Introduction

Whether we are embarking on a journey to building a sustainable environment or developing a strategy in any context, a key place to begin is to ask, “What is the purpose of that environment?” In the context of this presentation, the context is Education, let’s say tertiary education specifically. So having established our context and the purpose of tertiary education what are the elements we need to consider and how do we ensure their sustainability? Sustainable environments in Education requires leaders with courage and a common vision to champion the implementation of clear focused goals aligned with global, national, regional and local contexts.

When they can see themselves in the strategies and plans, the multitude of stakeholders in the education environment are enabled to take actions steered toward a common outcome. It is a given that without students, and their families (in its broadest definition) who are a primary support system for the students’ journey, there would be no tertiary institution. That stakeholder group are a key driver of the system. Critical to this strategy is the ‘buy-in’ of all stakeholders, particularly and ultimately, those who hold the purse strings.
At the outset and through to completion the strategy team, consisting of two externals and me, held a STUDENT-CENTRIC focus. Beginning with the end in mind, the raison d’être (reason for existence) for the strategy starts and ends with the student. But is that the only purpose of the institution? Taking into account the global and national context expands our vision to delivering on the Government’s expectations of universities in New Zealand to include undertaking internationally recognized research and scholarship, and knowledge creation and sharing that contributes to the economic and social development and environmental management of the nation.\(^1\)

With any strategic planning it is important to look at where we’ve come from (the past), where we are right now (the present) and where we want to get to (the future).

This presentation takes us through the journey of the review and re-development of Massey University’s Pasifika strategy 2006 – 2009 and the critical elements to ensure that the planning for, and implementation of, the revised strategy realizes achievable and sustainable success for Pasifika students. In 2013 Massey University launched its new Pasifika@Massey 2020: Growing Pearls of Wisdom, continuing the legacy from the first ever Pasifika@Massey Strategy launched in 2007.

**Purpose**

Massey University, Te Kunenga Ki Purehuroa, established as a university in 1964, has grown from a small agricultural college, opened in 1928 in Palmerston North, to become New Zealand’s national university, with three campuses and a distance education programme that, overall engages 34,000 students per annum from New Zealand and more than 100 other countries.

The Massey University Act 1963 describes the purpose of the University as existing “for the advancement of knowledge and the dissemination and maintenance thereof by teaching and research”. Massey University understands its purpose and recognises that its role within the

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New Zealand context is further defined in the Education Act 1989 and guided by the Tertiary Education Strategy 2010-2015. Through its vision and mission, Massey continues to deliver on the expectations of universities held by the Government to:

Enable a wide range of students to successfully complete degree and postgraduate qualifications;

Undertake internationally recognised original research and scholarship; and

Create and share knowledge that contributes to the economic and social development and environmental management of the nation.

Massey is a leader in distance and blended education and is committed to Pacific communities and assisting them to realise their aspirations. Through the Pasifika@Massey Strategy the University aims to make a positive contribution to Pacific communities and nations through teaching, research and consultancy services. Pasifika engagement with selected schools in the Auckland and Wellington region has the potential to increase student entry to Massey as well as strengthen ongoing support for current students.

Process

Principles of the review

The following six principles underpinned the review:

1. Acknowledge and learn from achievements of the former strategy
2. Evidence based and future focused
3. Enables the organisation to best deliver on its accountabilities for Pasifika
4. Best use of current and future resources
5. Generates greater ability to work within and across the organisation
6. Provides for a flexible and sustainable approach that allows for future growth and development.
Strategic framework

The framework\(^2\) for the review sets out the proposed key components of a Pasifika strategy establishing Massey University’s Road to 2020 as the base for the strategy. These are:

- Desired outcome – If the revised strategy is effective then more Pasifika students should be achieving success from their tertiary education experience at Massey.

- Rationale – Massey is committed to ensuring success for its Pasifika students and graduates. While there has been a Pasifika strategy 2006 – 2009, its impact has not been evaluated. Since that strategy other strategic statements have been made in respect of tertiary and Pasifika education.

- Drivers – In Road to 2020 the Massey vision, mission, values and goals set very clear parameters for the strategic objectives of the Pasifika strategy. Other strategic statements\(^3\) will impact on the range of potential strategic actions that could be taken to achieve the strategic objectives.

