
Hospitality education training for tourism enterprises: Reflections on a Tongan case study

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Abstract

Tourism enterprises, namely visitor attractions, activities and services, contribute significantly to overall visitor satisfaction. Developing an accreditation framework with quality assurance standards for tourism enterprises is part of a range of interventions designed to improve the outcomes for tourism in Tonga. This paper discusses the accreditation standards developed for hospitality enterprises and the training component which was delivered to assist the assessors. Interactive training workshops were held in Tongatapu in September 2015, for 30 participants, using a combination of theory, guidance manual and practical on-site assessment reviews. The training aimed to develop the skills of trainee assessors to enable them to conduct assessments of tourism enterprises to a consistent and reliable standard. Training in a developing country presented challenges for the trainers. This paper reports and reflects on some of those challenges and considers if the needs of the trainees and the Tongan government were fulfilled by these assessor workshops. It considers how this training and education may benefit tourism experiences and tourism growth for Tonga in the future.

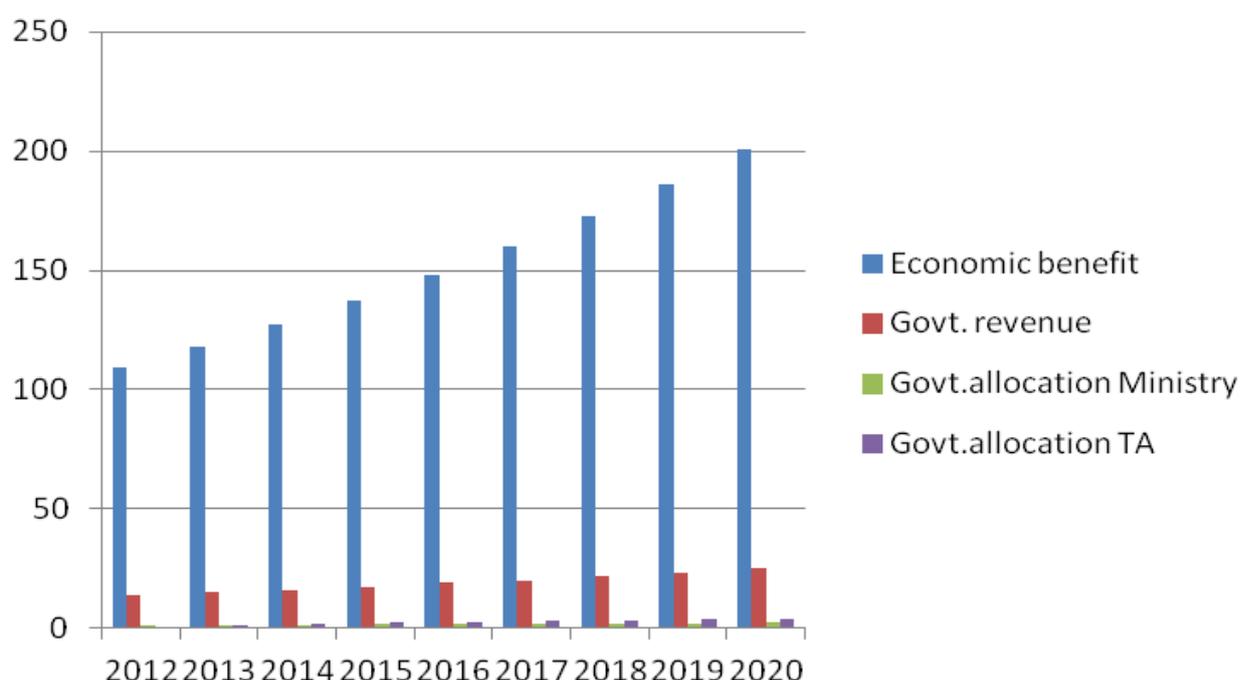
Keywords: Tourism enterprises, hospitality education, Pacific learners, Tonga, experiential training, vaa

Introduction

This paper stems from personal experiences and observations when working as part of a consultancy team from World Class Tourism (WCT), to deliver hospitality and tourism training and education workshops in Tonga in 2015.

