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# PATHWAYS INTO PRIMARY INDUSTRIES

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Phase Three Report

APRIL 29, 2022  
PRIMARY ITO  
TEC WDC TITO Covid-19 Response Fund

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## Introduction

This is the Phase Three, and final report of Pathways into Primary Industries (PIPI) project and is prepared as a milestone of the Tertiary Education Commission (TEC) Workforce Development Councils (WDC) and Transitional Industry Training Organisations (TITO) Covid-19 Response Projects Fund.

PIPI set out 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 WDCs.

### *Phase One: Planning, scoping and ideation*

- Set consultation plan
- Engage with partners to modify/ confirm workstreams
- Develop a common understanding of how industry sectors may recover from COVID-19

### *Phase Two: Investigation and further scoping*

- Audit of existing formal and non-formal learning opportunities in the primary industry
- Mapped needs against audit of existing learning opportunities and projects
- Audit of systems and processes used across sectors, TITO and Te Pūkenga to support learning opportunities

### *Phase Three: Design*

- Skills response toolkits, which include:
  - Principles

- Roles and Responsibilities
- Systems & Processes
- Investment
- Design of an online “hub” which serves as a centralised point of information for attraction, recruitment and retention for the primary sector.
- Recommendations for the future of PIPI project to ensure its longevity

#### Team

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- Randy Djaja – Financial Accountant
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- Sara Williamson – Artikel & Swint - Account Manager
- Rachel Rennie, Frankly Write – Project Manager
- Emily White – Content creator
- Becks Tosswill – Graphic designer
- Patrick Flynn – Web developer
- Odette Bayliss – Web developer

## Summary of project, including outputs and outcomes, and lessons learned

[Our mission is to create and nurture partnerships that lead to life-long, purposeful careers.](#)

Pathways into Primary Industries (PIPI) set out 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 WDCs.

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 a significant increase in job seekers.

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 large numbers of vacancies in the primary sector. 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 course of the pandemic 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.

## Summary of outputs

Phase Two consisted of large-scale research:

- Nationwide survey of those within and outside of the industry to understand perceptions of employment in the industry
- Nationwide focus groups, both in person and online, with employers, employees and industry associates to understand what is currently happening within the employment process across the industry.

The full research report was published as the Phase Two report and is publicly available on the [pipi.ac.nz](http://pipi.ac.nz) website under 'insights'.

Summarily, the research shows that:

- The challenges and opportunities in each sector are broadly the same. Far more significant are the differences in challenges in different regions. For example, Marlborough has a lack of public transport which means that the workforce has a reliance on private transportation; Southland is a close-knit community which means it is challenging for people to move to the region without pre-existing connections; Hamilton provides great opportunities to provide a positive work and life balance because of the presence of a university, the range of primary sectors in the region, and its proximity to Auckland.
- The primary industries are hugely innovative, and the range of initiatives already in play is testament to this. However, there is not a pan-sector national approach to joining these initiatives up.
- "Primary industries" is a blanket term for over 40 sectors, and one of the major challenges for attracting people to the industry is understanding the wide range of sectors and therefore opportunities that the industry presents.
- The best way of appealing to people's hearts and minds is through authentic people-led narratives. People associate with people, not places or ideals.
- The solution is not 'another website'. We need to recognise that websites are useful tools, but any solution which includes a website needs to ensure that there are programmes and processes behind the website to make it functional.

Overwhelmingly, PiPI research has found that people need people, not just another platform. That's what's led to the mentor-career seeker approach.

As a result of the findings of the research, we have produced the following outputs:

- PIPI brand identity and website
- Development of processes and systems
- Establishment of tuakana/teina model mentoring programme

## Summary of outcomes

We have made our first mentor and mentee connection. The mentee has also secured a position with an employer who is committed to putting them through a NZ Apprenticeship.

As at 29 April 2022, we have the following registrations:

### CAREER SEEKERS

INDUSTRY	NUMBERS
SHEEP, BEEF AND DEER FARMING	8
PRODUCTION HORTICULTURE	4
LANDSCAPING	2
NURSERY PRODUCTION	6
EQUINE	6
APICULTURE	4
DAIRY	8
VITICULTURE	4

### EMPLOYERS

INDUSTRY	NUMBERS
SHEEP, BEEF AND DEER FARMING	1
PRODUCTION HORTICULTURE	2
LANDSCAPING	3
NURSERY PRODUCTION	3
EQUINE	1
AQUACULTURE	1
DAIRY	2

PIPI.ac.nz website has received:

