

August 2023

# Central North Island Wood Council

GENERATION PROGRAMME REVIEW



CENTRAL NORTH ISLAND  
WOOD COUNCIL

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# Foreword from the CEO

## Tena koutou katoa,

As CEO of the Central North Island Wood Council I am pleased to present this review of the Generation Programme (the Programme); funded by the Forest Growers Levy Trust. This entry level training programme for forestry is strategically important for our region. People with a passion for our industry, who we can support as their careers develop, are critical to our success.

We have run five Generation Programmes to date, with 38 successful graduates. There is strong support to continue, but with improvements that respond to the suggestions made in this review. The Industry Transformation Plan describes the future of forestry as bright, and says it is important now, more than ever, that we maximise opportunities including those that deliver better outcomes for workers, family and communities. The priorities for our funders in central and local government are changing. Putting the Programme onto a stable footing for funding is critical if we are to continue to offer local training. Options to achieve this are explored in this review but we have not yet identified a source of long-term funding.

This report provides many insights into the Programme. It sets out industry expectations along with options to consider for the future of the Programme. Whilst we know the Programme has transformed the lives of many of the individuals that have completed the course, it also has a proven positive impact for whānau and plays an important part in maintaining the community backing for the forestry industry. The lessons identified point to where we can do better.

The Generation Programme remains strategically important to our industry regionally. At this time when the Review of Vocational Education is underway, we need to consider whether this is also a nationally strategic Programme and how it can be supported on a long-term basis.

Many thanks to everyone who engaged in the consultation interviews, your feedback has helped create this report and will play an important part in shaping the future of the Generation Programme.

*'He aha to mea nui o te ao? He tangata, he tangata, he tangata!'*

**Damita Mita**

CEO CNI Wood Council



# 2

## Executive Summary

### The Background

BeConnected were commissioned to review the implementation of the Generation Programme (the Programme) in the Central North Island region. This is a forestry training programme offering the New Zealand Certificate in Forestry Industry Foundation Skills Level 2 (45 credits). It is led by the Central North Island Wood Council (CNIWC) with Toi Ohomai Institute of Technology (Toi Ohomai) as the training provider.

### The Context

We are in a time of significant system change across the forestry industry and the vocational training sector. These changes provide both opportunity and challenge for the forward planning of the Generation Programme. The Industry Transformation Plan includes recognition of the need to boost recruitment and retention of the workforce by making training more assessable and having more on-the-job learning<sup>1</sup>. As part of the Review of Vocational Education (RoVE), Muka Tangata, the Workforce Development Council that has responsibility for forestry, has been developing new standards for forestry training at Levels 2 – 4.

The priorities for current funders of the Programme are changing, with some sources of funding now closed. There are no further firm funding commitments in the pipeline from central government and the pathway to sustainable funding is very unclear.

### The Programme

The goal of the Generation Programme, Whakatipua to tatou iwi, is to 'Act upon growing our people'. It introduces trainees to a 'real world' learning experience combining industry training and employment.

We heard that the Generation Programme is strategically important for the region and the industry. It offers young people local training over 12 weeks with pastoral support and, for those that want to go straight to work, there is assistance into a well-matched job at the end of this course.

In the main, the Generation Programme has recruited young people that are described as 'NEETs' (not in employment, education or training). Many referrals come from local agencies. Most graduates are 18 years old or younger, male and Māori.

The metrics in this report set a baseline for future improvements across the programme and in course completion.

### Lessons Learnt

The Programme is well backed by industry and the built-in pastoral support is its strength and an essential component. Employers are not expecting a strong forestry skill base, but they do want team skills and an understanding of what it's like to be part of a forestry crew.

For the five courses run to date the completion rate is 61% (the national completion rate for forestry studies at Level 2 in 2022 was 75%<sup>2</sup>). The greatest weakness is in the delivery of course which is very focussed on completing pre-set bookwork. Toi Ohomai agrees that this needs to change but from an industry perspective the opportunities to make the course more engaging, right now, for our students are not being taken up.

Change is needed to what is taught on the Programme and how it is taught, given the student cohort attending. Training outcomes need to align with what industry needs and learning should refer more strongly to current forestry contexts to enable improved outcomes for students and the sector.

<sup>1</sup> [Final Forestry and Wood Processing Industry Transformation Plan Report](#)

<sup>2</sup> [Education Counts tertiary achievement and attainment](#)

## Future Options

We heard strong appetite for the continuation of the Programme, with improvements made to the course design and delivery. There are two components that need consideration for the future of the Programme. One is funding and the other is course design and delivery.

**We have identified three options to consider for the future of the Generation Programme course:**

1. Continue with Toi Ohomai as the training provider and an updated Memorandum of Understanding
2. Adopt micro-credentials and trial a new approach
3. Pause until recommendations for forestry training are available from RoVE

The first two options are only possible if CNIWC has the funding and resources to put into revising the agreement with Toi Ohomai or moving in a new direction with a more work-based training approach using micro-credentials. The more realistic option is to pause.

Two courses have already been run for 2023. The effort for the rest of 2023 could be to contribute to RoVE activities. The CNIWC learnings from running the Generation Programme are extremely valuable to inform system changes in vocational education. CNIWC could use what has been learnt to help make the case for the training system to provide the courses that you need along with the pastoral support that students require.



# 3

## The Brief

BeConnected were commissioned to review the implementation of Generation Programme (the Programme) in the Central North Island region. This is a Level 2 forestry training programme led by the Central North Island Wood Council (CNIWC) with Toi Ohomai Institute of Technology (Toi Ohomai) as the training provider.

We carried out a desktop review of the documentation provided, held formal interviews with 27 stakeholders and had discussions with three additional stakeholders to produce this report. Interviewees included employers (contractors, trucking firms, processors, forest managers etc), training delivery staff, referral agencies, funding agencies and the CNIWC Generation Programme Manager. Comments from graduates were sourced from feedback surveys taken at the end of each course.

We were asked to review lessons learnt in relation to programme design, recruitment, retention and completion, training delivery and the support that students need to be successful. A summary of

strengths, weaknesses, opportunities, and threats (SWOT) is included in this report.

We were also asked to review funding sources used to date, what it costs to run the programme and issues arising in relation to funding. These were largely covered by an interview question on how the Generation Programme could be put onto a stable footing for funding.

A Review of Vocational Education (RoVE) in the tertiary sector is underway and so we have also considered the implications of changes to vocational education that are in the pipeline.

The goal of the Generation Programme, Whakatipua to tatou iwi, is to 'Act upon growing our people'. It introduces trainees to a 'real world' learning experience combining industry training and employment. In the final section of this report, we have offered some options for change to the Generation Programme focussed on improving student success rates and meeting the expectations we heard about from employers.



# 4

## Background

A series of Forestry Symposiums held by the South Waikato District Council and the South Waikato Investment Fund Trust in 2019 recognised employment pathways and training options as a primary concern for the sector. A skilled workforce was acknowledged as essential to future growth and opportunities.

A key recommendation from one of the focussed workshops was to progress a multi-agency stakeholder approach to the development of localised training pathways for forestry.

The Generation Programme – Whakatipua to tatou Iwi was the Eastland Wood Council’s (EWC) forestry industry solution. It was established in 2018 to face the challenges of attracting, recruiting, training, and retaining its workforce.

Over a period of 24 months Central North Island (CNI) advisory committee undertook a journey to fully appreciate the intent and kaupapa/purpose of the EWC Generation Programme while looking at options to refine the delivery model to respond to local CNI industry needs.

### Getting started

*“We engaged with sector leads. Forestry is important in our region for sustainability, GDP contribution and employment. The key issue identified was that young people are not attracted to work in the sector and older, experienced employees will be leaving. That could lead to a negative impact on our regional economy.*

*We saw the Generation Programme being run by Eastland Wood Council. We worked with industry to set up a Central North Island Wood Council and then we worked with the Wood Council to set up the Generation Programme.*

*We worked with MPI on the initial funding for the programme and made contributions ourselves. The objectives are still important to us – we want to attract young people to all of the opportunities in the sector.”*

– Comment from a regional funding body

## The Eastland Wood Council Generation Programme

<https://eastlandwood.co.nz/careers/generation-programme/>

*"Our contractors wanted workers with common sense and basic skills, and they needed to be able to pass the drug test. So, the Tūranga Ararau programme included Health and Safety, Chain saw skills, nutrition and hydration, the basics needed to be safe on the job."*

- 1. "The strength of the programme is clearly dependent on the strength of the trainer in charge of the training crew. The relationship and trust they form with the students is essential when working with them."*
- 2. Relationship building with Whānau is essential to help them realise the support that students need while on the programme and then when entering the industry for work experience placement and employment."*
- 3. There needs to be a training infrastructure around them to help with relationship building between the programme and the industry."*
- 4. Flexibility of delivery has to be considered to fit with the needs of the students. Having a structured approach is necessary but there has to be an allowance for individual needs within the student cohort too."*

– Comments from EWC Generation programme staff & Tūranga Ararau staff

Strategic partnerships were needed across all stakeholders to progress a CNI Generation Programme along with strong leadership and collaboration among industry representatives. This resulted in the CNIWC leading the implementation of the programme and providing the ongoing governance.

