

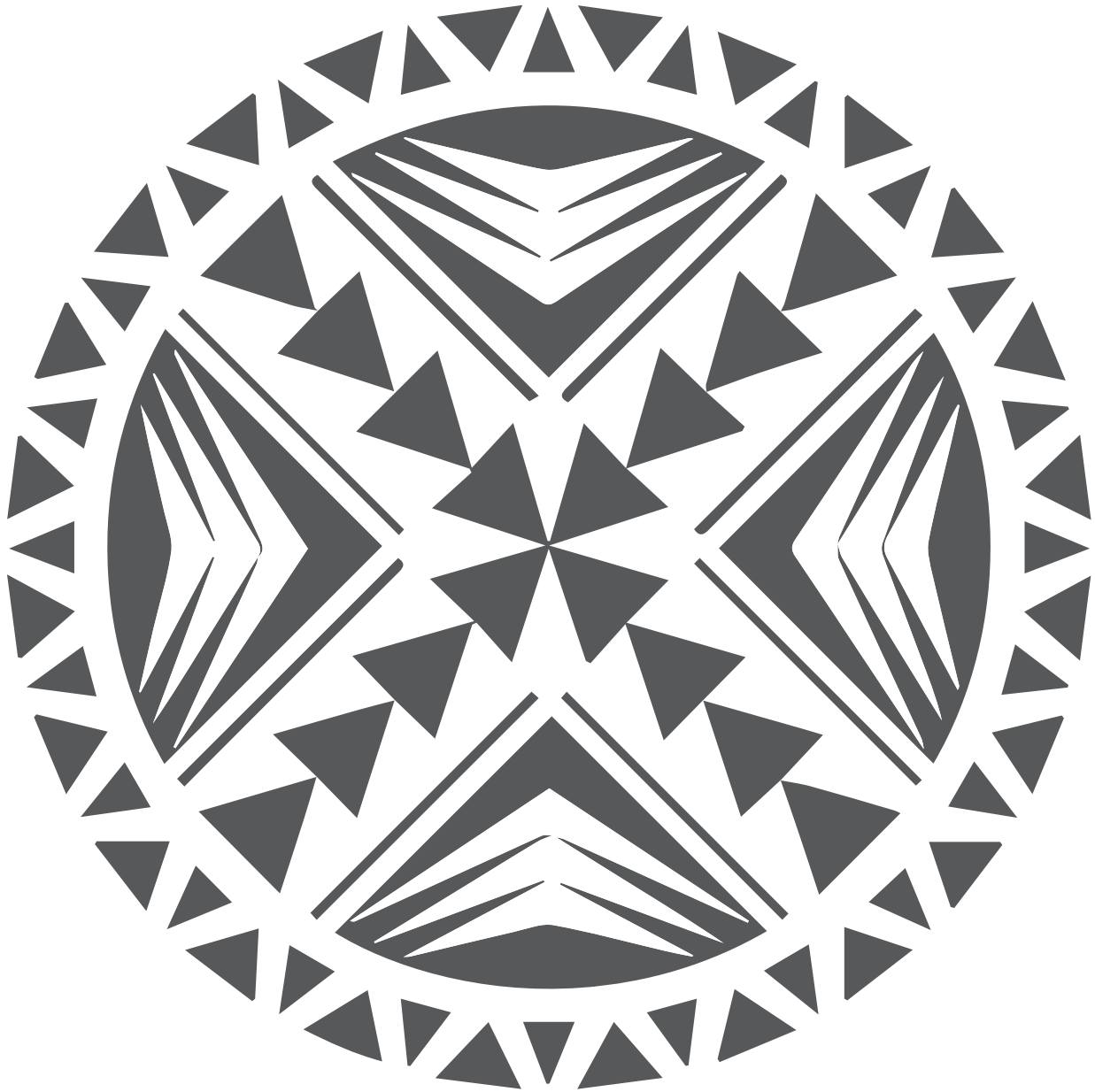
PROJECT LUMANA'I.

A summary of research to inform design and delivery of career resources for Pasifika



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Introduction

Designing for a Pasifika audience

Project Lumana'i is an investigation into the needs of Pasifika youth, families and teachers, with the aim of supporting better resource design and improving career support for Pasifika audiences. It has taken advice from Project Kāmeheameha, a Careers New Zealand research project initiated in 2014 to provide insights into developing resources for Māori audiences. Project Lumana'i started in 2015 and will continue through to 2016–17 while resources are developed based on the evidence gathered through this project.

This document provides a summary of two pieces of research undertaken for Project Lumana'i:

- Digital Channels Survey: To better understand how Pasifika young people use digital channels, Careers New Zealand conducted a survey at various Pasifika youth events and activities throughout Christchurch, Wellington and Auckland.
- Insights and Personas: To better understand Pasifika audiences' needs, Careers New Zealand commissioned Integrity Professionals to conduct research focus groups with Pasifika youth in Years 7 to 9 and 10 to 13. The focus groups included teachers and parents. Separate focus groups were held with Sāmoan, Tongan and Cook Islands participants to respect the diversity of Pasifika cultures. The facilitators were able to speak in Pasifika languages. Integrity Professionals then produced insights, personas and recommendations.

