

Pacific PowerUP FlexiPlus and Au Lotu

Programme Evaluation 2019

REPORT INFORMATION

Prepared for Rose Jamieson, Deputy Secretary, Parent Information and Community
Intelligence
Ministry of Education

Prepared by Judy Oakden, Director, Pragmatica Limited
Kellie Spee, Director, Kellie Spee Consultancy Ltd

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- guided Talanoa profiles over several weeks with parents and children
- guided Talanoa with providers and teachers for each PowerStation
- self-completion evaluation surveys at the end of the PowerUP sessions with parents and children.

Their support and willingness to take part made this evaluation of adult and child perceptions possible.

Evaluation team

An internal team from the Ministry of Education who were integrally involved with the PowerUP programme, consisting of Moe Sa'u and Gabrielle-Sisifo Makisi, designed the evaluation. Judy Oakden of Pragmatica Limited developed the evaluation report in consultation with the internal evaluation team and with support from Kellie Spee.

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CONTENTS

INTRODUCTION	5
Executive summary	7
Introduction	7
Findings.....	7
Background & Methodology	9
Context.....	9
The PowerUP programme.....	9
Evaluation approach	10
Pacific data collection methodology used to gather Pacific voice	10
Scope of this evaluation.....	10
Participants’ perspectives	12
The Pacific PowerUP programme was delivered very well in 2019, from the participants’ perspective	12
PowerUP realised key outcomes for both the Au Lotu and FlexiPlus approaches	12
Both Au Lotu and FlexiPlus are culturally appropriate services	14
Models’ different profiles broaden the reach to the community	15
Au Lotu and FlexiPlus models both support identity, language and culture	18
Both models support parents to attend enough sessions to benefit children’s learning.....	19
Delivery of the Au Lotu and FlexiPlus models is responsive to the needs of the community	25
Delivery of the Au Lotu and FlexiPlus models is inclusive and addresses cultural bias and racism.....	26
Delivery of the Au Lotu and FlexiPlus models meets the learning needs of parents, and families (as well as children for FlexiPlus) to enhance wellbeing.....	27
Positive changes occur for the families attending both Au Lotu and FlexiPlus programmes.....	31
Benefits of Au Lotu	32
Benefits of FlexiPlus.....	32
Delivery of PowerUP	35
PowerUP providers mostly delivered a fit-for-purpose service for Pacific parents and children	35
Most providers could mobilise parents and attract 30 families.....	35
Timing, number and frequency of sessions met the needs of the community.....	37
Ethnic-specific and pan-Pacific sessions both met the needs of the community	40
Providers met contractual administrative requirements.....	42
Overall improvements to the programme and delivery makes PowerUP is more worthwhile than in the past ...	44
Learnings going forward	45
Good progress made and a new opportunity identified	45
In general, many aspects of both programmes worked well	45
Au Lotu: ethnic-specific	46
FlexiPlus: pan-Pacific	46
Conclusion	47
Appendix: Methodology	48

Framing this evaluation.....	48
The Fa’afaletui framework.....	48
Community-driven approach.....	49
Reflective practice.....	50
Four tools from Human Systems Dynamics this evaluation drew on.....	50
Evaluation methodology	52
Overview.....	52
Key Evaluation Questions.....	52
Pacific data collection methodology used to gather Pacific voice.....	54
Guided Talanoa Series.....	55
PowerUP Evaluation Surveys.....	56
Analysis, synthesis and reporting.....	57
Appendix	59
Attendance data for Au Lotu providers.....	59
Response rates for Au Lotu Providers.....	60
Response rates for FlexiPlus.....	61
Attendance dates for FlexiPlus.....	62
Works Cited	65

TABLES

Table 1: Extent to which PowerUP services meet Pacific parents’ needs.....	13
Table 2: Key themes from previous evaluations as they relate to current evaluative criteria.....	13
Table 3: Pacific parents and adult family members attendance at PowerUP in 2019 compared with 2018.....	20
Table 4: Summary of provider performance delivering the programme as intended for different aspects.....	35
Table 5: Variability in start dates for Au Lotu and FlexiPlus.....	38
Table 6: Au Lotu start and end dates by provider.....	39
Table 7: Pacific parents and other adult family members not enjoying particular workshops.....	42
Table 8: Number of providers meeting contractual requirements for administrative data.....	43
Table 9: Evaluation criteria for the delivery of PowerUP.....	53
Table 10: Evaluation criteria for the outcomes of PowerUP.....	53
Table 11: Performance levels.....	54
Table 12: Summary of Guided Talanoa Series for Au Lotu and FlexiPlus.....	55
Table 13: Response rates for self-completion surveys.....	57

FIGURES

Figure 1: Reasons adults attended Au Lotu and FlexiPlus.....	15
Figure 2: Reasons children attended FlexiPlus.....	15
Figure 3: Ethnic profile of adults attending Au Lotu and FlexiPlus.....	16

Figure 4: Age profile of adults attending Au Lotu and FlexiPlus	16
Figure 5: Age profile of children attending FlexiPlus	17
Figure 6: Country of birth of adults, and children attending Au Lotu and FlexiPlus	17
Figure 7: Main things that made Au Lotu and FlexiPlus feel Pacific	18
Figure 8: Average number of adults and children attending FlexiPlus each session in 2019	21
Figure 9: Attendance at FlexiPlus and Au Lotu	22
Figure 10: Four main things adults learned at Au Lotu and FlexiPlus	23
Figure 11: Workshops adults enjoyed at Au Lotu and FlexiPlus	23
Figure 12: Fa'afaletui framework.....	48
Figure 13: PowerUP model of engagement.....	49
Figure 14: Adaptive action cycle	51

INTRODUCTION

The Ministry of Education developed Pacific PowerUP Plus (PowerUP) in 2013 to support Pacific parents and communities to be informed, knowledgeable and confident supporters of their children's learning journeys. The guiding philosophy is that a whole-family approach is the most powerful way to raise Pacific children's educational success and that parents are children's first educators.

PowerUP delivers targeted sessions for parents, families and communities. The sessions build the knowledge of parents (and for FlexiPlus, their children) about aspects of the New Zealand education system. Session topics include why early childhood education (ECE) is essential and how to support literacy and numeracy. Session topics also include the National Certificate of Educational Achievement (NCEA), academic pathways and career choices. The sessions have run at night in places such as schools, community centres and churches as these provide convenient access for the Pacific community.

This evaluation comments on two models of service delivery tested in 2019:

- the PowerUP **FlexiPlus pan-Pacific model**, in which parents and children both attend sessions for between 8 and 15 weeks over the year
- the PowerUP **Au Lotu ethnic-specific model**, in which parents and extended adult family attend (without children) for ten weeks.

Pacific community service providers, educators and churches delivered PowerUP in their communities. Their personnel included teachers, champions from within the community and academic mentors. Previous evaluations have shown highly committed teams engaged effectively with Pacific parents, families, learners and communities (Oakden, 2019).

The Ministry assigned \$1,215,000 of provider funding for PowerUP in 2019. The Ministry awarded this funding to 21 FlexiPlus programmes nationwide, at an estimated cost of up to \$45,000 per programme. It also funded 18 Au Lotu programmes in Auckland and Wellington, at the expense of \$15,000 per programme.

The two models evolved from feedback from previous evaluations and Pacific parent, family and child voice (Oakden, 2017, 2018, 2019). This feedback indicated: the importance of providing opportunities for more parents to attend PowerUP, that churches may be an efficient way to reach parents, and that 26 weeks of sessions was too many for parents. Au Lotu means "the church" in Samoan. Churches delivered most but not all instances of the ethnic-specific model.

In 2019, along with testing the two further service delivery models, there were also other changes to the programme informed by the 2016–2018 longitudinal evaluation findings. These changes included:

- reducing the target number of families at each PowerStation from 75 to 30
- offering FlexiPlus to parents and their children and focusing on parents and family adults for Au Lotu
- running the sessions for 8 to 15 weeks, instead of 26 weeks
- allowing for local curriculum in three to four sessions for FlexiPlus
- allowing providers flexibility to run sessions in blocks, or consecutively, rather than specifying consecutive sessions.

In 2019 PowerUP ran 21 FlexiPlus PowerStations – in 14 North Island and 7 South Island locations. These were: Whangarei, Mangere, Otara, Ranui, Hamilton, Tauranga, Rotorua, Tokoroa, Gisborne, Hastings, Palmerston North, Marton, Levin, Wellington, Blenheim, Nelson,

Christchurch East, Christchurch West, Oamaru, Dunedin, and Invercargill. As well, PowerUP offered 18 Au Lotu ethnic-specific PowerStations. Ekalesia Faapotopotoga Kerisiano Samoa (EFKS) – a church, ran PowerStations in Auckland at Mangere East, Mt Roskill/Tamaki, Otahuhu, Pakuranga/Otara, Papakura, Sandringham, Te Atatu and Westmere/Western Springs. EFKS also ran PowerStations in Wellington at Hutt Valley/Naenae, Porirua and Wainuiomata. The Tongan Methodist churches ran PowerStations in Auckland Central, New Lynn and Otahuhu. Also, a Tongan Catholic church ran a PowerStation in Glen Innes, Victory Church ran one in Porirua, a Tokaikolo (Christian church) provider ran one in Wellington and a Tokelau church provider ran one in Porirua.

The Ministry had two key reasons for commissioning the evaluation of the Pacific PowerUP FlexiPlus and Au Lotu Programme pilots in 2019, which were to:

- test processes – how each model worked and the extent to which it responded to the needs of parents, families and communities
- assess outcomes – to discover the extent the FlexiPlus and Au Lotu models met their intended objectives and were fit-for-purpose.

The guiding philosophy of PowerUP is that a whole-family approach is the most powerful way to raise Pacific children’s educational success and that parents are children’s first educators. The results of this evaluation confirm that a fundamental way of achieving improved outcomes is by working with Pacific parents, families and communities to support children’s learning.

Executive summary

Introduction

The Pacific PowerUP evaluation sought to learn how the FlexiPlus and Au Lotu models of service delivery worked. The review also aimed to find out how well the use of each model addressed what parents, families and communities requested from PowerUP in the 2016 to 2018 evaluations (Oakden, 2017, 2018, 2019). Also, to help with assessing outcomes, the evaluation determined the extent to which the FlexiPlus and Au Lotu models met their intended objectives and were fit-for-purpose.

Findings

The evaluation found that both the FlexiPlus and Au Lotu programmes tested better than the previous version of PowerUP. Therefore, the evaluators rated the **delivery** of the Pacific PowerUP programme as **very good** in 2019. Both programmes were effective at realising the key outcome of being culturally appropriate. Also, both programmes supported parents to attend enough sessions to benefit from the programme. Based on attendance records, the evaluators estimate that PowerUP reached 1447 Pacific parents, family and community members (up 53% on the previous year). FlexiPlus also reached 1669 children ranging from early childhood to Year 13. Children's attendance was down 52% on last year as expected, because the focus was on parents. The two models also met the learning needs – of Pacific parents and other adult family members in the case of Au Lotu, and Pacific parents and children in the case of FlexiPlus.

The Ministry allowed flexibility regarding: the start and finish time for programme delivery, the number of sessions delivered in 2019 and the breaks between sessions. Within this flexibility, providers mostly met the learning needs of parents, families and children. Ten sessions appeared to be enough to meet the learning needs of Pacific parents. However, some providers started later in the year, and therefore, parents and families did not access information about education pathways early in the year, in February or March, when it may have proved useful for subject choices.

Both the Au Lotu and FlexiPlus models have proven to be responsive to the needs of the community. Therefore, overall the evaluators rated the PowerUP programme **very worthwhile**. The ethnic-specific and pan-Pacific models were both well received in communities. In general, both models of PowerUP:

- successfully built Pacific parents, families and communities' skill, knowledge and voice to help and harness Pacific educational success
- were culturally relevant and inclusive for Pacific parents, children and families and met their needs within communities
- provided information in ways that helped Pacific parents make changes quickly in the way they engaged with their children and schools regarding learning
- FlexiPlus also offered parents and children access to quality registered teachers.

The evaluators found many positive changes occurred for the families who attended the Au Lotu and FlexiPlus programmes. In general, parents gained confidence in their parenting and became clearer about their roles and responsibilities as leaders of learning in their families. Parents also reported improved family relationships and that they created safe and sympathetic places to help their children in learning. Learning became a family priority. Outside the family, parents said they learned better ways to engage with school and teachers to support their children's education.

Parents attending also noted they came to recognise that they have the power to respectfully challenge and question teachers where needed.

Pacific families responded well to the ethnic-specific model, delivered mostly by churches. Churches were influential in mobilising parents to attend the sessions. A vital part of the ethnic-specific model is that the learning community is like a holistic “village” for parents. Pacific parents appreciated receiving explanations in their first language by people known to them. Parents liked the church involvement in the programme. By having parents’ and adults-only and no children present at the Au Lotu sessions, discussions and sharing were more open and honest.

The pan-Pacific model of FlexiPlus supported parent learning in similar ways to Au Lotu. FlexiPlus also provides parents and students with a pan-Pacific setting where they can voice their specific needs and concerns and can connect with the right people and information to empower their education.

The PowerUP processes and procedures generally worked well. The evaluation identified learnings to guide further programme development. Opportunities to gain greater value from PowerUP include broadening the outreach of the programme to schools with Pacific principals and boards of trustees. Also, running the parent programmes over 10 weeks, starting sessions earlier in the year and supporting new providers to manage the contractual aspects they may be unfamiliar with, would add value to the programme.

Background & Methodology

Context

The *Pacific Education Plan 2013–2017 (PEP)* clearly explains the importance of improving education outcomes for Pacific children and young people. Although there have been improvements in achievement over the past six years, participation and achievement rates for Pacific learners continue to lag behind their non-Pacific peers. A key way to achieve improved outcomes is working with Pacific parents, families and communities.

The Ministry of Education believes the education system needs to enable every learner to achieve in education and gain the skills necessary to succeed in life and in the workforce. The Ministry takes an agile and adaptive approach to respond to the needs of Pacific learners and their parents, families and community in Pacific-capable ways. Pacific-capable ways support Pacific people to join in, engage, enjoy and achieve in education, secure in their diverse identities, languages and cultures. The Ministry advocates for, and encourages, an education system that identifies risks early and intervenes to support the disproportionate number of Pacific learners at risk of not achieving.

The PowerUP programme

The Ministry of Education developed PowerUP to lift participation in early learning and academic achievement for Pacific primary and secondary students, and it began operation in 2013. The philosophy of PowerUP is that the most powerful way to raise Pacific educational success is to take a whole-family approach. In this way parents, families and communities can support their children's learning journeys. PowerUP encourages parents and the family to become more informed, knowledgeable and confident about education, so they can support their children's learning journeys.

PowerUP delivers targeted sessions for parents, families and communities. Delivery of PowerUP occurs at centres called "PowerStations". The sessions build the knowledge of parents (and for FlexiPlus, their children) about aspects of the New Zealand education system. Session topics include why early childhood education (ECE) is essential and how to support literacy and numeracy. Sessions also cover the National Certificate of Educational Achievement (NCEA), academic pathways and career choices. The sessions run at night in places such as schools, community centres and churches.

PowerUP's key objectives are to:

- build the capability, knowledge and voice of Pacific parents, families and communities to drive and accelerate Pacific educational success
- provide access to quality registered teachers at every level to ensure the right information is available at the right time
- ensure fit-for-purpose, culturally appropriate, inclusive and effective approaches to best meet the local needs of Pacific parents, children and families
- achieve real results in real-time.

PowerUP actively supports Pacific parents, family and communities to champion their children's learning. The programme managers, in collaboration with providers, continuously fine-tuned the service provision to access more Pacific parents, families and communities. In 2019 the Ministry tested two PowerUP service provider models:

- the PowerUP FlexiPlus pan-Pacific model, in which parents and children both attended sessions for between 8 and 15 weeks over the year
- the PowerUP Au Lotu ethnic-specific model, in which parents and extended adult family attended (without children) for 10 weeks. Au Lotu means “the church” in Samoan. Churches delivered most, but not all, of the ethnic-specific sessions.

The Pacific parents and family workshops at PowerUP covered a range of education topics. For example, presentation topics included why attending an early childhood centre is vital and why it is essential for children to do well in reading, mathematics and writing. Families learned about NCEA, career pathways and how to support their secondary schoolchildren to achieve their goals by succeeding in NCEA. The workshop design was shaped by parents’ and families’ questions in previous years. PowerUP also provided academic support for secondary and primary students who attended FlexiPlus.

Based on attendance records, the evaluators estimate PowerUP reached 1447 Pacific parents, family and community members – up 53% on last year. FlexiPlus also reached 1669 children ranging from early childhood to Year 13. Children’s attendance was down 52% on last year, as expected.

Evaluation approach

The evaluators used an evaluation-specific methodology to evaluate the Pacific PowerUP Plus programme during 2019. The Key Evaluation Questions were:

- KEQ1: How well was the Pacific PowerUP programme delivered in 2019 based on the evaluative criteria?
- KEQ 2: How effective was the programme at realising key outcomes, and what are the strengths of the different approaches?
- KEQ 3: Overall, how worthwhile was the programme?
- KEQ 4: What changes occurred for the families who attended, particularly for those attending the Au Lotu programme?
- KEQ 5: What can we learn that is useful going forward, focusing on the processes and procedures used and the extent to which these worked well or not?

Pacific data collection methodology used to gather Pacific voice

A summary is included here of the data collection methodology. (For more information please go to page 48.) The providers collected data from Pacific parents, families, communities and their children who were attending the PowerStations, as well as the community providers leading them. This internal data collection informed the basis for the evaluation.

Data collection occurred in two ways. First, providers ran a Guided Talanoa Series from April to November 2019 with 64 families, including parents and their children, and 32 community providers and churches. Also, providers collected data using two versions of self-completion evaluation surveys. The surveys achieved:

- 934 responses from parents and other adults (compared with 209 in 2018)
- 857 responses from Years 5–13 (compared with 865 responses in 2018).

Scope of this evaluation

The evaluation did not consider the cost of the programme nor assess the value gained from each provider for the funding received. The providers collected data from parents and families attending

the PowerUP PowerStations, and this internal data collection informed the evaluation. The evaluators did not collect any extra data.

Participants' perspectives

The Pacific PowerUP programme was delivered very well in 2019, from the participants' perspective

In 2019 the evaluative criteria focused on the extent to which PowerUP delivered the programme as intended and whether it delivered a fit-for-purpose service. Therefore, in 2019 there was greater focus on delivery processes. Overall, the evaluators rated the **delivery** of the Pacific PowerUP programme in 2019 as **very good**.

For both Au Lotu and FlexiPlus, parents and families made favourable comments that indicated the programme delivery of both models worked well for them. Most parents liked the sessions, with around a third of parents from each programme suggesting improvements. Many providers found it challenging to build a local curriculum suitable for delivery in three to four FlexiPlus sessions. The rest of this section focuses on Pacific parents, adult family members and children's responses. The next section covers provider responses (starting on page 35).

PowerUP realised key outcomes for both the Au Lotu and FlexiPlus approaches

This section summarises the key findings of both the Au Lotu and FlexiPlus approaches. In 2019 the evaluation focused on the extent to which the two models, Au Lotu and FlexiPlus, are effective at realising key outcomes. These outcomes include:

- being culturally appropriate
- supporting parents to attend enough sessions to benefit from the programme
- meeting the learning needs of parents, families and children
- being responsive to the needs of the community
- being inclusive.







