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Te Tāhuhu o te Mātauranga

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Engagement of Key Stakeholder Groups with the Tertiary Education Providers

Report to the Ministry of Education

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ABSTRACT

This report examines engagement between the Tertiary Education Providers and their stakeholders. The quantity and quality of engagement was measured by an analysis of tertiary institutions' selected Charter and Profiles documents with particular reference to stakeholder interaction with nine groups of stakeholders, in respect of the six Tertiary Education Strategies and their associated 35 objectives. This was supplemented by a questionnaire that elicited 10 responses from a range of institutions.

Stakeholder perspectives on the engagement were elicited by interviews with stakeholder focus groups and some individual interviews. Stakeholders were invited to comment on the amount and quality of engagement, the channels of communication, the purpose of engagement, satisfaction and barriers to engagement, and the contribution of tertiary education to the achievement of economic and social goals.

While there was considerable variation in response between institutions and stakeholder groups, the study identified five areas where changes should be made to improve the engagement process:

- Institutional requirements for reporting engagement should be revised;
- Economic and social goals should be clarified
- Tertiary institutions must be given the ability to react quickly and flexibly to changing industry needs;
- Functioning stakeholder advisory committees must be established;
- The funding of industry training needs to be reviewed;

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GLOSSARY

CEO	Chief Executive Officer
DHB	District Health Board
COE	College of Education
ITO	Industry Training Organisation
ITP	Institute of Technology/Polytechnic
MoU	Memorandum of Understanding
MSD	Ministry of Social Development
NCEA	National Certificate of Educational Achievement
NZICA	New Zealand Institute of Chartered Accountants
NZIM	New Zealand Institute of Management
NZQA	New Zealand Qualifications Authority
PCO	Pacific Community Organisation
PTE	Private Training Establishment
RTLB	Resource Teacher; Learning and Behaviour
SPARC	Sport and Recreation New Zealand
STEP	Statement of Tertiary Education Priorities
TEC	Tertiary Education Commission
TEO	Tertiary Education Organisation
TEP	Tertiary Education Provider
TES	Tertiary Education Strategy
WINZ	Work and Income New Zealand

EXECUTIVE SUMMARY

Purpose of study

1. The study examines the quantity and quality of engagement between stakeholder groups and tertiary education providers (TEPs), represented by Colleges of Education (COEs; N=2), Institutes of Technology and Polytechnics (ITPs; N=20), Private Training Establishments (PTEs; N=12), Universities (N=8) and Wānanga (N=3). It compares the perceptions and reported practices of TEPs on stakeholder engagements with the perceptions of selected stakeholder groups.
2. An examination of potential stakeholder groups that would engage with the tertiary sector yielded the following nine groups:
 - Business, industry
 - Professional organisations
 - Government sector
 - Tertiary education sector
 - Secondary education sector
 - Māori groups
 - Pasifika groups
 - International education sector
 - General community sector

Profile analysis

3. Information on TEPs' perceptions and reported practices was gathered by an analysis of documentation. The major sources were the sections of the charter and profile documents of the TEPs that referred to the 6 tertiary education strategies and their associated 35 objectives. The documentation examination was largely limited to these sections. The documents dated from the 2004 exercise for the 2005/07 period, an early stage of the charters and profiles process. The quality of the documents was therefore variable for this reason but also because engagement detail is not a primary purpose of profiles. For example, one TEP did not report any engagement with Māori, while a sister-institution in the same city referred to a consultative body for Māori stakeholders instituted by the very TEP that had not mentioned any engagement.
4. Notwithstanding the secondary importance attached to detail relating to engagement reported in profiles, the document analysis was undertaken to obtain data on two questions:
 1. Whether the objectives within each of the six strategies were referenced in the institutional profiles;
 2. What level of engagement was reported between the TEPs and the nine identified stakeholder groups with reference to the Tertiary Education Strategy (TES) objectives.A four-point scale was used to evaluate the extent to which each of the objectives was referenced, and another four-point scale to evaluate the level of stakeholder engagement.
5. An analysis of the score-matrix of the document evaluation exercise shows, not surprisingly, that the profiles documents were of variable quality, and therefore not entirely reliable in terms of their reporting of engagement detail. In particular, concrete examples and instances of engagement were often absent.
6. Nevertheless, a number of general observations are possible. One of them is that in engagement with industry stakeholders, the *skills New Zealanders need to be part of a knowledge society* sections, both the ITP and the university sectors featured strongly, with the ITP sector recording a greater percentage of significant engagement (31%) than the university sector (23%). A similar picture emerges with regard to the engagement with professional groups, although the

percentages of significant engagement are lower, while the COEs score higher with this group relative to the *capability and quality*, *foundation skills*, and *knowledge economy* goals.

7. As far as engagement with public sector stakeholders is concerned, the universities feature particularly strongly with regard to *research objectives*, *capability and quality* and *knowledge society*. The ITP sector is also strongly represented in the last two categories, with significant reporting on engagement involving collaboration between both the university and ITP sectors and the public and government stakeholder group.
8. Strategic and collaborative alliances between ITPs, universities and COEs are reflected in the scores for the tertiary sector stakeholder group.
9. The scores for the Māori stakeholder group are the highest of the score-matrix in the *Māori aspirations* goal, with wānanga scoring 100%, but universities and ITPs also 62% and 58% respectively. The levels reported for significant engagement for the TEPs are more active and dynamic with the Māori stakeholder group than they are with any other stakeholder group.
10. Another encouraging finding is that the strategy *educate for Pacific peoples' development and success* also shows profile documents reporting strong engagement, with COEs recording 38%, ITPs 35%, and universities 22% significant engagement. No engagement at all is reported by wānanga possibly due to the secondary importance of engagement detail reporting in profiles.
11. Comparatively little engagement is reported with the international education stakeholders. A good level of engagement with the general community group, on the other hand, is recorded by COEs, ITPs and universities in goals such as, *strengthen system capability and quality* and *raise foundation skills so that all people can participate in our knowledge society*.

Survey

12. A second and supplementary set of information from the TEPs was obtained by means of a survey that sought to elicit specific examples of stakeholder engagement in relation to teaching, research and commercial activities. In addition, some qualitative information on the overall level of engagement, satisfaction with the level, and on the extent to which the institution contributed to the economic and social goals of the stakeholders, was sought. The survey was completed by one COE, six ITPs, one PTE, and two universities.
13. An analysis of the survey yields the following conclusions:
 - 13.1 TEPs recognise and respond to a wider range of stakeholders. We have focussed on nine broad categories, but within each of them there is a very wide range of interested parties.
 - 13.2 TEPs generally note that their engagement with stakeholders is at a moderate to substantial level, that they are generally satisfied with these levels, but they have mixed views as to their contributions to their stakeholders' economic and social goals.
 - 13.3 Engagement takes many forms, ranging from the dissemination of information, through formal and informal consultative arrangements, to collaboration in research and teaching, MoUs and strategic alliances.

Focus group and individual interviews

14. As has just been mentioned, there is a very wide range of stakeholders. In the absence of easily accessible documentation, ten focus groups of stakeholders were formed after consultation with senior representatives of the employer and collaborator clusters identified. While they are not identical with the nine groups used for the profile analysis, they cover the same areas, with the exception of international and the general community. They were:
 - Agriculture and Bio-sciences

- Commerce
 - Education
 - Engineering
 - Government
 - Health
 - Industry Training Organisations
 - Manufacturing
 - Māori
 - Pasifika
15. The groups met once, and their discussions were recorded, transcribed and summarised by the group moderator, who was a member of the research team. Some additional material was added in some instances by individual interviews with members chosen for the group who could not attend the meeting. Members were asked their views on the quantity and quality of engagement, channels of communication, purpose of engagement, satisfaction and success in engagement, barriers to engagement, tertiary education's contribution to the achievement of economic and social goals, and concluding comments.
 16. Stakeholders reported the greatest degree of satisfaction in engagement with TEPs when there was a common purpose, such as joint training programmes or research, preferred provider relationships or other formal links with mutual respect and mutual accountability.
 17. TEPs were also seen as being particularly responsive to stakeholders' needs when the stakeholders could supply a number of students, particularly if funding was available to pay for their training.
 18. On the whole, however, the stakeholder groups seemed to be less positive about the amount and quality of engagement than the TEPs, with frequent comments of their perception that staff in the TEPs were simply 'too busy getting on with their own agenda' to engage meaningfully with them, and that, in the absence of satisfaction, they themselves found little time and energy to engage with them. This applied particularly to private industry. Associated with this observation was the perception that the TEPs and the stakeholders had divergent goals, with the tertiary education sector having become an 'industry in its own right' with a hard-nosed business attitude and little sense of service to, or even awareness of, a common agenda.
 19. A second problem that was reported frequently was that engagement only took place when the stakeholders took the initiative and then 'drove' the process by calling meetings, recording them and doing all the follow-up.
 20. Lack of timely and flexible responses to stakeholders' needs, lack of mutual respect, 'arrogance', 'bureaucracy', and financial issues, such as lack of adequate funding for joint projects, supervision of trainees, internships and joint research, were also cited as irritants and hindrances to meaningful engagement.

Recommendations

21. The data collected and analysed in this study have led to the identification of six areas that will need attention if engagement between the tertiary sector and stakeholders is to be improved:
 - 21.1 The TEC needs to think through carefully the purpose of profiles, with special reference to the level of depth of information on engagement with specific stakeholder groups. Too much depth will result in excessively long profiles and require strategic detail that institutions may not wish to publish in public documents. Consideration should be given

to alternative forms of reporting on engagement that better emphasises the importance of this process and appropriately records meaningful detail on concrete activities.

- 21.2 If the content of profiles should allow for a comparison of TEP – stakeholder engagement, then consideration should be given to writing detailed information in profiles about the link between the institutions’ objectives and STEP priorities only.
 - 21.3 Greater simplicity and clarity needs to be achieved in terms of economic and social goals that would enable improved TEP and stakeholder alignment.
 - 21.4 The TEC, Ministry of Education and NZQA need to encourage streamlined quality management to enable large tertiary institutions to develop appropriate new curriculum products within short timeframes in response to the rapidly changing commercial and industrial environment.
 - 21.5 New forms of engagement need to be implemented for TEPs and stakeholders operating on ‘lean’ human resourcing.
 - 21.6 Tertiary education advisory committees need to be aware of the value of mutual respect, common goals, action plans and accountability, for the outcome of successful engagement. Stakeholders the TEPs should review their relationships regularly, at least annually.
 - 21.7 The funding for training provided by ITOs and TEPs needs to be reviewed to ensure that the funding structure is such that it satisfies the needs of both employers and trainees and thus encourages positive engagement.
 - 21.8 The tertiary education sector should strive for improved engagement with corporate in-house trainers to improve the identification of training gaps that are not being brought to the attention of the system.
 - 21.9 Improved engagement about the expectations of lower level, newly trained workers should be undertaken between TEPs and industry to eliminate the tension resulting from differing expectations for the skill sets of this group of employees.
22. Finally, a conceptual model of effective tertiary education-stakeholder engagement is provided, built around the following working definition: “Effective engagement results from optimal alignment between the needs of stakeholders and the products produced by TEPs within the short timeframes of the modern economic environment. Such engagement is premised on shared goals arrived at through the establishment of reciprocal relationships. It is nurtured by regular and meaningful communication and it is a dynamic process that is regularly and critically reviewed.”

CHAPTER ONE: INTRODUCTION

1.1 Background

The context for the present study is succinctly expressed in a Ministry of Education document that describes the purpose of stakeholder research as arising from the Tertiary Education Strategy (TES):

The Tertiary Education Strategy includes a number of key statements about the tertiary education system working more closely with external stakeholders in order to provide education that is relevant to stakeholder needs and contributes to local, regional and national development.

These statements include:

- Change Message 2: Stronger linkages with business and other external stakeholders
- Change Message 3: Effective partnership arrangements with Māori communities
- Objective 3: Greater collaboration with the research sector, the creative sectors, industry, iwi and communities
- Objective 13: A tertiary education system that makes an active contribution to regional and national Māori/whanau/hapu/iwi development
- Objective 19: Industries are supported in meeting their self-identified skill needs
- Objective 26: A tertiary education system that is accountable for improved Pacific learning outcomes and connected to Pacific economic aspirations
- Objective 34: Improved knowledge uptake through stronger links with those that apply new knowledge or commercialisation of knowledge products

Much of the progress of the tertiary education sector in these areas can, and will, be measured using information generated by the tertiary education sector itself. A key source of data will be profiles (annual plans and reports) produced by Tertiary Education Organisations (TEOs).

However, these internal documents will only provide the TEOs' perspective of their own performance. So the views of the TEOs will need to be balanced with information from external stakeholders on how they see the tertiary education system achieving the goals of the TES.

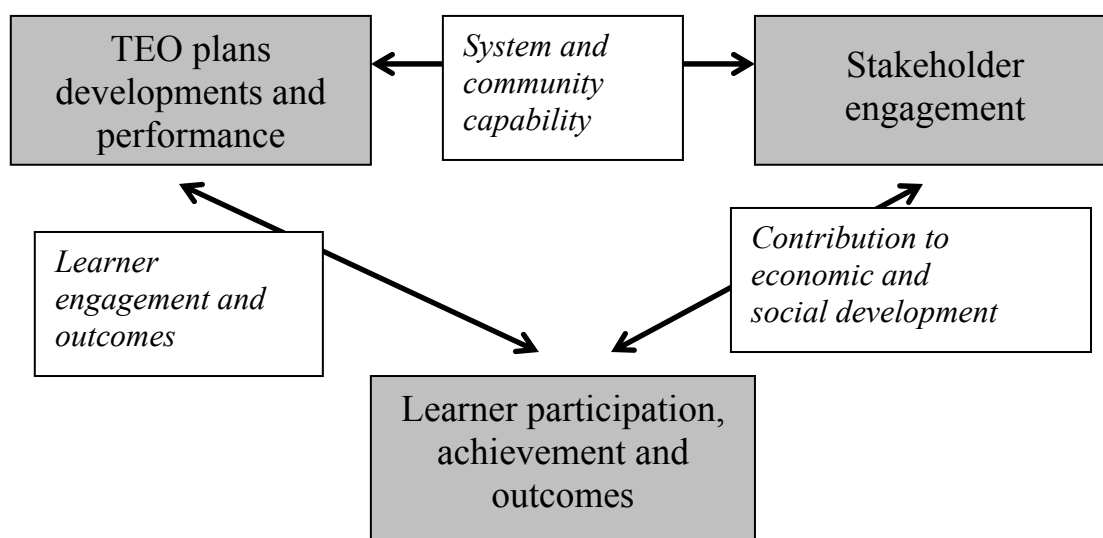
Excerpted from the Tertiary Education Strategy Monitoring and Evaluation Project website: (<http://wiki.tertiary.govt.nz/~TESMon/Projects/StakeholderResearch?action=publish> accessed 21 June 2005)

The Ministry of Education currently lacks information about the level and success of engagement between stakeholders and the tertiary education sector. This gap impedes the Government's successful progression towards the achievement of its tertiary education strategy themes. A lack of information prevents an understanding of the levels of success being achieved by stakeholders in their bid to achieve their economic and social goals through engagement with the tertiary education sector. Government wishes to know which stakeholder groups are engaging successfully and which groups are not. An understanding is required of why these differences in levels of engagement exist and the variables that contribute to successful engagement resulting in achieved stakeholder goals.

In the Request for Proposals for this project, the Ministry of Education presented the following "information triangle", noting that there was adequate information on two of the points – TEO¹ plans and developments and learner participation and achievement. But, "What is missing from the picture is the engagement of the tertiary education system with key stakeholder groups (and vice versa) to build the contribution of the system to economic and social development."

¹ Subsequently referred to as Tertiary Education Providers (TEPs) in this report.

Figure 1. An information triangle for the tertiary education system



Charters and profiles are intended to demonstrate the alignment of TEPs’ activities and education provision with the TES and Statement of Tertiary Education Priorities [STEP]. While a charter serves as a “high-level governance document” that includes a broad description of a provider’s or an Industry Training Organisation’s (ITO’s) role within the tertiary system, a profile spells out detail regarding the way in which the charter will be implemented. “It will contain information about specific education and training activities, policies and performance targets of providers and ITOs.”²

As specified in the Education Act (Section 159X), the purpose of profiles is to:

- Set out organisational plans, key policies, and proposed activities for next 3 years,
- Set out the organisation’s objectives, and the performance measures and targets that the organisation will use to measure its performance,
- Set out the short- to medium-term strategic direction of the organisation,
- Identify the activities of the organisation for which it seeks or receives funding from the Commission (ie TEC),
- Set out the basis on which funding will be sought or received from the Commission,
- Demonstrate how the organisation will give effect to its charter
- Identify the information that the organisation will supply on an annual basis to the Commission.

The TEC is responsible for setting the content and form of profiles and the criteria for approval. It is important to note that profile documents do not have as a primary function the provision of detailed information about engagement with stakeholders. However, they are the only documents, required by the TEC, that report on engagement.

From the outset, it must be noted that this current project sought information from the 2005-07 profiles, which were written in 2004, a year when charters and profiles were in their infancy. The expectation from the Ministry was that more comprehensive information would be available in 2005, when the system would be more fully implemented. As noted by the Ministry of Education, “It will take time to develop robust methods for analysing and interpreting the information against the framework of the TES” (p. 10).

² *Excellence, Relevance and Access: An Introduction to the New Tertiary Education System*, n.d., p.5.

1.2 Project's Goals and Objectives

As specified in the contract, this project had two main objectives:

1. To locate existing information on the engagement of key stakeholder groups with the tertiary education system, including ongoing information collection.
2. To provide a thematic synthesis that draws out key themes from the existing information and examines the similarities and differences between the experiences of different groups of stakeholders.

The research team, in collaboration with Ministry of Education, developed the following supplementary objective:

3. To ascertain which stakeholder groups are engaging successfully and which groups are not, with particular attention to the variables that contribute to successful engagement resulting in achieved stakeholder goals.

1.3 Research Components

In order to achieve the above goals and objectives a study with three main components was designed.

1.3.1 Analysis of TEPs' profiles

This involved carrying out a detailed analysis of 45 TEPs' profiles to ascertain the extent to which they incorporated references to their engagement with stakeholders in terms of TES and STEP priorities. This was deemed to provide a component of the picture, notwithstanding the earlier point made that detailed engagement is not a primary purpose of profile reporting.

1.3.2 Survey of TEPs

This component was intended to supplement the information derived from the profiles by seeking specific information from TEPs regarding their stakeholder engagement. It took the form of a detailed questionnaire and a rating scale that focused on 9 stakeholder groups. The survey was supplemented by a more detailed case study of a single TEP, in order to present a whole-institution perspective on engagement.

1.3.3 Focus group interviews of stakeholders

In order to obtain stakeholders' perceptions of TEPs' engagement with them, 10 focus group interviews, supplemented by some individual interviews, were carried out in three sites: two large cities and one moderate-sized city.

CHAPTER TWO: METHOD

As noted in the previous chapter, this study had three main components:

- An analysis of TEPs' 2005-07 profiles with reference to their engagement with stakeholders.
- A survey of TEPs to elicit more detailed information on their engagement with stakeholders.
- Focus group interviews with a range of stakeholder groups.

2.1 Analysis of TEPs' profiles

2.1.1 Introduction

In order to determine TEPs' engagement with key stakeholder groups, an examination of their profiles was carried out. It must be reiterated that while detailed reporting on stakeholder engagement is not a primary focus for profiles, as these are the only documents required by the TES that indicate such engagement, information from profiles was seen to provide at least part of the picture on the process of engagement.

It is important to note that engagement refers to relationships set up at the organisational level for the purpose of progressing specific goals. The purpose of improved engagement includes the improvement of the contribution of tertiary education to local, regional and national development. Improved engagement, rather than broad consultation, assists local and regional stakeholders to achieve their goals and aspirations, thus improving their capacity, which in turn results in tertiary education that is relevant and of quality. These successful linkages between the tertiary education sector and stakeholder groups are vital to the achievement of the nine change messages encapsulated by the tertiary education strategy.

The purpose of this component of the study was to establish the engagement undertaken between the sample of 45 New Zealand TEPs and 9 stakeholder groups, with specific reference to the 35 objectives included in the 6 STEP strategies. This involved determining (a) whether the objectives within each of the six strategies were referenced in TEPs' profiles, and (b) the levels of engagement with the identified stakeholder groups. There was no expectation that TEPs would include references to all 35 objectives within all 6 strategies. However, for the purposes of comparisons and achievement of aggregate scores, all 35 objectives were included in the instrument used for recording references to engagement.

In carrying out this analysis, reliance was placed on sections of profiles headed up with titles such as "Objectives that outline how (Institution's name) will give effect to its Charter & contribute to the TES and the STEP." In some profiles, this section was covered in very general terms with very little detail relating to either the specific objectives or the engagement that had either taken place or that was anticipated. Minute examination of the entire documents might have gleaned more information, but this was not possible within the given timeframe and resources. This must be considered as a limitation of this aspect of the study.

The documents vary considerably and are therefore hard to compare. Some institutions provide tables that use the TES headings, while others are simply narratives and any correlations with the TES has to be teased out of the text. This variability is not surprising given the secondary importance attached to engagement reporting in profiles.

The analysis was done strictly on the material provided in the TEPs' profiles, and scored on that basis. For example, from one TEP's material it was clear that it, together with another TEP, was a founder-member of a Māori initiative, a joint venture to increase Māori participation in tertiary education. The former institution was therefore scored accordingly in the section on Māori participation in the TES. The second TEP, however, although obviously also a member, received a lower score because their documentation makes no reference to the initiative.

The corollary to this is, of course, that the analysis is strictly based on documents which may or may not reflect practice, so that a well-written document may score 'higher' than a badly written one, even

though the institution that has a skilled document writer may actually perform worse in practice than one that has less well-written documentation. This must also be considered a limitation in this section.

2.1.2 Sample selection

All universities (n=8), institutes of technology and polytechnics (ITPs) (n=20), colleges of education (n=2) and wānanga (n=3) were included in the sample group. In addition, a sample of private training enterprises (PTEs) (n=12) was selected from the Waikato region. The geographical criterion for selection was undertaken for ease of access should there be any reason to follow up on any of the analyses.

2.1.3 Analysis techniques and procedures

A profile assessment instrument was constructed that enabled the recording of each profile's reference to objectives within the six TEs and, additionally, the level of engagement undertaken with each of the identified stakeholder groups relative to each of the objectives.

The six strategies included are:

- strengthen system capability and quality;
- contribute to the achievement of Māori development aspirations;
- raise foundation skills so that all people can participate in our Knowledge Society;
- develop the skills New Zealanders need for our Knowledge Society;
- educate for Pacific peoples' development and success;
- strengthen research, knowledge creation and uptake.

Each strategy includes specific objectives designed to improve links and partnerships, encourage innovation and ensure that examples of best practice are disseminated throughout the tertiary education sector.

After an examination of potential stakeholder groups that would engage with tertiary education providers, 9 categories of stakeholders were identified, namely:

1. Business, industry
2. Professional organisations
3. Government sector
4. Tertiary education sector
5. Secondary education sector
6. Māori groups
7. Pasifika groups
8. International education sector
9. General community sector

A four-point scale (0-3) was used to assess whether there was any reference to the specific objective within the profile. Points were awarded as follows:

- 0 Not referenced
- 1 Referenced
- 2 Response included
- 3 Given significant effort and priority

A four-point scale (0-3) was also used to assess the level of engagement between the TEP and the stakeholder group. Points were awarded as follows:

- 0 No engagement
- 1 Planning for engagement
- 2 Some engagement (an example of engagement)
- 3 Clustered, robust engagement (a series of initiatives)

An example of the Profile Assessment Instrument will be found in Appendix A.

The two researchers who examined the profiles met in the first instance to discuss the weightings of the four-point scales used to determine profile reference to objectives and level of engagement with stakeholder groups. They then separately examined selected profiles and met again to examine their respective assessments, thus undertaking a calibration exercise.

2.2 Survey of TEPs

In order to supplement the data obtained from the profiles a mail-out survey was conducted. This took the form of a questionnaire that asked the 45 TEPs whose profiles were examined to provide examples of their stakeholder engagement in relation to teaching, research and commercial activities. As well, the institutions were asked to rate their overall level of engagement, their satisfaction with that level and their views on the extent to which their institution contributed to the economic and social goals of the stakeholders. For the purpose of this survey, the nine stakeholder groups referred to above were identified:

Appendix B contains the cover letter to the CEOs of the TEPs, while Appendix C comprises the instructions for this survey and provides an example of the questions pertaining to one stakeholder group.

The surveys were completed by 10 TEPs: 2 Universities (1 taking the form of returns from 3 Schools), 6 ITPs, 1 College of Education and 1 PTE). Of the 10, 8 completed the questionnaire and 2 provided narratives of their engagement.

While there is reason to be disappointed at the low return rate, it was never the intention to use this questionnaire to gather complete data on all forms of engagement; rather the main aim was to obtain examples of engagement to supplement the broad information derived from the profiles.

2.3 Focus group interviews

In order to obtain stakeholders' perceptions of TEPs' engagement with them, a series of focus group interviews was conducted in three sites: two large cities and one medium-sized city. A total of 10 groups were interviewed. These groups generally corresponded with the groups listed in Section 2.1.3 above. However, no separate groups were constituted for professional organisations, or for the international education and the general community sectors. The following groups were constituted:

- Agriculture
- Commerce
- Education
- Engineering
- Health
- ITOs
- Local and central government bodies
- Manufacturers
- Māori
- Pasifika

For the most part, these were focus group interviews, but supplementary individual interviews were conducted with individuals who were unavailable for the focus groups. In the case of the ITOs, these were all individual interviews. See Appendix D for a copy of the information sheet provided to participants, Appendix E for a copy of the consent form and Appendix F for the guidance provided to the interviewers. The interviews were audio taped, transcripts were prepared and the interviewers all wrote syntheses of their interviews. These syntheses are presented in Appendix H.

The selection of participants in the stakeholder groups was made in consultation with senior stakeholder representatives who knew the field. They could therefore identify people who had shown an interest and had been involved in education for the particular group.

This process did not permit testing individual perceptions against those of the group, and the group moderators made it clear that they were looking for individual views rather than a group consensus. Nevertheless, the frequency with which particular views were advanced, both within and between stakeholder groups, suggests a significant degree of commonality of perceptions.

CHAPTER THREE: MAJOR FINDINGS: TERTIARY EDUCATION PROVIDERS' PERSPECTIVES

3.1 Introduction

The purpose of this chapter is to report on the analysis of the engagement between New Zealand TEPs (N=45) and selected stakeholder groups (N=9) with specific reference to the 35 objectives included in the 6 TES strategies, as spelled out in the institutions' profiles. Firstly, there was a need to determine whether the objectives within each of the six strategies were referenced in the profile. Secondly, the level of engagement with the nine identified stakeholder groups was also determined.

This project sought information from the 2005-07 profiles, which were prepared in 2004, a year when charters and profiles were in their infancy. The Ministry of Education expects that more comprehensive information would be available in 2005 when the system would be more fully implemented. This should be borne in mind when examining the results of the 45 institution profiles that comprised the sample group for this aspect of the study.

The following 10 tables will refer specifically to 'significant' levels (scores of 2 or 3) of strategy reference and strategy engagement. As pointed out in the preceding chapter, with regard to strategy reference, a 2 represents 'Response included', while a 3 represents 'Given significant effort and priority'. While the reference scores indicate that the objective has been referenced in the profile, they do not specify the stakeholder involved. Regarding strategy engagement, a score of 2 represents 'Some engagement' (i.e., an example of engagement is provided)', while a 3 represents 'Clustered, robust engagement' (i.e., a series of initiatives). Engagement scores report the specific stakeholder group with whom the engagement has been undertaken. Each strategy includes either five or six objectives, (i.e. part of the total of 35 objectives included in the six strategies). The scores reported in the tables comprise aggregated scores for each strategy for the purpose of gaining a summarised view of the levels of engagement.

3.2 Profile-reported TEP engagement with stakeholders: a comparison of institutions

Table 3.1 enables a comparison of all 45 TEPs included in the sample. It lists the proportion of the 35 objectives of the Tertiary Education Strategy (2002-07) that were discussed by the provider with each of the nine stakeholder groups. The percentages listed cover engagement at level 2 (some engagement) and level 3 (clustered, robust engagement).

TEP	Stakeholder Groups								
	Industry	Professional	Public	Tertiary	Secondary	Māori	Pasifika	International	Community
1	17%	0%	0%	6%	9%	23%	3%	0%	17%
2	17%	0%	3%	3%	0%	9%	3%	0%	14%
3	14%	11%	11%	9%	6%	31%	14%	3%	3%
4	6%	0%	0%	0%	3%	14%	0%	3%	11%
5	14%	6%	3%	9%	3%	26%	17%	9%	11%
6	37%	23%	20%	26%	3%	14%	0%	9%	14%
7	46%	40%	46%	11%	6%	26%	0%	3%	20%
8	43%	26%	17%	23%	11%	17%	11%	3%	6%
9	17%	14%	14%	3%	6%	14%	11%	6%	6%
10	9%	0%	0%	3%	3%	23%	3%	0%	14%
11	9%	0%	0%	6%	6%	0%	0%	0%	9%
12	0%	0%	0%	0%	0%	6%	0%	0%	0%
13	6%	0%	0%	6%	0%	9%	0%	0%	6%
14	31%	23%	20%	17%	14%	34%	9%	11%	20%
15	23%	9%	9%	11%	6%	20%	14%	9%	9%
16	0%	0%	0%	0%	0%	14%	0%	0%	0%
17	0%	0%	0%	0%	0%	11%	0%	0%	3%
18	14%	11%	20%	11%	9%	29%	29%	6%	14%
19	17%	0%	3%	6%	3%	6%	9%	20%	17%
20	20%	0%	0%	11%	6%	17%	9%	3%	20%
21	9%	3%	3%	9%	3%	20%	6%	3%	11%
22	17%	6%	14%	14%	3%	17%	0%	6%	11%
23	9%	3%	3%	6%	3%	23%	0%	3%	9%
24	9%	3%	23%	0%	0%	11%	6%	9%	3%
25	14%	9%	6%	14%	0%	17%	9%	3%	14%
26	0%	0%	0%	3%	0%	0%	0%	3%	0%
27	31%	23%	29%	14%	6%	46%	0%	20%	14%
28	0%	0%	0%	0%	0%	0%	0%	0%	0%
29	0%	0%	0%	6%	0%	14%	6%	6%	11%
30	0%	14%	9%	6%	0%	3%	3%	6%	0%
31	0%	0%	0%	0%	0%	34%	0%	0%	0%
32	0%	0%	0%	0%	0%	31%	0%	0%	9%
33	0%	0%	0%	0%	0%	17%	0%	0%	0%
34	9%	0%	3%	6%	0%	6%	0%	0%	0%
35	3%	0%	9%	9%	9%	23%	9%	3%	9%
36	0%	0%	0%	0%	0%	6%	0%	6%	0%
37	0%	0%	0%	0%	0%	0%	0%	0%	0%
38	0%	0%	0%	0%	0%	6%	3%	0%	0%
39	11%	0%	0%	0%	0%	3%	0%	0%	3%
40	0%	0%	0%	0%	0%	0%	0%	0%	0%
41	0%	0%	3%	0%	0%	6%	6%	31%	17%
42	11%	0%	0%	0%	9%	11%	0%	0%	6%
43	0%	0%	9%	6%	0%	3%	0%	3%	6%
44	9%	6%	11%	11%	11%	11%	9%	0%	3%
45	6%	0%	0%	3%	6%	6%	6%	0%	0%
	11%	5%	6%	6%	3%	15%	4%	4%	8%

Table 3.1. Proportion of the 35 objectives of the Tertiary Education Strategy (2002/07) discussed by providers with the nine stakeholder groups.

In terms of inter-institutional comparisons, percentages range from a low of 0% engagement to a high of 46%. The large number of 0% scores indicates that institutions have not drilled down, in their profiles, to specific examples of engagements across all 35 objectives within the six strategies for all of their stakeholder groups. This is not surprising, perhaps, given the secondary importance of engagement reporting in profiles.

The extent of the variation among institutions is best illustrated through of TEP #7, which has only failed to present examples of engagement with the Pasifika stakeholder group, and TEP #12, which

has only reported an example of significant engagement with the Māori stakeholder group. TEP #7's profile includes a table of all six strategies covering all 35-objectives with a comprehensive record of significant engagements where relevant. TEP #12 includes a table that very loosely links institutional objectives to TES strategies and lacks any specifics regarding significant engagement with stakeholder groups, other than the isolated reference to engagement with the Māori stakeholder group. Clearly, if profiles are to be a source of comparative data on engagement, there is a need for a comprehensive table template that should be adhered to by profile writers, which would enable the Tertiary Education Commission planners to examine meaningful comparisons of engagement between institutions and their stakeholders. However, as they currently stand, profile guidelines request information in a summary form that is unlikely to elicit the level of detail needed for meaningful comparisons. This commentary is not intended as a criticism of profile reporting; it merely serves to confirm an anticipated inconsistency in the reporting of engagement detail when it is not a primary objective of profile reporting.