Whilst the programme's aim is to benefit industry through training options and employment pathways; social benefits to the community are recognised as being of equal importance.

With the agreement of the EWC, CNIWC began offering Generation Programme courses in July 2021.





# 5

## The CNIWC Generation Programme

The implementation of the CNIWC Generation Programme began with the employment of a Generation Programme Manager (Damita Mita) and the development of a Memorandum of Understanding (MOU) with Toi Ohomai for the delivery of a Level 2 New Zealand Certificate in Forestry Industry Foundation Skills. This is a 45-credit course that is delivered to students via unit standards.

### Funding

Funding for the programmes delivered to date have been received from a number of sources: South Waikato Investment Fund Trust (SWIFT), South Waikato District Council (South Waikato), RotoruaNZ (RotoruaNZ), the Ministry for Social Development (MSD), the Forest Owners Association (FOA) Forest Growers Levy Trust (FGLT) the Ministry for Primary Industries (MPI), Tertiary Education Commission (paid directly to Toi Ohomai) and Timberlands Ltd. Industry also provides 'in-kind' support to the programme by hosting field trips, making staff available for Powhiri/ welcomes, graduation, in course presentations, work experience opportunities and pre-programme promotion. These contributions have not been quantified but need to be recognised as being significant for the success of the Programme.

On average, it costs around \$14,000 per student for CNIWC to run the Generation Programme (this is excluding the TEC funding). This covers the salary of the Generation Programme Manager (0.75 FTE) and resources to manage, support and supplement the programme. The funds enable the recruitment and pastoral support including counselling sessions for students during and after the course, liaison with employers, the organisation of field trips and guest speakers during courses, liaison with Toi Ohomai tutors and course leaders and cover the costs of food, gym sessions, Personal Protective Equipment (PPE) gear for students and any external pastoral care requirements including any additional drug and

alcohol tests. The per student cost is comparable with other programmes that work with similar cohorts.

### Recruitment

In the main, the Generation Programme has recruited young people that are described as 'NEETs' (not in employment, education or training) but our cohorts extend beyond the 18–24-year-old age bracket usually associated with NEETs. Enrolments to date include two 15-year-old students who required a Ministry of Education exemption certificate to enrol. A high percentage are from disadvantaged and/or challenging backgrounds who require a high level of support to attend the programme, complete the unit standard workbooks and to become work ready. Regular attendance, despite transport to and from the course being provided, is another barrier to completing the programme and this is in the main due to circumstances/situations affecting them from outside of the programme.

Many are referred to the programme through networks established by the Generation Programme Manager with local agencies such as Te Poari Manaaki O Raukawa, Transform Aotearoa, Wera Aotearoa Charitable Trust, the Ministry of Social Development, the Police and the Bluelight Coordinator, Rotorua Community Youth Centre, WorkIT South Waikato, Manaakiora Youth Services, local High School's Careers Advisors and Attendance Advisors, and the Department of Corrections (Community Probation). As there is no pre-requisite required for the Generation Programme all applications are enrolled.

### Course Content

The Generation Programme runs over 12 weeks with a mix of classroom-based study, industry field trips and presentations, facilitated workshops, practical activities and a high level of pastoral care support. There is generally one Toi Ohomai tutor teaching the course, Monday to Thursday, from 8am to 3pm.

One of the agencies that refers students gave this summary of what's great about the structure of the course:

- *"Gives a taste of possibilities*
- *Not too intense*
- *Not too long – i.e. not too many weeks*
- *Hours are good*
- *Great to have pickups – getting there would be a barrier for a lot of these kids*
- *It's free*
- *Doesn't affect fees at first year of study*
- *Gives a purpose*
- *Achievable goal – and then able to decide what's next*
- *Love it that there are girls and boys – quite a few girls this time*
- *Opportunity to get a job at the end is great – and if working in the bush they can still be picked up*
- *There are lots of bush crews in our area*
- *Once they have graduated the Generation Programme Manager is amazing at setting them up for jobs and pointing them in the right direction."*

Invited speakers, pastoral care and workplace visits that CNIWC organise give variety to the programme. CNIWC organises a broad and comprehensive programme as shown below for the 2022 Tokoroa based course:

**Pastoral care provided included the following:**

1. Drug and alcohol assessments
2. Drug and alcohol facilitated group session
3. Drug and alcohol individual therapy sessions
4. Health & nutrition
5. Facilitated workshops (2 x2 hour sessions) which included:
  - Relationships
  - Pro-social behaviour
  - Intuitive reflection
  - Building resilience through well-being
  - Basic budgeting
  - Sexually transmitted diseases
  - Contraception
  - Mahi a rakau
6. CV Writing and Interview skills
7. Numeracy & Literacy assessments and tutoring

**Field trips and presentations for the programme were as follows:**

1. Toi Ohomai Mokoia Campus – simulator training
2. Toi Ohomai Institute NZ – student support services, budgeting and health services
3. Te Wiki o Te Reo Maori Week – campus activity
4. NZ Safety Blackwood – personal protective clothing and equipment
5. Toi Ohomai Waipa Campus – wood processing mill
6. Tokoroa and Atiamuri District – environmental
7. Toi Ohomai Kaharoa Live Site – harvesting operation
8. Redwoods Whakarewarewa Forest Rotorua
9. FAST Harvesting – presentation on harvesting operations
10. Manulife Investments Managers – presentation on Forest Management
11. Brown Logging – mock induction and field trip to tethered harvesting operation
12. CNI Wood Council Simulator POD's
13. NZ Timber Museum – museum visit
14. CNI Wood Council – AGM (introduction to members)
15. Forest Protection Services – field trip to security/fire control/key management/gate management and repairs and maintenance
16. Waa Logging – field trip to harvesting operation
17. NZ Forest Yarding – presentation on employment opportunities
18. Tenon Clearwood Taupo – field trip
19. Fast and Forward Forestry Expo
20. Taupo Careers Expo

This is a 45-credit course that is delivered to students via unit standards. The content and workbooks for the unit standards were developed by Competenz (formerly the Industry Training Organisation that provided services for the forestry industry) and are purchased by Toi Ohomai for use with the Generation Programme students.

The delivery of the course is very focused on bookwork content determined by the Competenz assessment booklets.

## All assessments are designed by Competenz

*"All of the assessments are already designed by Competenz - all the standard books are laid out so most of the work is done for the tutors. All they have to do is deliver what's in the assessment books. They know how long those books take. They should have a rough schedule of the 12 weeks and where everything is going to fit in."*

*"We need to be true to the qualification and to TEC who are paying for it partly. We need to connect content to a unit standard somewhere."*

– Comments from Toi Ohomai staff

The unit standards on offer have changed since the Generation Programme began.

The original programme description aimed to provide a comprehensive entry level training programme which included three industry related unit standards and three first aid unit standards.

The three standards that are typical requirements for working on a forestry site amount to 20 credits:

22994 , Level 3, 10 credits, **Demonstrate knowledge of factors that affect the performance of forestry workers**

17772 , Level 3, 5 credits **Demonstrate knowledge of environmental requirements in forestry operations**

17769 , Level 2, 5 credits, **Demonstrate knowledge of general health, safety, and environmental requirements in forestry**

The first programme delivered eight industry unit standards and three first aid unit standards, a total of 11-unit standards (57 credits). The most recent programme delivered seven industry related unit standards including those listed above (45 credits).

The full list of unit standards that make up the 45 credits is available in Appendix 4.

