



# **Tertiary Education Commission Pasifika Framework 2013-2017**



**Tertiary Education Commission  
Te Amorangi Mātauranga Matua**



## WHY DO WE HAVE A PASIFIKA FRAMEWORK?

The Tertiary Education Commission (TEC) is responsible for funding a tertiary education system that assists all Pasifika New Zealanders to reach their full potential and contribute to the social and economic well-being of New Zealand. The many forms of tertiary education make a unique and invaluable contribution to New Zealand's development. Tertiary education provides for skills needed in the workforce, gives people the opportunity to build careers, and is responsible for much of the country's innovation and knowledge creation.

The Tertiary Education Strategy 2010-2015 (TES) which sets out the current, medium and long-term strategic direction for the tertiary education sector identifies Pasifika learners as a priority group; the goal being to raise Pasifika success at all levels. Consequently, the tertiary education system as a whole has a major role in delivering optimal tertiary education outcomes for Pasifika as set out in the TES.

The challenge for the tertiary education sector is to raise the tertiary outcomes and skill levels of Pasifika learners to ensure they are involved in creating knowledge, transferring knowledge and applying that knowledge through all parts of the economy and society.

The level of Pasifika participation in tertiary education has increased yet course and qualification completion remains a critical issue especially at undergraduate and postgraduate levels. To deliver against the TES, the Government is expecting tertiary education organisations (TEOs) and industry training organisations (ITOs) to focus on how they can ensure Pasifika learners progress to and achieve at higher levels of study. The priority is more Pasifika learners achieving at Level 4 and above, particularly in work-related qualification and bachelors degrees and higher.

The TEC Pasifika Framework is about ensuring better performance by the tertiary education sector. Underpinned by the priorities outlined in the TES, the TEC Pasifika Framework recognises the unique leadership role that TEC provides across the tertiary sector and how the TEC can more actively use its levers to improve tertiary education outcomes for Pasifika learners. The key objective of the TEC Pasifika Framework is to ensure the tertiary education system 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-Māori);
- Pasifika educational outcomes are on a parity with the highest achieving groups; and
- skills development in tertiary education enables increased Pasifika participation in high-growth, high-demand industries.

The TEC Pasifika Framework proposes a selective and focused approach in four critical areas that will have the greatest impact for Pasifika learners:

**Focus Area One:** Successful transitions (into tertiary education, higher levels and onto employment).

**Focus Area Two:** Continued and accelerated educational performance at all levels.

**Focus Area Three:** Contributing to building interagency capability.

**Focus Area Four:** Using research and evidence more effectively.

Tertiary education and skills is a critical enabling outcome for Pasifika learners. While the choice to participate in tertiary education is upon the individual Pasifika learner, the role of the TEC and the tertiary education sector is to ensure there are sufficient opportunities available for Pasifika learners to access relevant high-quality tertiary education.

## WHAT HAS CHANGED SINCE THE PASIFIKA EDUCATION PLAN 2009-2012?

The following contextual factors have influenced TEC's focus on improving the performance of the tertiary sector to ensure value for money and effectiveness:

