



PiPI

Pathways into Primary Industries

Phase One Report

Eve Williams | February 2021

Introduction

We want to create a clear and concise learner pathway between school, lifelong learning and employment, capturing career changers into the primary sector, and supporting the likely COVID-19 industry recovery pathways, with a view towards the future of our TITO and WDC's.

The Pathways into Primary Industries (PiPI) project brings together the activities of a broad range of stakeholders into a clear direction for training and training pathways in the primary industries. This co-ordination and direction will support our industry from the impacts of COVID-19 by ensuring that their needs are listened to and mapped against what is available and what additional learning opportunities are required to meet skills shortages.

The project will design skills responses that avoid duplication, leveraging existing systems and processes across multiple TEO's. This will support rapid implementation following the completion of this project with the clear allocation of roles and responsibilities between industry, the WDC's, NZIST, CoVE, and TITO's.

It is expected as a result of the project the Primary Industries will have fewer barriers to entry, and higher retention rates leading to greater numbers of New Zealanders in sustained employment and training.

PiPI will identify the areas of greatest need and gain regarding employment and capability lift across the primary sectors, enable collaboration, bringing ideas together for project scoping and design that support the objectives of this fund from a COVID-19 Response perspective, and a RoVE perspective.

This report is a deliverable of a successful application for funding from the WDC/TITO COVID-19 Response Projects Fund.

Background

Leading up to March 2020, New Zealand was experiencing consistently low unemployment. The thriving primary sector experienced consistent labour gaps, leading employers to look overseas, with approximately 15-20% of primary industry roles being filled by immigrant workers. The Covid-19 pandemic has led to rapid change of the overall New Zealand employment market, with reduced access to an immigrant workforce, and yet, without the drastically increased unemployment levels we could have been anticipating.

The primary sector is still a powerhouse continuing to produce essential products for the world over this time. The dairy industry alone has over 12,000 farms employing over 34,000 people. Closed borders have led to challenges in providing the primary sectors with their usual seasonal influx of immigrant workers. Even with rising unemployment across many regions, there are a large number of job vacancies across the primary sector. As at November 25 2020, there are 734 current dairy vacancies on Farmsource. Meat processors are currently projecting 3,300 vacancies with 1065 of these normally filled by overseas skilled workers. There are also 295 horticulture vacancies listed on Trademe, with many of these advertisements citing multiple

positions. Supporting industries are facing challenges in securing labour, such as hay and silage contracting and the manufacturing of our primary industries products. Many of the regions that have experienced the highest increase in jobseekers over the last few months are primary sector strongholds. To support efficiencies in our economy and overcome the challenges of our closed border, connections are needed to make positive transitions of our current jobseekers to the current vacancies and long-term career opportunities in the primary sector.

Pathways into Primary Industries (PiPI) is an opportunity to bring people into the sector and provide them with a choice of pathways to dynamic and rewarding careers.

With it, we can use our unique position to support the wider primary sector to work together and ensure the right people are employed in the right roles with the right skills. We can ensure that these people are engaged in lifelong learning which affords people managers the skills required by the sector and affords people an entire, cohesive framework from pre-employment to lifelong employment and learning in the primary sector.

PrimaryITO

Primary ITO is unique. As the sole industry training organisation mandated to work across the primary sector, we have over 100 frontline staff throughout Aotearoa working with employers and their teams. We can connect and partner with the wider primary sector to ensure that, as a country, we support people into employment and keep them there.

We have deep relationships across New Zealand with farmers, growers and food processors, as well as employees (learners), industry leaders and education providers.

Our national network means we can support our primary industries to thrive and grow. We work closely alongside government, industry organisations, iwi and businesses to provide a pipeline of opportunity within the primary sector.

We are committed to acknowledging our responsibilities under Te Tiriti O Waitangi. Māori achievement and equity are paramount aspects of PiPI. Therefore PiPI delivery, reflection and review will link into the Te Ako Tiketike model of engagement. It will leverage existing initiatives and work with MPI, Te Pūkenga, levy bodies, the Food and Fibre Skills Establishment Group and

other agencies to ensure there are no gaps in the system and as an industry we can capture the opportunity for all new learners.

