

MANAWATŪ-WHANGANUI

Regional Workforce Plan

Te Mahere ā-Rohe



Nau mai, haere mai

Nei rā he kupu aroha ki te rangi me te whenua, ā, he kupu aroha hoki ki a rātou kua ngaro atu i te tirohanga kanohi ki te tai o te pō okioki ai i te tauwhiro tangā o te Runga Kaha Rawa. Tātou nei e kōkiri tonu ana, tēnā anō tātou.

Nau mai ki te tēnei whakaaro nui, arā, ki te whakaaro kia rapu huarahi tika hei whakarite i tā tātou ahumahi o āpōpō, o Manawatū, o Whanganui atu. Nau mai kia kōrero tahi mō tēnei Mahere Ahumahi. Mā rau ringa e oti ai.

Everyone in Aotearoa New Zealand has a right to live in the region of their choice and be employed in mahi they enjoy. Fulfilling employment creates the opportunity for economic security and contributes to a sense of wellbeing not only for the individual and their whānau and family, but also for the community in which they live and work.

Nationally, there are workforce challenges and opportunities for both individuals and employers. To effectively address the challenges, while simultaneously taking advantage of the opportunities, is one of the functions of the Manawatū-Whanganui Regional Skills Leadership Group. How do we harness the unique workforce landscape that is Manawatū-Whanganui? What do we have in our rohe that cannot be found elsewhere and, therefore, will provide us with distinctive advantages? The environment is complex with no quick fixes or simple solutions.

This Regional Workforce Plan (RWP) is the beginning of a co-ordinated, planned approach that aligns our actions to achieve our collective aspirations. The two areas of focus in this first tranche are the Kaiāwhina Health Workforce and School Transitions. Other sectors will be prioritised as we move through the lifespan of the RWP.

Many thanks to everyone that has contributed to our mahi thus far. We are heartened by the willingness of all sector representatives to work together in the pursuit of equitable opportunities in training, upskilling and employment for individuals and whānau in our communities.

Ehara taku toa, I te toa takitahi, engari he toa takitini E!



Oriana Paewai and Katarina Hina

Manawatū-Whanganui Regional Skills Leadership Group Co-Chairs

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EXECUTIVE SUMMARY

He Whakarāpopototanga

As the Manawatū-Whanganui Regional Skills Leadership Group, we are driven to create prosperous outcomes for our people through identifying and supporting better ways of meeting future regional skills and workforce needs. Taking a targeted approach, this first iteration of the Regional Workforce Plan (RWP) focuses on the Kaiāwhina Health Workforce¹ and School Transitions². Since health is our largest regional workforce and school leavers are our future regional workforce, these two areas emerged as natural priorities.

Stakeholders connected to the Kaiāwhina Health Workforce and School Transitions have been consulted across all seven districts of our region. Whilst there are nuances between districts, there are also clear intersecting trends and themes across these engagements. These insights are presented in this RWP and highlight the need for more equitable access to training and provisions for our kaimahi and rangatahi across all districts. The voice of the region is positioned foremost in this RWP and has directly informed the Action Points we are committed to implementing and the Recommendations we are committed to stand by.

It is our ambition that our Action Points and Recommendations will see positive, meaningful change happen for our kaimahi, employers, whānau and mokopuna. They have been crafted in collaboration with key regional actors who are highly influential in shaping the labour market: Skills and Talent Action Groups, tertiary providers, government agencies, local iwi, Māori health providers, Workforce Development Councils, Economic Development Agencies, unions, industry representatives, and School Transitions providers. Working collaboratively together we are strongly positioned to reduce existing barriers to workforce participation and expand equitable access to training for our communities.

¹Kaiāwhina is the overarching term to describe non-regulated roles in the health and disability sector.

²School Transitions encompasses the transition taura (students) take from school to onward study, training or employment.

OUR ACTION POINTS

Ko ā mātou Mahinga



Our purpose is to support resiliency in our regional workforce that creates better outcomes for our kaimahi, employers, whānau, and mokopuna. Turning these outcomes into a reality requires more than words on a page – it requires meaningful action.