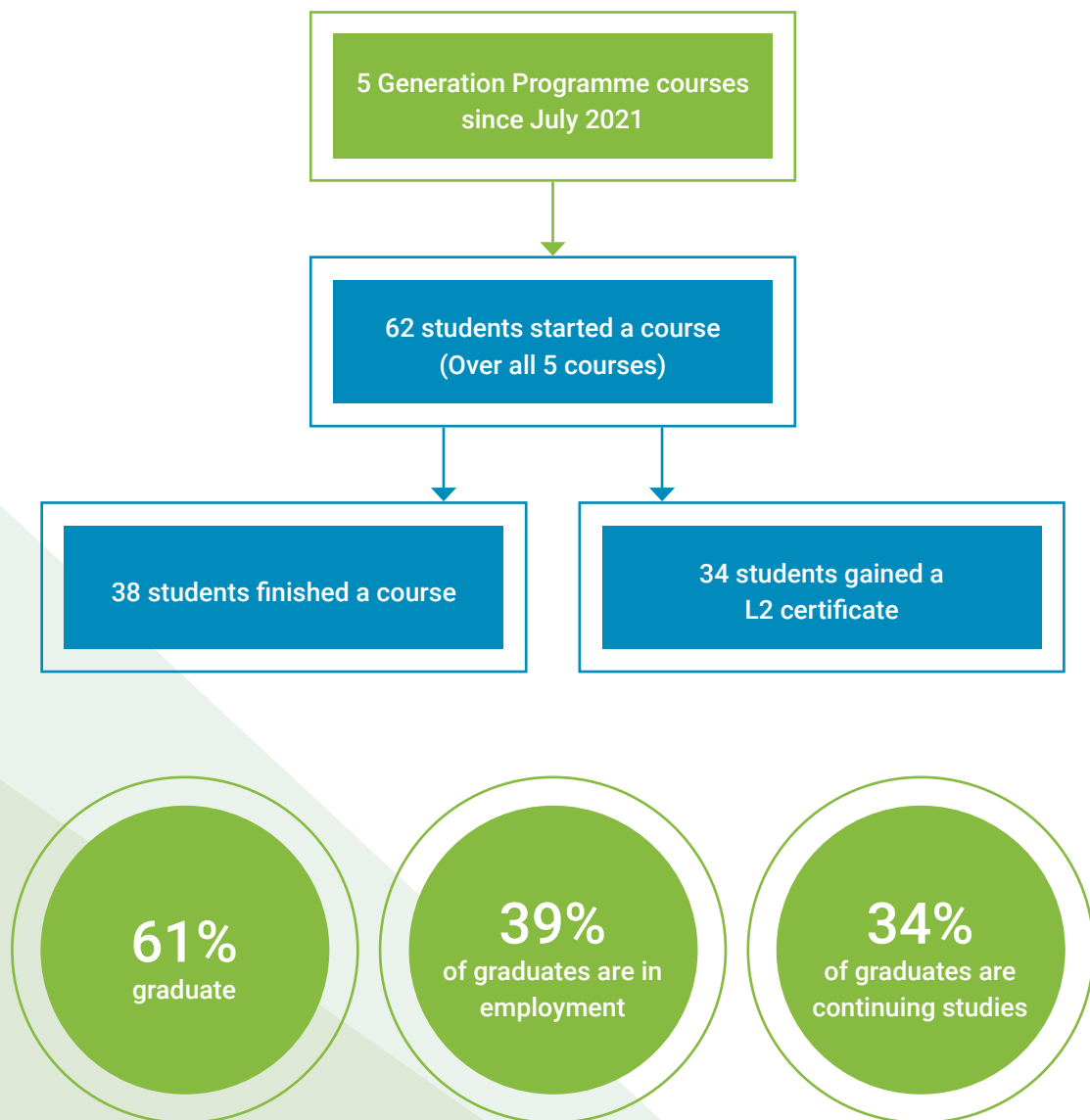
3 [NZQA unit standard 22994](#)

4 [NZQA unit standard 17772](#)

5 [NZQA unit standard 17769](#)

## Outcomes

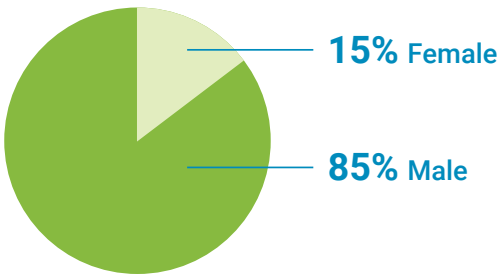
For the five courses run to date, 61% of those that started finished the course. Of those that finished, 89% gained their Level 2 certificates, 39% were in employment and 34% were continuing studies. These figures set a baseline for future improvements across the programme and in course completion. The national completion rate for forestry studies at Level 2 in 2022 was 75% so this could be set as a future target.



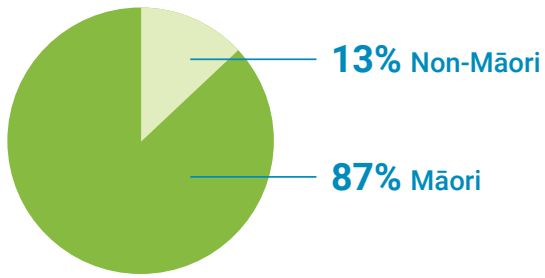


Most of those that completed the course were 18 years old or younger, male and Māori.

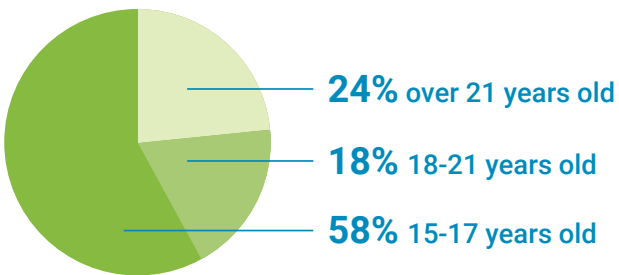
Graduates – Gender



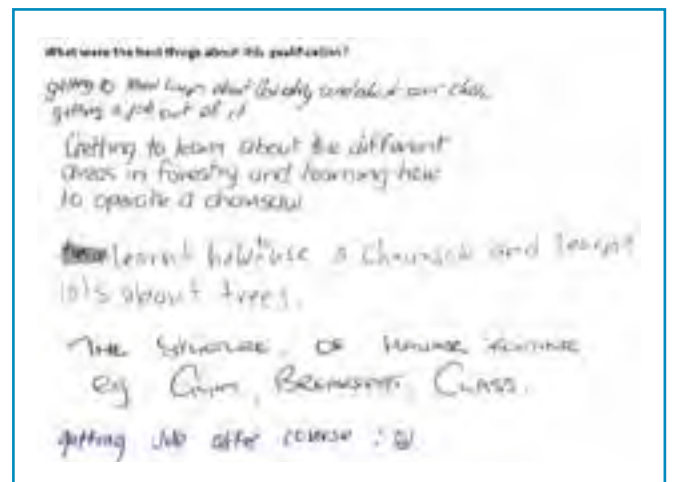
Graduates – Ethnicity



Graduates – Age



Here are some examples of comments from students that completed:



Powhiri for the Timberlands partnership programme:



# 6

## The Agreement with Toi Ohomai Institute of Technology

The success of the Programme is dependent on a strong relationship between Toi Ohomai and CNIWC where both parties are honouring the agreements made.

A Memorandum of Understanding (MOU) between CNIWC and Toi Ohomai was signed in September 2021. It describes the Generation Programme as a “two-year introductory forestry programme which will provide work ready students, which includes; on and off-site training with employers; integration between training providers; pastoral care and mentoring; payment for students; subsidies for employers; clear career pathways; and leadership and management training (the Generation Programme).”

Key points from the MOU are that Toi Ohomai is responsible for managing all enrolments including undertaking an interview of each student before completing their enrolment. They will deliver the course and enable the provision of fitness programmes and breakfast and lunch. Running a co-ordinated marketing campaign is Toi Ohomai’s responsibility with CNIWC in support.

CNIWC is responsible for course viability by ensuring that there are a minimum of 11 students enrolled, on time and ready to learn at the start date. CNIWC has also agreed to “support Toi Ohomai with all aspects of pastoral care that may be required for the students including; following up with students who are absent from training and where appropriate, encouraging their prompt return to the Programme to avoid this burden sitting with Toi Ohomai”.

There is agreement that CNIWC will “arrange all external work placements for the students with employers in the community, collaborating with Toi Ohomai on an appropriate form of agreement to be signed between the employer and Toi Ohomai, noting these are still Toi Ohomai’s students and there are certain learning requirements expected by NZQA for the students to achieve while on placement that need to be recorded in an agreement.”

The MOU includes agreement on the payments that CNIWC will make to Toi Ohomai for food, fitness training and equipment.

### Connecting Toi Ohomai to industry

*“This role (the CNIWC role) is the liaison between what’s happening in the delivery and the connection with industry and industry resources.*

*It is added value for the students and allows the staff to provide the extra curricula activities that they would not always have the network to achieve or the time to organise.*

*Having a third party involved is good for the team. It’s good for us having industry saying – hang on a minute – that’s not what we do in industry anymore – it keeps us current. We do get a little bit focussed on our own world. I find it refreshing.”*

– Comment from Toi Ohomai staff

This review has highlighted differences between the MOU and the actual implementation and that work that was intended to be shared, for example, to market the course and enrol students has fallen, in the main, to CNIWC. The follow-up with absent students has proved to be a very large task and the underlying reasons for students drifting away from the course need to be understood and tackled. Now is the time to learn from experience and update the agreement. Suggestions for where to focus the MOU revision are made in Section 11, Option 1.