In 2011, a National Tourism Forum was held in Tonga with stakeholders from tourism and hospitality businesses, government and New Zealand Trade Aid (Penrose & Taumoepeau, 2012). The focus was to challenge and identify what interventions could be implemented to improve the tourism industry, which is recognised as a large economic contributor to Tonga (see Figure 1).

Figure 1: Estimate of economic benefits from tourism to Tonga, in millions of Tongan dollars (pa'anga) (Penrose & Taumoepeau, 2012, p. 53)



An outcome of the forum was an initiative to upgrade accommodation, so that facilities in Tonga could compete with other Pacific nations like Fiji and Rarotonga. It was at this stage that WCT were contacted to commence a project to develop and implement a Quality Standards Accreditation Programme (QSAP) for accommodation within Tonga. The QSAP was based upon the Qualmark standards which are used in New Zealand, which is an achievement-based scoring system identifying clearly if an accommodation provider meets a specific standard, and in turn it is awarded a star rating. It is suggested that, by having a quality standard in place, the visitor is reassured by their accommodation selection (Taumoepeau, Penrose, & Kelly, 2015). The initial project resulted in the creation of the Tonga Mark quality standard in 2014. WCT were involved in the training and assessing of all

accommodation properties in Tonga and each property received an appropriate Tonga Mark standard and star rating.

As a result of the success of this initiative, WCT were again contracted in 2015 by the Tongan government, with the support of New Zealand Foreign Affairs and Trade Aid programme, to extend the Tonga Mark quality standards programme for tourism enterprises. A tourism enterprise includes all visitor attractions, activities, transport and services, as these significantly contribute to overall visitor satisfaction when visiting a destination (Taumoepeau et al., 2015). The Tonga Mark quality assurance scheme aims to reassure visitors that these businesses are focussed on delivering the right type of service and facility quality to meet their needs (Taumoepeau et al., 2015).

Having reviewed various assessment methodologies, it was decided the most appropriate way to extend Tonga Mark was to develop an achievement-based scoring system. The role of the assessor is to visit an enterprise and experience an authentic customer journey, which forms the basis of the evaluation, to confirm if a minimum standard has been achieved. A scoping of the educational and training literature surrounding Pacific learners and learners within developing countries was conducted to assist the researcher in the choice of pedagogy.

Teaching Pacific learners

Due to the time constraints, whereby WCT had just five days to deliver the training, it was essential to use an appropriate teaching pedagogy which would engage the learners and achieve the outcome required by the Tongan government and New Zealand Trade Aid. The trainers were from varied cultural backgrounds including New Zealand, England and Tonga, and had collectively taught hospitality and tourism in Europe, the Pacific Islands and Australasia, mostly within the tertiary sector. They were mindful that, to achieve the required outcome, appropriate teaching and learning strategies needed to be adopted which were appropriate to their audience, who were Tongan nationals who spoke English as a second language.

Tongan people place great emphasis on the concept of *vaa*, historically relating to genealogical titles, whose relationships were ranked and defined in terms of their original lineages to divine rulers and ancient Tongan

dynasties. Within contemporary Tongan society these relationships continue to hold significance in certain situations denoting that certain behavioural expectations are at play, which may be positive or negative (Thaman, 2008). Within different contexts, for example home, work or school, a person will have a specific relationship with another person. Those people involved all know their own role which has rules that are followed and understood. Understanding *vaa* is important because it is the basis for Tongan social interaction, reflecting the high regard people place upon the rules which govern different social interactions and interpersonal relationships (Thaman, 2008). It is through an understanding of these cultural beliefs that the educator from the western world is better able to understand and interpret Pacific educational ideals (Thaman, 2008). Culture and heritage is entrenched with how a Pacific learner responds to education. Traditional education was by an elder who reinforced hierarchical structures and an emphasis upon obedience, respect and knowing one's place within the community and the family (Pasikale, 1996).

