

TARANAKI

2050

# PEOPLE & TALENT

TRANSITION PATHWAY ACTION PLAN

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**venture**

TARANAKI

Te Puna Umanga

# PEOPLE AND TALENT

## TRANSITION PATHWAY ACTION PLAN

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# Executive summary

In August 2019, Taranaki launched a co-designed 2050 Roadmap for how the region will transition to a low-emissions economy by 2050. A collaborative process has been used to further develop detailed actions across the 12 pathways the Roadmap identifies. This document describes the actions required in the People and Talent pathway and is primarily a record of an action framing process held with sector and regional participants in September 2019.

## Introduction

People and Talent is a broad area that considers the current and future skills and attributes of the present and upcoming workforce of Taranaki, how workers are engaged, supported and protected, and how the overall system helps people and enterprises thrive.

The people of Taranaki are at the heart of our region's transition to a low-emissions economy. The well-being of our people, access to relevant and high-quality education, and good job opportunities for all are of the utmost importance. It is essential we start planning now to have the skills we need for the 'future of work' and the future-focused industries that will help make our region successful. Barrier-free access to education and training is also essential to deliver the Taranaki 2050 inclusive vision, with a need to remove systemic barriers, lift outcomes and raise parity across the region.

This transition pathway is a key part of regional development and underpins both the Taranaki 2050 vision and the other 11 action plans. While the transition will bring challenges, it also provides opportunities if we act now to develop an ambitious, agile and future-focused system.

## Action statement

The 2050 Roadmap vision informed the development of an action statement at the People and Talent Transition Pathway Action Plans (TPAP) workshops. This was:

“We will collaborate to grow, develop and retain all of our people and talent in the transition to a low-emissions economy by 2050. Our efforts will enable life-long learners to contribute to society with transferable skills through co-investment, with transitional pathways in to/out of different roles and decent work that aligns with our values.”

When participants reviewed the action statement against where we are now, the following focus areas were apparent.

- 1) **Integrating the overall people and talent system:** There are many organisations involved in supporting a person to have the skills, experience and talent that will be required in the Taranaki economy of the future. At a regional level, the system needs to have a united direction and have better coordination. *United direction* means a clear understanding of the future skills our region will need, as well as agreement on the actions to get there. Parties must collaborate to support people getting the best outcomes for themselves and their whānau/families.
- 2) **Skills and employment pathways for the vulnerable and marginalised:** Education and training provides a pathway for people to improve their well-being and that of their whānau/families. We must ensure that education barriers, whether financial, physical or

other, are reduced so that all ākonga /learners can fully participate in education and have access to equitable opportunities and outcomes. For Māori, indigenous-led solutions must be prioritised, supported by an education system that respects and celebrates Māori culture and identity, and is focused on a strengths-based approach.

- 3) **Support and empowerment for workers during economic transition:** As the Taranaki economy changes, people who may have worked in one area for their whole life may find their skill set is no longer needed. We need a system where employers, unions and government support workers to develop new skills and find new employment.
- 4) **Attracting and retaining talent and developing higher skills, particularly in future-focused areas:** As the economy changes, it's important that workers continue to upskill, particularly in future-focused areas and STEAMID<sup>1</sup> subjects. In addition, retaining and attracting talent will support the development of new enterprises and expansion of existing enterprises.

COVID-19 has had a significant impact on people and talent. For Taranaki, Infometrics has forecast that employment in Taranaki could fall by around 5,500 by March 2021. It has modelled that 60% of these jobs will be in the sectors of accommodation and food services, retail and wholesale trade, transport/postal/warehousing, and construction. In Infometrics' forecast, nearly 50% of the losses will be in lower-skilled occupations.<sup>2</sup> Learning from home also highlighted the digital divide, with concerns about the education gap being widened. Restrictions to international borders are expected to be in place for at least 12 months, which will likely halt international immigration to the region.

The impacts of COVID-19 will be considered as part of the Taranaki 2050 transition pathway action plans in 2020 and the subsequent two years.