# 7

## Lessons learnt

### The Programme

We heard that this is a strategically important programme for the region and the industry. It offers young people local training but most importantly one of the outcomes at the end of the course is a job. From post-course evaluations that is a strong drawcard for the students. The Generation Programme is recognised as the right kind programme at the right level to enter the forestry industry. All industry representatives interviewed were positive about the concept and the potential of the programme. The need to offer pastoral care was seen as essential and there were many comments about Damita Mita, the Generation Programme Manager, working over and above expectations to recruit students, support them while they are on the course and maintain contact after they leave. Damita has developed ongoing relationships with many of these young people and their whānau.

There are many examples of people with successful careers in forestry who started at the same place as the Generation Programme students. And there are success stories amongst those that finish the course and show stickability. Industry is very keen to back graduates that show interest and show up.

### Industry Expectations

The Generation Programme places graduates carefully, trying to get a good match between the employer and employee. If there are difficulties the Generation Programme Manager is there to help. There are examples of graduates moving to a different crew and thriving. One employer has offered a base for graduates who need more time to get drug free and find their feet.

Employers are not expecting a strong skill base but are looking for the following:

- Work ethic.
- Time management, being on time. Being reliable.
- Self-motivation. Taking initiative.
- Self-care – nutrition, fitness, sleep, hydration.
- Being able to ask questions and answer with confidence.
- Knowing how to respond to instructions and ask for clarification. Being upfront and honest.
- Speaking up and speaking loudly enough to be heard on site.
- Willingness to learn and learning quickly. Being interested.
- Self-confidence – not needing repeated hand-holding.
- Team skills – how to interact with people at work.
- Understanding the importance of respecting management.
- Understanding different personalities.
- Having a way to respond if they take offence. How to respond if they are upset.
- Simple things about how to have conversations.
- How to set priorities.
- Being aware of the weather.
- Being work-hardened. Able to cope with physical work in the elements.
- Having some stability in their lives.
- How to think about their futures.

These comments support rethinking course content to include more emphasis on teaching teamwork and soft skills.

To conclude, this quotation is typical of the comments from employers that have taken on graduates. It reflects the benefit to the employers but also the benefits to the young people themselves and the wider whānau.

## Successful Graduates

*"We have had Generation programme graduates from two different intakes. They have been trained pretty well. Hands on experience comes when they're in our crew. We had done some work with CNIWC and so could talk over who was in the intake and who might fit with us.*

*Both boys are nice boys. They have manners. One had a rough upbringing but is polite and wants to please. They want to do well – get on the machines etc. Capable of stepping up. One is now 'kicking younger brother up the arse' to get back on track for school. And he likes that he gets Christmas gifts (and probably part of wages) that he is able to give to nana to help feed the whānau. Both have partners now – they are more settled and proud of what they are doing."*

– Comment from an employer

Being unable to meet the industry expectations for being drug free has an impact on Generation Programme graduates being able to transition directly into work. Drug testing takes place towards the end of the 12 weeks. For the 2023 courses five passed, one passed his pre-employment test, one failed, four didn't test due to the fact they wouldn't pass and one was absent on the day.

Twelve weeks is not long enough for many people to shake off engrained habits. Whether, and how, to continue to support those that have potential in the industry but are struggling to be drug free needs consideration. This issue impacts on the outcomes that are realistically achievable for the Generation Programme. It impacts on what success looks like and on decisions about where to boost resources.

## Pastoral Care

Pastoral care was seen as essential and whilst the original programme structure identified this being provided externally in many instances what was needed, needed to be provided immediately. Sometimes it was a simple matter of the Generation Programme Manager taking a student aside and having a kōrero/talk as the first step and at other times external counselling was appropriate and arranged. However external counselling services were not always readily available or a concept that the students were familiar or comfortable with. Toi Ohomai's internal student support services were also difficult to access, not available or they simply didn't see this as something they did and therefore could not rely on. This was also compounded by the tutor's lack of action to access internal support for the students when required.

There were many comments about Damita Mita, the Generation Programme Manager, working over and above expectations to recruit students, support them while they are on the course and maintain contact after they leave. However, this is not a sustainable model as numbers grow.





## Teaching Skills

From the Toi Ohomai perspective the tutors are constrained by the need to cover pre-defined content (through the Competenz workbooks) which commanded a high percentage of teaching hours.

From the industry perspective the question was whether the tutors have the right skill set to work with the student demographic the programme targets. Comments from interviews suggested that tutors were not always well prepared, organised and highly motivated to deliver the course in line with the intent and kaupapa/purpose of the programme.

All of the Toi Ohomai staff interviewed for this review mentioned that teaching to the Competenz booklets is an outdated approach that is overdue for change.

Course leaders would like to put more emphasis on life skills and tools to change behaviors but feel constrained by the need to cover content as defined by the unit standards and in the assessment booklets. These quotations are indicative of the desire for change expressed by Toi Ohomai staff.

### Ideas for updating course delivery

*"Integrate the latest learning tools into the programme. Use tools that young people use e.g. Tik Tok. Integrate technology that young people use – make use of phones rather than banning them.*

*It would be good to get some younger people in front of the students as tutors. Maybe a younger tutorial assistant. We do have an aging workforce – the tutors came from the Forest harvesting course that we no longer run and they are very old school and not up with technology.*

*Using things like multi choice on the computer and a variety of ways of teaching. In the first week it is often straight into health and safety and back to pen and paper. The things that turned them off school."*

– Comment from Toi Ohomai staff

Interviewees commented that tutors do not have the appropriate IT training and capability to use these computer applications to enhance teaching and embed learning outcomes. We heard of examples where tutors were not managing behaviour in the classroom and out on field trips. Students were not kept engaged and motivated and were left to their own devices too often to complete the pre-defined content (via the unit standard workbooks).

Course leaders talked about alternative approaches. This quotation is an example:

### Behaviours can be taught and learnt with the right tools

*"There are some behaviours that can be taught and learnt if you are given the tools –in some cases these young people haven't been given the tools.*

*For example, they feel good about turning up on time, proud of what they are doing, and they understand themselves enough to understand how they learn and what's good for them so they can make good decisions. You don't need to put a qualification around that, but you need to be able to spend time giving tools for behaviours.*

*With a unit standard based forestry programme there is no room for any of that because you have to get through all the other things."*

– Comment from Toi Ohomai staff

Employers also had ideas about how the course could be made more active, for example by including “extra hands-on skills: doing pruning, cutting firewood. Planting – do a council reserve.” And employers are fully aware of how difficult it can be to teach young people that have had a tough start in life. They endorsed the need for excellent teaching with tutors that are trained to work effectively with our students.

### **Tutors need training and skills to work with our students**

*“We try to change behaviours using rewards and recognition but also competition between teams. Setting up a nice competitive environment is a fair bit of work for the tutors. They need skills to work with the kids. Building on team skills makes it easier to integrate them into crews.”*

– Comment from an employer

### **Students can be tough to teach**

*“The majority are wayward – come with challenges – e.g. ADHD etc. Are we fully equipped to deal with that? These youngsters need tutors that understand what they need. Mentoring and nurturing in the right way to get the goodness out of them.”*

– Comment from an employer

Industry interviewees asked what professional development is in place to ensure tutors are keeping up with the changes to industry practise. With some of the tutors being out of the industry for more than 10 years not all the examples used to support teaching from their own experiences were current. The hands-on use of chainsaws is an example.

All parties want to see change and recognise that Generation Programme students need tutors that are well trained with wide-ranging skills for managing behaviour and engaging and retaining the students we recruit.

### **The Approach to Delivery**

For a 45-credit course 270 “tutor directed hours” are required with 15 additional hours each week for self-directed study. The Generation Programme satisfies this requirement for tutor hours, but this is an intensive approach to course delivery and would be demanding for any student. The most recent course in Tokoroa started with 16 students and towards the end of the course seven were attending regularly. Retention of students is a problem and following up with so many students to try to bring them back into the course is becoming an impossible task. Given that students generally have limited prior success in education a very high standard of teaching excellence is needed to keep them engaged and to keep them turning up for the full 12 weeks.

As a comparison the EWC Generation Programme had six weeks in the classroom and then focused on workplace learning over six months. The expectation for some learning requirements to be covered with the students on work placement has not been actioned in Rotorua or Tokoroa and no agreements between employers and Toi Ohomai were mentioned during interviews. This is a key difference in programme design between the EWC Generation Programme and the CNIWC Generation Programme.