The evaluators found that for all these outcomes, the Au Lotu and FlexiPlus models are **effective**. Both programmes ran in culturally appropriate ways providing culturally safe learning spaces. Both programmes encouraged and supported parents to attend enough sessions to benefit from the programme. There was clear evidence that in 2019 providers mobilised more Pacific parents and adult family members through the new Au Lotu programme and adjusted FlexiPlus programme than in 2018. These new models were a deliberate response to findings from previous evaluations, drawing on the voice of parents, families and children (Oakden, 2018, 2019). Overall, most providers achieved enrolments of 30 or more parents for each programme. Pacific parents' or adult family members' weekly attendance increased 197% on last year – in other words it doubled. In 2019 894 parents attended each week, compared with 301 parents in 2018.

The average number of Pacific parents or adult family members at each session was 29 for Au Lotu and 21 for FlexiPlus. FlexiPlus increased the overall average weekly parent attendance from 301 in 2018 to 431 in 2019. While in 2019 the FlexiPlus per-session attendance was lower than for Au Lotu, parents experienced many useful and practical outcomes from attending FlexiPlus.

The evaluators found that both models meet the learning needs of the target groups: parents and adult family members in the case of Au Lotu and parents, families and children in the case of FlexiPlus. The programmes are both responsive to the needs of the community, although for FlexiPlus the local curriculum sessions were more difficult to set up.

Both programmes are inclusive, Au Lotu in an ethnic-specific way and FlexiPlus in a pan-Pacific way. Therefore, overall the evaluators rated the ability of the Pacific PowerUP programme to meet desired outcomes, for both Au Lotu and FlexiPlus as very good in 2019.

Table 1: Extent to which PowerUP services meet Pacific parents' needs

Overall rating for each evaluative criterion	Performance rating
Overall rating	Very good 
Au Lotu and FlexiPlus are provided for Pacific parents, adult family members and children (at FlexiPlus) in ways that...	
• are culturally appropriate	Excellent 
• support parents to attend enough sessions to benefit from the programme	Very good 
• meet the learning needs of parents, families and children	Very good 
• are responsive to the needs of the community	Very good 
• are inclusive.	Excellent 

The remainder of this section provides detail on how the programmes are culturally appropriate and support parents to attend enough sessions to benefit from the programme. This section also covers how the programmes meet the learning needs of parents, families and children, are responsive to the needs of the community and are inclusive.

The evaluative criteria for 2019 are informed by themes that were identified in the 2018 evaluation (Oakden, 2019). These themes link with the 2019 Key Evaluation Questions (see Table 2). The themes are revisited in the 2019 evaluation to assess the extent to which the 2019 models of PowerUP address the issues identified in the themes.

Table 2: Key themes from previous evaluations as they relate to current evaluative criteria

Evaluative criteria	Themes that relate to each of the evaluative criteria
Au Lotu and FlexiPlus:	
• are culturally appropriate	<ul style="list-style-type: none"> • Identity language and culture – There is evidence that the programme affirms identity language and culture for parents and students when attending PowerUP (see page 18).
• support parents to attend enough sessions to benefit from the programme	<ul style="list-style-type: none"> • Auala In – Access – There is improved access to education for parents and students. For example, parents have a better understanding of the education system and how to use the data and information available to them (see page 22). • Pacific Visible – Two aspects are addressed in the themes: <ul style="list-style-type: none"> ○ There is greater engagement and participation in schools: Parents are more engaged and participate with schools and Kāhui Ako in their community. For example there is there greater participation in relevant and related school activities such as parent groups, friends

	of the schools, board of trustees and parent–teacher meetings (see page 24).
	<ul style="list-style-type: none"> ○ Parents have a say in school settings about education delivery: Parents become more demanding of the schools their children attend, and they influence the curriculum being delivered in the schools of their community (see page 24).
<ul style="list-style-type: none"> • meet the learning needs of parents, families and children 	<ul style="list-style-type: none"> • Pacific Wellbeing: There are three aspects to wellbeing: <ul style="list-style-type: none"> ○ Relationships: Stronger relationships are built including more connections, and access to role models of learning (see page 28). ○ Empathy and resilience: Parent engagement in the education system better positions them to support their children’s learning. For example, parents display increased empathy and support for their children’s learning needs, leading to greater resilience and academic success for students (see page 29). ○ Lifelong learning: There is increased knowledge about the education system which builds an attitude of lifelong learning (see page 31).
<ul style="list-style-type: none"> • are responsive to the needs of the community 	<ul style="list-style-type: none"> • Cultural bias and racism: This describes how PowerUP is inclusive and helps addresses cultural bias or racism experienced by parents or students in other settings (see page 26).
<ul style="list-style-type: none"> • are inclusive. 	<ul style="list-style-type: none"> • This aspect is addressed through the profile of those attending PowerUp (outlined on pages 15–17).

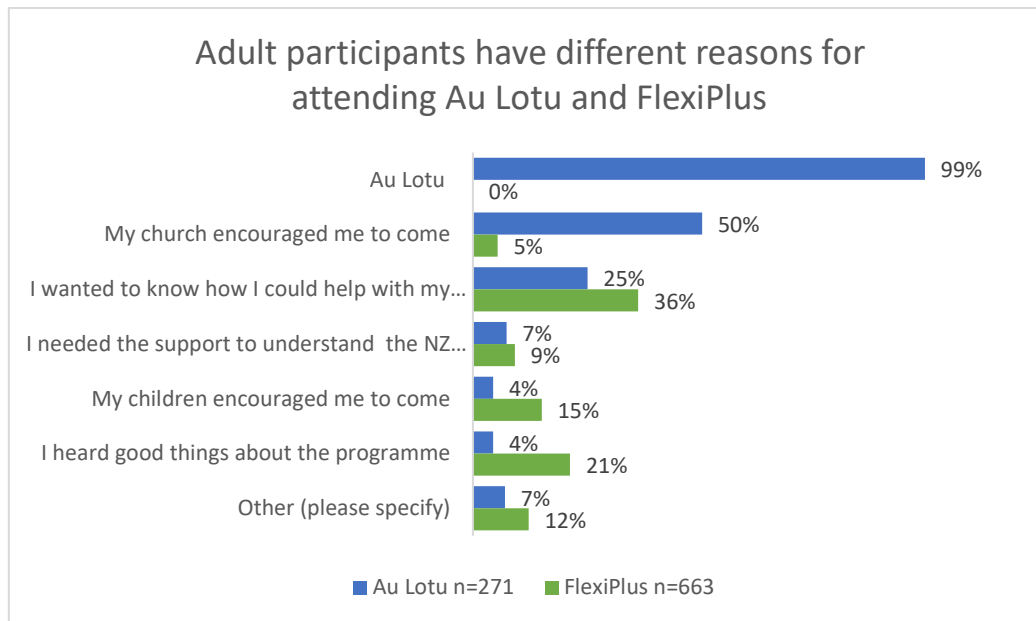
Both Au Lotu and FlexiPlus are culturally appropriate services

Both Au Lotu and FlexiPlus are culturally appropriate services. Culturally appropriate means services are provided in spaces that feel safe; the Pacific identity, language and culture of participants are affirmed; and cultural practices related to food and hospitality and prayer opening and closing sessions are observed. First, this section describes the ways the two new models attracted many more parents to attend in 2019, and what attracted them. Later the ways PowerUP supports identity, language and culture are discussed.

Au Lotu tested an ethnic-specific model that is usually based in churches. This service provision model focuses on parents and adult family members. It is critical for some parents and families who need support in their language. FlexiPlus tested a pan-Pacific model that had been used previously but focused more on parents in 2019 and ran for 8 to 15 weeks instead of the previous 26 weeks.

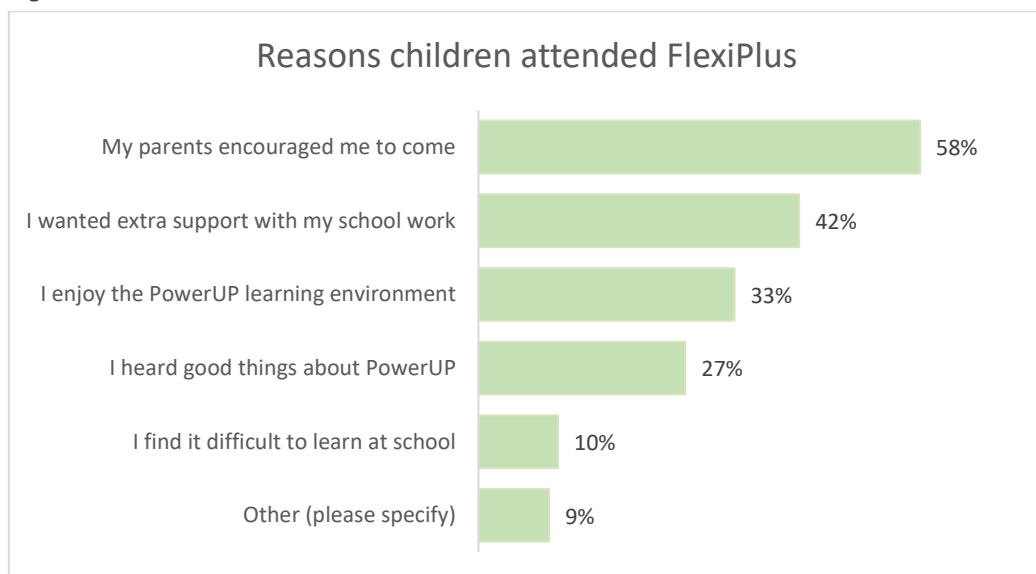
Pacific parents and adult family members who attended Au Lotu were more likely to say they came because of Au Lotu (99%) or because the church encouraged them to come (50%). FlexiPlus drew parents who wanted to learn how to help with their children’s education (36%) or because they heard good things about the programme (21%).

Figure 1: Reasons adults attended Au Lotu and FlexiPlus



Around three in five of the 857 children responding to the survey (58%) said they attended FlexiPlus because their parents encouraged them to come. As well, two in five children (42%) wanted extra help with their schoolwork. A third said they enjoyed the PowerUP environment. Again, around a quarter (27%) had heard good things about PowerUP, and a few (10%) said it was difficult to learn at school.

Figure 2: Reasons children attended FlexiPlus

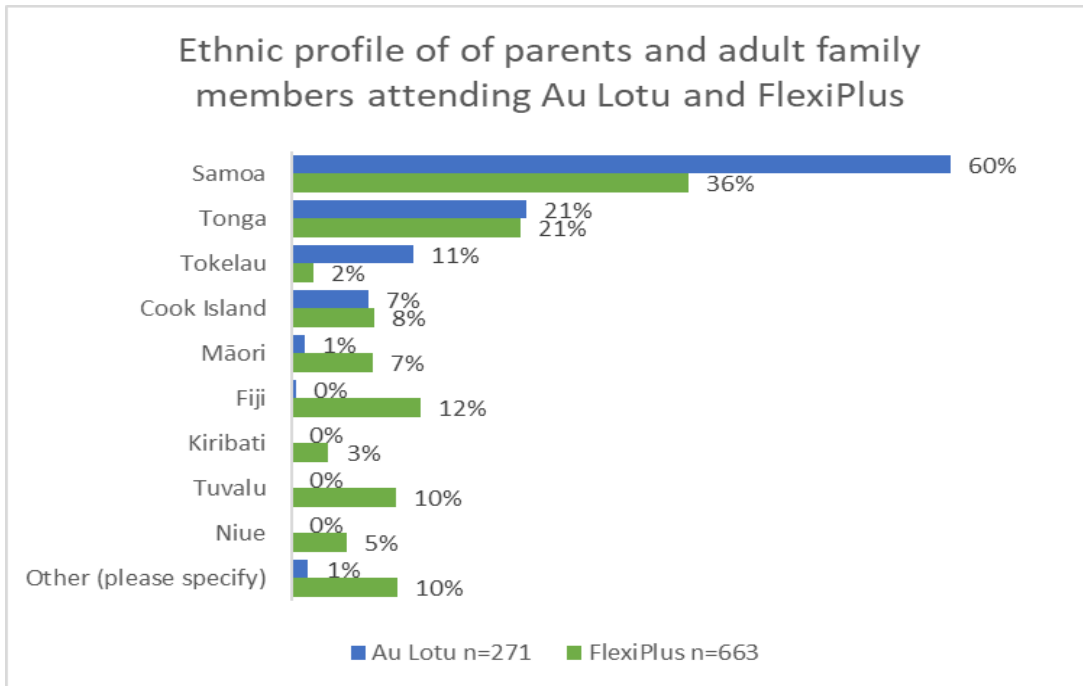


Models’ different profiles broaden the reach to the community

This section first provides a profile of each Au Lotu and FlexiPlus. Next, we discuss the ways the two different models of PowerUP support the identity language and culture of Pacific parents, adult family members and for FlexiPlus, children.

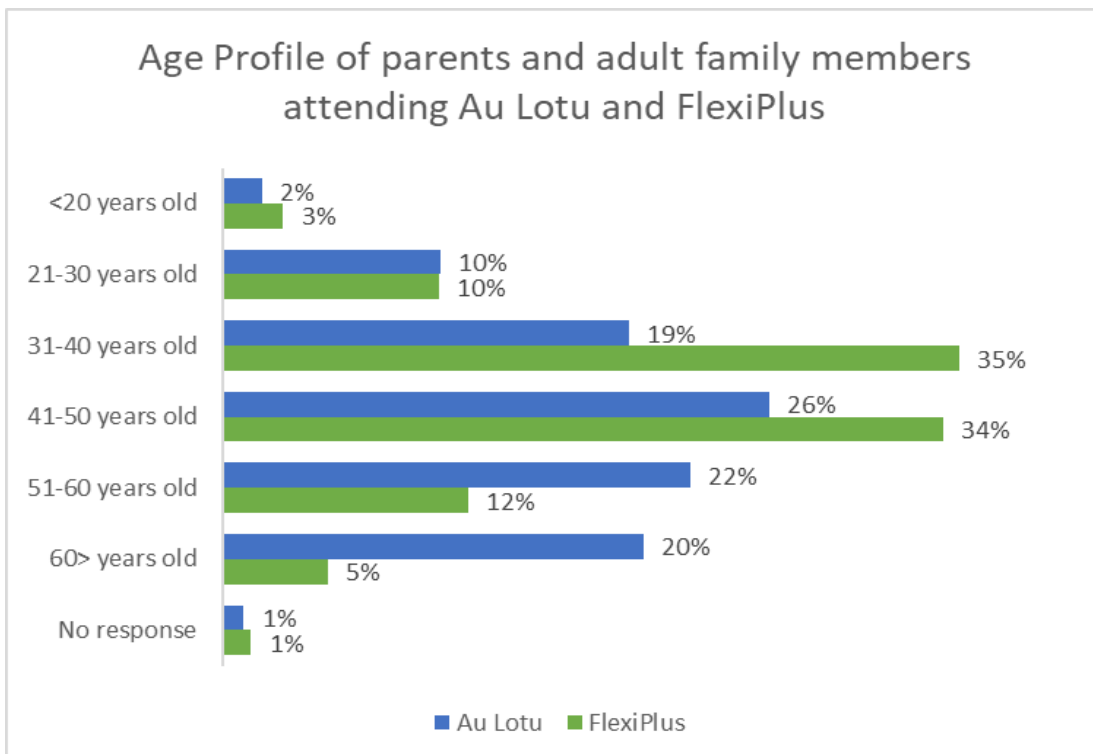
Both the ethnic-specific and pan-Pacific sessions are valuable, as the survey responses from participants show. The Au Lotu sessions attract distinct ethnic communities, whereas FlexiPlus attracts attendance from a wide range of Pacific communities.

Figure 3: Ethnic profile of adults attending Au Lotu and FlexiPlus



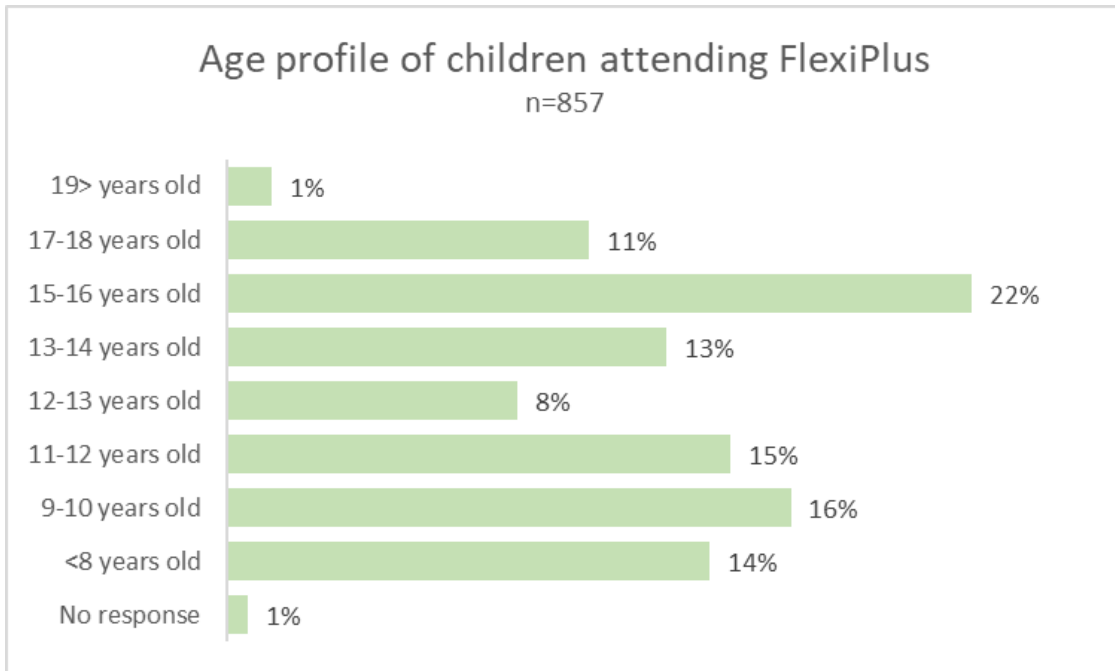
At the ethnic-specific sessions, a broader range of adult family members attend, including grandparents. In contrast, there is a younger profile for those attending the pan-Pacific sessions.