PiPI creates a cohesive pathway from outside to inside the primary industries that will mobilise skills, knowledge and expertise as part of a coordinated approach by sector and region to develop and deliver a national pan-sector pre-employment to lifelong employment and learning strategy. PiPI is a bridge to employment that captures people throughout their journey and is appropriate for school leavers, career changers, and can even pick up those who have already completed a pre-employment course elsewhere. The strategy aims to use Primary ITO's existing funding mechanisms and new funding streams to create a complete and sustainable strategy for employment in our industries. The strategy incorporates several touchpoints and workstreams. PiPI is not designed to duplicate efforts underway in the industry, but to understand what is already out there, and how we can coordinate a collaborative, cross-industry approach. We are seeking to understand where the gaps are, and provide solutions to fill them.

Seven workstreams

Familiarisation

This workstream aims to gain the interest of potential employees and get them onto the pathway towards finding a career in the primary sector. The learner is not expected to invest heavily at this stage.

Short critical skills courses

Critical skills need focused courses that are available online and can be linked to the Qualifications Framework. This is designed to reduce the employment burden on individual employers by giving potential employees foresight into the role.

Badging/ passport system

Based off learning outcomes in existing Unit Standards on the Qualifications Framework developed by the standard setting body in consultation with industry. These may form the basis for assessable credentials. The passport/badging system leads to formal training connecting to existing funding mechanisms and improves the employability of jobseekers.

New entrant trainee experience

Designed to reduce the friction of people transitioning into Primary Industries by supporting new entrants with pastoral care and skill development. This workstream enables people with a demonstrated interest to be connected with employers.

Employer experience and employment obligations

This workstream will provide employers with access to training that will build their resilience, make them better employers, and contribute to the economic welfare of their business.

Good news stories

Designed to capture and profile people who have transitioned into the industry and follow them on their journey, ultimately attracting further people into the primary industries.

Lifelong learning and employment

Links employers and trainees into existing training funding models for vocational training that supports progression of their career pathway.

Phase One Activity

Work during Phase 1 of the project centred on empathising with partners and undertaking research and observation and field studies – watching, engaging and listening to employers and learners with a Covid-19 recovery lens.

To contribute to this, we ran ideation workshops and met with a diverse range of stakeholders¹ to consider the workstreams and ensure that the areas of the most importance are identified. The questions structuring the conversations were:

- Are the seven workstreams we have identified the right ones?
- What are we missing?
- If you were to prioritise these workstreams, what would that look like?
- What would be needed to make this happen?
- What do you know of that is currently happening, or has been tried in the past, and did it work/ not work?

As well as workshops and field studies, the Primary ITO team were engaged in other project groups which have synergies with the workstreams and intentions of PiPI.

¹See Appendix 1 for full list of stakeholders met with

Findings from Phase One

The interviews and workshops undertaken during the work in Phase 1 have largely validated the workstreams outlined in the scoping document and discussion paper, but have provided more specificity about the areas where PiPI would provide the greatest positive impact on the primary sector, as well as placing greater emphasis on specific aspects of some workstreams. The interviewees that we talked to proposed broadly categorising the seven workstreams into three categories:

1. Pre-employment (incorporating familiarisation, short critical skills courses and passport/ badging workstreams)
2. Transitioning into employment (incorporating new entrant employee experience)
3. In employment (incorporating the employer experience/obligations and lifelong learning and employment)

The structure of these workstreams is consistent with the draft unified funding system in development by TEC, NZQA and the Ministry of Education.

The 'good news stories' workstream was mentioned variously as a valuable component of a communications strategy underpinning the entire project, but was not identified as a standalone workstream.

It was variously suggested that the seventh workstream, lifelong learning and employment, was an outcome – the 'end goal' of PiPI – rather than part of the process. This suggestion notwithstanding, it is important to articulate lifelong learning and employment as a concerted workstream: it ensures that the learner is at the centre of the project, and is a link to the employer expectations workstream of PiPI.

These potential outputs are discussed in the *Discussion* section of this report.

Interviewees identified proposed workstreams that they felt would be valuable, with some suggested expansion of the workstreams. Generally, the three most valuable workstreams were identified as:

1. Workstream 3: The Primary Industries Passport Badging System;
2. Workstream 4: New entrant trainee experience, and
3. Workstream 5: Employer Experience and Employer Obligations.

The stakeholders also contributed their thoughts on opportunities that while out of scope of this initial project, feed into the wider landscape of transitioning people into lifelong learning and careers in the food and fibre sector. This is discussed further in the *Discussion* section of this report.

