



Helping Māori and Pasifika learners build their skills in the workplace

A Competenz research paper - August 2014

Helping every New Zealander get ahead

Competenz has commissioned this study into Māori and Pasifika workplace training because we want to play an active part in making sure all New Zealanders have the opportunity and the support they need to grow skills, careers and businesses.

In August 2014 we are helping over 18,000 learners build their skills. This includes:

- 3,241 learners who identify as Māori (17.7% of all our learners)
- 1,249 learners who identify as Pasifika (6.8% of all our learners).

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Our research partner



Competenz
SKILLS FOR INDUSTRY

Welcome from our Competenz Māori and Pasifika Steering Group

When we began developing our strategies for our Māori and Pasifika learners, we knew we needed a strong steering group to guide our work. Our Steering Group is made up of fourteen Competenz employees who are passionate about helping our Māori and Pasifika learners get ahead. Their expertise and experience has guided every aspect of this research project. This includes:

- developing our survey tools
- identifying Māori and Pasifika learners for our focus groups
- running our focus groups
- reviewing our research findings and identifying actions we need to take to respond to the feedback
- reviewing this report.

We'd particularly like to thank these members for the time they've put into this work on top of their day jobs: Patricia Brooking, Reg Currin, Jason Hemopo, Melissa Key, Victor Kirikiri, Dave Ngatai, Julie Prentice, Emma Saulo and Elena Togisia.



I'm thrilled to be part of the Competenz Māori and Pasifika Steering Group guiding this research, because I'm extremely passionate about seeing our Pasifika people achieve.

I took part in several of the focus groups we ran as part of this research, and it was great to hear the stories of our people who are striving to improve their education and build their skills. The information we gained has helped us understand what we need to do to help other Pasifika learners gain skills and to raise awareness in Pasifika communities about the workplace training Competenz supports.

*– Melissa Key
Samoan, Competenz Senior Block Course Administrator*



I've been an Account Manager with Competenz for six years and I've worked with a number of Māori apprentices. I've seen the difference a trade qualification makes to these apprentices' lives and the lives of their whanau. And it's been the same for me. My trade certificate has been a ticket to a good career.

The feedback from learners and employers I've met during our research has given us some clear things to focus on to encourage more Māori people to look at a career in the trades – and to support them through their study.

*– Reg Currin
Ngāti Tūwharetoa, Competenz Account Manager*

Two studies, one report. Two plans for action

Conducting this research

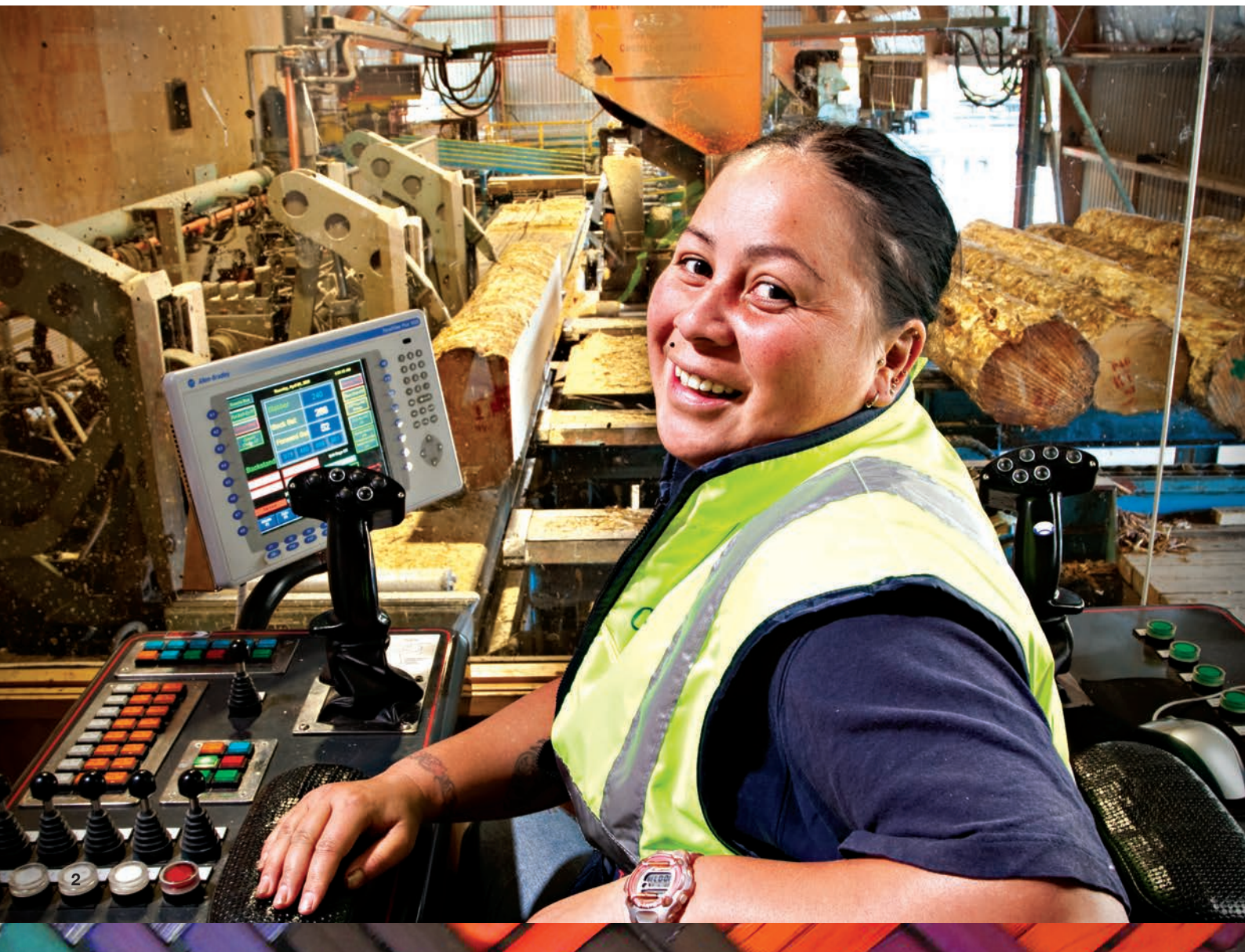
In conducting this research, our aim has been to gain information that will help us develop and act on two separate strategies: one for our Māori learners and one for our Pasifika learners. With this aim in mind, we treated both learner groups separately when we designed and conducted our research.