A further difficulty is presented by the wording of some of the objectives within the six strategies. One of the objectives within *Strategy 6: Strengthen research, knowledge creation and uptake*, for example, reads, *Greater alignment of tertiary education research with national goals*. The provision of significant engagement examples with stakeholder groups relative to this objective, perhaps more relevant to the university sector, is nevertheless the sort of example that is not easily achieved. Some thought needs to be given to the depth to which institutions should drill down, in their profile documents, when providing concrete examples of engagement relating to national strategic objectives. At the present time, this detail is not required and some of the objectives do not lend themselves to stakeholder engagement.

It is clear that in the section dedicated to engagement with stakeholders about TES strategies and objectives, profiles, not surprisingly, report inconsistently on engagement detail across a broad spectrum of the stated objectives. As noted in the previous chapter, engagement should not be confused with the notion of consultation. There are vast sections within the profiles that refer to consultation undertaken by the institution. In fact, in one TEP's profile, a sub-heading reads "Consulted Out", making the point that the process of consultation has in some instances progressed to extremes. The specific engagement that appears to be less documented, possibly due to its secondary importance within profiles, is that which involves stakeholder groups and relates to the six TES strategy objectives. The variations found will therefore be partly dependent on the level of importance attached to reporting on engagement by the specific provider and also as a result of the differing guidelines provided to the various provider sectors.

3.3 Profile analysis of TEP – stakeholder engagement about TES strategies

An analysis of profiles resulted in nine tertiary education sector stakeholder groups being identified, as explained in Chapter Two. The nine groups comprised:

1. Business, industry
2. Professional organisations
3. Government/public sector
4. Tertiary education sector
5. Secondary education sector
6. Māori groups
7. Pasifika groups
8. International education sector
9. General community sector

The following nine tables provide a summary of the profile details relating to strategy reference and strategy engagement for these nine groups, as assessed for each of the TEP groups, namely:

1. Institutes of Technology and Polytechnics (ITPs)
2. Universities

3. Colleges of Education
4. Wānanga
5. Private Training Enterprises (PTEs).

The six TES strategies (abbreviated in the tables) that include the 35 objectives are:

1. Quality: Strengthen system capability and quality;
2. Māori: Contribute to the achievement of Māori development aspirations;
3. Foundation: Raise foundation skills so that all people can participate in our Knowledge Society;
4. Knowledge: Develop the skills New Zealanders need for our Knowledge Society;
5. Pasifika: Educate for Pacific peoples' development and success;
6. Research: Strengthen research, knowledge creation and uptake.

3.3.1 Profile analysis of TEP engagement with the industry stakeholder groups

The industry stakeholder groups include the full spectrum of industry and, additionally, the retail and business sector. Table 3.2 presents a summary of information from the profiles regarding strategy reference and strategy engagement for these groups.

Industry stakeholders		Strategy						
Sector		Quality	Māori	Foundation	Knowledge	Pasifika	Research	Total
ITP	Reference maximum	3	3	3	3	3	3	3
	% Strategy reference – all stakeholders	44%	50%	35%	37%	21%	18%	35%
	Engagement maximum	3	2	2	3	0	2	3
	% Strategy engagement – industry stakeholders	28%	4%	16%	31%	0%	13%	17%
Uni	Reference maximum	3	3	2	3	2	3	3
	% Strategy reference – all stakeholders	39%	48%	13%	18%	16%	38%	30%
	Engagement maximum	3	0	0	3	0	3	3
	% Strategy engagement – industry stakeholders	16%	0%	0%	23%	0%	16%	11%
CoE	Reference maximum	2	2	2	2	2	2	2
	% Strategy reference – all stakeholders	36%	8%	13%	14%	13%	7%	16%
	Engagement maximum	0	0	0	0	0	0	0
	% Strategy engagement – industry stakeholders	0%	0%	0%	0%	0%	0%	0%
Wan	Reference maximum	2	3	2	2	1	2	3
	% Strategy reference – all stakeholders	5%	100%	8%	5%	0%	14%	23%
	Engagement maximum	0	0	0	1	0	0	1
	% Strategy engagement – industry stakeholders	0%	0%	0%	0%	0%	0%	0%
PTE	Reference maximum	2	3	2	2	2	2	3
	% Strategy reference – all stakeholders	14%	13%	21%	8%	8%	5%	11%
	Engagement maximum	2	0	2	2	0	0	2
	% Strategy engagement – industry stakeholders	8%	0%	13%	5%	0%	0%	4%
Total Reference maximum		3	3	3	3	3	3	3
Total % Strategy reference – all stakeholders		32%	41%	24%	23%	15%	17%	26%
Total Engagement maximum		3	2	2	3	0	3	3
Total % Strategy engagement - industry stakeholders		17%	2%	11%	19%	0%	9%	11%

Table 3.2. TEP – industry stakeholder TES strategy engagement scores

Table 3.2 illustrates maximum scores and percentages of significant (scores of 2 and 3) strategy reference scores. The table also presents maximum engagement scores and aggregated percentages of significant (2 and 3) engagement scores between the Industry stakeholder group and the TEP sectors relative to the six TES strategies. As noted earlier, reference scores refer to the strategy objective being referred to in the profile without any link to a specific stakeholder group, while the engagement score refers specifically to the level of engagement between the stakeholder group and the relevant TEP sector relative to the TES strategy. Each strategy includes five or six objective statements, the

maximum score therefore representing the highest of the objective scores within a strategy, while the percentage represents aggregated engagement scores for each strategy.

The lack of engagement scores for the Colleges of Education group is not particularly surprising as these institutions are not generally industry focused. However, given that the wānanga have as an objective in their guidelines, *Industries are supported in meeting their self-identified skills needs* (objective 19), their scores are a little surprising although we are reminded of the secondary importance of providing engagement detail in profiles.

Both the ITP and university sectors feature strongly in the areas of *capability and quality development* (Quality) and the development of *skills New Zealanders need to be part of a knowledge society*. The university sector, however, recorded only 16% for engagement relating to the strategy, *strengthen research, knowledge creation and uptake*. Possible explanations of this are that this information might be found in other sections of the profile or it has been omitted but it does not accurately describe what happens in practice.

It is of interest that the ITP sector (31%) recorded a greater percentage of significant engagement than did the university sector (23%) relating to the *skills New Zealanders need to be part of the Knowledge Society*. This might be indicative of the ITP sector being more conscious of the need to be industry-focused in providing training for vocational outcomes, although one must be mindful of the limitations mentioned. This sector plays a key role (16%) in the development of *foundation skills*. While the PTE sector (13%) also plays a key role, the wānanga sector (0%) does not reveal engagement with industry stakeholders. This might be as a result of less importance being attached to reporting on engagement, rather than what happens in practice.

3.3.2 Profile analysis of TEP engagement with the professional stakeholder group

Table 3.3 presents reference and engagement scores and percentages for TEP's engagement with the professional stakeholder group. This group includes professions such as law, architecture, accountancy and health.

Professional stakeholders		Strategy						
Sector		Quality	Māori	Foundation	Knowledge	Pasifika	Research	Total
ITP	Reference maximum	3	3	3	3	3	3	3
	% Strategy reference – all stakeholders	44%	50%	35%	37%	21%	18%	35%
	Engagement maximum	3	2	2	3	0	0	3
	% Strategy engagement - professional stakeholders	19%	3%	8%	14%	0%	0%	8%
Uni	Reference maximum	3	3	2	3	2	3	3
	% Strategy reference – all stakeholders	39%	48%	13%	18%	16%	38%	30%
	Engagement maximum	3	0	0	3	0	2	3
	% Strategy engagement - professional stakeholders	13%	0%	0%	11%	0%	5%	6%
CoE	Reference maximum	2	2	2	2	2	2	2
	% Strategy reference – all stakeholders	36%	8%	13%	14%	13%	7%	16%
	Engagement maximum	2	0	2	2	0	0	2
	% Strategy engagement - professional stakeholders	14%	0%	13%	14%	0%	0%	7%
Wan	Reference maximum	2	3	2	2	1	2	3
	% Strategy reference – all stakeholders	5%	100%	8%	5%	0%	14%	23%
	Engagement maximum	0	0	0	0	0	0	0
	% Strategy engagement - professional stakeholders	0%	0%	0%	0%	0%	0%	0%
PTE	Reference maximum	2	3	2	2	2	2	3
	% Strategy reference – all stakeholders	14%	13%	21%	8%	8%	5%	11%
	Engagement maximum	2	0	0	2	0	0	2
	% Strategy engagement - professional stakeholders	1%	0%	0%	1%	0%	0%	0%
Total Reference maximum		3	3	3	3	3	3	3
Total % Strategy reference – all stakeholders		32%	41%	24%	23%	15%	17%	26%
Total Engagement maximum		3	2	2	3	0	2	3
Total % Strategy engagement – professional stakeholders		12%	1%	4%	9%	0%	1%	5%

Table 3.3. TEP – professional stakeholder TES strategy engagement scores

The professional stakeholder group’s engagement with the ITP and university sectors follows similar patterns to the previous table. It is notable that the ITP engagement falls away (0%) relating to the research strategy while the university has indicated some significant engagement, albeit very small (5%), relative to this strategy. Colleges of Education engage with a range of professional groups relative to the *capability and quality* (14%), *foundation skills* (13%), and *knowledge economy* (14%) strategies.

One ITP has as an institutional goal, “Strong connections with external stakeholders and partners”, with an objective within this goal to “...establish strong and lasting relationships with professional associations and industrial unions.” Within the table in the profile in which the TES strategies are aligned with the institution’s strategic plan, the objective included above is linked to TES strategy 1:3 “Greater collaboration with the research sector, the creative sectors, industry, iwi and communities.” Clearly, considerable effort has gone into aligning the specific direction being taken by this institution with the national strategies for tertiary education. However, profile guidelines do not demand detail relating to specific engagement with the “relevant professional associations.” This lack of detail would possibly account for the relatively low strategy engagement percentages recorded for this particular stakeholder group.

3.3.3 TEP - public sector stakeholder group

Table 3.4 presents data on TEPs' engagement with the public sector stakeholder group, which comprises groups such as central government agencies, regional government, city councils and Crown Research Institutes.

Public sector stakeholders		Strategy						
Sector		Quality	Māori	Foundation	Knowledge	Pasifika	Research	Total
ITP	Reference maximum	3	3	3	3	3	3	3
	% Strategy reference – all stakeholders	44%	50%	35%	37%	21%	18%	35%
	Strategy maximum	3	2	2	3	0	2	3
	% Strategy engagement - public sector stakeholders	20%	3%	6%	11%	0%	4%	8%
Uni	Reference maximum	3	3	2	3	2	3	3
	% Strategy reference – all stakeholders	39%	48%	13%	18%	16%	38%	30%
	Strategy maximum	3	0	0	3	0	2	3
	% Strategy engagement - public sector stakeholders	14%	0%	0%	14%	0%	20%	10%
CoE	Reference maximum	2	2	2	2	2	2	2
	% Strategy reference – all stakeholders	36%	8%	13%	14%	13%	7%	16%
	Strategy maximum	2	0	0	0	0	2	2
	% Strategy engagement - public sector stakeholders	14%	0%	0%	0%	0%	7%	4%
Wan	Reference maximum	2	3	2	2	1	2	3
	% Strategy reference– all stakeholders	5%	100%	8%	5%	0%	14%	23%
	Strategy maximum	0	0	0	0	0	0	0
	% Strategy engagement - public sector stakeholders	0%	0%	0%	0%	0%	0%	0%
PTE	Reference maximum	2	3	2	2	2	2	3
	% Strategy reference– all stakeholders	14%	13%	21%	8%	8%	5%	11%
	Strategy maximum	2	0	2	2	0	0	2
	% Strategy engagement - public sector stakeholders	7%	0%	8%	2%	0%	0%	3%
Total Reference maximum		3	3	3	3	3	3	3
Total % Strategy reference – all stakeholders		32%	41%	24%	23%	15%	17%	26%
Total Engagement maximum		3	2	2	3	0	2	3
Total % Strategy engagement – public sector stakeholders		14%	1%	5%	8%	0%	5%	6%

Table 3.4. TEP – public sector stakeholder TES strategy engagement scores

In Table 3.4, the significant contribution of the university sector (20%) to *research objectives* is revealed through their level of engagement with this sector. One example is provided by a university that links its table of TES strategies through to different sections of the profile. TES strategy six, “Strengthen research, knowledge creation and uptake for our knowledge society,” links to a section on collaboration that includes a sub-section on “External Research Contracts.” This university points to “390 research contracts....Most involve collaboration with New Zealand government departments, private sector companies, research associations, CRIs and local government bodies.” This example reveals some detail with regard to the extent of this university’s involvement with this specific stakeholder group but, not surprisingly, lacks detail relating to specific engagements with specific individual entities.

The university sector similarly engages with this stakeholder group concerning *capability and quality* (14%) and *knowledge society* (14%) objectives, as does the ITP sector (20% and 14%, respectively). Given the limitations of the profile data, there is evidence of significant reporting on engagement involving collaboration between both the university and ITP sectors and the public and government stakeholder group. To a lesser extent, PTE profiles reveal some significant engagement with this stakeholder group.

3.3.4 Profile analysis of TEP engagement with the tertiary education sector stakeholder group

Table 3.5 shows the engagement that the TEPs undertake in collaboration with their colleagues in the TEP sector.

Tertiary stakeholders		Strategy						
Sector		Quality	Māori	Foundation	Knowledge	Pasifika	Research	Total
ITP	Reference maximum	3	3	3	3	3	3	3
	% Strategy reference – all stakeholders	44%	50%	35%	37%	21%	18%	35%
	Strategy maximum	3	0	3	2	0	2	3
	% Strategy engagement - tertiary stakeholders	24%	0%	16%	3%	0%	4%	8%
Uni	Reference maximum	3	3	2	3	2	3	3
	% Strategy reference - all stakeholders	39%	48%	13%	18%	16%	38%	30%
	Strategy maximum	3	0	3	2	0	3	3
	% Strategy engagement - tertiary stakeholders	20%	0%	13%	2%	0%	9%	8%
CoE	Reference maximum	2	2	2	2	2	2	2
	% Strategy reference – all stakeholders	36%	8%	13%	14%	13%	7%	16%
	Strategy maximum	2	0	0	0	0	0	2
	% Strategy engagement - tertiary stakeholders	29%	0%	0%	0%	0%	0%	6%
Wan	Reference maximum	2	3	2	2	1	2	3
	% Strategy reference – all stakeholders	5%	100%	8%	5%	0%	14%	23%
	Strategy maximum	1	0	0	0	0	0	1
	% Strategy engagement - tertiary stakeholders	0%	0%	0%	0%	0%	0%	0%
PTE	Reference maximum	2	3	2	2	2	2	3
	% Strategy reference – all stakeholders	14%	13%	21%	8%	8%	5%	11%
	Strategy maximum	2	0	2	2	0	2	2
	% Strategy engagement - tertiary stakeholders	4%	0%	15%	1%	0%	1%	3%
Total Reference maximum		3	3	3	3	3	3	3
Total % Strategy reference – all stakeholders		32%	41%	24%	23%	15%	17%	26%
Total Engagement maximum		3	0	3	2	0	3	3
Total % Strategy engagement – tertiary stakeholders		17%	0%	13%	2%	0%	3%	6%

Table 3.5. TEP – tertiary sector stakeholder TES strategy engagement scores

The PTE profiles show significant levels of engagement with their colleagues in the sector specifically relative to *foundation skills* (15%) objectives. Industry will often have a mix of PTE and ITP providers for large components of their training, while universities will invariably be engaged for research activities. Examples of curriculum development involving a mix of university, ITP and ITO personnel were also revealed during the project.

Patterns of engagement responses for both the ITP and university sectors are very similar for the six STEP strategies. Much of this collaboration is undertaken through alliance relationships, memoranda of understanding and articulation arrangements through which ITP institutions feed students on to the universities. An example of collaboration is presented by a university through a table of its strategies that are linked to TES strategies and the STEP priorities. Linked to 1:2, “Increased differentiation and specialisation across the system”, the university expands: “Continue strategic dialogue with other tertiary institutions in our regions or common academic domains to optimise portfolio provision in the sector including [11 tertiary institutions listed]”. This was another example of numbers of engagements with names provided; however, there is a lack of detail on the quality of any of the specific engagements.

The significant engagement of the colleges of education, particularly relative to *capability development and quality* (29%), is indicative of the level of integration between these colleges and the university sector.

3.3.5 Profile analysis of TEP engagement with the secondary school stakeholder group

Table 3.6 reveals the extent to which the TEPs engage with secondary schools, typically to achieve appropriate transitions from the secondary school environment into tertiary institutions.

Secondary stakeholders		Strategy						
Sector		Quality	Māori	Foundation	Knowledge	Pasifika	Research	Total
ITP	Reference maximum	3	3	3	3	3	3	3
	% Strategy reference – all stakeholders	44%	50%	35%	37%	21%	18%	35%
	Strategy maximum	3	0	3	2	0	0	3
	% Strategy engagement - secondary stakeholders	9%	0%	19%	3%	0%	0%	5%
Uni	Reference maximum	3	3	2	3	2	3	3
	% Strategy reference– all stakeholders	39%	48%	13%	18%	16%	38%	30%
	Strategy maximum	2	0	3	0	0	0	3
	% Strategy engagement - secondary stakeholders	2%	0%	13%	0%	0%	0%	2%
CoE	Reference maximum	2	2	2	2	2	2	2
	% Strategy reference – all stakeholders	36%	8%	13%	14%	13%	7%	16%
	Strategy maximum	0	0	1	1	0	1	1
	% Strategy engagement - secondary stakeholders	0%	0%	0%	0%	0%	0%	0%
Wan	Reference maximum	2	3	2	2	1	2	3
	% Strategy reference – all stakeholders	5%	100%	8%	5%	0%	14%	23%
	Strategy maximum	0	0	0	0	0	0	0
	% Strategy engagement - secondary stakeholders	0%	0%	0%	0%	0%	0%	0%
PTE	Reference maximum	2	3	2	2	2	2	3
	% Strategy reference – all stakeholders	14%	13%	21%	8%	8%	5%	11%
	Strategy maximum	2	2	2	2	0	0	2
	% Strategy engagement - secondary stakeholders	2%	4%	13%	1%	0%	0%	3%
Total Reference maximum		3	3	3	3	3	3	3
Total % Strategy reference – all stakeholders		32%	41%	24%	23%	15%	17%	26%
Total Engagement maximum		3	2	3	2	0	1	3
Total % Strategy engagement – secondary stakeholders		5%	1%	14%	2%	0%	0%	3%

Table 3.6. TEP – secondary school stakeholder TES strategy engagement scores

A university profile records a strategy of “Continuation and further enhancement of the University’s distinctive spirit of community service and extension activity through”, amongst other initiatives, “meaningful engagement and, where appropriate, collaboration with diverse communities....” This strategy is linked to the STEP objective 1:3, “Greater collaboration with the research sector, the creative sectors, industry, iwi and communities.” In elaborating on this initiative with secondary school stakeholders, the University’s profile adds, “Strengthen links with schools in the University’s regions over the planning period through the following initiatives: [Followed by a list of six specific initiatives naming secondary schools or associations].” This was a good illustration of concrete examples of engagement that provided evidence of some ongoing initiatives and others that were still to be developed.

The ITP and university sectors once again mirror each other in many respects. Of particular interest is engagement relative to *foundation skills* (ITP 19%; university 13%). As will be seen in the next chapter, questions raised during focus group meetings included whether universities should be engaged in this type of activity and, more broadly, whether tertiary education institutions were not undertaking training that should have been completed in secondary schools. There is little doubt that Gateway type programmes have blurred the divisions between the secondary and tertiary sectors. Clearly, too, PTEs are also engaging (13%) the secondary school stakeholder group with regard to *foundation skill* objectives.

3.3.6 Profile analysis of TEP engagement with the Māori stakeholder groups

Table 3.7 reveals the extent of engagements with Māori stakeholder groups.

Māori stakeholder		Strategy						
Sector		Quality	Māori	Foundation	Knowledge	Pasifika	Research	Total
ITP	Reference maximum	3	3	3	3	3	3	3
	% Strategy reference – all stakeholders	44%	50%	35%	37%	21%	18%	35%
	Strategy maximum	3	3	2	3	0	2	3
	% Strategy engagement – Māori stakeholders	15%	62%	9%	11%	0%	1%	17%
Uni	Reference maximum	3	3	2	3	2	3	3
	% Strategy reference – all stakeholders	39%	48%	13%	18%	16%	38%	30%
	Strategy maximum	3	3	2	2	0	3	3
	% Strategy engagement – Māori stakeholders	13%	58%	3%	4%	0%	16%	17%
CoE	Reference maximum	2	2	2	2	2	2	2
	% Strategy reference – all stakeholders	36%	8%	13%	14%	13%	7%	16%
	Strategy maximum	1	2	0	0	0	2	2
	% Strategy engagement – Māori stakeholders	0%	42%	0%	0%	0%	7%	9%
Wan	Reference maximum	2	3	2	2	1	2	3
	% Strategy reference – all stakeholders	5%	100%	8%	5%	0%	14%	23%
	Strategy maximum	3	3	3	3	1	3	3
	% Strategy engagement – Māori stakeholders	10%	100%	25%	14%	0%	14%	28%
PTE	Reference maximum	2	3	2	2	2	2	3
	% Strategy reference – all stakeholders	14%	13%	21%	8%	8%	5%	11%
	Strategy maximum	2	3	2	2	0	0	3
	% Strategy engagement – Māori stakeholders	5%	22%	10%	4%	0%	0%	7%
Total Reference maximum		3	3	3	3	3	3	3
Total % Strategy reference – all stakeholders		32%	41%	24%	23%	15%	17%	26%
Total Engagement maximum		3	3	3	3	1	3	3
Total % Strategy engagement - Māori stakeholders		11%	52%	9%	8%	0%	5%	15%

Table 3.7. TEP – Māori stakeholder TES strategy engagement scores

It is of little surprise that we find wānanga profiles recording engagement across a broad range of TES strategies in addition to *Māori aspirations* (100%). Other strategies that feature are *foundations skills* (25%), *knowledge economy* (14%), and *research* (14%).

The only reference score of 3 for the PTEs relates to the strategy of *Māori aspirations*, with significant engagement involving objectives within this strategy at 22% for this tertiary provider component.

ITP and university profiles report engagement percentages of 62% and 58%, respectively, for the *Māori aspirations* strategy, results that outperform any other strategy engagement percentages.

An example from an ITP in reference to Step objective 2:11 serves to illustrate a commitment to “Robust options for kaupapa Māori tertiary education that reflects Māori aspirations.” This institute’s strategies include the following: “Develop and maintain relationships with Māori organisations and iwi”, and “Develop the capacity for Māori research in the region.” However, while this reference to engagement with Māori provides evidence of a strategy, it lacks detail with regard to the action plan.

It was also noted that while colleges of education only achieved scores of 2 for strategy reference and level of engagement, the profiles of this component of the tertiary education sector reported a 42% score for engagement at the 2-3 level across the *Māori aspiration* objectives.

In summary, the levels of profiles reporting significant engagement for the tertiary education organisations are more active and dynamic with the Māori stakeholder group than they are with any other stakeholder group. No less than 52% of the objectives within the strategy, *contribute to the achievement of Māori development aspirations*, in the profiles of the total sample of tertiary education institutions report significant engagement with Māori stakeholder groups. The next highest score is 25% of the objectives within the *educate for Pacific peoples’ development and success* strategy,

reflecting the significant engagement between the tertiary education institutions and the Pasifika stakeholder groups.

Notwithstanding the limitations of the 2005-07 profiles in terms of their recording of engagement with stakeholder groups, the level of engagement with Māori stakeholder groups about *the development of Māori aspirations* is very high.

3.3.7 Profile analysis of TEP engagement with the Pasifika stakeholder groups

Table 3.8 provides information on TEPs' engagement with Pasifika stakeholder groups.

Pasifika stakeholder		Strategy						
Sector		Quality	Māori	Foundation	Knowledge	Pasifika	Research	Total
ITP	Reference maximum	3	3	3	3	3	3	3
	% Strategy reference – all stakeholders	44%	50%	35%	37%	21%	18%	35%
	Strategy maximum	2	0	2	2	3	0	3
	% Strategy engagement- Pasifika stakeholders	6%	0%	3%	6%	35%	0%	7%
Uni	Reference maximum	3	3	2	3	2	3	3
	% Strategy reference– all stakeholders	39%	48%	13%	18%	16%	38%	30%
	Strategy maximum	1	0	0	0	3	0	3
	% Strategy engagement- Pasifika stakeholders	0%	0%	0%	0%	22%	0%	3%
CoE	Reference maximum	2	2	2	2	2	2	2
	% Strategy reference– all stakeholders	36%	8%	13%	14%	13%	7%	16%
	Strategy maximum	0	0	0	0	2	0	2
	% Strategy engagement- Pasifika stakeholders	0%	0%	0%	0%	38%	0%	4%
Wan	Reference maximum	2	3	2	2	1	2	3
	% Strategy reference– all stakeholders	5%	100%	8%	5%	0%	14%	23%
	Strategy maximum	0	0	0	0	0	1	1
	% Strategy engagement- Pasifika stakeholders	0%	0%	0%	0%	0%	0%	0%
PTE	Reference maximum	2	3	2	2	2	2	3
	% Strategy reference– all stakeholders	14%	13%	21%	8%	8%	5%	11%
	Strategy maximum	2	0	2	2	2	0	2
	% Strategy engagement- Pasifika stakeholders	2%	0%	2%	1%	15%	0%	3%
Total Reference maximum		3	3	3	3	3	3	3
Total % Strategy reference- all stakeholders		32%	41%	24%	23%	15%	17%	26%
Total Engagement maximum		2	0	2	2	3	1	3
Total % Strategy engagement - Pasifika stakeholders		3%	0%	2%	3%	25%	0%	4%

Table 3.8. TEP – Pasifika stakeholder TES strategy engagement scores

The anticipated engagement activity would be related to the *educate for Pacific peoples' development and success* strategy. Significant levels of engagement for this strategy were recorded for ITPs (35%), Universities (22%) and Colleges of Education (38%). The latter percentage is particularly encouraging given the focus on teacher training and the value of that to the development of the Pasifika community. While PTEs record that 15% of these objectives involve significant engagement, the wānanga (0%), on the other hand, do not record any engagement possibly due to the lesser importance attached to reporting on engagement.

A university records “Develop a University strategy for Pasifika” as one of its strategies and planned changes. It links this strategy to TES objective 5:25: “Pacific learners are encouraged and assisted to develop skills that are important to the development of both the Pacific and New Zealand,” and additionally to 5:26: “A tertiary education system that is accountable for improved Pacific-learning outcomes.” The specific strategic objective reads:

Continue to invest in *support for all students*, but especially Māori students, Pacific Island students and others with special learning support needs. The University recognises that mentoring arrangements are an important part of support for students and will extend to these schemes to improve student retention and completion rates.”

One initiative documented to assist achieve the above strategic objectives in this university reads: “Explore and develop appropriate structures for the support of Pacific Island students and establish a Pasifika strategy.” This example illustrates detail in terms of the link between the strategic objectives of that institution and the TES strategy and STEP priorities. While it does not provide concrete examples of engagement with a specific group, it does provide detail regarding intentions to engage a population group.

3.3.8 Profile analysis of TEP engagement with the international education stakeholder groups

Table 3.9 includes evidence of profile-recorded engagement between TEPs and their international education stakeholders, vital in terms of export education objectives.

International stakeholders		Strategy						
Sector		Quality	Māori	Foundation	Knowledge	Pasifika	Research	Total
ITP	Reference maximum	3	3	3	3	3	3	3
	% Strategy reference – all stakeholders	44%	50%	35%	37%	21%	18%	35%
	Strategy maximum	3	2	2	2	0	2	3
	% Strategy engagement- international stakeholders	11%	4%	1%	3%	0%	3%	4%
Uni	Reference maximum	3	3	2	3	2	3	3
	% Strategy reference– all stakeholders	39%	48%	13%	18%	16%	38%	30%
	Strategy maximum	3	0	2	0	0	3	3
	% Strategy engagement- international stakeholders	14%	0%	3%	0%	0%	13%	6%
CoE	Reference maximum	2	2	2	2	2	2	2
	% Strategy reference– all stakeholders	36%	8%	13%	14%	13%	7%	16%
	Strategy maximum	2	0	0	2	0	2	2
	% Strategy engagement- international stakeholders	14%	0%	0%	7%	0%	7%	6%
Wan	Reference maximum	2	3	2	2	1	2	3
	% Strategy reference– all stakeholders	5%	100%	8%	5%	0%	14%	23%
	Strategy maximum	0	0	0	0	0	0	0
	% Strategy engagement- international stakeholders	0%	0%	0%	0%	0%	0%	0%
PTE	Reference maximum	2	3	2	2	2	2	3
	% Strategy reference– all stakeholders	14%	13%	21%	8%	8%	5%	11%
	Strategy maximum	2	0	2	2	0	2	2
	% Strategy engagement- international stakeholders	7%	0%	6%	4%	0%	4%	4%
Total Reference maximum		3	3	3	3	3	3	3
Total % Strategy reference - all stakeholders		32%	41%	24%	23%	15%	17%	26%
Total Engagement maximum		3	2	2	2	0	3	3
Total % Strategy engagement - international stakeholders		10%	2%	3%	3%	0%	5%	4%

Table 3.9. TEP– International education stakeholder TES strategy engagement scores

The levels of engagement between the tertiary education sector and this important stakeholder group is modest, with 11%, 14% and 14% being reported for significant engagement relating to the *strengthen systems and capability* strategy for the ITPs, universities and colleges of education respectively. There is some engagement by the university sector (13%) with regard to the *strengthen research, knowledge creation and uptake* strategy. Given the increasing importance of international students to the viability and enrichment of tertiary education in New Zealand, there appears to be room for increased engagement between the TEP sector and this stakeholder group. Having said that, it is important to note that this engagement might be better reported in other sections of the profile documents.

One example is an ITP that has “Internationalisation” as a strategic direction spelled out in a short paragraph. To achieve this outcome, the following three strategies are documented under the strategic direction heading, ‘Raise the profile of internationalisation at X’:

Foster a supportive culture that celebrates diversity and increases knowledge and understanding of global perspectives and cultures; Review existing courses to enhance international aspects of learning and understanding of different cultural environments and practices; Improve global opportunities for staff and students.

These strategies are linked to the following TES objectives that refer specifically to the international stakeholder group:

1:4 “Sustainable growth of export education capability centred on a reputation for quality teaching and pastoral care.”

5:25 “Pacific learners are encouraged and assisted to develop skills that are important to the development of both the Pacific and New Zealand.”

5:26 “A tertiary education system that is accountable for improved Pacific learning outcomes and connected to Pacific economic aspirations.”

It is clear that the institution has a goal of establishing links with tertiary education institutions abroad. However, there are no concrete examples of engagement with specific international stakeholders, possibly because this level of detail not being a requirement in profile reporting.

Further examination of the profile finds the third strategy “improved global opportunities for staff and students,” featured again as strategy 19 in a section on “Strategies, objectives, measures and targets.” Objective 19.1 states: “Increase international links through international consultancy and/or research projects and staff and student international exchanges.” Targets include: “Develop at least one new international consultancy and/or research project annually; At least one international research scholar invited annually; Staff and students offered opportunities for international exchanges.” The purpose of including this detail is to show the trouble taken by profile writers to spell out institutional strategic directions and initiatives being undertaken to apply strategies. However, this does not guarantee detail relating to specific stakeholder engagement. Profile purposes will need to change and writing guidelines will need to be explicit if this information is to be gleaned consistently from profiles.

3.3.9 Profile analysis of TEP engagement with community stakeholder groups

Table 3.10 provides evidence of modest, yet consistent, reported engagement activity between a broad range of the TEPs and general community stakeholder groups.

Community stakeholders		Strategy						
Sector		Quality	Māori	Foundation	Knowledge	Pasifika	Research	Total
ITP	Reference maximum	3	3	3	3	3	3	3
	% Reference engagement – all stakeholders	44%	50%	35%	37%	21%	18%	35%
	Community maximum	3	2	3	3	2	1	3
	% Community engagement – community stakeholders	19%	1%	21%	21%	1%	0%	11%
Uni	Reference maximum	3	3	2	3	2	3	3
	% Reference engagement– all stakeholders	39%	48%	13%	18%	16%	38%	30%
	Community maximum	2	0	2	2	0	0	2
	% Community engagement – community stakeholders	16%	0%	13%	16%	0%	0%	8%
CoE	Reference maximum	2	2	2	2	2	2	2
	% Reference engagement– all stakeholders	36%	8%	13%	14%	13%	7%	16%
	Community maximum	3	0	0	2	0	0	3
	% Community engagement – community stakeholders	21%	0%	0%	7%	0%	0%	6%
Wan	Reference maximum	2	3	2	2	1	2	3
	% Reference engagement– all stakeholders	5%	100%	8%	5%	0%	14%	23%
	Community maximum	1	0	2	2	0	0	2
	% Community engagement - community stakeholders	0%	0%	8%	10%	0%	0%	3%
PTE	Reference maximum	2	3	2	2	2	2	3
	% Reference engagement– all stakeholders	14%	13%	21%	8%	8%	5%	11%
	Community maximum	2	2	2	2	2	0	2
	% Community engagement – community stakeholders	6%	3%	4%	5%	4%	0%	4%
Total Reference maximum		3	3	3	3	3	3	3
Total % Reference engagement - all stakeholders		32%	41%	24%	23%	15%	17%	26%
Total Engagement maximum		3	2	3	3	2	1	3
Total % strategy engagement - community stakeholders		14%	1%	13%	15%	2%	0%	8%

Table 3.10. TEP – General community stakeholder STEP strategy engagement scores

Education has come to be considered a “life long” activity with the result that the general community is considered to be a stakeholder group in its own right. The place of “community education”, involving different levels of assessment has been a prominent topic of discussion and government has wrestled with the question about appropriate funding for this level of education.