- 4,388 new users
- 5,406 sessions
- 1.22 sessions per user
- 7,554 page views

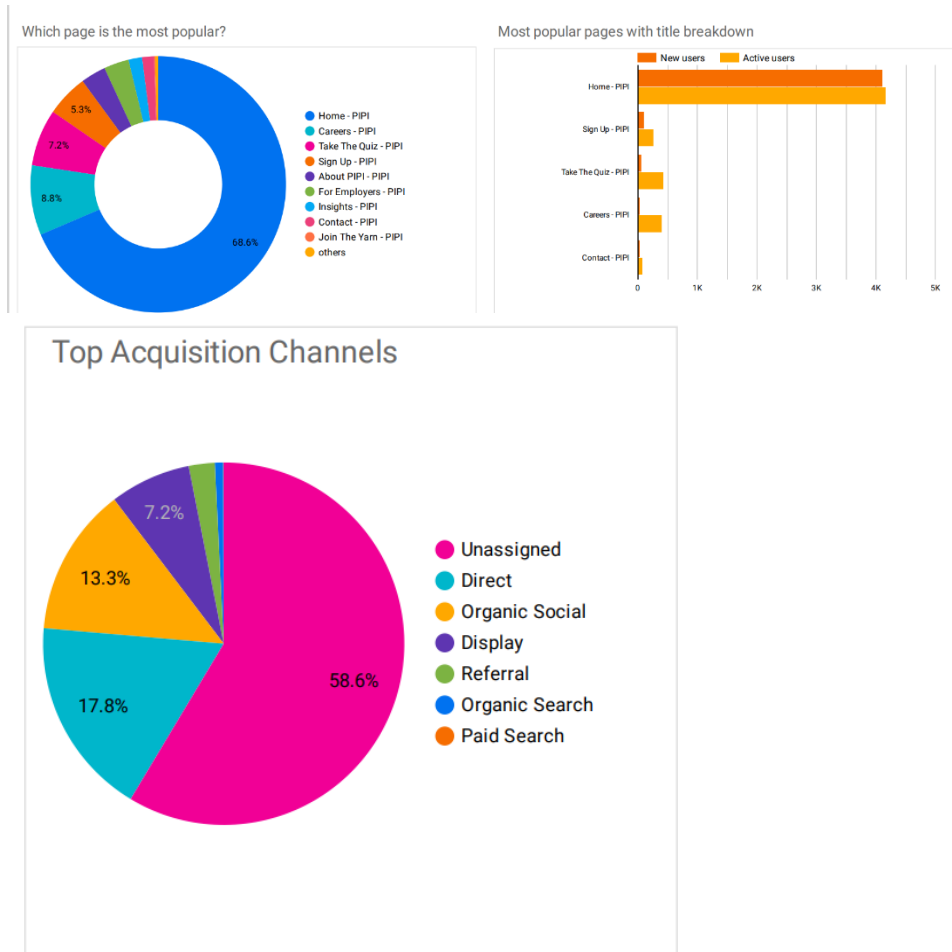
PIPI Facebook page has received:

- 278 likes
- 357 followers
- Post reach last 28 days 56,372 people

We have talked with people from Whangarei to Invercargill, from a wide range of industries.

We are focusing on building quality connections with the funding we have received through the TEC. We know that this programme could make real change in the industry. However, this change is not going to be quick – it’s not a short, sharp blast but long-term meaningful change.

We see this as a long-term solution to a long-term issue. Industry need skilled people and they’re prepared to train them. PIPi can grow with both the number of keen and experienced mentors and people looking for a way into the industry.



## Summary of lessons learned

<b>#</b>	<b>PHASE</b>	<b>DESCRIBE THE SUCCESS (S) OR CHALLENGE (C)</b>	<b>SUCCESS OR CHALLENGE (S OR C)</b>	<b>DESCRIBE CONTRIBUTING FACTORS OR CAUSES</b>	<b>DESCRIBE IMPACT TO THE PROJECT</b>	<b>SCOPE, TIME, COST, QUALITY, HR, COMMUNICATION, RISK</b>	<b>WHAT CHANGE OR IMPROVEMENT COULD PREVENT THE SAME CHALLENGE FROM OCCURRING AGAIN OR ENSURE THE SUCCESS REOCCURS</b>
<b>1</b>	2	Establishing User groups and running workshops across the country both in person and virtual	S	High volume of workshops across the country allowing good attendance	Outlined regional challenges. Stakeholders felt listened to. Created new relationships with stakeholders including externals	Scope	Always have high volume of workshops across all disciplines. Linking in with current stakeholders to continue the story
<b>2</b>	2	High survey response	S	Assisted with PIPI awareness in general. Increased social media presence. High value spot prizes of survey participators	Validity of information.	Scope, Communication	More input from wider audience on survey questions
<b>3</b>	2	User Power BI reporting tool	S	Assisted to segment data easily.	Allowed for objective analysis of data.	Quality	Engaging the Power BI expert earlier to assist with questions for the survey

4	2	Lack of knowledge of who to engage with at times	C	Potential scope creep (schools).	Not confident that we achieved full coverage of stakeholders	Quality	Improve the engagement with focus group during design phase
5	2	Lack of engagement from working group post initial project kick off	C	Separation on PIPI from the field team. Staff capacity to get involved with project work	Lack of full visibility of the project for PITO staff	Quality	The working group should have continued throughout the project
6	2, 3	Dependency on resources availability outside PIPI	C	Most SME's have a full time job.	People not available when required	HR	Early identification of key resources and advice of ETA for when they are required
7	3	Ability to outsource key deliverables, web site build & marketing activities	S	Available funding from TEC	Achieving tight timelines. Key work assigned to external experts. Professional outputs like website, language & brand ID	Quality	Financial forecasting and budgeting critical
9	3	Follow through with new ideas	S	Funding secured externally - TEC	Enabled leadership's vision to become reality	Quality, Communication, Scope, time, Cost	Proactively pursue funding opportunities
11	1	SWOT analysis should have been done at the beginning of phase 1	C	May have identified issues & risks earlier	Agile, reactive rather than proactive at times	Quality, Communication, Scope, time, Cost	SWOT upfront, improved planning earlier on



12	3	Positive responses from IPGs and SHC to the PIPI programme	S	Strong foundation in research, visible support from ELT, open and consistent communication	Support with promotion, imagery, roll out	Communication	IPG meetings as possible. Provide opportunities for members to be involved and engaged.
13	3	PIPI brought inhouse	S	Strong research foundation validating course taken so far, reception from industry, support from ELT for the purpose of the project	Longevity, ability to explore other opportunities, ability to integrate PIPI with other ITO initiatives widening our offering	Quality, Communication, Scope, time, Cost	?

**INSIGHT**

Employer registrations mostly come through referral from trusted partners (industry bodies, etc.)

Career seekers are receptive to mentorship when offered  
Most people were surprised to receive a call from an actual person

It's important to attain additional information from phone calls (e.g. Travel distance, actual location)

People recognise the value of mentor programmes, but it is a challenge to recruit mentors – people don't recognize their potential as a mentor. What do people think 'mentor' means?

PIPI has not been a proven system that works for finding employees, so employers are hesitant to sign up

The goal for PIPI from PITO perspective is to put more people into training. We must make sure that we can maximise our turnover of new entrants to go into some form of training

**CONSEQUENCE**

Employer registration numbers are lower overall as traditional marketing techniques do not attract them in the same way as it does job seekers although the mentorship is offered as an add-on, uptake is almost 100%  
Builds a good relationship with customers

Our first example of this being a problem was by a career seeker having a good job laid out for them, but they are unwilling to travel 40 minutes.  
Can be avoided if we knew this prior.