## Actions

The following actions have been identified:

|  |  |
|--|--|
| 1) <b>Taranaki Te Ara Mahi Jobs and Skills Hub</b> | A hub to help connect and better integrate the disjointed parts of careers advice, education and training, in-job learning and finding employment.   |
| 2) <b>Collective action and collaboration</b>      | Looks to compensate for the size of Taranaki's population and workforce. Includes working with industry groups to establish Group Employment and Training Schemes (GETS), and collaborations to support youth employment |
| 3) <b>Upskilling educators</b>                     | Support educators in understanding industry skills and needs, recognising these may change at a faster pace and the system needs agility.  |
| 4) <b>More support for Māori pathways</b>          | While there was no action developed at the workshops, the discussions did show that this is an   |

<sup>1</sup> The STEAMID subjects are science, technology, engineering, arts, maths, innovation and design.

<sup>2</sup> Infometrics, Economic Impacts of COVID-19 on the Taranaki Economy – Early Estimates, April 2020, p.16

|  |  |
|--|--|
|  | area where much more work can be done, with potential to support projects.   |
| 5) <b>Support for the labour market adjustment in the transition and ambitious planning for future skills needed</b> | This action is working with the new Taranaki Regional Skills Leadership Group <sup>3</sup> to help plan the transition. This needs to have an ambitious skills focus, grounded in the region's competitive strengths.  |
| 6) <b>Centre of excellence where advantages exist</b>  | While Taranaki is a comparatively small region, there are some areas where we can build applied research specialisms that link to education and training. This may be possible under the reform of vocational education that is looking to create centres of excellence <sup>4</sup> . This action will explore what is possible in this area. |
| 7) <b>Talent attraction</b>  | There was no specific action around talent attraction developed at the workshops. However, it is an area that would bring considerable benefits to the region, and would benefit from further work.  |

The actions in this pathway action plan will feed into a wider Taranaki 2050 programme that will work with all stakeholders to take actions forward.

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<sup>3</sup> Regional Skills Leadership Groups seek to facilitate regular dialogue about regional labour market needs, building more cohesive and coordinated decision-making at a regional level.

<sup>4</sup> Centre of Vocational Excellence (CoVEs) will seek to bring together NZIST, other providers, Workforce Development Councils, industry experts and leading researchers to grow excellent vocational education provision and share high-quality curriculum and programme design across the system.

# Context

## Aotearoa New Zealand is moving towards a low-emissions economy

The world has committed to taking action to lower greenhouse gas emissions.

In 2016, Aotearoa New Zealand ratified the Paris Agreement. Under this agreement, New Zealand needs to reduce emissions to 30% below 2005 levels by 2030.

Taranaki is seeking to lead New Zealand's transition to a low-emissions economy. The coalition Government's announcement that it would grant new petroleum exploration permits only for onshore Taranaki and nowhere else<sup>5</sup> has fast-tracked the need to shift to a new energy future. New Zealand's two largest contributing sectors for emissions are agriculture and energy (including transport)<sup>6</sup>, both of which are key parts of Taranaki's economy.

While forestry has considerable potential to offset emissions, moving to a low-emissions economy will be a significant transition for all New Zealanders.

In the first half of 2020, the COVID-19 pandemic led to major restrictions on the movement of people, with subsequent impacts on economic activity. New Zealand, including Taranaki, were not immune. The economic shock is expected to significantly increase regional unemployment, reduce gross domestic product (GDP) growth and lead to economic restructuring in industries most impacted<sup>7</sup>. These impacts may take time to manifest themselves given the dynamic nature of Taranaki's regional labour market.

The past shows us that large transitions, such as lowering our emissions and the economic shock of COVID-19, can lead to a legacy of negative impacts for some. A just transition is about managing these effects to continue to build a fair and inclusive New Zealand. For Taranaki, it means ensuring we keep what is great about our region while planning for more people to share in these benefits.

A just transition, requiring system-wide behavioural and institutional change to ensure more parity in outcomes, is needed. Co-creation with communities, iwi, local and central government, businesses, educators, unions and workers is the cornerstone of the approach we are taking in Taranaki. The Taranaki 2050 project has been designed so that the change process is developed from the bottom up and ensure no-one across Taranaki's communities is left behind.

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<sup>5</sup> <https://www.beehive.govt.nz/release/planning-future-no-new-offshore-oil-and-gas-exploration-permits> . Note that existing off-shore permits remain in place.