With this in mind, the Manawatū-Whanganui Regional Skills Leadership Group will:

1. Draw on industry connections and local networks to identify regional kaiāwhina workforce needs to support the design and implementation of the new 'Entry to Healthcare' programme being developed by UCOL – Universal College of Learning.
2. Collaborate with tertiary institutions across the region to:
 - » Develop level appropriate literacy provision for the kaiāwhina workforce
 - » Identify areas of learning that recognise prior kaiāwhina experience, minimising time out of mahi for kaimahi as they gain relevant health qualifications
 - » Deliver education training in a way that meets the needs of Māori health providers.
3. Work with Toitū te Waiora (Community, Health, Education and Social Services) Workforce Development Council, Te Mahau, District Health Boards, and Primary Health Organisations to support the *Creating Workforce Knowledge and Data* priority in their Kaiāwhina Plan³ at a regional level.
4. Support the formation of a partnership between UCOL, Toitū te Waiora, and Nga Kaitataki Hauora Māori Iwi Health Providers Collective providers within the Te Ranga Tupua rohe. This will ensure that kaiāwhina related credentialing and programme development is reflective of the skills needs of the region, and embeds te ao Māori as part of standard healthcare provision. Further, we will facilitate the partnerships UCOL wishes to form with additional iwi kaiāwhina or other providers to ensure regional nuances are identified and considered.

³The Kaiāwhina Plan can be accessed here: <https://kaiawhinaplan.org.nz/the-plan/>



5. Lead the development of a regional directory of training opportunities by:
 - » Working with local Economic Development Agencies (or equivalent), and Skills and Talent Action Groups (STAGs) to identify local training opportunities in each district
 - » Consolidating district lists into a regional directory of training opportunities
 - » Working with stakeholders to make the directory publicly available so that it is accessible to all interested stakeholders

This directory will comprehensively cover regional skills and training courses with their relevant details.

6. Invite the Chairs from STAGs across the region, as well as regional representatives of the labour market, to attend the Regional Skills Leadership Group meetings at least twice a year. This will enhance collaboration between the districts and influence information-sharing relating to regional labour market opportunities and challenges. Regional representatives of the labour market will include careers advisors, union representatives, iwi leaders, industry representatives and government agencies.
7. Lead the development of a report that provides a journey analysis of school leaver cohorts in the region, through consultation with relevant organisations, and agencies who have access to the Integrated Data Infrastructure. This report will identify post-school journeys and intervention points where additional support might be needed.
8. Support the development of partnerships between Mayor's Taskforce for Jobs, regional Chambers of Commerce and organisations who have developed 'Youth Ready' employer programmes, such as Talent Central and Taranaki REAP. This partnership will ensure that the programmes are disseminated to a wide range of local businesses across the region, giving the opportunity to become accredited 'Youth Ready' employers.
9. Work with Te Mahau, Iwi Education & Employment Services, Connected, Get-Go, Talent Central and 100% SWEET to increase opportunities for regional secondary school students to get a range of careers advice and provisions to pathway into employment. The provision of equitable advice across the region ensures that rangatahi are equipped for success.



OUR JOURNEY & ASPIRATIONS

Ko te Hīkoi me ngā Tūmanako

We did not arrive at our Action Points overnight. Our journey to reach this first set of Action Points in this Regional Workforce Plan (RWP) has three main components:

1. **Extensive consultation with stakeholders:** Each step of our journey has involved engagement with stakeholders across all seven of the districts that the Manawatū-Whanganui rohe is comprised of (Ruapehu, Rangitīkei, Whanganui, Manawatū, Palmerston North City, Tararua and Horowhenua). *For more on this see page 9.*
2. **Focus on two key priorities:** Each iteration of the RWP will identify different areas where direct impact on skills and training investment needs to be made. We have initially chosen to focus on the Kaiāwhina Health Workforce and School Transitions. *For more on this see pages 10 & 14.*
3. **Alignment with existing strategic plans:** We are not here to reinvent the wheel. Te Pae Tawhiti⁴ and Accelerate25⁵ have paved the way strategically and we want to align with and build on this.