Of interest is the engagement reported for the *strengthen system capability and quality* strategy by the ITP (19%), University (16%), Colleges of Education (21%) and PTE (6%) sectors. There was evidence in the profiles that the institutions are generally working hard to gain the confidence of the general community as to the quality of their programmes.

There was similar activity reported for the *raise foundation skills so that all people can participate in our Knowledge Society* strategy. This would be an anticipated realm of engagement as members of this stakeholder group possibly engaged in tertiary education for the first time at a later stage of life. The purpose here is to enable all New Zealanders to participate in the Knowledge Society through increased access to programmes of choice. The TEP sectors reporting significant engagement related to objectives within this strategy include the ITPs (21%), Universities (13%), Wānanga (8%) and PTEs (4%). Given the limitations reported earlier, in practice there is possibly more activity than has been reported in the profiles. However, it would be fair to say that there is scope for further improvement with regard to engagement with this stakeholder group.

Finally, a comment should be made about the *develop the skills New Zealanders need for our Knowledge Society* strategy which sees all components of the tertiary education system reporting significant engagement about objectives within this strategy. This level of engagement points again to the importance of the general community as a stakeholder group in its own right that must be given due consideration by the tertiary education sector.

3.4 Conclusion

It is very important to acknowledge the tremendous amount of work that is being put into the writing of profile documents. This must be at significant cost to the providers and it is therefore vital that the Ministry of Education and the TEC think through the cost-benefit derived from painstaking detail being written into such documents. Institutions deserve to be commended for the commitment made overall at this early phase of charter and profile writing.

Analysis of the section relating to engagement with stakeholders about TES and STEP has revealed that detail relating to engagement is clearly of secondary importance as a requirement of profile reporting. This results in inconsistent reporting of this detail. Should the TEC want to make decisions about engagement based on robust profile data, reporting of this detail would have to become a primary goal in profile reporting. Clear guidelines would need to be provided to encourage standardisation in reporting if these documents are to afford the TEC access to such important information.

So long as reporting of engagement detail remains of secondary importance in profiles, the TEC is unlikely to impress upon providers the importance of this process. It is suggested that some mechanism or strategy is required that places engagement detail at the forefront so that appropriate attention is drawn to the importance of this process. This is clearly a problem that deserves an investigation of its own.

One suggestion that is unlikely to receive a favourable response from providers is the notion of a report that specifically addresses stakeholder engagement detail relating to TES and STEP. This would place engagement at the forefront but it would mean further administrative time given to reporting.

A further suggestion is that “Inspired Advisory Committees” (see Conceptual Model in the concluding chapter) assume a responsibility for documenting ongoing engagement detail with stakeholders following a template that would make provider-wide collation of consistent data a relatively easy process. This would provide a detailed record of engagement activity and thus avoid the hesitancy profile writers have of revealing all initiatives in advance as in profiles.

Consultation with some profile writers confirmed that the provision of detail regarding engagement is problematic for three reasons. Firstly, engagement detail is of secondary importance in profiles. Secondly, institutions have been asked to limit the length of their documents. Notwithstanding this recommendation, one institution has found that in order to satisfy TEC demands their profile has grown from a 60-page document to a 160-page document. The third difficulty is the strategic imperative that is lost through revealing the “full hand” of the institutions in terms of its specific relationships with stakeholder groups.

CHAPTER FOUR: MAJOR FINDINGS: TERTIARY EDUCATION PROVIDERS' VIEWS ON THEIR ENGAGEMENT WITH STAKEHOLDERS

4.1 Introduction

In order to supplement the information derived from TEPs' profiles, as reported in Chapter Three, an additional survey was conducted. This took the form of a questionnaire that asked TEPs to provide examples of their stakeholder engagement in relation to teaching, research and commercial activities. As well, the institutions were asked to rate their overall level of engagement, their satisfaction with that level and their views on the extent to which their institution contributed to the economic and social goals of the stakeholders.

In the following sections, tables will be presented to show the patterns of responses to the four rating scales. The first of these, concerning TEPs' estimates of their levels of engagement with stakeholders, is followed by examples of that engagement as reported for each of the nine stakeholder groups.

As well, a detailed outline of one TEP's actual and planned engagement with its stakeholders is presented in Appendix I.

4.2 Levels of engagement

From Table 4.2 it can be seen that the TEPs rated their level of engagement as moderate to substantial for almost all of the stakeholder groups. The highest ratings accrued to business and industry, professional organisations and bodies, and secondary schools. Engagement with Pasifika groups received the lowest ratings, with three TEPs describing this as minimal and only one as substantial.

Overall levels of institutions' engagement with stakeholder groups	None	Minimal	Moderate	Substantial
Local and central government bodies	T		U P2 P3 Us1 Us2 P4 P6	P1 C
Business and industry			C Us1 P4 P6	U P1 T P2 P3
Professional organisations and bodies			T C P2 P6	U P1 Us1 Us2 P4
Overseas institutions, government agencies		P1	U P2 C Us1 P4 P6	T Us2
Other NZ TEPs		T Us1	P1 P2 P3 P4 P6	U C Us2
Pasifika groups		U P4 Us2	T C P1 P2 P6	Us1
Māori organisations			U P1 Us1 P4 P6 T	C P2 Us2
Secondary schools	T	P1	P2 P3 P4 P6	U C Us1 Us2
Community in general		U C	P2 P4 Us1 P6	T

Key: U=University, Us=University School, P=Polytechnic, T=Private Training Provider, C=College of Education

Table 4.1. TEPs' estimates of their levels of engagement with stakeholder groups

4.3 Examples of engagement with various stakeholders

The following will report on examples of the types of engagement reported by the TEPs who responded to the survey. Each stakeholder group will be reported on with reference to their

engagement through teaching, research and commercial activities. The acknowledgements in brackets refer to the institutions' codes used in Table 4.1.

4.3.1 Local and central government bodies

Examples of engagement include:

- Membership on various programmes' advisory boards (Us1, P1, C, P6)
- Staff participation on a board of a local innovation organisation (Us1)
- Meetings with local body councils, for example to develop an energy strategy for the region (Us1)
- Meetings with a cross-business organisation to assist in developing a regional development strategy (Us1)
- Arranging seminar presentations by Ministry of X speakers (Us1)
- Meetings with Reserve Bank staff to discuss macroeconomic and monetary economics education (Us1)
- X City Council has sponsored 6 meetings to assist engagement with industry groups resulting in contracts with six companies (P1)
- Research contracts with regional environment council (Us2)
- Regional Advisory Committees have been established in three regions covered by the institution (P2)
- Regular meetings with District Councils and DHBs (P2)
- Research into industry needs with local councils and EDAs (P2)
- Local governments considering establishing scholarships for district ratepayers (P3)
- Joint teaching appointment with local DHB (P4)
- Member of management board of a SPARC-funded activity programme (P4)
- Tailored newsletter to Minister of Education and main contacts in Ministry of Education outlining good news stories (P6)
- Feed into local City Council's and District Council's strategic planning process, with reciprocal arrangements to feed into X's planning; personal meetings (P6)
- Council members linked to particular City Councillors (P6)

4.3.2 Business and industry

Examples of engagement include:

- Membership on various programmes' advisory boards (P4, C, P2, Us1, P6)
- Joint credit recognition and programme development with two ITOs (U)
- Industry learning projects for students arranged with individual employers (P4)
- Extending links with ITOs through a new appointment using Business Links Fund (P4)
- Monthly Farmsafe meetings (P3)
- Industry representatives teach some off-site courses (T)
- Run courses promoted in partnership with NZIM and NZICA (C)
- Partnerships with English Language Schools to articulate students into qualifications (C)
- Meetings with business organisations in relation to students' workplace research projects (C)
- Conducted surveys of needs/skills gaps (P2)
- Delivering ITO off-job training contracts P1)
- Delivering management training for X company (P1)
- Corporate partnerships for customised Executive Education programmes (Us1)
- Conducting benchmarking for industry clients (Us1)
- Involvement in various sustainable business organisations (Us1)
- Close working relationships – including partnerships- with industry and ITOs (P5)
- Close relationship with local business organisation, with invitations to contribute to consultation process and to participate in events; distribution of reports (P6)

4.3.3 Professional organisations and bodies

Examples of engagement include:

- Regular involvement with NZ Institute of Chartered Accountants (Us1)
- Regular involvement of various professional bodies (e.g., NZ Nurses Organisation, Funeral Directors Association, Drug and Alcohol Practitioners Association) on various programme advisory committees (P1)
- Regular contributions to industry publications (P1)
- Meetings with professional organisations to discuss industry competency requirements (P1)
- Consultation with the Teachers Council (C)
- Close relationship with Nursing Council, NZIM and NZICA (P4)
- Myriad professional and accreditation bodies (e.g., NZICA) (U)
- Close links with NZ Council for Legal Education, Institute of Professional Legal Studies, Arbitrators and Mediators Institute of NZ, NZ College of Law, and X District Community Law Centre (Us3)

4.3.4 Overseas institutions and government agencies

Examples of engagement include:

- A number of staff are members of Academic Advisory Boards of off-shore universities, colleges and schools (Us1)
- Regular meetings with a wide variety of X schools around the world to develop exchanges, joint programmes and pathways (Us1)
- Developing links between local industry, the School and international universities (Us1)
- Regular meetings with Trade New Zealand's off-shore offices (Us1)
- Meetings with off-shore commercial organisations for development of programmes and research (Us1)
- Exchange teaching and student opportunities (e.g., French exchanges) (P1)
- Hosting tours by representatives from government departments (e.g., China) (P1)
- Agreements with a range of overseas universities and organisations (e.g., East-West Center, USP, British Museum, Smithsonian Institution) (Us2)
- Meeting with Indian nursing organisations (P2)
- Pacific and Australian institutions (e.g., in Tonga and Samoa) provide feedback on programmes (C)
- Griffith University has delivered a conjoint programme with one of our Schools (C)
- Providing courses, student and staff exchanges, programme recognition and articulation under formal agreements with universities in Vietnam, Japan, and South Asian nations via an ODA contract (P4, U)

4.3.5 Other New Zealand TEPs

Examples of engagement include:

- Articulation agreements with polytechnics (Us1)
- Establishment of a 3-Poly Group with a joint website and a joint research ethics committee (P1)
- Research committee members contact each other across Institutes to share issues and ideas (P2)
- The X Tertiary Alliance has formal meetings which at times focus on programmes (C)
- Academics from other TEPs are on the Advisory Groups for some of the Schools (C)
- Joint delivery of a graduate diploma with X University (P4)
- Discussion with X University about possibility of developing a joint postgraduate programme in X (P4)

- Member of a range of ITP networks (P5)
- Member of X Tertiary Education Cluster and a joint strategy forum focusing on the region (P6)

4.3.6 Pasifika groups

Examples of engagement include:

- Establishment of research collaboration with a regional Pacific Island Advisory Board and presentation of research findings to that Board's stakeholder groups (Us1)
- Invitations to attend several community fono (Us1)
- Advice requested by commercial and not for profit Pacific Island groups, as well as Pacific Island nations' representatives on potential for tourism and other enterprises based on cultural resources (Us1)
- MoUs with Rarotongan interests (P1)
- MoU being developed with a Pacific PTE with the aim of sharing resources and providing pathways for the PTE students (P1)
- Member of Ministry's Taianoa Group, which meets monthly (P1)
- Co-hosting arrangements with a Pacific Business Trust, which may lead to a formal commercial arrangement (P1)
- Hosted officials from Ministry of Pacific Islands Affairs (P1)
- A Pacific Islands Advisory Committee established in 2004 (P2)
- Members of Pasifika community on various subject and School advisory groups (C)
- Members of Pasifika community provide feedback on the marketing strategies used by the College (C)
- A range of Pasifika events are conducted each year (C)
- Conducting research into literacy achievement among Pasifika children (C)
- Pasifika Liaison Officer has links into Pasifika community (P4)
- University has a Pasifika Students Association (U)
- Pacific Coordinator responsible for liaison with Pasifika community, including providing regular newsletters and reports (P6)

4.3.7 Māori organisations

Examples of engagement include:

- Active collaboration with a wide range of Māori organisations (e.g., Te Runanganui O Taranaki Whanui, Te Whare Wānanga o Awanuiarangi, Tamaiti Whangai, Te Awakarangi Governance Board Aotearoa Māori providers, and various local marae (P1)
- Involvement with a range of Māori organisations throughout the country with teaching and research (Us2)
- Māori organisations are represented on various programme advisory committees and on regional campuses (P2, C, P4)
- Strategic relationship with local iwi through a shareholding in a commercial group (C)
- Joint projects with local iwi, e.g., use of its sites for teaching some courses (P4)
- Regular consultation meetings with the X Runanga, which has led to the appointment of a Development Officer to lead our contributions to Māori economic, social and cultural development in our region (P5)
- Director of Indigenous Development's responsibilities include organising meeting with each iwi at least once a year and organising Council Chair to attend (P6)
- Specific newsletter on Council's decisions and institution's actions of particular importance to Māori, plus student success stories (P6)

4.3.8 Secondary schools

Examples of engagement include:

- Four local school principals are on Stakeholder Council and Advisory Board (Us1)
- Provided leadership sessions and motivational speakers to local secondary schools (Us1)
- Invitations to careers advisors to participate in events to learn about X (P1)
- Tutors participate in various secondary school classes to demonstrate new teaching techniques or technology (P1)
- Participation in STAR programme (Us2, P3)
- Representation on Regional Advisory Committees and Stakeholder Advisory Committees (P2)
- Irregular meetings with careers advisers and principals in a curriculum alignment project (P2)
- One-off research projects involving schools (P2)
- Principals and secondary school teachers are members of subject and programme advisory groups and various special topic investigations (C, P6)
- Bi-annual surveys of employers of teachers (C)
- Ongoing work with a number of high schools over curriculum alignment (P4)
- All high school deans invited to campus once a year (P4)
- A designated liaison/development staff member who works with careers advisers and other teachers (P6)
- Principals are on the Register of Interest and invited to attend Polytechnic functions (P6)

4.3.9 Community in general

Examples of engagement include:

- Stakeholder Forum, comprising community organisations, meets twice yearly (Us1)
- Academic staff on various community boards (Us1)
- Representation on Regional Advisory Committees and Stakeholder Advisory Committees (P2)
- Some attempt to gain feedback from the general public through newspaper adverts and the website (C)
- CEO is member of a network of Chief Executives in the region (P5)
- Council membership drawn from all areas of region (P5)
- Register of Interest compiled and members provided with Community Reports, invitations to participate in consultation meetings and other occasions (P6)

4.4 TEPs' satisfaction with their levels of engagement

On the whole, TEPs expressed satisfaction with their levels of engagement with most stakeholder groups. The highest ratings were accorded to professional organisations and bodies, with four of the TEPs expressing high levels of satisfaction. The lowest ratings were for engagement with secondary schools, with three TEPs expressing dissatisfaction with their level of engagement; on the other hand this group also revealed a considerable spread, with three TEPS being very satisfied.

Institutions' satisfaction with their levels of engagement with stakeholder groups	Very dissatisfied	Dissatisfied	Fairly satisfied	Very satisfied
Local and central government bodies			Us1 Us2 P2 C P3 P4 U P6	P1 T
Business and industry			P1 Us1 P2 C P4 U P6	T P3
Professional organisations and bodies			P2 C T U P6	P1 Us1 Us2 P4
Overseas institutions, government agencies		P1	Us1 Us2 P2 C P4 UP6	T
Other NZ TEPs			Us1 Us2 P2 T P3 P4 U P6	P1 C
Pasifika groups		U	P1 Us1 Us2 P2 C P6	T
Māori organisations		Us1	P1 P2 P4 U P6	Us2 C T
Secondary schools		P1 P2 U	Us1 P3 P4 P6	Us2 C T
Community in general			Us1 P2 C P4 P6U	T

Key: U=University, Us=University School, P=Polytechnic, T=Private Training Provider, C=College of Education

Table 4.2. TEPs' satisfaction with their levels of engagement with stakeholder groups

4.5 TEPs' contributions to stakeholders' economic goals

TEPs' views on their contributions to stakeholders' economic goals were very diverse and typically ranged across the spectrum from no to substantial contributions for all nine stakeholder groups. The highest rankings were accorded to local and central government bodies and business and industry, while the lowest were for overseas institutions, other New Zealand TEPs and secondary schools. These low ratings are not altogether surprising, but what might be of concern is the relatively low ratings given to Pasifika groups, with 4 TEPs considering that they had no or minimal impact on that groups' economic goals.

Institutions' contribution to the economic goals of stakeholder groups	None	Minimal	Moderate	Substantial
Local and central government bodies	P1 C	P3	Us2	Us1 P2 T P4 U
Business and industry		C	Us1 P4	P1 P2 T P3 U
Professional organisations and bodies	C T		P1 P2 P4	Us1 Us2 U
Overseas institutions, government agencies	P1	Us1 P2 C T P4 U		Us2
Other NZ TEPs	T	Us1 C P4	P1 Us2 P2 P3 U	
The community in general	C		Us1 P2	T P4 U
Pasifika groups	Us2 C T	P4	P1 P2 U	Us1
Māori organisations			P1 Us1 P2 C T U	Us2 P4
Secondary schools	P1 Us1 T	Us2 P2 C U	P3	

Key: U=University, Us=University School, P=Polytechnic, T=Private Training Provider, C=Coll of Education

Table 4.3. TEPs' opinions on their contributions to the economic goals of stakeholder groups

4.6 TEPs' contributions to stakeholders' social goals

TEPs were also asked for their views on the extent to which they contribute to stakeholders' social goals. With the understandable exception of overseas institutions, the ratings were generally clustered around the moderate to substantial end of the continuum, the highest ranking being accorded to the contributions to the social goals of local and central government bodies.

Institution's contributions to the social goals of stakeholders	None	Minimal	Moderate	Substantial
Local and central government bodies		C P3	Us1 Us2	P1 P2 T P4 U
Business and industry			P1 Us1 P2 C P4	T U
Professional organisations and bodies		C T	Us1 P2 P4	P1 Us2 U
Overseas institutions, govt agencies		P1 P2 C T P4 U	Us1	Us2
Other NZ TEPs	T	C P4	Us1 P2 P3 U	P1 Us2
The community in general	C		Us1 P2	T P4 U
Pasifika groups		C	P1 Us2 P2 T P4 U	Us1
Māori organisations			P1 Us1 P2 C T U	Us2 P4
Secondary schools	P1 T	P2 U	Us1 P3 P4	Us2 C

Key: U=University, Us=University School, P=Polytechnic, T=Private Training Provider, C=Coll of Education

Table 4.4. TEPs' opinions on their contributions to the social goals of stakeholder groups

4.7 Conclusion

Before drawing the above threads together, it is necessary to express two caveats. Firstly, given that responses were received from only 10 TEPs, it is clear that the engagements referred to cannot be seen to portray a comprehensive picture of the total sector. Secondly, the quality of the information provided by those 10 TEPs varied greatly in quality, with several presenting very detailed examples and others giving only cursory detail. Nevertheless, we are confident that the examples provided are representative of the kinds of stakeholder engagement that takes place.

When reflecting on the information provided in this chapter, several points stand out.

- TEPs recognise and respond to a wide range of stakeholders. We have focused on nine broad categories, but within each of them there is a very wide range of interested parties.
- TEPs generally note that their engagement with stakeholders is at a moderate to substantial level, that they are generally satisfied with these levels, but they have mixed views as to their contributions to their stakeholders' economic and social goals.
- Engagement takes many forms, the main ones alluded to being:
 - stakeholders' membership of formal consultative structures such as advisory committees;
 - ad hoc meetings with relevant stakeholders, sometimes collectively, sometimes individually;
 - TEP representation on various boards and committees of stakeholders in local and central government, business and industry;
 - research projects conducted on or with stakeholders;
 - the distribution of newsletters;

- working through relationships with ITOs;
- teaching-oriented collaboration, including jointly taught courses and student work experience placement;
- delivery of customised courses for various stakeholder groups;
- consultation with professional bodies for accreditation and advice on programmes;
- MoUs with overseas educational institutions;
- articulation agreements and strategic alliances with other TEPs;
- engagement with Māori and Pasifika organisations;
- liaison with secondary schools.

Clearly, engagement with stakeholders is a complex, demanding and evolving process as TEPs endeavour to align their programmes with the needs of their communities. How well they are perceived by the stakeholders to be doing this will be addressed in the next chapter.

CHAPTER FIVE: MAJOR FINDINGS: STAKEHOLDERS' PERSPECTIVES

5.1 Introduction

This section provides an overview of the interviews conducted with the 10 stakeholder groups outlined in Chapter Two.

It is based on the summaries of the recorded group interviews, prepared by the moderators of the interviews, and on a number of interviews with individuals.

The headings used in this chapter correspond to the headings under which the interview transcripts were summarized. The numbers in the references refer to the sections of the interview transcript summaries.

5.2 Amount of engagement

Many groups reported that there was little, or just patchy, ad hoc engagement.³

Representative comments include:

In my involvement with various industry organisations, I don't recall an approach from the university on what our needs are, and as a farmer I don't recall every being asked.⁴

Personally, I think [the level of engagement] is quite minimal. They always profess to be there if we need them, but they don't have a visible presence.⁵

Nobody ever comes to us and says, 'How do you think things are going, i.e. in a bigger picture, or is what we are teaching them in a classroom fitting with your needs at the coalface?' Certainly none of that, no, ever.⁶

Nobody's ever come to us and said, in this training programme, are your needs as an organisation being met?⁷

The member of the Education group who works for a training company producing instructional materials for in-house-facilitation of training for clients explained that they had very little direct contact with the tertiary education sector. The nature of the training is two-day workshops specifically tailored for the client, rather than formal courses completed for qualifications. The only contact between her organisation and the tertiary sector appeared to be with the TEC.⁸

There clearly were variations in the level of engagement between individual institutions, and the level also varied according to the purpose of the engagement. There was a high level of engagement in industry groups where TEPs had industry placement programmes (Nursing, Agriculture), or where specific and focussed training programmes were provided by the tertiary sector. The Manufacturers group, for example, reported a 'lot of involvement' with ITOs and the ITP sector, while only manufacturers who were accessing the universities' research expertise had frequent contact with them. For others, engagement with the university sector was 'little other than the odd e-mail advertising a course'.⁹

³ Agriculture 2; Commerce 2; Government 2; Health 2.

⁴ Agriculture 2.

⁵ Health 2.

⁶ Health 2.

⁷ Māori 2.

⁸ Education 2.

⁹ Manufacturers 2.

The most intensive and productive engagement was reported by stakeholder groups who had entered into some kind of formal relationship with a TEP or a consortium of providers.¹⁰ These relationships included joint training programmes,¹¹ ‘preferred provider’ relationships, where the stakeholder engaged with a selected group of institutions rather than the whole range,¹² and relationships involving joint research or the dissemination of research findings.¹³

The ITO comments on engagements with smaller, ‘preferred provider’ groups are of particular interest:

Engagement with these selected few is invariably very positive and strong. What strengthens the engagement is the fact that the ITOs have fewer institution systems that they are required to understand and work with.

A few stakeholder groups, particularly Education, reported that the level of engagement was higher than they were comfortable with. This related particularly to requests from the tertiary sector for joint research, joint programmes and recruitment activities. Members of the Education focus group reported that they were over-extended already attending to their ‘core business’, and that this left little time, energy and resources to respond to a ‘plethora’ of approaches from the tertiary sector.¹⁴

Comment was made frequently about the fact that the initiative for engagement was left to the stakeholder and that the TEPs, apart from recruitment activities, did not seem to take the first steps to engage with them.¹⁵ A member of the Engineering focus group described their experience as follows:

Since ... the new dean’s come on and so our meeting did meet the criteria so we continued it. They were to minute it, set the agenda, drive it. Unfortunately it’s turned into – it is a bit of a policing thing where we’re dragging the information out and we’re asking the questions, the response is defensive, the actions aren’t followed up, that sort of thing, which is not a healthy state for a working meeting.¹⁶

For Health also,

One of the major concerns was that any engagement required an initiative from the stakeholder and sometimes prolonged pressure to achieve any result. One reason for this that was advanced was, that most of the engagement was at ‘coalface’ level, where people were either too busy getting on with their own job, or unable to make decisions in the areas where change was needed.¹⁷

5.3 Quality of engagement

In areas where there was a common purpose, such as joint training programmes, preferred provider relationships or where formal links existed, there was generally high satisfaction with the quality of the relationship. The engagement was frequently described as ‘close’ or ‘constructive’.¹⁸ Formal links to achieve common goals, with appropriate accountability mechanisms, seemed to be favoured.

Some Pacific Community Organisations believe that if there was a formalised, maybe centralised Pacific Community Organisation interface programme with TEPs where both parties could benefit from the engagement. One participant stated that a contractual interaction to assure a cross benefit should be encouraged “but not just TEPs getting PCOs to sign off stuff to meet their requirements”.

¹⁰ Government 2.

¹¹ Commerce 2; Māori 2.

¹² ITOs 2.

¹³ Education 2.

¹⁴ Education 2, 3, 5, 6.

¹⁵ Agriculture 6; Commerce 2; Engineering 2, 6; Government 2; Health 2, 8; Manufacturers 2; Pasifika 2.

¹⁶ Engineering 2

¹⁷ Health 8

¹⁸ Commerce 2; Education 2; Health 2; ITO 2; Māori 2; Pasifika 5, 8.

Another factor that seemed to contribute to high satisfaction with the engagement process were situations in which stakeholders were in a position to supply a significant number of students to the TEP, in particular if they also had the financial resources to pay for the training:

[The national training manager] described the quality of engagement with the tertiary education sector as “very good”. She thought that this might be attributed to the fact that they were in a position of providing a considerable number of students per year and they had the money to pay for the training.¹⁹

Companies that supplied students and funding were clearly sought after by institutions and here channels of communication were clearly regular and successful.²⁰

A number of complaints were voiced about the quality of engagement in work placement/ clinical placement programmes. Although engagement was, of necessity, frequent, the quality of communication was described as low or ‘patchy’.²¹

Our experiences with students doing internships is patchy ... it would be generous to say that their work is of variable quality.” In some cases this was associated with the TEP supervisors having somewhat inflated ideas as to their students’ value and/or them providing minimal supervision.²²

The quality of engagement with the student clinical and practicum placement was mixed, “we have successes and non-successes”. A problematic area was lack of tutor supervision and absence of quality student clinical or practicum handbooks...²³

The quality of engagement, particularly with universities, in the research area, also gave rise to mixed comments. Some stakeholders were satisfied with the quality of engagement:

[One participant] cited authors who had run highly successful interventions with teachers as engagement from the tertiary sector that had been highly successful. The principal concurred that the research coming from the institutions was now “coming together” providing “a clear picture and direction.”²⁴

Others were inclined to be more critical:

“The industry-leading expertise that we are looking for is not always there.” Reasons for this include lecturers’ “lack of time to keep abreast of developments in their fields”, with “inevitable tunnel vision arising from concentration and specialisation.”²⁵

The private training company representative on the Education group referred to the fact that her work did not seem to be recognised as part of the tertiary education scene, with evidence of what she called, “interesting attitudes”, such as, “this is just training, it’s not very important”, or “the real education happens up the hill”.²⁶

5.4 Channels of communication

One of the most common comments about channels of communication was that they tend to be one-way, and for this reason are not necessarily useful for engagement as such.

Mail-outs, e-mail messages and websites were used in almost all cases. The Commerce group commented that often mail-outs don’t contain enough relevant detail to be useful to future

¹⁹ Commerce 2

²⁰ Ibid.

²¹ Agriculture 2; Health 2; Māori 2.

²² Agriculture 2.

²³ Māori 2.

²⁴ Education 5.

²⁵ Agriculture 2.

²⁶ Education 2.

employers.²⁷ Other comments were that e-mail was often ad hoc and one-way only, and that some TEP websites were confusing and difficult to navigate to find the information required.²⁸

In many cases, formal meetings are the main channel of engagement between TEPs and stakeholders.²⁹ These meetings were through the industry advisory/liaison committees in the ITP sector, private industry with ITOs who in turn met with individual providers, between stakeholders and ad hoc groups set up in universities and ITPs to discuss particular issues, such as projected research or the commercialisation of research.³⁰ Formal meetings are also a means of engagement between stakeholder organisations with a special interest in education and TEPs.³¹

A number of organisations act as intermediaries between stakeholders and the tertiary sector. In education, the Ministry of Education disseminates research information to education providers in the primary and post-primary sector,³² while ITOs often act as brokers between stakeholders and providers in the industry training field.³³

Successful engagement is often reported when stakeholders or providers organise groups that represent a number of institutions or stakeholders to represent their interests. Iwi and Pacific Community organisations are examples of this, and groups of ‘preferred providers’ interacting with ITOs have already been mentioned. In addition to these, at least one consortium of tertiary providers acting as a clearing house for specific training needs was mentioned.³⁴

Further channels of communication are explicit or perceived stakeholder positions on the governing and sometimes management bodies of the tertiary institutions, such as Māori representatives on Councils, for example.³⁵ They are valued as they give the stakeholder input into the governance and management of the institutions. There seems to be relatively little reciprocity in these representative arrangements, however, a feature that at least one stakeholder group would see as valuable:

On the more operational level where representatives from several TEPs were on the Māori Trust Board education committee, this had positive engagement spin-offs mainly because of the face to face interaction.³⁶

A large number of individual channels, both formal and informal, and at a number of levels, were mentioned in the stakeholder group meetings. They range from an enthusiastic tutor taking a class into an industry where he had been a worker, to high-level negotiations about research consultancies and the commercialisation of research done in tertiary institutions.

At least one stakeholder group expressed concern that there appeared to be no channels of interaction with the NZQA. The group felt that decisions were made by NZQA that directly affected the content and quality of the training of their workforce, but that they had no way of influencing these decisions and that the TEPs with which they interacted were bound by NZQA decisions made, as far as they were aware, without stakeholder input:

There was some discussion about the demise of the NZCE which was seen as a “huge mistake”. Members of the group felt that there should have been a channel to the NZQA (whom they see as responsible for the abolition of the qualification) and that they should have been consulted.³⁷

The Pasifika group saw their main channels of engagement as being through Pasifika staff in the institutions. It appeared that they had difficulty in engaging with the TEPs at management level, and

²⁷ Commerce 3

²⁸ Government 6; Manufacturers 3, 8; Health 2.

²⁹ Agriculture 3; Engineering 2; ITO 3; Manufacturers 3.

³⁰ Agriculture 3; Engineering 3; ITO 3; Manufacturers 3.

³¹ Engineering 3; Māori 2; Pasifika 1.

³² Education 3.

³³ Agriculture 3.

³⁴ Government 3.

³⁵ Engineering 2; Māori 2.

³⁶ Māori 2.

³⁷ Engineering 3.

that, in view of the fact that Pasifika staff in the institutions are few in number and at comparatively low levels, their channels of communication were inadequate:

The channels of communication are not effective since there are not many Pasifika staff in TEPs who could deal with Pasifika needs and issues effectively. These groups [Pacific Community Organisations] stated that the most responsive staff in the TEPs to PCO's needs are the Pasifika staff.³⁸

5.5 Purposes of engagement

One of the primary aims, from the stakeholders' perspective, was to have input into the training of the workforce, both in terms of the curriculum and in terms of the methods employed for training (e.g., industry-based training, cadetships etc. vs institution-based training, block courses etc.).³⁹

A second aim was to identify training and professional development opportunities. This could be for the provision of further education and career or professional development.⁴⁰

Māori stakeholders, for example, saw the purpose of the engagement as having,

Access to learning whether this is at a governance level, by representation on council or formal arrangement, at management level or more operational level, at a student level through literacy [programmes], career advice, workforce development, accessing practicum placement and scholarship. Another level was to be able to source training programmes to meet the need of the individual group and also gain learning in the process.⁴¹

Some stakeholder groups sought engagement to have access to advisory or expert services and research findings provided by the tertiary sector.⁴²

Two stakeholder groups, Health and Māori, gave clinical/industry placements as one of the purposes.

The ITO group members felt that an important purpose was,

To let providers know the direction that industry is headed. Expanding on this, new themes would be discussed and the need for new training to address the new direction being taken.⁴³

Finally, several groups saw recruitment of personnel as one of the major purposes of engagement.⁴⁴ The Commerce group stated that successful engagement with the tertiary providers would give them a 'competitive advantage', provided that the engagement yielded good matches between what the sector produced and what the stakeholder needed.