The introduction of more formal education with a western influence has meant that some Pacific learners find themselves within a confused and conflicting dual learning environment: their culture at home, and the formal education at school which has a different emphasis upon learning (Pasikale, 1996). Sterne (2006) found that Pacific students in New Zealand tertiary education explained that they learned better when the teacher connected with their culture. However, it is suggested that, before trying to understand the culture of the Pacific Islands, the educator should first reflect upon their own culture, particularly in relation to imposing a western pedagogy upon the education systems of others (Thaman, 2008). *Vaa* is often used metaphorically to describe certain behaviours and expectations of how people should interact; for example, the way in which a visitor may be greeted is deemed to be very important, particularly if they are from overseas or a dignitary. They are shown respect and the salutation may be perceived as quite formal. This is also the case when describing the relationship between educator and learner. The educator is very much respected and this is demonstrated in the way the students present themselves. They are usually quite formally dressed and are less likely to challenge the tutor, as a western student may be encouraged to do.

A study by Raturi and Boulton-Lewis (2014) highlighted the plight of the international Pacific student who had not been taught to be assertive in class and was often in awe of her fellow outspoken Australian learners. The culture of the silent Pacific learner is often deeply ingrained in culture and respect, with the communication between two people in Tonga often depending upon their status within society (Falekaono, 2014; Pasikale, 1996). Unfortunately this silence is sometimes regarded as a barrier to learning by western educators (Raturi & Boulton-Lewis, 2014), although many Pacific students are able to overcome this when a teacher creates a warm and comfortable learning environment (Chu, Abella, & Paurinr, 2013; Sterne, 2006). This is described as a space in which a student feels at ease, which enables them to feel confident enough to speak to their tutor. It may occur when more interactive and collaborative learning strategies are adopted. It is suggested that a teacher-focused approach, where the teacher imparts knowledge and the student mostly listens, is less effective in engaging students or helping them to learn. In contrast, a student-focused approach, which uses cooperative learning in small groups, will improve the quality of learning for the student because it encourages independent learning skills and inquiry. The teacher's role becomes supportive and informative, and encourages discussion, questioning and exchanges of ideas amongst the learner which improves confidence within students (Raturi & Boulton-Lewis, 2014).

Several studies suggest that Pacific learners enjoy collaborative learning, because culturally they are familiar with being part of a group and larger community; however, for the Pacific learner to achieve, these skills will generally need to be taught by the tutor (Chu et al., 2013; Raturi & Boulton-Lewis, 2014; Schiefelbein & McGinn, 2013). This is because, despite the Tongan education system being influenced by western learning styles for over two generations, there is still an emphasis on collective rather than individualistic performance and achievement. Interestingly, an individual achievement is often regarded as a success and an accomplishment that enhances a whole community or extended family, once again reinforcing the notion of *vaa* in defining people's behaviour (Thaman, 2008). The western educationalist and global mass media tend to emphasise the rights of an individual rather than the group, and their perceptions of a teacher's role can be in direct conflict with that of a Tongan. An ideal Tongan teacher is seen as a role model whose main aim is to cultivate knowledge and *poto* (knowing

what to do), in the context of Tongan culture, in other words to understand 'their' *vaa* and behave accordingly.

Studies have also shown that Pacific students enjoy learning by doing, they prefer that there is less emphasis on talking and more upon practical application, and practice is seen as a key part of learning (Raturi & Boulton-Lewis, 2014; Sterne, 2006). It is suggested that some Pacific students learn best when the teacher demonstrates, the student observes and then the student practises: "Explanation should be clear. Show me, explain it and let me loose!" (Pasikale, 1996, p. 53). When there is too much talking, students may lose interest.

As well as getting students involved and actively doing, the educator needs to contextualise the curriculum, to make it relevant and individual to their own personal experiences and also within a Pacific Island context. Pacific learners are particularly responsive to a tutor who makes the effort to contextualise the learning material in relation to the culture, family values, personal values or church experiences of the Pacific student (Chu et al., 2013). The Pacific student values the western educator who takes the time to understand a little of the culture, who makes the effort to value their beliefs, to pronounce their names correctly and to sometimes follow indigenous protocols when introducing themselves (Sterne, 2006); for example, to commence with a prayer and a traditional greeting *Malo e lelei*, followed by a short speech acknowledging the students and their background.