The Insights and Personas project identified some needs that cannot be addressed with careers interventions. These included needs around social and health issues. We have kept these needs in the personas to show the importance of using a cross-sector approach to improve outcomes for Pasifika.

The document concludes with recommendations arising from the research.

Careers New Zealand recognises the diversity of Pasifika cultures and acknowledges that these findings may need further targeting for specific Pasifika audiences.

Pasifika matters for Careers New Zealand

Careers New Zealand is the Government's career expert. We exist to help people navigate their career journey. We do this by:

- connecting educators and employers to improve career pathways at transition points in people's learning and work lives
- delivering professional development services for those influencing other people's career choices to help them provide informed career support
- developing new and existing digital tools and resources to help people make informed learning and work choices.

Our strategy for 2015–19 focuses on young people who identify as Māori and Pasifika. We are working to improve our ability to work with Pasifika so we are well-placed to contribute to the aims of the Pasifika Education Plan, the Māori and Pasifika Trade Training Initiative and the New Zealand Qualifications Authority's Pasifika Plan.

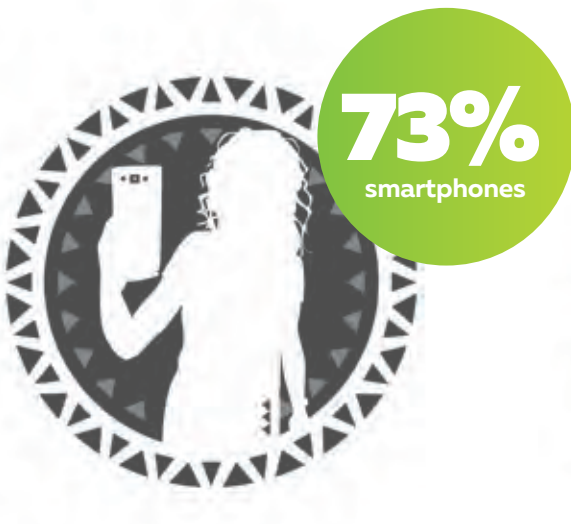
Digital channels survey

Understanding how Pasifika young people use digital channels is crucial for effective resource design and reach. Careers New Zealand used a digital channels survey to investigate how Pasifika young people use the internet and what devices they use to access it. Careers New Zealand gathered 535 responses at various Pasifika youth events and activities throughout Christchurch, Wellington and Auckland.

Key insights and implications from the survey

Types of technology used to access the internet

When using smartphones and tablets, it is critical that the website design is highly responsive. The high use of smartphones should be taken into account when planning marketing or resource development for this audience.



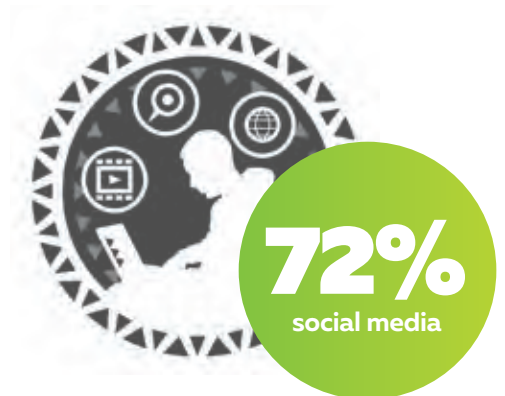
Most frequent reason to use the internet

Pasifika young people report that they are most likely to use the internet for communicating with family and friends. This reinforces the importance of allowing young people to share and connect with others when seeking information.



Use of technology as a communication tool

In recognition of the importance of family and friends, digital strategies that enable Pasifika young people to converse easily with others and share stories will be most effective.



Insights and guidelines

Integrity Professionals synthesised the responses from their focus groups into a list of insights. We refined these insights and paired them with guidelines for developing resources for a Pasifika audience. These insights and guidelines can be used in reviewing existing resources or designing new ones.

Insights from Pasifika young people



INSIGHT 1: Young people prefer interactive and visual learning

Fun, simple, visual resources are more effective for engaging Pasifika young people.

GUIDELINE 1: Include images and interactive tools in Pasifika resources

Include more images, video clips with music and interactive tools. Mobile apps will also be effective.



INSIGHT 2: Access to Pasifika role models inspires Pasifika young people

Pasifika young people look up to sports heroes and other Pasifika role models. Facilitating access to Pasifika role models will help young people realise their potential through talking and experiencing things first-hand.

GUIDELINE 2: Highlight Pasifika role models

Include Pasifika role models from a diverse range of careers in resources for Pasifika young people. Where feasible, facilitate face-to-face contact with role models.



INSIGHT 3: Pasifika young people want environments to think and talk

Pasifika young people need time set aside at school to think about their careers and opportunities. They need to discuss and explore career aspirations and subject choices at home, at school and socially.