Figure 4: Age profile of adults attending Au Lotu and FlexiPlus



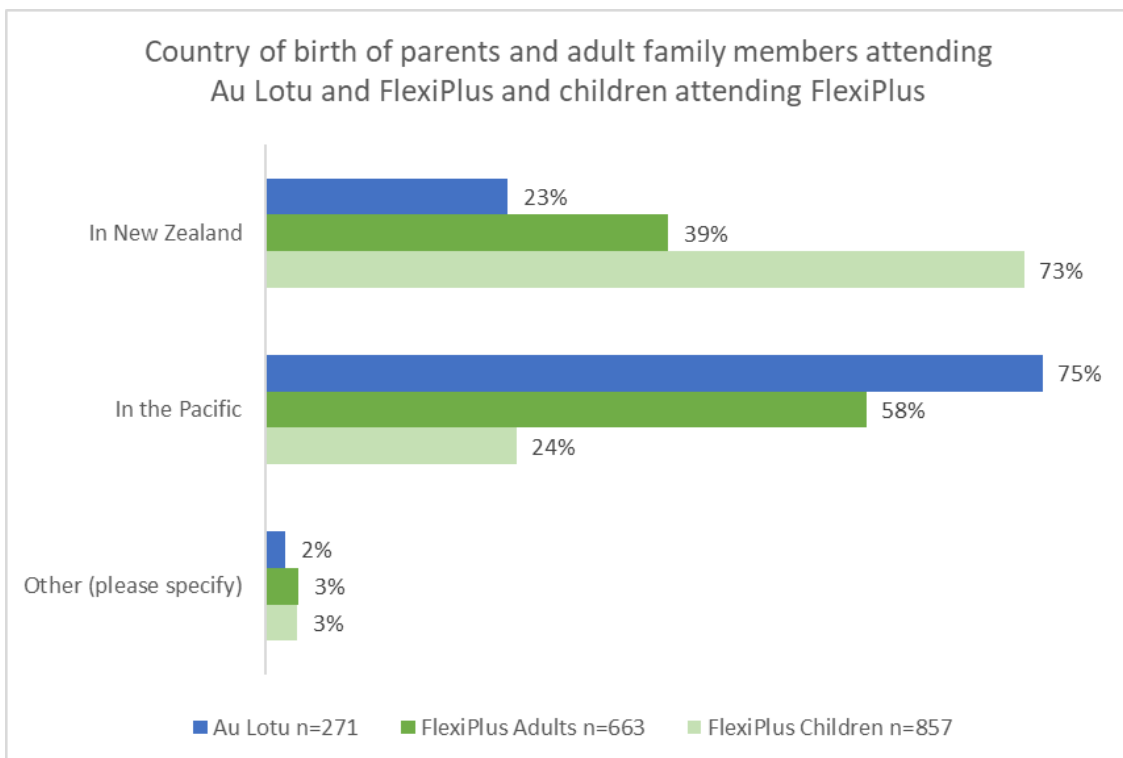
Among children, the most prevalent age group at FlexiPlus are the 15- to 16-year-olds (22%). There is also broad representation among both primary and intermediate school-age groups, as well as that is, in addition to the 15- to 16-year-olds attending secondary school.

Figure 5: Age profile of children attending FlexiPlus



Au Lotu participants are more likely to be Pacific-born (75%). While more FlexiPlus participants also are Pacific-born (58%), two in five are New Zealand-born (39%). By comparison, nearly three-quarters of the children attending FlexiPlus are New Zealand-born (73%).

Figure 6: Country of birth of adults, and children attending Au Lotu and FlexiPlus



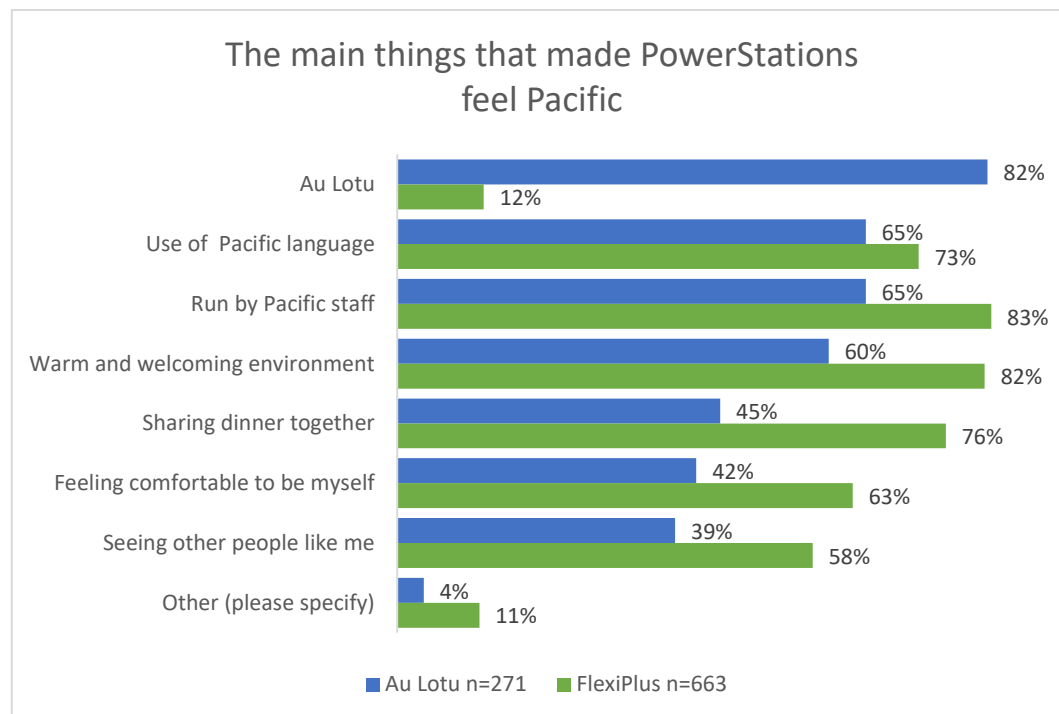
This data reflects the inter-generational pattern of migration to New Zealand within the Pacific community. It illustrates that both Au Lotu and FlexiPlus offerings are essential, considering migration patterns, the changing needs of the Pacific community and a desire among Pacific communities to retain their identity language and culture.

Au Lotu and FlexiPlus models both support identity, language and culture

A key theme that emerged in previous research was that PowerUP supports identity, language and culture (Oakden, 2019). Again, this was evident in 2019. Many of the talanoa participants (71% of the Au Lotu participants) and (67% of the FlexiPlus) describe the ways that PowerUP acknowledges identity, language and culture of Pacific communities to a high degree.

Pacific parents and adult family members completing the survey also recognise different aspects that made PowerStations feel Pacific. For those attending Au Lotu the church involvement is important (82%), as is the use of Pacific language (65%), as well as Pacific staff running sessions (65%). For those attending FlexiPlus, Pacific staff running sessions (83%) and a warm and welcoming environment (82%) are the two stand-out features. Parents and adult family members also enjoy the sense of community brought about at FlexiPlus. They enjoy sharing dinner (76%), the use of Pacific language (73%) and being somewhere they feel comfortable to be themselves (63%).

Figure 7: Main things that made Au Lotu and FlexiPlus feel Pacific



Thus, both the talanoa and survey responses confirm that Au Lotu and FlexiPlus models provide culturally safe spaces for learning in familiar and welcoming settings. Pacific parents and adult family members can be themselves and feel at ease and comfortable. They do not have to fit into a learning environment that feels foreign or uncomfortable to them.

PowerUP is more than an educational programme for parents and adult family members. It is about community engagement, interaction and belonging – *“It’s bigger than my family; it’s like the community knitting together.”*

A strong sense of belonging and fellowship develops at PowerUP. There is a strengthening of culture. Pacific parents and adult family members have a place to stand firm as Pacific people. The talanoa signal that this is particularly important for PowerUP families in pan-Pacific settings where people participating are a minority in their communities’ numbers-wise.

Both programmes ensure the Pacific culture takes precedence as the vehicle by which to learn. Pacific identities, languages and cultures are valued and celebrated as a strength. The PowerUP

environment embraces cultural protocols of lotu (prayer), dance, talanoa, songs and sharing of food. PowerUP applies in every aspect the values of respect, love and humbleness.

Use of both English and Pacific languages is helpful, as Pacific parents and adult family members are then not limited in ways to express themselves. On one hand, participants fluent in their ethnic language can think, write and talk in their “mother tongue”. On the other hand, those who are less skilful in either English or Pacific languages can engage with the content of PowerUP. They also have opportunities to become more able, learning from other participants and facilitators.

The facilitators spoke in our mother language. There will be a few English words that we may be stuck on, and it will be brought to the attention of the facilitators who will break it down until there is a full understanding. (Au Lotu parent talanoa)

Au Lotu parents talk specifically about the trusted relationship with church and minister and the familiarity of the church as relatable, safe and comfortable. Au Lotu affirms the values of the church and the importance of the church in the Pacific community. The church is for them an essential facet of Pacific culture, a place where parents and families can be themselves and connect through their common Pacific culture.

[The] church is a big part of my child's life and her upbringing. I find a combination of her church values and cultural values are something she can use in her education... It is most definitely run in a Pacific way. It is held in [a] church where God is the centre. (Au Lotu parent talanoa)

FlexiPlus parents value the chance to be together as a Pacific family, learning alongside their children. As reported in the talanoa, FlexiPlus parents learn and develop in an environment that weaves cultural protocols and education together. The inclusive and cultural approach adopted is useful in ensuring parents engage and gain as much as they can from the workshops.

Our Pacific way of family support and encouragement are relevant in promoting learning for the children. It also promotes transparency, inclusiveness and shared responsibility to ensure no-one lacks support in their learning. (FlexiPlus parent talanoa)

At FlexiPlus, children learn more about their identity. FlexiPlus provides a bridge between older and younger generations, Pacific-born and New Zealand-born, to learn about each other. In some cases, it supports children to engage with their culture where they might otherwise have limited opportunity to do that.

Knowing that we go along with our children to learn ourselves. And [we are] giving them the opportunity to feel confident about themselves in their PowerUP learning environment, and to be more aware and confident of their Pasifika fanau [Pacific family]. It's important for our children to have the sense of being connected, not only to their Māori heritage but, to their Pacific Islands side too. (FlexiPlus parent talanoa)

Both models support parents to attend enough sessions to benefit children's learning

There is clear evidence in 2019 that providers mobilised more Pacific parents and adult family members through the new Au Lotu programme and the adjusted FlexiPlus programme than in 2018. In 2019, 894 parents attended PowerUP on average each week, up from 301 parents in 2018 – a 197% increase and close to double.

Increased parental attendance meant fewer children attended without a parent. The adult-to-child ratio dropped to one to two in 2019 – from one to three in 2018. These findings point to the

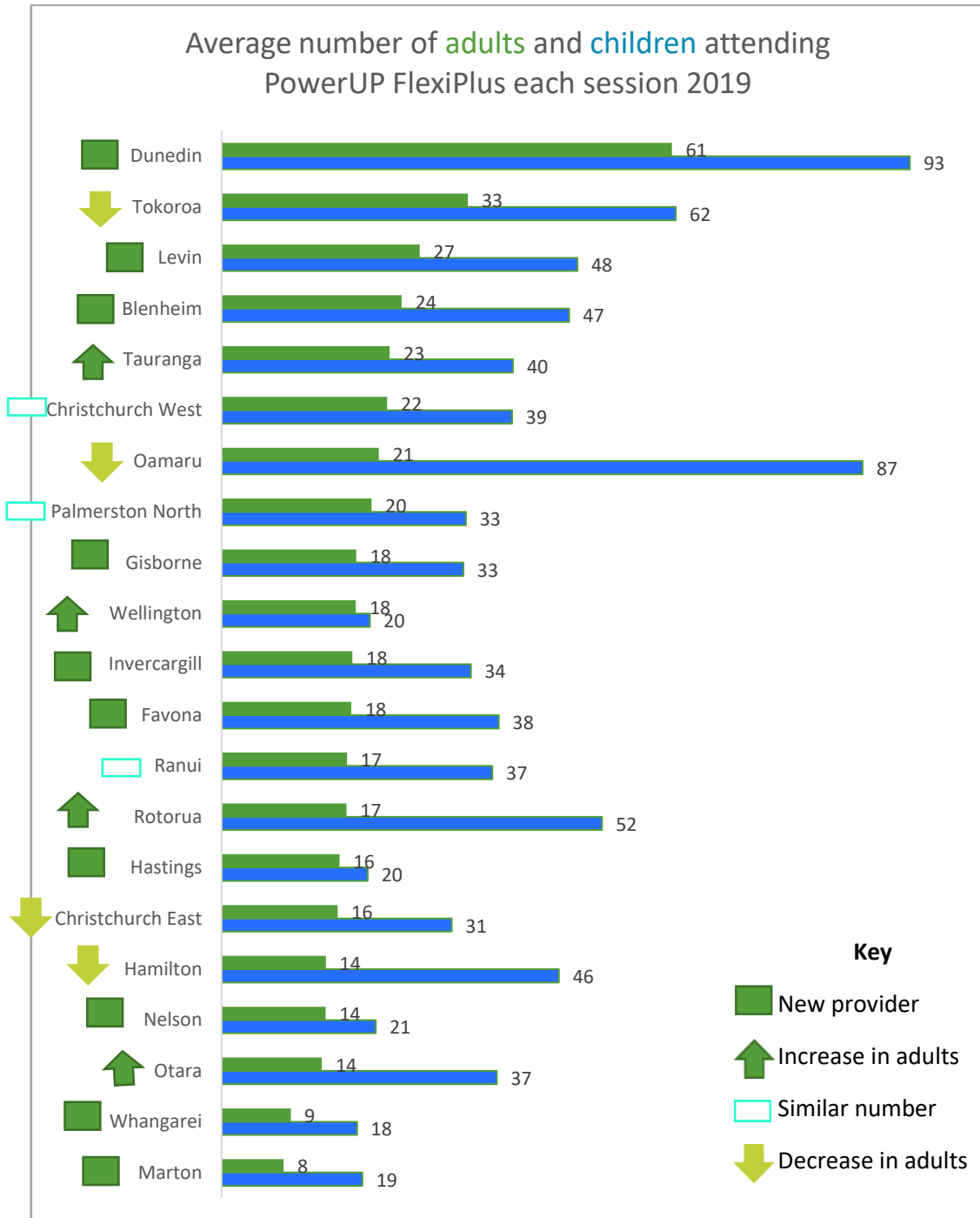
changes in the programme achieving the desired results and mobilising Pacific parents and adult family members to attend PowerUP.

Table 3: Pacific parents and adult family members attendance at PowerUP in 2019 compared with 2018.

Audience	Total visits to PowerStations	Reached overall	Average per week	Average per session
Au Lotu Adults 2019	4625	569	463	29
FlexiPlus Adults 2019	6192	878	431	21
Total adults 2019	10817	1447	894	25
FlexiPlus adults 2018	8542	945	301	19
Percent increase of adult attendance in 2019	27%	53%	197%	32%
FlexiPlus children 2019	12386	1669	825	40
FlexiPlus children 2018	24452	3458	1041	52
Percent decrease of children's attendance in 2019	49%	52%	21%	23%
Adult child ratio 2019	1 adult for every 2 children			
Adult child ratio 2018	1 adult for every 3 children			

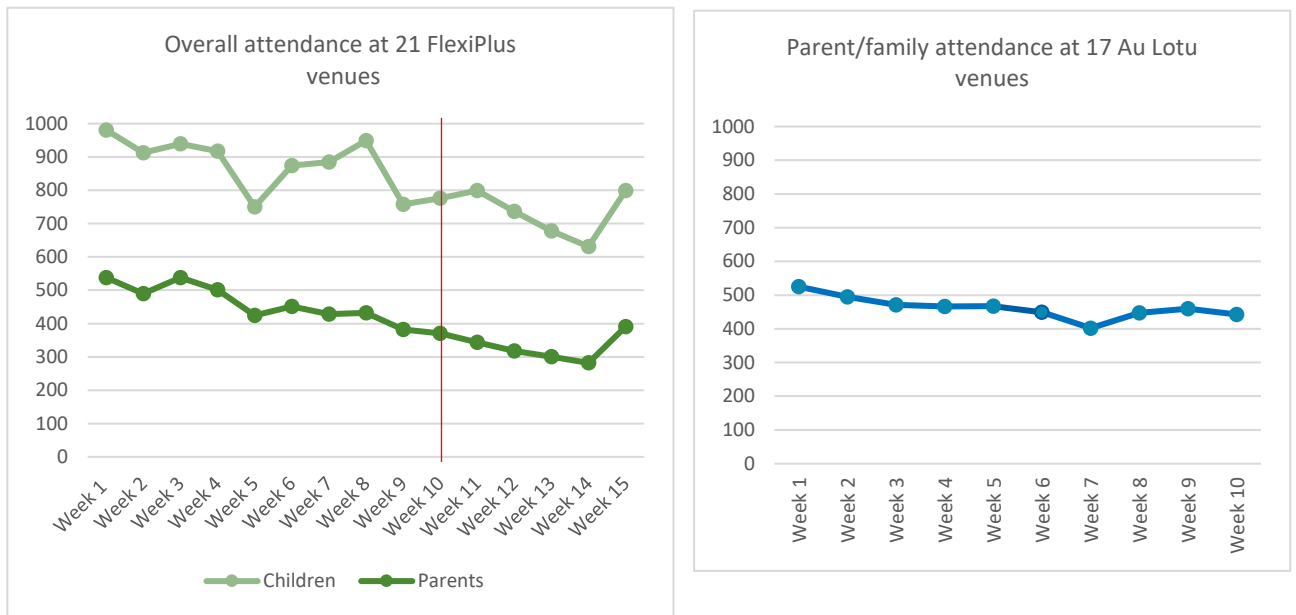
The following chart shows the average number of adults and children who attended PowerUP FlexiPlus in 2019. In 2018 10 providers attracted 11 or fewer parents on average each week; and in 2019 only two FlexiPlus providers were in this category.

Figure 8: Average number of adults and children attending FlexiPlus each session in 2019



The 2019 both models tested achieved stable parent participation for up to ten weeks, after which participation dropped off for FlexiPlus. The following figure 9 shows the 2019 FlexiPlus and Au Lotu attendance rates overall. The red line on the FlexiPlus chart shows the ten-week mark.

Figure 9: Attendance at FlexiPlus and Au Lotu



There are three key learnings to be drawn from the attendance data. First, stable parent attendance during the 2019 pilots signals that PowerUp does not need to run over consecutive weeks to keep momentum. Second, offering PowerUP models that are well-matched with the community settings increases parent participation overall. Third, while parents approve of 10 weeks of sessions for parents, some attending FlexiPlus call for more sessions for children to support study in general, and particularly for NCEA. Also, some parents thought their children would benefit from attending the Au Lotu career pathways sessions.