<sup>6</sup> The New Zealand Productivity Commission, Low-emissions economy: Final report, August 2018, p.30. Data from 2016 figures.

<sup>7</sup> Infometrics, Economic Impacts of COVID-19 on the Taranaki Economy – Early Estimates, April 2020. The report was commissioned by Venture Taranaki and the New Plymouth District Council and anticipates an 8.5% contraction in regional GDP for the year to March 2021. Jobs are expected to decline 9.5% in the region.

## Our vision is for Taranaki to be a low-emissions economy

Our vision for Taranaki in 2050 has been co-designed by the region. It considers not just how our economy will change, but all aspects of our lives. It provides the opportunity to plan for inclusive growth as we transition to a low-emissions economy.

The Taranaki 2050 Roadmap was launched as a draft on 9 May 2019 at the Just Transition Summit in New Plymouth, and issued in its final form in August 2019 after further input from a wide range of people and organisations. Overall, the Roadmap development involved over 70,000 engagements.

The Roadmap is the first step taken by the region to develop a just transition plan to a low-emissions economy. The draft was the culmination of 29 workshops on 12 transition topics, plus surveys and community outreach. There was also a creative challenge and specialist workshops/engagement for youth. More than 14,000 people viewed the introductory online video, and the creation process engaged ideas from more than 1,000 people. The workshops mixed the diversity and talent of our region with specialist expertise from around the country.

Following the launch of the draft Roadmap, public consultation included visits to more than 40 locations with over 1,000 people. Twenty-five separate email submissions were received from individuals and organisations that represented thousands of individuals, as well as 135 submissions via our online interactive tool.

### *Themes of the 2050 Roadmap*

*The people of Taranaki have a vision for 2050 that includes:*

- *A strong sustainable environment*
- *Education options that move and flex with a changing world*
- *Attractive jobs*
- *A similar lifestyle to the one we enjoy now, shared by all*
- *Leading the way in sustainable, low-emissions energy*
- *A region that looks out for and cares for itself and its people.*

While there were some divergent views on the future of Taranaki across participants, there were also many common themes. What unites us as a region is stronger than what divides us as a region. The main consistent themes were: **sustainability**, **inclusivity** and **enterprise**.

These themes reflect the Māori values of guardianship of people and our environment (similar to kaitiakitanga), the importance of community and caring (similar to manaakitanga) and the need for collective action in our move forwards (similar to kotahitanga). They also signify a focus on long-term outcomes that span generations.

The Roadmap picture follows. To read more about the co-design process used for creating the Taranaki 2050 Roadmap, visit [www.taranaki2050.org.nz](http://www.taranaki2050.org.nz)

## Transition Pathway Action Plans (TPAPs)

Following the finalisation of the Taranaki 2050 Roadmap, the Lead Group (20 volunteers from the seven pou – local business, iwi, community, unions, education, and local and central government – who guided the co-creation of the Roadmap) and a sub-group known as the Design Council, developed a ‘framing’ process commonly used in the energy sector. Participants of the People and Talent workshops that helped co-design the 2050 Roadmap, representing a broad mix of the seven pou and with subject matter expertise, were invited to attend TPAP workshops. Others registered via an expressions of interest process on the Taranaki 2050 website.