GUIDELINE 3: Provide opportunities to explore options

Provide resources, tools and programmes that support Pasifika young people to explore career aspirations and connect school subject choices with career pathways. This could include interactions with employers.



INSIGHT 4: Strong cultural identity matters

Pasifika young people value their cultural identity and many want to learn more about their cultures. Allowing students more time at school to learn about their Pasifika culture will strengthen their self-esteem and confidence.

GUIDELINE 4: Incorporate Pasifika cultures

Incorporate Pasifika cultural learning into resources and link cultural values to career choices. Also, be mindful that Pasifika young people will choose to engage with their cultures in different ways and with different intensities.



INSIGHT 5: Family and friends influence Pasifika young people

Families and friends heavily influence Pasifika young people. They want to live up to their parents' academic expectations and lead their own families.

GUIDELINE 5: Design for a collective mind-set

Provide tools, resources and programmes that inform Pasifika young people and 'āiga (families) about career options. Discuss study and career choices in terms of their contribution to 'āiga and community, as well as individual aspirations.

For other translations in Pasifika languages of "family", see the Glossary.



INSIGHT 6: Pasifika young people need help to build a pathway

Many Pasifika young people need help in identifying a career and then working out a pathway to achieve it. Additional support may be required when they transition from secondary school to tertiary institutes.

GUIDELINE 6: Provide detailed, practical information on career pathways

Resources should include step-by-step, practical advice for entering different careers, as well as material that encourages high educational and career aspirations.

Insights from Pasifika teachers



INSIGHT 7: Pasifika young people are less likely to choose foundation subjects

Teachers reported that students often see foundation subjects like English, maths and science as harder options, and that they don't understand how these subjects will keep their career options open.

GUIDELINE 7: Link foundation subjects to career options

Provide resources that support teachers in keeping students' options open by promoting foundation subjects to Pasifika young people and their 'āiga.



INSIGHT 8: Financial hardship is a barrier to education and career development

Some Pasifika parents and families may remove their youth from school early because they don't connect further learning with better career opportunities. The 'āiga may see greater benefit in receiving an additional income to meet living costs.

GUIDELINE 8: Inform and support 'āiga about the long-term value of education

Provide resources that support 'āiga to understand the long-term financial value of continued education. Use resources to introduce careers and pathways for young people earlier in schooling.



INSIGHT 9: Expand career horizons

Young people need to know about other career opportunities, such as being an entrepreneur and owning a business.

GUIDELINE 9: Showcase a broad range of career options

Include a diverse range of career options and pathways in resources. Provide information about entrepreneurship and becoming self-employed.

For the word "teacher" in five Pasifika languages, see the Glossary.

Insights from Pasifika parents



INSIGHT 10: 'Āiga want to build their digital/IT skills

Pasifika parents often have difficulty with schools' digital communication channels. Due to this, their confidence in accessing digital information is often low.

GUIDELINE 10: Provide print options and support for digital resources

Ensure digital design is user-friendly and consider providing print versions of resources for 'āiga. Also consider programmes that better equip 'āiga to use Careers New Zealand's digital resources and build their confidence in using IT.



INSIGHT 11: Community groups are an important channel

Pasifika communities are often centred on churches and other community facilities, such as schools. These are good channels for building skills and knowledge in communities.

GUIDELINE 11: Work with Pasifika community groups to develop career competency

Build relationships with Pasifika churches and other community groups to facilitate career work with Pasifika.

Personas and mind-sets

These personas are fictional characters created by Integrity Professionals to represent different types of Pasifika young people, teachers and parents who might engage with careers resources. They are based on the responses from focus groups. Personas help to guide design and development by creating an understanding of user needs. These personas can be used in reviewing existing resources or in designing new ones.

Young people – personas and mind-sets



Teresa

Teresa is 10 years old and is in Year 6. She is a New Zealand-born Sāmoan and is the youngest of five children. She loves playing on the internet at school. Her parents are often not at home because they are at work. Her father does shift work in a factory and her mother is a cleaner. Her mother works two jobs – one during the day and one that involves overnight shifts. Teresa's older sisters usually look after her at home and at night while her parents work.

Interests

Teresa doesn't have the internet at home. She loves listening to popular music on the radio and enjoys singing and dancing. She has "mad love" for traditional Sāmoan food and does a lot of cooking at home. Teresa also likes to spend time after school at the local playground with her friends.

Character

She's strong-willed and thinks she would be a good leader if she ever got the chance. Her brothers and sisters are always telling her what to do, and she feels that no one listens to her at home because she's the youngest. She's not fluent in gagana Sāmoa (the Sāmoan language) but can understand it and speak it a little. Her family describes her as "always sleeping when she's meant to be cleaning!"

Study and career aspirations

Teresa doesn't know what she wants to be when she grows up, but she has seen her two older brothers leave school early to get jobs and help the family pay bills and rent.