The CNIWC provided the following list of recommendations to Toi Ohomai on the completion of the first programme:

- “A more rigorous pre-programme screening and selection process and reducing the cohort size to a maximum of 10.
- A classroom that speaks to the industry ie: props, posters, logs of wood, tape measures etc; a place to put their gear (shelves, hooks), break out corners for group/team activities, a photo board, a notice board that shows the week ahead and key updates.
- Match course length to content and outcomes.
- Co-designed course content and delivery schedule that uses a co-teaching model with industry input; such as - unit standards that are relevant and required, any current industry training, operating as a ‘crew’ on a day-to-day basis, ie: regular toolbox meetings, reviewing industry ‘alerts’, industry H&S practises and procedures are in place, appointing a foreman, H&S officers etc, and where possible the use of industry experts to deliver and/or co-deliver some of the training.
- Delivery schedule that sets the first two weeks aside for a comprehensive introduction to the industry (by an industry expert), establishing our ‘crew’, setting rules (co-designed and agreed code of conduct) and expectations, team building exercises, facilitated workshops, drug and alcohol assessments, field trips and presentations from industry partners.
- Numeracy and literacy levels to be assessed in week 1 with intensive support (where required) prior to any unit standard delivery.
- Weaving tikanga Māori principles into the programme including understanding of Māori land ownership, and as a practise ie: opening

the day with a karakia or a using a weekly whakatauki, working to the Te Whare Tapu Wha model.

- Weaving therapeutic teaching models that promote both academic and social learning, as a practise ie: promoting academic and social learning through project-based learning.
- Embedded use of digital technology in the classroom as a practise ie: using Kahoot to refresh and embed the week’s learning.
- In-class pastoral care that has the freedom to come and go in the class.
- More whanau engagement, and
- The Generation Programme Manager having a comprehensive induction to the Toi Ohomai organisational structure and knowing who is available and having a direct link.”

These suggestions have not been taken up. Employers are not expecting a strong forestry skill base but they do want team skills and an understanding of what it’s like to be part of a forestry crew.

Change is needed to what is taught on a Generation programme and how it is taught. Training outcomes need to align with the industry and a contextualised learning environment, as described above, needs to be considered.





## Future Funding

Securing stable ongoing funding for the Generation Programme has significant challenges. The funding provided via CNIWC covers the salary of the Generation Programme Manager (0.75 FTE) and resources to supplement the programme on offer from Toi Ohomai. The additional components (additional pastoral care, employer liaison etc) transform a standard Level 2 polytechnic course into the Generation Programme – a programme that generates opportunity that often reaches to generations past and future. Without this additional funding the Generation Programme will come to an end.

All of the funders interviewed were positive about the ‘fit’ of the Generation Programme with their strategies. This was particularly the case for initiating the programme but less so for providing ongoing funding.

### Programme initiation – a good strategic fit for funders to initiate

*“It is linked to the strategic need for training within our region. The overall objective is for a strong local workforce. Strong training programmes keep our people in the region – keeps them local.”*

– Comment from SWIFT

*“This comes out of our baseline funding. We took a view that continuing to showcase careers in that sector, particularly for NEETS, fits pretty well. Because we are a public entity, we are probably the funder of last resort. If other funders come on-board, we will happily step back.*

*We were happy to get on board to get it up and running. We are not the long-term funders around this. We want to see it demonstrate that it is of benefit to the industry and then at some stage the industry needs to pick it up and run with it.”*

– Comment from a local body funder

Despite the strong support for the programme, sustained funding is not secure. In April 2023, MSD advised the CNIWC that it would not be providing any additional support for the Generation Programme from its regional funding from the Labour Market team. MSD have stressed that this is not due to any dissatisfaction with the programme but that there are other youth-oriented programmes that they want to fund in the year ahead. The MSD He Poutama Rangatahi initiative which supported work-readiness and skills development for young people who are hard to reach and most at risk of long-term unemployment is now closed for new applications, but funding may be available in the 2023/24 financial year. This is an option that can be explored further if required.

Previous funding from MPI came from the Primary Sector Workforce Programme which was part of the COVID response. That fund is now closed. We have been advised by Te Uru Rākau / The New Zealand Forest Service that there is no funding for entry level programmes as part of the Industry Transformation Plan.



There is a clear expectation from local body funders that there will be a shift towards more funding from industry. They are pleased to hear that Timberlands are closely involved in one of the 2023 courses and are keen to know more about the implications that has for longer term funding support.

### More funding support from industry is requested

*"Would like to see more industry funding towards the programme – they are the main beneficiary. Government and Councils have provided the funding to get the programme up and running – needs to transition to industry. Would like to see more than 60% of funding coming from industry and 40% from government and local councils. I don't think it is currently anything like that.*

*We originally thought that we would support years 1-3 and then the proportion of funding from the public sector would decline."*

– Comment from a local body funder

Many of the industry interviewees did not know how the Generation Programme is funded and they had not given thought to how to make it sustainable. For the larger industry organisations, they said that support is dependent on outcomes. Industry offers 'in-kind' support by hosting field trips, making staff available for powhiri/welcomes, graduation and in course information sessions. These contributions have not been quantified but need to be recognised as being significant for the success of the Programme.

### Industry funding support depends on outcomes

*"For us, it's about the outcomes. We would look at those and decide if we need to support it... We're keen to know what's different and how long it will last for."*

*"We need certainty of funding for 2 or more years, but the programme has to perform. If it is a success, we could do two programmes a year and bankroll it by larger companies – smaller ones may jump onboard. It depends on the purpose of the programme. If it were completely industry funded, we would target different people to meet our employment needs and probably have less of a focus on community and social needs. If it's a partnership between us and the public pot, then the social side is essential."*

– Comments from an industry representative

The Generation Programme has received financial support from the Forest Owners Association (FOA). FOA provide a secretariate to manage the Forest Growers Levy Trust (FGLT) which has a \$10M levy from forest owners for Forestry Good projects. Training is one of the activities supported by the levy.

### The Forest Growers Levy Trust

*“One of their objectives is to support training and careers development. The Generation Programme fits nicely with this objective.*

*The funds are managed via a Training and Careers committee. The FGLT Board has allocated \$500k to the committee for training and careers initiatives. The committee has 15/20 projects on the go. The thing that is in short supply is the appropriate people to manage initiatives. Project managers that have the get up and go to do what’s needed.”*

Some industry representatives suggested that more of the levy could be directed towards supporting the Generation Programme (possibly with a nationwide approach) to support social license and community obligations as well as to build the workforce. Interviewees who had experience of both the industry and training talked about the merits of having a national, standardised Generation Programme to enable wider reach into funding sources, possibly as part of the tertiary reforms. This idea is explored further in the section 11. One interviewee suggested that Wood Councils could pool funds to support well run, successful programmes. Others emphasised the need to talk to members and encourage them to have skin in the game to support training initiatives.

Funding from central and local government has been strong through the start-up phase (2021 – 2023) but it will ease back as different pressures and priorities impact on public funds. Expectations for industry to pick up more of the tab were heard during this review. Industry is open to doing more, possibly via the FGLT but that depends on seeing the outcomes that matter to them.

Picking up the tab for pastoral care support is reluctantly recognised as a necessity in the forestry industry – both national and local industry interviewees said as much. The pastoral care needed is at a broader and more intense level than provided by student support services through polytechnics. This issue could be raised with Muka Tangata, the Workforce Development Council that covers the forestry industry.



We heard that the industry does not want to be a dumping ground for the unemployable. Industry could be more involved in identifying the recruits they want, through networks of current employees, iwi relationships and on-going support for programmes in the school sector. More work is needed to improve the reputation of the industry for being a safe workplace where there is interesting work and good money to be made. This quotation is one of many that expressed pride in the industry and its' importance in rural, mainly Māori communities.

### Sow the seeds at a younger age

*"I'd like to go back and sow the seed of working in forestry at a younger age. We keep small towns – lots of them – alive. The connection with Māori whānau is a big thing – so many opportunities for those we connect with. Hope for Māori to be the next big players in this industry.*

*Feel the pull of the wairua – working on our land. A sense of pride. We are humble, quiet people that don't like to stand out in the crowd, but we are heading to being the 2nd biggest export industry – would love to be no 1. Recognition doesn't come so easily to our industry (compared for example to farmers)."*

– Comment from an industry representative

Sustained funding requires a sustained commitment to building partnerships with possible funding agencies, forestry businesses and peak bodies and service providers that might refer and/or support students. It requires community outreach. The Generation Programme Manager does all of these things but with the role being 0.75 FTE and needing to cover all of the work to recruit students, a significant amount of hands-on pastoral care and many course implementation activities she is stretched very thinly.