Context	Factors	Impact
<b>International</b>	<ul style="list-style-type: none"> <li>Global financial crisis</li> </ul>	<ul style="list-style-type: none"> <li>Contracting global skills market.</li> </ul>
<b>National</b>	<ul style="list-style-type: none"> <li>Economic recession</li> <li>Disparity in educational achievement</li> </ul>	<ul style="list-style-type: none"> <li>Weakening labour market.</li> <li>Growing unemployment rate for Pasifika.</li> <li>Declining levels of engagement in industry training.</li> <li>Shifting labour market growth areas.</li> <li>Pasifika less likely than non-Pasifika and non-Maori to achieve NCEA level 2, University Entrance or bachelor's degree (by age 25).</li> <li>Pasifika peoples significantly over-represented in lowest-skilled jobs and those with low future demand.</li> </ul>
<b>Regional</b>	<ul style="list-style-type: none"> <li>Reconstruction needs of the Canterbury region.</li> <li>Formation of the Auckland super city.</li> <li>High volume of people from other parts of New Zealand moving to Auckland.</li> <li>Occupational groups with highest forecast growth are concentrated in Auckland and Wellington.</li> </ul>	<ul style="list-style-type: none"> <li>Tertiary sector needing to respond flexibly to long-term industry and professional skills needs in regions.</li> <li>Pasifika peoples becoming particularly important for meeting forecast demand for high-growth, high-skill jobs in all regions.</li> <li>15% of all Pasifika peoples in employment in New Zealand are in Auckland, many in low-wage jobs.</li> </ul>
<b>Sector</b>	<ul style="list-style-type: none"> <li>Capped Government funding</li> <li>Performance linked funding</li> <li>Better Public Services Programme.</li> </ul>	<ul style="list-style-type: none"> <li>Capped tertiary education.</li> <li>Funding and monitoring of TEOs.</li> <li>Funding linked to performance</li> <li>Declining levels of engagement in industry training.</li> <li>Increasing university enrolments.</li> <li>Increased targeting of resources to high-performing tertiary providers.</li> </ul>
<b>Population</b>	<ul style="list-style-type: none"> <li>Rate of population growth of Pasifika in Auckland</li> <li>Younger age structure of Pasifika, particularly in Auckland</li> <li>More Pasifika New Zealanders born in New Zealand than overseas, therefore not migrant.</li> </ul>	<ul style="list-style-type: none"> <li>72% of all New Zealand Pasifika school learners in Auckland.</li> </ul>

## WHAT HAS TEC ACHIEVED TO DATE?

Since the *Pasifika Education Plan 2009-2012* was launched, the TEC has:

Area	Achievement
<b>Organisational</b>	<ul style="list-style-type: none"> <li>Strengthened the Pasifika evidence base within the TEC.</li> <li>Ensured a sharpened focus in the Investment Plans of TEOs on Pasifika learners.</li> <li>Aligned planning, monitoring and funding systems to meet the priorities in the TES.</li> <li>Established the Pasifika Research Reference Group.</li> <li>Invested in Pasifika expertise through appointing Pasifika expertise.</li> </ul>
<b>Cross-agency</b>	<ul style="list-style-type: none"> <li>Worked across the agencies to assist in the implementation of the <i>Pasifika Education Plan 2009-2012</i>.</li> <li>Provided input to the Ministry of Pacific Island Affairs' <i>Pasifika Language Strategy</i> and <i>Mobilising Pasifika Resources Project</i>.</li> <li>Worked with the Leadership Development Centre to design, develop and implement a Pasifika Leadership programme.</li> </ul>
<b>Sector</b>	<ul style="list-style-type: none"> <li>Ensured a continued focus on performance through initiatives such as Performance Linked Funding, publishing performance information and re-allocating funding from poor performers to higher performers.</li> <li>Ensuring that the implementation of the Youth Guarantee and Trades Academies has a focus on</li> </ul>

Pasifika learners.

- Identified Pasifika as a priority across Literacy, Language and Numeracy projects.
- Led the implementation of the Pasifika Trades Initiative, with 260 trainees enrolled in Auckland, Christchurch and Wellington.
- Established a Pasifika Expert Advisory Group to provide advice on Pasifika research in the 2012 Performance-Based Research Fund Quality Evaluation.
- Established TEC Pasifika Working Group to provide advice on implementation.

## **AUCKLAND AN IMPORTANT PRIORITY**

A key element of the TEC Pasifika Framework is the focus on Auckland. The Auckland region provides challenges and opportunities in terms of its demography, economy, and mix of tertiary education provision. Over the coming years, the Pasifika population in Auckland will both grow and be younger than the general population.

As the need for a skilled and qualified Pasifika workforce is critical to the success of Auckland and New Zealand, tertiary education access has particular relevance for the youthful and growing Pasifika population in Auckland.