Decision making

Teresa hasn't thought about what subjects she might take in secondary school, but she likes the sound of art history, computing, graphics, history, classical studies, music, performing arts, and art. She says she "sometimes goes off-track".

Challenges

Teresa knows she doesn't want to work in a factory or be a cleaner like her parents. She wants to earn enough money so she doesn't have to "worry all the time about food and bills". She is quiet in school and does not speak much in class because she is unsure about her answers. Teresa hangs out with a group of girls at school who sometimes talk about what they might do when they grow up. Her teachers think she is not listening at school, but she is. Her grades are "okay". She doesn't do much homework because she is so busy at home. Her parents think she is lazy.

Future solutions

Teresa hasn't had the time or opportunity to think about what she wants to be when she grows up, so time to discuss it with a career advisor at school would be beneficial.

She would also respond well to role models at school and any career expos where she could see, touch and talk to people about a variety of jobs and careers. Continued access to the internet at school is critical.



Viliani

Viliani is 13 years old and is in Year 8. He is a New Zealand-born Tongan and, in his family, he is the third child out of four. He attends the same Catholic school that his brothers, sister and cousins went to. The school is not local and Viliani has to take a bus to get there. He loves playing sports, especially rugby.

Interests

Viliani loves rugby and music. He enjoys PE at school. He speaks lea faka-Tonga (the Tongan language) fluently, thanks to his parents, aunties and uncles who taught him and continue to speak to him only in Tongan. His family goes to a Tongan church, which is also not local, and they drive to and from church every Sunday.

Character

Viliani describes himself as a “follower” rather than a leader. He’s “pretty chilled” and “relaxed”. Viliani is usually calm – except on the rugby field, where he plays in the front row and is known for his massive “hits” (tackles). He is obese and has asthma.

Study and career aspirations

Viliani’s parents want him to be a doctor or a lawyer when he grows up. He has no idea what he wants to be, but he knows he doesn’t want to be a doctor or a lawyer. His older brothers have friends who have left school early and are working in a factory making “a lot of money”. He likes the idea of making money at a young age and might “check it out”.

Decision making

Viliani is heavily influenced by his peers and his brothers’ friends. He wants to earn money sooner rather than study and take years to get a “good job”. He doesn’t think he is patient and can’t wait “that long” to earn money.

Challenges

Viliani isn’t worried about anything, but his grades at school are poor. His teachers say he is polite in class and never says anything. He wants to drop maths, English and science next year as he hates them and thinks they are too hard.

Future solutions

Viliani’s health issues will impact on his ability to participate in sports and engage with school. He will need to use the school nurse and local health provider services.

Viliani responds well to peer influence, so participating with a group of students in a tour of a tertiary institute or a career expo would allow him to expand his knowledge about possible career choices. Mentors or speakers at school would also support him to identify other career opportunities. Other resources and tools targeted at his parents could also increase their knowledge about other careers.



Teuila

Teuila is 14 years old and is in Year 10. She lives in central Auckland. She has grown up speaking gagana Sāmoa, most of the time, but also understands vagahau Niue. Her mum's parents arrived from Sāmoa in the 1970s and her dad's parents moved to Auckland from Niue in the 1980s. Teuila is the eldest of five children and the eldest cousin in her family. She looks after her younger brothers and sisters at home after school, and she also looks after her cousins at family gatherings.

Interests

Teuila loves playing netball, and she enjoys PE, performing arts and music. She does not like maths, English or science. She enjoys her youth group and is interested in becoming a leader and helping her community.

Character

Teuila has a strong personality and knows what she wants out of life and what she wants to be. Teuila is always happy, hardworking and respectful. She is loyal, honest and willing to learn.

Study and career aspirations

Teuila wants to be someone important and "high up in the government".

"I know I need to go to university to get a degree to help my family when I finish."

She is often tired at school and sometimes finds it hard to concentrate, especially if she has been out with her youth group the night before. She knows she needs to concentrate in school and do well in her classes and subjects.

Teuila is unsure of what role she wants in government and is not clear about her career pathway. When she explains that she wants to work "in the government", her parents don't understand what this means – they don't know anyone who works "high up in government". They know people who work in WINZ and think that's what Teuila means.

Challenges

As well as the youth group, Teuila attends Sunday school at her local PIPC (Pacific Islanders Presbyterian Church). She has participated in Sunday school exams every year for as long as she can remember, but she has told her parents that she needs to study for NCEA and not Sunday school exams. She sometimes struggles explaining that to her parents. Her parents just want her to get a "good education and a good-paying job", but they also expect her to go to Sunday school, youth group and look after her brothers and sisters, as well as cook, clean and get good grades.

Future solutions

Teuila loves going online and using resources, but she prefers them to be visually appealing and have fewer words. She'd rather watch videos or listen to something than read. Making digital resources that are more youth-oriented and fun would resonate well with Teuila. Also making resources available for 'āiga and magafaoa (families) would help her parents understand Teuila's aspirations and support her in exploring her career pathways.



Sio

Sio is 15 years old and is in Year 11. He's been suspended from one secondary school and has a second chance at another.