Discussion

Broad categorisation of workstreams

By and large, discussions of the workstreams as they were originally proposed recognised that:

- The workstreams are not necessarily linear
- People must be able to dip into - and out of - the framework at any point
- That having been said, there are some natural groupings of the seven workstreams.

Broadly, the seven workstreams can be regrouped into three areas: *Pre-employment* (incorporating familiarisation, short critical skills courses and passport/badging workstreams), *Transitioning into employment* (incorporating employee experience), *In employment* (incorporating the employer experience/obligations and lifelong learning and employment).

Pre-employment

There were divergent thoughts as to what point/age group this work should be focused on. One school of thought is that early intervention through contextualised curriculum widens the pool of school leavers predisposed towards the food and fibre sector, thereby ensuring more people entering the sector, as well as increasing exposure and understanding of the rural sector for urban schools. This raised the question of

where responsibility for curriculum intervention sits. For example, the production horticulture industry body is active in this space, and NZ Young Farmers with the Red Meat Profit Partnership has undertaken activity in the past.

Conversely, it is hard to quantify the success of early intervention, as success (or otherwise) longitudinally could be attributed to a wider range of factors than simply curriculum. On the balance of priorities, it was argued that it would be better to focus resources on areas where success was more likely: a better strategy is to find people who are about to enter the food and fibre sector through any other means – end of secondary school, career changers,² or Trades Academy/Gateway students – and ‘nudge’ at the last minute towards the primary sector.

The comment was also made that one thing that has not been done well is linking industry investment in talent attraction with Trades Academy and other secondary-to-tertiary programmes. Brokering (which is discussed further in ‘transitioning into employment’) out of Trades Academy, for example, would have great results, as it is about the richest talent pool available but with no clear pipeline into the workforce.

One of the other major comments on familiarisation work is that there is no substitute for lived experience: while multimedia approaches will go some of the way, there must be consideration of the benefits of ‘feet on the ground’ familiarisation. There are precedents and examples for this, including GoDairy³ and Open Farms. For these to be successful, there needs to be centralised support or templates (for example) to make it easier for businesses to engage in familiarisation (whether individually or as part of a wider industry or regional initiative, such as the Horowhenua Taste Trail).⁴ This is something to be mindful of during Phase Two of PiPI when researching pre-employment workstreams more in depth.

The idea of passports and badging as proposed in the original workstream three is one that is not new, but has not been fully completed yet. This is testament to the many challenges with the concept, but the fact that the conversation has been had before shows that there is an enduring demand for this across the food and fibre industry. The benefits are multifaceted: for those seeking employment, or new to the industry, it improves their employability by highlighting their transferable skills as well as recognising any short critical skills courses they may have undertaken while either waiting for employment or in the

interests of upskilling. In order for badging to be successful, it will need to be able to recognise non-formal training, which will also allow for data to be collected on the numbers and types of non-formal training taking place: by its very nature, this data is not collected or captured.

This would improve workforce forecasting accuracy. There are several considerations for badging, including but not limited to the following, which were the most raised during consultation:

- Where does it sit? Who is responsible for hosting the badging?
- Can one entity badge on behalf of the entire industry (for example, non-formal industry recognised learning)
- Who is responsible for quality control of badging?

These are all points for further consideration during phase two of PiPI.

²Data retrieved from the horticulture apprenticeships platform letsgrow.co.nz shows that 71.9% of apprenticeship enquiries are from people seeking a career change.

³GoDairy is currently paused. Answers received by National Party spokesperson Louise Upston as to the effectiveness of the programme indicate that while it has been successful in raising the profile of dairy careers, it has been paused until March 2021 due to seasonal issues of the dairy sector. Of the 360 people who started the modules, 124 continued to completed module three; 70 gained employment as a result of the programme; and only 37 of those people were employed into the dairy industry.

⁴Last held in 2018, the Horowhenua Taste Trail is a local initiative to celebrate the richness and diversity of all that is grown and produced in the district. More information can be found on their website; <https://www.tastetrail.co.nz/>

Discussion

Transitioning into employment

Throughout consultation it became clear that of the seven workstreams, *new entrant trainee experience and employer experience and employment obligations* were priority for industry, and also sizeable enough to warrant remaining standalone.