This last point was raised in the majority of the focus groups. In almost every group (not always under this heading and often on more than one occasion), complaints were voiced about the quality of the graduates when they left the TEPs:⁴⁵

We've tended to go towards full-time academic courses and things, and that when you've finished, then you're out there. They're sent out in the workforce with no skills, thinking the world owes them a living.⁴⁶

Of interest was the theme that young graduates who lacked experience, surfaced during this discussion. The suggestion was that tertiary programmes should include significant work experience so that graduates were able to enter the workforce running.⁴⁷

³⁸ Pasifika 3.

³⁹ Agriculture 4; Engineering 4.

⁴⁰ Education 4; Government 4; Manufacturers 4; Māori 4; Pasifika 4.

⁴¹ Māori

⁴² Education 4; Government 4.

⁴³ ITO 4.

⁴⁴ Commerce 4; Government 4.

⁴⁵ Engineering 4, 7; Government 4, 8; Health 4, 7; ITO 2; Manufacturers 4, 8; Māori 6.

⁴⁶ Engineering 4.

⁴⁷ Government 4.

There was consistent acknowledgement that there exists a mismatch of expectations round the outcomes of level 2 pre-trade training. While industry wanted these people to ‘hit the work environment running’, the reality was that the students who had to be admitted were often reluctant learners who were being taught life skills and an early understanding of the concept of a work ethic.⁴⁸

“... we’ve got a whole lot of people with certificates, we’ve got a whole lot of people with diplomas, but they’re not able to operate at a level that I need to take my business ... into the future.”⁴⁹

A member of the Health group referred to the ‘yawning gap’ that exists, in her view, between academic teaching and clinical practice in nursing.

A point to emphasize here is that the complaint that employees that had come through a process of education and training but were unable to ‘hit the ground running’, was voiced, often strongly, in one form or another, across the whole spectrum of stakeholders. With very few exceptions, the expectation was that the tertiary sector’s task was to produce graduates that could step into employment without requiring further training.

5.6 Satisfaction and success in engagement

One of the key factors in achieving successful engagement that was mentioned by all groups in one form or another was the necessity for a trusting, open relationship of mutual respect.⁵⁰ In many cases, an absence of such a relationship was considered responsible for unsuccessful engagement.

A second factor that contributed to successful engagement was a joint project or aim, such as a joint training programme between the TEP and a stakeholder group.⁵¹

Collaboration at programme level with key personnel meant that the idea can be taken through to be implemented, despite the length of time taken. It also meant that people can develop trust in each other and increase their learning in the process. This was further reinforced by the stakeholder, ...”in terms of that relationship with the provider, it’s a give and take, it’s not just a take on the provider’s part. Where we can, if we can assist and support them in terms of the tikanga based programmes, if we can make it relative to our needs...”⁵²

This quotation also points to a third factor that is essential to successful engagement: a common goal, mutually perceived gains and an understanding of each others’ culture and agenda.⁵³ This applies, of course, particularly to Māori:

Another theme that came through relating to satisfaction and success was the similarity of kaupapa or principles or values being held. This was a strong theme with the Wānanga having experienced delivery of a full-time Marae based programme and one currently being offered.

But the principle of mutuality also applies in a much wider sense to all interactions between providers and stakeholders. The theme was raised at the meeting of the Manufacturers group:

There was some criticism of the trainers brought in to do the job who were not able to pitch it right. This conflict is resulting in perceptions of a lack of success and satisfaction. “In fact, most of the communication is not very pleasant, to be honest. It’s trying to get an understanding. We are getting there, but it’s been a difficult road.” This theme was elaborated on and the point was made that success and satisfaction in engagement would be achieved if industry and the ITO could better understand each other’s respective agendas.⁵⁴

⁴⁸ ITO 2.

⁴⁹ Māori 6.

⁵⁰ Agriculture 2; Government 5, 8; Manufacturers 6; Māori 2; Pasifika 5.

⁵¹ Commerce 2; Māori 5.

⁵² Māori 5.

⁵³ Engineering 5; Government 6; ITO 5; Manufacturers 5; Māori 5; Pasifika 5.

⁵⁴ Manufacturers 5

Two apparently contradictory but, in fact, complementary views on what helps to achieve successful engagement were put forward by the Engineering and the Health groups. The Engineering group felt that it was the TEP that should take the initiative in engagement:

The greatest satisfaction was reported with regard to engagement where the education institution took the initiative to consult with the stakeholder or stakeholder group. Being invited by the institution or being asked for their views created an atmosphere of respect that led to cooperative interaction.⁵⁵

A member of the Health sector group, on the other hand, felt that stakeholders need to be proactive, specific in articulating the needs they have, and persistent in pursuing them to achieve success:

“... as a result of that paper that we wrote last year, we’ve actively engaged with the organisation around both undergraduate and graduate placements in primary care, and we now have a structure which is about to take off and they’re engaging with us on a regular basis about the progress of that, so we feel we’ve really made some big inroads...”

“... certainly, the organisation has taken a lot of notice of that and so we’ve had input right down to the level of what goes into the papers and what doesn’t”.⁵⁶

This was one of the rather rare instances where the stakeholder sector actually acknowledged responsibility for the quality of interactions with the tertiary sector. The only other instance emerged from the Government group:

A final point made was that some of the new initiatives coming from the Government sector required clarification within their own sector, before they could expect the university sector to engage successfully with them.⁵⁷

Finally, almost every group mentioned the crucial importance of individuals at all levels in achieving success and satisfaction in engagement.⁵⁸ The following comment underlines the value of enthusiastic tutors:

An example was given of a Polytechnic tutor who had taken his class to a factory to see what happened at the coalface of industry. This had happened because one of the factory workers was attending classes and had offered the opportunity to the tutor. This was upheld as a prime example of the sort [of] engagement that would afford better understanding and dealing directly with enthused tutors was the level at which successful engagement could be achieved, not at a higher level.⁵⁹

Other comments include:

“I think it’s a reasonably common experience that when you are dealing with the universities at academic level, it is very patchy, very dependent upon the individuals involved and the extent to which they want to be engaged...”⁶⁰

A theme that emerged was the relationship between successful engagement and individual personalities. This could vary from one school to another within the same university. Innovative, proactive and forward thinking people were the key to successful outcomes.⁶¹

“I was advantaged by knowing the people inside [the TEP] that were passionate about primary care and enlisting their support”.⁶²

Perhaps the most consistent [variable] was the notion of people, individuals or personalities who championed the cause. Some would not see the opportunity and would be reticent, while others

⁵⁵ Engineering 5.

⁵⁶ Health 2.

⁵⁷ Government 3.

⁵⁸ Commerce 2, 8; Engineering 2; Health 5; ITO 5, 8; Manufacturers 5, 6; Māori 4, 5; Pasifika 3.

⁵⁹ Manufacturers 6.

⁶⁰ Commerce 2.

⁶¹ Commerce 8.

⁶² Health 5.

would see what was on offer and respond quickly with commitment. “The chemistry between the people was right and it went from there.”⁶³

Engagement with the Polytechnics resulted in “painfully slow progress”, the reason given being the personalities who had to be engaged with.⁶⁴

A key theme relating to satisfaction and success were the individual personalities, connections and relationships established at all levels.⁶⁵

Subject to the negative comment in section 5.2,⁶⁶ consultation activities and stakeholders drawing on the research expertise of TEP seem to result in satisfying and successful engagement.⁶⁷

5.7 Barriers to engagement

The most frequently mentioned barrier to engagement was institutional inertia, with slow or inflexible response to rapidly changing needs.⁶⁸ The most picturesque illustration of what was almost universally seen as a major problem came from the Engineering group. They saw the tertiary institutions as ‘big ships’ while engineering and industry in general was,

“... a super yacht that can turn on a dime and they can’t react. [The institutions] are just burdened by a whole lot of crap that they can’t react, and then finally when they have reacted and they’ve responded to the help, they’ve discovered they’re going in the wrong direction, because the rates of change in industry and business is absolutely phenomenal. I’m not down-crying people. It’s not their fault. They are just not fleet-footed enough to keep up”.⁶⁹

A number of groups contrasted this with private training providers. The Agriculture focus group put it this way:

“... if we weren’t happy [the private providers] knew that they didn’t have a job, so they did tend to listen to us”.⁷⁰

Other groups commented perhaps a bit more diplomatically, but the message was the same:

Equally common was the point that PTEs are far more responsive than the ITPs and they would seem to have a greater service-like attitude towards industry that manifested itself as “you’re the mountain and we’ll come to you.”⁷¹

“... in the things that I’ve dealt with, where we’ve tried to [do] something a little bit different that’s responsive to the industry’s needs, it seems to align very clearly with the Polytechnic’s objectives, it’s just a little bit too outside the square or it’s not how it was done last year or somebody doesn’t like it or something. It adds up in every area but it just doesn’t get off the ground and that’s a real problem, especially when there’s been commitment from all parties to it.”

Associated with the ‘inertia’ theme was the issue of ‘bureaucracy’. This again was a word that occurred in many discussions. In the view of the participants of the focus groups, it was either an excuse to resist any change, or else at least it inhibited thinking ‘outside the square’. The Agriculture stakeholder group commented fairly comprehensively:

“Success [in working with TEPs] is variable, but is generally unsuccessful [because of] egos, prima donnas, bureaucracy, academics being there for a long time and over-estimating their sense

⁶³ ITO 5.

⁶⁴ Manufacturers 5.

⁶⁵ Māori 5.

⁶⁶ See note 25.

⁶⁷ Agriculture 2; Education 5; Government 2.

⁶⁸ Commerce 6; Education 6; Engineering 6, 8; ITO 2, 8.

⁶⁹ Engineering 6.

⁷⁰ Agriculture 5.

⁷¹ ITO 2.

of value and their commercial acumen ... no idea of taking products to market and of customers' needs ... and they lack a realistic perspective on IP value."⁷²

One of the stakeholder groups that commented negatively on the bureaucracy issue was the Pasifika group. They felt that they needed the help of Pasifika staff within the TEPs to get through to the decision makers.

Another barrier to engagement that was raised in a number of stakeholder groups was the issue of disparate goals.⁷³ This could manifest itself, for example, in stakeholders wanting universities to help with regional development, while the institutions were more interested in pursuing their own research aims.⁷⁴ The most common complaint, however, was that the TEPs seemed to be less interested in the training needs of the stakeholders than in simply filling their classes to secure funding:

"You have really got two industries running parallel with each other – education and agriculture. One's not a service provider that's there just to do something – it's got its own agenda as an education industry and it needs to match the needs..."⁷⁵

"As far as the ITO is concerned, one comment I'd have to make is, we seem to have a lot of trouble understanding each other. In other words, we seem to have a lot of difficulty getting them to understand what we want. We feel more that they're trying to push things to get their numbers up, that sort of thing."⁷⁶

The biggest barrier to any engagement between Pacific Community Organisations and the TEPs is the fact that they have different mandates and aspirations.⁷⁷

Competition between TEPs, which led to duplication and fragmentation of services, was often seen as a barrier to effective and successful engagement.⁷⁸

A further barrier is the notion of fragmentation within a single tertiary institution and additionally across the sector. Leadership, for example, may be taught by several different departments within a single institution and tracking down the appropriate training can be a demanding exercise in itself. This phenomenon exists across institutions making it very difficult to track down specific training.⁷⁹

As has been mentioned in section 5.5, one of the key factors for a successful engagement was mutual trust and respect. It is not surprising therefore that a number of stakeholder groups mentioned a lack of mutual respect, arrogance, defensiveness when challenged, as one of the barriers to meaningful engagement.⁸⁰

One speaker was highly critical of university engagement due to there being a lack of mutual respect that was described as "absolutely shocking".⁸¹

Lack of mutual respect was seen to be a major barrier to effective communication. While some progress had been made in terms of engaging the university sector, one member suggested that "even now, the barriers that are getting in the way are still a degree of arrogance." The implication was that the academic staff were treating those in industry as being in some way inferior.⁸²

Another factor that was seen as a barrier to engagement was failure on part of the TEPs to deliver on promised outcomes or within the timeframes agreed.⁸³

⁷² Agriculture 2.

⁷³ Agriculture 2, 6; Commerce 6; Health 2, 6; Pasifika 6.

⁷⁴ Commerce 6.

⁷⁵ Agriculture 6.

⁷⁶ Manufacturers 2.

⁷⁷ Pasifika 6.

⁷⁸ Agriculture 6; Commerce 6; Government 6; Health 2, 6; Pasifika 6.

⁷⁹ Government 6.

⁸⁰ Agriculture 2; Engineering 2; Health 6; Manufacturers 2, 5; Pasifika 6.

⁸¹ Manufacturers 5.

⁸² Manufacturers 6.

⁸³ Commerce 6; Government 6

“Good ones, they really understand and you don’t have to be on the phone to them every week organising things because you know that they know you and they know how things go and once it’s sorted, it’s sorted.”⁸⁴

One of the mechanisms to ensure that agreed outcomes are achieved is a formal service agreement between the TEP and the stakeholder, and a number of stakeholder groups saw the absence of a formal engagement process that ensured, for example, regular meetings and monitoring of outcomes. Some stakeholders felt that TEPs did not see themselves as accountable to the stakeholders, in contrast to private providers. Because of this perceived absence of accountability, industry liaison committees were, in some cases, seen as a ‘waste of time’.⁸⁵

Some participants stated that an effective or quality engagement depends on a more strategic approach where a Memorandum of Understanding is signed and adhered to between the Pacific Community Organisation and the TEP, “because at the end of the day accountability is very important and Helen Clark likes to see that on a piece of paper”.⁸⁶

In line with the comments about stakeholders having to take the initiative to engage with the TEPs reported in section 5.2.1, apparent disinterest, or lack of initiative on the part of the tertiary provider, was seen by some stakeholder groups as a barrier to effective engagement.⁸⁷ The following conversation shows some of the frustration felt by the Engineering group:

A: ... We need to drive, we need to set the time, we need to set the agenda, we had to take the minutes. They haven’t really recorded it. Once they have and the last time they didn’t.

B: Sorry, they wrote to me and told me they’d disbanded it. Remember we said the Advisory Group – they wrote to me and said it was history, so I...

C: No, what happened was, Margaret and I were invited to a meeting down at the [conference centre] this time last year where they talked about [how] they would come back to industry. They wanted to crank them up and get them working properly.

B: Is that right.

C: We got a letter from the Polytechnic saying the outcome from that is that it was all going to happen and they’d come back to us in March or April. Nothing ever happened.⁸⁸

This conversation refers to a formal industry advisory group with representatives from the TEP and the stakeholders. It failed because it appears that the TEP did not seem to have taken responsibility for arranging regular meetings, providing records of the discussions and recommendations, and generally taking care to ensure that the stakeholders felt that their input was valuable and was being heard. The comment that formal engagement mechanisms, such as industry advisory groups, had failed because of inaction on the part of the TEP, was widespread.

5.8 TEPs’ contributions to the achievement of economic and social goals

Most stakeholder groups seemed to struggle with this question. It generally was discussed only briefly and there appeared to be a wide variation of views. In some groups, the view was put forward that tertiary education did not make any contribution to economic goals, but that it did make some contribution to educating an appropriate cultural and ethnic ‘mix’ in the New Zealand workforce. This in turn would lead to a cultural diversity also in senior positions in industry and commerce.⁸⁹

Tertiary education played a key role to ensure that the cultural and ethnic mix of society had the necessary skills to play a role within the company.⁹⁰

⁸⁴ Government 6.

⁸⁵ Agriculture 6; Education 3, 8; Health 6; ITO 3; Māori 2; Pasifika 2, 8.

⁸⁶ Pasifika 2.

⁸⁷ Engineering 2, 6; Health 6.

⁸⁸ Engineering 6.

⁸⁹ Commerce 7; Education 7; Government 7.

⁹⁰ Commerce 7.

The Health stakeholder group also did not see the tertiary education sector making any contribution to economic goals, but stressed the obligation of the sector to produce rounded, well-balanced professionals.

The Education stakeholders expressed a similar view, but found that the tertiary sector contributed indirectly to social goals by training teachers who would then, at least in theory, pass on education in social areas to their students. A school principal who was a member of the group however painted a different picture:

“I think that perhaps the problem is that the schools are chasing their tails so much, and the teachers are working so hard to actually do their core job, that they’re not seeing anything – not giving a broader vision to their students in a relaxed sort of way. There is too much tension there, there’s too much focus on passing this credit, this credit, this credit, and it just goes on in this manner... I don’t think it’s so much the people themselves, it’s the situation that is grinding them down.”⁹¹

Two stakeholder groups found that tertiary education made a contribution to economic goals by providing a skilled workforce, but saw no or only a small contribution to social goals:⁹²

“... if we had well trained and highly skilled people, then that is probably one of the greatest things you can have in order to achieve your economic goals, and we’re around now and a lot of people aren’t, so to some degree that’s happened already.”⁹³

The Government stakeholders took the view that the education sector as a whole was part of the Government sector, and thus contributed directly to the Government’s economic goals.

Māori and Pasifika stakeholders took diametrically opposed views. While Māori stakeholders stated that the tertiary sector was the ‘key to Māori achievement of economic and social goals’,⁹⁴ Pasifika stakeholders did not see the sector as making any contribution to their social or economic goals. The summary of the interviews states:

Some participants from the Pacific Community Organisations stated that their engagements with the TEPs only contributed to the achievement of their economic goals when Pacific Community Organisations could be able to meet their responsibilities to the contracts that they have. So it is more indirectly the success of their programmes and their students in education. Other than that there is none.

All participating Pacific Community Organisations stated that their engagements with TEPs did not contribute to the achievement of their social roles.

The Agriculture stakeholder group also did not see any contribution from the tertiary sector but felt that urgent change was required.⁹⁵

5.9 Conclusion

One of the recurring themes that seemed to be raised in almost all stakeholder groups was the perception that staff in TEPs, particularly at the lower levels, were simply ‘too busy’ with their own agendas to find time to engage intensively and positively with stakeholders.⁹⁶

I think [it] probably goes back to resourcing, having the ability and time to do the consultation, ... having the opportunity to develop staff, thinking internally so that they start to think in a different way around what nursing requires and what it doesn’t require. I think there’s a whole lot of stuff

⁹¹ Education 7.

⁹² Manufacturers 7; ITO 7.

⁹³ Manufacturers 7.

⁹⁴ Māori 7.

⁹⁵ Agriculture 7.

⁹⁶ Health 3, 8; Māori 6.

and mostly they're charged with getting bums on seats, dollars in the bank and deliver the papers – "For God's sake, just get on with it!"⁹⁷

Some stakeholder groups made the converse observation, namely that it was the 'lean' industries that no longer had the spare resources to devote to engagement with the tertiary sector.⁹⁸

A fourth barrier was the leanness of industry thus involving a workforce who were stretched with the implication being that there was little capacity to nurture relationships with tertiary education as this was not core business.⁹⁹

Another major theme that was raised in various contexts by most of the stakeholder groups was the need for prompt and flexible responses on the part of the TEPs to the changing needs of the stakeholders.¹⁰⁰ PTEs were seen as much more service-oriented, flexible and 'accountable':

A second common theme was the lack of flexibility exhibited by the ITP sector. These institutions could not provide new training within the timeframes demanded by industry. It was acknowledged that their rigorous quality management systems contributed to the lack of responsiveness, and when the ITOs paid for the curriculum development that did not require external approval, their processes were far quicker. Working with this sector as a collective did not work due to their not easily working together. Equally common was the point that PTEs are far more responsive than the ITPs and they would seem to have a greater service-like attitude towards industry that manifested itself as "you're the mountain and we'll come to you."¹⁰¹

Funding issues were raised by some stakeholder groups in a number of contexts. Members of the ITO group reported that industry was opting increasingly for training supported by the Student Component Fund that was not part of traditional ITO training. It appeared, however, that some ITOs are involved in promoting such training with the result that there is confusion about funding issues that could complicate relationships between providers and ITOs.

Funding was also an issue for the Māori stakeholders. They felt that inadequate funding of the clinical placement of Māori nursing trainees meant that the quality of the placement was low:

It was felt ... that an ITP involved in clinical and practicum placement was inadequately financed to provide staff support for the students. "Nursing gets a much higher EFTS payment than some of the others, and that will certainly affect how many staff they can release". Also, the runanga was compelled to appoint a full-time co-ordinator to organise the student placements in a professional manner.¹⁰²

The Education stakeholder group also commented on a financial aspect of engagement with the tertiary sector. It made the point that joint research projects between TEPs and stakeholders must be adequately funded:

The school principal suggested that the plethora of requests coming the way of schools was a potential barrier. This was especially the case when new initiatives were put in place with dubious funding. The initiative would commence "with a hiss and a roar one year, but the next year you find it's been cut back considerably."¹⁰³

An undercurrent in many of the stakeholder group meetings and interviews was the perception that the TEPs engaged with the stakeholders not because of a genuine desire to work together for a common goal, but rather to appear to fulfil their Charter and Profiles obligations. Comments like 'ticking the right boxes'¹⁰⁴ are indicative of this perception. The Pasifika stakeholders put it perhaps most strongly (and cynically) in the following comment:

⁹⁷ Health 4.

⁹⁸ Manufacturers 6, 8; Māori 6.

⁹⁹ Manufacturers 6.

¹⁰⁰ Agriculture 2; Commerce 5, 8; ITO 2.

¹⁰¹ ITP 2.

¹⁰² Māori 6.

¹⁰³ Education 6.

¹⁰⁴ Agriculture 6.

Some Pacific Community Organisations felt that TEPs only utilise them because they are Pasifika, to fit in with what they want in terms of their Charters and Profiles. Pacific Community Organisations would like to benefit from the engagement also, which is not the case with most of the engagement with TEPs at present. Some organisations felt that they are “being used and abused”, as one of the participants said.¹⁰⁵

After working through the interview transcripts and summaries, there is a strong impression that while there are some successful engagements, the experience of the stakeholders is generally negative. Even some of the factors that lead to successful engagement were put in negative terms. ‘... if the TEPs stopped doing this’ etc.. If the situation is to be remedied, a number of steps would seem to be important:

- There should be a formal framework that ensures that regular meetings of TEP/stakeholder groups take place and that responsibilities for calling the meetings, recording the decisions and follow-up any action are assigned.
- Meetings must be conducted in an atmosphere of mutual respect. This may well be achieved, at least in part, by the selection of individuals on both sides that have a genuine interest in cooperation. Ideally, there should be representation from senior personnel in the tertiary sector to ensure that policy decisions can be made and implemented.
- TEPs and stakeholders must agree on some common aims and goals for the engagement to avoid being hamstrung by different and divergent agendas. It is important that all points that need discussion are tabled, discussed openly and frankly, and that appropriate action is taken. (It is, of course, possible that not all points can be resolved, but it is important that they are tabled).
- It is important that TEPs become more open to recommendations from stakeholders, more flexible in their approach to training, and as expeditious in the implementation of new courses and teaching methods as is consistent with best educational practice.
- It would be helpful if TEPs and stakeholders conducted an annual evaluation of their engagement to ensure that any issues regarding the relationship can be raised and dealt with. As part of the review, the composition of the group, both in terms of TEP personnel and stakeholder representatives, should be reviewed.

¹⁰⁵ Pasifika 5.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The purpose of this study was to examine the engagement between the tertiary education sector and its stakeholders. The results are intended to contribute to the monitoring of the implementation of the Tertiary Education Strategy (TES). This information will form the basis for future research on engagement and contribute to determining the progress being made towards the nine change messages set out in the TES. The study was designed to inform the Ministry of Education about the state of engagement, where gaps may exist, where value could be added, and where engagement is either appropriate or not.

After analysing the data drawn from TEPs' profiles; the responses from a sub-set of those institutions to a supplementary survey, and from focus group meetings conducted with a sample of stakeholders, the following conclusions and recommendations are made.

6.2 Conclusions

Profiles for 2005-07, written in 2004, provide highly variable information about engagement with stakeholders relating to TES objectives in part at least because this information is of secondary importance in profile reporting. Information varies from a total lack of reference to engagement through to considerable detail about engagement with named stakeholders.

Drilling down to the detail of engagement with specific stakeholder groups is problematic for profile writers for three reasons. Firstly, as stated, this information is of secondary importance. Secondly, writers have been asked to curb the length of these documents. Thirdly, institutions who see themselves in a competitive environment may be unwilling to share all their strategic initiative detail in a public document.

TEPs report engagement at a generally moderate to substantial level, satisfactory in terms of satisfaction, but report mixed success in contributing to stakeholders' social and economic goals.

Stakeholders report that TEPs appear under-resourced to attend to the demands of the engagement process, while industry stakeholders have acknowledged that 'lean' industries, similarly, do not allow for spare human resources for the engagement process with industry.

Stakeholders require prompt, flexible responses to the changing demands of industry. PTEs are seen as more service-oriented, flexible and accountable in this respect. A lack of this flexibility was found to be a major barrier to successful engagement.

Quality management systems, especially regarding curriculum development, inhibit TEPs from meeting stakeholder demands for product development within short timeframes.

It appears that TEPs and industry are, in some instances, opting for the Student Component Fund in preference to ITO funding with some confusion relating to the demarcation of the Student Component Fund and ITO involvement in that funding.

There exists a body of corporate trainers who do in-house training for industry and are well placed to determine the niche areas that are not being covered by training in the tertiary sector. These trainers have very little, if any, engagement with the tertiary education sector.

Tensions exist between industry who expect level two qualified staff to commence employment fully 'up and running', and TEPs that are required to accept students who are capable of learning just fundamental life skills and the basic concept of a work ethic. Significantly different expectations exist between the TEPs and this stakeholder group about these employees' skill levels and work readiness. Some members of industry find it difficult to accept that tertiary education providers have to provide education that they see as the task of primary and secondary education.

Successful engagement is promoted by mutual respect of both person and culture, and a common sense of purpose held by those involved in the engagement process. Personalities who champion the cause, are proactive and innovative therefore contribute significantly to successful engagement.

Tertiary education advisory committees are viewed as unsuccessful engagement channels when there is no formal accountability and action plans are neither formulated nor carried through to completion.

6.3 Recommendations

- 6.3.1 The TEC needs to think through carefully the purpose of profiles, with special reference to the level of depth of information on engagement with specific stakeholder groups. Too much depth will result in excessively long profiles and require strategic detail that institutions may not wish to publish in public documents.
- 6.3.2 If the content of profiles should allow for a comparison of TEP - stakeholder engagement, then consideration should be given to writing detailed information in profiles about the link between the institutions' objectives and STEP priorities only.
- 6.3.3 Greater simplicity and clarity needs to be achieved in terms of economic and social goals that would enable improved TEP and stakeholder alignment.
- 6.3.4 The TEC, Ministry of Education and NZQA need to encourage streamlined quality management to enable large tertiary institutions to develop appropriate new curriculum products within short timeframes in response to the rapidly changing commercial and industrial environment.
- 6.3.5 New forms of engagement need to be implemented for TEPs and stakeholders operating on 'lean' human resourcing.
- 6.3.6 Tertiary education advisory committees need to be aware of the value of mutual respect, common goals, action plans and accountability, for the outcome of successful engagement. Stakeholders and TEPs should review their relationships regularly, at least annually.
- 6.3.7 The funding for training provided by ITOs and TEPs needs to be reviewed to ensure that the funding structure is such that it satisfies the needs of both employers and trainees and thus encourages positive engagement.
- 6.3.8 The tertiary education sector should strive for improved engagement with corporate in-house trainers to improve the identification of training gaps that are not being brought to the attention of the tertiary system.
- 6.3.9 Improved engagement about the expectations of lower level, newly trained workers should be undertaken between TEP's and industry to eliminate the tension resulting from differing expectations for the skill sets of this group of employees.

6.4 A conceptual model of effective engagement

Figure 2 presents a conceptual model developed as a result of the conclusions drawn from the data gathered during this project. We suggest as a working definition of effective engagement: 'Effective engagement results from optimal alignment between the needs of stakeholders and the products produced by TEPs within the short timeframes of the modern economic environment. Such engagement is premised on shared goals arrived at through the establishment of reciprocal relationships. It is nurtured by regular and meaningful communication and it is a dynamic process that is regularly and critically reviewed.'

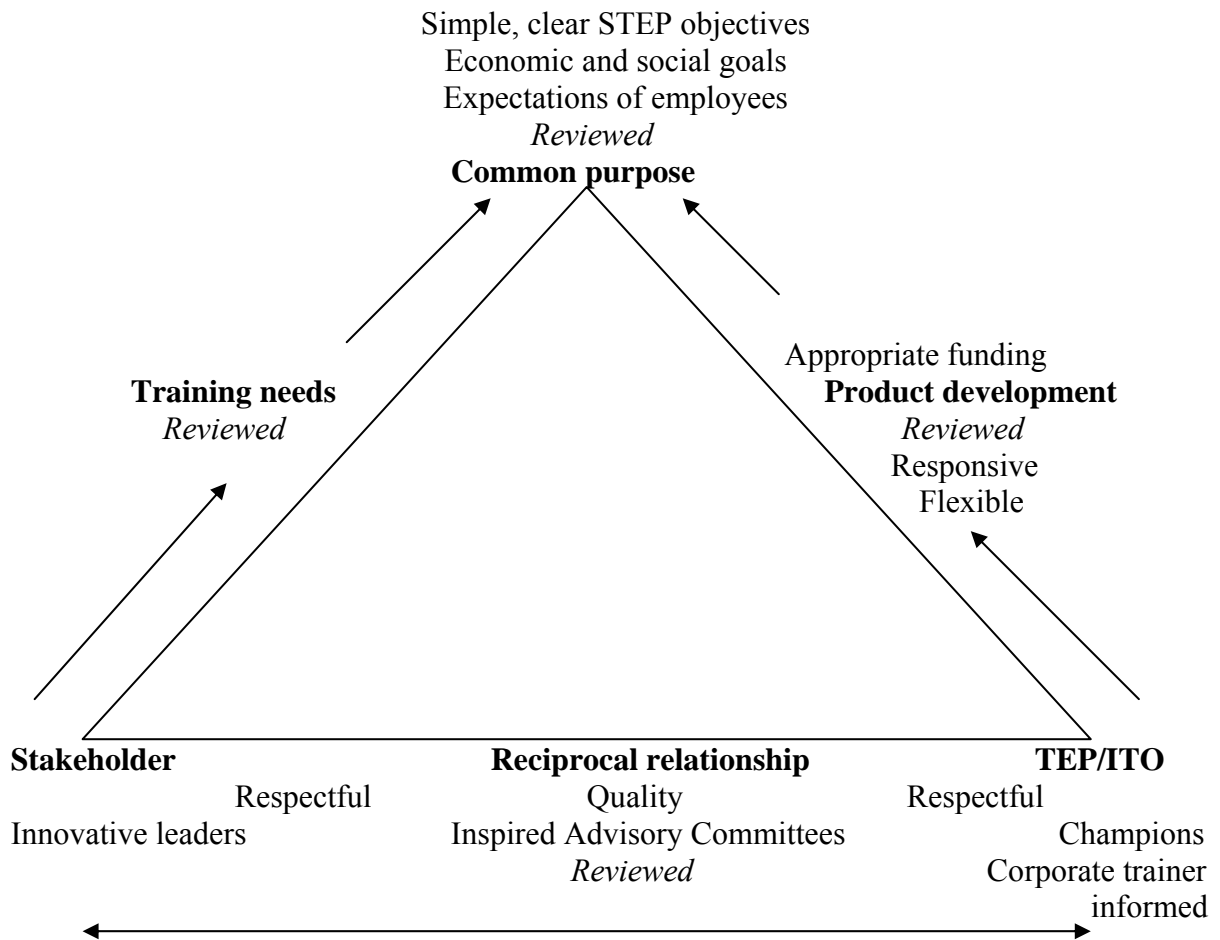
Components of the model are explained as follows:

- 6.4.1 Firstly, effective engagement will be a likely outcome if both the TEP's and stakeholders have a common purpose for the outcomes of tertiary education and training. Both parties clearly need to have a full understanding of a simple set of national tertiary education objectives. Both parties must thus similarly embrace a set of thoroughly understood, national economic and

social goals, the achievement of which, form part of the common purpose. Both parties must also have congruent expectations of the skill sets and capabilities of employees entering the workforce. This common sense of purpose must be reviewed consistently and jointly, by both parties.

- 6.4.2 Secondly, TEPs and ITOs must work responsively and flexibly to collaboratively produce the curriculum products required within short timeframes by stakeholders to satisfy the changing training needs of industry. This process will be facilitated by the Ministry, TEC and NZQA giving attention to both streamlined quality management systems and funding structures for training.
- 6.4.5 Thirdly, stakeholders should review their training needs on an ongoing basis to ensure that they are meeting the needs of their industry while striving to achieve, in collaboration with their TEP and ITO partners, the common purpose identified.
- 6.4.6 Fourthly, advisory committees that are highly focussed on common goals, structured, accountable, involving stakeholder leaders who exhibit both innovation and mutual respect, must be developed in TEPs as the hub around which engagement with stakeholders revolves. Committee membership must include innovative leadership from stakeholder groups and champions from within the TEP sector. It is suggested that these committees should be informed by corporate trainers who seem to be at the cutting edge of new niche markets. Very importantly, these committees should represent reciprocal relationships between the tertiary education sector and stakeholders, characterised by mutual respect and quality engagement. Advisory Committees should be reviewed on annual basis.