For example, when we analysed our learner records, we distinguished between the two groups of learners; our account managers filled in a separate survey for each group of learners; and we held separate focus groups for our Māori and Pasifika learners.

Reporting on and acting on the results of this research

In reporting the results of our research, we have generally treated Māori and Pasifika learners as one group. As you read this report you will understand why: our research has shown that most of the issues that affect Māori and Pasifika learners, and the general solutions to those issues, are common to both groups of learners (and, in fact, to all our Competenz learners, regardless of their ethnic background).

When we break these 'general solutions' down into specific actions, we will develop action plans that are specific to these two different groups of learners.



Summary: results and recommendations

These results relate to learners in the 27 industries Competenz supported on 1 May 2013. These industries include forestry but exclude the six plastics and materials manufacturing industries and the four communications and media industries which merged with Competenz later in 2013 or 2014.

The recommendations are relevant to all our 37 industries.

This is a Competenz study: these results and recommendations relate to the industries we support. They do not necessarily represent the situation in industries that other industry training organisations support.

Appendix 1 explains how we distinguish between trades and traineeship learners.

1. The compelling issue for our Māori and Pasifika learners is participation

- Outside forestry, our Māori learners are enrolling in industry training at a rate that is considerably lower than the rate at which they participate in the workforce.
- Our Pasifika learners are enrolling in workplace trades training at a rate that is considerably lower than the rate at which they participate in the workforce.

2. Ethnicity does not predict whether our learners complete their trades or traineeships qualifications

- Our Māori and Pasifika learners complete their qualifications at the same rate as learners of other ethnicities.
- Other factors such as the learner's age, prior qualifications or programme of study are more relevant than ethnicity in predicting whether the learner will succeed.

3. Most of the factors which help our Māori and Pasifika learners complete their qualifications, and the factors which make it hard for them to complete, are common to all our learners

- This means the approach Competenz has taken in the past five years of identifying and supporting all struggling learners, regardless of their ethnicity, has been (and continues to be) the right one.

4. We need to focus on three clear priorities to help our Māori and Pasifika learners succeed

Most of these activities will benefit all our learners, whatever their ethnicity.

Priority one: career paths

We need to promote workplace learning and careers in the trades by:

- lifting the perception of the trades as worthwhile careers
- working with Māori and Pasifika communities in appropriate ways
- using successful Māori and Pasifika learners as role models and ambassadors
- contributing to a smooth transition between school and the workforce for the trades.

Priority two: assessments and book work

We need to improve our assessment and study materials and our assessment processes by:

- making our assessment materials simpler
- making our assessment processes and tools more accessible to learners
- making our study materials more engaging and relevant to learners.

Priority three: support for our learners

We need to continue to identify and support our struggling learners by:

- giving them appropriate pastoral care
- helping them build their literacy skills
- working closely with employers to model and promote good work practices and work ethic.

5. We need to support all these activities by building stronger cultural partnerships and understanding

- We need to develop stronger partnerships with Māori and Pasifika community groups and training providers
- We need to broaden and deepen cultural understanding across Competenz.

Background to this study

Growing skills and careers for Māori and Pasifika is important for New Zealand

If New Zealand is to prosper, every New Zealander needs to have the opportunity to build their skills and career and every New Zealand company needs to be able to hire and develop skilled employees to build their business.

With these ends in mind, the Government's Tertiary Education Strategy 2014 to 2019 has made lifting the number of Māori and Pasifika learners who enrol in and complete education at higher levels a priority. (Higher levels are defined as level 4 and above on the New Zealand qualifications framework.) Appendix 2 includes indicators of success from the Strategy relevant to industry training organisations like Competenz which receive government funding.

The Government also recognises that we need to make progress quickly as a country: the share of Māori and Pasifika people in the New Zealand population will continue to increase. Twenty-three percent of New Zealanders will be Māori or Pasifika in 2026 (up from 20.3% in 2006)¹.

Focussing on Māori and Pasifika learning: the situation in our Competenz industries

At Competenz we want to play our part in lifting the number of Māori and Pasifika learners who enrol in and complete education at higher levels in the 37 industries we support. Appendix 4 shows these industries.

Our Māori and Pasifika learners in 2014

This is a snapshot of Competenz learners who identify as Māori and Pasifika in 2014.

	Māori learners	Pasifika learners
Number and percentage of all learners	3,241 (17.7%)	1,249 (6.8%)
Programmes of study (highest to lowest learner numbers)	<p>80% of enrolments are in 12 programmes:</p> <ul style="list-style-type: none">• Forestry (Levels 2 to 4)• Manufacturing (Level 2)• Engineering (Level 4)• Wood Manufacturing (Levels 2 and 3)• Occupational Safety and Health (Level 1)• Retail Meat (Level 4)	<p>68% of enrolments are in 12 programmes:</p> <ul style="list-style-type: none">• Manufacturing (Level 2)• Occupational Safety and Health (Level 1)• Forestry (Levels 2 to 4)• Engineering (Level 4)• Wood Manufacturing (Levels 2 and 3)• Retail Meat (Level 4)

¹Department of Statistics, National ethnic population predictions 2006 to 2026

Our approach over the past five years: supporting all learners

Our approach over the past five years has involved focussing on activities which have lifted the performance of all our learners, including learners who identify as Māori and Pasifika. These activities include increasing account manager visits to our trades learners, restructuring learners' training plans to create areas of focus with clear targets, more closely monitoring the block courses which complement our trades learning, and improving the way we identify and support struggling learners working towards our qualifications at all levels.

Focussing on Māori and Pasifika learning

Now we are turning our attention to our Māori and Pasifika learners. We want to begin by understanding the situation in our Competenz industries:

- How relevant is ethnicity in predicting whether a learner enrolls in and completes a qualification?
- What factors help Māori and Pasifika achieve and how do we strengthen these factors?
- What factors are a barrier to Māori and Pasifika achieving and how do we reduce these barriers?