The TEC wants to enable more Pasifika learners into the tertiary education system in Auckland over the coming years; for many it will be beneficial to enrol in pre-degree study as a first step. Working to ensure alignment across the tertiary sector in Auckland in terms of qualification quality and ease of qualification pathways is crucial. As such targeted investments will reflect demand and enable Pasifika learners have the opportunities to access and succeed in the tertiary environment.

## **FOCUS AREAS**

### **Focus Area One: Successful transitions into tertiary education, higher levels and into employment**

The tertiary education sector is diverse and for some Pasifika learners the transition into and through tertiary education is smooth but for others it is variable. Given the benefits of tertiary education and the greater success of learners who engage in tertiary education soon after leaving school, effective and appropriate transitions between school and tertiary education are an important part of a well functioning education system.

A range of factors affect Pasifika learners being able to transition successfully into and between all levels of the tertiary education system and current trends show that Pasifika school-leavers are least likely to go into tertiary education, enter higher levels of tertiary study and complete a qualification.

The TEC wants to be able ensure Pasifika learners and their families make informed choices about where they study. In order to effectively plan delivery that will meet the needs of Pasifika learners, engagement must occur at the institutional and community level to allow for greater connectedness and relevance. Tertiary education providers will need to engage, identify, and deliver to the needs of their Pasifika learners. Pasifika families and communities will need to consider and apply how they can contribute to Pasifika success in tertiary education.

To enable more successful transitions for Pasifika learners, the TEC will work across the tertiary education sector to ensure that:

- Pasifika learners have clear and balanced information to make good decisions about appropriate services and programmes, their course of study, the associated costs and key areas of future employment demand;
- diverse tertiary education pathways are provided for Pasifika learners to connect to all forms of tertiary education; and
- Pasifika learners are participating in greater numbers in qualifications offering job prospects in higher-demand industry sectors and higher-skilled, high-paid occupations within them.

### **Key actions**

- 1.1 Promote a greater focus on effective engagement with Pasifika learners, families and communities to encourage the many different learning opportunities that are available and that assist Pasifika learners to contribute in all areas of our society.
- 1.2 Ensure providers show evidence of collaborative behaviour that form cohesive pathways with focused programmes of delivery.
- 1.3 Ensure that providers of foundation learning deliver a curriculum aligned to vocational pathways.
- 1.4 Ensure literacy, language, and numeracy skills are embedded in course delivery throughout levels one to three study.
- 1.5 Ensure Pasifika learners participate in greater numbers in qualifications offering career prospects in higher-demand industry sectors and higher-skilled, high-paid occupations within them.
- 1.6 Expand and support Youth Guarantee and Trades Academies opportunities to improve Pasifika participation and outcomes.

### **Anticipated outcomes**

- Better connections between Pasifika communities and the tertiary education sector.
- Pasifika families and communities contribute to Pasifika success in tertiary education.
- Pasifika learners successfully transitioning into tertiary and progressing to higher education opportunities, including Level 8+.
- Pasifika learners developing into independent, confident, and successful learners.
- Pasifika learners shifting qualification choices to higher-demand industry sectors and higher-skilled, high-paid occupations within them.

### **Focus Area Two: Continued and accelerated educational performance at all levels**

The TES outlines the need for an ongoing improvement in the educational performance of tertiary education providers. The TEC will set clear expectations for Investment Plans to include challenging performance commitments for Pasifika learners. Tertiary education providers will no longer focus solely on whether Pasifika learners enrol, but also on (a) whether they complete courses and qualifications and (b) whether their studies improve their future employment prospects in the skilled workforce.

TEOs will need to provide in more detail how they will ensure Pasifika learners participate and achieve at all levels at least on par with the highest achieving learner groups. TEOs are therefore expected to focus on improving:

- Pasifika enrolment;
- Pasifika courses and qualifications completion; and
- Pasifika future employment prospects in the skilled workforce.

