lead to better outcomes for Pasifika people and their families.

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## Improving Workforce Development and Organisation Performance: Benefits gained by embedding workplace based training in the New Zealand health and disability sector

Ryan, Dr. Rose. (2009). Prepared for Careerforce.

This literature review has significant themes relevant for the overall project, hence its inclusion.

Key questions to be included where appropriate in key stakeholder interviews from the report:

- How does training link and directly impact quality assurance and service delivery?
- What are the incentives for employers and employees to invest time (and money where applicable) in training?
- How does training become part of everyday practice, otherwise known as ‘business as usual’?
- What are the benefits of training? For example, service delivery benefits; retention of staff; career progression; better wages; increased job satisfaction.

- Common features amongst employers actively engaged in formal training:

- Someone who has responsibility in-house
- Regular supported coaching sessions
- Training Plan in Employment Contracts
- Linking skill and qualifications to pay

The report includes a useful table outlining the variety of training delivery models in case study workplaces

- Self-directed study.
- Self-directed with informal (one-on-one support).
- Self-directed with structured support.
- Study clusters (informal).
- Structured learning sessions.

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<sup>4</sup> LE VA (2012), Engaging Pasifika Training Programme (pg. 3)

## Let's get real: Real Skills plus Seitapu: Working with Pacific Peoples

Published in May 2009 by Le Va, Pasifika within Te Pou, The National Centre of Mental Health Research.

This framework outlines a cultural competency framework that people working with Pacific service users and their families should aspire to. The Let's Get Real framework described the essential knowledge, skills and attitudes required to deliver effective mental health and addiction services in New Zealand.

This framework was developed because of the factors known that Pacific people suffer mental health disorders at a higher rate than the general population and that there is a high demand for the workforce to be clinically and culturally competent.

The key in this report is the clarity around what the Seitapu model means. "At the centre of the Seitapu model is the competent worker. The worker is placed at the centre rather than the consumer because what is under consideration is the mental health worker's competency, which will impact on the consumer and their families."<sup>5</sup>

The framework has a simple layout that included Seitapu competencies:

- Core – Essential skills.
- Advanced – Let's Get Real plus Seitapu – Practitioner skills.
- Specialist – Leader.

## Pasifika Students: supporting academic success through the provision of mentoring

Mara, Diane., and Marsters, Maryanne. EIT, Hawkes Bay. (Oct, 2009). Ako Aotearoa RHPF.

The relevance of this small-scale research project to this research is that the institution that undertook the research focused on mentoring first year Pasifika students in one faculty. Identifying the success factors that promote Pasifika student success has implications for Pasifika learners in the workplace.

There were four key success factors identified

1. The Pasifika student mentor's role and tasks
2. The skills, experience and qualities of the Pasifika student mentor
3. The mentoring relationships established and maintained between the mentor, the students and the lecturers
4. The need to include more culturally appropriate learning and teaching resources

and tools for Pasifika students

Instituting and monitoring a formal mentoring programme for first year students could have usefulness when engaging in training and development for employees who have either not undertaken any formal training since school or who had poor educational experiences and could be considered to be second-chance learners.

The research findings enabled the institute to develop a Pasifika Strategy that linked to the Strategic Plan (2010-2014). Careerforce could initiate communication with this institute to better understand how this Pasifika Strategy has helped with student retention and success, leading to employment.

<sup>5</sup> LE VA (2009), The Three Frameworks (pg. 13)

# Te Rau Awhina: The Guiding Leaf. Good Practice Examples of Maori and Pasifika Private Training Establishments

NZQA (2008). Marshall, Dr. Jane., Baldwin, Kathryn., and Peach, Dr. Roger.

This study focused on nominated Maori and Pasifika PTEs and has usefulness for this research particularly in the area of what cultural elements were interwoven into their practices for teaching and learning and which of these were considered to be indicators of good practice in comparison to PTEs generally.

The three themes of adopting a whanau/aiga concept, creating a sense of belonging and creating a greater sense of humanity were paramount. The flexibility, commitment and passion from the tutors enabled learners to focus and to motivate them. Students' needs extended beyond the academic to personal, social and whanau. Students' needs were met by adopting flexible courses, individual learning plans, one-on-one learning and encouragement of student

reflection and feedback.

Organisationally the good practice was seen through the managers characteristics; robust Quality Management Systems; recruiting, developing and supporting high quality tutors and maintaining good external relations.

These examples of good practice are not limited to the PTE environment as workplaces that embed their training and development effectively throughout their structures display the same commitment to the development of their staff. "The use of celebration, fun and humour as teaching techniques was also emphasised more frequently and more strongly by interviewees in the current study than in previous research." <sup>6</sup>

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<sup>4</sup> NZQA (2008), Te Rau Awhina: The Guiding Leaf. Conclusions.



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