Interests

He "loves his girls and loves drinking" and likes "planning bad stuff". He's also interested in fighting and recently started smoking because his friends were. He shares a birthday with his best friend and often talks about him being more like a "twin". Sio is a New Zealand-born Sāmoan. He understands gagana Sāmoa but doesn't like speaking it. He has some friends who have joined a local gang – they no longer attend school.

Character

Sio is generally a happy guy. He smiles a lot and likes "joking and mucking around". He often makes fun of people and enjoys "kicking back and chilling". He is, however, unmotivated at school.

Study and career aspirations

Sio has few aspirations. He just wants to finish school and "make some money". At school, he shows no interest, and he is seen as intimidating in the school environment. He often starts the day at school but ends up leaving if he gets bored.

Decision making

Sio is influenced by his best friend and his other peers. His caregivers both work. They don't take a lot of interest in his education. They haven't talked to Sio about his career aspirations or what subjects he wants to take.

Challenges

Sio's attendance at school is poor. His attention span and ability to engage in learning is a concern. He lacks an interest in his future wellbeing. Sio doesn't really know what he wants for his future and has no real idea of his own potential. Both his social behaviour at school and his conflicts at home make it difficult for him to "fit in" and feel like he can make something of himself. His caregivers have kicked him out of their home recently for fighting with the male caregiver. Now he has nowhere to stay.

Future solutions

Sio needs the support of a social worker to help him access housing and an independent living allowance so he can live independently. Sio needs help to stop drinking and smoking.

Engaging with Sio and sparking his interest in career options could be challenging. However, he would benefit from access to a guidance counsellor or career advisor who could help him to identify his interests and link them to possible careers and pathways. They could also link him to other community supports that might help him build his capabilities and contribute to his sense of independence.

A mentor or role model who could talk to Sio and show him some possibilities would be beneficial. Another option would be to use activities that encourage positive peer associations and resources that inspire and normalise Pasifika success.



PJ

PJ is 16 years old and is in Year 12. He is a New Zealand-born Tongan and is the oldest of three children. He loves spending time with his family and his local church.

Interests

PJ likes lots of subjects at school – maths, science (biology), PE, digital technology, music – and praise and worship are important aspects of his life. He loves singing and going to the movies. He also likes learning about different cultures and their languages. He speaks lea faka-Tonga most of the time while at home. He also plays the piano.

Character

PJ is very family oriented, and he is dedicated to doing well at school. He wants to get a good education and a good job so he can support his family. He needs to trust someone before he commits to a relationship. He is a natural-born leader. PJ is a helpful and compassionate person. He has a great smile and is very respectful of others.

Study and career aspirations

PJ says he would rather be at school than at home. He'd like to be a scientist when he grows up. He's not clear what type of scientist he'd like to be, but he understands that he needs to do well in maths and science to have "a shot" at getting there.

Decision making

PJ found information about subjects and career choices at school (particularly from his teachers). His science teacher is really cool, so he asks him lots of questions about what subjects could help him. PJ goes online a lot. He looks at websites and uses social media like Facebook.

Challenges

PJ wants to make good career decisions that his family will support, but his father and mother want him to become a doctor or a lawyer because those are the careers they know about. They were born and raised in Tonga and know very little about the different career options available in New Zealand.

Future solutions

PJ likes online games and hearing stories of students just like him. He loves watching video clips and engaging with media online.

PJ needs support to help his parents gain a better understanding of the career pathways and opportunities that are available in New Zealand other than becoming a doctor or lawyer.

"The people I trust to give me good advice about school stuff (like subject choices, what college will be like, future careers) are my teachers."

Teachers – personas and mind-sets

Rita

Rita is 40 years old and is a science teacher at an Auckland high school. The school has a large number of Pasifika students. Rita is Cook Islands Māori. She has two children, who are both in primary school.

Interests

Rita loves watching the Silver Ferns play netball. She also coaches her school's netball team and loves mentoring students and helping them realise their full potential.



Character

Rita has a strong personality and is known to speak her mind. She is very direct and straight to the point, and she doesn't like wasting time. She advocates for all her students, and she encourages parents to come into school and talk to her about subject choices and results. She prefers to speak to parents face-to-face because she feels face-to-face discussions are more effective.

Students

Rita says her Pasifika students often enjoy a good laugh and like to "mock each other". She explains that her students are compassionate, inquisitive, respectful and courteous. They are also very musical and are talented singers.

She worries about the impact of church and family commitments on her students' abilities to attend school and concentrate because sometimes they turn up looking very tired. At times, they are "poorly organised for a day's work".

Rita says that sometimes her students try to opt out of core subjects, such as maths and science. However, because many of the students don't know what they want to be when they leave school, she encourages them to continue with core subjects so they'll still have options when they leave school.

"Everyone tries to keep that focus, but many of them push for the easy options. We have learnt to say 'No, you can't take the easy option'. They try to steer away from maths and science."