Performance linked funding will be used to incentivise all tertiary education providers reach an acceptable standard of educational performance for Pasifika learners. Educational performance will be measured against the following four indicators:

- qualification completion for Pasifika learners;
- successful course completion for Pasifika learners;
- retention rate for Pasifika learners;
- progression to further study for Pasifika learners.

The TEC will be expanding the range of performance information made public such as completion and retention rates for Pasifika learners to strengthen the accountability of tertiary education

providers and inform them on improving their educational performance as measured by the achievement of their Pasifika learners.

### **Key actions**

- 2.1 Ensure Plan Guidance sets clear and challenging expectations with a focus on the performance and success of Pasifika learners.
- 2.2 Ensure Investment Plan commitments include stretch targets for Pasifika participation and educational performance.
- 2.3 Implement performance linked funding to improve the overall performance of the tertiary education sector.
- 2.4 Expand the range of performance information on tertiary education providers by requiring them to report on performance against previous Plan commitments for Pasifika.
- 2.5 Publish performance information annually.

### **Anticipated outcomes**

- Unprecedented step up in Pasifika participation and educational performance.
- Realisation of potential in the Pasifika workforce.

### **Focus Area Three: Interagency collaboration**

Collaboration across the tertiary education sector promotes the drive needed to achieve a greater impact on Pasifika learner achievement. The education sector agencies have clearly delineated roles, responsibilities and functions within the wider education system and well-developed policy tools and levers to effect change within their areas of responsibility.

The TEC will provide a leadership role by building better connections among education sector agencies<sup>1</sup> so that all agencies work efficiently and effectively on lifting system performance for Pasifika. In so doing, TEC will be able to anchor engagement with education sector agencies on the appropriateness of responses to the diverse needs of Pasifika learners and their increased participation in the skilled workforce.

### **Key actions**

- 3.1 Work collaboratively across Government to improve the relevance and quality of education provision for Pasifika learners.
- 3.2 Work collaboratively across Government to promote Pasifika participation in high-growth and high-demand industries.

### **Anticipated outcomes**

- Cross-government collaboration.
- Efficient and effective public sector.
- A tertiary education system that ensures more Pasifika learners are studying in disciplines and professions that lead to employment in high-growth, high-demand industries.
- Increased level of skills available to workplaces, better contributing to New Zealand's economic growth.

### **Focus Area Four: Research and evidence**

The TEC has an important role in developing, commissioning and disseminating research relevant to Pasifika outcomes. Research and evidence are key drivers of better performance for Pasifika outcomes in the tertiary education sector. The important element is the application of existing and

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<sup>1</sup> Ministry of Education, New Zealand Qualifications Authority, Careers New Zealand, New Zealand Teachers Council, Education New Zealand and Education Review Office

new knowledge in ways that support and enhance Pasifika participation and achievement at all levels. Focus area four has the potential to assist providers with resources and strategies to enhance Pasifika learner performance and success as a tangible outcome of the analysis of research undertaken on what works for Pasifika learners.

The TEC will use high-quality research to:

- support evidence-based decisions on making the most effective use of resources to meet Pasifika needs;
- build innovation by improving New Zealand's knowledge base on Pasifika learners and outcomes; and
- develop better ways of applying existing knowledge for Pasifika participation and achievement at all levels at least on par with other learners (non-Māori and non-Pasifika).

### **Key actions**

- 4.1 Undertaking a meta-analysis of what works for Pasifika learners in a tertiary setting.
- 4.2 Developing a TEC evidence base of contributing factors for effective intervention for Pasifika.
- 4.3 Expanding the range of tertiary education performance information available to TEOs to enable them to benchmark their performance and learn from others.

### **Anticipated outcomes**

- A tertiary education system that performs well for Pasifika learners.
- Improved employment prospects for Pasifika peoples.
- Increased ability to understand and report on Pasifika performance.