Lower number of people volunteering as mentors

Fewer jobs available than career seekers (currently)

We must ensure that we are meeting our expected quota set of us by ELT to ensure PIPI continues to increase the number of people in formal training in the primary industries in order to further their careers.

# Delivery of project outputs

## Outputs

### *Investment*

*Design of an online “hub” which serves as a centralised point of information for attraction, recruitment and retention for the primary sector.*

Over the 20 months of PIPI we have heavily invested our time in scoping and research to ensure the outputs would deliver the outcomes that the project intended.

### *Industry wide research project*

Phase Two produced comprehensive research findings into the current sector reality, as well as perceptions of careers in the primary industry. This allowed us to test our theories and ensure that the voice of the learner remains at the centre of PIPI: the tools developed are fit for purpose and meet a demonstrated need.

### *Build of a website*

Informed by the research, we have developed a web platform, which is the front face of PIPI. This website, [www.pipi.ac.nz](http://www.pipi.ac.nz), is the vehicle by which people can access and interact with the systems and processes.

We have heaps of information already, and we share it with our audience. Our resources are easy to navigate - we want you to work in the primary industries, not work to interpret our online materials.

We make sure that those new to our initiative feel like they belong here by showing that they have a lot in common with the humans behind the scenes. We include participants in the decision-making process: it's for them, so they have a role in driving it.

We're thorough, and we prioritise research and data to back up our decisions and actions. We listen carefully, so that we can be supportive of our participants and our communities.

We're available and responsive. It's easy to contact us if you need to, and we reply to messages and comments on our socials.

We're innovative, and capable of seeing the gaps and finding creative solutions. We encourage fresh ideas and perspectives. We're service-oriented and future-thinking - we ask "what more can we do? What can be done better?"

We start conversations that get people talking and connecting. We're honest and transparent. Difficult topics? We tackle them head-on.

### *Development of process and systems*

But of course, [pipi.ac.nz](http://pipi.ac.nz) is just the tool – it's the face of PIPI, and the heavy lifting is done by our team.

### *Mentor programme*

We have developed people-centric processes to connect career seekers with employers and mentors.

One of the key components of PIPI, the mentoring programme, was developed because of the feedback from a presentation to He Tātai Rangahua - The Food and Fibre Youth Network. We heard loud and clear from the attendees at that forum that mentoring is a critical way of reducing the friction of entering a new industry, by benefiting from someone's experiences in walking the path before them.

The mentor programme is an extension of two programmes already operating at the Primary ITO. Te Kaiarahi, The Guide, is the internal staff mentoring programme. It is based on a tuakana/teina model of mentoring.

Primary ITO also already has a large network of mentors who are highly motivated and engaged people with a love for the sector who want to give back by mentoring trainees with access to literacy and numeracy support. We are engaging with these volunteers to expand their engagement with Primary ITO into the tuakana/teina model of 1:1 mentoring that PIPI offers.

We continue to actively recruit people who:

- are people from the community who want to make a difference through volunteering
- are of any age
- can come from any part of the industry, and from any industry.
- will commit to at least 6 months of mentoring.

Mentoring relationships are richly rewarding, not only for the person being mentored, but for the mentor too. Mentors empower a person to believe their goals can be achieved. They expand their mentees' awareness, insight, and perspective.

The mentor programme is managed through Mentorloop, mentoring software which matches participants at scale, builds momentum with contextual nudges, and measures program success to optimise as you go. We have been working with the equity team at Primary ITO to integrate this mentoring programme with others to ensure longevity and scalability.

<b>Process to Roles</b>	Business Representative	Career Seeker	Mentor	Potential Employer	Programme Manager	Systems:	Pipi Website	Trellis	Notes
P1 Set up	Y				Y		Y		Draft not reviewed
P2 Employer Attraction									Not mapped
P3 Mentor Attraction									Not mapped
P4 Career Seeker Attraction									Not mapped
P5 Employer Recruitment			Y	Y	Y		Y		
P6 Mentor Recruitment			Y		Y		Y		
P7 Career Seeker Recruitment		Y	Y		Y		Y		
P8 Employment		Y		Y	Y		Y	Y	
P10 Retention									Not mapped

<i>Type</i>	<i>Name</i>
Process	<b>P1 Set up</b>
Activity	P1.001 Inform Papi Programme Manager of new sector
Activity	P1.002 Add sector details into webform
Activity	P1.003 Amend matching process to include sector
Activity	P1.004 Test amendments
Activity	P1.005 Publish amendments
Process	<b>P10 Retention</b>
Process	<b>P2 Employer Attraction</b>
Process	<b>P3 Mentor Attraction</b>
Process	<b>P4 Career Seeker Attraction</b>
Process	<b>P5 Employer Recruitment</b>
Activity	P5.001 Enter details into webform
Activity	P5.0011 Forward CV to potential employer
Activity	P5.0012 Consider career seeker for employment
Activity	P5.002 Contact to confirm receipt and check details
Activity	P5.003 Assign Potential Employer Learning Platform access
Activity	P5.004 Consider if mentor can help
Activity	P5.005 Mentor employer
Activity	P5.006 Provide updated employee requirements etc
Activity	P5.007 Add to matching list
Activity	P5.008 Run match to find possible career seekers
Activity	P5.009 Check match list with Potential Employer
Activity	P5.010 Consider if match suitable
Process	<b>P6 Mentor Recruitment</b>
Activity	P6.001 Email response to mailout providing details
Activity	P6.002 Contact to confirm receipt and check details
Activity	P6.003 Assign Mentor Learning Platform access
Activity	P6.003 Consider how mentor can help
Activity	P6.004 Add to employer matching list
Activity	P6.005 Run match to find possible employers for mentoring
Activity	P6.006 Add to Career Seeker matching list
Activity	P6.007 Run match to find possible career seekers for mentoring
Activity	P6.008 Put mentor in touch with possible employer
Activity	P6.009 Put mentor in touch with career seeker
Activity	P6.010 Provide advice and support to career seeker
Activity	P6.011 Provide advice and support to possible employer
Process	<b>P7 Career Seeker Recruitment</b>
Activity	P7.001 Enter details into webform