A review of the literature suggests that an effective pedagogy for the Pacific student involves a variety of teaching and learning approaches, although one should be mindful not to make "stereotypical assumptions about learning styles" (Pasikale, 1996, p. 52). As with many groups of learners, Pacific Islanders have different preferences and requirements, and are diverse due to their age, culture, upbringing and socialisation. However, an understanding of the literature enabled the trainers to plan and implement a variety of teaching and learning techniques that would be engaging for the learner, as well as achieving the required outcome, which was to train effective assessors.

Tonga

In order to understand the problems involved in developing tourism in Tonga, it is important to appreciate the unique characteristics of the nation. The Kingdom of Tonga (also known as the 'Friendly Islands') is located east of the Fiji islands in the South Pacific and is composed of two main islands: Tongatapu in the south, where the capital Nuku'alofa is situated (with a population of around 25,000), and Vava'u 800 km to the north. The islands have been inhabited for over 3,000 years. The Dutch landed in 1616 and British explorer James Cook visited in 1773 and 1777. Tongatapu is home to 70% of the nation's 103,000 population. Altogether, Tonga comprises over 160 islands, but only 36 of these are inhabited. The total land area is only 750 km², but the islands stretch out over an area of 700,000 km². The country thus has a small area and small population, but covers a large expanse of the south Pacific.

Figure 2: Map of Tonga



Tonga is reliant on overseas remittances from nationals living in New Zealand, Australia, etc. Tourism is the second-largest source of hard currency earnings, despite being relatively undeveloped. It is planned to develop into the most significant economic sector by 2020. Cruise ships stop in Nuku'alofa and Vava'u, and the nation has many sea-based attractions, including whale-

watching, fishing, surfing, diving, and sea sports. In 2015, tourism contributed 148 million Tongan pa'anga to the economy (World Travel and Tourism Council, 2015).

Methodology

This project involved the Tongan Ministry of Tourism, New Zealand Trade Aid (NZTA) and World Class Tourism consultants to continue a work stream to build upon a previous initiative to improve tourism in Tonga by reassuring visitors of the standard and quality of the accommodation and attractions. WCT worked with the Ministry of Tourism and NZTA to decide upon the appropriate interventions which would be best suited to Tonga. This methodology is known as action research, and it involves change and intervention between the consultant (researcher) and a particular group who have identified a specific problem or area of concern (Altinay & Paraskevas, 2008; Easterby-Smith, Thorpe, & Jackson, 2008). Incidentally, the Tongan Minister of Tourism spoke of the need for “change and innovation” during the opening ceremony at the start of the training on 7 September 2015. In this situation, WCT worked with the Tongan government and NZTA collaboratively to develop solutions to improve the quality and standards of tourism enterprises. This resulted in a quality assurance system, using theory and practice together (Bryman, 2008) that would be appropriate to suit their requirements. Action research involves collaboration to assist in change to develop a suitable solution. It can involve being hired, as WCT were, and to work with a given group of individuals to give them the ability to work independently (Bryman, 2008). The aim was to train assigned government officials with the correct skill set to assess tourism enterprises, at first with assistance from WCT, but ultimately left to work independently. This type of research enables academia to share knowledge with industry and can be very beneficial for the tourism and hospitality industry (Altinay & Paraskevas, 2008).

Action research enabled WCT to work with a specific group during the consultancy and as such WCT staff were actively part of the research environment. This enabled them to react to various situations and to reassess methods of training and the overall research problem (Altinay & Paraskevas, 2008). In this method of research, it is suggested that any presuppositions are set aside so that the researcher is open to findings rather than making

assumptions, although it is debatable as to whether this is achievable (Easterby-Smith et al., 2008).