In conclusion, for the 2023-24 financial year funding for the Generation Programme is not available from central government agencies (MPI, TUR), the local branch of MSD will not be providing funding and local government is looking to withdraw too. Timberlands has supported one course but only wants to be involved with one per year. The MSD He Poutama Rangatahi initiative for at-risk youth could be explored further if required.

Over time, more funding for vocational education and pastoral support may become available via the RoVE processes but in the short term this lack of public funding is a serious threat. If the Generation Programme is to continue in its current format new sources of funding will be needed.



# 9

## Strengths, Weaknesses, Opportunities, Threats

The lessons learnt have been summarised into strengths, weaknesses, opportunities and threats shown in the table below.

The headline learnings are that this is a strategically important programme for the region and the sector. It is well backed by industry and the built-in pastoral support is its strength. The greatest weakness is in the delivery of the Level 2 course which is very focussed on completing pre-set bookwork. Toi Ohomai agrees that this needs to change but the

opportunities to make the course more engaging, right now, for our students are not being taken up. Just over 60% the students stay to the end. The Review of Vocational Education (RoVE) is underway and new courses at Level 2 are in the pipeline. There is an opportunity for CNIWC to be more involved to ensure that industry needs for training are heard and actioned. Finally, there is a significant threat that CNIWC will run out of funding for this Programme.

### Strengths

- strong regional strategic alignment
- pastoral care is 'built-in'
- great industry support
- great success stories
- employment is found for successful students
- long term engagement with students and support from the CNIWC programme manager
- programme support suits the needs of students, e.g. transport, food, PPE gear
- ability to link to level 3 training at Toi Ohomai

### Weaknesses

- teaching is not well matched to student needs
- tutors are not sufficiently trained to be successful in engaging our students and retaining them on the course
- there is never enough pastoral care to meet needs
- not enough soft skills in course content to support work readiness
- too many credits to cover in a short time
- too much book work during the course
- not enough marketing of the programme
- course completion rates of just over 60%

### SWOT

### Opportunities

- involve industry in course design and delivery
- make course content match employer expectations
- make the most of the Review of Vocational Training (RoVE) - new courses are in the pipeline
- improve the teaching to improve retention of students
- use forestry sector networks more to recruit students
- promote the Programme and its' successes more
- strengthen linkages with organisations that can refer and support students
- find more resources for drug and alcohol counselling
- revise the CNIWC & Toi Ohomai MOU - clarify roles and responsibilities
- consider adopting micro-credentials rather than Level 2 training

### Threats

- priorities are changing for funders
- previous funders are not continuing to fund
- the pathway to sustainable funding is not clear
- difficulties in students becoming and staying drug-free
- reputation of graduates not being 'work hardened'
- changes in the vocational education system are making programme changes and improvements uncertain



The reform of the vocational and training system known as RoVE has been underway since 2018. “These changes involve, amongst other actions, the establishment of Te Pūkenga, the creation of six Workforce Development Councils (WDCs) to give industry greater leadership across vocational education, the creation of a Unified Funding System (UFS), creating Regional Skills Leadership Groups (RSLGs), and transferring the work-based training coordination function of Industry Training Organisations (ITOs) to training providers.”<sup>6</sup>

## Te Pūkenga

Te Pūkenga is the new Crown-owned national tertiary education provider which delivers classroom, online, and on-job learning. It encompasses the delivery, operations and assets of the previous 16 Institutes of Technology and Polytechnics ITPs (Toi Ohomai being one of these).

While these organisations continue to operate using their own branding and identities, they are subsidiaries of Te Pūkenga.

Prior to the creation of Te Pūkenga, Competenz was the Industry Training Organisation (ITO) responsible for forestry training. The work-based training coordination functions of several previous ITOs (including Competenz) have been incorporated into a subsidiary called Te Pūkenga Work Based Learning (WBL).<sup>7</sup>

## Muka Tangata – the People, Food and Fibre Workforce Development Council

Muka Tangata was established in October 2021 and now has the responsibility of setting standards, developing qualifications, endorsing programmes of learning, moderating assessments, and working with providers to ensure continuous improvement in the quality of industry training in the food and fibre sector. They will work with the forestry industry to develop and maintain a strategic view of the skills and training needed now and, in the future, translating those needs into expectations of what education and training providers must deliver.<sup>8</sup>

Muka Tangata is now the developer of the NZ Certificate in Forest Industry Foundations Skills – Level 2 with NZQA providing quality assurance. Note that Muka Tangata has no role in the actual delivery of training.

“Over the next year Muka Tangata will be working in collaboration with the sector to **rework the existing system to achieve this transformation**. Among the priorities that will guide what we do, we will be giving consideration to:

- Developing a picture of the training and skills ecosystems in industries that includes formal and non-formal learning, so that we can understand how the two can work in seamless and complementary ways.
- Exploring a coherent approach to all food and fibre qualifications, standards and micro-credentials so that they support workforce mobility, career pathways and ongoing lifelong learning.

<sup>6</sup> [Forestry Careers Qualifications Stock-take](#), page 7

<sup>7</sup> [Forestry Careers Qualifications Stock-take](#), page 198

<sup>8</sup> [Muka Tangata Initial Sector Workforce Development Plan 2022](#) Page 4, 20 and 22

- Working with NZQA and with industry to design a system for micro-credentials that responds to priority industry needs and allows stackability of micro-credentials alongside qualifications.
- Exploring the prevalence of skills recognition systems that allow learners to develop flexible career pathways within and across the sector, that provide opportunities for meaningful employment at all stages of an employee's life.
- Work with providers to assess or evaluate the appropriateness of different modes of delivery for meeting the varying needs of learners, industries or local labour markets."<sup>9</sup>

## Micro-credentials

"Micro-credentials are small units of learning, consisting of between 5 and 40 credits. Smaller than a full qualification, they are designed to allow recognition of a discrete set of skills that meet specific learner, employer, industry or iwi needs.

Micro-credentials can supplement full qualifications by rapidly responding to the evolving skills needs of industry, particularly in response to technological changes. They enable learners to upskill and reskill at

different stages of their lives, which benefits learners, employers and the community.

Lifelong learners benefit from official recognition of shorter programmes so that they can carry evidence of their new skills with them into existing and future jobs. Stackable micro-credentials offer learners more flexible pathways to achieve full qualifications, which may help support equity of educational outcomes for underserved learners."<sup>10</sup>

Competenz (with industry) developed the 20 credit Forestry Environment micro-credit. It covers 17769, 22994 and 17772 – the three 'compulsory' units required by industry. Note that this includes material at Level 3. This micro-credential covers what is needed for silviculture, harvesting and for forestry trucking – the transferable forestry related skills.

The Tertiary Education Commission (TEC) funds the delivery of the micro-credential – so the full cost is not born by the employers, but we are aware that contracting businesses pay around \$2,000 to put a new recruit through the "compulsory' units.

The full list of currently available micro-credentials in forestry is shown in the table below:

Title	Level	Credits	Developer	Approval Date	Review Date
Chainsaw Use in A Non-Forestry Production Environment (Micro-Credential)	2	10	Ti Pūkenga - New Zealand Institute of Skills and Technology	08/2020	08/03/2023
Chainsaw Use in Forestry Production (Micro-Credential)	3	17	Ti Pūkenga - New Zealand Institute of Skills and Technology	08/2020	01/09/2023
Forestry Health and Safety Operations (Micro-credential)	4	35	Ti Pūkenga-i-Turanga-a-Iwi		11/03/2023
Forestry Operations - Environment (Micro-credential)	3	20	Ti Pūkenga - New Zealand Institute of Skills and Technology	02/2019	15/02/2023
Forestry Operations - Plant Plantation Trees (Micro-credential)	3	15	Ti Pūkenga - New Zealand Institute of Skills and Technology	03/2021	12/03/2023
Introduction to the New Zealand Forestry Sector (Micro-credential)	3	8	Ti Pūkenga - New Zealand Institute of Skills and Technology	06/2020	08/12/2023

9 [Muka Tangata Initial Sector Workforce Development Plan 2022](#) Page 4, 20 and 49

10 [NZQA rationale for micro-credentials](#)

## Change is in the pipeline

Muka Tangata, the Workforce Development Council that has responsibility for forestry, has been working with MPI on a new qualification at Level 5 and with leadership development as a central component. In addition, we have heard that Muka Tangata is developing new standards for forestry training at Levels 2 – 4 and expects these to be delivered to NZQA by the end of 2023. We have heard that these new qualifications are being designed to be a genuinely stepped approach that enables students to make more choices to build their qualifications. We can expect to see more emphasis on developing soft skills and leadership.