The initial proposal for new entrant trainee experience is:

Reduces the friction of people transitioning into Primary Industries by supporting new entrants with pastoral care and skill development.

Enables people with a demonstrated interest to be connected with employers.

Uses Primary ITO's existing national training adviser network that will complement MSD's job seeker programme.

The first element to unpack is what is meant by 'supporting new entrants with pastoral care and skill development', and where the responsibility for this comes from; the delivery model for formal training in, for example, the food processing sector does not involve a training adviser. For some sectors, therefore, there would need to be a lot stood up to roll this out, as opposed to agriculture and horticulture training where this aligns with the training adviser delivery model in its current state, whereby pastoral care is delivered through the triangular relationship between training adviser, employer, and trainee where formal training is taking place.

As proposed in PiPI, our immediate response could be rolled out rapidly. By capturing the transition between pre-employment and into employment, we would provide employees with the opportunity to upskill to improve their appeal in the labour market and the skills to keep them there. With minor modification we can extend our existing needs-based assessment model to pre-labour skills, providing a training plan to meet the needs and aspirations of the learner.

As for the skill development component, there is the vocational learning expertise and product development resources and processes to do this work, including moderation for quality and consistency. This element dovetails neatly with the badging and passport system as outlined in the previous workstreams. It is envisaged that the further research into this workstream would ensure that discussions are closely aligned with those of the pre-employment workstream. Outside of the work of the ITO, the area of bridging courses for people waiting for employment is rich in activity including from the Primary Industry Capability Alliance (PICA) who have undertaken a project on graduates transitioning into employment,⁵ and the bedding in of bridging courses. MPI have also funded the development of a badge for NZ Apples and Pears. This demonstrates both the demand from industry and the risks of proliferation, and should be considered in phase two.

The second component of the transitioning into employment workstream is that of enabling people with a demonstrated interest to be connected with employers. During consultation it became clear that there is a role for a unified brokering system for people seeking long-term employment in the agriculture and horticulture sectors. There are several such processes in place across industry: for example, Horticulture New Zealand has regional Career Progression Managers and a digital platform for job vacancies,⁶ and Fonterra operate a platform for both job seekers and employers via Farmsource.⁷ Primary ITO also has experience in brokering through the two apprenticeships platforms, farmapprentice.co.nz for agriculture, and letsgrow.co.nz for horticulture.⁸ These are industry-specific however with a lens to a changing labour market we can anticipate that more people are going to be seeking careers in the food and fibre sector who may not have a particular preference, and it might be dictated by things other than the specific industry (for example, proximity to home, work hours, opportunities for advancement.)

A pan-sector approach would also allow for greater brokering out of Trades Academy and Gateway students, something that tutors are undertaking on an ad-hoc basis but which would greatly benefit from a formalised structure.

During consultation it was discussed that due to the seasonal nature of food and fibre careers, promising school leavers are lost to apprenticeships in pathways with less seasonal ebbs and tides, such as plumbing and building apprenticeships. This would ensure that the food and fibre industry retains top talent.

There are many considerations to work through with brokering, however consensus across consultation was that this would be a huge asset to the food and fibre capability landscape.

Questions specific to the brokering component of this workstream⁹ for consideration during phase two research may include:

- Who is responsible for brokering?
- How far does the brokering go (drafting gate or handpiece?)
- What are the reputational risks involved with brokering?

⁵ Insights into Generation Z was presented at the 2019 PICA Research Forum and can be accessed at https://www.growingnz.org.nz/images/Events/ResearchForum/2019/Presentations/Session2_IsabelleCoates_EmmaSubtil.pdf

⁶ www.gohort.co.nz

⁷ <https://nzfarmsource.co.nz/jobs/>

⁸ These platforms are managed by apprenticeship leads, who are responsible for collecting CVs and connecting job seekers with employers who have registered a vacancy. This service means that there is a person responsible for pairing suitable candidates, and also means a contact person; however it is a labour intensive system and has been untested for operating at scale.

⁹ It is important to recognise that while brokering is an important part of this workstream, it is not the only part, and that the skill development and pastoral care aspects of the workstream are separate considerations.