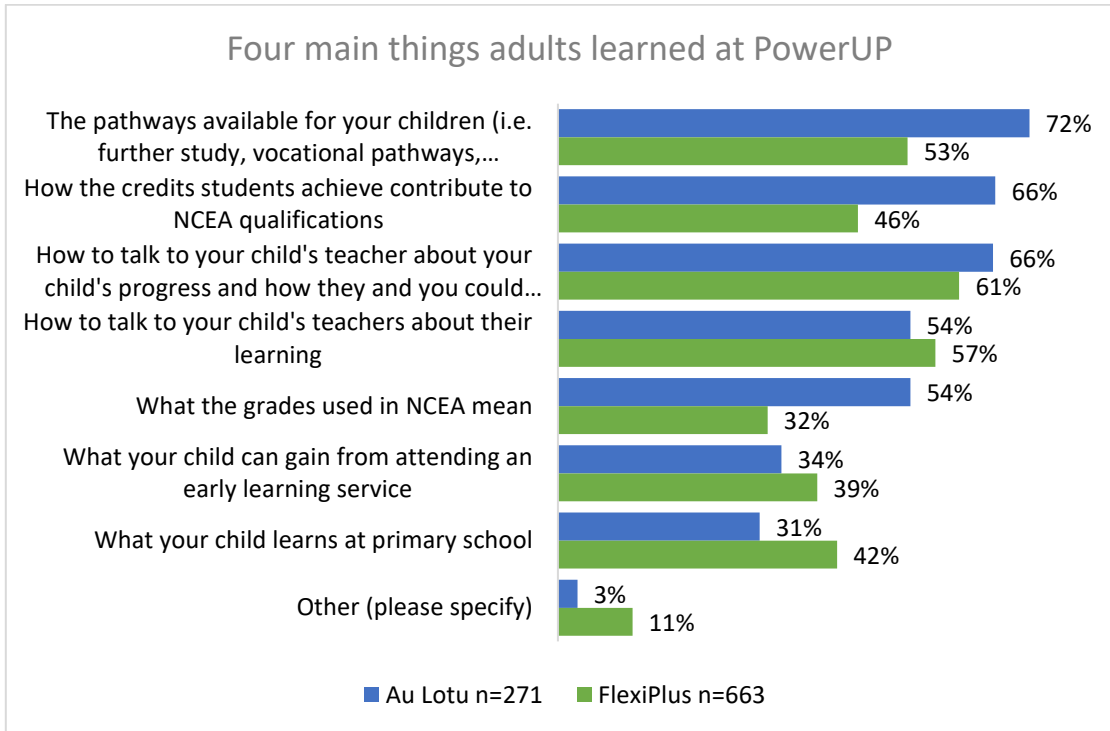
Aualua In – Access

Another key theme emerging from previous evaluations was the need for parents to gain improved access to educational information, systems and processes. There is evidence from parent talanoa, to a moderate (42%) or high degree (57%), of improved access to educational information, systems and processes from attending PowerUP. Parents who regularly attend PowerUP get enough exposure to the programme content to gain information and knowledge of the education system. Attendance also supports them to approach schools and teachers more often.

There are many aspects of the PowerUP programme that resonate with Pacific parents and other adult family members and support their continued attendance. Those survey respondents attending Au Lotu most appreciate learning about the educational pathways (72%). Two-thirds of Au Lotu participants also enjoy learning how the credits students achieve contribute to NCEA qualifications. They also appreciate learning to talk about their child's progress with teachers and how to work together to support their children.

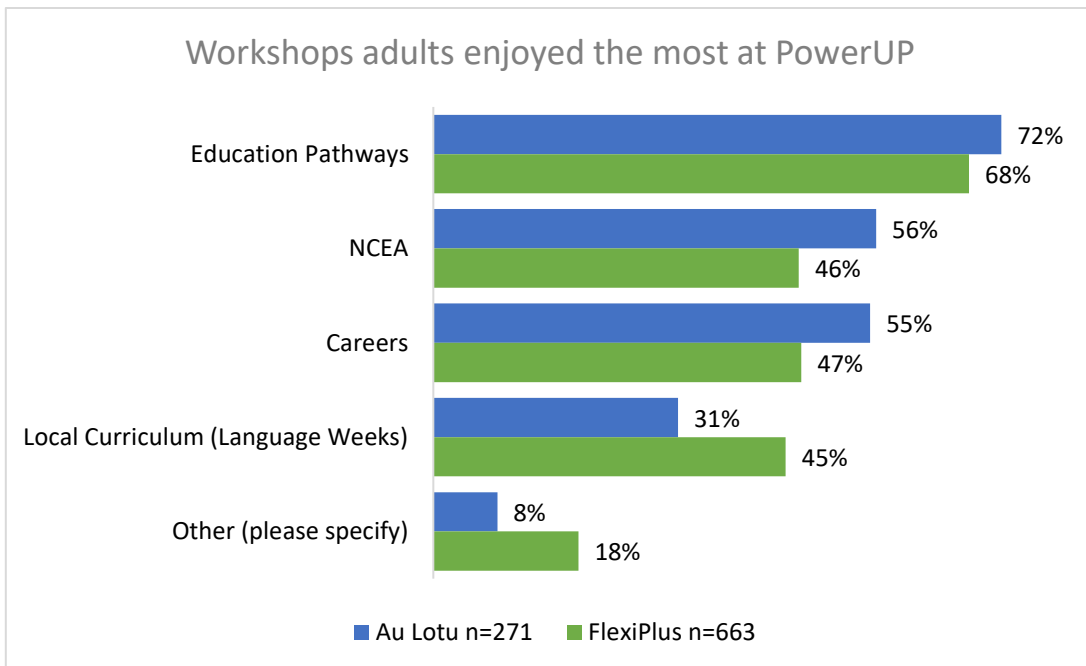
Those survey respondents attending FlexiPlus most appreciate learning how to talk to teachers about their child's development and how to work together to help their children (61%). They also value learning how to speak to their child's teachers about their learning (57%).

Figure 10: Four main things adults learned at Au Lotu and FlexiPlus



In 2019, the workshops that Pacific parents and other adult family members enjoyed the most were the ones about education pathways, followed by NCEA sessions and sessions about careers. The language weeks were more enjoyable to those attending the pan-Pacific settings than in the ethnic-specific settings. In previous years, learning about NCEA featured more prominently as a reason for visiting PowerUP, and the shift to a focus on educational pathways signals a maturing of the PowerUP offering.

Figure 11: Workshops adults enjoyed at Au Lotu and FlexiPlus



Pacific visible:

There are two aspects of Pacific parents being visible that are important themes in this evaluation. One is the need for parents to be more engaged and participating with schools and Kāhui Ako (community of learning) in their community. The other is Pacific parents having a say in school settings about education delivery.

Greater engagement and participation in schools.

We sought to establish whether PowerUP supported greater participation in relevant and related school activities such as parent groups, friends of the schools, board of trustees and parent–teacher meetings. Parents' talanoa showed mixed experiences regarding whether they participate and engage more with schools after attending PowerUP. On the one hand, some parents engage more frequently with their child's teachers in one-on-one conversations. On the other hand, engagement in parent meetings and involvement with boards of trustees, while emerging in places like Oamaru and Dunedin, is still limited overall.

Pacific parents now more visibly assert their presence and are more active and involved with their children's classroom teachers, according to their talanoa. They have confidence and knowledge and understand where they can participate and support their children. Parents are a lot clearer about their roles and responsibilities and what they can put in place to build a strong relationship between themselves, their children and teachers.

I am a little bit more knowledgeable about what is expected from me as a parent. I can speak to my child's teacher about my child's learning and have some understanding of the learning conversations. There is also a strong relationship built between me, my child and their teacher. (Au Lotu parent talanoa)

Parents connect more frequently with their children's school and understand their involvement is critical to a positive, successful educational experience, according to their talanoa. Generally, fathers now engage and participate more with their children's school, attend parent–teacher interviews with their wives and support changes to home routines. There is evidence that parents now initiate discussions with teachers, rather than wait to be contacted by the school.

[I am] gaining the confidence to ask more of those who teach my child. I was always apprehensive about asking my child's teacher for more work for her, as I understand they already have a lot of their plate. However, I have a renewed confidence through PowerUP that it is my duty and responsibility to be proactive when it comes to my child's education. (Au Lotu parent talanoa)

Pacific children say in the talanoa they notice their parents are more motivated and interested in their school and what happens there. They feel happy their parents now talk with teachers, principals and other school staff.

Mum and Dad are able to talk to the teachers and principals that are part of PowerUP, and they are happier to approach our teachers at school now. They would have never done that before. (FlexiPlus child talanoa)

Pacific Visible: Parents have a say in school settings about education delivery

As mentioned above, there is evidence in the talanoa that Pacific parents interact more with schools and position themselves more as partners on their children's educational journey. Sometimes parents attend and contribute to Parent–Teacher Association (PTA) meetings and vote at board of trustee elections. A few PowerUP communities have supported parents to

become school board members. Overall parents now demand more of schools when they engage with their children's teachers. With the support of PowerUP, parents have found their voice. They are equipped to respectfully challenge and engage with teachers and schools about their children's progress.

Being at PowerUP I have learnt what questions to ask. Like before my whole body would give off an attitude that said, without me saying: 'What are you doing to my child, she is finding it hard to read that certain book?' Now I am calm and ask the teacher, 'Is there an easier book that she can read as it seems hard for her?' The teacher takes time to answer me in a way that I understand better by saying that she believes she can read it and just to keep encouraging her. (FlexiPlus parent talanoa)

Pacific parents describe in the talanoa how they now make more enquiries and turn up to parent-teacher interviews more often. They now know how to question the information provided from schools and teachers. The engagement is no longer one-way, as parents are now contributing partners in the relationship between themselves, the school and their children.

Pacific parents also ask the school about the ways they can help when their children find it hard at school, according to their talanoa. They no longer accept that the teacher is solely responsible for their children's learning and are willing to work together with teachers. Pacific parents now have strategies in place to stay alongside their children's learning, which they then share with teachers.

I have been able to apply what I have learnt in [the] parent-teacher interview. Many a time I have sat and agreed to everything the teacher has said about my kids learning. [Still] I feel I have been empowered to speak up and not just take my child's learning at face value and from one person's opinion. (Au Lotu parent talanoa)

PowerUp has enabled me to better support my children's learning through strategies that are aligned with what their teachers are using in the classroom. Always important is to keep the three-way lines of communication open – which are for myself, my children and their schools. (Au Lotu parent talanoa)

Delivery of the Au Lotu and FlexiPlus models is responsive to the needs of the community

Based on feedback in the talanoa and the surveys, generally PowerUP is responsive to the needs of the community. The programme meets Pacific parent and family expectations, and they receive the information they need to support their children.

Parents contribute to the programme, identifying areas of interest and need which are then developed as local curriculum workshops. Local curriculum workshops include culture and identity, healthy homes, mental health, introduction to community support services and financial advice. In general, this process works well.

Pacific parents appreciate providers' accommodating community events. However, in some instances providers were unable to find a time to deliver the workshops. In other cases, providers were unable to connect with schools to provide specific workshops on topics requested by the parents.

Au Lotu meets inter-generational needs by providing opportunities for younger and older parents to share in information and experiences. Individual Pacific ethnic groups operate in a faith-based, culturally centred way. Generally, ministers encourage and lead the programme, hosting the sessions in a way that is familiar and comfortable to parents.

The ethnic-specific programmes, where Pacific parents learn through their language and cultural protocols, help parents grasp information and knowledge about learning.

Being able to communicate in our own mother tongue and be with people [with whom] we are in church family together makes a big difference. Our mother tongue being utilised and have shared knowledge of our cultural, religious upbringing [also] helped. We are like a village connected. (Au Lotu parent talanoa)

FlexiPlus also offers the pan-Pacific community ways to connect in regions with smaller individual Pacific communities. They get a valuable opportunity to meet other Pacific people. FlexiPlus is culturally affirming for parents, children and the broader family.

There are New Zealand-born parents and children who feel less connected to their culture and Pacific communities. PowerUP supports these parents and children to walk in two worlds – to participate in their language and traditions and learn the western education systems and processes. Also, ministers and elders teach tradition and culture in a way that motivates and encourages children to strive for excellence.

The most important thing that happened to me was when [person] delivered ‘o oe o le fofo’ to us students. He spoke about [the] migration of our ancestors, [the] push and pull factors. I was born in Samoa and I came here when I was one or two. When I go back home for family holidays, I see my cousins struggle with basic reading. [This] made me really appreciate my parents for the sacrifice they made so we can have a better future. Makes me want to do better in school and not muck around. (FlexiPlus child talanoa)

Delivery of the Au Lotu and FlexiPlus models is inclusive and addresses cultural bias and racism

This section explores the extent to which the Au Lotu and FlexiPlus models are responsive to the needs of the community and addresses cultural bias and racism. The previous evaluation (Oakden, 2019) identified cultural bias and racism as a significant aspect of daily life experience for many Pacific people, which can stop them accessing education and learning.

The evaluators found PowerUP provides inclusive and accessible opportunities for parents, children and wider family to gain a greater understanding of the education system and how to support their children’s education. An often-unspoken implication observed by the evaluators is that PowerUP helps parents and children to address cultural bias and racism when they experience it in other settings.

Through PowerUP, parents and children develop skills, strengths and strategies which act as protective factors. These changes are evident in their talanoa. From attending PowerUP Pacific parents and children experience a more positive and inclusive learning experience. Parents and children also gain a stronger sense of their potential and ability. The talanoa show that Pacific parents realise that they are capable and can contribute in positive and equal ways to their children’s education. Also, strengthened cultural belonging and identity at PowerUP builds more confidence and a sense of purpose of learning in children.

For me [the] most important thing that happened was probably [the] celebration of ‘Samoan Language Week’. It made me really respect my culture and identity and my family and where I come from. I really want to do best by it big time. I think that really helped me change the way I looked at my schooling and how I can do better. (FlexiPlus child talanoa)

From attending PowerUP, parents have a comparison, know that things can be better and that learning can be an enjoyable experience for their children at school. If teachers or other staff in schools treat parents and children in ways that show bias and racism, parents are more conscious

of the notion and can see it. Parents have the confidence and strength to call it or deal with it, and provided examples of doing so in the talanoa.

During the PowerUP sessions, at times parents and children talked about negative or challenging incidents they have experienced in the school system. Parents also become more in tune with their children's style of learning. They understand that some of the education systems and processes are not always conducive to their children's academic success.

They don't get how things are different for us. [We have] family that struggle[s] to speak English. [And they] practice cultural models from our country so often we cannot ask questions because it would be seen as disrespectful. (Au Lotu parent talanoa)

PowerUP sheds light on the problems faced by Pacific learners. It indicates how parents and children can respond to the challenges. Pacific parents are aware of the difficulty's children have at school and the barriers they face in the classroom. They do not feel so alone when they share experiences with other parents at Au Lotu and FlexiPlus.

Parents are encouraged to reflect on how they usually approach teachers and are given new strategies that help them to approach teachers both respectfully and confidently. Parents describe in the talanoa dealing with situations at school and taking the lead in talking with teachers. For example, parents contact teachers when their children come home saying things like, "My teacher talks too fast", "I don't understand what is happening in class" or "Things are moving too quickly in class".

I have learnt from PowerUP that it could be better not only from the teacher's end but also from mine. It is not enough to be passive and sit back. [Instead I need to] to engage and be proactive. (Au Lotu parent talanoa)

PowerUP has opened our eyes in terms of how our children has (sic) been misrepresent[ed] at school. PowerUp empowered us, parents, not to be afraid to challenge the school and make sure that our children received the maximum learning and support. (FlexiPlus parent talanoa)

Pacific children attending PowerUP can respond differently in class, even where the school environment is not conducive to Pacific children's learning. Children are more capable and competent to challenge teachers – for example, when they want to take specific subjects. They learn about themselves at PowerUP and can speak up in different situations and act more confidently.

I have the confidence to challenge what subjects I want to take and what I need to take because they relate what I want to do in the future. Also [I have] the confidence to ask questions in class and outside of class too. (FlexiPlus child talanoa)

We were learning about [the] perspective of yourself, and I took that, and I'm going to use it with school and rugby too. It's helping me learn new things I can apply in school. It's teaching me new techniques for learning and speaking too. It's increasing my confidence to, like, put my hand up when I'm in class, when usually I'm afraid because people will judge [me]. (FlexiPlus child talanoa)

Delivery of the Au Lotu and FlexiPlus models meet the learning needs of parents, and families (as well as children for FlexiPlus) to enhance wellbeing

There are three important elements within the theme of Pacific wellbeing. First, PowerUP supports parents to build stronger relationships and to connect more to access learning role models (see page 28). Second, PowerUP supports parents to have greater empathy for their children's

learning needs and supports parents to encourage greater resilience in their children's learning (see page 29). Third, PowerUP encourages lifelong learning through increased knowledge about the education system (see page 30).

Overall, there is evidence that PowerUP enhances the wellbeing of Pacific parents, families and children. There is a strong focus on Pacific wellbeing in both FlexiPlus and Au Lotu. PowerUP models the development of positive relationships and importance of positive connections between parents, children and school. Au Lotu supports Pacific wellbeing through positive associations with the church community and faith. FlexiPlus supports parents and children to develop a positive connection with other pan-Pacific community and families.

Relationships

This section focuses specifically on the different kinds of relationships built by parents attending PowerUP. Across the talanoa for both Au Lotu and FlexiPlus, there is strong evidence of improved relationships and increased connections between Pacific parents, families, children and schools. Nearly all talanoa showed evidence of improved relations. Pacific parents share at PowerUP their experiences of parenting and interactions with schools and teachers. Strong bonds develop between parents as they see one another as role models to learn from. They find comfort in discussing challenges and finding solutions for their children's learning together.

A deep sense of fellowship develops through shared experience between parents within each cohort and this extends outside PowerUP. Social groups form – particularly between mothers who meet specifically for added support and friendship (for example a meet and-read group or evening meals).

A significant shift is evident in the talanoa in the relationship dynamics of families. Pacific parents and children report talking more and working together over common goals. The communication is positive and focused. Children are more open and likely to ask for help or discuss any concerns they have about school with parents. Pacific parents and children report that they are closer as a family because of PowerUP.

PowerUP has helped us talk more as a family. This has allowed everyone in the family to be able to express their thoughts and feelings. We communicate about the positive and any worries or concerns that the children may face at school, but mainly we focus on the positive things. An example of this is when I ask the children how their days has been, I will encourage them to give more than a one-word answer. I will help them give an in-depth answer by helping them to explain their day and to help them reflect on the activities they did at school. (FlexiPlus parent talanoa)

This is my first year at PowerUP. I have found it easier to open up to my mum about the problems I have been having at school with my Maths. (FlexiPlus child talanoa)

FlexiPlus parents report positive changes in the ways they communicate and parent. They say the programme helps improve their relationships with their children. Parents say they are more patient, set aside time to talk as a family and celebrate success. Overall, the talanoa show parents create a more positive family environment.

Our communications with our children are way better now than before. Mainly [it's] because we are now asking the right questions to them. So they are able to converse and share with us their concerns, their peaks and lows in school and any other matters that concerns them and their education. (FlexiPlus parent talanoa)

Au Lotu parents report PowerUP helps them connect and build deeper relationships with other parents in their church community. These relationships draw on inter-generational respect, where parents learn from one another and find personal support through the spiritual, value-based

programme. Younger parents report that learning within the church helps them find their voice and become more confident to speak up in an environment usually reserved for the older generation.

It's helped me to open up get to share my ideas to show I have a voice; in [the] church it's always the elders. It's helped my confidence when I have a few things to say to help. (Au Lotu parent talanoa)

Running PowerUP in the church settings prioritises the wellbeing of Pacific families. Pacific parents are open and communicative with one another in a familiar environment. Church elders support parents to make changes in their homes and their relationships with their children. Pacific parents learn to compromise and balance the commitments of the church with study at PowerUP. At times parents prioritise children studying instead of attending a church event, especially when assessments are due.

[We are] not pressuring them into church activities if it interferes with their schoolwork. We are proud of our culture and our children, but at least we can have open communication to discuss things like this. (Au Lotu parent talanoa)

At PowerUP, Pacific parents and adult family members develop a shared understanding that helps them work together to support their children's learning. The talanoa show that Pacific parents feel less burdened when there is shared responsibility for their children's education. Relationships between parents also significantly improve when fathers become more involved and support the mother's efforts. Feedback in the talanoa shows the ways that fathers' attitudes and behaviours change when they understand how to help encourage and support their children's education.