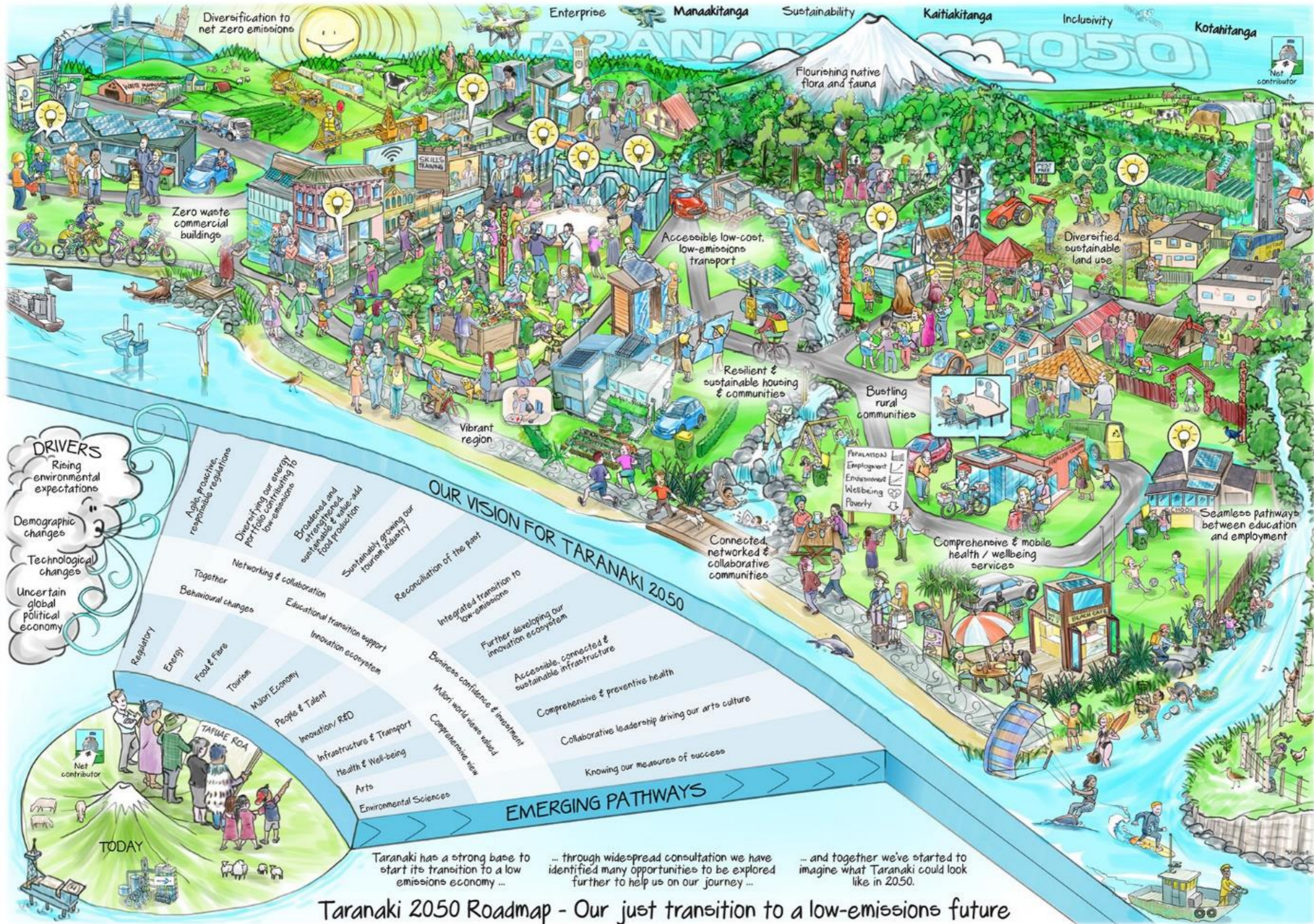
The People and Talent TPAP framing workshops were held in September 2019.

Based on the co-design themes and emerging opportunities identified in the Taranaki 2050 Roadmap, the divergent thinking and opportunities identified in the Roadmap were channelled into a convergent set of tangible actions and outputs. These defined the short-term actions and medium-term strategy needed to achieve the region’s long-term vision for 2050.

## People and Talent Transition Pathway Action Plan

The output from the three TPAP workshops is described in this document. In preparing it, the Taranaki 2050 team would like to thank everyone who has been part of the process. Your contribution has made a real difference in defining the short-term actions and medium-term strategy needed to meet the goals and vision of the Roadmap. We recognise your time commitment, but more importantly, your respect for the value of manaakitanga during the process. By showing respect, generosity and care for others, you helped create an environment where people felt comfortable sharing diverse opinions.





Taranaki 2050 Roadmap - Our just transition to a low-emissions future

# Introduction

This transition pathway considers people and talent. This is a broad area that includes:

- The current and future skills and attributes of the workforce of Taranaki;
- The system that develops this;
- How workers are engaged, supported and protected; and
- How the overall system helps people and enterprises thrive.