Discussion

In employment

By focusing on employer experience and employment obligations, according to one person interviewed, “the rest might fix itself,” and was identified by many people we talked to as being a top priority area. It also ties in with the Food & Fibre Skills Action Plan¹⁰ (SAP) and many of the people who were consulted as part of phase one of PiPI were involved either directly part of the SAP or their organisations were represented in the development of the SAP.¹¹

Through consultation it was suggested that it would be more effective to target low performing employers rather than those at the high end of compliance or performance: it was identified in the SAP that employment retention rates in the primary sector are lower than the national average: after one year, the retention rate of new entrants in the food and fibre sector is 48% versus the national average of 56%, and after three years the retention rate in food and fibre is 29% compared to the national average of 34%.¹²

While these rates cannot be fully attributed solely to employment conditions, the SAP acknowledges that, “given the demographic challenges of an ageing population and increased urbanisation, along with competition from other sectors, employers will have to go above and beyond minimum standards to build their workforce.” Like job brokering, the fact that industry is active in this space already shows the importance of it and the benefits that would be gained from a cohesive approach. For example, Beef+Lamb and Dairy NZ both have learning libraries with resources for employers and managers for their industries, and perhaps an option is to consolidate a directory of resources specific to industries but also those

which pertain across industries and smaller sectors who do not have scope to create their own.

Conversations around how best to make people better employers vary from “regulation” and “big stick” approaches to a change in language and mindset – investing in people is an asset, not a liability. We know – and conversations during consultation affirmed - that when an employer takes on a new staff member, that person is not necessarily going to be immediately operating at 100%. Part of the training and support for employers is around setting expectations around what is involved with employing someone new to industry and highlighting the transferable skills that a career changer brings with them. This workstream in conjunction with badging should make this culture shift easier.

A collaborative approach would allow pan-industry greater influence on culture change among employers. This will assist in a lot of the other challenges that PiPI is designed to resolve: as well as encouraging more than minimum standards, consultation feedback suggested that we also need to target employers who do not meet minimum standards. If employer behaviour is a bell curve, are we best to focus on the middle field employers to encourage them to be best level employers, or are we best to target low performing employers and shift the bell curve? This is an interesting point that pivots the action of this workstream. It is proposed that qualitative research is commissioned to understand this further.

How this can operate along with the existing national training adviser network which is a triangular relationship between TA, employer and trainee will be a focus for phase two research in this area.

Lifelong learning and employment & good news stories

The two remaining workstreams, good news stories and lifelong learning and employment, were considered by those interviewed to be outcomes of the workstreams:

- PiPI must be accompanied by a robust communications plan, and the successes of PiPI will provide good news stories to promote the food and fibre sector.
- By reducing the friction of people transitioning into the industry, exit rates will be reduced, and people will be supported to progress their career pathway.

As a result of this feedback, the good news stories workstream will not be taken further in this research.

When it comes to the life-long learning and employment workstream, the framework developed by PiPI will give industry, businesses, employers, learners and providers confidence in the training and training pathways that will best support the skill needs of the primary industries. The pathway into the primary industries will not only support the recovery path of the primary industries from Covid-19 but provide an enduring pathway into lifelong learning and employment. Throughout the ideation of phase one of this project, the importance of lifelong learning and employment was highlighted by its positioning as an outcome – the very outcome that those surveyed considered PiPI to be in pursuit of. If it were to be removed as a workstream, however,

PiPI does not capture the learner journey in employment. There would be nothing in place from a PiPI perspective for people to be supported to progress their career pathway. For this reason, life-long learning and employment will be retained moving into phase 2 of the research as part of the ‘into employment’ workstream.

Further considerations

As mentioned earlier in this report, lifelong learning and employment is a critical step in ensuring the learner is at the centre of the transition skills pipeline. It is considered that due to the timing of the interviews and workshops of phase one of this project, the learner voice was not captured thoroughly enough – November/December is a busy time of year for industry and learners focusing on completing their programmes for the year, and for secondary students engaged via Trades Academy and Gateway, school has finished for the year and these students are no longer enrolled in these programmes.

The intention is that concurrent to phase two of the project running, the project lead will embark on a mission to hear the learner voice from a wide range of sectors across the country, and use this intelligence to inform the outcomes of phase 2 as well as the design and delivery of phase 3 of this project.

The learner voice is at the centre of what we do; it is critical that we capture that voice in our research.

¹⁰Action Point 4.4 “Encourage the adoption of excellent workplace practices”. An overview of the SAP can be found here: <https://www.mpi.govt.nz/dmsdocument/37748/direct>

¹¹In the Appendix, those interviewed who are also involved in the development of the SAP are identified in the table of interviews.