Yes, I talk with my husband a lot more about our responsibilities in making sure we are both encouraging our children with their education. I am also advising my husband to let the kids go to more school activities, e.g. camps & sports ... [and] to be more open and spend more time with the kids. We try to do things together outdoors to get away from the devices, e.g. go to the park or time at the shopping mall. (Au Lotu parent talanoa)

Empathy and resilience

This section describes the way PowerUP supports parents to have greater empathy and help build resilience in their children's approach to learning. Both Au Lotu and FlexiPlus effectively help parents to become better positioned to support their children's education. With increased understanding and compassion of what their children experience in school, parents adapt and make changes in the ways they help children in and out of school.

In general, Pacific parents talk in the talanoa of how they create supportive environments at home for their children that are fun, warm, open and patient. From attending PowerUP, parents make fewer assumptions about what their children need and encourage children to communicate their needs. Parents ensure that there is time and space for schoolwork and set aside quality time to listen and work alongside their children.

I learnt the importance of being there and spent quality time with the children. This way, I am supporting them with their confidence in themselves as learners. They are achieving better at school. (FlexiPlus parent talanoa)

From attending PowerUP Pacific parents also learn more about their children: their thoughts, feelings and interests. As well, parents learn about themselves and how their behaviour can help or hinder the educational and personal growth of their children.

Well, when I first started, it's not that I was an angry person, but sometimes that's how it looked to others. Now I just bring it down, I listen, I am more patient and really just want

what's best for my children. Which is the same for others: we just do it in a different way. Now I stop and listen before I say anything, which makes them more able to talk more to me about school. We have really good conversations [now]... I do talk more positively with my son as before I would be hard on him to always get excellence. (FlexiPlus parent talanoa)

Some FlexiPlus parents have established new structures and routines at home after attending PowerUP in previous years. They report in the talanoa that they are making further improvements to provide more hands-on support and one-on-one help for their children. Pacific parents also promote more discussion and debate in the family, to encourage their children's critical thinking and understanding of topics. Dialogue and debate are beneficial for parents and their children. It helps families grow positive relationships and supports positive self-development, according to parent feedback in the talanoa.

FlexiPlus children say in the talanoa that their parents support them in better ways. Children say parents now listen, consider their views and are more committed to their education. Children report in the talanoa that they see their parents make sacrifices to attend school events and prioritise being at home to help with homework. Children in senior school are pleased that parents now track their academic progress and ask how they can provide extra help or support.

Mum and Dad are much more responsive to my learning needs now. I have heaps of confidence to have open conversations about school with them because of the support they give me. Even in my struggles, they still support and encourage me. [Their support and encouragement] helps me be a better learner and respect my teachers. (FlexiPlus child talanoa)

At Au Lotu, parents and the broader family develop a greater understanding of the pressure their children are under at schools, such as from the assessment processes. Parents describe in the talanoa how they pay more attention to the emotions of their children. Parents say they now listen and watch to see when their children need more support and help. They adopt practices that are more flexible and allow for compromise. Pacific parents say in the talanoa that they give children more opportunity to balance church and study with some relaxation time.

I am more attentive to them, and I don't try to force them to do their schoolwork straight after school. Instead, I give them time to relax, and then we work together using different strategies. (Au Lotu parent talanoa)

Au Lotu parents have gained an appreciation of possible careers and vocational pathways that may interest their children from attending PowerUP. Many parents accept their children may wish to aim for professions outside those traditionally aspired to, such as doctor, lawyer or accountant.

The highlight for me was the careers expo. Not only did I get to see the many options my son was interested in, [but] I am starting to appreciate the value in other careers apart from being a lawyer, doctor or accountant. I need to accept the careers that my son is actually interested in. It was also good to see members of our congregation talk about their own professions as nurses or policemen. (Au Lotu parent talanoa)

Lifelong learning

This section describes how increased knowledge about the education system builds an attitude of lifelong learning and how this occurs in different ways. Children adopt better learning habits when they understand that choices made in school help to set up a career pathway. Also, many Pacific parents described in the talanoa realising they can also study or learn new things themselves and can model this new learning attitude to their children.

FlexiPlus and Au Lotu help to foster a different mindset for parents. Parents become aware that learning is continuous and happens outside formal learning environments like the classroom. Pacific parents' comments in the talanoa suggest they are more self-reflective and willing to look at their behaviour for both personal and family development. Parents reassess their goals both as a parent and individual and become more open to opportunities for growth from attending PowerUP. Pacific parents report in the talanoa that they see themselves as potential learners able to undertake further formal study if needed. Sometimes, this leads to parents studying at university or polytechnic.

Often Pacific parents promote a change in their broader families by setting goals and planning. Family conversations centre on their futures, potential, learning and development. Parents and children are aware that PowerUP learnings can transfer into other areas of their lives. Parents focus on the health and wellbeing of their children and look at improving education success through staying well.

I know it has changed how we talk to each other. Right now, our family talk about succeeding, further education, personal and professional development, and other things that we didn't normally discuss before. Coming from Samoa where our jobs... were considered really good paying jobs back there, we took things for granted. Living in New Zealand and finding ourselves struggling financially has made us see life from a different perspective and appreciate opportunities. It has made us realise that sometimes our comfort zone may not always be our [optimal] comfort zone and that we need to be evolving in our way so we are able to adapt into the changing world we live in. (FlexiPlus parent talanoa)

Taking part in this very important programme for me personally... it has directed us on the right path and [provided] a better understanding of the education system that our kids are in. It has shown my husband and I ways to identify and address any barriers. [It has shown us] how to improve and support our fanau in pursuing their academic achievements. Not only that but to also be aware of the health and wellbeing of our kids and our Pasefika aigas. (Au Lotu parent talanoa)

Positive changes occur for the families attending both Au Lotu and FlexiPlus programmes

Several positive benefits occurred for families because of attending PowerUP. Pacific parents that took part regularly reported they introduced changes into their home routines. The adjustments appeared sustainable and extended into many areas of their lives. Homes of participating families are now an extension of PowerUP, as parents create safe, sympathetic places to help their children in learning.

Conversations changed in PowerUP homes. Pacific parents and children said they focus on educational success, the strengths of the child and how all family members can better help one another, setting goals and making plans that help children reach their potential. Conversations first extend to the home and then to school.

Strengthened family unity is a crucial benefit for families. Parents and children report homes are more positive, encouraging and motivating environments. Relationships are more open and honest between family members. Children are more open to sharing their strengths, weaknesses and any challenges they have at school. In turn, parents are more confident to approach the school and teachers for help.

Sustainable practices, such as new routines, are in place to support learning. Changes in the families include:

- reading in a different way with younger children
- starting a goal-setting book for the entire family
- less device time
- moving children to a more visible place to do homework, where they can engage with parents if they need support
- creating focused conversations around school days and learning.

He now does his work at the lounge where we can see him. We picked up this advice from the past PowerUp sessions we attended this year. He now has a timetable he needs to follow, and we make sure he does his homework at the living room. His marks have now improved from achieved to merits and it's only been a month now of PowerUp. (FlexiPlus parent talanoa)

Benefits of Au Lotu

There are several critical benefits of PowerUP reported by Au Lotu parents. Parents attending Au Lotu are often from the same church community and benefit from having existing relationships. Au Lotu provides safe space to learn together, with the support and leadership of the church minister. Sometimes, the grandparents ensure that the other adult family members attend and thus grandparents, parents, and aunts or uncles may all attend the same PowerUP. Having multiple family members learning the same information makes the programme more sustainable, as adults can support one another after the sessions.

Pacific parents reflect in the talanoa that they develop stronger relationships with their children from attending Au Lotu and now communicate more openly with one another. Parents and other family adults now understand how to question children about school and where to focus.

Parents report in the Au Lotu talanoa, that Au Lotu supports them to gain confidence in their skill as a parent. Parents say it is comforting to know that they are doing the right things and helping their children in the best ways possible.

Parents have more clarity around their roles and responsibilities as leaders of learning – and as supporters of their children. Parents say they understand how much impact they have on their children's education. They now prioritise and allow time for study and help their children balance church, sport and study commitments.

Parents say they learn ways to better engage with school and teachers to support their children's education at Au Lotu. For example, Pacific parents now understand how to access and use the school reporting systems. They also understand how NCEA works and how to support their children through these qualifications. Pacific parents also say they know the types of questions to ask at the parent–teacher interviews.

Parents attending Au Lotu recognise that they have the power and can respectfully challenge and question teachers. Au Lotu helps parents learn to work alongside teachers to reach solutions which improve the learning experience for their children.

Benefits of FlexiPlus

Some of the key benefits of PowerUP reported by FlexiPlus parents are similar, while others are different from Au Lotu. An essential benefit of FlexiPlus that is different from Au Lotu is that parents value the opportunity to form relationships with other pan-Pacific parents. This benefit is especially the case in smaller centres with few Pacific people in the community. FlexiPlus parents value the new connections they make and say that they continue outside PowerUP. Parents like that PowerUP is “by Pacific for Pacific”.

Just being able to capacity-build our Pacific communities through a Pacific and by Pacific forum, such as this programme. (FlexiPlus parent survey)

[It's good to have a] blend of different Pasifika cultures. (FlexiPlus parent survey)

FlexiPlus does allow people from non-Pacific cultures to attend. A few parents would prefer the programme were only for Pacific, as they feel parents are less comfortable speaking when non-Pacific parents attend.

Limit PowerUP Pacific to only people of Pacific descent, incorporating non-Pacific in a space intended just for Pacific somewhat takes away from Pacific people. I've noticed that when non-Pacific engage the Pacific are less likely to engage. (This issue and attitude is universal). I recommend keeping it specifically for Pacific. (FlexiPlus parent survey)

As with Au Lotu, FlexiPlus effectively supports parents to develop partnerships with teachers and schools. FlexiPlus parents report they have come to realise they are the key role models for their children. Parents recognise that their behaviour and actions strongly influence the success of their children's education. Parents report being more attentive and listening more.

It is really important [for parents to attend]... Also, having some time out from home with my kids and then meeting and talking with other people together is nice. (FlexiPlus parent talanoa)

You can drop your kids off to wherever, but if you're not there to support them it doesn't really mean anything. (FlexiPlus parent talanoa)

It's mostly mothers who attend FlexiPlus. They report there is more sharing of education responsibilities between parents because of going to FlexiPlus. They observe that fathers are becoming more involved in their children's education. Attending FlexiPlus helps motivate some fathers to engage more in children's learning. In many of these families fathers now also make time to attend PowerUP sessions, parent-teacher interviews, watch school sports and ensure that their children complete their homework.

FlexiPlus parents also shared in the talanoa that they feel happier and more fulfilled as parents, because they have the information and knowledge to support their children's learning. FlexiPlus parents report having a voice in school settings and being more confident to ask questions of teachers. FlexiPlus parents say they feel more secure in themselves to share ideas during the PowerUp sessions. With more parents regularly attending, there are more people with whom parents can connect.

FlexiPlus children report feelings of pride, self-belief and self-worth. Benefits of PowerUP for children include having a strengthened sense of positive cultural identity and belonging. Children appreciate the confirmation they receive at PowerUP that they are smart, capable children with huge potential to succeed in all parts of their lives. The children say they feel valued. Some FlexiPlus providers also saw changes in children's behaviour as a result of their parents attending: with parents present the children received added support and settled and concentrated better.

It is important [for parents] to come with the children for the sessions... for them to feel that you are there for them. That way they [the children] will concentrate. They'll focus on the main thing they are there for – which is extra help. (FlexiPlus provider talanoa)

Both parents and children report that attending FlexiPlus results in improved academic results in maths, reading and NCEA assessments. Success breeds success and children show increased learner confidence to ask questions and engage in areas that are outside their comfort zone. For example, many children say they are taking part in speeches, being part of school assembly

presentations and being mentors for other children. Children attending FlexiPlus frequently commented on the extra support they felt they received once their parents understood what was happening at school.

I love seeing my parents at PowerUP; it empowers my learning. [From coming to PowerUP] they will understand better; they know what I'm doing. It makes me feel like I belong there, with my Pacific brothers and sisters. (FlexiPlus child talanoa)

She will understand what we have to do better at school. We have to explain it and it doesn't make sense to her, so it is easier with her coming to PowerUP. (FlexiPlus child talanoa)

As in the past, some children attending without much parental support commented that they wished their parents could come more.

My parents don't come much to the things that I do. But if they did, I think it would help me. I watch the other families that come, and they enjoy it. (Child survey response)

Older children say FlexiPlus helps them improve their ability to plan pathways and set their academic goals. Children also appreciate learning better planning and time management skills so they can fit in study and balance study with other commitments like sport and church.

Delivery of PowerUP







PowerUP providers mostly delivered a fit-for-purpose service for Pacific parents and children

In 2019, the Ministry set some clear guidelines about the aspects of performance they wanted providers to focus on. These were:

- mobilising parents and adult family members and attracting 30 families per venue
- timing sessions to meet the needs of the community (in terms of number and frequency of sessions)
- running either ethnic-specific or Pan Pacific sessions to meet community needs
- building local curriculum into 3–4 FlexiPlus sessions to meet community needs
- meeting contractual requirements.

This section explores those different aspects of delivery in more detail. Overall, the evaluators rated delivery as **very good**, because although providers met most of the criteria, there was some variability. Importantly, in 2019 providers mobilised more Pacific parents and adult family members to attend through the new Au Lotu programme and adjusted FlexiPlus programme than they did in 2018. As a result, Pacific parents' or adult family members' weekly attendance was up an average 197% (or twice as much) on last year. The following table summarises provider performance overall for delivering PowerUP in 2019.

Table 4: Summary of provider performance delivering the programme as intended for different aspects

Provider's delivery of the program is as intended	Performance rating
Overall performance rating	Very good 
Ability to mobilise parents and attract the target number of families (30)	Very good 
Timing of sessions meets the needs of the community in terms of number and frequency of sessions	Good 
Responds to the needs of the community by running either ethnic-specific or pan-Pacific sessions	Excellent 
Responds to the needs of the community by building local curriculum into three or four FlexiPlus sessions	Adequate 
Meets contractual administrative requirements	Very good 

Most providers could mobilise parents and attract 30 families

Mobilising parents

As indicated earlier (on page 19), most providers were able to mobilise parents and attract the target number of families to both Au Lotu and FlexiPlus. Most but not all providers attracted 30 or more families to the Au Lotu and FlexiPlus programmes, and some drew many more.

A few providers commented that getting 30 families to attend was difficult, particularly if they drew from a small community of families overall.

It has been a challenge to get 30 families to attend from our... community. We did identify less than 20 families from the start and from that not all have been able to attend consistently. Some have taken real advantage of the workshops. But there has been close to 30 adults and 30 learners participating. (FlexiPlus provider talanoa)

There was a high degree of mobilisation of parents attending Au Lotu, which occurred through the church. Pacific churches have existing relationships with the parents and the community – who all know one another. Therefore, a benefit of the Au Lotu approach was it was easier to mobilise Pacific parents and adult family members. Parents valued their minister's support and guidance of the programme in a culturally apt and relevant way.

Churches are able to bring in the cultural aspect into the programme. What we teach within the programme aligns with the Minister's prayer or sermon at the end of the sessions, so it brings a spiritual and cultural balance to the programme. (Au Lotu provider talanoa)

I think that it is key because the church is a community; all the people come here. It allows the church to have an input into what they want and the success they want for their kids instead of being dictated by mainstream schools and by the Ministry [of Education]. (Au Lotu provider talanoa)

As well, Pacific churches had existing administrative systems and networks for reaching out into the community. Further, the Ministry of Education noted that those providers of Au Lotu that were most successful often had strong buy-in from ministers and vital support from the ministers' wives.

We mobilised our parents using a church announcement following our Sunday service. We also shoulder-tapped some of our parents who we thought would benefit from the programme but had not yet registered. We also approached the local Pacific churches in our area, asking them to tell their parents about the programme and inviting them to join us. We also invited parents and teachers from our pre-school, those with children and grandchildren at primary and secondary levels. (Au Lotu provider talanoa).

By comparison, locating parents was challenging for some FlexiPlus providers. They used a wide range of approaches. Providers used interviews on radio, posts on community Facebook groups, and printed and gave out posters. PowerUP champions and mentors attended local churches and talked to local ministers. They also shared information at local community group meetings and encouraged individual families through word-of-mouth to register and participate. Some providers held community fono (meeting) As well, some providers got useful support from the Ministry of Education's regional teams. Over time some providers found that the positive reputation of PowerUP helped attract more families.

Because PowerUP is provided by the community and not schools, providers also talked with schools, including with local Kahui Ako teachers and principals. They also asked schools if they could use school networks to send out emails, and they advertised in school newsletters. Some schools were encouraging, while in other regions schools were not an effective way to find families to register for PowerUP.

Principals were sent out an information pack about the PowerUP programme and the dates and asked if we could be put into contact with any families that could be interested in registering for PowerUP. We knew that, due to confidentiality, they would not be able to pass on the details of the students and families, so we tried to make connection through the school and have them pass the information on. This wasn't very effective... [Principals] were aware

the programme was happening and happy that it was going ahead, however it wasn't an effective strategy to get families registered. (FlexiPlus provider talanoa)

Maintaining attendance

Attendance at sessions showed some variation. For Au Lotu, providers attracted 29 parents on average to each session. By comparison, FlexiPlus providers attracted a lower number, with 21 parents on average attending each meeting. However, FlexiPlus providers achieved an overall 50% (half again) increase in parents attending each week compared with the 2018 attendance rates. Both Au Lotu and FlexiPlus providers remarked that it was at times challenging to encourage and keep up parent attendance at sessions.

We have more parents registered than those who actually attend on a regular basis... Some have stopped coming due to various reasons beyond our control e.g. travelling overseas for fa'alavelave (funeral), illness and other family commitments. It hasn't been easy getting 30 to attend all at one time, as you will see from our attendance data. (Au Lotu provider talanoa)

Providers recognised it was difficult for parents to attend at times. FlexiPlus providers noticed parents did not want their children penalised when they could not attend. While this is seen as less than optimal, some providers still allowed children to attend without their main caregiver, as shown in these comments from children:

My grandmother doesn't come, but she has so many spies everywhere so that I have heaps of family around me. (Child survey response)

My mama tries to come, but it's hard for her at either the afternoon or night – but she keeps in touch with my teachers and with my [school]. (Child survey response)

Some providers found it valuable to provide transport to ensure parents and children could attend FlexiPlus.

We put a van in for pickups and had the consistency of numbers coming into PowerUP, not just the kids [van pickups for whole families, unless advised]. We had a big contingency of Tokelau families and Tongan families using the transport. We had elderly turning up to support grandchildren and children at PowerUp and sitting in on the parent sessions. (FlexiPlus provider talanoa)

The evaluators, therefore, rated mobilisation as **very good**, as most providers attracted 30 families to register for PowerUP and achieved much-increased parent participation from the previous year. As there are genuine barriers to attendance at times, we have not rated mobilisation lower, despite parents not always attending.

Timing, number and frequency of sessions met the needs of the community

There are several aspects related to scheduling of sessions. First, there is the starting date for the sessions. Second, there is the spread of sessions throughout the year. Third, there is the time of day and day of the week the sessions run. This section considers each aspect of timing in turn. Overall, the evaluators rated this aspect **good**, as providers offered flexibility. Still, the start dates and spacing of sessions were, at times, less than optimal. As well, while the timing of sessions often worked well, there were some exceptions.