Role of teacher

Rita thinks the role of a teacher is to "mould young minds" and "open doors". She talks about different careers all the time in her classes, and she explains to her students that being able to write well in English will be a useful skill, no matter what job they do.

Key challenges

Rita finds it particularly challenging when students come to her and say that their parents don't have enough money and that they are going to pull them out of school to help them pay bills. She tries to meet with parents to explain that if they allow their son or daughter to complete secondary school, they will earn more money once they start working.

"We have had students who have been asked by families to finish school now (at 16 years). I try and provide a vision to the families to hold on and explain that students could get more money in the long run."

In most New Zealand schools, sports and other extracurricular activities are known to motivate students to attend school. A challenge comes when parents are not able to afford these activities, so Rita tries to find ways for the school to help with the costs.

"She often says she wanted to join a club, but her parents couldn't afford it."

Rita knows that some parents don't have access to the internet or don't know how to access the school's website, and she worries that they are not connecting with the school. For her netball team, she prints off parent consent forms and information so that parents know what is happening.

Future solutions

Rita believes that parents, as well as young people, need to know about subject choices and career pathways because parents and families have a strong influence on their young people. Rita has heard that some schools use apps to communicate with parents, but she thinks that young people might use an app more than their parents. As a teacher, she prefers resources for parents that can be printed off and sent home.



Tasi

Tasi is a 35-year-old Sāmoan PE teacher at a secondary school in south Auckland. He is married and has three children. He also coaches the school's First 15 rugby team, and the team is one of the best in the region. Tasi's school fully supports the rugby team.

Interests

Tasi loves rugby and plays for his local club. He ardently believes that sport allows Pasifika young people to thrive both academically and socially. He supports the Auckland Blues and enjoys going to live matches with his family.

Character

Tasi is enthusiastic about Pasifika youth. He is a leader within his family and at his secondary school. He loves giving inspirational speeches. Tasi is true to his word. He is reliable, trustworthy and supportive.

Students

Tasi says that Pasifika students are willing to learn. They are also smart, loyal, culturally proud and often have leadership skills. They are usually religious and enjoy music (either playing instruments or singing).

He thinks role models for Pasifika students should include Pasifika people who are successful entrepreneurs. He sees many students with fantastic, innovative ideas and believes they would make successful business people if given the opportunity. Tasi believes that the skills to be an entrepreneur are developed at school and entrepreneurial ideas come naturally to Pasifika young people. He sees a lot of young people who feel constrained by the usual expectations of Pasifika parents and want to do something completely different.

"Pasifika students – very creative, very vocal and very action oriented ... and very skilful in assessing a given situation."

Role of teacher

Tasi was born and raised in south Auckland. He wants to encourage Pasifika youth to be more focused and have higher aspirations than their parents. He works long hours to ensure he provides the best possible support to both his students in school and his rugby players. He dedicates his time to a lot of parent and family meetings in the evenings and weekends to make sure parents understand what is required at school and in rugby. He finds that face-to-face contact is the most effective way to engage with Pasifika families.

Key challenges

Tasi believes that low self-esteem among Pasifika young people is a key barrier to their career aspirations and decision making. His Pasifika students often think they can't do something or that they will be the worst at something. He says that his students will often sit at the back of the class and will not ask questions, even when he knows they have things to say. His students do, however, thrive in a PE environment – they laugh and have fun, but also play hard and perform well. They seem more confident and able to express themselves. He sees a lot of his male Pasifika students thrive on the rugby field but then struggle with their grades.

Future solutions

Tasi believes that role model and digital resources that give positive messages and stories are the best way to show what success could look like. He thinks that showing role models talking about their upbringings and pathways to success (including failures along the way) would be a good resource. He knows his students are online a lot and use their smartphones to communicate with each other. Tasi thinks that it would be useful to create some sort of fun app that might encourage youth to think more widely about what they can achieve.

Families – personas and mind-sets



Talia

Talia is a New Zealand-born Sāmoan who is married and has four children. She lives in south Auckland and takes care of her older parents, as she is an only child. Her own children are aged 20, 18, 15 and 12.

Interests

Talia used to play netball, but now she goes to the gym at 4am in the morning to keep fit, as this is the only time she has to herself. She started going to university but had to drop out to get a job and help look after her parents, but she is keen to support her children into university study.

Talia goes to a new type of church in central Auckland, while her parents still go to the local Pacific Islanders' Presbyterian Church. Her parents don't drive, so Talia or her husband drive them around and take them to church. Her eldest son is learning to drive.

Character

Talia is a kind-hearted woman. She is loyal and dedicated to her family and wants to help her children do well. She is a strong mother and loves helping people.

Her 'āiga

Her children know that Talia would like them to go to university. Her 12-year-old is excelling at school and reads books every night. Talia's 15- and 18-year-old children are more interested in socialising than doing well at school. They are both heavily influenced by their peers, many of whom are not interested in tertiary study and, instead, want to leave school and get a job so they can earn money.

