

ENZ International Education Product Innovation Fund Project Final Report

Project Title	Ka Hao Indigenous Ecommerce Programme
Project Entity	Te Whare Hukahuka
Project Sponsor	Travis O'Keefe
Project Manager(s)	Manuela Klevisser
ENZ Kaitautoko	Kenneth Holt
Date of Report	19/06/2023

Executive Summary

Please describe the project succinctly (2-4 paragraphs). You may like to include:

- The focus of the project
- What took place
- Any high-level results or outcomes
- 1-2 key learnings.

The project aimed to validate the cultural adaptability and success of Te Whare Hukahuka's Indigenous e-commerce program, Ka Hao, in the Pacific region – an online programme that has previously been delivered across Aotearoa New Zealand and Australia to indigenous communities with much success. Product Innovation Funding was used to fund scholarships for participants to undertake a pilot programme.

The project discovered that the existing program model could not be easily replicated in the Pacific due to unique challenges in each market. Factors like power outages and limited internet access posed significant issues, necessitating flexible and agile approaches to ensure cultural appropriateness.

One key finding was the importance of delivering the program "For Indigenous By Indigenous." Participants felt a sense of belonging and cultural safety when indigenous experts and speakers led the program, fostering a community atmosphere and encouraging open expression.

The project's key learnings include recognizing the specificities of different markets in the Pacific, which required a tailored approach and understanding of cultural nuances. It was crucial to involve locals throughout the program to effectively adapt to their needs. Additionally, recruitment proved challenging, especially in reaching isolated indigenous communities. Partnerships with local organizations and the use of their databases were essential for reaching the target audience. Offering scholarships played a significant role in providing access to education for communities with limited resources.

In hindsight, the project identified the need for more extensive cultural research and community engagement before launching the program in the Pacific. It also emphasized the importance of appropriately resourcing the team, including hiring individuals with expertise in indigenous business development and local pastoral care. Feedback from partners and participants played a vital role in refining the program and ensuring continuous improvement.

Overall, the project highlighted the significance of cultural adaptation, agile methodologies, and local involvement for the success of an indigenous e-commerce program in the Pacific region. By

embracing these principles and incorporating community insights, programs can be better tailored to meet the unique needs and aspirations of indigenous communities.

Deliverables/Milestones

Please detail completion of all funding deliverables in the table below.

Phase 1 Deliverables/Milestones	Success Measures	Completion Status	Commentary
Engagement with ENZ around pilot objectives and deliverables and opportunities for ENZ to add value	Engagement meetings held.	Completed	
Development of Hypotheses and Success Measures.	Hypotheses and Success Measures finalised.	Completed	
Define support needs.	Support needs defined.	Completed	
Establishment of operational pilot plan and budget, reporting mechanisms, and partnership cadence	Operational plan and budget provided to ENZ. Monthly reporting process established, and regular partnership meetings scheduled.	Completed	
Formalising external partnerships	n/a	n/a	The proposal was not a joint proposal.
Conducting and analysing early-stage learner research and completion of market research / competitive analysis	n/a	n/a	This was not part of Phase 1 for this project.

Phase 2 Deliverables/Milestones	Success Measures	Completion Status	Commentary
<i>Awarding of Scholarship</i>	Recruited 30 participants to pilot the program	Fully Completed	Recruited from at least 5 Pacific countries

<i>Ka Hao Programme Delivery</i>	Completing 3-phase programme	Fully Completed	
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Phase 3 Deliverables/Milestones	Success Measures	Completion Status	Commentary
Product review and iteration based on live performance data and customer feedback.	Full programme review undertaken post delivery.	Completed	
Pilot evaluation and reporting.	Completion of this report.	Completed	
Close pilot (if applicable)	Pilot course delivered in completion.	Completed	

Deviations

Were there any significant deviations from your original proposal (lean canvas)? If so, why? How were these decisions made? In the case of significant deviations, did you seek approval? Please provide details in the table below (if applicable).

Original intent (as per proposal)	Deviation	Rationale	Decision-making process
<i>What was your original intention?</i>	<i>How did you deviate from this?</i>	<i>Why? What was the rationale?</i>	<i>Provide any details of decision-making. In the case of significant deviations, was approval sought?</i>
n/a	n/a	n/a	n/a

Results / Outcomes

Please provide any further details about results and outcomes from this project you would like to include, such as data on learning outcomes, commercial outcomes or other. This can be attached as an appendix or supporting material if easier.

Guided by the mission of improving the lives of 10 million indigenous people and supported by the ENZ Innovation Fund we were able to pilot the Ka Hao programme in the Pacific. The pilot soon validated the interest in eCommerce and the need for quality education in the market.