¹²The full graph can be found on page 15 of the Skills Action Plan. The full report can be accessed at <https://www.mpi.govt.nz/dmsdocument/37751/direct>

Research plan for Phase 2

Project activities for Phase 2 will centre on working with partners to investigate and scope training and training pathways aligned to the confirmed priority workstreams.

Phase one of PiPI identified the areas of greatest need and gain regarding employment and capability lift across the primary sector through collaboration with industry and businesses.

Phase two will further research the three areas of greatest need as identified in phase one, in order to provide quality recommendations of outputs that will give industry, business and learners the confidence in the training and training pathways that will best support the skill needs of industry in a Covid-19 response environment.

Research methods will include but not be limited to: first-hand observation, interviews, questionnaires, focus groups, participant observation, workshops, telephone surveys, and literature surveys.

Phase one consisted of ideation workshops and meetings with a wide range of stakeholders representing various interests across the primary sector (meeting schedule was provided with scoping document as per phase one).

PiPI has now been socialised with many organisations and industry groups and providers across the primary sector.

By continuing to work with industry in phase two, we can ensure that the direction and intent of PiPI is a whole of industry approach, and that the commonalities of Covid-19 recovery experiences are supported at both an industry and regional level.

As part of the detailed research of phase two, we will work with providers and industry on how to implement alternative arrangement for apprentices and trainees who have lost jobs, as well as new to industry learners who are seeking new career opportunities as a result of Covid-19 related redundancies.

We will work with providers to design learner pathways that are supported by industry to support the likely recovery paths of industries. We know that with a view to the finalisation of the Reform of Vocational Education that this process needs to be future focussed. With a greater understanding of the impacts of Covid-19 on the capability of the primary sector workforce, we can ensure that these pathways are future proofed, fit for purpose and connected to other initiatives in train across industry.

This process will provide clear priorities to inform the TEC's investments in education and training for the food and fibre sector, and will provide information to WDC's to support their advice to the TEC.

We will:

- Work with partners¹³ to investigate and scope training and training pathways aligned to the workstreams confirmed through Phase 1
- Work with partners to consider and scope alternative learning options aligned to the confirmed workstreams
- Identify appropriate leads for different aspects of the project.
- Audit existing formal and non-formal learning opportunities in the Primary Industries
- Collaborate with any audit work that has already been undertaken (for example, by PICA)
- Map needs against audit of existing learning opportunities and projects.
- Audit systems and processes used across sectors, ITO and Te Pūkenga to support learning opportunities.
- Develop a common understanding of how industry sectors may recover from COVID-19 and how this can be supported.
- Provide quality recommendations on training and training pathways that give industry, businesses, learners and providers confidence and will lead to positive outcomes.

This work will:

- Determine the scale of the potential benefits of PiPI including the number of people it will benefit, the transferability of the outputs, and the potential for market needs.
- Ensure alignment of the project to the objectives of the fund's intent, use and objectives.
- Demonstrate collaboration with sector partners, e.g. industry groups, learners, employers, and education providers, and
- Demonstrate project management and governance.

The activities to address these research questions will start with a programme of interviews targeting learners, employers and industry, as well as training organisations and education providers (for example polytechnics and industry training providers).

In parallel to research work, this phase of work includes a workstream to engage with stakeholders and build the community of interest.

Ideas for Phase 3

Interviewees identified a range of ideas for consideration in the implementation phase. These will be further developed during Phase 2.

¹³This includes but is not limited to: employers; learners; Industry Partnership Groups, industry bodies such as Horticulture New Zealand, Beef + Lamb NZ, Dairy NZ, Meat Industry Association, NZ Winegrowers, Seafood New Zealand, DCANZ, NZ Plant Producers Inc, Recreation Aotearoa, Registered Master Landscapers NZ, NZ Arb; industry associations such as Federated Farmers, NZ Young Farmers, Primary Industry Capability Alliance; training and education providers such as polytechnics, private training establishments, Te Pūkenga; government departments such as MPI, Ministry of Education, Ministry of Social Development and the Ministry of Business, Innovation and Employment.

Appendix – findings from Phase 1

The notes taken from the stakeholder discussions for each of the workstreams have been summarised in the following table.