Challenges

Talia and her husband were concerned about their eldest son when he left secondary school because there didn't seem to be any path from school to a local tertiary institute. He wanted to become a police officer, but he didn't know how to get there and Talia and her husband had no idea how to help him. When he left school, he fell in love with a girl. His girlfriend started taking up a lot of his time, and he has drifted ever since.

Instead of training to become a police officer, her eldest son has been helping out around the house and has helped Talia look after her parents. He now cooks and cleans but is still wanting to do something more with his life.

Future solutions

Talia and her husband are exploring the Careers NZ website for vocational pathways for their eldest son. She says that it would've been really helpful if someone had come into their home to talk to them about career options when he was still at school. At the moment, her two younger girls, who are 15 and 12, get a lot more support from their school. Both girls have talked to a guidance counsellor and developed an "education plan".



Ana

Ana is a 43-year-old Sāmoan. She lives in south Auckland with her two sons in a three-bedroom house that her brother rents. Her brother is married and has three children of his own. Ana is worried about her teenage children, as they seem to be uninterested in studying or thinking about their future. She is not working and receives an income supplement to help with living and education costs.

Interests

She enjoys spending time with her family and does a lot of cooking and cleaning. She also helps her brother by looking after her baby niece.

Character

"I find it hard to communicate with my sons. I don't know if it's the fact that I'm their mother. They definitely open up to their older cousins and uncle, but when it comes to me, they don't open up as much."

Role of 'āiga

Ana is trying to help her sons but is finding it difficult. Her relationship with her husband broke down several years ago, and she has since left him and taken her sons. Her sons have no contact with their father, and she has found it difficult to find and keep a job. Ana is continuing to look for work but has no qualifications. She was thinking about training but isn't sure if she can still get financial help from the Government while she's training.

Challenges

Ana feels like she needs help facilitating an open discussion with her sons about their career aspirations and educational pathways.

"I have a son in Year 10 and another in Year 12. They hate school, so I have to work extra hard to get them to be motivated about school."

Future solutions

Ana would like help to understand what her sons are learning at school and what career opportunities there might be for them. She wants them to have aspirations and to enjoy school and do well, but she doesn't know how to get them there. For Ana, improving communication between the secondary school and herself is critical.

Talking to the school's career adviser or a teacher about her sons' subject choices and career options would increase her knowledge about what is available. Some mentoring or "big brother" type of support would give her sons another person to talk to about their interests, which would then have an impact on their decision making around career pathways.



Mele

Mele is a 39-year-old Tongan. She lives in Massey, west Auckland, with her husband and four children. Mele's husband works at a chicken factory in west Auckland. He works night shifts and Mele works during the day as a cleaner in central Auckland. The weekends are the only time when they can come together as a fāmili (family). Her church is a Tongan church in New Lynn, and she travels regularly to church for activities and events. Mele was born and raised in Tonga. Her eldest daughter is in Year 9 and has just started secondary school. Her other children are 11, 9 and 5.

Interests

She loves going to church and singing. She participates in all the church activities.

Her fāmili

Mele and her husband have talked to their children about what they want to be when they grow up and have encouraged lots of discussion. They've also explained that they need to do well at school to get where they want to be in life. Her eldest daughter wants to be a doctor because she has been to the hospital many times with her elderly grandfather and has seen what doctors do. She wants to be able to help others in hospital. Her 11-year-old wants to be a dentist. Her children know their Tongan culture and can speak lea faka-Tonga, so she is confident that they have a strong cultural identity.

Role of fāmili

Mele was always encouraged to talk about her goals with her own fāmili when she was growing up, and she wants to repeat this with her children. She believes that she can help her children even though she grew up in Tonga and doesn't know the New Zealand education system well.

Mele sees her role as guiding her children to reach their goals and aspirations within the New Zealand education system. To do that, Mele realises she needs to know more about the education system and what opportunities are available in New Zealand.

She works hard to be a role model to her family. She has instilled good morals and a good work ethic, and she always provides a space for open discussions. Communicating in an informal way allows her children to share their goals and aspirations so they can work collaboratively to address issues. Mele and her husband believe that if their eldest daughter does well and succeeds, then the younger ones will follow.

Challenges

Mele is concerned because, as her children become teenagers, she doesn't know much about the careers they want to pursue. She is looking on the Careers NZ website and will contact her eldest daughter's school to ask for more information and help.

"I have been telling her she can be whatever she wants to be ... we have been helping her with literacy and numeracy."

Future solutions

Mele would like any career information or resources translated into lea faka-Tonga so she can more easily understand them. She knows that there is a lot of information online, but she feels that she's not competent on the computer and needs support accessing online resources so she can support her children's choices.



Raututi

Raututi is a father who is musically talented, focused, kind and generous. Raututi was born and raised in the Cook Islands. He migrated to New Zealand in the 1970s. His kōpū tangata (family) connections are with the islands of Rarotonga, Ma'uke, Mangaia and Ātiu. His name means "standing together as one". In the Cook Islands community, he is known as "Pāpā Raututi".