Start date of sessions

In 2019, the Ministry allowed flexibility in its contracting about when providers started their programme and how long it ran for. While nearly half the FlexiPlus providers began their workshops in February or March, many did not start till May. Au Lotu providers mostly started even later in the year, as shown in the following table.

Table 5: Variability in start dates for Au Lotu and FlexiPlus

Start dates for PowerUP	Au Lotu	FlexiPlus
February		3
March	1 (late March)	6
April	5	1
May	3	9
June	8	1
July	1	

The later start dates were less than optimal for some parents. The sessions on NCEA ran too late to benefit children in selecting subjects at the beginning of the year. Some parents also thought it would be better for sessions to start earlier in the year: in summer, when it was easier to attend.

I would like to have the PowerUP in the beginning of the year instead of the middle as child have already started NCEA. (Au Lotu parent talanoa)

Spread out the workshops within each term. Maybe 4–6 sessions per term. E.g., Term One: Report/NCEA understanding, Term Two: preparing for interviews with teachers, Term Three: Exam planning/careers/institutional pathway, Term Four: Reflection and cover anything else. (Au Lotu Parent Survey)

Start early in the year, as soon as school starts. With the fine weather, daylight savings, no winter sport commitments, parents and children would then hopefully be more encouraged [and] available to attend. And the day would not feel as long. Heading into winter, have noticed how attendance numbers have dropped. Lessen the number of so-called barriers be it cold weather, dark nights which makes it feel like a longer day if at all possible. Also starting earlier would give our children an extra boost of confidence heading into a new school year. (FlexiPlus parent survey)

Spacing sessions through the year

The Au Lotu timeframe (pictured in Table 5) shows there was wide variation in spacing between sessions throughout the year, and there was similar variation in the FlexiPlus spacing of sessions. There were benefits from being able to adapt, for instance, shifting a planned session if it clashed with a community event. Overall, most communities appreciated avoiding event clashes, and few parents felt the sessions were too fluid. As well, some providers found it hard to identify dates that suited everyone. From a contractual perspective, the variation in the start and delivery dates added an extra administrative burden for the Ministry.

Table 6: Au Lotu start and end dates by provider

Au Lotu start and end dates by provider									
Sessions ran	Start	End	March/April	May	June	July	August	September	October
EFKS Westmere/ Western Springs	30-Jun	1-Sep							
Victory Church Porirua	17-Jul	4-Sep							
EFKS Mt Roskill/Tamaki	30-Apr	16-Sep							
EFKS Hutt Valley/Naenae	13-Jun	29-Aug							
EFKS Mangere East	9-Jun	11-Aug							
EFKS Pakuranga/Otara	23-Jun	27-Oct							
EFKS Papakura	23-Jun	19-Oct							
Tokaikolo Wellington	6-May	26-Aug							
Tokelau Porirua	25-May	22-Sep							
Tongan Catholic Glen Innes	1-May	9-Oct							
Tongan Methodist New Lynn	22-Mar	28-Oct							
Tongan Methodist Otahuhu	23-Apr	24-Oct							
EFKS Te Atatu	10-Jun	7-Aug							
EFKS Sandringham	7-Apr	28-Jul							
Tongan Methodist Auckland Central	16-Apr	22-Sep							
EFKS Otahuhu	30-Apr	6-Aug							
EFKS Porirua	2-Jun	18-Aug							
EFKS Wainuiomata	4-Jun	10-Jun							

During the winter several providers, particularly those in churches, commented on the difficulty of heating venues. At times this impacted on programme delivery. Also, some providers thought some winter sessions ran too late for younger children.

As winter sets in, it gets very cold in our church hall. One of our sessions had to be cut short due to the cold weather. In response to this, we shifted from the hall to the church (as it has heaters) for the sessions that followed. And we will stay there until it gets warmer. (Au Lotu provider talanoa)

Maybe [we] need to reassess and to make change, e.g. on winter evenings maybe [PowerUP is] too late for the younger children to stay out late. (FlexiPlus provider talanoa)

Identifying a good time of day and day of week worked for some providers and was challenging for others. The first step for some providers was to talk with knowledgeable people in the community to find out the best times of days for the sessions.

We approached community liaisons... to talk through most suitable times to gain higher parent attendance. We explored times that parents finish work, especially considering when fathers finish work so they could also attend. We also considered the family not being home too late, especially with younger children. (FlexiPlus Provider)

Attendance data signals that 10 weeks of sessions appears best for parents. While some providers wanted the choice of running more sessions for both students and parents, the attendance data does not support this for parents. An unmet need, that is out of scope of PowerUP, is a call from some parents and providers for more sessions for students to help them with their homework throughout the year.

Ethnic-specific and pan-Pacific sessions both met the needs of the community

As noted in the previous section (on page 25), both ethnic-specific and pan-Pacific sessions meet community needs. PowerUP benefitted from an expanded network of providers. Almost all providers showed skill in supporting Pacific parents to become leaders of family learning overseeing their children's education. Providers mostly appeared effective in meeting the needs of families and most seemed to deliver high-quality programmes. Therefore, the evaluators rated the delivery of both ethnic-specific and pan-Pacific sessions as **excellent**.

As noted (on pages 18, 27 and 28), Pacific families responded well to the ethnic-specific model, which was delivered mostly by churches. The key aspect of the ethnic-specific model from a provider perspective is that ethnic-specific communities are like a holistic "village" for parents. In the talanoa, providers showed ways they met the learning needs of Pacific parents and adult family members and were responsive in culturally appropriate and inclusive ways. There were clear examples of ways they supported parents to be secure in their identity, language and culture and ensured parents had greater access to education services.

The facilitator understands the school system and also understands us as Samoans. She is able to make it easy for us to understand. She is also from [this church] which makes me trust her, knowing that she understands our church life and what we struggle with. (Au Lotu provider talanoa)

Providers understood the importance for parents of receiving explanations in their first language, and there were clear examples of this. Providers understood the benefit for parents of using the church as the venue for the programme. They saw parents enjoying their time there and how already trusted relationships provided a springboard.

The church is a place that the parents know and trust. They know each other, so they don't have to be shy about saying the wrong thing or not knowing something. (Au Lotu provider talanoa)

Providers also recognised in the talanoa the value of the pan-Pacific model for parents. There were clear examples in the provider talanoa that show FlexiPlus provides an important platform that helps unite pan-Pacific communities in the regions. Providers noticed that communities found value in bringing Pacific peoples together. Providers also felt families benefited from sharing Pacific ways to support children's learning together.

PowerUp has been extremely valuable in [this] community as it is the first time this programme has been offered to our community. The mere fact that it is a programme designed specifically for Pacific education success carries huge significance and places great value on our Pacific people. PowerUp has been able to be the platform to unite different Pacific nations in [this region] (e.g. Tongan, Samoan, Kiribati, Fijian, Tuvaluan and Cook Island). Further to that, it has been the avenue that parents and students need to voice their specific needs, concerns and get connected with the right people and information to be empowered in their education journey. Having something to cater to the whole family has been a draw-card for our Pacific families who see the value in the whole family coming along to PowerUP to be supported and empowered. (FlexiPlus provider talanoa)

Providers also described ways different communities were responsive to one another in pan-Pacific settings and worked in ways that were respectful and supportive.

The [name of an ethnic] group did not present on the last night of PowerUP due to our [another ethnic group] community getting up and thanking the trust for the opportunity to fundraise with catering. (FlexiPlus provider talanoa)

Value of adult-only sessions for parents and other adult family members

There were mixed views amongst Au Lotu providers and parents on the benefits of running sessions without children. Some providers thought parent-only sessions were useful to support adult learning without distraction. Providers and parents observed in the talanoa that discussions and sharing could be more open and honest between parents and adult family members, without children present. However, for some of the Au Lotu sessions, both providers and parents thought that secondary school-aged children might benefit from attending where information related to NCEA or careers. These findings were shared across the talanoa and the survey responses.

If it is specialised for information of parents only it is ok – but [I] would really like my secondary school kids to attend with me some of the sessions, like NCEA information and so forth, (Au Lotu parent talanoa)

It's great to have intermediate and high school students attending the workshops [with parents] as they will be able to pick up the discussions. (Au Lotu provider talanoa)

A few providers observed that the extended family was often very supportive of their children's education. Some parents agreed that it was valuable to have broader family involved. As well, PowerUP had the potential to update grandparents on important aspects of education and to be more demanding, the same as parents.

Parents only should be the first point of call. [I] understand that it takes a village to raise a child, however, a grandparent's point of view on learning may not be as driven as a parent. (Au Lotu parent talanoa)

Responding to local curriculum needs

Overall, the providers offered local curriculum sessions that parents and adult family members found enjoyable. As already noted (on page 23), parents liked workshops on education pathways, NCEA and careers. Some providers ran the career expo sessions well, parents noted.

There were low levels of adults reporting they did not enjoy the workshops. The following table shows the workshop types that parents or adult family members did not enjoy. For FlexiPlus participants, no category had over 10% of mentions. Among those participating in Au Lotu, 15% said they did not enjoy the NCEA sessions, while 13% did not enjoy the local curriculum (language weeks).

Table 7: Pacific parents and other adult family members not enjoying particular workshops

Workshop type not enjoyed by adults	Au Lotu n=271	FlexiPlus n=663
Local curriculum (Language Weeks)	13%	5%
NCEA	15%	9%
Education pathways	1%	2%
Careers	4%	6%

Some providers commented that some aspects of the programme, such as running the NCEA sessions, took more time than expected. They wanted more time to deliver this session.

There was a lack of clarity between the Ministry and providers about what the local curriculum would entail. The Ministry had in mind that the local curriculum component of the programme would support providers to form relationships with schools. However, some providers found it challenging to build relationships with schools. Thus, the local curriculum aspect of the programme did not work as well as intended initially, and many providers found delivering local curriculum hard. Many providers focused on language weeks as a way of engaging with schools. In some regions and for some communities this worked well; in others it was hard for providers to broker.

To be honest, we feel that we did not have a clear understanding of what was expected with the local curriculum sessions. We planned these sessions around the celebration of our Pasifika language week celebrations. And, although local schools were invited to give input through our community meetings at the start, we feel as though overall we have not had a strong buy-in from local schools – except for [one school] who have been very heavily involved. We think if we had've had more time; we could have spent more time building relationships with schools. We were only given our contract toward the end of December, and our Milestone 1 was due in February. With the Christmas school holidays in between all of that, it really didn't give much time to meet with schools. (FlexiPlus provider talanoa)

Although part of the contract was to have wi-fi available, another challenge for some of the providers in delivering local curriculum was ensuring the wi-fi signal was enough to support the sessions they presented on the use of the school portals.

We wanted to show our parents how to use the school portal app that shows how their children are doing in school, but we can't connect to the wi-fi here at church. Not everyone has access to computers. Some parents don't have up-to-date mobile phones as well to download the app onto their phones. (Au Lotu provider talanoa)

Providers met contractual administrative requirements

The contractual provisions of the programme were:

- mobilising parents and attract the target number of families (30)
- timing sessions to meet the needs of the community in terms of quantity and frequency of sessions
- responding to the needs of the community by running either ethnic-specific or Pan Pacific sessions
- responding to the needs of the community by building a local curriculum into 3-4 FlexiPlus sessions
- meeting administrative, contractual requirements.

This section describes how well providers met contractual obligations. (Previous sections have covered the other points.) The Ministry required providers to record attendance data and enter the parent and student feedback survey responses in the Ministry system. Many providers did this well, as indicated in the attendance records and survey response data. However, some providers found it difficult to submit attendance data and survey data online.

Most things worked well, though some of the technicalities were a real challenge such as the online registrations and online surveys. (FlexiPlus provider talanoa)

Overall, the evaluators rated meeting administrative and contractual requirements **very good**. Many providers did meet parents' needs, as evidenced earlier in this section, and provided the required administrative data, outlined in the following table.

Table 8: Number of providers meeting contractual requirements for administrative data

	Au Lotu	FlexiPlus
Provided complete attendance data	16/18	21/21
Provided useable talanoa	14/18	18/21
Provided parents' survey responses	13/18	21/21
Provider children's survey responses	Not asked	21/21

Some providers better met contractual requirements than others. The rest of this section discusses other challenges that providers faced in meeting contractual requirements. Some providers liked the flexibility the Ministry offered in the way the contract could be delivered; other providers wanted more guidance and support, especially some of the new providers. For instance, some newer providers thought it was difficult to complete the Milestone One reporting without having met parents and children. However, from a Ministry perspective it believed Milestone One reporting could be developed without meeting parents and children. As well, some of the newer providers said that it took a while to determine the tasks needed to meet contractual requirements. New providers thought they would be more confident of what to do in future.

In some instances, issues such as finding suitable registered teachers, and developing or accessing suitable Pacific language resources delayed start dates.

The requirement of having teachers with a practising certificate has proved problematic for us. We were unable to employ some staff for lead roles because of that. However, we have managed to find staff who are very good at their jobs, so we haven't lost out. It just made things hard in the beginning. Because we are new at this and were not aware of the details and nuances, it delayed our start and caused issues with providing the initial milestone report. (FlexiPlus provider talanoa)

Some providers commented that some aspects of the programme took more time to plan or implement than expected, such as mobilising parents and running sessions such as the NCEA sessions. Also, some providers felt they were not allowed enough time to complete administrative tasks. This may be because in the case of Au Lotu the Ministry of Education sent material to the governance group within the churches and they then sent it out to each parish. As well, the variable timing of sessions meant some providers were later finishing the programme.

Just the timing of things. The admin work [from the Ministry didn't] come through early enough for us to complete. The survey we just got this week [from the governance group – the Ministry had sent it out three weeks earlier]... needs to be completed today (only had five days to complete survey). (Au Lotu provider talanoa)

Other suggestions made to improve the programme in the future included:

- ask participants to include information on food allergies on registration forms
- make available more Pacific reading resources
- provide more of the information from each of the core sessions in Pacific languages.

Overall improvements to the programme and delivery makes PowerUP is more worthwhile than in the past

The changes made in 2019 were in response to the 2016 to 2018 longitudinal talanoa data and are therefore driven by the voice of parents and children. Overall, based on the findings outlined in earlier sections of this report, the evaluators concluded that in 2019 PowerUP was **more valuable to the Pacific community** than previous offerings. More parents attend sessions and PowerUP has evolved to be more responsive to Pacific parent, family and community needs.

In 2019, more parents could access either the Au Lotu or FlexiPlus offerings than ever before. Most importantly, this resulted in an increased parent and adult family participation in their children's learning, both as a leader of learning at home and as in supporting children's education at school. As parents attended more often, a critical mass of parents at sessions generated optimum numbers for effective conversations and learning.

The shortened programme of 8 to 15 weeks effectively conveyed key information to Pacific parents and adult family members. Pacific parents and adult family members quickly learned they have a shared role with teachers to support their children's learning.

Importantly, the balance of reducing the number of sessions and seeking more consistent parental attendance has worked. Attendance data shows that overall, more parents attend each week than in the past. With more parents attending this leads to a shift in parental understanding and behaviours and a change in learning outcomes for families.

Learnings going forward

Good progress made and a new opportunity identified

Overall, in 2019 the Ministry of Education made good progress in introducing the Au Lotu ethnic-specific model of PowerUP. Also, the adjustments to FlexiPlus worked well. Considering some of the challenges encountered by providers in 2019, the Ministry ought additional ways to support Pacific communities. Another possible group identified in 2019 are Pacific leaders in the school community who have an interest to engage and learn from Pacific parents, family and community. In 2020 the Ministry will try another way and will contract with:

- 10 schools led by Pacific Principals with Pacific boards of trustees to run FlexiPlus
- one Pacific board of trustee collective
- two Pacific teachers' collectives.

The Ministry seeks to learn how the programme might look if it was led by Pacific-led schools in communities. This new approach will draw on a cluster of 11 schools, principals and boards of trustees working together. This approach will allow the Ministry to explore further how partnerships and relationships between schools and Pacific communities might be better supported.

Also, for 2020 the Ministry has rebranded PowerUP as “Talanoa Ako”, which means “talking about learning”, which is more adult focused. The Ministry will contract for 65 Talanoa Ako around the country. This will be one model available to multiple partners, including those providers from health, education, the community, Pacific churches, schools and boards of trustees. The rest of this section summarises the learnings going forward for the Talanoa Ako model.

In general, many aspects of both programmes worked well

PowerUP now has a presence and growing strength in the Pacific community. The next stage is to consider how Pacific people as a community might work more with schools to develop reciprocal, equitable relationships and partnerships. PowerUP offers a successful model for engaging with Pacific parents. Based on feedback from Pacific parents, often schools haven't successfully reached out and worked well with Pacific parents and their communities.

PowerUP's focus in 2019 was on increasing parent participation and this was successful with treble the number of parents attending a PowerStation. Au Lotu attracted a strong following and FlexiPlus Increased attendance by strengthening the focus on parents.

Running Au Lotu for 10 weeks worked well, and there was not the parent drop-off in attendance that occurred for the 15-week FlexiPlus programme in the later weeks. Therefore, the Ministry may wish to consider making all programme offerings 10 weeks long in future.

Providers need to start programmes early in the year. Some of the sessions need to occur early in term one if they are to deliver value for Pacific families. For example, parents want information on career pathways early, as this knowledge is important for career choice and can affect their children's subject decisions. However, parents also need assistance later in the year to support their children to prepare for exams.

Some providers do not have much experience in contracting with government agencies and struggled to meet requirements. A few provider comments showed they did not understand purpose behind the Ministry requirements for the reporting. The Ministry requires reporting for

continuous learning. In future, the Ministry may wish to communicate that reporting is for learning to encourage providers' support. Where providers fail to provide attendance data, talanoa and survey data as well as milestone reporting, it does become an accountability issue. In some regions where providers could not meet a range of contractual requirements they were not contracted again. Instead, the Ministry sought new providers.

Au Lotu: ethnic-specific

The Au Lotu ethnic-specific PowerUP model worked well. Churches were great mobilisers of parents and other adult family members within the congregation and the wider community.

Churches were able to build momentum quickly because they drew on existing infrastructure and relationships, including grandparents, parents and children. The Ministry observed that the Au Lotu that were most successful had the buy-in of both the minister and Ministers wife. Au Lotu providers who were most successful in implementing the programme brought supporters with them to the induction training.

There are many benefits from focusing on Pacific parents and adult family members at most of the sessions. This allows providers to be adult-focused. Providers are responsible for both mobilising parents to attend and for delivering the programme. Providers need to identify high-quality registered teachers to support the programme both to ensure a high-quality experience for Pacific parents and adult family members and to meet contract compliance requirements.

FlexiPlus: pan-Pacific

The new FlexiPlus model achieved much greater parental participation this year. With greater parent participation, there were more parents to share ideas and this resulted in richer discussions. This may have helped sustain higher rates of attendance overall. Parents liked being part of a pan-Pacific community. While there were fewer weeks of programme, parents attended more of the weeks than in the past.

Children commented that they liked their parents coming to PowerUP. When parents attended older children benefited from their guidance. Also, when parents attended the older children were able to take on the role of students instead of being caregivers of younger siblings.

There is, however, still a call for additional student learning support from high-quality teachers. While PowerUP is undoubtedly a programme for parents, there is an unmet need for additional support for children. This may be something the Ministry could consider further, either at a regional or Ministry level.