The training involved a five-day workshop conducted by WCT in Tongatapu 7-11 September. The focus was to conduct and facilitate workshops to key officials in the areas of tourism enterprises and accommodation standards, and the aim was to equip participants with a skill set and knowledge which would enable them to be qualified assessors. As assessors, it would be their role to conduct assessments of establishments to a reliable and consistent standard using the Tonga Mark quality standards.

There were 31 trainees from various departments of the ministry and from different regions of Tonga including Tongatapu, Ha'apai and Vava'u. The method of training involved a combination of teaching and learning methods, and these included classroom-based learning with lectures in both English and Tongan, which were teacher-based as well as more student-based experiential methods, which involved interactive workshops and field trips. In order for the trainees to grasp a real understanding of auditing, a number of fieldtrips were organised to a variety of accommodation types and tourism enterprises so that mock assessments could be completed with support from the trainers. Following these mock inspections, which were conducted in small groups, the outcomes were discussed by the whole group so that the trainees could develop their skills to maintain consistency within their marking.

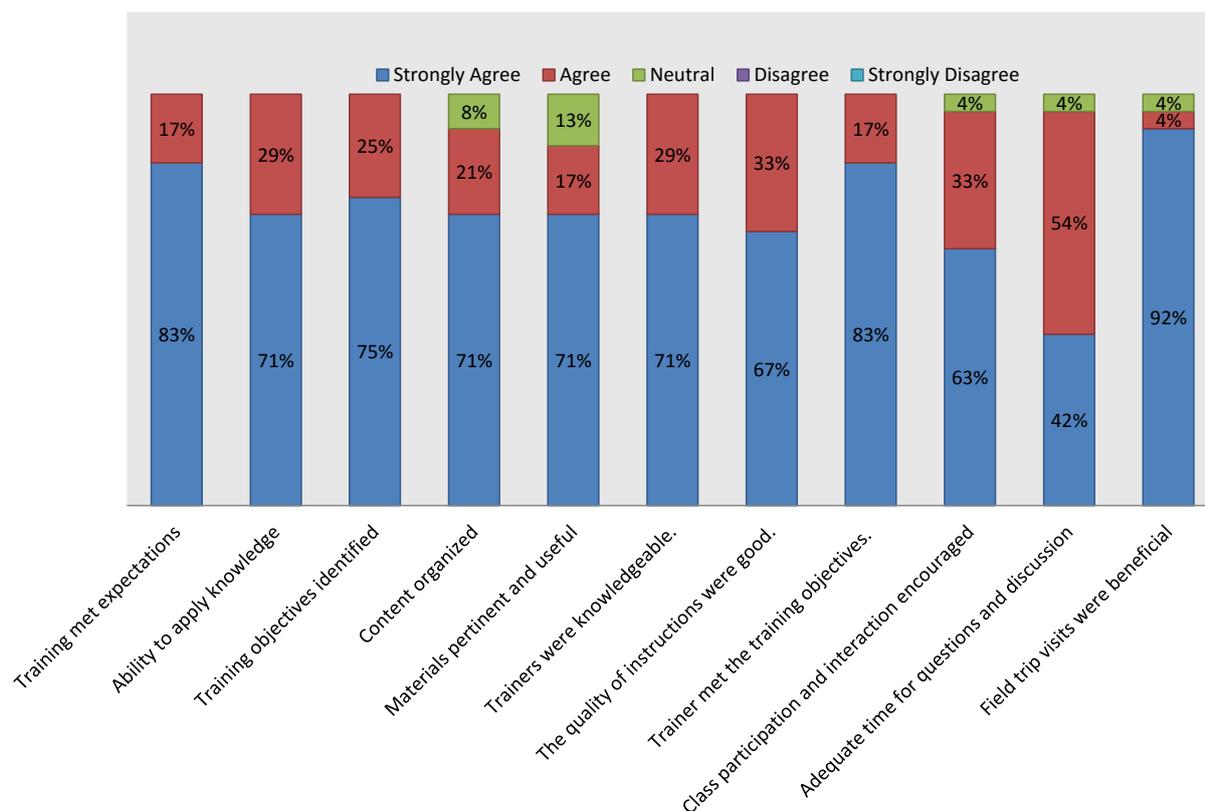
To assess the success and outcome of the training, WCT developed an evaluation form (see the Appendix) which the trainees were asked to complete at the end of the programme and it is the results of these forms which are the basis for the data presented in this paper. In total 87% of the forms (n=27) were completed. The questions were predominantly quantitative, with 11 closed questions and one qualitative open-ended question for more general feedback. This is in keeping with action research (Easterby-Smith et al., 2008). In addition to this, the researcher adopted a reflective approach to this experience (Bryman, 2008) making notes throughout the week from observations for analysis and to assist in future training in Tonga or with Pacific learners in New Zealand. At the end of the week, WCT worked with four key trainees who had been identified as most suitable assessors from the initial 31 trainees. An implementation plan of