Figure 2. A model of effective tertiary education – stakeholder engagement



6.5 Implications for future research

The conclusions and recommendations synthesised from this study point to a series of possible future research projects, namely:

- 6.5.1 The methods of effective communication of simple, clear STEP priorities and social and economic goals for the tertiary education sector and its stakeholders, that promote a common sense of purpose for both stakeholders and the tertiary education sector.
- 6.5.2 An investigation into the reasons and recommendations of solutions for the reported low levels of engagement with Pasifika stakeholder groups.
- 6.5.3 Identifying the attributes of successful, inspired models of engagement between the tertiary education sector and its stakeholders with special reference to 'lean' industries.
- 6.5.4 A model of TEP/ITO collaboration designed to achieve cost-effective and adequately resourced training.
- 6.5.6 The development of structured communication channels between the tertiary education sector and corporate trainers.

APPENDICES

Appendix A: Profile assessment instrument

INSTITUTION:	Reference	Stakeholder Groups - Engagement									Level of Engagement
OBJECTIVES	0-3	1	2	3	4	5	6	7	8	9	0-3
		0-3	0-3	0-3	0-3	0-3	0-3	0-3	0-3	0-3	
Strategy One: Strengthen System Capability and Quality											
1. Improved strategic capacity and leadership at both governance and management levels											
2: Increased differentiation and specialisation across the system											
3: Greater collaboration with the research sector, the creative sectors, industry, iwi and communities											
4: Sustainable growth of export education capability centred on a reputation for quality teaching and pastoral care											
5: A stronger system focus on teaching capability and learning environments, to meet diverse learner needs											
6: Learners and the wider public have confidence in high levels of quality throughout the system											
7: A coherent and reliable system of qualifications, learning recognition and credit transfer											
Strategy Two: Te Rautaki Mātauranga Māori - Contribute to the Achievement of Māori Development Aspirations											
8: Tertiary education leadership that is effectively accountable to Māori communities											

9: Strong and balanced Māori staff profiles within the tertiary education system																			
10: Quality programmes that recognise Te Ao Māori perspectives and support the revitalisation of te reo Māori																			
11: Robust options for kaupapa Māori tertiary education that reflect Māori aspirations																			
12: Increased participation by Māori in both a broader range of disciplines and in programmes that lead to higher level qualifications																			
13: A tertiary education system that makes an active contribution to regional and national Māori/ whānau /hapū/iwi development																			
Strategy Three: Raise Foundation Skills so that all People can Participate in our Knowledge Society																			
14: Significantly improved adult foundation skill levels, achieved through increased access to foundation education in a range of learning contexts																			
15: Clearer accountability for quality and outcomes within foundation education, including a greater focus on assessment																			
16: A common understanding of the definition of foundation skills and of best practice teaching in this area																			
17: Improved linkages between secondary and tertiary education, and improved staircasing for learners within tertiary education																			
Strategy Four: Develop the Skills New Zealanders need for our Knowledge Society																			
18: Accurate and timely skills forecasting capability																			

19: Industries are supported in meeting their self-identified skill needs												
20: Equity of access and opportunity for all learners												
21: Learners are equipped to make informed choices about career and learning options												
22: Broader development of skills for active citizenship and the maintenance of New Zealand's cultural identity												
23: Improved provision of, and better systems of recognition for, high-level generic skills												
24: Promotion of specialist skills that contribute to New Zealand's development												
Strategy Five: Educate for Pacific peoples' Development and Success												
25: Pacific learners are encouraged and assisted to develop skills that are important to the development of both the Pacific and New Zealand												
26: A tertiary education system that is accountable for improved Pacific learning outcomes and connected to Pacific economic aspirations												
27: Pasifika for Pasifika education services are assisted to grow their capability and enhance Pasifika peoples' learning opportunities												
28: An increased proportion of Pacific staff at all levels of decision-making in the tertiary education system												

Strategy Six: Strengthen Research, Knowledge Creation and Uptake for our Knowledge Society											
29: Excellent research performance is encouraged and rewarded											
30: Stronger accountability and enhanced performance reporting for tertiary education research											
31: Increased global connectedness and mobility											
32: A more focused tertiary research investment through world-class clusters and networks of specialisation											
33: Greater alignment of tertiary education research with national goals											
34: Improved knowledge uptake through stronger links with those that apply new knowledge or commercialisation of knowledge products											
35: Increased breadth of support for research students and emerging researchers, with a particular focus on the development of Māori researchers											

KEY

Objective referenced in profile

- 0 Not referenced
- 1 Referenced
- 2 Response included
- 3 Given significant effort and priority

Stakeholder Groups Engaged

- 1 Business/Industry/ITO
- 2 Professional organisations
- 3 Local Govt./Public sector
- 4 Other Tertiary Institutes
- 5 Secondary Education
- 6 Māori
- 7 Pasifika
- 8 International Education
- 9 General Community

Level of Engagement with Stakeholder Group

- 0 None
- 1 Planning for engagement
- 2 Some engagement
- 3 Clustered, robust engagement

Appendix B: Letter to tertiary education organisations

Dr. David Mitchell
Research Director
Waikato Institute of Technology
P.B. 3036
HAMILTON
2020

9 August 2005

Name
Chief Executive Officer
XXX
P.B. X
XXX

Dear CEO

I am writing to request your co-operation in a Ministry of Education-funded project examining the engagement between stakeholders and the Tertiary Education Sector. Our study involves seeking information from both TEPs and various groups of stakeholders. Please find included a letter from the Ministry outlining the purpose of the project.

While we have access to your institution's Profile, we are now seeking more detailed information from you regarding your engagement with particular stakeholder groups. Specifically, I am requesting that you arrange for your institution to complete the enclosed survey. The information provided will be treated with strict confidentiality; in our report to the Ministry of Education, your institution will not be identified without your prior approval.

It would be most helpful if you could arrange for the completed survey to be forwarded to me in the attached envelope at your earliest convenience, but at the latest by 29 August if it is to contribute to this project.

Thank you for your anticipated co-operation with this research project. Once the study has been completed, we will ensure that you receive a copy of our report.
Sincerely,

Dr. David Mitchell
Director of Research

Enclosure

Appendix C: Survey instructions

STAKEHOLDERS' ENGAGEMENT WITH TERTIARY EDUCATION ORGANISATIONS SURVEY OF TEPs ON BEHALF OF THE MINISTRY OF EDUCATION

Instructions

1. Your institution is requested to complete the attached survey and return it in the stamped, addressed envelope by 29 August 2005.
2. For each of the nine identified groups of stakeholders, you are asked to provide information regarding your institution's engagement in relation to teaching, research and commercial activities.
3. We are asking you to provide *examples* only of the engagement; we are not seeking a comprehensive description of all engagements.
4. By 'engagement' we are referring to situations where there is consultation involving *two-way communication* between your institution and the various stakeholder groups; excluded from this definition would be contacts limited simply to providing information or reports to various groups.
5. The information you provide will be treated with strict confidentiality; in our report to the Ministry of Education, your institution will not be identified without your prior approval.
6. If you have any questions regarding this survey, please feel free to contact me at the following address:

Dr David Mitchell
Research Director
Waikato Institute of Technology
Private Bag 3036
HAMILTON
Phone: (07) 834 8841
Mobile: 027 645 1332
e-mail: david.mitchell@wintec.ac.nz

Thank you for your cooperation. We hope that the results of our study will lead to TEPs strengthening their engagement with a wide range of relevant stakeholders in the future.

Name of your institution.....

Name of contact person:

e-mail:.....

phone:.....

SURVEY FORM (for one of nine stakeholder groups)

Stakeholder	Engagement through formal consultative structures (e.g. advisory committees), which include	Engagement through occasional meetings called for particular stakeholder sectors, with representatives	Engagement through occasional meetings called for representatives from a single organisation/	Engagement through other means. Please specify:
Professional organisations, bodies (e.g., Law Society, ICANZ, Medical Council, Teachers Council)	Please provide recent examples	Please provide recent examples	Please provide recent examples	Please provide recent examples
	Teaching	Teaching	Teaching	Teaching
	Research	Research	Research	Research
	Commercial	Commercial	Commercial	Commercial

Stakeholder Group:

The overall level of your institution's engagement with this stakeholder group	None	Minimal	Moderate	Substantial
Your institution's satisfaction with its level of engagement with this stakeholder group	Very dissatisfied	Dissatisfied	Fairly satisfied	Very satisfied
Your institution's contribution to the economic goals of this stakeholder group	None	Minimal	Moderate	Substantial
Your institution's contribution to the social goals of this stakeholder group	None	Minimal	Moderate	Substantial

Please place a cross under the appropriate choice

Appendix D: Project information sheet



Engagement of Stakeholder Groups with the Tertiary Education System.

The Ministry of Education and the Tertiary Education Commission have commissioned the Waikato Institute of Technology to carry out a study of stakeholders' engagement with tertiary education organisations. It is expected that the results of the research will:

- help tertiary education organisations and stakeholder groups to look at ways to improve their engagement
- contribute to the monitoring of the current Tertiary Education Strategy, the development of the next Strategy and policy development.

The current Tertiary Education Strategy places strong emphasis on tertiary education organisations working with external stakeholders to meet their skill and knowledge needs, as well as wider goals and aspirations. Key stakeholder groups to be consulted include:

- Business and industry
- Regional and local government and development agencies
- Iwi, hapū and Māori community groups
- Pasifika communities

This research will focus on what can be found out from existing information sources – both written documents and knowledge held by people and communities. As well, meetings with various stakeholder groups will be convened.

The research team will be approaching tertiary education organisations and selected stakeholder groups for assistance in accessing this information. The research team will respect the confidentiality of information provided. Individual providers, organisations and people will not be identified in the research, without prior approval to the research team.

Questions regarding the project may be directed to:

Dr. David Mitchell, Research Director, Waikato Institute of Technology, ph (07) 834 8841, e-mail david.mitchell@wintec.ac.nz

David Earle, Senior Analyst, Tertiary Sector Performance Analysis and Reporting, Ministry of Education, ph (04) 463 8524, e-mail david.earle@minedu.govt.nz

Appendix E: Focus groups participants' consent form

Engagement of Key Stakeholder Groups with the Tertiary Education System Research Project Focus Group Participants' Consent

I have read the attached information sheet about the project and understand what it is about.

All my questions concerning the project and my participation in it have been answered to my satisfaction.

I am aware that:

- I may request further information about the project at any time.
- My participation in the project is entirely voluntary.
- I am free to withdraw from the project at any time without giving reasons.
- Any information I provide will be stored securely and accessed only by the researchers.
- All information collected will be dealt with in such a way as to ensure that individual participants will remain anonymous, but that the identity of my stakeholder group will be described in subsequent reports.
- The results of the project will be submitted to the Ministry of Education and may be published in professional journals.
- The tape recordings of the interviews and transcripts will be stored securely for 5 years, after which they will be destroyed.

On the basis of the above understandings, I agree to take part in the project.

Signature:.....

Date:

Appendix F: Stakeholder focus group interviews: guidelines

1. In the focus group meeting, you should follow this procedure as closely as possible:
 - (a) Introduce yourself, briefly outline the objectives of the project, and explain how the focus group interviews fit into it.
 - (b) Explain the confidentiality precautions and give the participants an opportunity to ask questions and to withdraw at this stage.
 - (c) Distribute the consent forms (attached).
 - (d) Explain that the session will be audio-taped and turn on the tape.
 - (e) Issue name tags (first names only)
 - (f) Begin the session with the general question,

“What do you think about the amount and quality of your organisation’s/ sector’s/ group’s engagement with tertiary education organisations?”

Emphasise that you are interested in a range of opinions and that you are not necessarily seeking a consensus.

Encourage all members to contribute.

You should take brief notes of the issues raised.

- (g) This question should be enough to give impetus to the session, but if the ideas dry up or the discussion of particular themes was rather brief, you could come in with probes to elicit more information. These could include the following
 - *Please discuss the various channels of communication your organisation /sector/ group has with tertiary education institutions.*
 - *Could you comment on the main purposes of your engagement with the tertiary sector.*
 - *Could you comment on the level of satisfaction you have derived from your engagement with the tertiary sector.*
 - *What are the factors that result in successful engagement with tertiary education providers?*
 - *What barriers exist that prevent appropriate engagement? Could you comment on members of your sector who might not be engaging with the tertiary sector.*
 - *In terms of your organisation’s /sector’s/ group’s economic goals, to what extent is the tertiary education sector assisting in the achievement of those goals?*
 - *In terms of your social goals, how would you describe the tertiary education sector’s contribution to the satisfaction of those goals?*

Possible additional prompt questions for Māori participants

- *Can you comment on the extent to which you think tertiary institutions are accountable to Māori communities?*
- *How has your engagement with the tertiary sector impacted on the number of Māori staff within the tertiary sector?*
- *Can you comment on the extent to which your engagement with tertiary institutions reflects Māori aspirations?*
- *Can you comment on the impact your engagement has had on tertiary education access and opportunities for Māori?*
- *Could you comment on the outcomes of your engagement in terms of the tertiary education system’s contribution to regional and national Māori/whanau/hapu/iwi development?*

Possible prompt questions for Pasifika participants:

- *Can you comment on your engagement with the tertiary sector and how this has contributed to Pasifika learners*
 - *How has your engagement with the tertiary sector contributed to improved Pasifika economic aspirations?*
 - *Can you comment on how your engagement with the tertiary sector has contributed to increasing the proportion of Pasifika staff in the tertiary education system?*
- (h) Before concluding, thank the participants on behalf of the research team, reiterate the assurances regarding confidentiality and anonymity, and outline how the results will be fed back via reports.
2. Arrange for transcripts to be prepared. Check these against your recall of the meeting.
 3. Begin a tentative analysis of the issues raised. You could use the highlighter in Word to note these.

Appendix G: An example of a TEP's engagement with its stakeholders

With the permission of Waikato Institute of Technology (Wintec), the following summary of its existing and planned engagement with its stakeholders is included in this report. It serves as a case study that 'drills down' into the detail of a single TEP's rapidly evolving work in this area.

Overview

With the mission "To build a stronger community through education, research and career development", and a vision to "provide innovative and high quality vocationally-oriented education and training", the strategic intent of Wintec is to contribute to regional economic development by nurturing and expanding existing relationships with business, industry, unions, community and public organisations. Such relationships are intended to provide Wintec with the ability to develop innovative approaches to learning and research in response to new trends in industry and business, as well as to prioritise activities that link to goals within the TES and STEP. Being able to react quickly to identified needs is seen as being particularly important.

Formalised time allocation to Heads of Schools so as to allow them to build industry relationships, and the establishment of a Business Development Unit, are seen as having improved Wintec's ability to be aware of, and responsive to, stakeholders' changing needs. Greater client-focused internal systems are also being developed to enable Wintec to respond to those needs. In addition, closer links with secondary schools through liaison activities, curriculum alignment projects, Wintec Open Days and the targeting of key student and staff groups are intended to raise the profile and acceptance of Wintec as the preferred Waikato training provider.

With particular strengths in the applied teaching areas the key strategic programme areas identified by Wintec as having particular strategic relevance over the next three years are:

- Engineering & Trades,
- Health & Social Sciences,
- Aviation,
- Sport & Exercise Sciences,
- Media Arts & Creative Industries, and;
- Agriculture, Agriculture Research and Biotechnology.

In early 2003, Wintec embarked on a series of change initiatives that now fall under the title of *Project Connect*, with a major focus on improving "connectedness with industry". In the last 18 months, Wintec has made considerable progress towards this focus. Particular milestones have been:

- The restructuring of Wintec's Faculties and Schools to better reflect the industry groupings of the region.
- A change in focus for Heads of School to ensure that up 40% of their time and effort is directed outside the day-to-day activities of their Schools and towards the industries with which they are aligned.
- The appointment of two senior managers to address relationships with (a) the various ITOs active in Wintec's region and (b) key strategic industries within the region (e.g., District Health Board, Sports organisations, Agriquality, Fonterra, WECA, the growing Aviation cluster and Innovation Park).
- The creation of a Business Development Unit, which is charged with a range of activities intended to improve the capability to identify and respond to the needs of industry.
- The creation of an "entity" known as Wintec Training Solutions (WTS). This is a vehicle through which Wintec will assess training needs within the region, and then develop and deliver short courses to address those needs. These courses will have a specific industry or organisation focus.

Current Position

According to Wintec's documents, it has multiple stakeholder engagement with each of the applied teaching and corresponding research areas. In Trades, Science and Technology, for example, Wintec's programmes have close links to industry, while the Creative Industries Research Centre is also driving strong links into the creative communities.

Wintec established an Industry Relations Group in mid 2004, which was asked to design an organisational approach to help achieve the Project Connect relationship goals. To ensure that there is comparability within the organisation and commonality in the rationale, the relationships are bracketed under three themes. These themes are the primary rationale for engaging with industry partners:

1. Relationships present opportunities for brand value transfer or direct cooperation; either of which results in an increase or stability in mainstream EFTSs. Examples of this are contracts with ITOs and directly with industry-driven initiatives like the Mighty River Power Bright Sparks Scheme for increasing the supply of quality apprentices.
2. Relationships present opportunities for short courses or consultancies. These are currently demonstrated in contracts such as those with Fonterra, Federated Farmers and the Waikato District Health Board.
3. Relationships present opportunities for staff exchanges and secondments, commercialisation, research and development activities and joint funding applications to funds that are focused on Public-Private Partnerships. Currently, major projects being developed in this area include the Agbiotech innovators Academy with Waikato Innovation Park and AgResearch, and an Industry Futures Hub incorporating partnerships with the Energy and Construction Sectors.

Currently in *Project Connect*, Wintec has eight key business engagement areas, namely; customer relationship management, advisory committees, Industry engagement strategy, staff development, ITOs, commercialisation, secondments, and sector strategist. Progress to date and plans are outlined below.

Customer relationship management. A summary of the investigations, research and deliberations have resulted in Wintec adopting a Customer Managed Relationship (CMR) strategy. It is implementing this strategy across a wide range of initiatives to an end where the Institute becomes, over time, enmeshed in events that determine labour resource needs (both quantity and quality) for the region's businesses and add value to the region through targeted research, consultancies and training. Customer Managed Relationships are those where the customer, as defined by the funding guidelines under the heading of "business", accepts the responsibility for leading the relationship. Within this relationship the role of the leader is to actively participate in establishing the expected outcome from the relationship – from their perspective. To this end Wintec will be seeking clarity from the industries in terms of their workforce planning processes, their particular skill needs and the role that they are willing to assume in developing the curricula delivered and the work-ready competencies of graduates.

Advisory committees. Focus group sessions with industry in the later part of 2004 revealed that industry does in the main have a clear view of what skill sets graduates should possess to be work-ready. They are also more open to opportunities that require industry to participate in the ongoing development of graduates. Wintec's sees its challenge as being to develop people and processes where those industry views can be heard and turned into action. The concept of being enmeshed in the events that determine the labour resource needs for the region's businesses means that Wintec will become involved in the industries of the region: an active participant in the region's labour resource planning, rather than an observer. Sustaining meaningful Advisory Committee processes is considered to be a key long-term goal for Wintec, and is recognised as a significant objective within Industry. It is envisaged as improving Wintec's capability in terms of securing, analysing and acting upon local industry advice and recommendations. Providing support for these Committees is seen as integral to their proper functioning and also to the timely implementation of their advice. Capability in terms of responsiveness will be improved.

Industry engagement strategy and staff development. Wintec has historically responded to the needs of industry in a sequential way rather than in a concurrent manner. Integration of the strategy map

concept and tool into business planning and industry engagement processes will allow Wintec to identify, across four perspectives, the desired outcomes from each relationship. These perspectives include: financial, relationship partner, Wintec's, and a learning perspective. These maps will contain sufficient detail to allow Wintec to measure the benefits to each party across a basket of domains. They further reinforce the multidimensional aspect of relationships and will allow coordination of discrete activities under a common goal. Wintec is continuing to address the issue of responsiveness and time to market by actively participating in the process of skill needs forecasting or analysis alongside industry. This is considered to be a critical activity for Heads of Schools within institutional structures. Initiatives in the area will see Wintec staff (from Director to ASM) up-skilled and integrated into strategic industries as "education partners". Stakeholder engagement is driven with staff through annual business plans which incorporate key objectives and commitments for industry alignment. This is linked to academic and faculty plans, as well as the professional Career Development Cycle undertaken by each staff member.

Industry Training Organisations. Increased "connectedness" with Industry Training Organisations (ITOs) related to the region's strategic industries is also a priority for Wintec. Although there is currently significant interaction, particularly with ESITO, EITO and P&GITO, Wintec will seek to significantly strengthen the relationships with the Agriculture ITO, Competenz, NZITO, Road Transport and Logistics ITO, Electricity Supply ITO, NZ Extractives ITO, Sport Fitness and Recreation ITO at senior relationship levels. Specific activities related to this initiative include a minimum of two direct "engagements" with the targeted ITOs in any year and at least one conjoint project that is successfully implemented with the ITO partner to address identified industry needs. Rather than being a separate activity, this will be integrated with the sector-wide focus on strategic activities. For example, the AgITO and NZITO are engaged with the Agbiotech Innovators Academy project and there are seven ITOs to date involved with discussions on the Industry Futures Hub.

Commercialisation. The further concept of adding value to the region's industries requires Wintec to build its capabilities in the two broad areas of research and commercialisation, and consultancies and training. Broadly speaking, this will involve a further refinement of the research focus, to ensure that research activity relates to, builds on and supports the region's industry and the continued development of the Wintec Training Solutions initiative. Wintec will seek to continue to focus its research in areas that have a clearer alignment with our region's strategic industries and will increase its profile and activities in the commercialisation of ideas that have potential for generating economic activity for the region. In particular, Wintec will work closely with the Innovation Park with a view to securing opportunities to add value to initiatives being taken by companies residing in the Park. Desired outcomes for this initiative will be the existence of joint activities in the dairying sector (Innovation Park have identified this as their focus). Three specific engagement events have been undertaken with the Innovation Park to enable staff engagement with the Park.

Secondments. Increased secondments into strategic industries for Wintec staff are also underway. There is a sense in some of the region's industries that graduates are not work-ready when they graduate. Some of the sentiments related to this view suggest that the reason for this may in part be attributed to the lack of current work experience of academic staff outside the academic environment. Secondments should serve to update staff on current processes and tools and the requirements of commercial operations related to their academic discipline.

Sector strategist. Wintec has identified that specific sectors are of strategic importance. It has also recognised that these sectors span the breadth of offerings available from the Institution. Whilst there are a number of Schools that have engagement with the sector, and these in turn cover both Faculties, Wintec has identified a need for a sector relationship strategist. The role of this person will be to understand the wider sector needs (rather than specific organisations' needs) and to link up these needs in a coordinated pathway of curriculum and other tertiary services. Suitable candidates are currently being sought.

Collaboration. Wintec places a priority on collaboration where it will bring positive outcomes for both parties and students and has engaged in a number of collaborative activities on an international, national and local basis. These include activities with local and international universities, other ITP sector members and private providers. Wintec is involved with national ITP collaboration, for example the Farm Start IT training programme for the farming sector, and external fund collaborations with other TEPs, for example the eCDF. The Tertiary Alliance is the primary mechanism for Wintec's current collaboration and rationalisation activities with other organisations in the central North Island. The member organisations of the Alliance are Bay of Plenty Polytechnic, Tairāwhiti Polytechnic, University of Waikato, Waiariki Institute of Technology, Waikato Institute of Technology and Western Institute of Technology. International collaborations include twinning agreements in China and others planned elsewhere. Wintec also has non-educational collaborations such as the Industry Training Centre used extensively by Fonterra and the office of WECA.

In addition to the above initiatives, mention must also be made one other areas of significant engagement, that with *Māori*. Wintec recognises tangata whenua as having a special significance in its activities, providing all staff and students with the opportunity to enhance their awareness of, and participation in, Aotearoa/New Zealand's bicultural context, and demonstrating commitment to the partnership intent of the Treaty of Waitangi. The historical significance of the main Hamilton site, especially to Tainui, will be considered in determining the organisation's future interactions with Māori. Situated near the centre of Hamilton city, Wintec sees itself as becoming a powerhouse for the conjunction of iwi, industry, business and schools. During 2005, Wintec was awarded the major award in the Education category at the Te Reo Māori Week Language Awards in recognition of the strong collaborative culture and commitment to Māori at the institution. The recent development of Te Toi-a-Kiwa, the School of Māori, Pasifika & Indigenous Studies, from the original Māori Studies department is indicative of the engagement Wintec has in this area.

Looking ahead

At the end of the planned four-year capability development cycle of *Project Connect*, Wintec is planning to have:

1. further developed (in conjunction with industry) a comprehensive industry engagement strategy and plan, and implemented initiatives to meet agreed objectives;
2. trained appropriate staff in all aspects of industry engagement, including how to:
 - identify key industries to engage with,
 - determine industry wants,
 - determine the nature of the relationship (strategic, operational),
 - value such a relationship with industry,
 - proactively participate in labour resource planning,
 - develop contracts and negotiate terms;
3. further developed internal structures that support a broad range and depth of collaborative engagements, including reorienting the roles of Deans, Heads of Schools, Programme Leaders etc.;
4. refined systems and mechanisms for measuring engagement outcomes;
5. implemented appropriate HR recognition and reward processes that stimulate behavioural change;
6. coordinated industry related activities supported by the appropriate technology tools;
7. re-designed internal processes to support the industry engagement objectives (i.e., information gathering and dissemination, ideas group, workload allocation, recognition and rewards, and budgeting);
8. redeveloped Advisory Committees so they are all mechanisms for meaningful contributions to be received on behalf of industry.

Appendix H: Summary of focus group and individual interviews

Appendix H1: Summary of focus group interviews: agriculture sector

1) Introduction

The group consisted of a number of either active or retired farmers with an interest in education, a senior member of the Agriculture ITO, and two representatives from horticulture research; in addition individual interviews were held with three senior members of companies associated with the livestock industry.

2a) Amount of engagement

The group reported a wide range of perceptions with regard to the amount of engagement with TEPs. Comments ranged from, 'there are a surprising number of formal structures' to one member claiming that over the last 10 to 15 years he had been consulted on 'probably two occasions' and stating that there was no regular engagement with the tertiary sector. Another member of the group commented, 'In my involvement with various industry organisations, I don't recall an approach from the university on what our needs are and as a farmer I don't recall ever being asked'.

Although the individuals representing livestock-related companies also reported varying degrees of engagement with TEPs, it was generally quite limited. In the case of some institutions with agriculture programmes and research, there was somewhat more engagement, particularly regarding research. One reported engaging with a range of institutions in order to tap into expertise in the fields in which he was working and with local TEPs' requests to provide internship opportunities for students. All three noted that they indirectly engaged with TEPs in their roles as "consumers" of their graduates and of their research outputs.

2b) Quality of engagement

While it was difficult to get an indication of the quality of the engagement, the overall comments in the focus group were mostly negative, particularly when comparisons were made to earlier consultation processes:

...in a former life, I was the Regional chairman of the Agricultural Training Organisation and we had inputs from the universities, we had inputs from the Techs, we had a Department of Labour and all the funders and all the providers, we had a working mechanism, so what did they do? Pull the money out...

The individuals from the livestock-related companies were also somewhat critical of the quality of TEPs' engagement with them, although one thought that it had improved recently.

Several criticisms were advanced:

- "The industry-leading expertise that we are looking for is not always there." Reasons for this include lecturers' "lack of time to keep abreast of developments in their fields", with "inevitable tunnel vision arising from concentration and specialisation."
- "Our experiences with students doing internships is patchy. It would be generous to say that their work is of variable quality." In some cases, this was associated with the TEP supervisors having somewhat inflated ideas as to their students' value and/or them providing minimal supervision.
- "X [TEP] is not always easy to deal with as they take a strong commercial line with us [yet] ...they also take an anti-competitive line by giving away ideas [in China] in order to recruit students." Another respondent similarly described X as 'very difficult to work with'.
- "They don't do enough to disseminate their research... compared with what my company does through its regular publications....People doing research are satisfied with producing papers.
- X TEP is the last place we would deal with; we prefer working with commercial partners."

- “We are disappointed at the number of qualified graduates and are forced to recruit overseas....We are actively engaged with X and Y [TEPs] about this problem.”
- “We have a scholarship programme in place, but it is not easy to find awardees.”
- “Success [in working with TEPs] is variable, but is generally unsuccessful [because of] egos, prima donnas, bureaucracy, academics being there for a long time and over-estimating their sense of value and their commercial acumen...no idea of taking products to market and of customers’ needs...and they lack a realistic perspective on IP value.”

In contrast with the foregoing, Lincoln University came in for some praise:

“Its model farm is leading edge and is a great example of how research can be applied.”

Its participation as a partner in the South Island Dairy Development Corporation is working well at least in part because the University engages in “collective decision-making.”

3) Channels of engagement

In the farming sector, the Agriculture ITO seems to be the most prominent (and active) formal broker. The comment was made that the active engagement with the tertiary sector was almost exclusively because of initiatives taken by the ITO. The ITO appears to be communicating increasingly with private providers, ‘[the relationship] is not so formal with the universities and in recent times probably, you could say, there’s been a breakdown in communication with the polytechnics, partly because of the polytechnics withdrawing from Agriculture Education activities in most areas’. Apart from the ITO and reference to a Polytechnic’s Agriculture Advisory Committee, no formal channels were mentioned, with most farmers reporting no engagement and relying on feedback from farm trainees on the quality and content of courses that they attended.

One of the difficulties that was mentioned was that the farming sector, in contrast to some other sectors, had some difficulty in communicating in the training area. This was because the trainees were widely dispersed and mostly in one-on-one employment situations.

4) Purpose of engagement

The main purpose of engagement, which was stated over, and over was to convey to the tertiary providers the changing training needs of the agriculture and horticulture sector. One of the problems with this group was that, in spite of the best efforts of the moderator, they returned again and again to what messages had to be sent to the ‘Government’, rather than addressing the question itself.

5) Satisfaction and success in engagement

The group was almost uniformly negative about engagement with the state sector, which was perceived as ‘not accountable’. One member commented:

I think the best thing that the Government can do to the tertiary institution[s] is to make them accountable and make them perform for their survival. I think the communication lines would open up instantly.

Another member of the group made the following observation:

... the message needs to go back to the Ministry isn’t ‘is there an interface between the industry and the tertiary sector’. It’s really ... the perception is that the system’s so dysfunctional and so rundown that they’re asking the wrong question

These views were in contrast to the private sector where, ‘if we weren’t happy, they knew that they didn’t have a job, so they did tend to listen to us’. The Agriculture ITO was seen very positively, although it, ‘is basically technical education and it doesn’t bring in all our components.’

6) Barriers to engagement

By far the most common complaint was that the institutions did not engage with the stakeholders unless the initiative came from them (via the ITO), and that if they did, they did not listen to the advice.

The Polytechnic had an Agriculture Advisory Committee which I was chairman of. I think in their Charter they had to meet us three times a year and we strongly recommended not to create a model farm in and build a cowshed and do all those things, because that's not what the industry needed. They went ahead anyway and it failed, so they went through the motions of consultation, to put a tick in the box, but they didn't take the next step and act on the advice they were given and that left the Agriculture industry with no choice but to go where there was a response and [with] commercial providers, the response there was much more instant.

Other barriers were excessive bureaucracy, which prevented innovative and flexible responses to industry needs. One member of the group felt that the two sectors were talking past each other:

you have really got two industries running parallel with each other – education and agriculture. One's not a service provider that's there just to do something – it's got its own agenda as an education industry and it needs to match the needs...

Finally, rivalry between institutions was mentioned as a possible barrier, although the situation, from the perspective of the speaker, seemed to be improving.

7) Tertiary education's contribution to the achievement of economic and social goals

The group agreed on a number of issues that faced the industry and that required input from the tertiary sector. In their view the industry needs greater promotion and recruitment in schools (and they see an important role of the tertiary sector here), it needs flexible, short courses on specific aspects of farming and agriculture as well as longer broad-based courses that are developed in close collaboration with the stakeholders (rather than courses that are developed in the institution and then offered to the industry on a take it or leave it basis). The comment was made several times that agriculture education has lost ground, by agriculture departments being integrated into applied science departments or dropped altogether from the curriculum of some institutions.

Another issue that was raised a number of times was education funding. The feeling was that while the ITO brokered or provided a large number of useful and relevant courses, it was funded poorly, while the tertiary sector, which was seen as unresponsive to the needs of the industry, had its courses funded at double the rate through the Student Component Fund.