Tapping into the views of our Competenz community

This study is one of the ways we are building our understanding. We have talked with members of our Competenz community who have experience and knowledge in this area:

- Our Māori and Pasifika learners
- The companies that employ these learners
- Our Competenz account managers who support these learners
- The polytechnic tutors who work with these learners
- The assessors who review these learners' progress.

Identifying our learners' ethnicity

When our account managers sign up a learner into a programme of study, they ask them to identify the ethnic group they belong to. Māori learners can identify as Māori and specify their iwi and hapū. The options available to Pasifika learners are Cook Islands Māori, Fijian, Niuean, Samoan, Tokelauan, Tongan, and 'other Pasifika peoples'.

Most learners (96%) provide their ethnicity. However, as not all do, the true number of Māori and Pasifika enrolled in our qualifications may be slightly higher than stated.

What we wanted to learn from our study

We wanted to answer the two questions below.

Question one: how relevant is ethnicity?

This question involved understanding, for the industries we support, whether a learner's ethnicity plays a role in predicting how likely they are to:

- enrol in a qualification
- complete a qualification.

We also wanted to test whether other factors (e.g. age and gender) play a role, including in combination with ethnicity.

The answer to this question would help us understand whether (or to what extent) our Māori and/or Pasifika learners had different needs from other learners, and whether we needed to target activities and materials to suit those different needs.

Question two: how can we help our Māori and Pasifika learners build their skills?

This question involved identifying factors which:

- help Māori and Pasifika learners achieve, and ways to strengthen these factors
- are a barrier to Māori and Pasifika learners achieving, and ways to reduce these factors.

The answer to this question would help us develop practical strategies to help our Māori and Pasifika learners succeed (and potentially help other learners too).

Case study



Aki Logovii with Competenz Account Manager Dave Eagles

Aki Logovii

A P Woodham Ltd, Auckland

Studying towards a printing apprenticeship
Finalist, Print Apprentice of the Year Award 2014

When Aki Logovii arrived in New Zealand from Samoa ten years ago, he took a job cleaning the premises of an Auckland printing company. A lot of study and hard work later, Aki runs and operates a six-colour printing press without supervision.

He was also a finalist in the Icon Papers Print Apprentice of the Year Award 2014. That's pretty impressive for someone who came to this country with learning difficulties and speaking English as a second language.

Hard work, the support of a good employer, and completing all his assignments on time and to a high standard have helped Aki get ahead. It wasn't always easy. With eight children, study time at home was non-existent, so Aki made good use of the long print runs involved in his job to tick off his coursework. His colleagues would see him, dictionary in hand, poring over his assignments.

What motivates Aki in his studies? Aki says it's the challenge of doing something well. He loves being able to show his children that excellence is worth aiming for. He also says it's important to choose the right job.

"I love printing! Work isn't just about money. It's about doing the right thing, for your customers and your company. That's what I try to show my kids."

We asked Aki what he recommends to young Pasifika learners wanting to get ahead in life.

"I remind them why we left our countries. My home country Samoa is undeveloped and there are no opportunities for young people to prosper.

"In New Zealand, I challenge young people to grab the opportunities offered to them. I tell them that if they have a chance to be an apprentice, to learn on-the-job, do it now because it's harder to learn and retrain when you're older. They should make the most of their chance, and do it well."



How relevant is ethnicity?

For the industries Competenz supports, what role does a learner's ethnicity play in predicting whether they:

- complete a qualification?
- enrol in a qualification?

How we conducted our research

To test the relevance of ethnicity, our researchers at the University of Auckland Business School analysed two sets of learner records.

The first set of data covered all our learners who began their qualifications in 2008 and 2009 and had since completed or withdrawn from their programmes. It excluded learners from industries (including forestry) which Competenz supported only after mergers with other industry training organisations (ITOs) in 2013 and 2014².

The second set of data covered all our forestry learners whose ITO, until 1 May 2013, was the Forestry Industry Training and Education Council (FITEC). The forestry and wood manufacturing sectors have traditionally included a relatively high share of Māori learners. As a result, the proportion of Māori learners that Competenz supports increased considerably when we merged with FITEC. Again, the data sample covered learners who began their qualifications in 2008 and 2009 and had since completed or withdrawn from their programmes.

This approach meant we were comparing the results of people who had:

- started their workplace training at the same time (and so experienced 'similar training' in the sense of working towards the same qualifications in the same way, on- and off-the-job)
- had enough time to complete their qualifications. (The pathways of most of our qualifications take three or four years to complete.)

This data resulted in these samples:

- All learners other than forestry: 10,226 learners
- Forestry learners: 7,714 learners.

The data for each learner showed the learner's ethnicity, age, gender, programme of study, prior educational qualification, and geographical location.

Our researchers separated these learners into three groups:

Nature of qualifications ³	Learner outcomes
Trades (other than forestry)	<ul style="list-style-type: none"> • Learners who had completed their programme • Learners who had withdrawn from their programme
Forestry	<ul style="list-style-type: none"> • Learners who had completed their programme • Learners who had withdrawn from their programme
Traineeships	<ul style="list-style-type: none"> • Learners who had completed their programme • Learners who had withdrawn from their programme

² Competenz merged with the Retail Meat ITO, Forestry Industry Training and Education Council, and Plastics and Materials Manufacturing ITO in 2013 and with the Communications and Media ITO in 2014.