Our Actions also tie into our Aspirations. These Aspirations are our vision for our region's labour market. They will be the foundation for all future iterations of our RWP. We aspire to:

- » Achieve a stronger and more prosperous Manawatū-Whanganui – for our people. Our kaimahi, employers, whānau and mokopuna
- » Create a future-focused workforce that enables the wellbeing of our whānau and communities, the success of our businesses, sustainable economic growth, and success for our future generations
- » Bring our people and leaders together, to create opportunities for a skilled workforce where we are:
 - Prepared for the future of mahi in the region
 - Creating higher skilled jobs in our key sectors
 - Transitioning and reskilling our people successfully into skilled mahi, from school, tertiary study, or other sectors, careers and regions
 - Providing future-focused skills and training through our learning organisations
 - Supporting people to enter and remain within the workforce they want to be in.

⁴Te Pae Tawhiti is the Manawatū-Whanganui Māori Economic Development Strategy 2016-2040

⁵Accelerate25 is the Manawatū-Whanganui Economic Action Plan, released in 2016, identifying a short and long-term vision through to 2025

OUR REGION'S VOICE

Ko te Reo o tō mātou Rohe



Our region's voice has seven distinct parts, with the opportunities and challenges relating to employment, skills and training differing for each. Our seven districts are Ruapehu, Rangitīkei, Whanganui, Manawatū, Palmerston North City, Tararua and Horowhenua. Achieving a stronger and more prosperous Manawatū-Whanganui, entails that no district is overlooked. Recognising this, our engagements with stakeholders have comprehensively spanned the entire region.

For this first Regional Workforce Plan we prioritised our focus on the parts of our labour market that resonated with urgency expressed by our people. Kaiāwhina Health Workforce and School Transitions quickly emerged as pressing areas for focus. Whilst nuanced, all districts shared the common theme that our health workforce is under stress and our rangatahi need to be supported to achieve success. This became evident through our local people's insights, such as:

“Māori are disproportionately represented in [the] health system... our workforce does not reflect our community, and this is a lost opportunity”

— Judith MacDonald
CE of Whanganui Regional Health Network

“People don't go into the care workforce because they don't see the pathway into the next level, like health care assistants or nursing”

— Wendy Blair
New Zealand Nurses Organisation

“Many students have different experiences of failure at school and do not always realise that in employment and training they can experience levels of success and competency that they did not think they were capable of”

— Helen Green
Chairperson of CATE Manawatū-Whanganui

“We adapted our HR recruitment processes as young Māori were underselling themselves and we were missing out on valuable talent”

— Megan Tolley
HR Manager, Metalform Dannevirke

KAIĀWHINA HEALTH WORKFORCE

Kaiāwhina Hauora



With 11.6% of the Manawatū-Whanganui workforce employed in Health Care and Social Assistance⁶, this sector holds the largest segment of our kaimahi than any other. The sector remains under extreme stress due to increasing pressures and demands, such as technology advancements, COVID-19, an aging population and increasing complexity of health conditions within many whānau and communities.

The Health Care and Social Assistance sector is also predicted to grow by over 25% over the next 10 years, with the biggest growth area predicted to be within Residential Care Services, specifically Aged Care Services.

The Health Care and Social Assistance workforce is typically associated with registered professionals such as doctors, nurses and midwives. However, there is immense opportunity to alleviate some of the stressors on this sector by investing in and upskilling our unregulated, kaiāwhina workforce. Comprised of occupations such as health care assistants, aged care workers, disability support workers, technicians, and orderlies, our kaiāwhina workforce is equipped with the foundational skills and knowledge needed to keep this sector functioning.