8) Conclusion

While there was a wide range of views, the group seemed to be looking for:

- More intensive engagement in terms of regular meeting of advisory and feedback groups;
- More intensive engagement in terms of their views being taken into account rather than being noted and then ignored;
- Recognition by the tertiary providers that in the new economic and social climate, curricula have to be formulated in consultation with stakeholders;
- Flexible and prompt responses on the part of the tertiary providers to specific training needs. (This applies to the state sector – private providers are increasingly meeting needs not met by what is seen as the more bureaucratic state system).
- Perseverance with attempts to make contact with industry and recognition of the importance of alignment.
- Recognition of the need to “keep up with the play and read up about industry” and “get alongside commercial interests.”
- Realistic appraisals of the value that students can bring to industry during internship placements.

- A strategic plan in the tertiary education sector for developing the type of skills needed by agriculture.
- Regular provision of information on new developments.
- Clear and concise training programmes.

Appendix H2: Summary of focus group interviews: commercial sector

1) Introduction

The group comprised a senior recruitment consultant who previously had worked in recruitment for a large dairy products company, a national training manager from the banking sector, a human resources manager from a large oil company who had also previously worked in the dairy produce sector, and the director of a company that commercialises science and industrial technology and includes industrial research. The group all had significant experience in terms of engagement with the tertiary education sector resulting in a thoroughly informative focus group meeting.

2) Amount and quality of engagement

The human resources manager commented on the significant mail-drops that occurred each year coming from the Universities in particular announcing courses, particularly relating to executive development, degree programmes on offer and dates for career fairs. In addition to this, recruitment sessions were held across Universities involving significant engagement in order to achieve the desired outcome. In this regard, the company would approach the Universities to set up the meetings.

The senior recruitment consultant commented that both the amount and quality of engagement was “little”, considering the importance for such a company to understand the fit of qualifications with various vocations. Improved engagement would result in their having a better understanding of the relationship between qualifications and opportunities in the market place. Improved engagement would “give us confidence to talk about a set of skills with particular graduates to get them into a favoured position.” The consultant who recruited primarily for the Public Sector, explained that she found it very difficult to “sell new graduates, especially into the government sector, who don’t have experience...”

The national training manager explained that her company enjoyed regular engagement with the tertiary education sector having just recruited a record 25 graduates. The company runs a leadership programme in partnership with a university and this had worked well. Additionally, employees are permitted to enrol on courses as part of their professional development package with the company, funded up to a certain dollar value. In this respect the company engages with the polytechnic sector who offer a number of the finance papers.

The commercialisation director described the engagement as “patchy”, dependent “upon the institution and the nature of engagement.” Recent attempts with a university to achieve an appointment that linked industrial research and management had proved to be “absolutely bloody hopeless.” Attempts to engage on the commercialisation of work being done proved to be “reasonably hard work.” Such approaches did not seem to be well placed on the priority lists of university departments who do not appear to be committed to community engagement. Polytechnics, on the other hand, “are much more driven in terms of trying to reach out into the community and do work with the community.”

I think it’s a reasonably common experience that when you are dealing with the universities at academic level, it is very patchy, very dependent upon the individuals involved and the extent to which they want to be engaged, and as institutions, they’re bloody hard to deal with if you’re trying to do something a bit different...

The participant believed that polytechnic CEOs had some control over activities within their institutions, which provided for far more predictable engagement. The Business Links Fund was being utilised to strive for a major regional initiative involving the commercialisation of certain sciences and technology in the region.

Criticism was levelled at two universities setting up engineering schools in opposition to each other in the same region. While engineering was of some interest to the region, the institutions were loath to

engage in other areas that were far higher up the priority list in terms of the region's regional economy.

The national training manager described the quality of engagement with the tertiary education sector as "very good." She thought that this might be attributed to the fact that they were in a position of providing a considerable number of students per year and they had the money to pay for the training. Additionally, the company accommodates student work experience and project work, inviting them in and assisting them while they are on site. This was all part of the company's corporate, social responsibility philosophy.

The oil company tended to have most of its senior training relationships with European and American universities. Engagement with New Zealand universities was less, although there was a partnership in the area of an "oil spill response unit."

3) Channels of communication

Specific prompt questions were not asked regarding the different forms of engagement between the tertiary sector and this stakeholder group. There was clear evidence of non-personal engagement undertaken through mail-outs of training opportunities and programme content. However, there was clearly a lack of the necessary detail being imparted to recruitment consultants who were falling short in terms of their ability to supply the necessary detail to prospective employers. More effective channels need to be established to fill this void.

Companies that supplied students and funding were clearly sought after by institutions and here channels of communication were regular and successful. These were usually interpersonal channels undertaken on a consistent basis and timed to satisfy specific training needs.

Engagement channels designed to achieve less obvious outcomes, such as the commercialisation of science and technology, are open in the form of interpersonal communication but it would seem that achieving positive outcomes is proving difficult, possibly due to universities not viewing these activities as core business.

Recruitment channels for larger companies appear to be open and successful and are often centred on relationships that have been established between individuals in the company and those in the specific tertiary institutions.

Where training or industrial activity partnerships have been established between tertiary education institutions and commercial stakeholders, it would seem that there is highly successful, ongoing engagement between the respective parties.

4) Purpose of engagement

The national training manager described the chief purpose for her company as gaining "competitive advantage." The training undertaken was done in an attempt to "get one step ahead by ensuring that our people are actually qualified" and ahead of the pack when new legislation was imminent. With the labour market being tight, it becomes even more important to grow your workforce from within.

For the senior consultant, the purpose of engagement was about recruitment for companies. They wish to establish from the tertiary education sector, detail with regard to the fit between academic programmes and vocations so that they are able to inform prospective employers of the merits of applicants for positions because they have a good grasp of the content of different qualifications. Ultimately, they market qualifications that are not well understood by the Public Sector and yet this important function is not well supported through high quality engagement with the tertiary education sector.

Speaking of his time in human resources with a dairy product company, the human resource director commented on the need for graduates who had a mix of international marketing, food science and a foreign language. The purpose of engagement at the time became one of achieving a partnership with a university to alert students to opportunities presented by a mix of these skills, and this was achieved. As an aside, there was some debate as to whether such a narrow approach towards job-specific skills came at a price in terms of a broader education that might encourage more generic skills in the areas of problem solving and strategic thinking. The suggestion was made that a balance should be sought.

Currently, within the oil company engagement was largely about recruitment or placing staff on training programmes as part of their professional development package.

The commercialisation director pointed to sound engagement when seeking either training or a graduate from a university. However, as soon as the purpose of engagement became less common, such as seeking a contribution to regional economic development, “that’s where you run into difficulties.”

5) Satisfaction and success brought about by engagement

The national training manager believed that satisfaction and success were achieved when tertiary institutions were prepared to “listen to your needs..... and they’re coming up with an appropriate solution.”

The commercialisation director pointed to the polytechnic sector as having a stronger focus to engage with regional industries, with the result being that satisfaction and success were a more likely outcome. This was not the case for universities when activities were outside of training or graduate recruitment. Because the polytechnic sector is vocationally driven, “the local economy and the local workforce is important to them.”

The recruitment consultant’s brief experience had led her to believe that graduate placement was not a high priority for tertiary institutions, and there could be significant improvement in terms of providing recruitment agencies with an improved understanding of their qualifications.

The human resource director believed that satisfaction and success was often dependent upon the specific personalities of personnel in key positions. Success was achieved when institutions had “a couple of quite innovative, proactive, forward thinking people in those career roles.” He had experience of university personnel who would actively pursue companies “to try and forge those relationships and get some ideas on what organisations were looking for.”

6) Barriers to engagement

For the training manager, slowness to respond was a real barrier. While the company would want a response within three months, the institution could only respond within six months. She also believed that institutions should rather “over deliver” than promise one timeframe and then not meet it.

The commercialisation director pointed to a lack of willingness by universities to consider the development of “strategic human capital” that will contribute to the development of the region. If the department was being successful in one specific area they would be loath to redirect energies towards a regional need that did not fall within their current activities. He pointed to two regional polytechnics that made real attempts to determine their place in the community during the Charter consultation process. A university’s charter, on the other hand, “didn’t mention a role in economic development as part of its activity, let alone local economic development.” He concluded that having universities that were internationally connected, world class teaching institutions doing good research, but dislocated from the community, was a problem. The Performance Based Research Fund, with criteria appropriately around excellence in research, “doesn’t automatically mean that the benefit of that flows locally.”

For the recruitment consultant, tertiary institutes were providing a barrier by not marketing the skills of their graduates as they should, an opportunity that was being lost.

7) The tertiary education sector's contribution to economic and social goals

The perception of the commercialisation director was that in one specific case it would be fair to say that a university was not showing a commitment to engagement with the economic development of a region. Some lip-service was being paid in this regard because it was the right thing to do but little that was tangible was being achieved.

...there's about \$100,000,000 worth of public money going into research in this town which will be much more than any other, even Auckland, and we've got to work out some way of getting the economic impact out of that.

The oil company resource director did not feel that the company would see the tertiary education sector as a contributor to its economic goals other than "the provisions of some graduates." However, from a social goal point of view, he pointed to the desire of the company to have a decision-making body within the company that was representative of the population mix of society. Tertiary education played a key role to ensure that the cultural and ethnic mix of society had the necessary skills to play a role within the company. There was still some ground to cover within certain population groups. Some movement was taking place on the gender front with more females taking up positions around the management table.

Others felt that the universities did play a role in terms of social goals, although there would not be any "big strategic positions" in this regard. Largely, it was a matter of groups of people "promoting social and cultural activities" without having "a planned approach to culture." In fact any feel of a "strategic imperative" rather than just a "happy band of people" results in the process breaking down. In terms of social cohesion, polytechnics would also contribute to the social fabric of the town.

In her experience in recruitment, the consultant believed that while values would appear in company brochures, there's little link back to behaviour in practice and she was unsure of any possible link to the tertiary sector in this regard. If anything happened within the company, it usually seemed to stem from the leadership present. Every public sector exhibits a different social environment and, in her opinion, the culture was led by the senior management group.

A participant believed that the culture within the organisation often had little to do with the Values statement pinned on the wall. Much of it is drawn from the background culture of being kiwi, which means that the business culture in New Zealand is different from that in Australia.

8) Conclusion

There was a call for the tertiary sector to improve its engagement with those people who recruit employees for industry. This could be achieved by determining ways in which such agencies could have better access to information that improved their understanding of the potential vocational outcomes of different programmes being offered.

A strong plea was made for universities in particular to engage fully in the economic development of the region. This should be stated in the institution's Charter and should be lived out through engagement with industry that was more substantial than token lip-service. Universities house significant intellectual property that has the potential to be commercialised to the best advantage of the regional economy. This did not have to detract from international endeavours undertaken by these institutions.

There was some support for the polytechnic sector's proactive endeavours to become intimately involved in the development of the region. However the tertiary sector was reminded of the need to strive for flexibility that enabled response time to be shortened to better accommodate the timeframes

within which industry had to respond to new directions. The suggestion was made that under-promising and over-delivering was the side on which these institutions should err.

It was clear that if industry had funding and was in a position to supply students, engagement was likely to be successful. It was in the areas of engagement that were not considered to be mainstream that there was scope for improved responses. Universities were also discouraged from setting up in opposition to each other as this squandered resources, especially if the activity was not key to the region.

A theme that emerged was the relationship between successful engagement and individual personalities. This could vary from one school to another within the same university. Innovative, proactive and forward thinking people were the key to successful outcomes.

In terms of economic goals, it would appear that the polytechnic sector was driven to integrate with the region's industry due to its vocationally oriented training. Universities were encouraged to identify more closely with regional development, with specific mention made of research funding that could be better utilised to drive regional economies through commercialisation initiatives.

Appendix H3: Summary of focus group interviews: education sector

1) Introduction

The group was comprised of professionals involved in primary and secondary education in addition to a participant who was employed as an instructional designer by a corporate company. The group included a resource teacher of learning and behaviour (RTLB), a guidance counsellor, a school principal and the instructional designer. All members had involvement to varying degrees with the tertiary education sector and proved to be enthusiastic and enlightening participants..

2) Amount and quality of engagement

The instructional designer, who works for a training company producing instructional materials for in-house facilitation of training for clients, explained that they had very little direct contact with the tertiary education sector. The nature of the training is two-day workshops specifically tailored for the client, rather than formal courses completed for qualifications. It is of interest that this company, who has a contract with the Tertiary Education Commission (TEC), is not a private training institution and yet it has more training than it can cope with. The closest it comes to the tertiary education sector is through its contract with TEC. As a result of its lack of identification with tertiary training, the participant mentioned that at times they would be confronted by “interesting attitudes” including, “this is just training, it’s not very important” and “the real education happens up the hill.” A final form of contact with the tertiary education sector is in the form of tracking down a piece of research that has been done at times, even to the level of author.

The guidance counsellor, who is also a careers counsellor, spoke of “a very close connection with tertiary providers.” mentioning universities as her specific area of focus. This engagement was described as “pretty good” with open channels. One university had to be asked “not to come in so frequently” while the other pays less frequent visits. The Māori and Pacific Island Departments have a particularly close relationship with the school involving the building of “mentoring supports in the school.” A local institute of technology also has a close relationship and the engagement with all providers is regarded as very much “a two-way process.” One university also places students in day-and-a-half placements with the guidance counsellor monitoring the work being done so that students studying for the profession have a sense of the actual work environment.

The RTLB teacher described the tertiary education sector as having had a “huge impact” on the role of the RTLB teacher due to them being commissioned to train these teachers over a two-year period following the Special Education 2000 initiative. Ongoing dialogue is primarily through research and in-service training course.

3) Channels of communication

For the RTLB teachers the research from the universities is often channelled via the Ministry of Education to the teachers who then implement the new knowledge. A further channel is through schools employing Psychological Services directly from the university with school pupils being referred to these professionals.

Universities also send teachers in training into the schools, resulting in a further channel of engagement between the school sector and tertiary education. Not only teachers in training, but also Guidance and Career Counsellor trainees spend “at least one day a week” in the schools under the supervision of the counsellor in the school.

The school principal explained that his school had contacts with the Polytechnic sector through the Gateway programme via TEC and additionally through school pupils completing some units directly through that sector. He also mentioned that career days with Universities were ongoing “particularly the Pacific Island and Māori students seem to be summoned here, there and everywhere.” Universities

also provided mentoring, that has “been really good”, which was another direct channel of engagement between the secondary and tertiary sectors. Some students do advanced studies through the university and he explained that the school received “numerous requests for research...I just can’t ask the teachers to spend another hour doing that”, so he has to be highly selective in terms of the research engaged in. The principal described the engagement with the tertiary sector as being “pretty good” with “plenty of channels of communication” either through the Principals’ Group or directly with staff in the College of Education. The “school support services are great in schools if you’ve got advisors coming in.”

As mentioned earlier, the instructional designer pointed to a lack of direct engagement with the tertiary education sector; in her opinion, “some sort of formal structure could be helpful.” It seems that there is a significant disconnect between those engaged in short-term training tailored for the workplace and the tertiary education sector.

4) The purpose of engagement

The principal pointed to “the performance of teachers, getting the advisors in to work with the teachers” as a key reason for engagement. For the Careers Counsellors, it would be to ensure that students are being provided with pathways for their post-school education. Not surprisingly, the Careers Counsellor concurred with this latter point. She intimated that she preferred one-on-one contact for students, visiting an institution and the people involved with the programme, rather than relying on mass expo days. In her experience, tertiary institutions were happy to accommodate her in this way.

The RTLB teacher described her purpose of engagement as accessing Advisory Services for Teachers who were struggling with their students, and, additionally, Psychological Services who provided support for parents and their families.

The instructional design participant described the purpose of engagement as tracking down a piece of research that would prove useful when designing a module of workplace specific training.

5) Satisfaction and success in engagement

The instructional design participant described the gap that exists between her field and the tertiary education sector with little satisfaction from successful engagement being achieved. However she believed that this could change:

I think it also could very usefully go the other way, because what we see all the time are the things that are missing from people’s understanding and knowledge of the workplace, and a client will often come to us with a gap. There’s a gap here. We need to have something which is going to fill that gap. Now, potentially, it could be really useful for the people running the tertiary programmes at universities and polytechs to know that there’s that gap on the ground. So I think it would be really helpful to have a two-way street here.

In general terms, the school principal was comfortable that engagement channels were open and that success and satisfaction were being achieved. One complication was that “there’s a plethora of institutions out there and it’s just hard to know who you should be engaging with.” Schools can’t “have everybody in close contact because it is not your core business. You have to get on with the job.” He reiterated, however, that in terms of the main institutions that they were dealing with “the communication seems to be pretty good.”

In the area of special needs, the RTLB teacher explained that monitoring and evaluation is still ongoing through the tertiary institutions. Resources still fell well short of the mark, especially in parent education and additionally in classrooms for children who need it. While engagement had proved successful there was still a lack of satisfaction as the desired outcomes had not yet been achieved. This participant additionally pointed to some of the research that was being done in tertiary institutions and being shared with teachers. She cited authors who had run highly successful

interventions with teachers as engagement from the tertiary sector that had been highly successful. The principal concurred that the research coming from the institutions was now “coming together” providing “a clear picture and direction.” The research focussed on Māori and Pacific Island people has yielded similar results, thus providing greater confidence and rigour. The Careers Counsellor also pointed to the research now being New Zealand research rather than Australian or American and therefore relevant to the system.

The careers counsellor believed that tertiary education institutions had targeted schools over the past few years to improve engagement and some of the services put in place had been amazing success stories. She cited a few subject specific examples. The downside was that these initiatives were ad hoc and they could overwhelm schools. Tertiary institutions could be guilty of either driving too hard into schools or not at all with both extremes “being silly.” Better management of these initiatives were required. “There’s a balance. It’s a real balancing act at the moment.”

6) Barriers to engagement

The school principal suggested that the plethora of requests coming the way of schools was a potential barrier. This was especially the case when new initiatives were put in place with dubious funding. The initiative would commence “with a hiss and a roar one year, but the next year you find it’s been cut back considerably.”

A further barrier is the suspicion surrounding some of the private training institutions who would, for example, take a whole rugby league team out of a school and into their training “because they happen to be promising rugby league players..” On this theme, the Counsellor pointed to an increasing number of year 12 students leaving school because they can gain entry in to university. They might work for half a year to earn money and then enter a tertiary institution. There was a question whether any institutions were encouraging this process. The principal, in reference to the role of NCEA, commented, “there are a lot of side effects that we are not going to see for a few years just how that pans out.”

The instructional designer did not believe that there were barriers as such preventing engagement; it was more a case of there being no instinctive reason to engage with the tertiary education sector as they sought to resolve issues in-house for the corporate sector. This was possibly encouraged by companies who did not want the costs associated with more comprehensive tertiary courses as they were looking for “..very sharp, very targeted, very focused..” workshops and “maybe it’s the value for the dollar attitude that comes in there..” In short, companies were looking to enhance performance at their specific workplace and they wanted to achieve this quickly for a low cost. This they sought from private training enterprises that, in turn, had no reason to turn to the tertiary sector in order to design these tailored, short-term products.

7) Tertiary education’s contribution to economic and social goals

It was agreed that the education sector was not highly focussed on economic goals; however, the outcome of primary and secondary education is in part the education of the young generation who should emerge with skills that include social skills that will see them function productively within New Zealand society. Were teachers emerging from their tertiary training with technical skills and additionally, as educators who are preparing people for life after school? The principal responded:

Yes, and that’s true and a lot of them are people like that, but unfortunately it’s hard to give them the time to have that as reality. And I think that perhaps the problem is that the schools are chasing their tails so much, and the teachers are working so hard to actually do their core job, that they’re not seeing anything – not giving a broader vision to their students in a relaxed sort of way. There’s too much tension there, there’s too much focus on passing this credit, this credit, this credit and it just goes on in this manner. So you might have the odd one who can put all that aside and couldn’t care less and just gets on with inspiring kids, but they are few and far between now. It’s the element to complete....you haven’t got that balance. But I don’t think it’s so much the people themselves, it’s the situation that is grinding them down.

The principal pointed again to the impact of the NCEA, which has “some wonderful things happening” but time would indicate other implications. He was specifically concerned about the self-esteem of secondary schoolboys who “were completely aimless, depressed and it’s hard to get them motivated and get their education into reality again.”

The RTLB teacher described the home as the problem area with the school often providing the only safe place for some of the children. The only way that tertiary education can assist this situation is through providing teachers with the necessary skills and “referring parents to different agencies for help.”

The guidance and careers counsellor pointed to the need for schools to follow a business model resulting in “this relentless pursuit of ever-increasing visible signs that you are achieving something.” In reference to the teachers’ capacity to achieve social goals;

..but we can all remember those teachers that had the most powerful effect on us in the past were often the ones that didn’t fit that mould, but they are leaving, they’re leaving the profession because they aren’t – to hell with this.....I’ve seen teachers who are technically brilliant, but they do not have the skills to be able to build relationships with the students and if you haven’t got that, you are never going to be an effective teacher. You’re just not going to do it.

In a further attempt to understand what was preventing teachers from achieving the social goals they had trained for through their tertiary education, the principal pointed to the sheer volume of students a teacher would encounter on a daily basis, about 150 on average. This made the establishment of one-on-one relationships very difficult. He pointed additionally to a “different sense of morality and integrity” evidenced by the extent to which schools were now required to make use of security cameras. The point was made that in general terms, teachers “want to get in there and have people enthused about what they’re doing.”

It seemed, therefore, that while tertiary education institutions are training teachers to contribute to the social education of school pupils, the environment that teachers find themselves in at the workplace is not conducive to that type of learning taking place.

8) Conclusion

Educators in the main appear to be satisfied with the engagement opportunities they are afforded with the tertiary education sector. Engagement is described as open and two-way. Some consideration might be given to guidelines that would better control the numbers of requests made by tertiary institutions to visit schools or draw on school resources.

Trainers who facilitate in-house training for the corporate sector report very limited, indirect engagement with the tertiary education sector. Given the extent to which this body of people become acutely aware of gaps in education and training, the tertiary education sector might give serious thought to formalising structures that would enable them to better utilise this neglected source of information.

The Resource Teacher of Learning and Behaviour acknowledged that communications channels are open and outcomes of the programmes undergo ongoing monitoring and evaluation. However, it should be reiterated that parental education and support in the classroom for students who require assistance are both still significantly under-resourced.

A barrier to engagement that needs to be considered by all, including the tertiary sector, is the notion of new initiatives that do not have sustainable funding. The consequent loss of credibility results in schools being guarded when such initiatives are undertaken.

There is some scepticism about private training institutions that are removing young students from secondary schools to embark on dubious academy programmes centred on an ability to play sport well. The tertiary education sector might well scrutinise such institutions, given the damage that can be done to the education of a young person immersed in an inappropriate programme.

While it is acknowledged that primary and secondary education has an important role to play in the development of social skills, there is concern that the present school structure does not provide the environment for this to happen. Whether it is NCEA, tensions within modern lifestyle, or a different sense of morality and integrity is unclear, but clearly some attention should be given to this malaise. Teachers who are capable of achieving in this important facet of education are reported to be leaving the profession as a result of lost motivation. While this cannot be placed at the doorstep of tertiary education, it is nevertheless a situation that deserves attention.

Appendix H4: Summary of focus group interviews: engineering sector

1) Introduction

The group consisted of representatives of engineering organisations with an interest in engineering education, both at graduate and at career training level, as well as representatives of private engineering firms, civil engineering and construction, and transport engineering.

2) Amount and quality of engagement

The engagement seems to be mainly with the university and polytechnic sectors. ITOs and private providers were not mentioned in the course of the meeting. Engagement with universities was described as ‘quite good’ by one participant, while another, who works in a government department, commented:

I did not know that they’d had a massive upgrade and their capability up at the university – mechanical engineering. I was so surprised ... industry knew of it because they’ve got some good partnerships going, but yet as a Government organisation we didn’t really know much about it Perhaps they’ve got enough to do, I don’t know. Perhaps they don’t need to market themselves anymore.

Engagement between the polytechnic sector and its stakeholders seems to be more frequent, with liaison committees (theoretically) meeting on a regular basis.

Some positions on polytechnic councils were described as positions for stakeholder representatives, and the restructuring of governance in tertiary education institutions was seen as a move to abolish these stakeholder positions:

Well, this is a concern that the Council of [the Polytechnic] itself has moved to remove six places. The Council is presently 20 and it’s come down to 14, so those six are in fact stakeholder positions that have been removed.

Apart from the comment that some university engineering schools did not engage with the whole sector, quoted above, there were few comments on the quality of the engagement, although those comments were generally favourable. In one case they referred to an individual dean who was described as “really good”. One participant commented favourably on, “being invited to the organisation, having a look around and looking for options that are sort of outside the square that might suit all the stakeholder groups, which has been quite positive.”

Comments on the quality of engagement with the polytechnic sector were rather negative. While there are regular meeting of industry liaison groups, and while some stakeholders present at the meeting reported some gains, one of them commented:

In fairness to the Polytechnic, they’ve listened to the delivery method we want. We want cadetship as opposed to an academic qualification, and they’ve agreed to do it. It’s been a battle, but at least they’ve listened to us and they’ve delivered it how we want it.

Another participant commented on the quality of engagement as follows:

Since ... the new dean’s come on and so our meeting did meet the criteria so we continued it. They were to minute it, set the agenda, drive it. Unfortunately it’s turned into – it is a bit of a policing thing where we’re dragging the information out and we’re asking the questions, the response is defensive, the actions aren’t followed up, that sort of thing, which is not a healthy state for a working meeting.

One participant referred to differences in the quality of engagement between different tertiary providers and concluded, “it comes down to the people that you are working with”.

3) Channels of engagement

The channels of engagement that were mentioned most often were the professional and trade engineering organisations on the side of the stakeholders, while the industry liaison groups were the only formal structures mentioned on the side of the tertiary providers.

There was some discussion about the demise of the NZCE which was seen as a “huge mistake”. Members of the group felt that there should have been a channel to the NZQA (whom they see as responsible for the abolition of the qualification) and that they should have been consulted. In response to my comment that “apparently no consultation took place between the NZQA and the stakeholders”, a member of the group retorted: “There was consultation. I rang them up and abused them. They didn’t do anything about it”.

Members of the group recognised that they had access to the immediate providers of education, even if this access was often gained with some difficulty. They felt, however, that these providers often hid behind rules and regulations (bureaucracy) imposed on them by the Ministry and Government agencies to whom they did not have access.

According to this group, one of the channels that the members considered very important was the councils of the polytechnics. As has already been reported, the perception was that the reduction of council membership as a result of Government moves, affected particularly the positions seen as ‘stakeholder representative’ positions.

4) Purpose of engagement

The purpose of engagement was to have a voice in the training of the engineering workforce and to have a meaningful input into the curriculum and curriculum delivery.

One of the major concerns was that, with the new education system, we no longer produce well-rounded, skilled engineers. One member of the group put it like this:

I think one of the things about this qualification versus careers versus anything else is that we’ve lost the cadetships ... and I think that’s a key thing, particularly in the diploma level. Qualifications is the – it’s a pity that it’s gone that way and it’s gone that way for various reasons...what’s good for the country. But in many ways, if you get somebody, a young person who wants to try engineering or wants to try plumbing or whatever, or nursing, and they can do a first year where they get a whole lot of practical work experience at the same time as going towards their qualification, then at the end of that time they’ll get a fair idea whether they want to continue in this thing or not. We’ve tended to go towards full-time academic courses and things and that when you’ve finished, then you’re out there. They’re sent out in the workforce with no skills, thinking the world owes them a living.

The general feeling of the group was that local education for engineering trades and professions was changing, and that, with the present level and quality of engagement with the educators, they felt that their concerns were not being heard, let alone addressed.

5) Satisfaction and success in engagement

The greatest satisfaction was reported with regard to engagement where the education institution took the initiative to consult with the stakeholder or stakeholder group. Being invited by the institution or being asked for their views created an atmosphere of respect that led to cooperative interaction.

Another successful engagement was reported. In this case, the success seemed to rest on the fact that the goals of the stakeholders overlapped: the stakeholder needed trained personnel, while the institution needed students to provide the EFTSs:

[We were contacted by] the representative of a group of Civil Engineering organisations who contacted us to see if we could help them make some changes with the industry, and we put them straight to the Polytechnic which should be the natural port of call, I guess, if you’ve got

concerns with the tertiary level education. So they've been working with the Polytechnic lately to ensure that the Diploma Course of their technicians doesn't drop off and the Polytechnic have actively brought in the teachers to educate which is the same model that the trade organisation used when we first got started and the Polytechnic were involved in that, so they've adopted that. They also have been out on school visits raising the profile of the civil engineering career options. So from our perspective, we've got a lot of history and it seems a really slow and onerous process and we're still having some difficulties in different areas, but I can also see that they're picking up new tricks, I guess, and trying to help industries come on. But again, that was driven by the civil engineering industry at the point where the course was going to drop off at the end of this year and it would have to wait for another three years or so to have graduated technicians.

6) Barriers to engagement

There was no shortage of comments in this area. The first point was made early in the meeting and was repeated later on. It referred to the fact that engagement, as far as the local polytechnic was concerned, had to be initiated and driven by the stakeholders. The following exchange between three members of the group illustrates this:

A: ...we need to drive, we need to set the times, we need to set the agenda, we had to take the minutes. They haven't really recorded it. Once they have and the last time they didn't.

B: Sorry, they wrote to me and told me they'd disbanded it. Remember we said the Advisory Group – they wrote to me and said it was history, so I...

C: No, what happened was, Sarah and I were invited to a meeting down at a conference venue this time last year where they talked about they would come back to industry. They wanted to crank them up and get them working properly.

B: Is that right?

C: We got a letter from the Polytechnic saying the outcome from that is that it was all going to happen and they'd come back to us in March or April. Nothing ever happened.

A second barrier is conflict between different stakeholder groups. A particular instance of this occurred when one stakeholder group (the students) had views that differed from another (employers). The institution obviously found itself in difficulties between two opposing viewpoints. The episode was described in the meeting as follows:

A: ... the students that enrolled for the cadetship this year who were enrolled to study first year in Polytech this year, and second and third years as block courses. The students were asked in the class what they'd prefer, block or day, and they all said 'day'. And so then they were going to change the whole structure of the delivery, the programme for second and third year and push back the industry to accept that. Now that's just really bizarre. So there were two months where communications between us and the staff at X were really struggling. It was just really difficult because we felt that the cause for change was inappropriate. It just didn't – students don't know and...

B: We were taking a long-term perspective.

A: So there was a whole lot of trouble over that and it was just really silly.

The third point referred to a lack of flexibility on the part of the institution. It was described several times by different members of the group. Here is an example:

...in the things that I've dealt with where we've tried to [do] something a little bit different that's responsive to the industry's needs, it seems to align very clearly with the Polytechnic's objectives, it's just a little bit too outside the square or it's not how it was done last year or somebody doesn't like it or something. It adds up in every area but it just doesn't get off the ground and that's a real problem, especially when there's been commitment from all parties to it..

At least one example was cited where one Polytechnic was not prepared to 'think outside the square', while another did, and as a result a number of students now attend courses several hundred kilometres away from their home base.

A compelling image that apparently has currency in the discussions is of industry as a: ...super yacht that can turn on a dime and they can't react. [The institutions, (seen as 'big ships')] are just burdened by a whole lot of crap that they can't react, and then finally when they have reacted and they've responded to the help, they've discovered they're going in the wrong direction, because the rates of change in industry and business is absolutely phenomenal. I'm not down-crying people. It's not their fault. They are just not fleet-footed enough to keep up.

7) Tertiary education's contribution to the achievement of economic and social goals

There was not very much discussion on this topic, but the group commented on the perception that students emerged from their tertiary education not as well rounded and broadly educated than in the past. The following illustrates the general feeling:

A: We've tended to go towards full-time academic courses and things, and that when you've finished, then you're out there. They're sent out into the workforce with no skills, thinking the world owes them a living.

B: It's hard too. I mean, a lot of young people seem really arrogant and full of beans and nothing can scare them. But they're also quite insecure, they're quite frightened of entering work because they've only ever known classrooms.

8) Conclusion

According to the group, there seemed to be differences between the engagement between universities and polytechnics and the stakeholders. While the quantity and quality of engagement with universities was generally regarded as satisfactory, the same could not be said of the engagement with the polytechnic sector. While there were some success stories, the major problem appeared to be that the stakeholders had to do all the driving, that they encountered defensive responses and that the institutions were in general not willing to listen and to 'think outside the square'. Lack of flexibility on the part of the institutions was a recurring theme of the discussion.

The group felt that engineering training in New Zealand was undergoing major changes, and they felt that they were being denied an input into the direction these changes should take.

Appendix H5: Summary of focus group interviews: health sector

1) Introduction

The group contained representatives of Private Health Providers, the Private Hospital system, Māori Health Professionals and a DHB. The focus was mainly on nursing.

2) Amount and quality of engagement

In the nursing area, engagement seems to be occurring (or not occurring) on two levels. The first is the engagement between the training institution and the health service provider to ensure that the students receive training placements. A second level of engagement is the consultation on curriculum, training needs and quality issues. While there clearly is regular engagement on the first level, members of the group generally felt that there was very little engagement on the second level:

Personally, I think [the level of engagement] is quite minimal. They always profess to be there if we need them, but they don't have a visible presence. I get messages via e-mail as contact regarding accommodating students and apart from that, unless we instigate correspondence, we hear nothing.