³ Appendix 1 explains how we distinguish between trades and traineeship learners

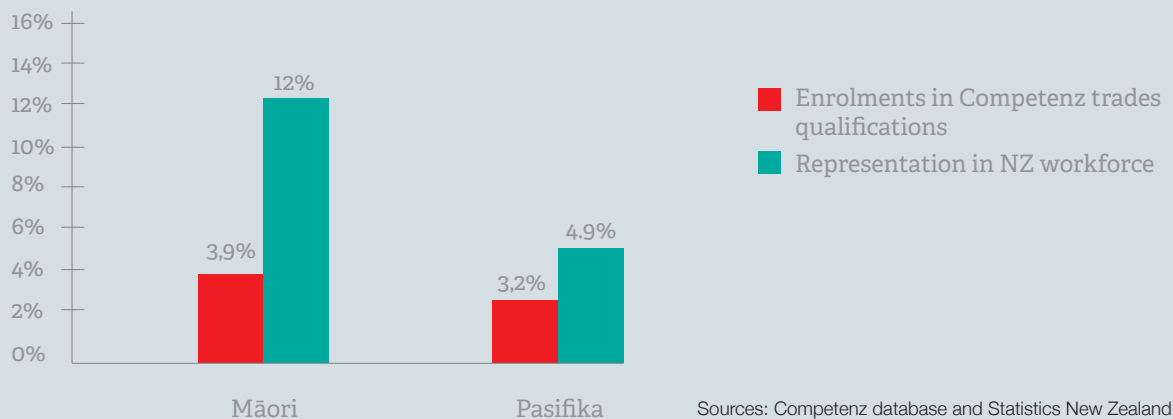
The research team then analysed all three sets of data to understand how factors like ethnicity, age, gender, programme of study, prior educational qualification, and geographical location affect how likely it is for a learner to complete their study.

What we learned

Trades learners (industries other than forestry): Māori and Pasifika learners are under-represented in our programmes of study

Based on our sample, ethnicity has a strong bearing on enrolments, with low numbers of Māori (3.9%) and Pasifika (3.2%) enrolling in Competenz apprenticeships. This rate of participation is well below the representation for these groups in the New Zealand workforce (12% and 4.9% respectively).⁴

Māori and Pasifika enrolments in Competenz trades qualifications (non-forestry) compared with representation in the New Zealand workforce

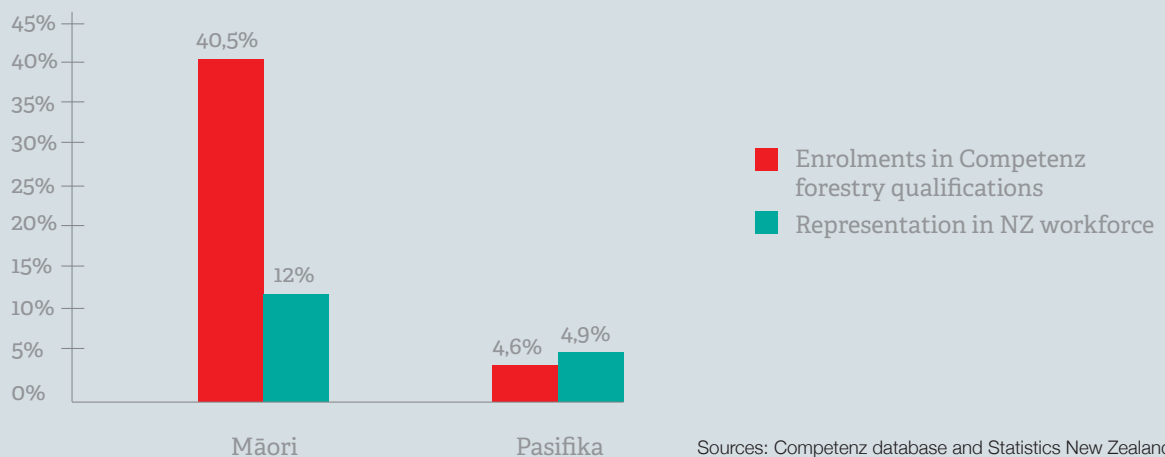


Trades learners (forestry): Māori learners are strongly represented in our forestry programmes

Based on our sample, ethnicity has a strong bearing on forestry enrolments. Relatively high numbers of Māori enrol in forestry training (40.5%). The Māori rate of participation is well above the representation for these groups in the New Zealand workforce (12%). These rates for Māori learners probably reflect that relatively high numbers of Māori live in areas of the country where forestry is a major industry (e.g. the Central North Island and East Coast).

The Pasifika share of enrolments in our forestry programmes (4.6%) is comparable with Pasifika representation in the national workforce (4.9%).

Māori and Pasifika enrolments in Competenz forestry qualifications compared with representation in the New Zealand workforce



⁴ New Zealand census 2006

Trades learners (all industries, including forestry): ethnicity does not predict whether our Māori and Pasifika learners complete a programme of study⁵

However, based on our sample, completion rates varied by programme of study, with forestry being particularly poor. As we expected, a learner's age and prior qualifications had a bearing too: older learners and learners who had completed prior study were more likely to complete their programme.

Trades industries other than forestry

Ethnicity	2008		2009		Total	
	Number enrolled	Percent completed	Number enrolled	Percent completed	Number enrolled	Percent completed
NZ European	969	56.1%	643	49.1%	1,612	53.3%
Māori	51 ⁵	60.8%	39	46.2%	90	54.4%
Pasifika	46 ⁵	39.1%	28	64.3%	74	48.6%
Other ethnicities	315	56.5%	211	49.8%	526	53.8%
All ethnicities	1,381	55.8%	921	49.6%	2,302	53.3%

Source: Competenz database

Forestry

Ethnicity	2008		2009		Total	
	Number enrolled	Percent completed	Number enrolled	Percent completed	Number enrolled	Percent completed
NZ European	1,603	21.2%	1,678	24%	3,281	22.6%
Māori	1,659	15.7%	1,467	26.2%	3,126	20.6%
Pasifika	196	13.3%	158	22.8%	354	17.5%
Other ethnicities	498	17.9%	455	22.4%	953	20%
All ethnicities	3,956	18.1%	3,758	24.6%	7,714	21.3%