Conclusion

The guiding philosophy of PowerUP is that a whole-family approach is the most powerful way to raise Pacific children's educational success and that parents are children's first educators. The evaluators affirm that this philosophy is proven from this round of data. A key factor to raise student achievement is to have engaged parents. Parents cannot be engaged without useful and relevant information. The results of this evaluation also confirm that a fundamental way of achieving improved outcomes is working with Pacific parents, families and communities to support children's learning.

Both models of PowerUP build the capability, knowledge and voice of Pacific parents, families and communities to drive and accelerate Pacific educational success. Both Au Lotu and FlexiPlus models provide fit-for-purpose, culturally appropriate, inclusive and effective approaches to best meet the local needs of Pacific parents, children and families. Both Au Lotu and FlexiPlus models can quickly help Pacific parents achieve real results in real-time. FlexiPlus also offers access to parents and children to quality registered teachers at every level.

In 2019 some but not all providers offered the right information to parents and children at the right time. Suggested changes for 2020 include being more prescriptive about when sessions must be run. Most of the needs of the community are addressed in the current and proposed service provision for 2020. A possible remaining unmet need is for additional resourcing for study hubs in some communities to further support children's learning outside of the PowerUP sessions.

Appendix: Methodology

Framing this evaluation

The PowerUP model incorporates the following ways of thinking and working, it:

- uses a whole-system approach, based on the Fa’afaletui framework
- is a community-driven rather than school-based model, with a focus on parent engagement
- aims for a “done as Pacific” model of engagement (refer to the diagram on page 52)
- inspires reflective practice as a way of understanding and learning as a community
- uses four tools from the Human Systems Dynamics methods and models to support positive and ongoing changes for parents that benefit the whole family and community.

The Fa’afaletui framework

This framework provides a systemic approach drawn from Fa’afaletui (Tuiatua Tupua Tamasese)¹. The Ministry adapted the concept of Fa’afaletui to provide a frame to facilitate, gather, analyse and validate the knowledge through a Pacific lens. For our purposes, Fa’afaletui sorts and links the different parts of the work of PowerUP to include all levels of thinking and activity in its planning and delivery. Talanoa is the mechanism for discussion and consultation; and Tausi Le Va looking after the Va (space) – is the mechanism for looking after the relationships between all three spheres, people and work.

Figure 12: Fa’afaletui framework



The PowerUP programme developed *Fa’afaletui* around three levels:

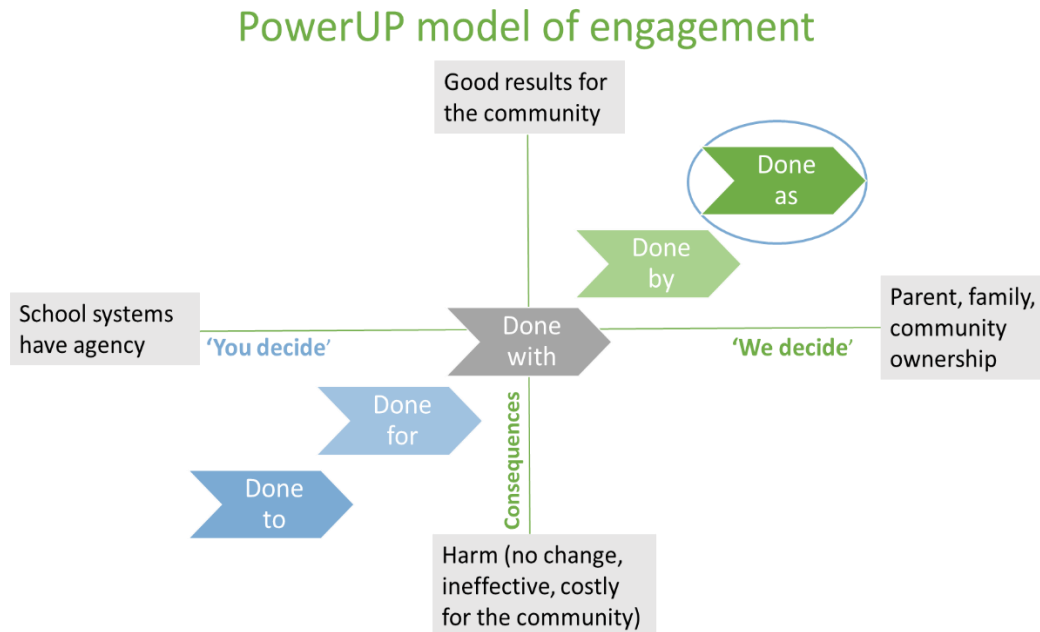
- policy and research – into Pacific parents, family and community ways of knowing
- implementation – within families and communities, churches and schools
- evaluation – of crucial parts of the work plan to inform the next steps.

¹ Fa’afaletui – developed by Tuiatua Tupua Tamasese – Samoan academic and royal title holder Pacific epistemology of a three-perspective view of thinking and processes.

Community-driven approach

The PowerUP model of engagement encourages parents, families and communities to take ownership of the programme. On the engagement continuum, the programme runs in a “done as Pacific” way.

Figure 13: PowerUP model of engagement



Source: Adapted from Wehipeihana, N. (2019). Increasing cultural competence in indigenous-led evaluation: A necessary step toward indigenous-led evaluation. *Canadian Journal of Program Evaluation* (34, 2) pp 369–384.

A “done as Pacific” space is where:

Indigenous peoples [in this case Pacific peoples] have control over the evaluation, and Indigenous knowledge and science are the norm. The legitimacy and validity of Indigenous principles, values are taken for granted. It does not exclude Western methods but includes them only as far as they are seen to be useful. (Wehipeihana 2019, p. 381)

The programme provides for shared discussions that are specific to the needs of Pacific parents, families and both ethnic-specific and pan-Pacific communities. Parents come with knowledge of their families, and PowerUP provides:

- skills and tools to engage with both their families and schools about their children’s education and use the information delivered
- an opportunity for parents to contribute ideas and learn from one another to support their children’s education journey.

Through PowerUP, parents receive affirmation that they have an essential and rightful role in their children’s education. They build their knowledge so they can work in partnership with their children’s schools to ensure their children reach their potential. Parents become more powerful as they learn ways to engage and form partnerships with the school. Parents come to see themselves as part of the solution.

Reflective practice

Several reflective practices are built into the PowerUP programme. All the PowerUP sessions with parents and with children encourage reflection and discussion.

The talanoa supports some parents and children to reflect on the PowerUP journey and make sense of what they learn. Parents report the guided talanoa has also helped them embed what they learn at home.

Talanoa also provides important feedback to the Ministry team, which helps guide policy and operational decisions. The talanoa between the Ministry and providers in 2019 allowed providers to suggest ways to improve the operationalisation of PowerUP. That feedback resulted in the Ministry making several adaptations to the programme. A new offering, a Pacific principals and Pacific boards of trustees' model, will be tested in 2020.

Each cycle of evaluation uses pattern spotting to make sense of the findings arising from the research. It allows the evaluation team to note contradictions and surprises and to identify outliers, which may be indicators of change. The pattern spotting process supported Ministry staff to develop a shared understanding of the strengths of PowerUP. It also identified where to adjust the operation of the programme. A pattern spotting session was held on December 2019 as the data from the 2019 evaluation was analysed. The findings of those sessions formed the basis of this evaluation report.

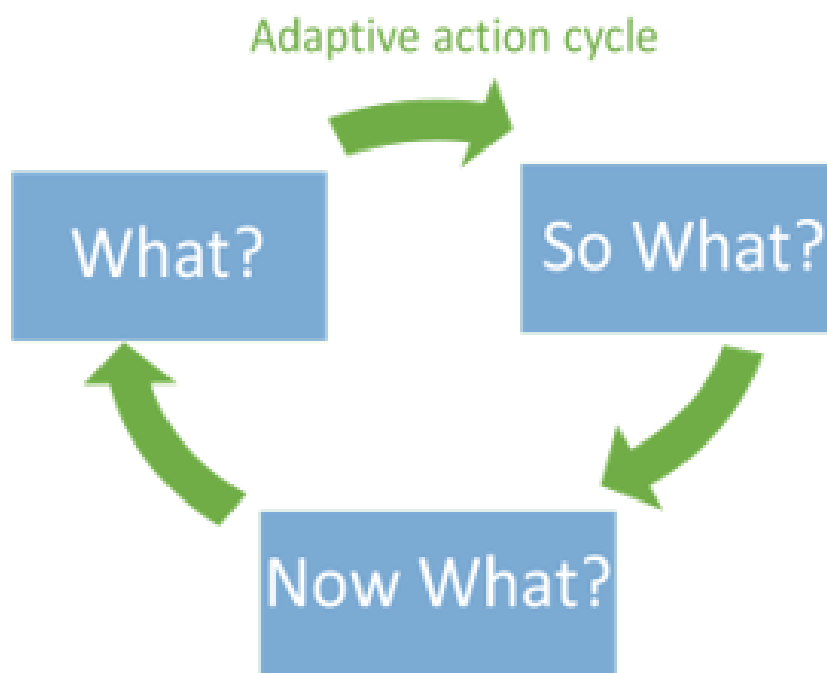
Four tools from Human Systems Dynamics this evaluation drew on

The Human Systems Dynamics methods and models used in this evaluation include:

- Cycles of adaptive action as a way of moving from reflection to action
- Standing in inquiry to reflect openly on the aspects that do and do not work well
- CDE model (Containers, Differences and Exchanges) as a way of seeing into the system and looking for the differences that make a difference and the next wise actions
- Pattern spotting to identify the patterns emerging from the different providers delivery of the programme, and parents and children's responses to service delivery.

Cycles of adaptive action: Each adaptive action cycle in the programme itself supports PowerUP participants to move through the processes of sensing, transforming and acting. At the 'What' part of the cycle (see diagram overleaf), participants consider new ways of thinking about learning or further information about the education system. At the 'So What' part of the cycle, participants consider possible changes and courses of action. At the 'Now What' stage of the cycle, participants experiment with different ways of doing things and choose possible pathways to the future.

Figure 14: Adaptive action cycle



Early writing on *What, So What, Now What* (Borton, 1970, p. 86) suggested the process is useful from both a parent and child perspective. It helps them “learn *how* to develop alternative [ways] for handing themselves, other people and their environment so they can increase the personal options open to them” (Borton, 1970, p. 86). The process is also useful in teaching and learning from a teacher’s perspective to “find out *what* particular content reaches students and then teach so as to expand their understanding” (Borton, 1970, p. 86).

Used in complex settings (Eoyang & Holladay, 2013) and evaluation (Eoyang & Oakden, 2016) the *What, So What, Now What* process is described there as an adaptive action cycle. The evaluation team saw that PowerUP used many adaptive action cycles at multiple levels of implementation of the programme to benefit all involved. Using adaptive action cycles helped the Ministry and providers grapple with a range of delivery challenges. Most recently an adaptive action cycle has informed the development of the Pacific principals and Pacific board of trustees’ model. Importantly it leads to systematic learning and practice. The approach has also been used to synthesise and report the evaluation.

It appears that in PowerUP a reflective approach using adaptive action cycles also helped shift parents’ and children’s behaviours and attitudes. Parents gained a greater understanding of how to support their children’s learning and children better understand the importance of learning as well as learning how to learn. Adaptive action cycles also help Pacific parents to become leaders in their communities, as evidenced in Oamaru and Dunedin.

The PowerUP programme evolves over time. The Ministry team is committed to testing different approaches to ensure that as many Pacific parents as possible have access to the PowerUP message. At times responses are unexpected or some providers experience more success than others, and the Ministry team constantly seeks to learn from both the successes and challenges that occur. Two other tools from the Human Systems Dynamics methods and models that support positive and ongoing changes to the PowerUP programme are:

- Standing in Inquiry to reflect on the aspects that do and do not work well
- CDE model (containers, differences and exchanges) as a way of seeing into the system and looking for the differences that make a difference and the next wise actions

Standing in inquiry: This is an idea from Human Systems Dynamics – a suggested way of being in complex settings. Standing in inquiry is a way of engaging with the world that allows people to remain open in ambiguous settings rather than becoming closed and defensive. This stance is useful when surprises occur for which people do not necessarily have the answers. Standing in inquiry calls on people to ask questions instead of making assumptions, be curious rather than judgemental, explore rather than argue, and be self-reflective rather than defensive (Eoyang & Holladay, 2013). It is a useful stance to take when doing adaptive action cycles and helps generate new ideas for deciding what to do next.

CDE model: Human Systems Dynamics suggests there are three conditions that “influence self-organising processes” (Eoyang & Holladay, 2013, p. 27). These are:

- *Container:* the thing or structure which holds the system in some way so it can interact. For example, the Au Lotu and FlexiPlus models could be considered containers.
- *Difference:* the differences which make a difference, provide the variety which allows for change. For example, the flexibility allowed in the way the different providers can run the programme is a difference that makes a difference.
- *Exchange:* the connections within the system be they information, resources or energy. For instance, frequent feedback between parents and providers or between providers and the Ministry are exchanges.

Pattern spotting: A process that originates from the work of Phil Capper and Bob Williams (2004), this powerful tool for making sense in complex and challenging situations has been adopted as part of the Human Systems Dynamics (HSD) method. It is described there as “Pattern Spotting” (Eoyang & Holladay, 2013). It is powerful because with five simple questions people can come together and explore data to uncover first, what is happening in general, and second to identify any exceptions. Third, contradictions are identified (on the one hand but on the other). Fourth surprising aspects that are either present or not present are tabled. Finally, participants discuss what still puzzles them. This process has helped the Ministry of Education make sense of at times contradictory information to innovate and develop the PowerUP programme over several years.

Evaluation methodology

Overview

This section describes the evaluation-specific methodology used for this evaluation. Evaluation is the systematic determination of merit, worth or significance (Scriven, 2012). This project applied an **evaluation-specific methodology** to provide robust information about *how good* the evaluation subject is, whether it is *good enough* and *how it can be improved* (Davidson, 2005).

For **accountability purposes**, the evaluation determined the extent to which the PowerUP programme met its intended objectives and whether it was fit-for-purpose; and how effective the programme was at realising key outcomes. For **learning purposes**, the evaluation asked what change (if any) occurred over time and what this change looked like for the participants during the time they have attended the programme. The evaluation also considered how these insights might deepen or widen PowerUP’s reach.

Key Evaluation Questions

An evaluation-specific methodology was used to evaluate the Pacific PowerUP Plus programme. The Key Evaluation Questions were:

- KEQ1: How well was the Pacific PowerUP programme delivered in 2019 based on the evaluative criteria.

- KEQ 2: How effective was the programme at realising key outcomes and what are the strengths of the different approaches?
- KEQ 3: Overall how worthwhile was the programme?
- KEQ 4: What changes occurred for the families who attended, particularly for those attending the Au Lotu programme?
- KEQ 5: What can we learn that is useful going forward, focusing on the processes and procedures used and the extent to which these worked well or not?

The evaluators framed the 2019 evaluation reporting around the following evaluative criteria. There were criteria for delivery of the programme as well as criteria for outcomes from the programme. The following table outlines the criteria for delivery of PowerUP both for the Au Lotu and for FlexiPlus models.

Table 9: Evaluation criteria for the delivery of PowerUP

Key processes of delivery of PowerUP	
Criteria	Aspects of performance
Providers delivered the program as intended	<ul style="list-style-type: none"> • Ability to mobilise parents and attract the target number of families (30 in 2019) • Timing of sessions meets the needs of the community in terms of number and frequency of sessions • Responds to the needs of the community by running either ethnic specific or pan-Pacific sessions • Responds to the needs of the community by building local curriculum into 3–4 FlexiPlus sessions • Meets contractual requirements
Providers provided a fit for purpose service for parents (and at times, children)	<ul style="list-style-type: none"> • Supports parents to attend enough sessions to benefit from the programme • Meets the learning needs of parents, families and children • Responsive to the needs of the community • Is inclusive.

The following table presents the evaluation criteria focused on the outcomes of PowerUP for both Au Lotu and FlexiPlus models.

Table 10: Evaluation criteria for the outcomes of PowerUP

Detailed description of what fit-for-purpose entails	
Criteria	Aspects of performance
Culturally appropriate	<ul style="list-style-type: none"> • Affirms identity, language and culture
Supports parents to attend enough sessions to benefit from the programme	<ul style="list-style-type: none"> • Aulua In – Access: shows parents how to access the school systems and teaches them about the curriculum • Pacific visible: supports greater engagement and participation in schools • Pacific visible: Parents have a say in school settings about education delivery
Meets the learning needs of parents, families and children	<ul style="list-style-type: none"> • Improved relationships • Greater empathy and resilience • Benefits of lifelong learning

Responsive to the needs of the community	<ul style="list-style-type: none"> Includes a local curriculum
Is inclusive.	<ul style="list-style-type: none"> Welcoming, friendly and safe Addresses cultural bias and racism in other settings.

Levels of performance for each criterion

The following framework was used to assess levels of performance of the programme overall for each of the evaluation criterion.

Table 11: Performance levels

Rating	A generic example of performance levels
Excellent: (always) 	A clear example of exemplary performance or best practice in this domain; no weaknesses.
Very good: (almost always) 	Very good to excellent performance on virtually all aspects; strong overall but not exemplary; no weaknesses of any real consequence.
Good: (mostly, with some exceptions) 	Reasonably good performance overall; might have a few slight weaknesses, but nothing serious.
Adequate: (sometimes, with quite a few exceptions) 	Fair performance; some serious, but non-fatal weaknesses on a few aspects.
Poor: (never, or occasionally, with clear weaknesses evident) 	Clear evidence of unsatisfactory functioning; or serious weaknesses across the board on crucial aspects.
Insufficient evidence 	Evidence unavailable or of insufficient quality to determine performance.

Pacific data collection methodology used to gather Pacific voice

The providers collected data from Pacific parents and adult family members for both Au Lotu and for FlexiPlus and for children attending the FlexiPlus PowerStations, as well as community providers leading both models. This internal data collection informed the basis for the evaluation. Data collection was undertaken in two ways:

- a Guided Talanoa Series with parents and their children and community providers from April to November 2019
- two versions of self-completion evaluation surveys with: parents and families for both Au Lotu and FlexiPlus, and with children attending FlexiPlus in November 2019.

Guided Talanoa Series

A unique aspect of this evaluation series is the use of a Pacific research method – *Talanoa*. The evaluation used a Guided Talanoa Series to interview and converse with the families. Talanoa is made up of “tala” – “talk” and “noa” – “normal”. Talanoa means to reach an outcome through talk, decision through discussion or to discuss a topic. Talanoa is used throughout the Pacific, it is also a formal, recognised research methodology (Vaiotei, 2006). Talanoa is used mainly in Pacific research to talk naturally through a topic or phenomena to explore the thoughts, feelings, views and perceptions of the people talking. The evaluation team considered Talanoa the most useful and genuine way to engage with the parents and families attending PowerUP.

The Ministry of Education Pacific PowerUP team developed the Guide Talanoa Series for this evaluation. Parents, children (for FlexiPlus only) and providers took part in the talanoa.