assessments was drawn up which was then the responsibility of the Ministry of Tourism to deploy, with WCT acting as a support and liaison.

Findings and discussion

Although 31 participants attended the training over the week, only 27 evaluations forms were completed. The results of the survey highlighting the closed questions can be seen in Figure 3.

Figure 3: Results of evaluation feedback



The results of the evaluation suggest that the training and workshops were well received, with a very high percentage of responses being “strongly agree” and “agree” with the statements given. None of the responses were “disagree” or “strongly disagree”, although there were a few “neutral” responses, which suggests that some emphasis for future training could be amended and adjusted to better suit the trainees, especially around the areas of increasing time for questions and discussion. The responses to the closed questions do not give any insight into how individual learners reacted to the training, or give any depth as to why and how the training was useful. However, the qualitative data and the personal reflections of the assessor

were rather more revealing and will form the basis for further discussion around whether the needs of the Pacific learner and Tongan government were indeed met.

The concept of *vaa* has been mentioned earlier with regard to its significance of how interpersonal relationships play out within various social interactions. The researcher experienced training in Tonga for the first time and was unprepared for the way in which *vaa* impacted many aspects of the training throughout the week. As international visitors, we were welcomed in a very formal ceremony, which involved attendance from ministers from government, the New Zealand High Commissioner, various other dignitaries, and influential people from the hospitality and tourism industry, as well as our trainees. It was evident that we were regarded as highly respected visitors by the *faka-tapu* salutation (Thaman, 2008) we received, which began with an opening prayer followed by an address from the Minister of Tourism and the New Zealand High Commissioner. The most respected people in attendance were presented with a *kakala* (flower lei). Interestingly, each one is slightly different, with the most important person given a *kakala* made from a flower which is tiny and takes months to grow, and the lei is thus the hardest to make, acknowledging which person is deemed to be the mostly highly regarded present. The *vaa* was clearly at play, with each person understanding their role and the behavioural expectations that existed within the context of that situation. My associates received a *kakala*, but I did not. As the ceremony continued, it was clear that my Tongan colleague was offended by this, and when he made his speech (which was in Tongan), he made reference to this oversight. I was then introduced and, as I spoke, I was aware that the minister was removing his *kakala*, which was then placed around my neck. I soon became aware of the significance of his act when I spoke later with the trainees, who explained I had the most special *kakala*, the “best one” and it was a great honour. The ceremony was also televised live on Tongan television, and it was very evident from this welcome just how important our training was to the Tongan government, and hospitality and tourism businesses in Tonga.

This ceremony was not something I had experienced before, and I became aware very quickly that as trainers we were seen to be very highly regarded, and there were therefore also high expectations of us, in our role as educator that required certain behaviours. In other words, understanding how *vaa*

affects interpersonal and intergroup relationships whilst training in Tonga was important for us so that we were respectful towards our trainees. When attending our workshops, the men always wore a *tupenu* (sarong) and many also wore a *ta'ovala* (a mat worn around the waist), as did our Tongan trainer, and the women wore *puletahas* (matching outfit) and a *kiekie* (waist tie). I became aware of the importance of my own dress code, and the need to be more formal, with a dress or skirt of modest length and style, and certainly not trousers (as would often be worn when teaching in New Zealand).