He is a trained mechanic and loves his job. He is married with three children and they live in the Hutt Valley. His son is 16 and his two daughters are 14 and 12.

Interests

Pāpā Raututi loves sports and enjoys playing rugby, cricket and soccer. He also encourages his kids to be interested and participate in different sports.

Character

Pāpā Raututi is funny and inquisitive. When he wants to know something, he will go and look for it. For example, if he doesn't understand something, he will go into the school and talk to the teachers. He will research and "look things up on the internet".

His kōpū tangata

He has a cousin who is an opera singer, and he encourages his children to watch him sing. He also likes to take his children to the theatre in town. He is very proud of his children and wants to give them opportunities he never had and provide them "with another view to the world". However, he still wants his children to pursue "real" careers that offer long-term financial security – he doesn't understand how his cousin makes a living from singing.

Challenges

One of his daughters is really good at dancing and loves art, but he sees her dancing as "just for fun" and believes "it's not going to bring in money or put food on the table".

"They have to be really, really good and dedicated ... but they could put that dedication into getting a real

job ... either being a nurse or a doctor ... or any of the trades. Girls can be mechanics and engineers instead of being interested in acting and dancing."

His son loves sports, but Raututi doesn't think sports will provide his son with a career for life.

"Even sports – they get broken bones and stuff, and then what are they gonna do?"

Pāpā Raututi is concerned about his children doing what they enjoy and not getting a "real job". He says "you can't dance forever" and "they need a good life!"

Role of kōpū tangata

Pāpā Raututi encourages his kids to play sports for fun. He sees his role as a father as "directing ... slowly prodding my children in the right direction".

Pāpā Raututi believes that parents need to be motivated. They need to be focused on helping their children because young people can't do it by themselves. He knows about the Careers NZ website, but doesn't know that he can find information on it about subject choices and vocational pathways.

Future solutions

Pāpā Raututi wants to know more about career options. He feels he doesn't really know what kind of careers are out there. He knows that there are a lot of jobs in the IT industry and is interested in what kinds of subjects his children should be taking to get jobs in that industry. He is very interested in what other jobs have to offer and in putting together a career pathway for his children. He knows that he has the school's support, as he frequently goes in and talks to the teachers. However, for Pāpā Raututi, it would be beneficial to meet with a career education expert who can help him see how his children's enjoyment of sports and dance can link to subject choices and stable career opportunities.

Recommendations

The research indicated that the following factors are important for designing and delivering careers products and services for Pasifika audiences.

- When designing the content for resources, Pasifika culture and identity are key, along with a focus on raising aspirations and providing practical advice to realise those aspirations. Resources should:

- incorporate Pasifika cultures
- design for a collective mind-set
- highlight Pasifika role models
- provide detailed, practical information on career pathways
- link foundation subjects to career aspirations
- inform and support 'āiga about the long-term value of education
- showcase a broad range of career options.

- When delivering content through digital resources, young people and 'āiga have different access needs but both prefer visual and interactive engagement. Digital resources should:

- include images and interactive tools
- enable young people to converse with others and share stories
- be mobile-responsive when directed at young people
- have print versions available for 'āiga.

- Face-to-face deliveries are also important. Services should:

- provide opportunities for young people to explore options
- provide support to 'āiga for using digital resources
- facilitate contact with Pasifika role models and businesses
- work with Pasifika community groups to develop career competency.

Existing products and services should be reviewed against these guidelines to identify areas for improvement.

The research also showed that careers outcomes are dependent on a wide range of factors, including factors outside of the scope of careers and education intervention. This confirms the importance of a cross-sector approach to improving outcomes for Pasifika young people.

About Integrity Professionals

Integrity Professionals Limited is a company owned and operated by Catherine Poutasi, who has hand-picked a team of highly-skilled trained professionals. Established in 2007, Integrity Professionals specialises in delivering quality sector support, organisational development, strategic advice and project management services. The company has a Pasifika-led project management team with the ability to engage with a range of Pasifika audiences and experience in undertaking evaluations with Pasifika health and social services.

Glossary

Languages

Here are some of the languages that are spoken in the Pasifika communities in New Zealand.

Country	Language
Cook Islands	reo Māori Kūki 'Airani
Niue	vagahau Niue
Sāmoa	gagana Sāmoa
Tokelau	gagana Tokelau
Tonga	lea faka-Tonga

People

People in the Cook Islands, Niue, and Tokelau communities appreciate it when people avoid using anglicisations such as "Rarotongan", "Niuean", and "Tokelauan".

Language	Young person/ people	Teacher	Family
reo Māori Kūki 'Airani	māpū	pū'āpi'i	kōpū tagata
vagahau Niue	tau fuata	faiaoga	magafaoa
gagana Sāmoa	talavou	fai'āoga	'āiga
gagana Tokelau	kau talavou	faiākoga	kāiga
lea faka-Tonga	talavou	faiako	fāmili

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Fa'afetai tele lava, fakaaue lahi, fakafetai, mālō 'aupito, meitaki ma'ata.

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