The people of Taranaki are at the heart of our region's transition to a low-emissions economy. The well-being of our people, access to relevant and high-quality education, and good job opportunities for all is of the utmost importance. It is also essential we start planning now to have the skills we need for the 'future of work' and the future-focused industries that will help make our region successful.

Barrier-free access to education and training is also essential to deliver the Taranaki 2050 inclusive vision, with a need to remove systemic barriers, lift outcomes and raise parity across the region.

This transition pathway is a key part of regional development and underpins both the Taranaki 2050 vision and the other 11 pathway action plans.

The transition to a low-emissions future will bring challenges for our people. Workers will need to be adaptable and empowered to transition between careers and sectors over their lifetimes. Employers will need the tools and resources to manage and enable this transition. Workers also need to be able to help design their training and transition, with unions advocating for paid time to assist this engagement.

The transition however, also provides huge opportunities if we act now to develop an ambitious, agile and future-focused system.

The whole system needs to work effectively to deliver the vision. There are numerous actors and organisations that will play a role across the seven pou, including unions, employers, Regional Skills Leadership Groups, Workforce Development Councils<sup>8</sup>, education providers and many others.

## Strategic context

### Long-term trends

Changes to the way we work, where we work and the skills that will be needed in the future will all impact our workforce. This will bring opportunities, such as the ability to work flexibly and remotely from anywhere in the region; and challenges, such as the need to adapt to an increase in automation and digitisation.

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<sup>8</sup> Workforce Development Councils will help industry take a lead in making New Zealand's workforce fit for today, and the future. Through skills leadership plans, they will set a vision for the workforce and influence the vocational education and training system.

There are a number of long-term trends expected to impact people and talent, such as:

- The changing nature of work, e.g. automation, artificial intelligence and other forms of digital innovation, are likely to reduce some types of jobs and increase others;
- Digital disruption of traditional business models, e.g. Netflix and Uber have significantly impacted their sectors;
- Increased use of technology as an education tool. This allows for new ways of educating and makes it easier and more affordable for anyone to learn anytime, anywhere. This also means that the digital divide needs to be considered to ensure equitable access, and does not diminish the fact that many students still place a large value on face-to-face education;
- The importance of life-long learning as people change jobs and careers more often;
- Businesses are expected to increasingly need people who can work with new information and solve unstructured problems, as well as have emotional, digital and cultural intelligence; and
- An ageing population and a higher dependency ratio (the workforce supporting the non-workforce).

### **Government strategies**

The New Zealand Government is seeking to have an economy working for us all, to improve well-being and to make New Zealand proud. It has committed to a significant skills development programme. The following are detailed below, and expanded upon in the next sections:

- 1) Economic Plan, focused on eight key shifts (described below);
- 2) Employment Strategy and Employment Action Plans;
- 3) Industry Transformation Plans;
- 4) Review of the Tertiary Education Strategy;
- 5) The reform of vocational education;
- 6) Establishment of Regional Skills Leadership Groups<sup>9</sup>; and
- 7) Immigration reform.

#### *1. Economic plan for a productive, sustainable and inclusive economy*

The coalition Government's Economic Plan identifies eight key shifts for the economy to transition to be more productive, sustainable and inclusive. The eight key shifts are:

- 1) The NZ economy moves from volume to value, with Kiwi businesses (including small and medium enterprises (SMEs)) becoming more productive;
- 2) People are skilled, adaptable and have access to life-long learning;
- 3) Deeper pools of capital are available to invest in infrastructure and grow New Zealand's productive assets;

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<sup>9</sup> Regional Skills Leadership Groups seek to facilitate regular dialogue about regional labour market needs, building more cohesive and coordinated decision-making at a regional level.

- 4) Strong and revitalised regions;
- 5) Enable a step change for Māori and Pacific economies;
- 6) Sustainable and affordable energy systems;
- 7) Land and resource use delivers greater value and improves environmental outcomes; and
- 8) Transform our housing market to unlock productivity growth and make houses more affordable.

## 2. *Industry Transformation Plans*

The Government's Economic Plan includes Industry Transformation Plans (ITPs) to support the economic development of sectors over time.<sup>10</sup> Plans will be developed in partnership with business, workers and the wider community. ITPs are intended to:

- Be sector-led and Government-supported, developed in a tripartite partnership (Government, business, unions);
- Describe an agreed vision for the future state of the sector and outline the actions required to realise this vision, including investment, innovation and skills development;
- Exploit synergies that exist across industries as well as within them;
- Provide a long-term coordinating framework; and
- Build from the existing suite of support measures available to industries, including funding and regulatory interventions, leveraging what is working and scaling back what is not.