<p>Workstream 1: Familiarisation</p>	<ul style="list-style-type: none"> • Not invest in primary school programmes – this is expensive, and a better strategy is to find people who are about to enter the primary sector through any other means – end of high school, career changers, trades academy etc – and nudge at the last minute. • One thing that has not been done well is linking industry investment in talent attraction with Trades Academy and other secondary-to-tertiary programmes. • Young people don't want to work on boats – not seen as an appealing industry. • Enormous rap from environmentalists despite a world leading quota management system • CPM network in regions <ul style="list-style-type: none"> o Some general familiarisation o High school – ag and hort curriculum o NEETS people • Familiarisation – e.g. open gate day, like Horowhenua Taste Trail. <ul style="list-style-type: none"> o Understanding where your food comes from o MPI should lead this • Don't forget suppliers eg PGG, Farmlands, FMG. • PiPI doesn't duplicate <ul style="list-style-type: none"> o Conversation around how it marries up o E.g career matching website concept • Parents' perspective of careers in agriculture can be a roadblock. • Familiarisation – point that "There needs to be much better explanation that the industry provides a lot of work at excellent rates of pay. \$\$ is the primary motivator for most people, and that needs to be made front and centre." <ul style="list-style-type: none"> o We can go to the point of good employment packages, however employment details like pay rates and hours worked are for us to stay out of – we are in training, not employment. o We should target those who are often not drawn to these sectors eg women – unsung story is the flexibility of the industry, the consistency of the work and the high levels of health and safety and cleanliness. EG working midday shifts targeted at single mothers.
<p>Workstream 2: Short critical skills courses</p>	<ul style="list-style-type: none"> • GoHort • Need the culture for uptake first- if you can show the value of the short courses the uptake will be greater • 2 & 3 go together • Need to sell the importance of personal and professional development to employers <ul style="list-style-type: none"> o Structures? o Things you need to tick off? <ul style="list-style-type: none"> ■ Cheat sheet o Calendar of events – class days, PD sessions etc • Short critical skills courses - most training is done in-house on-the-job. Such courses have been done in the past with relatively little success as the company has no assurance that the training will actually meet their needs or standards. <ul style="list-style-type: none"> o While some industries do some of this work internally, in the wider food processing industry there is a practice of bringing people onsite. There is also the ability to do some short courses online – flexibility around things that can be done as part of pre employment – for example, knife sharpening. o Massey University are developing a post harvest perishable supply chain management one day course
<p>Workstream 3: primary sector passport and badging</p>	<ul style="list-style-type: none"> • Will give confidence in the merits of a person • PiPI #3 – either like pokemon "gotta catch them all", or like girl guide badges – targeting specific skill sets in order to progress <ul style="list-style-type: none"> o Demand driven o Lifelong learning – badging for employers o Tiers of employers o Access to brokering system o Charter • #3 = network recognition. LinkedIn • TEC – passport. Careers NZ Project- career planning tool • Badging - Making recognised credits/quals more accessible is a good thing. But note that the Site Safe passports in construction had a lot of snags. Will the badging include company specific (non-NZQA) courses – for example, that someone has received the Alliance Junior Leadership training, or the MIA Microbiology course? <ul style="list-style-type: none"> o Primary ITO has done some work in this space already with Credly who do some work with RMIT (Royal Melbourne Institute of Technology). o We are better placed to team up with someone already doing this work. o Challenge – courses that need renewing eg first aid every two years o What do we do with businesses that do preemployment training but can't badge – can we do this for them? <ul style="list-style-type: none"> ■ The opportunity is here to be part of the solution not the problem. o How do we celebrate success of someone doing something well in their workplace – this is part of their day job – but we don't have the flexibility to have something like He Koha in place for our customers. Part of badging, and good news stories