Activity	P7.002 Contact to confirm receipt and check details
Activity	P7.003 Assign Career Seeker Learning Platform access
Activity	P7.004 Consider if mentoring required
Activity	P7.005 Mentor career seeker
Activity	P7.006 Provide updated CV etc
Activity	P7.007 Add to matching list
Activity	P7.008 Run match to find possible employers
Activity	P7.009 Check match list with Career Seeker
Activity	P7.010 Consider if match suitable
Activity	P7.011 Forward CV to potential employer
Activity	P7.012 Consider career seeker for employment
Process	<b>P8 Employment</b>
Activity	P8.001 Agree on employment
Activity	P8.002 Inform Papi Programme Manager of employment completion of search
Activity	P8.003 Inform Papi Programme Manager of employment and remaining requirement
Activity	P8.004 Amend employer requirement in matching list
Activity	P8.005 Update mentor(s) of changes
Activity	P8.006 Forward employer / career seeker combination (Lead) to Training Advisor for follow up

This same process is reflected in the following process maps:

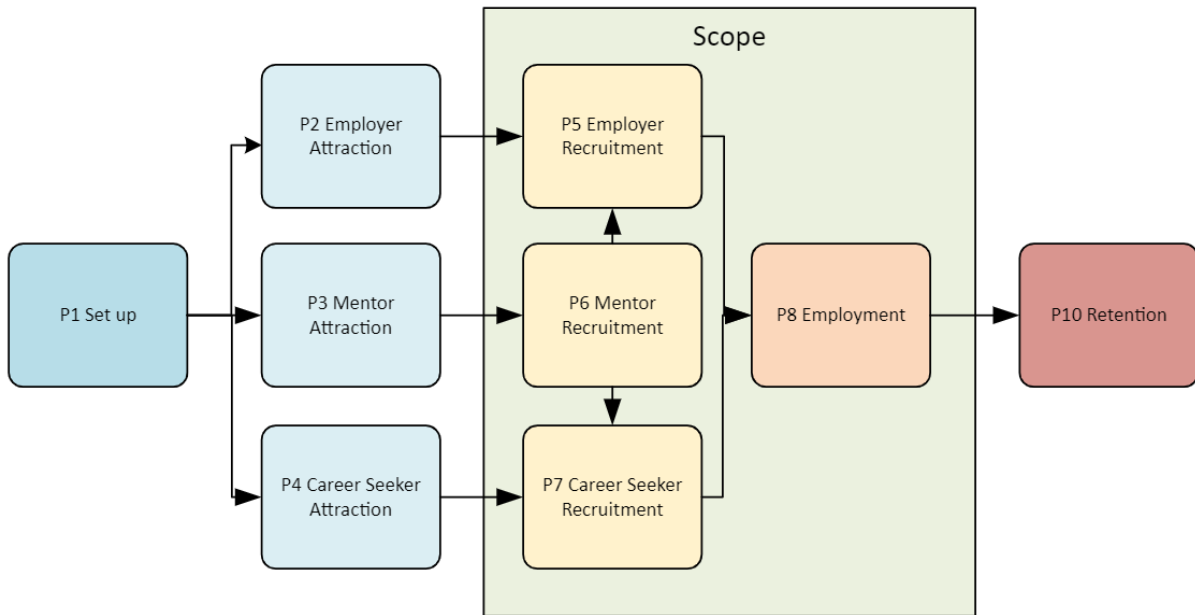


Figure 1: PIPI L2 Process

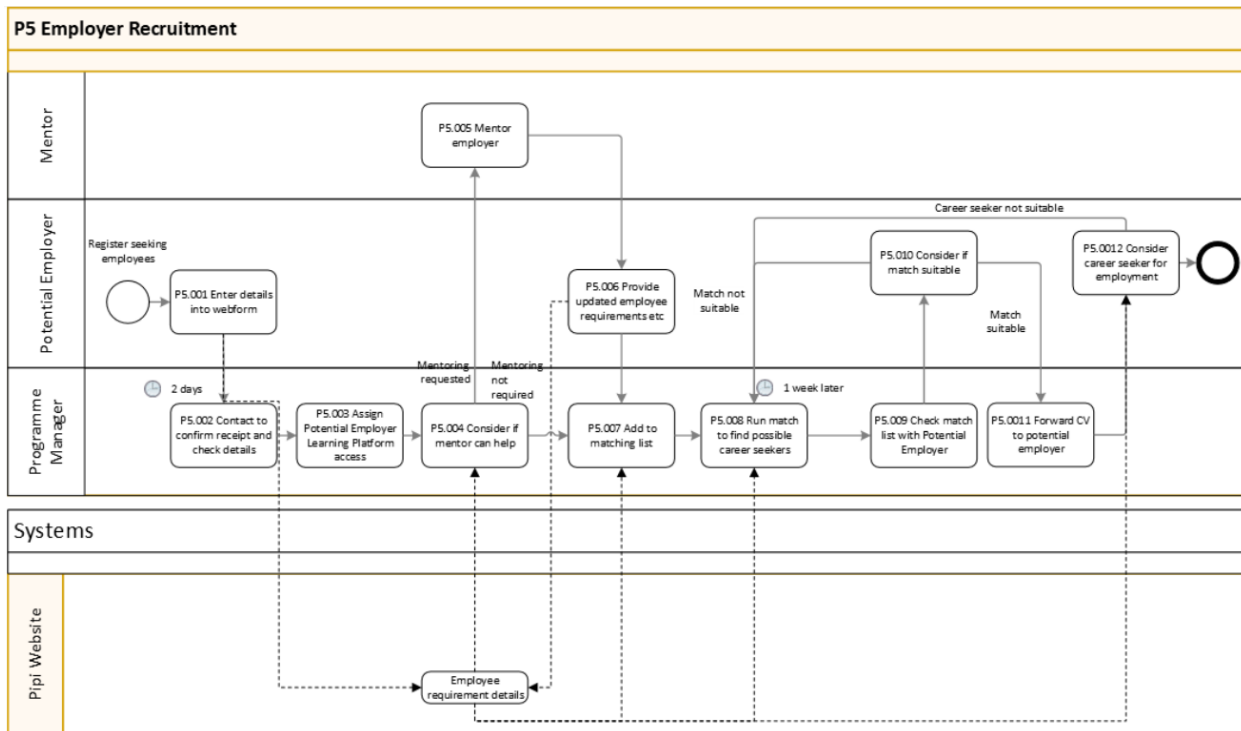


Figure 2 P5 Employer Recruitment

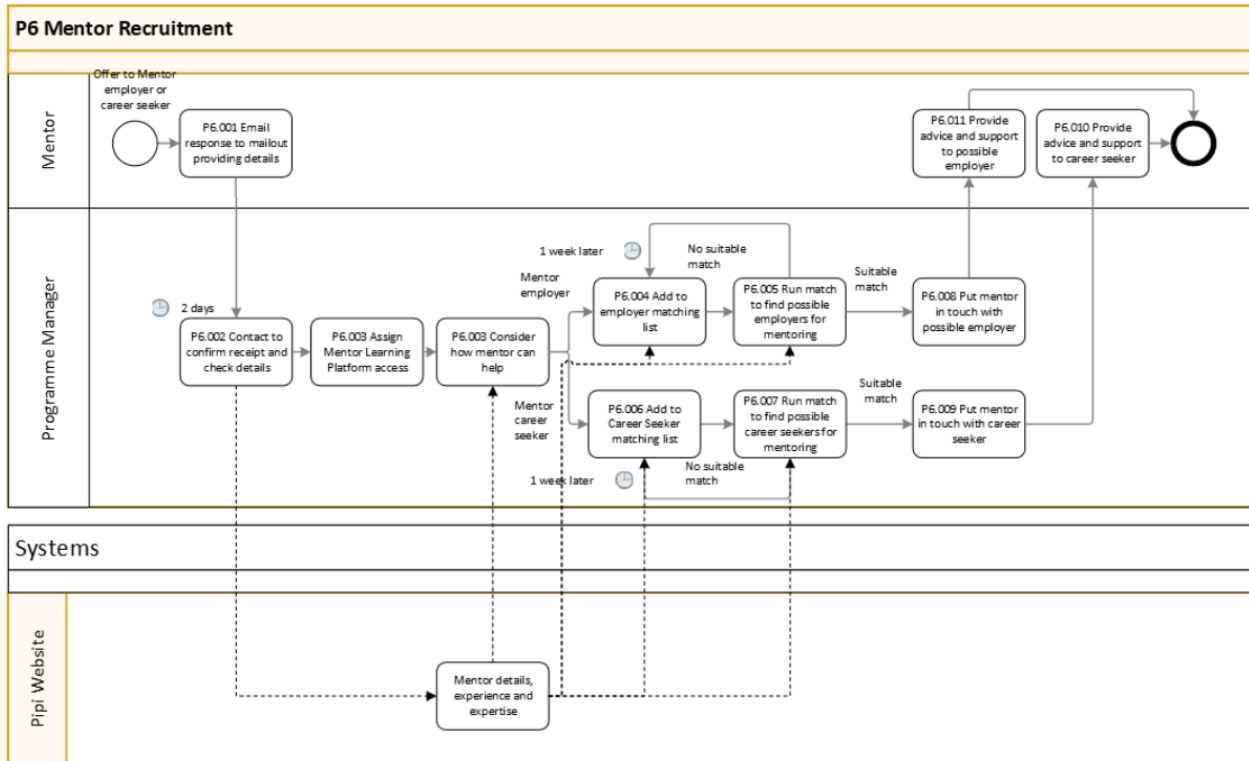


Figure 3: P6 Mentor recruitment



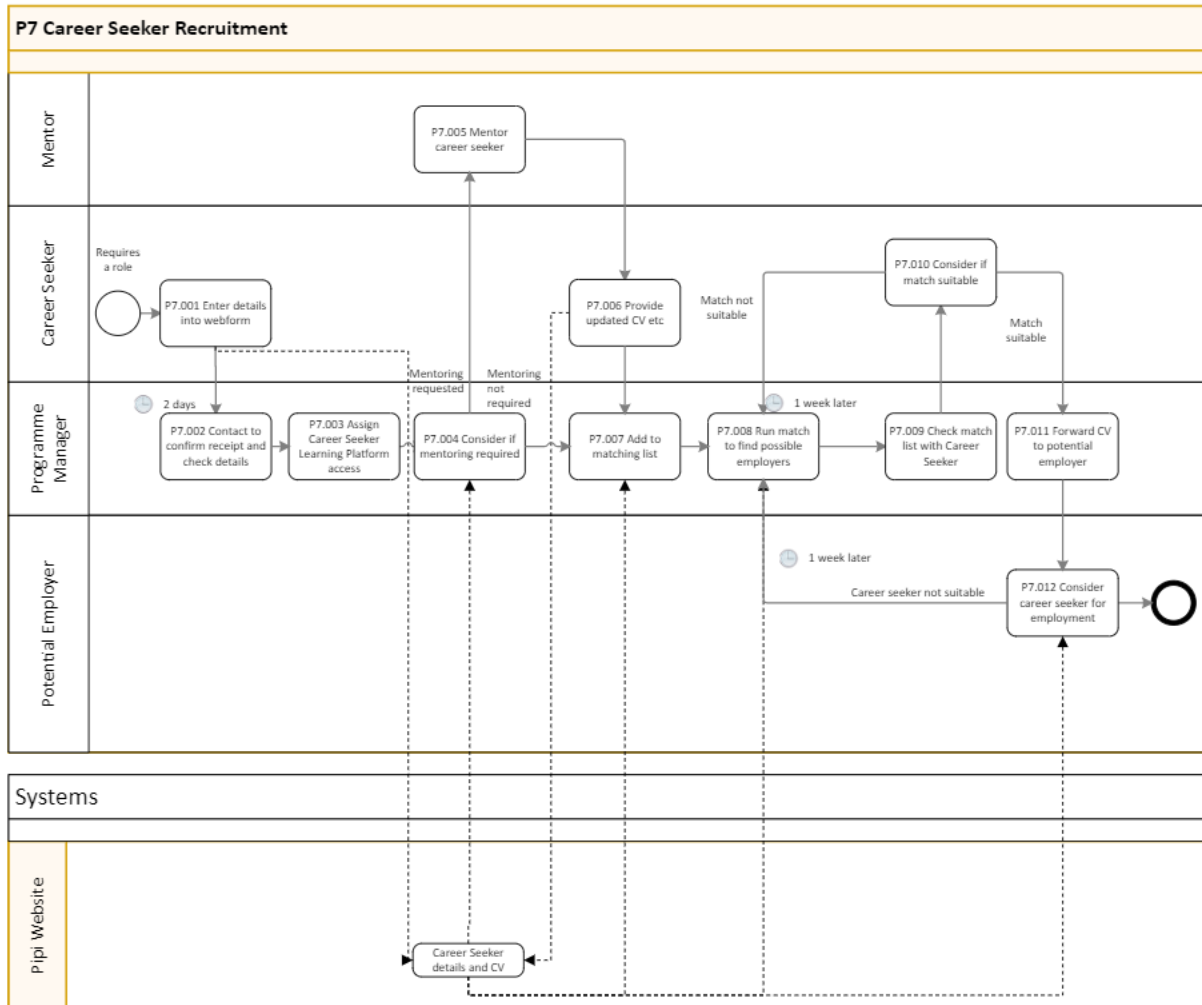


Figure 4: P7 Career seeker recruitment

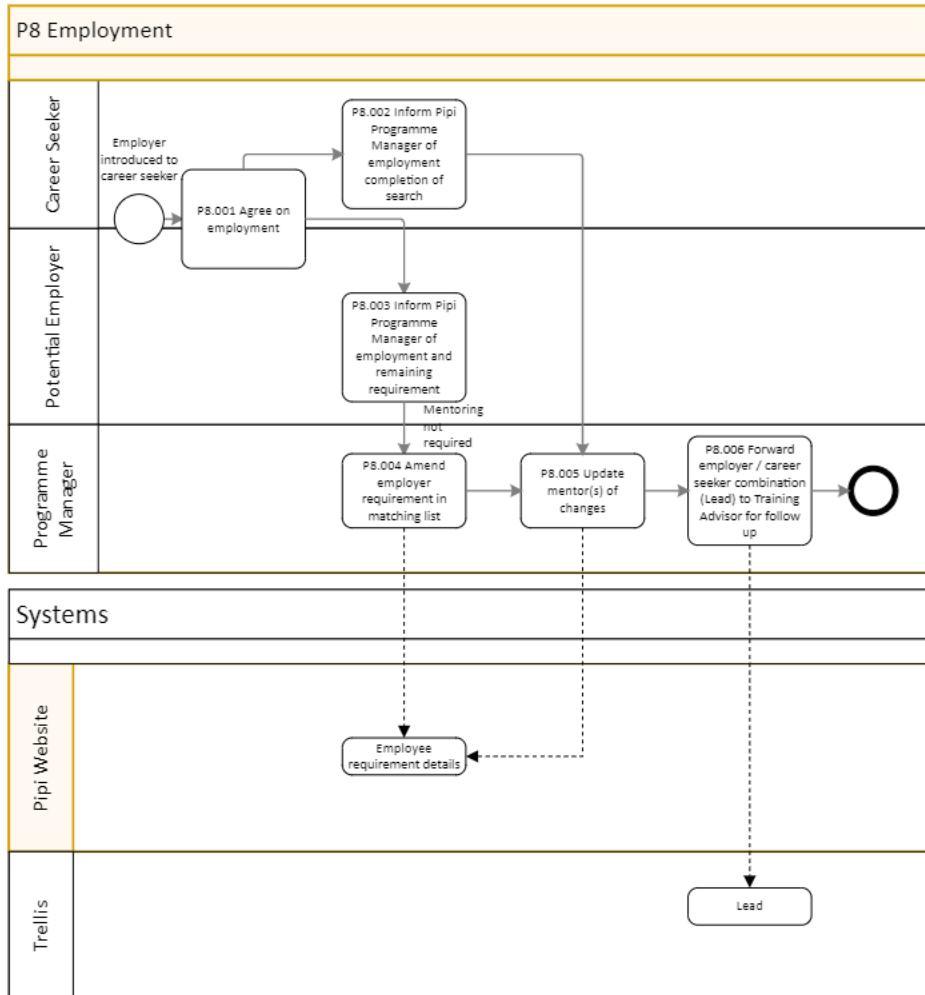


Figure 5: P8 Employment process

# Recommendations for the future of PIPI project to ensure its longevity

This section will cover:

- PIPI ownership arrangements
- PIPI initial objectives against outputs, and recommendations for the future.

## [PIPI ownership arrangements](#)

Up till this point, PIPI has been a project funded by the TEC Covid-19 response fund for TITOs and WDCs. Because of what we've learned from industry and prospective employees and learners, we've now got the confidence to run this pilot and make PIPI a long-term part of Primary ITO.

The important work of PIPI has only just started, and we have much to gain by supporting industry in the attraction and retention space. The Executive Leadership Team have made the decision to bring PIPI in house to ensure that what has already been gained is not lost. The roles of the PIPI team are to be operational roles, supporting the work of the Future Pathways team as well as the sector teams. They will work collaboratively across the organisation and externally with a variety of stakeholders and continue with the initiatives which have been inspired by the initial research undertaken by the PIPI team.