The health sector is also facing transformational change, with the establishment of Health NZ and the Māori Health Authority in July 2022. This period of change requires productive conversations that include whānau, hapū and iwi. We honour authentic partnerships that draw out insights around skills improvement and training in our communities. Insights were gathered through engagement with our local kaiāwhina workforce and those directly connected to it. Key messages that emerged were:

- » Experienced kaiāwhina are in high demand. However, there is limited training provision to ensure that regular upskilling takes place. This is especially true in the smaller districts where access is further limited by fewer local courses, requiring travel to larger cities.
- » Iwi Healthcare providers are at the cutting edge of successful delivery of primary health care services. Much of this can be attributed to their application of a te ao Māori skillset within their workforce. This approach to training and professional development has the potential to add value across all health services.
- » There are great existing programmes, such as Hauora (Māori Health) Training, which often require employers to release their kaimahi for extended periods. This is not always possible but could be partially mitigated by having more localised provisions.
- » Solutions by the community, for the community, are important. Training should align with the requirements of the community and address the needs of Māori.
- » There is concern around the sustainability of kaiāwhina mahi related to the COVID-19 response; there will be less need for roles such as COVID-19 testers, vaccinators, and contact tracers. Consequently, this workforce is going to need to pivot and be supported to upskill in other areas.

⁶Infometrics Regional Economic Profile, 2021 | Manawatū-Whanganui Region



Stephanie Reese
24 8888



SECTOR SPOTLIGHT

Te Rāngai hei Arotahi

Mōkai Pātea Services Taihape, Rangitīkei

“When you step over the threshold, everything changes.”

This statement from Merania, Iwi Communications Officer, refers not only to the provision of staff training at Mōkai Pātea Services, but the level of support offered to the community.

Mōkai Pātea Services is the mandated development vehicle for whānau, hapū and marae groups of the four iwi who hold mana whenua over the Mōkai Pātea rohe, which services Taihape, Waiouru and Mangaweka. They provide their community with holistic support in areas such as mental health, budgeting, and child protection through the 15 kaimahi in their kaiāwhina-only workforce. Ultimately, autonomy and self-determination are the outcomes sought for whānau and hapū, based upon the customary values and beliefs of their respective Tupuna.

“We definitely have an ongoing relationship with clients,” says Sally, Whānau Ora Iwi Navigator, when reflecting upon the high quality of support Mōkai Pātea Services offers. “We keep them [clients] in the service for a minimum of three months and they each have their own care plan.”

Mōkai Pātea Services kaimahi deliver an exceptional level of support due to how they themselves are supported to upskill as kaiāwhina. As Deanna, another Whānau Ora Navigator, stated, “I have never had this level of support in my mahi and professional development before and it has blown me away. I feel valued. I have worked in a few places and never struck this before.”





Kaimahi are offered an assortment of training opportunities which they are strongly encouraged to take up, such as doing a National Certificate in Hauora (Māori Health) (Level 4) through Tipu Ora. The reality that upskilled kaimahi may move on and spread their wings is not only encouraged but applauded by management. Speaking with the kaimahi, it is evident that these training opportunities have ignited their confidence and solidified the team cohesion within the organisation. However, the training is often only offered outside of the Rangitīkei District and even the Manawatū-Whanganui region. The consequent travel and time away from home can be a barrier to the uptake of these opportunities.

“Some of the kaimahi have young children at home. One had to go to Auckland. If we did have that [local training available] we would absolutely use it,” says Ngawini, Best Practice Operations Manager.

Despite limited local accessibility to training, Mōkai Pātea Services has equipped their kaiāwhina workforce with the skills and knowledge needed to best mahi within and for their communities. The appreciation and sense of worth shines through all kaimahi, and the results Mōkai Pātea Services achieve speak for themselves.



SCHOOL TRANSITIONS

Whakangungu Ākonga

Our taura (students) are our future workforce. They hold the potential to help alleviate some of the skills shortage pressures being felt across many sectors in our rohe.

For their potential to be unlocked, our taura need to be supported to transition successfully from kura into meaningful employment or further study. Genuine partnership between industry, students, and kura is the first step towards achieving this.

Our engagements with communities, businesses, kura, and training providers across our region gave us insight into the different approaches to School Transitions. Despite expected regional variances, many stakeholders highlighted their frustration towards a 'piecemeal' application of School Transitions between districts and kura.