Source: Competenz database

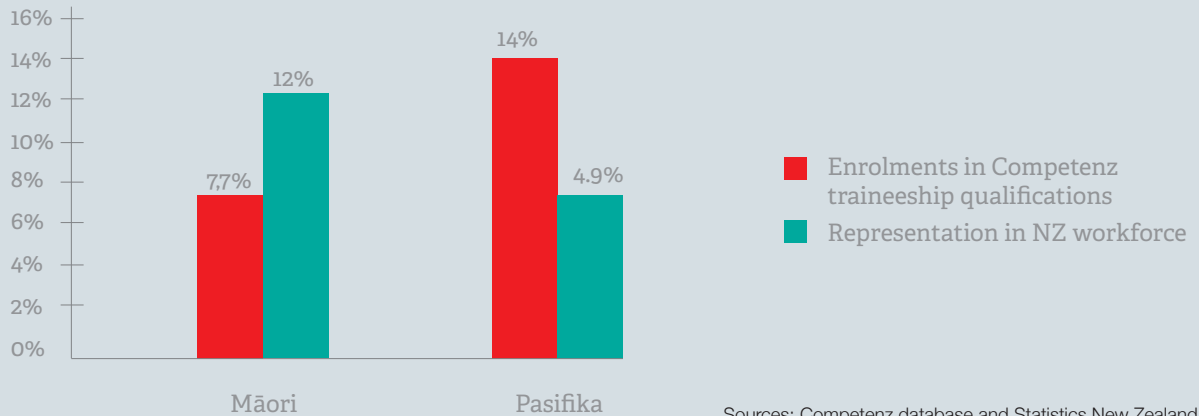
Traineeship learners: Māori learners are under-represented in our programmes of study

Participation is again a compelling issue for our Māori learners. Based on our sample, only 7.7% of Māori are enrolling in traineeship study (against 12% in the New Zealand workforce).

The figure for Pasifika (14%) was well ahead of Pasifika representation in the national workforce (4.9%). This is likely to be because the large manufacturing industries that Competenz supports (e.g. food and beverage manufacturing) employ a relatively large number of Pasifika people.

⁵ The relatively small size of our sample of Māori and Pasifika trades learners highlights the need to lift enrolments for this group of learners.

Māori and Pasifika enrolments in Competenz traineeship qualifications compared with representation in the New Zealand workforce



Traineeship learners: ethnicity does not predict whether our Māori and Pasifika learners complete a programme of study

Based on our sample, there is no strong evidence that ethnicity influences how likely a learner is to complete their study. Ethnicity did make a difference in traineeship completions, but not in a simple way that could be isolated from other factors like the programme the learner was studying towards and their prior qualifications.

Ethnicity	2008		2009		Total	
	Number enrolled	Percent completed	Number enrolled	Percent completed	Number enrolled	Percent completed
NZ European	2,027	57.4%	1,354	57.8%	3,381	57.6%
Māori	363	50.1%	240	60.4%	603	54.2%
Pasifika	605	42.1% ⁶	512	60.9%	1,117	50.8%
Other ethnicities	1,579	47.6%	1,244	52.1%	2,823	49.6%
All ethnicities	4,574	51.4%	3,350	56.3%	7,924	53.5%

⁶The low rate of Pasifika completions in 2008 reflects the low completion rate for all learners in that year in one of our programmes.

Case study



Lawrence Rehutai receives his award as Modern Apprentice of the Year – Forestry 2013. Jim Bibby (left) and Jason Wynyard (right) are from sponsor Stihl.

Lawrence Rehutai

Forestry Crew Manager, UBQ Limited, Tokoroa
Modern Apprentice of the Year – Forestry 2013

Forestry Modern Apprentice of the Year 2013, Lawrence Rehutai, says the hands-on, practical nature of workplace training is one of the factors that help him and other Māori learners complete their qualifications.

“I think many Māori people are visual learners,” says Lawrence. “So hands-on learning works well for us. It also makes it easier to complete our bookwork, because we can picture the activities we’re learning about.”

Industry training is about people, and Lawrence says several people have taken an interest in his training at critical times.

That interest started in 2000 when careers advisor at Tokoroa High School Gordon Leckey suggested Lawrence look at forestry as a career.

“Forestry just seemed to fit,” says Lawrence. “My grandfather always said to get School Certificate [which preceded NCEA] and then make sure I could provide for a family. Forestry lets me do that.”

Support on-the-job has played a big part too. Many of our Māori learners speak about the value of a mentor.

Ron Hirawani, Lawrence’s crew manager and first boss at UBQ, filled that role nicely.

“Ron saw the potential in me and others in his crew. He made sure we learned what we needed to learn.”

With an eye to the future, Ron recommended Lawrence take over his role as crew manager when Ron moved up the chain to become operations manager. Lawrence now leads a team of eight and is starting his training as a supervisor.

Support from Competenz account manager Dave Adams and contract assessor Hamish Gunn from Assessment Plus has also helped Lawrence build his skills. Lawrence says he benefitted, too, from starting his training with a group of learners.

“A big group of us started together in 2001. That meant there were plenty of guys to support each other. I found some of the problem-solving hard at first, but learning in a group meant I had people to bounce ideas off.”



How can we help our Māori and Pasifika learners build their skills?

What factors:

- help Māori and Pasifika learners achieve, and how do we strengthen these factors?
- are a barrier to Māori and Pasifika learners achieving, and how do we reduce these barriers?

How we conducted our research

We carried out quantitative and qualitative research that canvassed the views of these members of our Competenz community:

- Our account managers who work with companies and learners (both trades and traineeships)
- Our customers (both trades and traineeships)
- Our learners (both trades and traineeships)
- Assessors who work on contract to Competenz to assess forestry and wood manufacturing apprentices and trainees
- Training providers who work with our learners on the block courses that support engineering trades qualifications.

The table below explains the methods we used in each case.

Method	Participants
Online surveys (May 2014)	52 Competenz account managers 21 tutors from 10 polytechnics that support our learners
Focus groups (June 2014)	<p>Māori learners Three groups, 16 participants, working towards engineering, refrigeration and air conditioning, fire protection, butchery, health and safety, and food processing qualifications, based in Auckland and Rotorua</p> <p>Pasifika learners Two groups, 8 participants, working towards engineering, plastics, and food processing qualifications, based in Auckland</p> <p>Companies employing Māori and Pasifika learners Two groups, 15 participants, in the engineering, refrigeration and air conditioning, fire protection, food processing, maritime and manufacturing sectors, based in Auckland and (in the case of one manufacturing company) Southland</p> <p>Assessors working on contract to Competenz One group, 9 participants, in the forestry and wood manufacturing sectors, based in Rotorua, Tokoroa and Napier</p>

Designing our survey tools

Our researchers canvassed the relevant literature to identify factors that could influence whether learners completed their qualifications successfully. They used this information to develop the questions for the online surveys and the focus groups. Appendix 3 lists the main sources consulted.

Members of our Competenz Māori and Pasifika Steering Group reviewed the questions to confirm they were relevant, comprehensive and worded appropriately. They also helped run the focus groups.