The assessor training workshops involved classroom sessions and more experiential methods, whereby we took the trainees out in a bus on fieldtrips to visit numerous hospitality and tourism enterprises in Tongatapu. When in the classroom, we used a combination of teaching and learning strategies. We realised how important it was to develop a comfortable learning space so that our students felt able to be confident and speak out, rather than to stay quiet. This was not always easy, as the physical resources and spaces we were given to use were not conducive to a good learning environment. For example, we had to hold our first workshop in Queen Salote Hall, a vast high-ceilinged room able to accommodate 2,000 people, which was noisy and difficult for our learners to engage and for us to teach in. However, this improved slightly when we were given a smaller room, but this was quite hot and cramped with poor seating arrangements. Comments from trainee feedback supported this: "Could be held in an accommodation facility like a hotel with wifi and laptop chargers", "Better venue and catering and learning environment". However, we had no power to change this as the rooms were organised by the Ministry. If there is further training, we suggest using different facilities such as a hotel.

Aside from the physical space, the trainers endeavoured to create a comfortable environment, which encouraged students to feel able to contribute and ask questions, and we did this by having small group activities. These were designed to be interactive, with students working on tasks collaboratively rather than independently, which is suggested as a good way to encourage students to feel relaxed and speak out (Chu et al., 2013; Pasikale, 1996). It did take a little while for learners to feel comfortable but this was helped in the way group activities were facilitated, as the trainers would move around the groups listening and encouraging all learners to contribute. We also made every effort to contextualise our

teaching material so that examples and images were based on our real-world experiences and also centred around Tonga and the Pacific. In response to the literature around *vaa*, contextual learning and cultural sensitivity (Chu et al., 2013; Schoone, 2010; Thaman, 2008), we decided to present a workshop in Tongan, which discussed in detail the economic impact of tourism in Tonga and the current situation of tourism in Tonga. The feedback from trainees suggests this was well received: “Emphasising important points in Tongan is beneficial and helps us understand”.

An area where we could improve, in terms of understanding of culture and its importance in learning, could be to learn some Tongan words and make more effort when pronouncing names of learners, as when we did do this it was well received. We also perhaps needed to acknowledge the importance of the church and of prayer when teaching, as some feedback made mention of this: “Suggest an opening and closing prayer”. This is a suggestion that we should take on board for future training in the Pacific and perhaps have a prayer to bless food at lunchtime as we all ate together and sharing food is an important activity and fundamental to hospitality across the globe.

Although the workshops in the classroom were well received, Pacific learners enjoy learning by doing (Pasikale, 1996; Raturi & Boulton-Lewis, 2014; Sterne, 2006) so some experiential learning was introduced, with fieldtrips to various hotels, guesthouses, beach fale (traditional rectangular huts, often with thatched or corrugated tin roofs and sides of coconut leaves, timber or reeds) and restaurants. It was on these occasions that the learners were able to put theory into practice and take part in mock inspections to practise and learn their assessing skills. The students were put into groups and had to conduct an inspection of a property using the Tonga Mark quality standard guidelines. They worked collectively discussing at what standard the property should be rated. Introducing this practical component to the training enabled the trainees to learn by doing within an appropriate contextual environment. It was important for the trainers to still have input, and we supported and facilitated some groups at first who were less confident to perform inspections. Following an inspection, the results were discussed with the whole group to enable trainees to develop their skill and to maintain consistency with their marking. The survey highlights that 92% of respondents strongly agreed that the fieldtrips were beneficial. It was on these occasions that the learners became more and more confident and, as

the week progressed, they became more effective at assessing to the appropriate standards. This method of learning is discussed by Chu et al. (2013) who suggest that when a Pacific learner is empowered to be confident, they are successful. The strategies and learning styles that we used to train the assessors worked well and at the end of the week we identified a small group of trainees who would implement a plan of assessments for 2016.