- Strategic objectives – The strategic objectives for the Pasifika@Massey strategy should contribute to successful Pasifika achievement in tertiary education at Massey and directly align to the six goals set for Massey in the Road to 2020 i.e. redefine the Massey goals in respect of successful Pasifika achievement.

- Strategic actions – The strategic actions should clearly link to the strategic objectives and consider the impact of other strategic statements and be measurable.

- Risks – It is important to identify potential issues, barriers and obstacles that may get in the way of progress, gauge their likelihood of occurrence, and generate mitigating strategies to prevent or address them should they arise.

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\(^2\) Depicted in the pictorial view of the Framework

\(^3\) Including TEC Pasifika framework, Pasifika Education Plan, NZQA Pasifika Strategy
Measures of success – As well as being clear as to what measurements will determine our success part of the final strategy needs to have a built-in tracking system so we know how we’re tracking in achieving our measures and mitigating any potential and actual risks.

The framework suggests ‘starter’ strategic objectives and an approach for developing strategic actions.

Three key questions were raised for consideration:

1. What does successful Pasifika achievement look like (and how do you measure it)?

2. Will these suggested strategic objectives result in successful Pasifika achievement in tertiary education at Massey? If not, what needs to be added or changed? Note: the strategic objectives need to clearly link to Road to 2020.
3. What do you see as potential strategic actions? Note: strategic actions should clearly link to the strategic objectives; and consider impact of other strategic statements; and be measurable.

Strategy Development Process

Since the creation of the Pasifika@Massey 2006-2009 strategy, the Pasifika education landscape in New Zealand has developed to the point where key strategic statements articulating what is important for Pasifika educational success have been established by Government in a number of strategic documents.

In addition, in 2012 Massey University redefined its vision and strategy in a document entitled Road to 2020 to reflect the dynamic environment in which it is operating. Pasifika exist in a complex environment characterised by constant social and economic changes and subject to the influences from its key stakeholders; therefore, factoring these environmental realities into the planning process is paramount.

Developing the Pasifika@Massey Strategy 2020 acknowledges the principles of the Treaty of Waitangi and recognises the pivotal partnership role of the tangata whenua of Aotearoa. The following strategic documents were considered in the development of the Pasifika@Massey Strategy 2020:

- Massey University Road to 2020
- Pasifika@Massey: Enroute to Cultural Democracy 2006-2009
- TEC\(^4\) Pasifika Framework 2013-2017
- MOE\(^5\) Pasifika Education Plan 2013-2017
- NZQA\(^6\) Pasifika Strategy 2012-2015
- Maori@Massey 2020 'Kia Marama'

\(^4\) Tertiary Education Commission  
\(^5\) Ministry of Education  
\(^6\) New Zealand Qualifications Authority
Key steps in the strategy development process were to:

Identify the key platforms on which this strategy should be based as these provide the strategic rationale and context that underpins the content of the strategy. These platforms are described in the key strategic documents mentioned above and their specific impact on this strategy identified. This helped to define the vision, outcomes, indicators and specific strategies.

Identify the values that underpin the strategy, as these reflect the principles that have been applied in determining what is strategically important for this strategy.

Incorporate feedback received from key stakeholders including the Massey Pasifika Staff Network, heads of Colleges and their staff, and the External Review team, on what they would like to see in the strategy, to the strategic actions in the strategy, as a means of ensuring that all actions are relevant and linked to the wider strategic context. A set of questions were developed to guide the feedback process.

Edit and Launch the Strategy ensuring it strongly reflects the essence of the vision of Pasifika excellence and the values including Pasifika cultural concepts.

What have we achieved (past)?

Since its implementation, positive achievements from the previous strategy include increases in:

- Pasifika student enrolment (relative to university-wide trends), including an increase in enrolment in STEM\(^7\) programmes at Manawatu
- Pasifika student retention and completion rates
- Pasifika staff and enhanced staff capacity
- Pasifika researchers, research on Pasifika, and Pasifika publications