Case studies

We carried out five in-depth interviews with three learners, a school head of technology, and a Competenz account manager to build our understanding.

What we learned

The table below shows the factors that help and make it hard for Māori and Pasifika learners to build their skills.

1. Most of the success factors and barriers (below) are common to all our learners

These results confirm that the approach Competenz has taken in the past five years of identifying and supporting all struggling learners, regardless of their ethnicity, has been the right one. They also confirm that we should continue to take this approach in the future.

2. Cultural awareness can increase enrolments and help learners complete their study

The factors marked in italics are likely to be more relevant to Māori and Pasifika learners (and learners from other smaller ethnic groups) than they are to learners from New Zealand's dominant ethnic group (Pākehā/European).

Success factors which support completion	Barriers to completion
<p>Strongest success factors</p> <ul style="list-style-type: none"> • Mentoring/coaching • Hands-on learning • Flexible assessment • Extra pastoral care (e.g. study groups) • Visual study materials <p>Moderate success factors</p> <ul style="list-style-type: none"> • <i>Role models of same ethnicity</i> • Approachable colleagues • Internal motivation/work ethic • Clear career pathways <p>Other success factors</p> <ul style="list-style-type: none"> • <i>Support/mentoring from people of same ethnicity</i> • Positive recognition • Enjoying the job • Financial support • Family support 	<p>Strongest barriers</p> <ul style="list-style-type: none"> • Complex assessment materials • Complex book work • <i>Literacy issues</i>⁷ • <i>Learners' pride/unwillingness to ask questions</i> • Lack of motivation/work ethic <p>Moderate barriers</p> <ul style="list-style-type: none"> • Lack of/out-of-date careers information in schools • Not understanding what apprenticeships involve • Negative perception of trades • <i>Family pressures</i>⁸ <p>Other barriers</p> <ul style="list-style-type: none"> • Nature of work needed on block courses • Lack of funding • <i>Attitudes: teachers/employers/families</i> • Tall poppy syndrome

3. Our findings support other studies

All our findings are consistent with other New Zealand and international studies. Appendix 3 summarises the studies we reviewed as part of this work.

⁷Pasifika learners may have more language issues than Māori learners (particularly if they are older)

⁸Pasifika learners may face more pressures from home and community than Māori learners

Case study



John Sandford with Aorere College Year 13 students

Many of the Māori and Pasifika learners and the companies we spoke to talked about how a strong grounding in the trades at secondary school prepares students to continue to build their skills in the workplace.

In his 20 years at decile two Aorere College (or 'A-O' as students and staff call it), John Sandford has helped thousands of Māori and Pasifika students work towards a career in the engineering trades.

Around 70 percent of Aorere's 1,500 students are Māori or Pasifika and John's formed strong views on how to help these pupils get ahead. Setting high expectations, offering practical opportunities to learn, and helping students build their language skills are all important.

Relevant, hands-on learning works well for Māori and Pasifika students, so John and his team of four teachers focus that learning around practical projects. Display cabinets showcase the results, including precision tools like spirit levels.

Role modelling is important too. It helps that John's team are all trades-trained themselves.

"Our teachers understand the practical and commercial skills employers are looking for. And we teach the kids side-by-side, not from the front of the workshop."

Literacy is a big issue, particularly for Pasifika students.

"Standards have risen. That's a challenge when academic English is your 'third' language and technical English your 'fourth'", says John. "Employers want

John Sandford

Head of Technology (Hard Materials)
Aorere College, Papatoetoe, Auckland

good literacy, so we put a lot of effort into running study groups and helping students with their assignments."

John would like to see clearer pathways for students' trades learning and careers.

"Those pathways need to include an option to continue onto full NCEA Level 3 trades training at school," says John. "The longer we keep these kids at school, the more they learn. That saves them the cost of pre-apprenticeship training, and they gain the maturity employers are looking for."

In the spirit of vocational pathways, the school report of every A-O student records a personal 'career goal'.

As a qualified fitter-turner, John is a big fan of apprenticeships. "I tell my students that a trade certificate gives them options," says John. "They can run a business, work overseas, or teach like me.

"The 'earn while you learn' nature of an apprenticeship keeps the cost of study down, and that's important to these learners and their families. I'd like to see the trades promote themselves more actively – and these are benefits they should be talking up."

Unfortunately, opportunities for Aorere students to enter apprenticeships are few.

"There just aren't enough apprenticeships to go round. But where we've placed students with local employers like Temperzone [a Mangere-based supplier of heatpumps and air conditioning] they've done A-O proud."



How are we acting on the results of this research?

Competenz will focus our activities to support Māori and Pasifika learners in three areas.

1. Promote careers in the trades

Lift the perception of the trades as worthwhile careers

“Many Pasifika families think university is the only way to go.” (Pasifika learner)

- *Careers advisors see trades as the last option – for people with no brains.* (Forestry assessor)
- *Learners need to understand that a trade certificate opens doors. You can travel or run your own business.* (School technology teacher)
- *I started at uni but realised it wasn't for me. I'm a hands-on person and it's good to be earning while I study.* (Māori apprentice)

Work with Māori and Pasifika communities in appropriate ways

“Word of mouth is important to these communities. So we need to promote our qualifications in places like marae and Pasifika churches.” (Competenz account manager)

- *Pasifika parents often make decisions about their children's careers, so you need to be talking to them.* (Pasifika learner)

Use successful Māori and Pasifika learners as role models and ambassadors

“Role models from the same ethnic group who've finished their study can play a big part in encouraging other learners to sign up and complete their studies.” (Pasifika learner)

- *Celebrations are really important for Pasifika communities – and they're a good way to get the whole family interested in learning.* (Pasifika learner)



Contribute to a smooth transition between school and the workforce for trades

“There aren’t enough local kids coming out of schools with the right attitudes and skills.”