A strong concern that emerged across our rohe is that the current system is failing taura "in the middle". Attention and support is primarily given to those either transitioning into tertiary study or at risk of limited employment. There is a call for employers to become 'Youth Ready' for our taura who do not neatly fit into either of these groups.

The provision of School Transitions related opportunities varies heavily depending on taura interest, kura appetite, funding provision, roll size, and employer partnerships. Collaborating with local providers, such as Talent Central, AGC Training, 100% SWEET, and Tararua REAP allows schools to maximise their support for their taura. However, while established providers are an important link, existing support is not available in all parts of our rohe.





Taumarunui High School Trades Academy Taumarunui, Ruapehu

Tauira (students) who are engaged in mahi that interests them are set up for success. Having the opportunity to experience practical mahi in their local community endows tauira with much more than just 'hard skills'.

The Trades Academy at Taumarunui High School provides this opportunity. As one of 23 Trades Academies nationally, it proudly offers tauira the ability to earn a New Zealand Certificate and a Vocational Pathway Award in Primary Industries (Agriculture), Construction & Infrastructure (Construction) and Service Industries (Hospitality and Hairdressing).

Tizzy and Kim Wheeler, the owners of Taumarunui Mitre10 have been taking on students from the programme for years.

"To give students an opportunity to try and learn something they're interested about before they leave school is amazing – no textbook can teach them that", says Tizzy.

Participating tauira undertake at least one day a week in their chosen pathway. In 2021 over 80% of the students who completed the Taumarunui High School Trades Academy were successfully transitioned into education, employment or an apprenticeship. In addition to their time outside the classroom, students are supported to gain their driver's licence, develop their CVs, and gain Health & Safety and First Aid qualifications.

Dennis took part in the Trades Academy programme and worked for Tizzy and Kim at Taumarunui Mitre10. After the school year, he was employed permanently, and has since been promoted within Mitre10 to work with high value clients and order stock. Other tauira who have completed their work experience through Taumarunui Mitre10 have been enabled to step into building apprenticeships and other employment opportunities.

"The Trades Academy allows students to get on a path and get the skills to do whatever they want to do," says Kim.



OUR RECOMMENDATIONS

Ko ā mātou Taunakitanga

Our kaimahi, employers, whānau, and mokopuna are worth investing in. Creating better skills and training opportunities, and employment outcomes for our people will take a collective effort. In some cases, it would be helped by resourcing from different parts of government. With that in mind:

The Manawatū-Whanganui Regional Skills Leadership Group recommends that:

1. The Tertiary Education Commission (TEC) provides funding from the Qualification Development Fund to support the creation of the 'Entry to Healthcare' programme delivered by UCOL – Universal College of Learning, in partnership with Iwi Māori Health providers and the Wānanga Sector.
2. The TEC funds a local provider who partners with hapū in the Manawatū-Whanganui rohe to deliver the New Zealand Certificate in Whānau Ora (Level 4). This delivery will target uri descendants and those who live in their respective tribal domains. As a *community solution for community people* that will give more local kaimahi the opportunity to upskill.
3. The Ministry of Health review their professional development and salary promotion pathways, to ensure that upskilling and training is adequately incentivised and recompensed for the kaiāwhina workforce.
4. The Employment, Education and Training Ministerial Group assign one central government agency to take representative responsibility for regional School Transitions. This responsibility would encompass supporting current School Transitions organisations, creating relevant informational resources for employers, and having stewardship of School Transitions data.
5. The New Zealand Qualifications Authority and Waka Kotahi partner to create a unit standard that can be embedded into the secondary school curriculum for driver training, based on the driving skills syllabus⁷.



⁷More information on Waka Kotahi's driving skills syllabus can be found here: <https://www.nzta.govt.nz/roadcode/general-road-code/licence-and-study-guide/driving-skills-syllabus/about-the-driving-skills-syllabus/>

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For more information on the Manawatū-Whanganui Regional Skills Leadership Group, and to keep up to date on our mahi, please visit: mbie.govt.nz/manawatū-whanganui-rslg

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