Another member of the group commented:

...we certainly have no input as far as curriculum [is concerned] or nobody ever comes to us and says, 'How do you think things are going, i.e., in a bigger picture, or is what we are teaching them in a classroom fitting with your needs at the coalface?' Certainly, none of that, no, ever.

Comments on the quality of the engagement were generally negative:

... I think that until very recently the engagement was absolutely minimal and certainly there wasn't any real desire to fit education to practice and the feedback that I get from general practice is that they have no idea what is expected of them, there is no formal structure and framework in terms of, they don't have a picture of what the students come to learn, they don't have any formal evaluation process and quite frequently, sadly, the student doesn't know either.

Members of the group commented that on the rare occasions when there was engagement, the two groups were 'talking past each other', they saw the need for a 'culture shift' on both sides, and that the polytechnic staff, instead of listening to their concerns and working cooperatively to meet them, were 'defensive'.

The one positive comment came from the representative of the primary care sector:

... as a result of that paper that we wrote last year, we've actively engaged with the organisation around both under-graduate and graduate placements in primary care and we now have a structure which is about to take off and they're engaging with us on a regular basis about the progress of that, so we feel like we've really made some big inroads....

...certainly the organisation has taken a lot of notice of that and so we've had input right down to the level of what goes into the papers and what doesn't.

3) Channels of engagement

The channels were mainly at the polytechnic – healthcare provider interface. In most cases they seemed to be at the lecturer – nurse manager level. Concern was expressed that there seemed very little, if any, engagement at the senior management/strategic level and participants felt strongly that channels of engagement on a regular basis at that level should be established. The group did not refer to any channels between the education providers and professional organisations, although there are, of course, such channels through the Medical Council and the Nursing Council.

e-mail appears to be used to make arrangements for placement of students in clinical settings, but apart from that, unless we instigate correspondence, we hear nothing.

4) Purpose of engagement

The major purpose was to establish a cooperative relationship to ensure that the educational institutions and the practitioners produced competent and safe health professionals. Members of the group reported a disjunction of aims between the education provider and the sector. One of them commented as follows:

I wonder if sometimes those conversations don't get totally captured by the academics who think that they know actually how to teach – and they do. I mean, it's their job, but only they know also what needs to go into a curriculum and those people at the coalface who do the stuff every day don't know. And so you start to lose the balance between theory and practice quite rapidly.

Another member of the group referred to the “yawning gap” between curriculum practice and clinical skills.

The following extract of a conversation in the group illustrates the rather pessimistic outlook:

A: I mean, a whole lot of it, I think, probably goes back to resourcing, having the ability and time to do the consultation in a ... kind of way, having the opportunity to develop staff thinking internally so that they start to think in a different way around what nursing requires and what it doesn't require. I think there's a whole lot of stuff, and mostly they're charged with getting bums on seats, dollars in the bank and deliver the papers. For God's sake, just get on with it.

B: Yes, I agree with that.

A: And until such time as they don't have to make that their sole focus, I can't see a lot changing really.

Moderator: That sounds a bit pessimistic.

A: ... it's actually getting worse. It is getting worse and, I mean, I see lots of good people in this organisation working really hard to make changes, but they struggle, they really struggle because they are charged with all kinds of other issues and tasks and pressures and that means that they haven't got time to sit round a table with a bunch of providers and hear what the real needs [are]. They're simply told, 'this is what you'll be teaching and get on with it'.

5) Satisfaction and success in engagement

The only unqualified success that was reported was the primary health care example quoted earlier. Factors contributing to the success were firstly a determined approach from the sector that was prepared to write a paper outlining their needs. A second factor was that contributed to the success of the engagement was that there were personal links between the initiator of the engagement and people in the institution:

Moderator: I hear you say..., 'we put our foot down and we said, we need those further steps to be taken'. You wrote a paper and so on, so you'd see this as a factor that actually helped getting the communication going.

A: Absolutely. I mean, I was advantaged by knowing the people inside [the Polytechnic] that were passionate about Primary Care and enlisting their support, and so they were driven both externally and internally to do something about it.

A qualified success was reported by another member of the group who felt that the Polytechnic tutor was pressuring her to pass some students that she felt should not pass (partly because of their inadequate grasp of English). While the encounter with the tutor was not entirely comfortable, it resulted in an outcome that was acceptable to the member of the group.

6) Barriers to engagement

A number of barriers have already been listed in earlier sections. A major barrier that was mentioned throughout the interview was a lack of initiative from the institution. Members of the group felt that they had to take the initiative and be persistent to achieve any meaningful engagement at all.

One member of the group stated that the strategic aims of the education provider and the sector were ‘vastly different’, and that this precluded any intensive engagement until there was a ‘culture shift’.

Other barriers (some of them mentioned above) include absence of approaches from the education provider, misinformation from the education provider, absence of a formal regular engagement process, perceived differences in strategic goals, and “defensiveness” when difficult issues are raised.

7) Tertiary education’s contribution to the achievement of economic and social goals

The group agreed that there should be such a contribution, but did not comment on any contribution to economic goals. As far as the social goals were concerned, there was agreement that the sector had a responsibility to ensure that they produced a rounded, well- balanced professional:

There surely has to be from the institute’s side, some responsibility to check what they’re sending out from there means there’s a whole person rather than just one bit of a person. As well, there’s a responsibility of the stakeholders to make sure that they are proactive participants in getting that information in. But somebody has, it has to be a two-way thing. It’s no use us all filling the forms in and they just sit in a box. Conversely, it’s no use them sending forms and we don’t fill them out.

In the context of this discussion, the point was made that a number of unsuitable people were now admitted into nursing courses because intake interviews had been abandoned and professional standards (as opposed to academic learning) were no longer inculcated in young trainees:

A ... we get the odd student who thinks it’s OK not to turn up to work, who thinks it’s OK to be late.

B But I think that’s generally these days. I don’t know where Kids these days.

8) Conclusion

While there appeared to be, of necessity, a fair amount of engagement between the tertiary education provider and the stakeholders, considerable dissatisfaction was expressed with the quality of the interactions.

One of the major concerns was that any engagement required an initiative from the stakeholder and sometimes prolonged pressure to achieve any result. One reason for this that was advanced, was, that most of the engagement was at ‘coalface’ level, where people were either too busy getting on with their own job, or unable to make decisions in the areas where change was needed.

There was strong support for a structure that provided for regular meetings at senior level where issues could be tabled and resolved in a frank and open exchange. There was recognition that some issues may not be able to be resolved. Nevertheless, a small ‘think tank’ that met regularly, kept records of the discussions and monitored the implementation of joint decisions, was seen as a major need; one member of the group saw this as crucially important.

There was a strong perception that the tertiary provider was not interested in seeking engagement beyond that which was required for clinical placements, that the institutions had their own agenda that differed from that of the stakeholders, and that “bureaucracy” often provided a convenient excuse for not following through on promised actions, for not initiating engagement or for resisting the implementation of creative solutions.

Appendix H6: Summary of focus group interviews: ITO sector

1) Introduction

The Project Reference Group discussed the specific role that the Industry Training Organisations (ITOs) play with regard to the provision of training for their respective industries. It was decided that their role was such that it would make sense to meet with these representatives separately, rather than meet them jointly with industry. Through an ITO representative serving on the Reference Group, the names of four ITOs were suggested. One of the four failed to confirm a meeting date and time while two members from different levels in one of the Organisations indicated a willingness to contribute so this plan of action was confirmed.

The four representatives comprised an executive manager, a research and development manager and two training and development managers.

2) Amount and quality of engagement

Due to the specific roles that these organisations play, representatives were asked to address their organisation's engagement with both the TEP sector and, additionally, with their stakeholders.

A common theme that emerged was that the ITOs often had preferred providers who would include a limited number of institutions in the form of universities, ITPs and PTEs. Engagement with these selected few is invariably very positive and strong. What strengthens the engagement is the fact that the ITOs have fewer institutional systems that they are required to understand and work with. In one instance, while about 40 providers were worked with, 6 undertook nearly 80% of the total work. These institutions knew they had the inside running and that they were required to provide superior training at a very good price.

A second common theme was the lack of flexibility exhibited by the ITP sector. These institutions could not provide new training within the timeframes demanded by industry. It was acknowledged that their rigorous quality management systems contributed to the lack of responsiveness and when the ITOs paid for the curriculum development that did not require external approval, their processes were far quicker. Working with this sector as a collective did not work because they did not easily collaborate. Equally common was the point that PTEs are far more responsive than the ITPs and they would seem to have a greater service-like attitude towards industry that manifested itself as "you're the mountain and we'll come to you."

A complication that surfaced more than once was the potential for competition between ITPs and ITOs regarding level 2 training. While an ITO will sell it as on-job training, the ITP will sell it as a pre-trade course. This was considered to be direct competition for a revenue stream for the ITOs. There was similar competition between the ITO offering on-job training and PTEs who would offer the same training and additionally, training for the workplace assessor, both directly in competition with the ITO.

We have poor relationships with some PTEs who do that work because we see them kind of influencing our model of workplace training for workplace assessors. We've got a model and they are offering something different.

There was consistent acknowledgement that there exists a mismatch of expectations around the outcomes of level 2 pre-trade training. While industry wanted these people to hit the work environment running, the reality was that the students who had to be admitted were often reluctant learners who were being taught life skills and an early understanding of the concept of a work ethic.

More than one ITO commented that there was concern about the level of funding for ITO-brokered training when compared to training that was funded directly from the Ministry of Education. One spokesman pointed in particular to the regional polytechnics, which lacked the critical mass of

numbers and suggested that the ITO funding levels were unsustainable. Another representative considered that national qualifications as not the answer to increased productivity for some components of industry. Training provided by the Student Component Fund had become more popular primarily due to the improved level of funding and the ITOs did not broker this form of training. Reference was made to one qualification that is being successfully developed jointly by university staff, the ITP sector and ITO staff. This product will be a Student Component Funded programme, “so what we have got to do if we want to get involved in that work, we’ve got to find what is time-consuming ways of getting a slice of the action...we’re charged with delivering skills and programmes to the workplace, but we’re bound in terms of what we can offer.”

One noteworthy point made by a spokesperson was the notion that engagement was not about quality, but was a political act.

The majority of a thing called engagement, which I see as the more formal end of talking and working together, is a political issue and I think is a real political problem at the moment for ITOs. The ITOs are in the business of selling something at the moment and they only get funded on what they can sell and all they can sell at the moment is enrolments into certificates. That’s the only way they can get money from the Government. So, given that initial framework they operate in, the only people they’re going to engage are generally those people who can purchase the product.”

Although a sector of the industry had turned its back on the training, the ITO had chosen not to try and win them back but rather to retain an interest in those who were still prepared to purchase the national qualification product. This representative also pointed to a level of competition between the ITO sector and in particular the ITP sector; however, other representatives did not share his views.

3) Channels of engagement

There were no points that arose from discussions within this section that were particularly noteworthy. In the main, it appeared that ITOs have fairly comprehensive channels of open engagement, at different levels, with both the tertiary education sector and additionally with stakeholders.

One ITO reported having a board that comprised members from all sectors that met four times a year. The board had a strategic plan, an annual plan and a series of objectives managed by a person appointed as Director. In addition to the formal board meetings, there were a significant number of informal meetings between senior members of the ITO and the deans of faculty in the universities and CEOs in the polytechnic sector.

A common pattern of meetings appear to be undertaken by Regional Training Advisors who will engage with ITPs, PTEs and work site assessors, largely about training needs analyses. These meetings will not always have formal minutes taken.

One ITO invites about 40 providers to attend two provider forums with about 50% of the providers making use of the opportunity to learn about industry trends. Separate to these meetings are three meetings held with the half dozen selected providers for the purposes of: sustaining training intensity, fine tuning programmes, and determining total training uptake for the year. These meetings might result in a series of action plans rather than formal minutes.

There was one report of a Work Site Assessors meeting with Quality Department Moderators once every two years although they will supply yearly moderation samples to the Quality Management Team.

Mention was also made about engagement through ITP Advisory Groups that was not seen to be particularly constructive engagement. As one representative stated:

...what happens is that they make some recommendations, they get fed back to the ITP and nothing ever happens from them and then the quality of the people you get on those groups deteriorates over time as well because they’re not seeing any status or value.

One of the representatives was critical of the formal engagement channels set up between the ITO and both stakeholders and tertiary education providers. He described them as comprising of about twelve “self-selecting” individuals who could be a mix of both employers and providers. The groups tended to be dominated by the providers who were often out of touch with the reality of the workplace.

Some of the less obvious, organised engagement, included annual conferences, bi-annual seminars and one ITO reported publishing a newsletter six times a year.

All representatives pointed to the usual forms of informal engagement including, visits, e-mail, and telephone conversations.

4) The purpose of engagement

The focus here was on engagement with the tertiary education sector and a primary reason is to let providers know the direction that industry is headed. Expanding on this, new themes would be discussed and the need for new training to address the new direction. This would necessitate the development of curriculum, which in turn would demand a certain amount of quality assurance. Work site assessors were also advised of the areas that required up-skilling at the work site.

Within one ITO, there had been a move to progress to levels 5 and 6 and, in this regard, there had been more interaction with universities about training at this level. This was also coupled to an increased demand for research and, once again, universities were approached to contribute to this new engagement.

With the increasing competition on the international market, one of the ITOs identified that engineering graduates who could make a difference to the industry were required. Having put this high level technical education in place, the catch now is to get industry to send their staff on the training or alternatively to employ graduates who were emerging, or at least accept students onto summer holiday placements.

5) Success and satisfaction from engagement

Levels of satisfaction and success from engagement involving ITOs are viewed to be particularly high with key providers, who are working hard to meet the needs of industry. One speaker believed that the present climate involves greater co-operation between ITO and provider “than the sort of competitive nature that I think existed in the earlier days.”

A range of variables was seen to be important for the achievement of these two outcomes of engagement. Perhaps most consistent was the notion of people, individuals or personalities who championed the cause. Some would not see the opportunity and would be reticent while others would see what was on offer and respond quickly with commitment. “The chemistry between the people was right and it went from there.”

A further variable was seen to be “industry ownership”. If industry did not own the training and want it to happen, “you’re just wasting your time”. Most training relates to improved profits for industry so it is understandable that should industry not endorse the training, the chances of satisfaction and success is indeed very slight.

A further impact on success and satisfaction from engagement between ITOs and providers, is the need for win-win outcomes. While the ITO has objectives to meet, so too do providers – they need to have a bank balance that is in the black. Partially aligned to the end result of a balance sheet that is in the black is the perception that, sometimes, less is better. One ITO representative suggested that it is better to do less and do it well. A reduction in volume can assist in an increase in quality. “You can get away with an awful lot of non-performance if you have some performance.”

One representative was critical of the ITO's understanding of the tertiary education environment and their understanding of the politics and theory of education. He believed that if providers sensed in ITOs people who had a student focus and an interest in quality learning, this encouraged a "cultural fit" with the provider responding well and the chances of successful engagement being far stronger.

6) Barriers to engagement

The ITO representatives referred to a series of barriers to engagement. One of these was "parochialism" that was seen to be self-interest at the expense of "the best interests of the learner, the stakeholder and the industry." This spokesman, however, qualified that this parochialism was fuelled by the "funding system for polytechnics, which is dire in some respects." Questioned on the solution to this barrier the representative answered that in his opinion a "network of provision" that comprised "an education and training centre that's made up of six polytechnics and a hundred industry trainers and assessors and we are able to meet those people to the point of need."

In support of the point about funding, a further barrier that was mentioned was training that was "too expensive". Some ITOs have apparently found ways to access EFT funding and this has resulted in confusion and industry focussing on getting better funding rather than on getting the best possible training. If industry chooses to go directly to providers to achieve EFTS-based funding, it places the ITO in a no-win situation.

One representative thought that if the control over funding was removed from the ITO then the ITO could provide, through its ability to work at the coalface, information that tertiary providers probably could not tap into themselves.

A further barrier is the fact that ITOs cannot base the size of a contract on the quality of the training. There is a need to retain competition between providers and additionally ensure that the training is completed nationwide.

If an ITO does not have a product that industry wants, this can also prove to be a barrier to further engagement.

7) Tertiary education's contribution to economic and social goals

There was some consistency in responses in terms of describing the link between economic and social goals summed up in a happy employee being a productive employee. Skilled workers emerging from the tertiary education sector were contributing to the economy of the country. They had the capacity to operate "medium technology" with gains being achieved through "smart people finding smarter ways of doing things with medium investment." Success as a result of these contributions would have a positive, social flow-on effect.

There was also consistency in pointing out the value of foundation skills and the impact of these on both the economic and social wellbeing of people. A prime example of the impact of achievement within this STEP strategy was in the form of a 55-year old who had gained a level 2 qualification. When asked of the impact of his training the trainee responded: "I couldn't read and to get a qualification; I had to learn to read, and now I read to my mokopuna (grandchildren) every night because don't want them to be illiterate."

One participant pointed to the fact that 95% of the training at levels 2 to 4 was undertaken at the workplace. The contribution of the tertiary education sector to economic and social goals was therefore a modest one.

A final point made was that the measure of value will be determined partly by the cost of the training. If employers felt that the training was very expensive, they would perceive limited value for money. If the training is sound and employees are returning with new skills, the tertiary education sector is contributing to improved performance and thus economic goals.

8) Conclusion

It is important to note that there is a significant difference from one ITO to the next in terms of their relationship with the tertiary education sector.

Having said that, there was agreement that the ITP sector was cumbersome in its ability to respond to industry and produce new training packages within short timeframes. In this respect, PTEs were far more flexible with the ability to respond quickly to training development and result publishing.

There was similar agreement about the confusion regarding funding, with industry opting increasingly for Student Component Funded training that was not part of traditional ITO training. However it seems that some ITOs are involved in promoting EFT-funded training with the result being that there is confusion about a funding issue that could complicate relationships between providers and ITOs. The point was made that the ITO-funding model will not be sustainable for regional ITPs that do not have the benefits of large classes and high ratios of EFTSs to FTE.

Allied to appropriate funding is the need for win-win outcomes to achieve successful engagement between ITOs and providers. While ITOs need to achieve their training targets, providers need to function in the black and this can only be achieved through sustainable funding levels.

Also allied to inappropriate funding was the tendency for ITPs to engage in defensive patch protection for survival, which makes it difficult for ITOs to work with this sector collectively. This represents another example of a funding issue detracting from successful engagement.

A further area of conflict lies between PTEs and ITOs with members of the former providers assuming the role of on-job training for workplace assessors, something that ITOs have believed was their responsibility in the past. Clarity in terms of responsibility would reduce tension in this area.

Aligned to this issue was the suggestion that collaborative efforts between ITOs and TEPs in the production of new training products could be a successful model for the future. This form of cooperation drew together the workplace understanding of the ITO and the pedagogical skills of the TEP. There were mixed messages with regard to cooperation trends, with serious conflict reported on the one hand and increasing cooperation on the other.

The ITP sector is encouraged to work towards dynamic advisory groups that are lead by industry with genuine leaders in the field playing active roles in that process.

Successful engagement with tertiary education institutions often revolved around “champions” of the cause who would go out of their way to ensure that processes related to the specific training, worked for all concerned. These people were capable of recognising opportunity and often provided the necessary “chemistry” for successful engagement outcomes.

While the foundation skill priority was considered to be very important, mention was made that industry expectations need to be lowered to better match the quality of students often undertaking this level of training. While industry wants workers to ‘hit the ground running’, providers are working to achieve modest work ethic and life skill gains through pre-trade programmes. This adjustment would have a beneficial impact on TEP – industry engagement.

There was consensus that skilled workers emerging from institutions contributed to productivity and therefore economic goals. There was some consistency in the notion that economic goals tended to have flow-on social outcomes.

Appendix H7: Summary of focus group interviews: local and central government sector

1) Introduction

Ten participants' names were provided but, sadly, only three arrived at the group meeting. Fortunately, within the group, members had more than a single government sector experience and were therefore able to provide a marginally wider perspective in discussing the question. Those present held positions in leadership development, training and human resource services. All were able to discuss engagement with the tertiary sector knowledgeably as they were all extensively involved in programmes that engaged different members of the tertiary sector. Experiences ranged across City Councils, State Services Commission and the Justice Department.

2) Amount and quality of engagement

For one member, engagement with the tertiary sector tended to be on an ad hoc basis and was often initiated from the workplace rather than any initiative coming from the sector. When new training was required for new legislation the tertiary sector was not quick to come forward and offer the training for the workforce. For other members there were formal links with universities, in one case involving an alliance of universities who worked in very close and constructive co-operation on a regular basis with the Government sector.

The quality of engagement, varied from one institution to the next. From a City Council perspective, it would be helpful if one could go to a single point within the tertiary environment and find everything that they are looking for. For a second member, a recently piloted internship had proved very successful. Having commenced with one university, this has now extended to a number and the quality varies at this early stage. The variation in quality often has to do with the state of the institution at the time. If a restructure is underway, this might result in the focus being elsewhere.

Where the government sector draws on university research expertise, significant quality engagement has been achieved involving trans-Tasman relationships. However, the possibility exists for even more sharing, with the fragmentation of research possibly being drawn together.

3) Channels of engagement

An important point made clear was that engagement from one institution to another had to be different, as "one size did not fit all". While direct e-mailing is free in one university, it is quite expensive in another. Due to the range of disciplines embraced it was found that while engagement was channelled through careers and employment offices in one instance, within a different discipline, engagement was more successfully channelled through the academic staff. Of key importance was discovering which channel worked most effectively.

A further important channel of communication is through a tertiary alliance the government sector has with a University that in turn works with a variety of providers to satisfy training demands that come from the government sector. The alliance steering group will meet formally twice a year while additional meetings will take place, which tend to be regular but informal.

A final point made was that some of the new initiatives coming from the government sector required clarification within their own sector before they could expect the university sector to engage successfully with them.

4) The purpose of engagement

For one participant, the purpose of engaging with the tertiary sector would be to ensure that the correct students were encouraged to apply for an important training programme for her government department. While recruitment would perhaps be an inappropriate term, promotion of the programme would be the chief purpose of engagement.

The city council representative was more concerned about the tertiary institutions advising council about programmes that are being run within specific disciplines. Councils were often not aware of what programmes might assist in overcoming skill shortages in specific areas. So while this would be the purpose of engagement, councils would profit from institutions that were more proactive in providing information on programme content.

Of interest was that the theme of young graduates who lacked experience surfaced during this discussion. The suggestion was that tertiary programmes should include significant work experience so that graduates were able to enter the workforce running. The suggestion here was that there could be better channels of purposeful engagement between councils and tertiary providers to ensure that skill shortages were appropriately addressed. Protracted discussion ensued discussing the merits of work experience programmes and internships that had become major topics of discussion with tertiary education providers.

For one member, the purpose of engagement with universities was to discuss research that was emerging in the areas of leadership involving components such as critical thinking, strategic analysis and research.

5) Satisfaction and success from engagement

In terms of engagement about research there is some way to go to develop the relationships. There is tension arising from the way in which tertiary institutions, especially universities, are “funded on their outputs and measured on their outcomes”. The suggestion was made that universities could be more proactive in showcasing work being done in areas where skill shortages exist.

While senior leadership and management training demands research at the top end of the university sector, there are many other branches of the government sector that will engage with the ITP sector on vocational training, for example, “the Justice Department, and they had, I forget how many, but I think it was about 200 occupational classes.”

City councils deal across the board with the tertiary education providers and it seems that there is some lack of satisfaction due to the tough business approach taken by the institutions.

I’ve been finding that the tertiary providers we work with have been pushing more and more as their own business and it would be nice to see them perhaps tone that down a little and be providing a service rather than advancing their own business.

A key variable that brought about success and satisfaction was identified as “a trusting relationship”. Key to this relationship was an understanding of the business being undertaken by both parties, the tertiary institution and government sector involved. Such a relationship resulted in “no job being too small” and if something is said in confidence, “I know it will be.”

Added to trust was relationship management undertaken by tertiary institutions who would accommodate the specific government sector as in a client – customer relationship. Where this is handled with understanding success and satisfaction were the outcome. Where this management was lacking, “its been a struggle. I had to repeat things five times and it has not been done, and I had to escalate it to the manager.”

6) Barriers to engagement

One barrier might be that the person in the tertiary institution is a new employee who is swamped by demands being made by the position. Secondly, listening to reasons for a request is not always apparent resulting in a service that is being paid for, but not being delivered.

Tertiary institutions need to understand the culture of the government entity they are working with and the degree to which that culture can vary even within departments in a single sector. Only by

understanding this culture can the institution reveal the necessary flexibility and make the appropriate adaptation.

A further barrier are institutions who just cannot “provide what they say they can...”.

Good ones, they really understand and you don’t have to be on the phone to them every week organising things because you know that they know you and they know how things go and once it’s sorted, it’s sorted.

A further barrier is the notion of fragmentation within a single tertiary institution and additionally across the sector. Several different departments within a single institution, for example, may teach leadership, and tracking down the appropriate training can be a demanding exercise in itself. This phenomenon exists across institutions, making it very difficult to track down specific training.

So there’s at least three places doing stuff that could be of interest to us, and with this background that I talked to you about, I don’t know who’s doing what.

This was supported as follows:

It’s knowing who to go and also knowing that if you go to one particular area and they can’t provide it, knowing that they’ll point you to the right people.

Another barrier are poor websites that are “impossible to navigate through...” resulting in more time being taken when you are hoping to be faster using technology.

7) Tertiary education’s contribution to the achievement of economic and social goals

There was agreement that economic goals were real and tangible for parts of the government sector that have goals of their own. The state service, for example, sought to be trusted by the New Zealand public and strive to achieve “excellent state servants and employer of choice”. The drive of the government agencies is for the “combined contribution of the State agencies is greater than the sum of all the individuals.” This approach was seen to be conducive to the contribution to economic and social goals.

In terms of the role tertiary education played in the achievement of economic goals, responses included, “..they’ve got an enormous wealth of knowledge..” that was critical to the achievement of both economic and social goals. The point was made that tertiary education was part of the government sector and therefore contributed directly to the government sector’s economic goals.

However, it was suggested that not all knowledge was being unlocked due to some stereotyping that existed between tertiary education and the other government sectors. The educators were seen as “ivory tower woollies” while the tertiary education sector viewed the state sector as “rule-bound, moribund, bureaucratic, we stifle innovation and creativity...” The stereotyping needed to be broken down to achieve the mutual trust and respect through better understanding. In this respect, work experience and internships play a crucial role in changing attitudes towards the culture of the different components of the government sector.

While the city councils sought intelligent, skilled workers from the tertiary institutions who contributed to the achievement of economic goals set by councils, there was no further evidence of these institutions contributing to such goals. The suggestion was that there could be greater collaboration between councils and tertiary institutions to better achieve economic goals within the region.

8) Conclusion

Regularity and quality of engagement varied across the sector. However, it was clear that the tertiary education sector might be more proactive in determining training needs, especially for groups such as city councils, following the introduction of new legislation.

The tertiary education sector could also be mindful of the value attached to work experience and internships that enabled young potential employees to emerge from these institutions with the necessary experience to hit the ground running.

Tertiary education institutions are encouraged to consider ways of better publicising the training that they have available. It seems that government units often find it very difficult to access a single port of call when seeking potential training information. In this respect, websites were at times difficult to navigate resulting in squandered time and frustration.

The government sector would also profit from tertiary institutions adopting more of a service approach towards satisfying the training needs of the sector. The tough brand-driven approach being taken by institutions was not conducive to a climate of trust, collaboration and effective resolution of skill shortages.

Variables that brought about success and satisfaction through engagement were the development of a relationship based on mutual trust and respect derived from an understanding of each other's respective environments. Additionally, these relationships required effective client management.

Barriers that need to be overcome by tertiary institutions include lack of flexibility, tardy responses, failing to "walk the talk", poor listening skills, and not delivering the service agreed to. Institutions need to work hard to ensure that government agencies have a single port of call where they can access all the information they require to negotiate new training.

Tertiary education is arguably a component of the government sector and therefore it contributes to the economic goals of the government sector. Importantly, it provides skilled workers who contribute to both the economic and social goals of the sector. However, the point was made that there is a need for improved collaboration between tertiary education and components of the government sector that can be achieved through the breaking down of negative stereotypes that exist between the two entities. It is felt that improved synergies can be achieved should levels of mutual respect and trust improve in this regard.

Appendix H8: Summary of focus group interviews: manufacturing sector

1) Introduction

This group comprised a senior member of an employers' association, an operation manager in the food industry, a quality assurance and human resource manager, a manufacturing manager and a technical director from the paints industry.

2) Amount and quality of engagement

The manufacturers' group reported a range of engagement for the different sections of the tertiary education sector. The amount of engagement with ITOs was reported as being "a lot of involvement" particularly through discussions at meetings. Similar engagement was reported for the ITP sector, with the comment made that this engagement tended to be "narrow", centred mainly on getting participants into courses and this could be initiated by either institute or stakeholder. Engagement with universities was frequent for those seeking research outcomes, while being very limited for those not seeking that type of support. For one participant, contact with universities was "little other than the odd e-mail advertising a course" or by way of contact through an industry alumnus. There was a further report of a family business that had not considered contact with the university sector but as the business had grown beyond the family there had been a movement towards initiating contact with those institutions. In summary, there seemed to be considerable engagement with ITOs, narrow engagement with the ITP sector and primarily research driven engagement with universities by those manufacturers who were involved in research and development.

The quality of engagement with universities for some had not been impressive primarily due to a lack of mutual respect. As the university sector had shown greater respect for those in industry, the engagement had improved. For others, engagement with universities was superficially restricted to, "We have this course running. Do you want to send anyone?" Further reports pointed to "positive but narrow" engagements, while the industry's alumni relationship resulted in the tertiary sector having a better grasp of that specific industry. There was little comment on the quality of engagement with the polytechnic sector other than to reiterate that the engagement tended to be limited to the placement of students or employees on programmes of study. There was clearly some frustration regarding ITOs, who were found by some to be confusing. "There's no issue communicating with them, but it's actually understanding what they're doing and what they are trying to achieve." Duplication of services by competing ITOs and inconsistency were added frustrations:

...as far as the ITO's concerned, one comment I'd have to make is, we seem to have a lot of trouble understanding each other. In other words, we seem to have a lot of difficulty getting them to understand what we want. We feel more that they're trying to push things to get their numbers up, that sort of thing.

3) Channels of engagement

One limitation of this meeting was that channels of engagement were not discussed at length directly, however there were many references to a range of engagement channels. These included: formal meetings with ITOs (some of the members expressed the need for more methodical strategic planning with the ITOs); planned meetings with ITPs to discuss training programmes, e-mails from ITPs and universities about programmes, and formal meetings for some members with universities about research and commercialisation opportunities. The levels of success achieved through the various channels are discussed later in this summary.

4) Purpose of engagement

For some, the purpose of engagement with the tertiary education sector was, not surprisingly, first and foremost to source training programmes. One participant pointed out that the purpose was definitely not the search for graduates. A point that emerged strongly was that young graduates, who lacked life skills and maturity, were not eagerly sought. "If there's one thing we hate doing, it's helping people to grow up." There was further support from others that young graduates were not sought because they

tended to seek “instant gratification” and were no longer prepared to “earn their stripes”. They would ‘company-hop’ to seek quick promotion. Maturity and life skills were sought in preference to technical knowledge that was more easily taught. One factor that necessitated experienced workers with maturity and life skills was the need for New Zealand manufacturers to be lean companies. This resulted in their being very little “fat” in the system.

I think you make a really very, very important point...that many years ago you would have had the fat in the system basically to carry someone through the adolescent years almost and to give them the life-skills. Now you simply can’t afford to have anyone employed that doesn’t do something for you specifically and isn’t value-added immediately.

For some, polytechnics were not used to provide workers with qualifications that could be used directly post training at the institution. They would engage polytechnics for specific training of apprentices who were sent to learn an aspect of the job required of them, for example, advanced pneumatics for engineers.

The purpose of engagement with ITOs was primarily sourcing training needs. There was limited engagement relating to research, although this did vary across the sector. A further purpose of engagement was the work placement of students, either during the summer months or during peak seasons for the specific industry.

For another member there was the need to engage around the recruitment of graduates from university but these graduates were very difficult to obtain possibly because the industry had lost appeal. Scholarships had assisted the situation however it was true that once secured, the graduates only really became productive once they had about five years of experience behind them due to the technical demands of the industry.

5) Success and satisfaction from engagement

The level of success and satisfaction derived from engagement were discussed, with one group member suggesting that engagement with the ITO could not be described as successful at this point. It would seem that there is a lack of understanding between the ITO and the specific industry with frustration relating to the level of unit standards being targeted. Clearly, there is disagreement as to how to progress highly experienced workers who have no formal qualifications. While industry would like to see approved prior learning applied, ITOs are viewed as wanting to ensure that these experienced workers are required to complete assessments. There was some criticism of the trainers brought in to do the job who were not able to pitch it right. This conflict is resulting in perceptions of a lack of success and satisfaction. “In fact, most of the communication is not very pleasant, to be honest. It’s trying to get an understanding. We are getting there, but it’s been a difficult road.” This theme was elaborated, and the point was made that improved success and satisfaction in engagement would be achieved if industry and the ITO could better understand each other’s respective agendas. Companies had resorted to importing skilled workers from other countries due to a perceived inability to provide appropriate training in this country. Further criticism levelled at this specific industry ITO was that training was too theoretical with an emphasis placed on large numbers in generic skill classes and not enough emphasis placed on specialised skills where numbers might be lower and therefore result in higher cost training.