(Engineering company)

- School technology teachers need more up-to-date skills. We need to get them into our factories so they know what’s involved. (Engineering company)
- It would be great to visit companies from school to see what really goes on in a workshop. (Māori learner)
- There needs to be more information about the trades at school. (Māori learner)
- The pre-trade study I did at school through Gateway was really useful. It put me in touch with a local company and meant I could go straight into an apprenticeship. (Māori learner)

2. Simplify our assessment

Make our assessment materials simpler

“Less writing please! I find drawings and diagrams a lot easier to understand.” (Māori learner)

- Involve assessors when you’re writing your assessment materials. We can help you make sure they’re easy for learners and assessors to understand. (Wood manufacturing assessor)
- Even my supervisor doesn’t know what some of the words in my assessment materials mean – and he’s been a qualified tradesman for years! (Māori learner)

Make our study materials more engaging and relevant to learners

“Videos, interactive activities and quizzes are the best way to engage these learners.”

(Human resources manager, large company)

- Our learners sign up for practical study and the first thing we give them is a book! (Competenz account manager)
- The theory makes much more sense if we can do the practical work first. (Māori learner)

Make our assessment processes and tools more accessible to learners

“Flexible assessment really helps these learners. They shouldn’t have to write a story to get through. There are lots of other ways to collect the evidence that’s needed.” (Forestry assessor)

- *It often helps if we can match Māori and Pasifika learners with assessors from their own cultures.* (Forestry assessor)
- *Task-based assessment is the best way to test learning.* (Competenz account manager)

3. Continue to support struggling learners

Support our learners with appropriate pastoral care

“Everyone needs someone they can turn to for help – their boss, a supervisor, or another learner.” (Māori learner)

- *Regular visits from my Competenz account manager kept me focussed.* (Māori learner)
- *Breaking down information into small chunks and goals works well.* (Competenz account manager)
- *Every apprentice has their own issues and some have a lot going on at home. So they need pastoral care that works for them personally as well as professionally.* (Polytechnic tutor)
- *Pasifika people are proud. Many don’t ask questions because they don’t want to be seen to be failing. We need to find other ways to make sure they’ve grasped their learning.* (Training manager, manufacturing company)
- *Many Māori learners are quite reserved. Getting to know them personally is the best way to encourage them to open up with questions.* (Competenz account manager)

Work with employers to model and promote good work practices and work ethic

“People need to know what to expect from an apprenticeship from day one. It can be hard work and you need to stick with it.” (Māori learner)

- *If the guys turn up on time and put in the effort, we’ll get them through. We don’t care what race they are. It’s all about attitude.* (Workshop manager, engineering company)
- *If my family understood more about my work, they could do more to help me with my study.* (Pasifika learner)
- *People who don’t get through usually have a slack attitude.* (Māori learner)

Help our learners build their literacy skills

I spend a lot of time helping Māori and Pasifika students with their bookwork. ” (Polytechnic tutor)

- *Many learners are leaving school without basic literacy and numeracy skills.* (Training manager, large manufacturing company)
- *Pasifika people who weren't born in New Zealand often struggle with English.* (Pasifika learner)
- *Having small study groups really helps me do my assignments.* (Māori learner)

Most of these activities will benefit all our learners, whatever their ethnicity.

Case study



Tofi Aiomanu at work in the Tegel smokehouse

Tofi Aiomanu

Process Worker
Tegel Foods Limited (Christchurch)

Learning new skills – and helping her colleagues build theirs too – are two of the things Tofi Aiomanu enjoys about her work with Tegel Foods, her employer for the past six years.

Tofi, who is Samoan, has completed qualifications in Food and Related Products Processing and Occupational Safety and Health. She works in the Tegel smokehouse processing the chicken products like smoked and roast chicken which feature regularly on dinner tables across New Zealand.

As a New Zealand-educated Pasifika person who speaks English as her first language, Tofi says she's fortunate language isn't the challenge it can be for her Pasifika colleagues. Where it is, she's keen to help. Like many of our Pasifika learners, Tofi recognises that being able to turn to a colleague of the same ethnicity for support can make all the difference.

“I understand quite a few Samoan words and I'm happy to explain the more complex English terms in our training materials. The training team at Tegel are

really supportive, but there's nothing like being able to ask someone from your own culture for help with language.

“When we're in the classroom, I often sit next to Samoan colleagues I know could do with a little help.”

In the same spirit, Tofi recognises that her Samoan ethnicity puts her in a good position to encourage Pasifika colleagues to step up for training.

“Some Pasifika people can be shy. So I encourage them to put their hands up – to sign up for training and ask questions when they don't understand something.”

Role models are important too in helping Pasifika learners gain the confidence to step up. “It's good to have a role model who's from the same culture. But they don't have to be. I've had great support from people of all cultures – including my Māori boss. Take every opportunity you can to learn from others.”



Case study



Competenz Account Manager Vic Kirikiri with learner Tayla Lamm

Victor Kirikiri

**Competenz Account Manager, Palmerston North
Qualified trade mechanic (National Certificate in
Automotive Engineering)**

Ngāti Porou and Te Aitanga-a-Hauiti

A supportive employer, a tutor who went out of his way to help a young Māori boy get ahead, and good old-fashioned work ethic combined to help Vic Kirikiri complete his apprenticeship as an automotive engineer. Now a Competenz account manager working with engineering apprentices, Vic says these are all factors that make the difference in helping Māori learners complete their training.

“I was the only Māori boy at Kaiti Service Station in Gisborne. The two Pākehā directors came to me one day and said ‘You’ve got the right work ethic. Do you want to be an apprentice?’ Then the whole team got behind me and helped me learn.”

That learning combined many of the things Vic says work well for Māori learners.

“The team gave me hands-on help with my learning, they welcomed my questions, and they explained the bookwork.”

Don Coles, the tutor at Vic’s local polytech Tairāwhiti Polytech (Eastern Institute of Technology) was

supportive too, and put in extra hours to help his young learners. “Guys wouldn’t have got through without him.”

Many of the Māori learners Vic works with as an account manager remind him of his younger self.

“They’re shy, they lack confidence and they’re reluctant to ask for help. So the right learning environment is hugely important. It brusses me off when I hear employers putting down these learners. It just shoots their confidence through the floor.”

Vic encourages learners to do their bit too. “Self-motivation is important. Find a career you’re interested in, ask questions, dedicate yourself and look long term. It’s worked for me. If you’re putting in the effort I’ll happily do extra hours to help you.”