Once a standard is approved by NZQA there is still work to be done to develop course material and assessments. This can take 12-18 months so we can expect to see new courses at Level 2-4 by the end of 2024 at the earliest.

We have also talked with Prue Younger, the CEO of the Forestry Industry Contractors Association (FICA). Prue is working as a forestry industry representative on the RoVE. Under RoVE we can expect to see greater industry involvement in recommendations for change. There is also some discussion underway about the possibility of a single entity to be across education and training for the forestry sector to maximise the benefits that forestry receives from these reforms. That entity (along with Muka Tangata) could make the case for more funding support for pastoral care at entry level (for forestry but other industries will also have this requirement). That entity could also be responsible for the governance of future Generation Programmes.





# Options for the future of the programme

There are two components that need consideration for the future of the Programme. One is funding and the other is course design and delivery. In relation to funding, Generation Programme courses can only be run if sufficient funding is available. Current local government and industry funders as well will need to consider their commitment to on-going funding and if possible, take a medium-term rather than a short-term approach to making commitments. At this time CNIWC has implemented two courses in 2023 and has access to funds for one more future course to be run from Tokoroa. In relation to central government, the only possibility identified is the MSD He Poutama Rangatahi initiative (which supports work-readiness and skills development for young people who are hard to reach and most at risk of long-term unemployment) if funding becomes available in the 2023/24 financial year. This is an option that can be explored further if required.

As we have said above, change is needed to what is taught on a Generation Programme and how it is taught. Training outcomes need to align with the industry needs for employable team members and learning needs to be set more explicitly in a forestry context. The course needs to be more engaging so that the completion rate of 61% improves and tracks towards the national rate of 75%.

We have identified three options for consideration for changes to course design and delivery. The first option is to carry on with the current course provision by Toi Ohomai but under a revised MOU. This option includes CNIWC co-designing course content after the revised Level 2 standard is approved by NZQA (expected at the end of 2023).

The second option is to trial a new approach. This would involve finding a training provider that can deliver the 20 credit micro-credential that covers off the 'compulsory' requirements for working in the industry. In addition, selected unit standards

that develop the teamwork and soft skills could be included.

The third option is to pause until the outcome of the RoVE investigation into an entity with oversight for forestry training is complete. If established, that entity would likely have a role in commissioning entry level training for forestry. With an oversight entity there may also be new options for how the training is funded and recognition of the need for pastoral support during training.

These options are described in more detail below.

## Option 1 – Continue with Toi Ohomai with an updated MOU

This is the status quo option offering the 45 credit Level 2 standard but requires revising the MOU between CNIWC and Toi Ohomai. Where the current MOU describes activities that are shared the agreement needs to be clearer about what each party will be contributing. The possibility of Toi Ohomai assessing skills in the workplace so that the Level 2 certificate can be completed after the 12-week classroom component but within six months should be discussed.

The processes for the CNIWC Generation Programme Manager to bring feedback to Toi Ohomai management, and where necessary to tutors, needs to be clarified. The feedback loop needs to be well defined so that both parties know what action, if any, has been taken.

Possibilities for Toi Ohomai to gain additional funding for pastoral care support should be explored. Too much of this responsibility is falling on the Generation Programme Manager. If additional resources are not available, then the number of courses per year will be dependent on the funding CNIWC has available.

We acknowledge that Toi Ohomai wants to see the Generation Programme designed to be a better fit for what the students and industry need. The RoVE processes will result in a revised Level 2 course, but it is unlikely to be ready for delivery until 2024. Including CNIWC in a co-design process for a new course is an opportunity that should not be passed up. This extended quotation is indicative of how Toi Ohomai sees possibilities for the future:

### **A course re-write is in the pipeline**

*"They are dependent on the unification of programmes from many to one only at each level across the country.*

*We have already unified the polytechnic programmes and the next step is to take the ITO or work-based learning programmes and form one programme that will work for on job and off job training.*

*The forestry suite is up for unification towards the end of this year. It will be another 12 months before all those resources are approved and can be moved online. They all have to meet the quality assurance."*

*"Unification needs to hurry up so we can re-write the programme. The unit standards that forestry operate on and use as currency have their advantages and disadvantages. In a Level 2 programme like this they are more of a dis-advantage because they restrict what we can deliver and they restrict what outcomes we are aiming for. There are some holistic outcomes that both CNIWC and Toi Ohomai want to see for these young learners.*

*For the foundation learners that haven't achieved success in educational environments before they come to us - there are some outcomes for them that are very important that we don't even acknowledge because of the unit standards.*

*There are some behaviours that can be taught and learnt if you are given the tools –in some cases these young people haven't been given the tools. For example, behaviours that show they feel good about turning up on time, are proud of what they are doing and they understand themselves enough to understand how they learn and what's good for them so they can make good decisions. You don't need to put a qualification around that but you need to be able to spend time giving tools for behaviours. With a unit standard based forestry programme there is no room for any of that because you have to get through all the other things.*

*The education system understands the foundation learners and what they need – unfortunately what we have to work with is the unit standards in forestry and they are only really appropriate for people who are working. It would be really nice to take that Level 2 and mould and change it so that you can get all those young people ready to do the forestry unit standards if that is what they choose to do."*

– Comment from Toi Ohomai staff

For Toi Ohomai to put changes of this kind into action and improve course completion rates they are going to need to make sure they have teaching staff with the training and skills needed to keep students engaged.



## Option 2 – Adopt micro-credentials and trial a new approach

This option is intended to take quick action to better match the course delivered to student with industry needs. It is a new approach requiring a training provider that can deliver the 20 credit micro-credential Forestry Operations – Environment that covers off the ‘compulsory’ requirements for working in the industry. Note that this course has some components that are at Level 3 rather than Level 2 so it is not just a sub-set of the Level 2 course. Because this is a micro-credential, and these are often offered in work-based settings, an industry host may be required. Unit standards that are already available to develop the teamwork and soft skills could be add-ons bringing in a range of tutors with specialist skills.

Trialling this approach could provide valuable information for the industry and if successful, could be developed as a nationally offered course with oversight from the proposed forestry industry training entity. We envisage a more active course that is attractive to students and responds to what employers have told us they need. These were listed above but are copied here for easy reference:

- Work ethic.
- Time management, being on time. Being reliable.
- Self-motivation. Taking initiative.
- Self-care – nutrition, fitness, sleep, hydration.
- Being able to ask questions and answer with confidence.
- Knowing how to respond to instructions and ask for clarification. Being upfront and honest.
- Speaking up and speaking loudly enough to be heard on site.
- Willingness to learn and learning quickly. Being interested.
- Self-confidence – not needing repeated hand-holding.
- Team skills – how to interact with people at work.

- Understanding the importance of respecting management.
- Understanding different personalities.
- Having a way to respond if they take offence. How to respond if they are upset.
- Simple things about how to have conversations.
- How to set priorities.
- Being aware of the weather.
- Being work-hardened. Able to cope with physical work in the elements.
- Having some stability in their lives.
- How to think about their futures.

We recommend that the practicality of this alternative approach is explored along with costs and options for training providers. If practical and affordable this option should be trialled to see if it better suits students and employers and lessons learnt from the trial should feed into the revisions for the Level 2 standard and shared nationally across the industry. Funding to trial this option could be sought from the Forest Growers Levy Trust.

### Option 3 – Pause until recommendations for forestry training are available from RoVE

MPI has commissioned an investigation into the merits of setting up an entity with oversight of forestry industry training. This review of the Generation Programme should be made available to that investigation so that they are aware that the critical needs at entry level are for courses that are designed to respond to industry needs, are well taught and offer a high level of pastoral support. The funding system for industry training needs to enable these courses so they can be run without the insecurities of fixed term grant funding that is a top-up to the funding for tertiary providers.

There is a possibility that the Generation Programme could be offered more systematically, possibly in more parts of the country and that the CNIWC Generation Programme becomes part of a broader change to entry level training. We heard that it is important that courses reflect the local context – any standardisation of course content would need to include the opportunity for local input.

If CNIWC receives no further funding for future Generation Programmes, and cannot resource being involved in the re-design of course material by Toi Ohomai then pausing and waiting for the outcomes of the RoVE processes may be the only practical option to take.



The Generation Programme has strong strategic and industry support in the Central North Island. It has transformed the lives of many of those that have completed the course, as well as their whānau. Its impact is positive. The Programme plays an important part in maintaining the social license for the forestry industry to operate because it enables entry into employment with all of the social benefits of having an income. The pastoral support built into the Programme is its strength. We heard that the Programme deserves more promotion, and the stories of the graduates need to be more widely heard.