It was felt overall that the teaching and learning strategies implemented by WCT, which considered the concept and impact of *vaa*, enabled the trainers to connect with and engage the learners in such a way that the objectives of the course were met. It is suggested that further attention should be given to understanding cultural dimensions and values of Pacific learners, and incorporating these into the learning environment.

However, despite a successful week of training, several issues and challenges were presented to the research team during the week. This paper asked whether the needs of both the learners and the Tongan government were realised through the completion of this training. One of the challenges presented to WCT was that many of the trainees were asked to attend the course by the Ministry, yet many of these individuals were not going to be involved in assessments in the future. Although this training may be of use to some of these individuals in their current work, it did mean that time was spent with some individuals who would not actually be assessing, which was the aim of this contract. Despite this, we were able to identify a core group of individuals to be assessors and we worked with them to produce a plan of assessments to be rolled out for 2016 in Tongatapu. However, that is just one island in Tonga and it became clear during the week from the trainees who came from Vava'u and Ha'apai that further assistance and training would be needed to get assessment programmes rolled out in the future for them and to other islands which were not represented at this training.

As we worked alongside various interest groups during the week, further questions and issues were raised, one of which was from hospitality and tourism operators. They requested that they could receive training in the Tonga Mark standards in order to be able to deliver and develop their product to meet the standard which they are being assessed against. This is a very valid argument and one that has been put for further discussion to the Ministry, who agree to it in principle. Further discussions were held with the

Ministry during the week in regard to how the team could support the department with future initiatives to improve the tourist experience. One idea is to offer some training for food and beverage operators, who appear to be struggling to match their product to the needs of the visitor. It was observed by WCT, when conducting site visits to some restaurants, that some operators needed some assistance in improving their menu, customer service and overall dining experience. It was felt that this could then lead on to the Tonga Mark standard being introduced to restaurants and bars.

Conclusion and further research

This paper set out to reflect on and discuss the challenges of teaching tourism skills to a group of practitioners in Tonga. Whether the training initiative will actually meet the needs of the government remains to be seen, and will depend upon the continued support that is given to the assessment programme by government. Unfortunately due to changes in resource allocation and some departmental restructuring at the Ministry, the overall impact of this initiative may take a little longer to realise. The training was delivered because at that point the resources were available to bring the team over from New Zealand. Perhaps it would have been better to have a local trainer prepare the ground and do initial workshops with the team coming over to build on the initial training and to address problems. The outcome of this research is limited, as it only relates to this particular Tongan case study and the tourism industry; however the challenges faced by the trainers and the understanding of *vaa* will undoubtedly be useful to others being invited to conduct training in such an environment. Future research could take a number of different avenues. It could involve the impact of this style of training within other sectors of industry in Tonga or indeed other countries in the Pacific. It could follow up with the trainers to see how their skills developed. Customers of the accommodation facilities could be surveyed to see if their experiences had improved. Finally, the importance of *vaa* as a concept could be further researched because a better understanding of this paradigm could make a considerable difference to the way training from overseas is perceived in Tonga.

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Appendix

Training Evaluation Form : Tonga 7th - 11th September

I am a: civil servant private sector representative

Please indicate your impressions of the items listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The training met my expectations.	<input type="radio"/>				
2. I will be able to apply the knowledge learned.	<input type="radio"/>				
3. The training objectives for each topic were identified and followed.	<input type="radio"/>				
4. The content was organized and easy to follow.	<input type="radio"/>				
5. The materials distributed were pertinent and useful.	<input type="radio"/>				
6. The trainers were knowledgeable.	<input type="radio"/>				
7. The quality of instructions were good.	<input type="radio"/>				
8. The trainer met the training objectives.	<input type="radio"/>				
9. Class participation and interaction were encouraged.	<input type="radio"/>				
10. Adequate time was provided for questions and discussion.	<input type="radio"/>				
11. The field trip visits were beneficial.	<input type="radio"/>				

12. Please provide us with any further comments you have of the training session

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THANK YOU FOR YOUR PARTICIPATION!