For Vic that ‘long term’ has included a successful career in the army, with deployments around the Asia Pacific region. “Gaining a trade certificate opens doors. That’s why I love helping Māori learners build their skills.”

Terms used in this report

Learner

Anyone who is working towards one of the qualifications Competenz supports. Learners may be apprentices or trainees.

Apprentice

Someone who is working towards a New Zealand Apprenticeship or its predecessor, a Modern Apprenticeship.

Trainee

Someone who is working towards a qualification but is not an apprentice.

Trades

We refer to these Competenz industries as ‘trades’:

- Fire protection
- Mechanical engineering
- Locksmithing
- Fabrication
- Heating, ventilation and air-conditioning
- Refrigeration and air conditioning
- Glass container manufacturing
- Forestry
- Furniture
- Solid wood manufacturing
- Wood panels manufacturing
- Tissue converting
- Plastics processing
- Printing
- Radio and journalism
- Baking
- Retail meat
- Pulp and paper manufacturing

In our engineering sectors and trades like fire protection and locksmithing, the trades team works directly with learners in a one-on-one relationship. In other trades sectors like printing, we generally work with companies (e.g. owners, supervisors, human resources managers or training managers) and large groups of learners, rather than one-on-one with learners.

Traineeships

We refer to these Competenz industries as ‘traineeships’:

- Food and beverage manufacturing
- General manufacturing
- Competitive manufacturing
- Apparel
- Textiles
- Pharmaceuticals
- Maritime
- Rail
- Wine

Our traineeship team generally works with companies (e.g. with human resources managers or training managers) and large groups of learners, rather than one-on-one with learners.

Tertiary Education Strategy 2014 to 2019

The Tertiary Education Strategy 2014 to 2019 includes these 'indicators of success' which are relevant to industry training organisations like Competenz.

Māori: indicators of success	Pasifika: indicators of success
<ul style="list-style-type: none"> • There is an increase in rates of progression for Māori from study at levels 1 to 3 to higher levels. • There are increased rates of Māori enrolling in and completing qualifications at Levels 4 and above. • There are opportunities within Tertiary Education Organisations for Māori to participate in study and research that will engage them as Māori within tertiary education. 	<ul style="list-style-type: none"> • There is an increase in rates of progression for Pasifika from study at levels 1 to 3 to higher levels. • There are increased rates of Pasifika enrolling in and completing qualifications at Levels 4 and above. • Tertiary Education Organisations engage Pasifika communities in the mentoring and pastoral care of Pasifika learners.

Sources

These are the papers we canvassed in our literature review.

Government strategies

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- Ka Hikitia – Accelerating Success 2013 – 2017
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Our 37 Competenz industries

Engineering



Fabrication



General Engineering



Machining



Maintenance Engineering



Mechanical Engineering



Toolmaking



Metal Casting

Forestry



Harvesting



Silviculture

Transport



Maritime



Rail

Manufacturing



General Manufacturing



Steel Manufacturing



Wood Manufacturing



Furniture



Pulp & Paper



Solid wood



Wood Panels

Trades



Fire Protection



Gunsmithing



Heating, Ventilating & Air Conditioning



Lifts & Escalators



Locksmithing



Refrigeration & Air Conditioning

Plastics and Materials Manufacturing



Glass Container Manufacturing



Laundry & Dry Cleaning



Paint & Coatings



Pharmaceutical & Allied Products Manufacturing



Plastics Processing



Textiles Manufacturing

Food & Beverage



Bakery



Butchery



Food & Beverage Manufacturing

Communications and Media



Journalism



Packaging



Printing



Signmaking



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- Theresa Fepuleai (focus group facilitator)

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- Countdown
- Griffin's Foods Limited
- Jack Link's New Zealand Limited
- Tegel Foods Limited
- Fletcher Aluminium Limited
- Pernod-Ricard Winemakers New Zealand Limited
- Royal New Zealand Navy
- Electropar Limited
- Grayson Engineering Limited
- Chillex Group Limited
- Chubb New Zealand
- Cooke Industries Limited
- New Zealand Aluminium Smelters

The Māori learners who attended our focus groups

The Pasifika learners who attended our focus groups (Samoan, Tongan, Fijian and Cook Island ethnicities)

The forestry and wood manufacturing assessors who attended our focus groups

Tutors from these polytechnics who completed our survey: NorthTech, Manukau Institute of Technology, Waiariki Institute of Technology, Bay of Plenty Polytechnic, Eastern Institute of Technology, Waikato Institute of Technology, Wellington Institute of Technology, Christchurch Institute of Technology, Southern Institute of Technology, The Open Polytechnic

The 52 Competenz account managers who completed our survey

These learners, teachers and Competenz employees who feature in our case studies

- Aki Logovii, printer, AP Woodham Limited, Auckland
- Lawrence Rehutai, forestry crew manager, UBQ Limited, Tokoroa (Trainee of the Year 2013)
- Tofi Aoimanu, process worker, Tegel Foods Limited, Christchurch
- Stuart Kelly (Deputy Principal) and John Sandford (Head of Department, Technology Hard Materials), Aorere College, Auckland
- Victor Kirikiri, Competenz account manager, Palmerston North

Other Competenz employees

- Kate Thompson, Stakeholder Communications Manager, who led this project
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- Nathan Gallagher and the team who manage our learner database
- Kelsey Taylor, Competenz Marketing Contractor
- The fourteen members of our Competenz Māori and Pasifika Steering Group



Competenz helps over 20,000 Kiwi learners and 3,500 Kiwi companies in 37 industries across New Zealand build their skill, careers and businesses on-the-job each year.

We work closely with our industry partners to understand the skills their employees need and to develop qualifications that will help learners build those skills.

Then we make that learning happen – in the workplace. We:

- work with learners and companies to help them build their skills
- contract training providers to deliver classroom-based training
- write and produce manuals and training materials, including e-learning tools, to support the learning
- assess whether learners have gained the skills they need
- moderate those assessments to make sure they're valid, fair and consistent across all our learners
- register learners' credits with the New Zealand Qualifications Authority



Competenz is a multi-sector industry training organisation (ITO). We help Kiwi industry grow skills, careers and businesses.

www.competenz.org.nz

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SKILLS FOR INDUSTRY