Te Whare Hukahuka received 326 applications for the programme. Scholarships were given out to 30 students across the Pacific:

- Papua New Guinea
- Kiribati
- Fiji
- Samoa
- Solomon Islands
- Tuvalu
- Vanuatu

The scholarships took learners on a learning journey through:

- 12 modules with 58 lessons shared to the students
- 8 Belief Changers
- 20 Expert Sessions
- 16 Team Meetings
- Speed Networking session, forums, competitions and else.

This resulted in:

- 30 scholarships given out, offering \$30,570 worth of tools and resources.
- An overall NPS Score of 10 out of 10 delineating how likely it is that our students would recommend this programme to their friends and family.
- The self-rating of digital and eCommerce knowledge of 2.25 before the programme and increase to 8 out of 10 after the programme
- The self-rating of Employability going from 5.25 to 6.25 out of 10.
- The student's ability to have a voice and express themselves and their culture after Ka Hao rated as high as 8.6 out of 10.
- The self-rating of economic empowerment being 8.2 out of 10.

The pilot initiative also opened the door for strong collaborations in the Pacific to be formed and the creation of an ecosystem of support to further the impact of the programme and continue our journey into the market.

Finances

Please provide details on your spend, indicating variance, and where variance was significant (greater than 10%) any commentary on this.

INCOME	BUDGET	ACTUAL	VARIANCE (%)	COMMENTARY
ENZ Funding	\$250,000.00	\$250,000.00		The cost covered 30 scholarships
TOTAL INCOME	\$250,000.00	\$250,000.00		
EXPENSES				
Scholarships awarded	\$250,000.00	\$250,000.00	0%	
TOTAL EXPENSES	\$250,000.00	\$250,000.00	0%	

Insights and Learnings

Observation/data	Learning/Insight
1. The potential of indigeneity: Indigeneity is a valuable asset for executive education and education in general in New Zealand. It has been overlooked and marginalized, and the existing offerings do not meet the needs and aspirations of indigenous communities. TWH aimed to explore and experiment with this potential on ENZ's behalf. Another aspect is the delivery abroad...How can TWH design a blended programme that works? They know that online education has low completion rates and needs improvement. What are the best practices for this mode of learning?	Te Tiriti Indigeneity has the potential to enhance online education in New Zealand and abroad, but greater understanding is needed around the "how", the "what" and the "who".
2. Ka Hao is designed with an indigenous lens. It is delivered by indigenous experts and speakers from different indigenous countries. This creates a sense of belonging and community for the participants. They can express themselves in their own way and be understood. The programme is a culturally safe space where participants can be themselves and feel comfortable to ask for help when needed. TWH provides significant pastoral care to support them.	Te Tiriti By indigenous, for indigenous, with a focus on culturally appropriate pastoral care, and culturally responsive teaching and learning can be a successful model of international education.
3. The team at Te Whare Hukahuka wondered if their existing model could be easily replicated in the Pacific. The experience of running the programme showed that the hypothesis of whether the programme was culturally adaptable to at least five indigenous nations in a rapid, easy, low cost, low risk approach was not correct. To adapt the programme, locals needed to go through the programme so that it could be adapted appropriately and to the level required. There were big differences between the different environments and the different markets.	Te Tiriti There is no one-size-fits-all approach to indigenous education. Education experiences require effective and purposeful adaptation for each indigenous community, with adequate resourcing, iteration and co-design with community members.