## [PIPI initial objectives against outputs, and recommendations for the future](#)

The project initiation document identified the following objectives:

### Primary Sector Familiarisation

Gain the interest of potential employees and get them on the pathway towards finding their passion and turning it into their profession in the Primary Industries.

- The learner is not expected to invest heavily at this stage. The focus is on how they can contribute to sustainable food and fibre production and thriving communities.
- Even if they do not go on to joining the Primary Industries, this exposure will help to close the urban divide in creating connectivity between urban and rural communities.

### Short Critical Skills Courses

Critical skills need focused courses that are available online and can be linked to the Qualifications Framework.

- Our pan-sector approach means people will be able to access different roles in different sectors at different times of year.
- Reduces the employment burden on individual employers and enables individuals to reside in one location.

### The Primary Industries Passport and Badging System

Based off learning outcomes in existing Unit Standards on the Qualifications Framework developed by Primary ITO in consultation with industry. These may form the basis for assessable credentials.

- Leads to formal training connecting to existing funding mechanisms.
- Improves employability of jobseekers.

### New Entrant Trainee Experience

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 advisor network that will complement MSD's job seeker programme.

### Employer Experience and Employment Obligations

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.

- Uses Primary ITO's existing national training advisor network (as previous).

### Good News Stories

Captures and profiles those who have transitioned and follows them on their journey, ultimately attracting further people into the Primary Industries.

- Link in closely to the MPI and TEC vocational marketing campaigns.
- Share stories via the In-Zone bus (and school-based kiosks) currently touring schools post Covid.

### Lifelong Learning and Employment

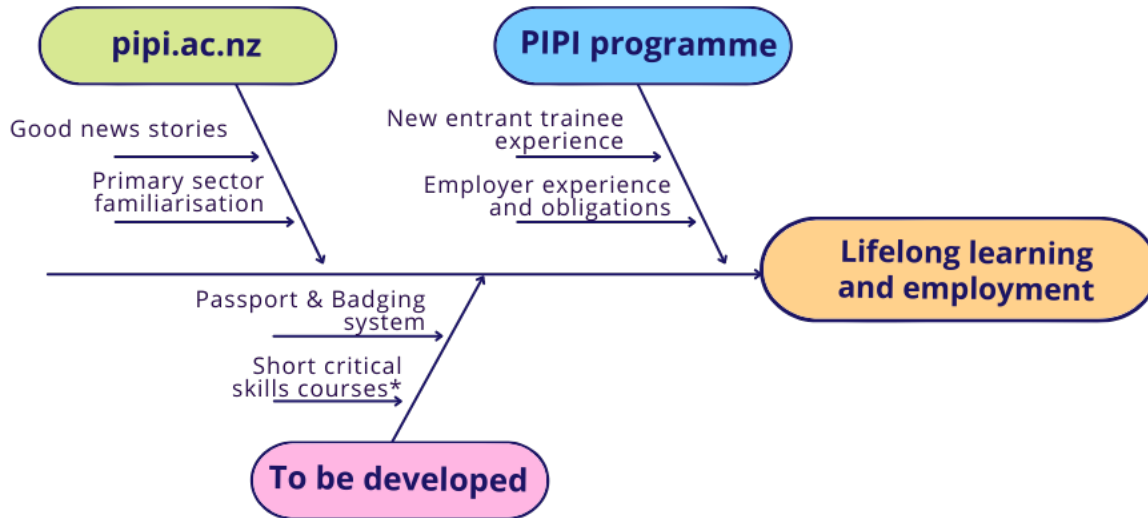
Links employers and trainees into existing training funding models for vocational training that supports progression of their career pathway

*PIPI has been a three-phase project: scoping and ideation; research, and design.*

As a result of implementing of the findings from the scoping and ideation and research phases, the outputs of PIPI deviated from the seven workstreams strictly outlined in the project initiation document. Instead, the project pivoted to focus on the kaupapa of the initial workstreams and enabling this

kaupapa in a way that research showed would be most useful for the learner and the employer, who are central to PIPI.

The following diagram shows what outputs achieved, overlaid with the workstreams initially proposed:



INITIAL WORKSTREAMS	OUTPUTS	EXPLANATION
Primary sector familiarization	Pipi.ac.nz structure designed around two user groups – career seekers and employers	The ‘attraction’ landscape in the primary industries is busy. there are many examples of this being done well. What our research found was that the industry needs the ‘how’, to go with the ‘why’ that is already being done. Rather than add a triangle to the orchestra, we have designed an operational programme which complements existing attraction initiatives.
Good news stories		We know from our research that the most effective way of promoting the career pathways in the primary industries is through authentic lived experiences. In time, we will gather stories of people who have started careers in the primary industries and use these ‘people first’ stories to show, rather than tell, the opportunities in the industries.
New entrant trainee experience	PIPI programme – people centric model	Our research showed that people need people, not another platform. Central to the PIPI programme is the customer experience – within 2 business days of
Employer experience and employment obligations		

		<p>signing up online, all customers are contacted by phone by the PIPI team. This phone call allows the career seeker the opportunity to ask any questions, as well as for the PIPI team to talk to them wider about the programme. One of the key reasons for the high levels of attrition in the industry is the mismatch between expectation and reality. This conversation is an opportunity to set and manage expectations.</p> <p>The PIPI team can also ascertain what other support the career seeker may need- what they would like from a mentor, whether an industry-specific or region-specific mentor is more appropriate, and whether they would benefit from pre-employment training.</p> <p>The development of the PIPI mentoring programme is the result of the feedback during research which identified mentors as central to the success of entering the industry. The PIPI mentoring programme is based on a tuakana/teina model of leadership. People are supported into the industry by being paired with a mentor from the industry – someone who can talk to them about their own experiences, so they can get an understanding of what it is to be a part of the industry.</p>
<p>Lifelong learning and employment</p>	<p>‘End goal’ of PIPI</p>	<p>One of the recommendations put forward for the longevity of PIPI and its integration with the capability landscape is formalization of the pipeline into work-based learning. We recommend that this is developed in line with the Te Pūkenga operating model and the unified funding system.</p>
<p>Primary industries passport and badging system</p>	<p>To be developed</p>	<p>During the scoping phase, we engaged with companies who have developed tools to showcase commitment to training, both formal and non formal. There are a number of such programs already in operation, from those designed for use at high school to capture goal setting, non formal upskilling (eg driver licensing) etc; those designed to capture work experience for</p>