- **Parents:** Based on a set of questions, the talanoa guided the parents and families through their experiences of the programme. The purpose of the Guided Talanoa Series was to provide parental and family voice on the value of attending both the Au Lotu and FlexiPlus PowerUP models. The Guided Talanoa Series was valuable in showing Pacific parental beliefs, values, attitudes towards and expectations of the education system and schools in New Zealand. These lived experiences shape how Pacific parents see their role in education for their children. The Guided Talanoa Series also provided a valuable window into what these families learnt during PowerUP, how they used this, and if and how this information changed their beliefs, values and attitudes to education. The Guided Talanoa Series also helped explain effective ways schools can engage with Pacific families to support their children. In total 36 parent talanoa for FlexiPlus and 28 parent talanoa from Au Lotu were of sufficient quality to be included in the evaluation.
- **Children:** During the Guided Talanoa Series providers questioned children attending FlexiPlus on three occasions. Including the children’s voice strengthened the adults’ voice in these case studies and allowed triangulation of adult and children’s comments. Many of the observations or comments made by parents during the talanoa aligned with remarks made by children in separate talanoa sessions. In total 36 children talanoa were included.
- **Providers:** Providers were also questioned during the Talanoa to better assess their reflections and observations of the new PowerUP models in 2019. In total 18 of the 21 FlexiPlus and 14 of the 18 Au Lotu provider talanoa were of sufficient quality included in the evaluation.

The following table summarises the different talanoa approaches used for Au Lotu and FlexiPlus.

Table 12: Summary of Guided Talanoa Series for Au Lotu and FlexiPlus

Au Lotu (18 providers)	FlexiPlus (21 providers)
<ul style="list-style-type: none"> • With parents of 2 families at each church on three occasions • One response from providers at each provider (mostly churches) on three occasions. 	<ul style="list-style-type: none"> • With parents and children of 2 families at each PowerStation on three occasions. • One response from each provider on five occasions.
<p>Talanoa 1: Confidence</p> <ul style="list-style-type: none"> • Parents: Background information and questions about confidence 	<p>Talanoa 1: Confidence</p> <ul style="list-style-type: none"> • Parents: Background information and questions about confidence • Children: Background information and confidence • Provider: Response to FlexiPlus and feedback on set up.
<p>Talanoa 2: Flexibility and responsiveness</p> <ul style="list-style-type: none"> • Parents: Flexibility and responsiveness of programme 	<p>Talanoa 2: Flexibility and responsiveness</p>

<ul style="list-style-type: none"> Church: Feedback on ways adapting programme to local needs 	<ul style="list-style-type: none"> Parents: Flexibility and responsiveness of programme. Includes separate questions for returning and new families Children: feedback on benefits of attending PowerUP Provider: Feedback on ways adapting programme to local needs and making links with schools
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<p>Talanoa 3: Change and Confidence</p> <ul style="list-style-type: none"> Parents: Changes in the way support student learning 	<p>Talanoa 3: Change and Confidence</p> <ul style="list-style-type: none"> Parents: Changes in the way support student learning. Includes separate questions for returning and new families Children: Changes in the student learning Provider: Feedback whether provision is responsive to community needs
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<p>Talanoa 4: Providers only</p> <ul style="list-style-type: none"> Feedback on the delivery of the programme 	<p>Talanoa 4: Providers only</p> <ul style="list-style-type: none"> Feedback on the delivery of the programme
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<p>Talanoa 5: Providers only</p> <ul style="list-style-type: none"> Self-assessment of strengths and weakness of the delivery 	<p>Talanoa 5: Providers only</p> <ul style="list-style-type: none"> Self-assessment of strengths and weakness of the delivery
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PowerUP evaluation surveys

The Ministry of Education’s Pacific Education team developed two versions of a short, self-completion survey. The Ministry sent them out to the providers to give to adults attending both Au Lotu and FlexiPlus and secondary school students between Years 5–13 attending PowerUP FlexiPlus. Survey responses provide a review of what attendees learnt and what they saw as strengths and weaknesses of the PowerUP programme.

Each provider received enough copies of each version of the survey in late October 2019 to give out to participants in the last three weeks of the programme. The self-completion surveys were in English. They contained 12 questions for adults, and 12 questions for secondary students. Providers data entered the completed surveys via survey monkey and the Ministry forwarded the data onto Pragmatica for data processing and analysis.

A total of 13 Au Lotu providers entered 271 survey responses from parents. Among those providers, the response rate for Au Lotu survey participants was 60% (based on the 499 attending those 13 PowerStations).

All FlexiPlus providers collected and entered survey data from parents. In total there were 663 responses from parents and 857 responses from Years 5–13. The response rates were 76% for parents and 51% from Years 5–13.

In total in 2019 there were:

- 934 responses from parents and other adults (compared with 209 in 2018) This comprised 271 responses from Au Lotu attendees, and 663 responses from FlexiPlus attendees.
- 857 responses from Years 5–13 (compared with 865 responses in 2018). [Calculating response rates](#)

The response rates are calculated based on the attendance data, which is included in Appendix One. Overall, response rates are much better in 2019 (between 51% and 76%) compared with those achieved in 2018 (between 21 and 25%).

Table 13: Response rates for self-completion surveys

Target group	2019	2018
FlexiPlus (Parents and adults)	76%	21%
FlexiPlus (Children)	51%	25%
Au Lotu (Parents and adults)	60%	Not operating

These findings indicate that in 2019 providers retained better contact with attendees and were more committed to ensuring parents, other family adults and children attending the PowerStations answered questionnaires. However, attendance data was more systematically collected in 2019 – and thus results may not be directly comparable.

Attendance data

In 2019, attendance data was systematically collected and provided regularly to the Ministry. Attendance data for the various providers is outlined in Appendix 1.

Analysis, synthesis and reporting

Talanoa: The Ministry evaluation team read all the talanoa responses and assessed the extent to which they showed evidence of change on several aspects and they then coded this onto a coding sheet. Data from these coding sheets were also entered for further analysis by the evaluators. Data from the talanoa was then analysed by the evaluators in Dedoose to ensure all key aspects were collated.

Survey data: The Ministry team hosted the survey using the Survey Monkey app for the self-completion questionnaires and provided comma-delimited spreadsheet (CSV) files for analysis. On completion of data entry, Pragmatica Limited undertook analysis of the data using pivot tables. A summary of key data was prepared using descriptive statistics and shared with the rest of the evaluation team.

Attendance data: Key attendance data was analysed by the Ministry and provided to Pragmatica for use in this report.

Sense-making: The evaluation team discussed the findings emerging from the data using a sense-making process facilitated by the external evaluator. These sessions enabled the PowerUP team members and the internal evaluator to uncover the most important findings. The external evaluator then wrote this evaluation report based on the data and the other team members' interpretation of findings at those sessions. The technique involved five stages (Eoyang & Oakden, 2016):

- Stage One: We took a broad review looking at the data overall – before getting into the detail. We asked, in general what is this data telling us? Then we identified the key generalisations. For instance, we noted that in general parents were attending the PowerUP sessions, and some of them had attended many sessions.
- Stage Two: We asked, what exceptions can we see? We also looked to see if there are any outliers – either excellent or poor ratings which we should consider. For example, we identified there was no longer a sizeable group of children attending sessions without a parent or family adult.
- Stage Three: Then we looked for the contradictions – aspects that might provide insights. For example, we saw that students said they talked about PowerUP with their parents even if they didn't attend. However, children said that they would have come more often if their parents did attend.

- Stage Four: We considered findings that were surprising – either because they were present or because they are missing. Also, we thought about what we might learn from these observations. For example, we noticed through the talanoa that the many parents who attended PowerUP sessions experienced noticeable changes in understanding how to support their children in just a matter of weeks.
- Stage Five: Finally, we considered what still puzzled us, and explored these puzzles rather than explaining them away. For example, we wondered, given the benefits to students of families attending PowerUP, how we might mobilise other types of providers to participate.

Reporting: Once the evaluation team completed the stages of sensemaking, we reached judgements of performance for each of the evaluation criteria. We checked whether there was enough evidence warrant the judgements being credible and reasonable. This process provided clear direction to Pragmatica Limited to write this report, incorporating a Pacific perspective.

Appendix

Attendance data for Au Lotu providers

Au Lotu Providers Attendance data by week	wk1	wk2	wk3	wk4	wk5	wk6	wk7	wk8	wk9	wk10	Av no
Tongan Methodist New Lynn	7	9	9		9						8.5
EFKS Sandringham	48	45	43	44	39	41	41	42	38	37	41.8
Tongan Methodist Auckland Central											
Tongan Methodist Otahuhu	25	25	13	18	16	27	13	15	15	14	18.1
EFKS Mt Roskill/Tamaki	31	28	25	27	26	22	20	31	31	25	26.6
EFKS Otahuhu	29	28	25	31	31	29	31	31	30	26	29.1
Tongan Catholic Glen Innes	42	42	42	40	37	38	38	42	40	41	40.2
Tokaikolo Wellington	31	34	29	30	32	27	21	24	29	24	28.1
Tokelau Porirua	32	25	23	23	28	23	25	23	25	26	25.3
EFKS Porirua	45	31	38	31	30	32	28	27	29	29	32
EFKS Wainuiomata	10	7	9	8	6	9	7	8	8	7	7.9
EFKS Mangere East	34	43	41	39	38	34	22	37	42	33	36.3
EFKS Te Atatu	21	21	24	25	21	19	13	21	21	21	20.7
EFKS Hutt Valley/Naenae	33	19	32	33	34	32	32	33	32	33	31.3
EFKS Pakuranga/Otara	29	30	22	33	35	31	27	29	34	37	30.7
EFKS Papakura	36	36	28	31	26	23	26	29	29	33	29.7
EFKS Westmere/ Western Springs	38	37	35	32	33	33	33	32	33	35	34.1
Victory Church Porirua	34	35	33	21	26	29	25	23	24	22	27.2
Total participants	525	495	471	466	467	449	402	447	460	443	467.6
Average number of participants	31	29	28	29	27	28	25	28	29	28	29

Response rates for Au Lotu Providers

A total of 13 Au Lotu providers sent back 271 surveys to the Ministry. Among those providers, the response rate for Au Lotu survey participants was 60% (based on the 499 attending those 13 PowerStations).

Au Lotu Providers Survey Response Data	Total number attending	Survey responses	Response rate
EFKS Westmere/ Western Springs	38	10	26%
Victory Church Porirua	37	24	62%
EFKS Mt Roskill/Tamaki	31	20	61%
EFKS Hutt Valley/Naenae	42	17	40%
EFKS Mangere East	43	33	77%
EFKS Pakuranga/Otara	45	39	87%
EFKS Papakura	37	34	95%
Tokaikolo Wellington	39	22	56%
Tokelau Porirua	32	32	100%
Tongan Catholic Glen Innes	42	20	45%
Tongan Methodist New Lynn	9	14	100%
Tongan Methodist Otahuhu	29	4	14%
EFKS Te Atatu	25	2	8%
EFKS Sandringham	48		NR
Tongan Methodist Auckland Central	NR		NR
EFKS Otahuhu	39		NR
EFKS Porirua	46		NR
EFKS Wainuiomata	14		NR
Total participants attending	596		
Survey response rate (596-147=449)	449	271	60%

Response rates for FlexiPlus

Locations	Total parents attending	Completed Parents Survey	Response rate	Total learners attending	Completed Learners Survey	Response rate
Blenheim	49	40	82%	92	65	71%
Christchurch East	40	37	93%	85	49	58%
Christchurch West	46	32	70%	76	38	50%
Dunedin	81	83	102%	133	79	59%
Gisborne	44	31	70%	79	33	42%
Hamilton	32	27	84%	99	46	46%
Hastings	30	29	97%	31	51	165%
Invercargill	46	23	50%	89	31	35%
Levin	48	38	79%	68	35	51%
Mangere	52	26	50%	82	14	17%
Marion	11	9	82%	27	25	93%
Nelson	25	22	88%	39	15	38%
Oamaru	66	37	56%	170	67	39%
Otara	31	15	48%	79	45	57%
Palmerston North	45	28	62%	62	25	40%
Ranui	40	38	95%	83	53	64%
Rotorua	47	29	62%	137	55	40%
Tauranga	46	35	76%	68	40	59%
Tokoroa	46	40	87%	95	52	55%
Wellington	33	30	91%	34	21	62%
Whangarei	20	14	70%	41	18	44%
Totals	878	663	76%	1669	857	51%

Attendance dates for FlexiPlus

Flexi Plus Details																					
Power Station	Power Station	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20
Pacific Island Trust	Rotorua	19/02/2019	1/03/2019	8/03/2019	15/03/2019	20/03/2019	27/03/2019	3/04/2019	10/04/2019	1/05/2019	8/05/2019	15/05/2019	22/05/2019	24/07/2019	31/07/2019	7/08/2019	14/08/2019	16/10/2019	23/10/2019	30/10/2019	
South Waikato Pacific Islands Community Services	Tokoroa	27/02/2019	6/03/2019	13/03/2019	20/03/2019	26/03/2019	18/04/2019	14/05/2019	21/05/2019	28/05/2019	31/07/2019	6/08/2019	20/08/2019	28/08/2019	18/09/2019	24/09/2019	30/10/2019				
Affirming Works Ltd	Blenheim	15/05/2019	22/05/2019	29/05/2019	26/06/2019	26/06/2019	3/07/2019	24/07/2019	31/07/2019	7/08/2019	14/08/2019	21/08/2019	28/08/2019	4/09/2019	11/09/2019	18/09/2019	25/09/2019	16/10/2019	23/10/2019	6/11/2019	
EFKS Samoa n Congregational Church	CHC H West	1/04/2019	8/04/2019	29/04/2019	6/05/2019	13/05/2019	20/05/2019	27/05/2019	10/06/2019	17/06/2019	24/06/2019	1/07/2019	22/07/2019	29/07/2019	5/08/2019	12/08/2019	19/08/2019	2/09/2019	9/09/2019		
Fale Pasifika Te Tai Tokelau	Whangarei	26/03/2019	2/04/2019	9/04/2019	7/05/2019	11/06/2019	18/06/2019	25/06/2019	2/07/2019	17/09/2019	24/09/2019	15/10/2019	22/10/2019	ONLY 8 WEEK PROGRAMME							

K'aute Pasifika Trust	Hamilton	4/03/2019	11/03/2019	18/03/2019	25/03/2019	6/05/2019	13/05/2019	20/05/2019	27/05/2019	5/08/2019	12/08/2019	19/08/2019	26/08/2019	14/10/2019	21/10/2019	28/10/2019					
Pacific Island Community Group	Oamaru	5/06/2019	12/06/2019	19/06/2019	26/06/2019	3/07/2019	10/07/2019	24/07/2019	31/07/2019	7/08/2019	14/08/2019	21/08/2019	28/08/2019	4/09/2019	11/09/2019	18/09/2019	25/09/2019	16/10/2019	23/10/2019	31/10/2019	
Tasman Pasifika Community Trust	Nelson	14/03/2019	4/04/2019	6/05/2019	17/06/2019	29/07/2019	15/08/2019	21/09/2019	21/10/2019	21/11/2019	23/11/2019	ONLY 10 WEEK PROGRAMME									
Pacific Educators	Palmerton North	7/03/2019	21/03/2019	3/04/2019	10/04/2019	17/04/2019	8/05/2019	15/05/2019	22/05/2019	29/05/2019	5/06/2019	12/06/2019	26/06/2019	7/08/2019	14/08/2019	21/08/2019	4/09/2019	11/09/2019	18/09/2019	16/10/2019	23/10/2019
Pacific Island Community Trust	Tauranga	7/05/2019	14/05/2019	21/05/2019	28/05/2019	4/06/2019	12/06/2019	19/06/2019	26/06/2019	3/07/2019	24/07/2019	1/08/2019	8/08/2019	15/08/2019	22/08/2019	29/08/2019					
Pacific Island Community Trust	Gisborne	19/03/2019	26/03/2019	2/04/2019	9/04/2019	30/04/2019	7/05/2019	14/05/2019	21/05/2019	28/05/2019	11/06/2019	25/06/2019	6/08/2019	20/08/2019	10/09/2019	15/10/2019	22/10/2019				
Presbyterian Support Otago	Dunedin	19/02/2019	26/02/2019	5/03/2019	12/03/2019	9/04/2019	21/05/2019	28/05/2019	4/06/2019	11/06/2019	18/06/2019	25/06/2019	30/07/2019	6/08/2019	13/08/2019	20/08/2019	27/08/2019	3/09/2019	15/10/2019	22/10/2019	29/10/2019
St Pauls Trinity Pacific Presbyterian Church	CHC H East	6/05/2019	13/05/2019	20/05/2019	27/05/2019	10/06/2019	17/06/2019	24/06/2019	1/07/2019	9/07/2019	14/07/2019	15/07/2019	21/07/2019	28/07/2019	29/07/2019	5/08/2019	12/08/2019	19/08/2019	25/08/2019	26/08/2019	

Tatai Angitu e3@massey	Levin	19/03/2019	2/04/2019	16/04/2019 (2 sessions)	30/04/2019	14/05/2019	28/05/2019	11/06/2019	23/07/2019	6/08/2019	20/08/2019	3/09/2019	10/09/2019	17/09/2019	24/09/2019					
Tuvalu Auckland Community Trust	Ranui	2/05/2019	9/05/2019	23/05/2019	30/05/2019	6/06/2019	20/06/2019	27/06/2019	4/07/2019	11/07/2019	25/07/2019	1/08/2019	8/08/2019	15/08/2019	22/08/2019	24/10/2019	31/10/2019	7/11/2019	14/11/2019	21/11/2019
Vagaha Niue Trust	Mangere	9/05/2019	15/05/2019	22/05/2019	29/05/2019	12/06/2019	19/06/2019	26/06/2019	31/07/2019	7/08/2019	21/08/2019	4/09/2019	11/09/2019	18/09/2019	18/10/2019	23/10/2019	30/10/2019			
FocusE d Tongan AKL	Otara	27/05/2019	4/06/2019	10/06/2019	17/06/2019	24/06/2019	1/07/2019	22/07/2019	5/08/2019	12/08/2019	19/08/2019	26/08/2019	2/09/2019	14/10/2019	21/10/2019	28/10/2019	4/11/2019			
Pacific Island Advisory and Cultural Trust	Invercargill	2/05/2019	9/05/2019	15/05/2019	29/05/2019	6/06/2019	12/06/2019	19/06/2019	26/06/2019	31/07/2019	7/08/2019	14/08/2019	21/08/2019	4/09/2019	11/09/2019	16/10/2019	23/10/2019	30/10/2019	6/11/2019	
SDL Consultancy	Wellington	14/05/2019	4/06/2019	18/06/2019	2/07/2019	16/07/2019	6/08/2019	20/08/2019	3/09/2019	17/09/2019	1/10/2019	ONLY 10 WEEK PROGRAMME								
Tatai Angitu e3@massey	Marton	31/07/2019	7/08/2019	16/08/2019	23/08/2019	30/08/2019	13/09/2019		27/09/2019	18/10/2019	25/10/2019	1/11/2019	8/11/2019	15/11/2019	22/11/2019					
Kings Force Health Charitable Trust	Hastings	1/05/2019	8/05/2019	15/05/2019	29/05/2019	12/06/2019	26/06/2019	24/07/2019	14/08/2019	28/08/2019	18/09/2019	25/09/2019	16/10/2019	23/10/2019	30/10/2019	6/11/2019	13/11/2019			

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