\(^7\) STEM (Science, Technology, Engineering and Mathematics) – Course Classifications 11, 13, 18 as defined by the Tertiary Education Commission (TEC).
- Improved collaboration with Pasifika community in undertaking research on key issues impact on Pasifika
- Use of Pasifika research methods and frameworks in research.
- The following were also accomplished:
  - Successful establishment of the Pasifika Directorate
  - Supported development and delivery of the Certificate of Pacific Development
  - Availability of Pasifika space on each campus that provides students with academic and pastoral support
  - Disaster management scholarships established for Pasifika after the 2009 tsunami in Samoa and Tonga
  - Professional development available for Pasifika staff through research
  - Establishment of the Pasifika Whenua Research Network and the Pasifika@Massey annual conference
  - Development and submission of the proposal for setting up the Pacific Policy and Research Centre
  - Increase in collaboration between Massey University and Pasifika staff, students, and community, including Orientation and Open days, community PolyFests, Pasifika Fusion
  - Annual celebrations for Pasifika graduates on each campus
  - Quarterly Pasifika Shared Services staff meetings
  - Support for the Pasifika Students’ Associations
  - Establishment on each campus of a Pacific Peoples’ Consultative Group
  - Set up of Community of Learning projects in Auckland (3) and Palmerston North (1)
  - Establishment of the Massey University Samoa Alumni.
Where are we right now (present)?

The milestones listed above are further evidence of Massey’s commitment to Pasifika excellence in tertiary education. While these achievements are to be celebrated, it is evident that more work needs to be undertaken to improve, enhance, and sustain Pasifika tertiary excellence at Massey University in the long term. For instance, significant challenges remain with regard to increasing the numbers and quality of Pasifika graduates. In addition, overall success has been hampered because projects are short-term, sporadic in nature, and at times strategically disconnected. Inconsistency in monitoring and evaluation of projects further affected their effectiveness and future opportunities for funding.

Providing an educational environment conducive for advancing Pasifika students’ participation and achievement equal to that of other learners is a bold aspiration requiring an appropriate level of investment and organisational support. Currently Massey has approximately 1100 Pasifika students or 3.6% of the total student population. Schools leavers comprise about 6% of the Pasifika student population, and approximately 56% of Pasifika students are over the age of 26. Over 50% study part-time and over 50% study via distance learning mode. The number of doctoral students is increasing (from 2 in 2001 to 20 in 2011), and approximately 20% of Pasifika students are studying at postgraduate level. Pasifika students study predominantly in programmes within Humanities and Social Sciences, and Business; however, enrolments in STEM programmes have increased and in 2012 for the first time Pasifika students enrolled at the College of Science were highest compared with other Colleges at the Manawatu campus.

Information from the 2008 – 2011 period (Pasifika Directorate, 2012) confirms that while gains have been made in participation, retention, and paper completion, rates of successful course and qualification completion are still low compared with other groups, and are below the university’s targeted rates. For example, in 2010 the qualification completion rate for Pasifika students was 28%. In 2011, this decreased to 24% despite the university target for
Pasifika completion being 30%, and the total university and Maori completion rates being 49% and 38%, respectively.

What does our future look like (future)?

During the process of developing Pasifika@Massey 2020 input was provided by Pasifika staff, College representatives, and other staff across all campuses on views of the strategies and actions for attaining successful Pasifika achievement. Past students, past staff and an External Advisory Group of a broad, diverse community network and advisors were also a crucial part of the consultation. While this input was provided purely based on the priorities of each stakeholder, it was considered and incorporated into this strategy where there is a strong strategic fit to the vision and outcomes.

Key themes from the feedback were framed around:

- Retaining Pasifika uniqueness, cultural diversity and practices
- Student achievement and support
- Professional development for staff
- Community engagement a key driver from Early Childhood through to tertiary level
- Pasifika capacity and capability of the Pasifika Research & Policy Centre
- Leadership being critical to successful implementation
- Acknowledging the time constraints for the development of this strategy.
The following leaders and key stakeholders are acknowledged for their support and contribution to the feedback:

Professor Mason Durie AVC Maori & Pasifika prior to current AVC Maori & Pasifika

Dr Steve Maharey

Dr Selwyn Katene

Heads of Colleges

Andrea Davies – Albany Campus Registrar

Pasifika Staff Network and Coordinator

Past students

Past staff

External Advisory Group – Pacific Health & Welfare (an external community network) and other community advisors.

STRATEGY

PASIFIIK@MASSEY

The key elements of the Growing Pearls of Wisdom: Pasifika@Massey 2020 strategy are:


2. Mission Statement: Empowering Pasifika students and communities to achieve their social and economic aspirations through excellence in education, research, and leadership.*

Strategic Goals:

Student Achievement: To support the academic excellence of Pasifika students by creating a learning environment that is cognisant of their cultural values and practices, and where Pasifika success is a norm. “Don’t give up who you are to become what you want to be”.