<p>Workstream 4: Employee experience</p>	<ul style="list-style-type: none"> • Crack the false positives and false negatives out before investing energy • Consider brokering out of Trades Academy – just about the richest talent pool you could be fishing in – but the conversion rate is so low. • Background checks • Should be separate – not that straightforward • A lot of politics, a lot of fishhooks • reputational risks – strived to keep out of. • #4 – PICA project on grads transitioning into employment. <ul style="list-style-type: none"> o Bedding in. Bridging courses – while waiting for employment. o Whether people value the assessment • <u>Brokering</u>: local work experience, and connect the dots – taster <ul style="list-style-type: none"> o Build a relationship o Drug testing o Do you want to be at the drafting gate or using the handpiece? • Employee/employer obligations – What is meant by “supporting new entrants with pastoral care”? Who provides that? <ul style="list-style-type: none"> o There is a lot that sits behind this – obligation from LPS to deliver training programmes and the requirements of those; the moderation delivered by the quality team. We have a few things that fit there to get things up and ready for training – as well as the relationship between the training adviser/ sector manager, and the employee/ their supervisor. o We have the ability to deliver in that space but likewise it’s important to identify where we do fit together and not tread on the toes of the employers’ obligations – for example, we don’t dictate hours or rates of pay, and it’s not our space to get involved. • There are fine lines of what we will and won’t engage with.
<p>Workstream 5: Employer obligation and experience</p>	<ul style="list-style-type: none"> • PiPI #5 – if we had better employers, so much would solve itself. <ul style="list-style-type: none"> o If we started this and did really well, the rest might fix itself. • #5 – even in industry – there’s no ‘big stick’ • SEG project – proposal developed. Leveraging for example Good Boss • Industry don’t want to hear that retention is bad because of employment standards • Investing in people is an asset, not a liability • <u>Employer obligations</u>: B+LNZ workshop & resource audit – checklist <ul style="list-style-type: none"> o survey what’s frustrating o update of the toolkit o HR Hub – support mentoring system with farmers and farm council o How to keep the conversation out there <ul style="list-style-type: none"> ■ Exiting staff etc ■ A guideline

<p>Workstream 6: Good News Stories</p>	<p>PiPI #6 – pick up any little success along the way – doesn’t need to wait for pilots to finish.</p> <p>Would start with Good News Stories</p> <ul style="list-style-type: none"> o Decide what stories you want to tell + start planning your communications plan o Peer to peer o Can I see myself in this picture o Relatability o Don’t need structure in place to start swinging from rooftops <ul style="list-style-type: none"> ■ Determining what are the topics for the stories – in 12 months time who do we want to engage with the most?
<p>Workstream 7: Lifelong learning and employment</p>	<ul style="list-style-type: none"> • This is an outcome rather than a workstream – if the rest works, this is the proof

Appendix - meeting schedule

Stakeholder	Date	Venue
CoVE – Arthur Graves	30 October 2020	Zoom
DairyNZ – Geoff Taylor ¹⁴ & Jane Muir	4 November 2020	Hamilton
Mel Sheppard	5 November 2020	Wellington
GoDairy – Adam Barker	9 November 2020	Zoom
PICA – Michelle Glogau ¹⁵	11 November 2020	Wellington
NGM Food Processing – Simon Croom	16 November 2020	Zoom
GoDairy & DTL – Adam Barker & Cath Blake	17 November 2020	Zoom
Seafood sector manager – Dan Edmonds	18 November 2020	Zoom
Horticulture services employers & trainees ¹⁶	23 November 2020	Auckland
NZYF – Trevor McIntyre	24 November 2020	Wellington
MPI – Food & Fibre Employer Resources ¹⁷	24 November 2020	Wellington
PITO Māori Engagement Manager / He Kanohi Kitea ¹⁸	26 November 2020	Wellington
Dairy sector employers	30 November 2020	Wellington
Sheep & beef sector employers ¹⁹	1 December 2020	Coleridge Downs, Canterbury
MPI – Thea Wallace ²⁰	2 December 2020	Wellington
HortNZ Capability Manager	2 December 2020	Wellington
Vegetables industry rep	2 December 2020	Wellington
Meat processing sector ²¹	3 December 2020	Wellington
Trades Academy Tutors	11 December 2020	Masterton

¹⁴ Skills Leaders Working Group member / ¹⁵ Skills Leaders Working Group member / ¹⁶ As mentioned in the report, we were not able to gather the depth of commentary from learners that we were seeking in phase one, largely due to availability and timing. As per the report, it is proposed that concurrent to phase two, more work will be done to gain the learner voice to inform PiPI’s direction / ¹⁷ Organisation is represented on the SWLG / ¹⁸ Organisation is represented on the SWLG / ¹⁹ Organisation is represented on the SWLG / ²⁰ Organisation is represented on the SWLG / ²¹ Skills Leaders Working Group member.



PrimaryITO

Rōpū Whakangungu Ahuwhenua Ahumahi