		<p>specific industries, and those designed to capture modular non-formal industry specific training.</p> <p>The full scope of this needs to be properly ascertained. We recommend that the project owners establish a well ring-fenced project which undertakes a needs analysis and scope, industry engagement plan, and then investigates whether to develop a prototype or partner with a company which has developed the technology already, and how it can best integrate with the PIPI programme as it currently is, and also with the other future recommendations, including short critical skills courses. Is this a gap in the capability landscape, or is this work already being done?</p>
Short critical skills courses	To be developed	<p>There is much work to be done in the development of short critical skills courses. For the purpose of the PIPI programme we have partnered with Learning Planet, a learning platform with content for induction, coaching and targeted training. While this has been made available as needed for the PIPI programme participants, the need has not been as great as we had anticipated. We recommend that industry-specific skills courses tied in to formal unit standards are investigated to provide specific just-in-time training. We recommend further research is undertaken first, to ascertain what gaps are in the training landscape before developing more.</p>

The pilot programme of PIPI was run as a minimum viable product in order to ensure that the time period of the pilot project allowed for proof of concept in principle.

We recommend that the following are considered as project extensions so that we can ensure the longevity of PIPI:

- The expansion of the mentoring programme, including investment in technology to manage the mentoring programme
- Investigation and development of training and recognition for mentors, with the goal of expanding the mentor programme into an industry-wide ‘umbrella’ initiative, of which PIPI is one user

- Research into and development of industry-tailored pre-employment training, recognising the regional specificities of the primary industries and the importance of interpersonal networks when considering delivery methods
- Automation and streamlining of intersecting processes, reducing the manual coordination component. PIPI will need to connect with initiatives currently run by individual industries to ensure a joined up ‘whole of sector’ approach. The engagement during Phase 3 demonstrates that this engagement is taking place already.

We also recommend that the seven workstreams as outlined in the initial consultation document are revisited. Three years after this initial document was written, many things have changed in the primary industry workforce and training landscape – RoVE is in full motion with Primary ITO’s Te Pūkenga transition plan (including PIPI) accepted by The Tertiary Education Commission (TEC) and due to take effect October 2022, and the impacts of Covid-19 on the primary sector workforce long-term are becoming clearer.

At the beginning of this project, we believed that this was the perfect time for PIPI: the external pressures on the primary industry workforce were converging into a perfect storm, not caused but exacerbated by Covid-19. While the short-term pressures may have gone away (or, in some cases not eventuated – the massive unemployment rates that were anticipated did not become reality thanks in part to government subsidies) the long-term effects are becoming clearer, and at a slower rate- if we as an industry can develop solutions to these problems, which will require a shift in the way we approach industry capability, then we will be able to build a new industry capability landscape which has learnt from previous challenges.

Our new normal needs new thinking. We believe that PIPI is a functional, small but mighty tool which can enable these changes.



## Summary of spending across all phases of the project

<b>Total Income received from TEC</b>	<b>\$534,000.00</b>
Expenses	
Personnel Costs	\$370,497.70
Administration	\$68,007.32
Advertising and Promotions	\$57,891.49
Travel and Meetings	\$16,948.86
<b>Total Expenses</b>	<b>\$513,345.37</b>
<b>Unused Fund</b>	<b>\$20,654.63</b>

## Information on access to, and handover of, project outputs and recommendations.

Primary ITO's executive leadership team (ELT) agreed that PIPI would remain inhouse upon the completion of the project. This includes the two team members who have been working on PIPI since the commencement of the TEC funding. Eve Williams and Jack Leslie have been redeployed as PIPI Lead and PIPI Adviser respectively. These are full time permanent positions within the Products & Pathways team.

The reporting line transition occurred on 15 March 2022 at which time Ginny Vincent, National Manager Products and Pathways, become responsible for the senior leadership of PIPI. The overlap between this transition and the end of the project means that the transition from project to BAU is seamless. The project outputs and recommendations fall under the remit of Products & Pathways.

## Engagement during phase 3

22 October 2021	MPI Food & Fibre Youth Forum
3 November 2021	Equine Industry Partnership Group
3 November 2021	MPI Investment, Skills and Performance team
4 November 2021	Inspiring the Futures Team – TEC
18 November 2021	NZ Young Farmers
18 November 2021	MPI Investment, Skills and Performance team
24 November 2021	Primary ITO Stakeholder Council
9 December 2021	MPI Investment, Skills and Performance team
3 February 2022	Federated Farmers
14 February 2022	NZ Plant Producers Inc
16 February 2022	Sheep, Beef & Deer Industry Partnership Group
24 February 2022	MPI Investment, Skills and Performance team
28 February 2022	Ministry for Social Development (Connected)
9 March 2022	NZ Plant Producers Inc
10 March 2022	Ministry for Social Development (Connected)
11 March 2022	Wairarapa Regional Skills Leadership Group
16 March 2022	MPI Regional Workforce Team
22 March 2022	Ministry for Social Development (Connected)
24 March 2022	Hazon
29 March 2022	NZ Plant Producers Inc
30 March 2022	Equine Industry Partnership Group
31 March 2022	Food & Fibre Centre of Vocational Excellence Portfolio Managers & General Manager
6 April 2022	MPI Food & Beverage Transformation Plan – Strategic Policy
13 April 2022	Ravensdown Events & Sponsorship Manager
27 April 2022	Massey University Hort Society
28 April 2022	Primary Industries Capability Alliance (PICA) Advisory Group
29 April 2022	DairyNZ Education Facilitator