But we also heard that the effort that has been put into recruitment is not paying off in course completions (61%) or entry into employment or ongoing study. Too many students do not finish the course. Concerns were expressed by many interviewees that the course design, content and delivery by tutors are not a good match for industry needs or for the students we are recruiting.

Change is coming to the vocational training system. The RoVE processes will result in a revised Level 2 course, but new content and assessments need to be developed and it is unlikely to be ready for delivery until 2024. There is also the possibility of adopting work-place based micro-credentials that are available now rather than offering a Generation Programme via a Level 2 course.

Another possible change is in the governance of vocational training for forestry. The possibility of an over-arching entity with governance responsibility is being explored through work commissioned by MPI. This has implications for the Generation Programme as it could be offered more systematically, possibly in more parts of the country and the CNIWC Generation Programme could become part of a broader change to entry level training.

Whatever the structure of the tertiary training, tutors that have the skills to engage our students and drive-up completion rates are essential. This review has also endorsed the critical need for pastoral support over and above the usual provision from tertiary institutions. Funding for the Generation Programme is directed to pastoral support and without this funding and there is no Generation Programme.

We have identified three options to consider for the Generation Programme course:

- 1. Continue with Toi Ohomai with an updated MOU**
- 2. Adopt micro-credentials and trial a new approach**
- 3. Pause until recommendations for forestry training are available from RoVE**

The first two options are only possible if CNIWC has the funding and resources to put into revising the agreement with Toi Ohomai or moving in a new direction with a more work-based training approach using micro-credentials.

The more realistic option is to pause. Two courses have already been completed for 2023. The effort for the rest of this year should be on input to RoVE to make the most of the changes that are already gaining momentum. The CNIWC learnings from running the Generation Programme are extremely valuable to inform system changes in vocational education. CNIWC could use what has been learnt to help make the case for the training system to provide the courses that you need along with the pastoral support that students require.

## 1. List of interviewees

NAME	COMPANY	CATEGORY
Christine Ewart	Competenz	Education
Greg Steel	Fit Co	Education
Siobhain Fyall	Formerly Eastland Wood Council	Education
Rawiri White	Toi Ohomai	Education
Shelley Rose	Toi Ohomai	Education
Maree Kendrick	Toi Ohomai	Education
Henry Mulligan	Tūranga Ararau	Education
John Henare and Melissa Lee Smith	Muka Tangata	Education
Emma Howell	Ministry for Primary Industries	Funder
Pete Treanor	Ministry for Social Development	Funder
Justin Kimberley and Andrew Wilson	Rotorua NZ	Funder
Paul Bowden	South Waikato District Council	Funder
Kiani Tuhua	South Waikato Investment Fund Trust	Funder
Glen Mackie	Forest Owners Association/Forest Growers Levy Trust	Funder and Industry
Chris Baylis	Te Uru Rākau Industry Transformation Team – information via Rebecca Lyon from BeConnected	Funder
Danny McBride and Kerry Brown	Brown Logging	Industry
Damita Mita	CNIWC CEO and Generation Programme Manager	Industry
Mereana Tobenhouse	Fast Harvesting	Industry
Prue Younger	Forest Industry Contractors Association	Industry
Des Hemara	Forest Protect Services	Industry
Brent Donaldson	Formerly Manulife	Industry
Josh Green	Green Transport	Industry
Michael Flaws	Kiwi Lumber	Industry
Darrel Tahere	Manulife	Industry
Rona Wheeldon	Olsen Forest Management	Industry
Mike Spiers	PF Olsen	Industry
Richard Stringfellow	Safetree	Industry
Colin Maunder	Timberlands	Industry
Donna Campbell	Blulight Police	Partner Agency
Leigh Richards	Rotorua Community Youth Centre Trust	Partner Agency

## 2. Information sheet for interviewees

### Background Information

*This information sheet and agreement to participate is for people who may be invited to an interview (online or face-to-face) during March-April 2023.*

### **The Central North Island Wood Council has been offering The Generation Programme since July 2021.**

The Generation Programme key objective is to provide an industry backed training pathway for young people to good local jobs in the forestry industry. The programme includes:

- a NZ Certificate in Forest Industry Foundations Skills – Level 2,
- work ready skills such as physical fitness, health, and nutrition, understanding an employment agreement, CV writing, first aid, help to study for a driver's licenses and health and safety,
- pastoral care support such as drug and alcohol education, communication skills, counselling, and support,
- a comprehensive introduction to the industry through field trips and presentations, and
- the provision of basic personal protective equipment.

**We are seeking your views** on how we can improve what we do and put The Generation Programme onto a secure footing for the future. The information will be used by the Central North Island Wood Council to plan the future of the programme.

There are five questions in this interview plus some information about you and your connection with The Generation Programme for use in analysis.

Your comments will be confidential and will be aggregated with others. If we use something you said as a quote in our reporting, it will be anonymised. No individual or organisation will be identified in the reporting. We expect the interview to take at least 15 minutes. We will book a half hour time slot with you in case we need it.

### **The Generation Programme Review – Agreement to Participate**

I have read the background information concerning this interview and understand what it is about. All of my questions prior to undertaking the interview have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:

- My participation in the interview is voluntary (my choice)
- I am free to withdraw from the interview at any point, including during or after the interview
- The interviewer is independent of the Central North Island Wood Council and The Generation Programme and has been commissioned to carry out the interviews and report on findings.
- The interview will be audio recorded (with my approval)
- Information from this interview may be used in a report



### 3. Interview Questions

#### Questions for industry representatives

Thank you for participating in this review of the Central North Island Wood Council to run the Generation Programme – Whakatipu tō tātou iwi: An industry training pathway to employment in forest and wood: <https://cniwc.co.nz/generation-programme/>

#### Question 1

How has the Generation Programme contributed to the objectives of your organisation?

#### Question 2

Is there anything about the work of The Generation Programme that is a particularly good fit for your organisation that you want us to know about?

Anything about the programme that doesn't fit well for your organisation?

#### Question 3

- a. What should The Generation Programme keep doing?
- b. What should The Generation Programme modify?
- c. What should The Generation Programme expand on?
- d. What should The Generation Programme let go?

#### Question 4

Is there any action that you think the Central North Island Wood Council should consider, to put the Generation Programme onto a stable footing for the future?

#### Question 5

Do you have any thoughts on what is needed most for the tertiary training component of the Generation Programme. Currently the main focus is on a NZ Certificate in Forest Industry Foundations Skills – Level 2 offered via Toi Ohomai.

#### Question 6

Do you have any additional comments to make about The Generation Programme.

## 4. The New Zealand Certificate in Forestry Industry Foundation Skills Level 2

The tertiary training component of the Generation Programme is the NZ Certificate in Forest Industry Foundations Skills – Level 2. Toi Ohomai is accredited to deliver this course by the New Zealand Qualifications Authority (NZQA).

NZQA publishes a high-level course description that includes a 'Graduate Profile' and the 'Outcomes' related to the profile<sup>11</sup>. These are copied below:

Graduates of this qualification will be able to:

1. Apply knowledge of basic environmental and cultural requirements, including the relationship Māori have with the forest, to all aspects of required forestry work. **15 credits**
2. Apply basic risk management, emergency procedures, and communication systems, when carrying out work within a forestry operation. **5 credits**

3. Work safely and effectively as part of a team to meet quality requirements within a forestry operation. **25 credits**

There is one general condition: "Programmes must ensure that practical tasks can be completed in a production or simulated environment. Tasks do not need to meet commercial production rates."

This is a 45-credit course that is delivered to students via unit standards. The content and workbooks for the unit standards were developed by Competenz (formerly the Industry Training Organisation that provided services for the forestry industry) and are purchased by Toi Ohomai for use with the Generation Programme students.

This is the summary of the 2023 programme supplied by Toi Ohomai:

**Maximum completion time: 2 academic years.**

Course Code	Course Title	Embedded Unitstandards	Level	Prerequisites	Corequisites	Credits	Level	Total Directed Hours	Supervised work Sessions	Total Directed Hours	Total Credits
V2-1	Environment and Cultural	22994/10c/v4 12772/5c/v6	C	-	-	15	3	90	-	60	150
V2-2	Working in Forestry Operation	22997/5c/v6 22995/5c/v5 Plus one of: 1227/5c/v8 27963/5c/v3 6916/5c/v9	C	-	-	15	2	90	-	60	150
V2-3	Safe Forestry Operations	17769/5c/v6 Plus one of: 23001/10c/v5 23000/10c/v4 22998/10c/v4 Electives: 6400/2c/v6 6401/1c/v6 6402/1c/v8	C	-	-	15	2	90	-	60	150

11 NZQA - Forestry Industry Foundation Skills Level 2