Research and Policy: To develop Pasifika research capacity, and provide research-led opportunities necessary to promote community development and achieve positive development outcomes for Pasifika.

Engagement: To connect, facilitate, and sustain engagement with all key internal and external stakeholders and champions who play a role in ensuring the success of Pasifika@Massey.

Organisational Capacity and Capability: To grow the capacity and strengthen the capability within Massey University to respond to the learning needs of Pasifika students and communities.

Pasifika Curriculum Development: To value Pasifika knowledge, expertise and experiences and utilise these to develop and deliver Pasifika curriculum across all Colleges and Shared Services at Massey.

The priorities and focus areas for each of the next 3 years are posed, on the basis that the strategy will then be evaluated and priorities for the remaining 5 years identified and prioritised. Opportunities for each College are identified as a means of providing guidance and support to Colleges in their development of their specific responses to this strategy.
The relationships between the different components of the Pasifika@Massey Strategy 2020 are depicted in the above Shell diagram, which presents the strategy in Pacific conceptual style as a shell. It is important to recognise that the Pasifika student – ‘the precious pearl in the shell – is at the centre of this strategy. Pasifika values that emanate from the inherent beliefs and Pasifika ways of being, wrap around the student, providing a solid foundation that holds together all the subsequent layers of the shell.

The Six Strategic Goals outlined in the Road to 2020 represent the outer layer of the shell. These provide a platform for Strategic Actions (second layer), which link the Massey’s Road to 2020 Goals and the five Pasifika@Massey Strategy 2020 Strategic Goals, the third layer of the shell.

From the student to the outer layers of the shell are five two-directional arrows representing the five Colleges of Massey University. Colleges play a fundamental role both in the educational achievement of Pasifika students at Massey and in contributing towards the achievement of the
strategic goals in the Pasifika@Massey Strategy 2020. Other key internal service providers and external partners, stakeholders, and champions also have a responsibility to work collaboratively with the Pasifika Directorate so that Pasifika educational achievement is on a par with that of other Massey students.

**Strategic Opportunities for Colleges**

In the process of developing the strategy, discussions were held with each College, to see how the strategy might support and enhance their own objectives as well as their contribution to Pasifika excellence.

A number of strategic opportunities were identified and presented as examples to help guide Colleges in their development of their response to Growing Pearls of Wisdom.

**Humanities & Social Sciences**

Establish a Pasifika-led Pasifika Research & Policy Centre.

**Sciences**

Establish an Account Manager to assist the College with achievement of Pasifika outcomes and accountabilities.

**Creative Arts**

Continue the development of its Pasifika Success plan, and develop further connections with Pasifika creative arts practitioners and educators.

**Business**

Establish link with Pacific business community. In addition, an opportunity to connect with IRD on their Pasifika strategy for internships in Takapuna/Manukau, Palmerston North, and Wellington, while at operations supporting students directly in the community with:

- Tax advice from personal tax refunds to business start up
- Managing their student loan (repayments)

- Connection to Working for Families and Child Support

Health

Build the Pasifika capacity within SHORE/Whariki

Developing an Implementation Plan

Following the launch of Growing Pearls of Wisdom the next key step is the development of an overall Implementation Plan that clearly sets out responsibilities, key tasks, roles, and resources required including measures of success. The priority focus areas for the 2013-2016 period are identified in the strategic goals, actions, and indicators part of the plan. It is important that all partners and stakeholders play a role in the development of the Implementation Plan, and that this development is facilitated in a manner that will optimise individual, College, and Massey-wide input. This is also important in promoting trust and buy-in from different stakeholders.

The following are identified as being key features for a successful Implementation Plan:

- Development of plans for implementation by each College, with assistance and facilitation from the Pasifika Directorate to ensure there is co-ordination of Massey-wide initiatives

- Establishment of a Governance Group to support and drive implementation, including champions for the strategy at senior management level, from the community, and the Pasifika Directorate

- Development of an associated Communications Plan

- Allocation of required resources to implement priority programmes.