<p>When they started delivering Ka Hao in New Zealand, they implemented a way of recruiting, filtering the participants and selecting them for the scholarship, which was refined across the years. In the Pacific, these activities proved to be different. Every market had its own specificity and it needed to be tackled individually and really understood. And involving locals before, during, and after the programme was essential to adapt to a new market.</p> <p>Te Whare Hukahuka learned they needed to involve locals at every stage of the process to ensure cultural relevance and effectiveness. for the programme to adapt to different indigenous nations and markets.</p>	
<p>4. Local partners helped Te Whare Hukahuka understand some aspects better through conversations. For instance, recruitment was one of the biggest hurdles they faced with the project. It was hard to reach people, especially indigenous communities, in isolated places who needed the programme most. In the Pacific, there were specific challenges. Past Ka Hao applicants had to record a video with a challenge each day and post it on social media for selection. This was not suitable for many Pacific participants. They were shy, self-conscious, and it was sometimes unsafe to do so. For example, in Papua New Guinea, women could face domestic violence or other abuse for posting videos of themselves. TWH had to be agile and tweak their recruitment method. They organized a workshop to explain e-Commerce and its benefits and invited participants to apply for the programme. Te Whare Hukahuka learned to adapt their recruitment strategy for different contexts and cultures, overcoming challenges such as geographic isolation, social norms, and safety issues.</p>	<p>Deliberate Innovation An agile approach accelerates product and process adaptation for new audiences, and allows providers to respond to unforeseen considerations.</p>
<p>5. In previous programmes Te Whare Hukahuka has used video submissions as a means of recruitment, which works well, because it's aligned with the course skills of e-commerce. However, this wasn't effective in some of the new Pacific markets, because potential learners are not used to having their phone and to take selfies and videos of themselves, so they are very shy and they're very self aware. In some parts, for example in Papua New Guinea, it's not even safe. It's not safe for a woman to take a video of herself and put it on social media because she might be a victim of domestic violence or other abuse. We had to tweak and be agile about the way we recruit and make changes that will actually overcome this hurdle and open up the uptake and open up participants. So instead TWH organized a workshop and we had participants come to a workshop which was explaining what E Commerce is, how it can benefit them and what to expect from the program. At the back end of that, they were invited to apply for the program and invited to the next stages. Then as part of the programme TWH introduced intro videos as a way to help participants get comfortable with social media and showcase their e-commerce projects.</p>	<p>Learner-centred Experience design can be applied to all aspects of a learning experience to enhance outcomes for learners, but the approach needs to be adapted for different cultures and contexts.</p>

<p>Intro videos were a crucial step for TWH to understand the participants' backgrounds and passions. They also helped participants build confidence and engagement for their future online businesses. The participants filmed a brief video with the TWH pastoral care team, where they shared their e-commerce ideas.</p>	
<p>6. Te Whare Hukahuka learned that recruitment is challenging and costly if they only use ads. They also need partnerships to reach smaller communities. For example, in New Zealand, they always contact the relevant iwi who then share the programme with their members. However, they face difficulties in getting partners to share with their databases in New Zealand and Australia because of the limited resources these organisations have which impact the amount of effort they would put towards activities that sit outside their core priorities. Even ENZ, who agreed to share the programme with their contacts, did not do it because of concerns about the relevance of the programme to their wider audience given the indigenous lens of the programme. TWH offered to modify the message, but it did not work.</p>	<p>Learner-centred Community support is critical for the successful delivery (including promotion) of programmes to global indigenous communities.</p>
<p>7. Offering scholarships is essential to support the indigenous and address the inequalities experienced by these communities. A free scholarship helps reach those communities that might not have the financial means to access educational products otherwise.</p> <p>One of the main challenges in the Pacific is the quality of education. Many people face difficulties in getting education, along with other issues such as inequality and insecurity. They valued the opportunity to get a scholarship very much. Therefore, scholarships are a crucial way to open the door for a community that would not have a chance otherwise.</p> <p>Te Whare Hukahuka had more than 10,000 visits when they launched their campaign, and out of those, more than 1300 signed up for the workshop. Out of those who signed up, 438 clicked the apply now button and 326 completed the application process and actually applied for the programme. This translates into the need to reach a large audience to find the ones who are really interested in your programme.</p>	<p>Learner-centred Scholarships can be an effective mechanism for accelerating innovation, fast-tracking recruitment, and enabling a partnership-based approach to co-design.</p>
<p>8. Agile methodology is a flexible and iterative approach to project management that enables teams to deliver value to their customers more quickly and efficiently. It allows teams to adapt to changing requirements, collaborate with customers and stakeholders, and improve their work continuously. To apply agile methodology to Ka Hao, Te Whare Hukahuka conducted various tests at a granular level. They tested different words, photos, and introductions to see how they affected the participants' or applicants' perception and understanding of the programme. They learned that</p>	<p>Deliberate Innovation A specialist skillset, including agile methodology, can accelerate education innovation.</p>