Engagement with polytechnics resulted in “painfully slow progress” the reason given being the personalities who had to be engaged with. For others the polytechnic engagement tends to be “short, sharp conversations” about training with relatively high satisfaction achieved. Very little engagement was undertaken with universities other than to source a course and the outcome was usually one of satisfaction.

One member was highly critical of university engagement due to there being a lack of mutual respect that was described as “absolutely shocking.” This speaker continued, “...as I said before, when mutual respect develops, then you can get some decent communication and some decent satisfaction.”

6) Barriers to engagement

Lack of mutual respect was seen to be a major barrier to effective communication. While some progress had been made in terms of engaging the university sector, one member suggested that, “even now, the barriers that are getting in the way are still a degree of arrogance.” The implication was that the academic staff were treating those in industry as being in some way inferior. A second barrier to engagement with the university sector was the need for academics to attempt to “be businessmen because they are supposed to make some money and they wouldn’t have a clue”, with intellectual property (IP) often a major point of conflict. A third barrier was the rivalry between universities who were not keen to share their skills with others. A fourth barrier was the leanness of industry, thus involving a workforce who was stretched, with the implication that there was little capacity to nurture relationships with tertiary education as this was not core business.

Is being lean denying you the opportunity to engage?

Yes, on top of the engagement being difficult and being expensive.

A brief discussion about the solutions to the barriers pointed to the need for mutual respect in the first place. There was a need for an improved understanding of the respective environments. Tertiary educators needed to understand industry, while those in industry were required to better understand tertiary education. Secondly, while it was acknowledged that tertiary institutions function on revenue-based budgeting, with margins to be achieved, there was concern about the business acumen of academics, who were not trained to achieve those outcomes.

I don’t think it’s sit around a table and thrash it out, but I do think that the ITOs and maybe the technical institutions, universities I’m not so sure, would benefit greatly and we would greatly, if they’d come and see us and learn a little bit about what we do and what these guys do, just to make the conversation and the understanding a little bit easier.

An example was given of a polytechnic tutor who had taken his class to a factory to see what happened at the coalface of industry. This had happened because one of the factory workers was attending classes and had offered the opportunity to the tutor. This was upheld as a prime example of the sort of engagement that would afford better understanding, dealing directly with enthused tutors was the level at which successful engagement could be achieved, not at a higher level.

Perhaps not directly related to overcoming barriers, the point was made that there did not appear to be a strategy in place for tertiary education to achieve the full range of training from basic numeracy and literacy skills through to the top end of highly technical skills. This point was not pursued in detail.

I think it’s misleading, though, to be terming simple numeracy as a tertiary education. What I’m saying is that the primary/secondary institutions aren’t doing their jobs, either.

A further barrier was the suggestion that ITOs had people coming to advise industry who had very little industry experience themselves, thus not being in a strong position to answer key questions. There existed additionally the perception that American tertiary institutions were commercial in nature, while European institutions were more academic. New Zealand had attempted to move from the European model towards the American model but had proved incapable of making the cultural change.

7) Tertiary education’s contribution to economic and social goals

...if we had well trained and highly skilled people, then that is probably one of the greatest things you can have in order to achieve your economic goals, and we’re around now and a lot of people aren’t, so to some degree that’s happened already.

Tertiary education was viewed as contributing to economic goals as the sector was partially responsible for the provision of a skilled labour force. The sector was used for some of the basic training in addition to the top end technical skills that were required for industry to make a profit. The

contribution, therefore, of the tertiary education sector to the manufacturing industries' economic goals was real and tangible.

The sector's contribution towards social goals was less evident. One suggestion was that, through the apprenticeship programme, there was perhaps a contribution towards the development of apprentices' social skills through their placement in industry during training and this interface might assist linking tertiary education to social outcomes for industry. The overriding theme that emerged during this discussion is encapsulated in the following statement:

Social side, it's very difficult to draw a link with the tertiary education sector. The social side is something that evolves on its own within an organisation. It's there and exists on its own merits...

There appeared to be consensus that social goals were achieved directly as a result of the culture developed within the specific industry environment. In-house training in workplace values was provided for the employees and in some cases this training would not be contracted out for the following reason:

the training that we do for staff is significant and we wouldn't trust it to an outside organisation..... We pursue excellence in our people and what they can provide.... no-one's going to get the passion that we want in our people ...

The point was also supported that where workers remained in a business over a long period of time, social values evolved as part of the culture of the business. Relationships existed with external social clubs, as in sports clubs and Cosmopolitan Clubs, however social activities had been curtailed due to the leanness brought about by achieving more with less. The concession was made that tertiary education was now playing a role in foundation skills, something the group thought was due to the failure of primary and secondary education; however, in spite of this post-school role being played by the tertiary sector, this did not link industry social goals to the tertiary sector.

8) Conclusion

The channels of communication with universities involved formal meetings where research activities were discussed; however, this was only pursued by a small number of participants. Other channels were ad hoc and often nothing more than information sent electronically or by mail. Members of this group sought personal exchanges between industry and educators at the coalface, which they believed would pave the way for improved understanding of respective work environments, mutual respect and therefore successful engagement. This latter point applies similarly to all components of the tertiary sector.

The polytechnic sector would profit from focussing on engagement taking place at the appropriate level with "enthused tutors" seen as the optimal conduit to successful engagement. These people, with personalities often proving decisive, enabled engagement at the coalface and at times involved students who were also industry workers, thus effectively bringing industry and tertiary education together appropriately. These institutions are required to be more responsive and flexible if they are to respond to the time constraints that industry is required to meet and the shackles of tiered bureaucracy have to be removed to achieve this outcome.

It is of note that there was very little discussion about engagement with PTEs, even though this component of the tertiary sector was raised during the session. It would appear that within this specific group there was very little engagement between the manufacturers and PTEs.

The ITOs were encouraged to ensure that their employees understood industry and there was a strong message from members of this group for ITOs to work hard at understanding the industry they wished to serve. There was some concern that this component of the tertiary education sector was more focussed on its own agenda of increasing numbers of students/apprentices completing courses of training, than it was on satisfying the needs of the industry it wished to serve. There was evidence of

serious misunderstanding and the need for significantly improved purposeful engagement. A specific area of concern was the need by industry for the specific training of smaller groups that is more expensive training, something that appears unpopular with the ITOs who prefer larger groups doing generic training. With regard to the certification of senior workers, approved prior learning should be considered a strong option and, should ITOs require any form of teaching and assessment to be completed, they must make use of tutors who have the appropriate experience and able to impart knowledge using highly practical and applied methodologies.

A further clear message is that industry does not have time for engagement for the sake of engagement. The leanness of the manufacturing sector means that engagement with the tertiary sector requires a process that cuts to the chase efficiently and effectively. Layered bureaucracy is unhelpful, as are academic educators who attempt to drive businesses about which they know very little. The manufacturers, however, acknowledged that the process of engagement would similarly improve if they were to better understand the tertiary education environment, particularly as it relates to the efficiencies to be achieved by that sector.

There is clear frustration from this stakeholder group about the tertiary sector having to provide foundation skills training, which they consider to be the failed role of primary and secondary education. Industry is not prepared to carry young workers through a process of maturing. Within this theme, industry no longer warms to the young theoretical graduate who only becomes productive after several years at the coalface. Leanness requires workers who can hit the ground running, providing added value from day one. Mature workers who have developed a work ethic, who are not wanting to “employment hop” to achieve accelerated promotion and who might require some technical on-job training, are preferred to those who either lack life skills or who have emerged from theoretical training and seek rapid promotion while lacking in coalface experience.

Tertiary education does, however, contribute to manufacturers achieving economic goals through the provision of effective employees. However, the link between these stakeholders’ social goals and the tertiary education sector is obscure, with agreement that these goals are generally achieved through the culture and values that evolve within the specific environment of the individual company.

Appendix H9: Summary of focus group interviews: Māori stakeholders

1) Introduction

This is a summary of six Māori stakeholder interviews which includes the following;

- Manager and co-ordinator of an Iwi education initiative under a rural Māori Trust Board (MTB)
- Chief executive officer of an Iwi Lands Trust
- Chief executive officer of an urban Rūnanga
- Chairperson of an urban Development Trust Board (DTB)
- Chief executive officer of a Hapū Social Services Provider (SSP)
- Manager of a Māori health provider (MHP)

2) Amount and quality of engagement

The six Māori stakeholders reported a variety in the amount of engagement with TEPs, ranging from substantial to minimal. A substantial amount of engagement was, in the case of one ITP, at a range of different levels including governance representation on council, staff representation on a management support group under the rural Māori Trust Board (MTB) who met monthly, advisory committee representation, student clinical and practicum placement, student support and promotion, research activities, internal workforce development, the development of a skills training programme and, informally, through ‘we have a whanau relationship’. Similar engagement, but not as substantial, could be reported with the universities in governance representation on council, staff representation on the management support group, research activities, workforce development and informal connections with staff having affiliations to iwi groups. The amount of engagement with wānanga, in the case of the urban DTB, is noteworthy in that a bachelor of teaching programme was delivered: “we had twenty five students and basically what we were, was an outpost delivering a programme...”. Furthermore, a current diploma in Māori and management with forty students was being taught, of which there are ‘10 noho marae each noho is 5 days’. The urban Rūnanga was also in negotiation with a wānanga to deliver a kaupapa Māori nursing programme and an evaluative research project had been carried out with a teaching course with another wānanga.

All three TEPs mentioned also had substantial scholarship availability from Iwi and Hapū for their descendants; however, the support arrangements around these in the institutions was mixed. A noteworthy point is the Ministry of Education relationship with the MTB which is a formal MOU partnership to deliver services to their people at all levels of the education sector. A substantial project was a comprehensive initiative put in place to address learner-based needs, “my project works for the whanau in supporting tamariki or whānau wanting to engage in learning ...” The MHP was the only stakeholder who had experienced minimal engagement and this may be attributed to a lack of opportunity in comparison with other stakeholders with the question being posed, ‘how do tertiary education systems actively engage with us?’

In summary the amount of engagement with ITP, universities and wānanga was considerable. In the case of an ITP it was more student and programme driven; with universities, it was student and research driven and with wānanga it was more iwi driven and focussed.

The quality of engagement with the ITP and university at governance level seems to be wanting. On the one hand, the stakeholder group did not appear to have reporting mechanisms or processes in place for their representative. This meant that the needs and aspirations of the iwi could not be adequately articulated, particularly in the absence of a strategic plan. This invariably means that a breakdown in communication can lead to misunderstandings or loss of opportunity. The ITP and university also has a responsibility to provide adequate governance training for their representatives on council to understand their role on council as a member director and the various mechanisms for reflecting aspirations and needs of Māori. At another level the ITP, university, wānanga and PTE had staff representation on a single management support group forum. This was welcomed by the MTB at a more operational level, ‘it works two ways... to hear the kinds of issues and for them to address back

in their own institution'. Indeed several useful activities came out of this arrangement with a whānau career day organised by MTB and a career information booklet being produced by the MTB, as another comment reinforces: "we were able to organise the hui because they didn't see us as a threat or have an agenda". In summary, the lack of relationship internally as in the governance area, for example, can hinder quality of interaction. This could be remedied by training and positive mentoring. On the more operational level where representatives from several TEP were on the Māori Trust Board education committee, this had positive engagement spinoffs mainly because of the face to face interaction.

The quality of engagement with the student clinical and practicum placement was mixed: "we have successes and non successes". A problematic area was a lack of tutor supervision and an absence of quality student clinical or practicum handbooks which cover the purpose, student outcomes, assessment, responsibilities and expectations and processes for complaints and codes of practice, etc.. Research had mixed experiences, with an ITP being more empathetic: "...much more open participatory partnership type things", as an emerging research culture being developed. A university was viewed with more suspicion: "...what they really want is access to our people...". However, research with a DHB working in partnership with the rūnanga and a university was viewed positively: "...we can participate in a mature way in recognition of each other'. In summary, the key theme coming through is the quality of relationship at tutorial level when engaging students with stakeholders in practicum scenarios as well as having the accompanying appropriate student documentation. Research had further to go in having more positive collaboration and outcomes.

The quality of engagement with workforce professional development was more attributed to the quality and availability of career advice and also the relevance of the programme: "nobody's ever come to us and said, 'in this training programme, are your needs as an organisation being met?'" Also, in relation to approaching an ITP about an idea for training and programme development, the long and drawn-out process involved was criticised. In contrast, the SSP appreciated the time to clarify their needs, to build up the trust in the relationship and the learning involved because of other agency input required, including the TEC and Ministry of Social Development.

Generally, the quality of engagement with wānanga seems to be positive, particularly when having similar kaupapa: "what was important to me was all their kaupapa principles were the same, manaakitanga, wairuatanga ...their delivery is for Māori, by Māori at the home of the people". As mentioned by one speaker, the ability to deliver the teaching to the learners was also highly valued. Integrity of the programme was an important factor and the flexibility to use local resources, "we have our own masters within our people... our own kaumātua to make sure the mita of the reo is from here".

3) Purpose of engagement

The purpose of engagement with the tertiary education sector, in the main, was driven by research and strategic planning and aspirations by the Māori stakeholder groups themselves. These are: to have access to learning whether this is at a governance level by representation on council or formal arrangement, at the management level or a more operational level, at a student level through literacy, career advice, workforce development, and accessing practicum placement and scholarships. Another level was to be able to source training programmes to meet the needs of the individual group and also gain learning in the process.

A clearer "big picture" purpose statement that came through included, having an educated tribe from our tamariki leaving high schools with more qualifications than they've had in the past to many students engaging in tertiary education and hopefully leaving with qualifications, degrees, masters, doctorates. I think its important though to get to the mass', being 'learner based', 'around increased participation in education' 'Māori workforce development in the health and science fields', and to 'increase the skill base and education base for our marae people.

An underlying but implicit purpose of engagement with tertiary education sector is more political in that Māori stakeholders are highly motivated people driven, astute and more strategic, if an organisations wants to do a similar project, half the work is done...its really hard for Māori organisations to meet so if there is something that can go out regularly stating what institutes do with them would be really helpful...

Of note is that research, although still emerging, will play a more critical role in the future, particularly in finding new and alternative ways of working together and collaborating with each other, using each other's strengths.

4) Channels of engagement

Representation on ITP and university councils could be counted as having minimal effect on the iwi organisation: "for dual relationships to last, there needs to be equitable benefits." However, there is a high status symbol for both stakeholder and tertiary organisation and this can reinforce the emotional and historical connections. Formal partnerships such as MOUs were an effective way of identifying what outcomes were expected and benefits could be derived from the relationship. Advisory committees were another means of formal communication and engagement. However, this was a source of frustration and stress for the rūnanga because of the time involved, and the role and expectations were not clear, 'I've actually been advised about what's happening, how many students, what the programmes doing and blah, blah, blah which is all really wonderful, but I haven't actually been able to contribute'.

More effective channels of engagement are at management representation which is more at a functional operational level which includes having input into Charters and Profiles. Tutorial level of communication can be made more highly effective but needs further developing and recognition on both sides of the value of tutor input. Channels of engagement were more effective where there was some personal knowledge of the tertiary system and established relationships with groups or individuals. This was important to open communication, building trust, being able to make contact with the right people and seeing the process through. Channels of engagement with the wānanga were positive because of the flexibility involved: "we have a mutual recognition and its nothing tied...no contract... we say we agree to mutually do this and we can negotiate it at any time, so its that mutual arrangement...the wānanga is about making it work for the people". In summary, the general theme coming through is to have effective channels of engagement is through all levels of the TEP's organisation.

Another noteworthy channel of engagement was through the substantial scholarships being offered by the stakeholders; however, this was virtually ignored or no process for meaningful interaction was in place, for instance in sharing data and ways of working through retention and completion rates.

Student channels of engagement by word of mouth should not be underestimated. As one respondent noted, "foundation course aimed at Māori students and many actually went on to become school teachers etc because they were able to engage and get a level of confidence". Building a profile and promotional activities were seen as key areas for channels of engagement.

5) Satisfaction and success in engagement

A key theme relating to satisfaction and success revolved around the individual personalities, connections and relationships established at all levels. This included positive leadership and ownership: "my project works for the whānau". Also of importance is representation on formal committees: "well in terms of having those ones on our MSG, it allows us to show them what we are facing in the homes...". Collaboration at programme level with key personnel meant that the idea can be taken through to be implemented, despite the length of time taken. It also meant that people can develop trust in each other and increase their learning in the process. This was further reinforced by a stakeholder:

...in terms of that relationship with the provider it's a give and take, it's not just a take on the provider's part. Where we can, if we can assist and support them in terms of the tikanga based programmes, if we can make it relative to our needs...

Another theme that came through relating to satisfaction and success was the similarity of kaupapa or principles or values being held. This was a strong theme with the wānanga having experienced delivery of a full time marae-based programme and one currently being offered. Other programmes offered by ITPs, universities and PTEs were also appreciated when delivery took place locally: "any issues, we can address them straight away", also in being able to support locally, "...and break it down as simply as we can so that the whānau has an understanding of the process that they are going to have to follow in terms of the provider", and "the retention rate of a lot of whānau is quite high" when the support provided locally.

Another theme was that satisfaction and success were derived from the relevance of the programme being delivered or planned, particularly with the wānanga but also with an ITP who has responded to providing ECE training and another planning to deliver a pre-trades type course.

More explicit satisfaction and success in engagement was reported by the stakeholders themselves as an organisation. It was obvious that those that had a clear purpose, had done their homework or research, had strategic direction and plans, were well organised and valued interaction and collaboration, had higher success rates with their initiatives. Those who knew the system, had access and capability were also able to tap into the various resources available to them.

Of note is the comment about the experience of working and interacting with the five TEPs' representatives on a management group: "if anything it's made us define our position more...". This is a particularly important point; as the experience of collaboration grows, the stakeholder grows, and the richer the benefits.

6) Barriers to engagement

At a political level, government funding and policies were acknowledged as frustrating and stressful by one stakeholder. Others commented that these factors were a barrier to engagement, as the contractual arrangements with the funder did not provide for the more qualitative outcomes such as providing advice to an urban rūnanga, or to the many other government and non government agencies. An example given was, "government need to realise that the NGO sector are providing workforce training and doing that for nothing". It was felt, therefore, that an ITP involved in clinical and practicum placement was inadequately financed to provide staff support for the students. "Nursing gets a much higher EFTS payment than some of the other ones and that will certainly affect how many staff they can release." Also, the rūnanga was compelled to appoint a full-time co-ordinator to organise the student placements in a professional manner. Related to this is the complaint about tutorial staff not being seen when problems arise and the paucity of practicum placement documentation.

Another theme in relation to barriers to engagement is around student needs, in particular student retention and success: "engagement has been more at the individual level whereby ...cost factors, types of courses being offered, the times that they're offered...we found that 50% of those who apply in their first year for a grant and scholarship don't return for the second year." Personal reasons and choosing the wrong course or programme were given as reasons not to continue with studies and a solution offered was providing foundation-type programmes to build confidence in study and to get a better insight into the area of study before making a major commitment. Processes for stakeholder evaluation was another issue, particularly if the programme was workforce professional development or students being referred by a stakeholder: "I had to write a letter on their behalf of the Trust Board along the difficulties that several of our students had written a letter about the difficulties they were having..." . This had been dealt with amicably; however, it raises the point about the lack of understanding by some TEPs of the importance of stakeholder input and their desire to support their students.

Of note, and related to students, was the lack of quality career advice and study options which is an area that requires further attention by TEPs.

Proliferation of courses and programmes and their relevance was another area of frustration, "...because we've got a whole lot of people with certificates, we've got a whole lot people with diplomas, but they're not able to operate at a level that I need to take my business, listen to me – into the future". And another general comment was, "I'm talking about seeing Māori running around studying their butts off... but it doesn't translate into jobs where they have real power". It was also suggested by two stakeholders that TEPs in the region needed to raise their profiles within the Māori community and to understand the profile and demographics of Māori. As mentioned by one participant, "on my second council meeting I was a bit disappointed because they presented a marketing strategy and went over all the demographics and if you understand this catchment area, predominantly Māori and there was nothing Māori in it at all' and 'very few are leaving with high school qualifications, so how do you cater for the mature students?"

Other barriers to engagement included changes of personnel within TEPs and the effect on the relationship, the challenges of attempting to integrate other government agencies when developing programmes such as WINZ or MSD "so we can pass it on to the whānau and get some effective interaction."

7) Contribution to the achievement of economic and social goals

Apart from one stakeholder who had less experience of engagement, the contribution by tertiary education as viewed by the remaining stakeholders was seen as strong. In fact, it was described as the key to Māori achievement of economic and social goals. This is clearly stated in the purpose of engagement.

8) Conclusion

Its clear that Māori stakeholders have a huge stake and commitment in Māori education, particularly at tertiary level. The more channels of communication are in place at various levels of both the TEP and stakeholder organisation, the better. This includes governance, executive and management level, advisory committees, research units and tutorial level. The key and basis of this is face-to-face contact in Māori terms, "kanohi ki te kanohi", empathetic personalities and building of positive relationships at these levels. Underlying this is the saying, "ehara taku toa i te toa takitahi engari he toa takitini" – 'my strength comes from working together, not my own work'. This also requires a more holistic and integrated approach to stakeholder engagement.

Meeting student needs was another key area of engagement for Māori stakeholders. There are many areas that need addressing or further investigation, for instance, having clear processes for career and study choices. There was a plea to have input into some of the systemic processes, for instance feedback on retention.

From the stakeholders, it is also useful to have in place a clear educational mandate from their people, community and iwi, and to have in place a strategic direction and plan. This, of course, requires good leadership, and a strong support infrastructure.

Appendix H10: Summary of focus group interviews: Pasifika stakeholders

1) Introduction

Five Pacific Community Organisations (PCOs) participated in this research. They vary in size, maturity and experience. In terms of size, according to the number of staff within an organisation, they range from six to 220 staff members. In terms of maturity and experiences, according to the number of years of service they range from five years to 22 years of service. They all work towards helping to improve the moral, social, economic and political wellbeing of Pasifika people in New Zealand through educational programmes. Their main services range from promoting and enhancing the health and wellbeing of Pacific island people, to business and educational training, beginning from early childhood to adult training and research. Their focuses are to enhance and retain Pasifika knowledge through the provision of culturally-based educational initiatives and programmes. Most of their staff are Pasifika people and their target niche market are also Pasifika people. However, some of these PCOs have pakeha staff as well as students or clients from other different ethnic groups.

2) Amount and quality of engagement

Most PCOs reported that they have lots of engagements with TEPs and that these engagements vary in kind and intensity. Nevertheless, these engagements tend to be very narrow in focus, with an emphasis on TEPs recruiting students for their courses, getting PCO staff to come and talk about Pasifika perspectives, or role models, to help retain their students, or for PCOs to staircase or pathway their students to TEPs. Most PCOs stated that the quality of engagement is not good because most often they did not get from TEPs what they want. Most PCOs pointed out that engagements were more beneficial to TEPs than to them.

Some PCOs stated that most often it is them who initiate the engagements rather than the other way around. So normally it is the PCOs who identify the need and then approach TEPs for discussions and help. Some PCOs have stated that they have quality engagement with TEPs only because they know what they need and how they should approach TEPs: “We know what we want and what we are talking about and so make good quality engagement”.

Some of the PCOs were not sure about quality because to them it is where the values and principles of the PCOs and those of the TEPs are adhered to and kept very much in focus. At times, it is ‘quality engagement’ but in many cases it is not what has actually happened with these engagements. Some participants stated that an effective or quality engagement depends on a more strategic approach wherein an MOU (Memorandum of Understanding) is signed and adhered to between the PCOs and TEPs “because at the end of the day accountability is very important and Helen Clark likes to see that on a piece of paper”.

3) Channels of engagement

Most of the PCOs engaged with all TEPs in the region. Most PCOs engaged with TEPs through Pasifika staff, especially the Pasifika units in TEPs. Mostly, engagements are through students’ placements and direct contact with staff in various meetings and occasions and also through e-mails, brochures newsletters, etc..

Some PCOs just did not want engagement, as they see no benefit for their organisation at all. As one participant stated, “I honestly have not made too many efforts to engage with them” since they cannot see any benefit from doing so. PCOs noticed that the most responsive people in TEPs are only Pacific people. However, because of the low number of Pasifika staff, as well as the fact that most of these Pasifika staff are at a lower management level, it is quite hard to achieve their goals, and sometimes it took a longer time for their requests to get processed.

Engagement now is a lot easier than before because of the presence of Pasifika units in TEPs, although some PCOs’ needs are more directed at a much higher administration or management level.

The channels of communication, however, are not effective since there are not many Pasifika staff in TEPs who could deal with Pasifika needs and issues effectively. These groups stated that the most responsive staff in TEPs to PCOs needs are the Pasifika staff.

4) Purpose of engagement

The main purposes for TEPs to engage with PCOs are for them to use PCOs: for student placements, staff to deliver speeches on Pasifika perspectives, successful staff to come and talk to their Pasifika students as role models in order to enhance PTOs' striving for high retention and success rates, to enhance their economic prosperity through funding and getting more students from PCOs, for their accountability to their own charters and profiles saying that they do something with Pasifika people, to offer their courses to PCO staff (recruitment) and to do tutor training, especially with cultural appropriateness in teaching and learning.

The main purposes for PCOs to engage with TEPs are to use TEPs' resources, to staircase or pathway their students to TEPs for tertiary education in order to get qualified (because in the community they value qualifications per piece of paper, as qualification per knowledge and experience is not valued very much), to help with the developments and approval of their various programmes, and to take in their students when they finish their courses.

Some PCOs stated that the purpose of their engagement is to promote their business principles at TEPs by offering scholarships and by funding research projects.

5) Satisfaction and success of engagement

Common Themes

According to PCOs, the level of success and satisfaction of engagements with TEPs varies from low to very high, depending on how the PCOs benefit from it. Most of the successful engagements are the ones that are well structured with good communications between the two parties. The satisfactory engagements are the ones that contribute to the economic gains of PCOs, even if this is limited to them knowing that their concerns and requests are being heard or considered. However, most PCOs are not satisfied with the engagement that they have with TEPs mainly because they did not get what they want from them. An interesting comment came from one of the participants who said

Satisfaction? As if our satisfaction is of any relevance to them! They will come out and pick whatever they want, and we need to feel very lucky that they want to have anything to do with us. They only want to use us. It is sad that people at TEPs haven't learned yet how to respect people and to acknowledge and value the knowledge-base that they mostly don't have, but they actually don't know they don't have it.

Some PCOs reported that they are tired of being used for research by TEPs, some of whom say that they will come back with results and feedback, but they never do. One participant alluded to this by saying

They just keep draining Pasifika people of information and they never put anything back. That's why Pasifika people get so over-consulted, that they get fed up. Pasifika people can't be bothered anymore. They said 'what use is it?'

Some PCOs stated that they are satisfied with the engagement because they also benefit from the engagement. As one participant stated,

we tried to add value to what they are doing. Something that would complement each other, like what the palangi saying 'you scratch my back and I will scratch your back'.

All PCOs valued the wealth of Pacific Island knowledge that older unqualified Pacific island people have that are not taught in TEPs; they would like TEPs to do something about it. However, it is felt that TEPs do not make the effort to do anything in this regard.

It is noticeable that the older PCOs who participated in this research are the ones who are more satisfied with the engagements, while the younger ones who are recently started are the most dissatisfied ones. It is noticeable that the older community organisations have fewer complaints about the engagements because they have more and well-established networks that are very important for successful engagements. Some PCOs felt that TEPs only utilize them because they are Pasifika, to fit in with what they want in terms of their Charters and Profiles. PCOs would like to benefit from the engagement also, which is not the case with most of the engagement with TEPs at present. Some organisations felt that they are “being used and abused”, as one of the participants said.

6) Barriers to engagement

Most PCOs stated that the barriers to engagement with TEPs are things to do with the infrastructure and the systems of TEPs. Sometimes, TEPs have their own internal bureaucracies that PCOs have to work around. As one participant stated that, “the biggest barrier is just the TEP’s bureaucracy and the line of thinking within TEPs themselves”. Engagements are sometimes very difficult and unsuccessful because there is no or not enough Pasifika staff in the TEPs to give PCOs adequate assistance. One participant stated that

I guess, institutions have not yet got over the fact that to have Pasifika staff is not a token thing, it’s a real thing, and they should staff it adequately.

Another participant stated that it is due to perceptions and experiences of people themselves, so if they are concerned about things Pacific, then they would respond accordingly, but if they are people who have not had the experience with Pacific people then the opposite will happen. Some PCOs still find racism as a barrier, too. One participant strongly commented

It is just absolutely amazing how some of them are still set in that horrible mindset that is very ‘white’ in their culture and their approach, like in the colonialism period, that are very dictatorial.

Another participant said that

It is just the breaking down of institutional mentality and attitudes to Pacific or to peoples who are not white New Zealanders. Sometimes it is a necessary evil that white people are the gateways to whatever we want. So there are many white gatekeepers in TEPs.

Another barrier is sometimes the kind of mindset that TEPs constantly think of Pasifika people as the minority, but the participants thought that Pasifika people are no longer going to be the minority. As one participant stated, “New Zealand is going to be very, very brown and the sooner they wake up and respond to that brownness, the better it is going to be”. Another barrier is that sometimes TEPs are too possessive in their approach, thinking that some of the things that belong to them are not to be shared with other organisations, which is not how some of the PCOs see it. One of the participants stated that

Corporates believed that they’ve got something that is unique and that is only theirs to keep and they shouldn’t share it with anybody, and they see each others as competitors, when it shouldn’t be. They are there to provide a service and ‘we’ should do their best to work together to achieve that goal.

Some PCOs think that the barriers are something to do with funding. As one participant said, “when you go to TEPs for something, they also speak of which pool of funding will this be funded from?” Often with TEPs propositions, it will never work with Pasifika people, for example, having to pay a lot of money say, \$500, to learn a Pasifika language is just not something that a Pasifika person would do. No Pasifika person would like to spend that money on a Pasifika language but the benefit of maintaining Pasifika languages is very, very important. So, very often it is the system of funding which is greatest barrier to PCOs.

Another interesting view that came from one participant was that if Pasifika people think strategically they should understand that they are only a little fish in the ocean and they can only do so much. There is so much expected of them as PCOs but they can only do so much according to time and space.

The biggest barrier to any engagement between PCOs and TEPs is the fact that they have different mandates and inspirations. It seems that some TEPs do not comply with their own Charters and Profiles to make positive commitments to PCOs. Some PCOs stated that they find the attitudes of TEPs to new PCOs are often very negative. They felt, too, that there is a need to have more Pasifika staff in TEPs to work on Pasifika issues.

7) Tertiary education's contribution to the achievement of economic and social goals

Some participants from the PCOs stated that their engagements with TEPs only contributed to the achievement of their economic goals when PCOs could be able to meet their responsibilities to the contracts that they have. So it is more indirectly the success of their programmes and their students in education. Other than that there is none.

All participating PCOs stated that their engagements with TEPs did not contribute to the achievement of their social roles.

Some PCOs stated that the greatest assistance that TEPs have given them is the ability for them to access TEPs resources. PCOs could access professors and staff to discuss some of the issues surrounding their operations. As one participant stated, "TEPs are sometimes the check and balance for what we do so they helped to achieve economic growth for our organisation".

8) Conclusion

It was stated by many of the participants that Pasifika people are unique and are not like everyone else. Pasifika people have different ways of doing things. They have different pressures; they have different environments. Pasifika students' loans have different uses to that of a palangi, and Pasifika students stay in tertiary education for longer periods of time for different reasons, "not because they are lazy and dumb." So the engagement is an opportunity for TEPs to perhaps listen to what PCOs are saying, and that they should, because what their feedback is, is from the grassroots and it's what is here and now. "This is what our people want, what can you do for us?" PCOs are very much in contact with the people at all times so if TEPs really want to interface with people then they need to engage with people where they are.

It was also suggested by the participants that the TEPs needs to have a guideline and a direction and a proposed outcome for each journey so that it is inclusive of the community and lets them benefit as well. Some PCOs believe that if there was a formalised, maybe centralised, PCO interface programme with TEPs, both parties could benefit from the engagement. One participant stated that a contractual interaction to assure a cross benefit should be encouraged "but not just TEPs getting PCOs to sign off stuff to meet their requirements".

Some PCOs felt that TEPs should really seize the opportunities to engage with the community whenever an invitation from the community comes to the institutions. Comments from some participants stated that, "from our experience there is a slack in this area". They suggested that, if the TEPs' CEOs are invited to Pasifika functions, they should respond positively because in a way it will help to benefit both the Pasifika communities and the TEPs, as the core values of Pasifika people are good relationships and reciprocity. Successful engagements boil down to good relationship and reciprocity.