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8 Social and Health Outcomes Research Centre (SHORE) and Whariki Research Centre part of the School of Public Health at Massey University. Established in June 2002, they are multi-disciplinary research groups undertaking policy and community research and evaluation on a variety of health and social topics.
Community Implementation Model

A community implementation model was put forward from the community consultation highlighting the essence of ensuring that community engagement is intrinsic in all activities of the University starting from recruitment through to completion and students’ pathways into the workforce. The involvement of families and communities is crucial in enabling their input and participation into decision making on programmes and initiatives that will impact on their lives and communities. It will also ensure that Pasifika values are acknowledged and reflected in all aspects of the University’s modus operandi. The following community framework should therefore be used when engaging and working with Pasifika students and communities.

COMMUNITY IMPLEMENTATION MODEL

Community engagement intrinsic in all activities. Community and families involvement crucial...

“Never leave us behind”

Sustainability

From a Wikipedia search the word sustainability is derived from the Latin sustinere (tenere, to hold; sub, up). Sustain can mean “maintain”, "support", or "endure". Since the 1980s sustainability has been used more in the sense of human sustainability on planet Earth and this

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9 Dictionary.com (http://dictionary.reference.com/browse/sustain)
has resulted in the most widely quoted definition of sustainability as a part of the concept sustainable development, that of the Brundtland Commission of the United Nations on March 20, 1987: “sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”

Sustainable development consists of balancing local and global efforts to meet basic human needs without destroying or degrading the natural environment. The question then becomes how to represent the relationship between those needs and the environment. The United Nations Millennium Declaration identified principles and treaties on sustainable development including economic development, social development and environmental protection using three domains: economics, environment and social sustainability. More recently a fourth domain specifies culture as a key domain.

This Venn diagram below attempts to portray the relationship between the three circles of sustainability.

What does a Sustainable Environment in Education look like?

Alignment from the student and their families through the pathway to the local, national and global educational environment is important to avoid duplication and ensure seamlessness.

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This is the ideal and a reality check requires the system to have in place contingencies and clear risk management systems that provides checks and balances for realigning the system so that the students’ journey is truly in the context of a sustainable environment.

Taking into account the sustainability definition above, one can posit that family influence on students, combined with government policy and effective institutional support, are key drivers of successful outcomes for Pasifika students in a tertiary education context. The primary focus for achieving better educational outcomes is a coherent student-centred approach that is made available from enrolment to graduation, across the range of disciplines e.g. science, technology, engineering and mathematics.

Massey’s mantra: Don’t give up who you are to become what you want to be reflects the need to understand what constitutes the Pasifika student who enters their system and what is needed in the environmental, economic and social domains to provide a sustainable education experience for Pasifika and all students.

**Critical Role of Leadership**

Leaders in the context of tertiary education begin with parents and extended family leaders who nurture and raise their children to prepare for the tertiary education environment from the time they are born. The students themselves become leaders in their journey towards striving to become what ‘they’ choose to become.

Community leaders of the household, village, church, primary and secondary schools, teachers, role models, sports coaches, business leaders, all contribute to inspire the students’ journey at critical times in their lives. These leaders are game-changers, responsible for making things happen that weren’t going to happen as a matter of course. They challenge assumptions and step forward to strengthen and motivate the students to continue advancement towards lofty goals.

As the students enter tertiary institutions the staff, including administrators, teachers, managers and governors play their leadership roles to guide and lead students along their career pathway
of choice. At Massey there is an emphasis on “Don’t give up who you are to become what you want to be”.

Leaders challenge the notion of economic stability. Where there is a lack of economic support for the students journey there are examples of leaders who challenge the status quo to ensure that economics integrates with the environment and social domains to create a stable and sustainable context for the students journey.

Cultural values underpinning Samoan leadership for me are captured in the proverb:

\[ O \text{ le ava fatafata ma le faaaloalo } \]

The literal translation is chest to chest with respect. The contextual translation is the sacredness of the space that is created by the heart to heart exposure lends itself to sacred, honourable, value-based agreements.

Many of us know and have heard stories of our families who demonstrated such ‘heart to heart’ leadership in raising their children to focus on higher education and the courage, dedication and commitment it took to realize the dreams of a better life. From poverty to wealth there are many examples of the crucial roles of leadership from within families and those of teachers of leadership quality who inspired students to realize their potential.

According to Tuilaepa (personal communication)\(^\text{12}\) leadership is pre-destined, as in the Bible’s reference to, ‘...before I formed you in the womb I knew you. And before you were born I consecrated you; I have appointed you a prophet to the nations’. Jeremiah 1:5.