different audiences have different preferences and interpretations. It was a fascinating experience.	
9. Te Whare Hukahuka had to adapt their model quickly. They switched from 5 challenges for their applicants to a completely new approach. They used a Miro board to map out different scenarios and solutions. They learned a lot from entering a new market and translated their insights into a process for future use. This made everything easier.	Deliberate Innovation A specialist skillset, including agile methodology, can accelerate education innovation.
10. If Te Whare Hukahuka were to go through the process again, they would start by conducting thorough market research to grasp the cultural subtleties of their target audience. This would have enabled them to tailor their approach earlier in the process and build stronger relationships based on pastoral care. To reflect this learning they expanded their team with local team leaders who could empathise and solve the specific problems faced by the communities and participants. This was crucial for the success of Ka Hao.	Deliberate Innovation A co-design phase, involving local community members is critical for each new community for high-touch education products.
11. Te Whare Hukahuka is pleased with their team's capabilities and expertise. They leveraged their agile approach and their experience to adjust to the situation. They hired in two areas to add the skills that the team lacked: business development in an indigenous context and local pastoral care. These skills were crucial for the project's success. They were fortunate to find the right people for these roles in a timely manner. They appreciate this because sometimes hiring can be risky and the candidates may not fit the job well.	
12. Travis O'Keefe, the CEO of Te Whare Hukahuka, is skilled in using the Agile methodology and he helps the whole team learn how to implement it. The team has worked hard for years to reach their current level. They are a small organization and this gives them the flexibility to be agile in their approach, but also the readiness to adapt to new challenges with staff taking on different roles in the company without any difficulty. Having a team that is versatile and not limited to one area is crucial for applying the agile methodology. Companies can benefit greatly from having the structure that supports it.	Deliberate Innovation A specialist skillset, including agile methodology, can accelerate education innovation, and this can be a competitive advantage.
13. Most of the participants chose to offer services rather than products, which challenged the common assumption that e-commerce is only about physical goods. Some of the services included online training or consulting in various fields. For instance, some art practitioners used e-commerce to diversify their income and support their art, rather than selling their artworks directly. By introducing the concept of e-commerce at the beginning of the course, Te Whare Hukahuka was able to broaden the participants' perspectives and help them find the best fit for their skills and goals.	Learner-centred Adaptation of programme to suit local context is critical.

<p>14. Providing local and online support was essential for the successful delivery of the Ka Hao e-commerce course to indigenous participants in the Pacific. The local support offered local knowledge. It was very important for the participants to have someone they could relate to and trust, someone who understood their situation and perspective. They did not have to meet in person, and sometimes that was not even possible or required. But they had a support person who was relevant to them.</p> <p>On top of that the online support offered chats, meetings, sessions and speakers online and other forms of assistance if needed such as access to experts.</p>	<p>Learner-centred</p> <p>Digital delivery can be enhanced with local support – even if that support is also delivered online, as learners feel better supported and connected.</p>
<p>15. Te Whare Hukahuka partnered with local organizations that shared their vision and values. They applied agile methodology to design and deliver the training programme. They used existing materials as well as a new module and resources to train and empower local team leaders. They also provided weekly meetings and ongoing support through a pastoral care manager. They recruited passionate candidates who were aligned with their mission and complemented their skills. The partnership was based on mutual benefit and support. They strengthened each other and worked better together.</p>	<p>Deliberate Innovation</p> <p>Global causes, and common purpose, underpinned by a values-based approach provides a solid base for collaborative innovation, which can be enhanced with effective innovation project management.</p>
<p>16. Participants can resume the Ka Hao e-Commerce programme anytime. They understand that indigenous people have many responsibilities and challenges. Sometimes they need to pause the programme for personal or community reasons. They respect their values and choices. They want to empower them to achieve their mission of improving the lives of 10 million indigenous people. They keep the door open for them to come back when they are ready. This is how they give back to the community as a social enterprise. They don't judge or deny them a second chance.</p>	<p>Learner-centred</p> <p>Learners demand a high degree of flexibility and programmes can be more culturally responsive by acknowledging constraints that learners face in daily lives, and designing for these.</p>
<p>Please detail any additional observations and/or learnings that have emerged since the kōrero. You may like to address learnings that relate to</p> <ul style="list-style-type: none"> • Blockers or obstacles • Capabilities/resources • Learner or customer insights <p>Example: **The recruitment issues and other concerns were already mentioned above</p>	
Observation/data	Learning
<p>1. The Pacific market offers its unique (and sometimes unanticipated) complexities that need to be resolved on a government level such as a lack of regulated payment gateways, regular power outages etc. These posed particular challenges for the programme.</p>	<p>Deliberate Innovation</p> <p>A test-and-learn pilot approach can identify unanticipated complexities, and can de-risk new programmes.</p>

Impact

Please describe any impact from this project on your organisation or community (1 - 2 paragraphs). For example, has this project accelerated your business growth, highlighted capability/resourcing gaps, established new partnerships, or identified future opportunities?

Thanks to the PIF initiative we are able to go one step closer towards fulfilling our mission of improving the lives of 10 million indigenous people.

We were able to pilot Ka Hao in the Pacific and validate the need and fit of a digital and eCommerce programme for Indigenous, by Indigenous. We have had interest from these countries before but only thanks to the PIF Initiative we were able to offer the programme to a big enough number of participants to collect relevant data, learnings and experience to allow for further growth into these markets.