Throughout the development of this strategy leadership was and is critical, with stakeholders also reiterating the critical role leadership plays in successful implementation of this strategy.

\(^{12}\) Prime Minister of Samoa, Tuilaepa Aiono Sailele Malielegaoi
EVALUATION

Evaluation is necessary to measure organisational performance ensuring accountability and to bring about improvements required to achieve organisational goals. The extent to which the vision, mission, strategic goals and actions in the Pasifika@Massey Strategy 2020 are evaluated will enable the Pasifika Directorate and key stakeholders to assess their contribution to the relevant goals in the Pasifika@Massey Strategy 2020 and also gauge the extent to which the key values identified have been practised.

Monitoring and evaluation will be carried out on an on-going basis through meetings with key stakeholder groups, briefing reports, staff appraisals, and stakeholder feedback including annual reviews of the goals and indicators of the strategy. This information will provide the Pasifika Directorate and the Office of the AVC Maori and Pasifika with a stocktaking opportunity for evaluating performance, which can be used as a basis for initiating corrective action.

While the responsibility for monitoring the performance of the Pasifika@Massey Strategy 2020 rests with the Pasifika Director and management, Colleges and Pasifika champions located in different organisations are also expected to contribute to this process through active advocacy and awareness of the Strategy and to report on the progress of their specific strategies and actions that contribute to Pasifika success.

A summative evaluation will be undertaken at the end of 2016 that will culminate in a formal review of the Pasifika@Massey Strategy 2020.

Lessons for the Samoan Context

Having established the context is tertiary education, the next key question is, ‘What is the purpose of the tertiary education environment?’ Answering this question will require a review of all the elements that constitute the education environment globally, nationally and locally. A review of the regulatory and legislative environment as well as the education sector’s key documents and objectives needs to be incorporated with key stakeholder consultation as to what we are trying to achieve and the key considerations to create a sustainable environment.
Key considerations for development of Pasifika@Massey 2020 included asking:

What do you want? Clearly articulate that.

Where do you want it? On site, extra mural, on-line, what else?

By When? Details, milestones.

What needs to be in place to achieve that? – the (Project) Plan.

Who will take responsibility:

Champion

Sponsor

Project Lead

Project Team

How (and who) will you keep Track of progress?

Monitor regularly

Keep adjusting regularly to ensure you stay on track (monthly, quarterly, annual, trends...)

In the absence of a structure, how do you raise Pasifika aspirations? What other strategies can you utilise to advance Pasifika aspirations in the absence of Pasifika in the structure? Two simple responses are:

Draw on external sources; and

Look for alignment within the current context.
Conclusion

Growing Pearls of Wisdom represents a commitment to Pasifika people that extends beyond tertiary success, where Massey graduates, research, and programmes will contribute to the social and economic advancement of Pasifika peoples. It starts and ends with the student, outlines the strategic framework to support the educational aspirations and economic needs of Pasifika communities and what this could look like. This strategy acknowledges that achieving the social and economic aspirations of Pasifika is critical to lift the participation levels of these important diverse communities.

Just as the oyster embraces a grain of sand and over the ensuing months and years with all of the intensity, discomfort, sacrifice and nurturing the glory of the pearl manifests, so are the ‘pearls of wisdom’ (students) entrusted to Massey University to realise their dreams, contributing to New Zealand, nations of the Pacific and globally.

A review of Pasifika@Massey 2006 – 2009, including an environmental and internal analysis and wide consultation with key stakeholders, culminated in Pasifika@Massey 2020: Growing Pearls of Wisdom. Through the pain of it all, just as the oyster nurtures the development of a priceless treasure, so the journey of the student from entry to exit is to be nurtured and developed by Massey. This Strategy enables the Colleges’ to own and drive the pathway and successful progression of Pasifika students and celebrate their achievements, alongside their families and communities.

We acknowledge the Assistant Vice-Chancellor Dr Selwyn Katene’s leadership in this process, a crucial role at such a critical time of Pasifika being at Massey.

And above all else, we acknowledge our God who led the way from beginning to end.

Of prominence during the consultation is the community’s cry to, “Never leave us behind”. Alongside the voices of key champions and partners, leadership at all levels is critical to ensuring the successful implementation of this strategy.
References


Massey University, 2013. Massey@Maori 2020: Kia Marama. Massey University, Palmerston North, New Zealand.