Next Steps

Please detail any next steps for this project, including:

- *Where to from here for the project?*
- *Will it be extended, and if so, how?*
- *Will it be wound down, and if so, how?*
- *Did any further opportunities come about as a result of the project?*

We've learnt both about the opportunities that e-commerce offers to communities in the Pacific as well as the challenges they face. We will continue to adapt our programme and support whanau in the Pacific countries and continue growing collaborations that can enable this journey.

Recommendations

What recommendations do you have for ENZ Manapou ki te Ao and/or Government? You may like to consider:

- *The Product Innovation Fund process (application, administration, delivery, reporting)*
- *Wider support for diversifying international education products and services*

The Product Innovation Fund initiative allowed us to pilot into a new market and further connected us to other entities that could further our journey to serve indigenous around the world. It was interesting to notice that all these connections had a common characteristic - a lack of representation and access to Indigenous communities.

Indigenous communities are underrepresented and underserved which is a known pain point but also an important missed opportunity and something to look into going forward.

Achieving common goals would benefit greatly from government agencies to collaborate effectively. Collaboration allows different departments to share their resources and expertise, and to work towards a joint outcome that benefits the society. For example, one common goal might be to reduce inequality and empower women to participate in the economy. This can have a positive ripple effect on the economic growth and social well-being of the country therefore different

organisations can feed into this outcome from their specific angle and jointly achieve greater outcomes while feeding into the priorities they strive to fulfil.

Appendices

Please add here any supporting material that helps to illustrate your project – such as screenshots, URLs, testimonials, or transcripts.

Here is the learning journey of some of the scholarship recipients sharing their learnings, insights and key takeaways:

[Beatrice Mwaruru](#)

[Esther Epibile Jaro](#)

[Stephenny Migi](#)

[Geno Genolamar](#)

[Nandang Wera](#)

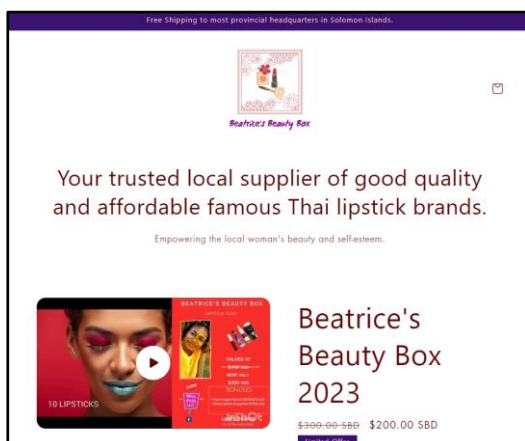
Here's one of the Belief Changers, [Shelley Burich](#), a successful entrepreneur from Samoa, who spoke to our participants, sharing her story, some valuable tips and inspiring them by example.

After listening to her session, Nandang Wera says: "...her presentation really helped me in motivating me and encouraging me to see beyond, to see beyond where I am now!"

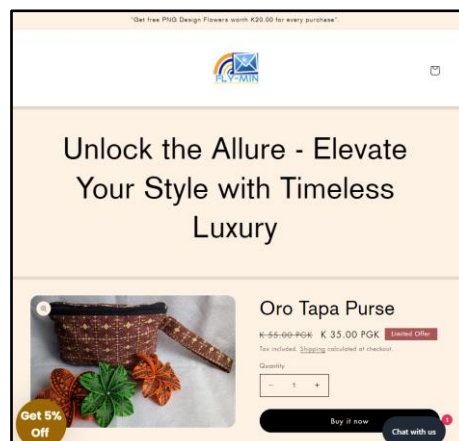
[Listen to her full feedback here.](#)

Examples of Websites:

[Beatrice Mwaruru - Solomon Islands](#)



[Stephenny Migi - Papua New Guinea](#)



What our students sharing during their journey:

"I loved it very much. eye opening and defiantly will apply it and see the wonders in my life"



- Heather Wando, Papua New Guinea

The biggest impact I have made is changing my mindset to been positive daily. The EEP has led me to evaluate my approach to business in a different way especially the e-commerce concept is very vital in my business. I could not see the importance of social media which I can use to make money is now becoming more clear through this program. I know with the second phase of setting up the online shops will greatly make an impact in my small business.

- Geno Genolamar, Papua New Guinea

"I really appreciate the modules available to us, especially how the modules start with the growth mindset, into the Reprogram your subconscious mind to make it a stable conscious mind by self hypnosis, repetition etc. I really appreciate this course especially the videos, also the e-commerce system, that looks hard but I know that KA HAO programme and my team leader are going to help me get through to building a successful online store with all the perks to e-commerce and now I have to work hard to make it happen, together! Faafetai."

- Donna Kamu - Samoa