The Government's focus is on:

- Partnering to progress the first five ITPs in:
  - construction
  - agritech
  - digital technologies
  - food and beverage
  - forestry and wood processing.
- Developing a handbook to support other industries to lead the development of their own industry transformation plans.

## 3. *Employment Strategy and Employment Action Plans*

The Government's Employment Strategy<sup>11</sup> presents the Government's vision for the labour market and the changes that are currently being implemented to improve employment outcomes for all New Zealanders.

The strategy describes how the Government intends to:

- Build a skilled workforce;

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<sup>10</sup> More information is available at <https://www.mbie.govt.nz/business-and-employment/economic-development/industry-policy/>

<sup>11</sup> <https://www.beehive.govt.nz/release/employment-strategy-helps-more-people-fulfilling-careers>

- Support industries and regions to thrive;
- Support workplaces to modernise;
- Support workers and businesses to be resilient and adaptable in the face of the changing nature of work; and
- Support more inclusive employment.

A key focus of the strategy is more inclusive employment outcomes for all New Zealanders. The strategy sets out a series of action plans focused on improving outcomes for people with disabilities, Māori, Pacific peoples, older workers and jobseekers, refugees and recent migrants. These plans set out programmes for government agencies to improve education, training and employment outcomes for these groups.

#### *4. Tertiary Education Strategy*

In support of the eight key shifts above, the Tertiary Education Strategy (TES) 2014–2019 is under review. It is likely to continue to focus on improving economic outcomes, environmental outcomes and social outcomes.

#### *5. Reform of vocational education and training (ROVE)*

The Government's reforms of the vocational education system aim to create a strong, unified, sustainable system that delivers the skills that learners, employers and communities need to thrive.<sup>12</sup> The intentions are that learners receive more support while they are training, and vocational education is more relevant to work.

The ROVE has created a New Zealand Institute of Skills & Technology to bring together the existing 16 institutes and polytechnics. It has also created Workforce Development Councils, with the aim of giving industry greater leadership across vocational education and new Regional Skills Leadership Groups (RSLGs), including a Taranaki RSLG to advise on the skills needs of each region. To address the skills needs of the workforce post COVID-19, the Government is creating interim versions of these bodies.

The ROVE will also establish Centres of Vocational Excellence to bring together the institute, other providers, Workforce Development Councils, industry experts and leading researchers. These aim to grow excellent vocational education provision and share high-quality curriculum and programme design across the system. The new institute and other providers will aim to support workplace-based, on-the-job training, as well as delivering education and training in provider-based, off-the-job settings.

#### *6. Regional Skills Leadership Groups (RSLGs)*

The Government has determined that a lack of coordination is resulting in suboptimal decision-making by local participants and hindering attempts to support a shift towards a high-skill labour market. This requires a concerted effort from both supply and demand side participants. Cohesive planning can support this shift.

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<sup>12</sup> Details are available at <https://www.tec.govt.nz/rove/reform-of-vocational-education/>

RSLGs are funded by central Government, with the Ministry of Business, Innovation and Employment (MBIE) acting as the secretariat. MBIE is also leading the creation of the groups, in collaboration with regions.

The overarching purpose of the RSLGs is to facilitate regular dialogue about regional labour market needs, building more cohesive and coordinated decision-making at a regional level. Each RSLG will be charged with developing a regional workforce plan. These plans set out the aspiration for the region and explain how this will be achieved.

- **Establishing each RSLG:** To ensure the success of the RSLGs, it will be essential that the right people are around the table. However, what will work in one region will not necessarily be the right answer in other regions. For example, RSLGs will need to reflect the specific demographics of their regions (such as a high proportion of young people or older workers). There are also likely to be different labour markets within each region that warrant bespoke consideration. The RSLGs may choose to recognise this within their plans. They may also elect to convene subcommittees or advisory groups that can assist them with any bespoke consideration needed for a sub-region.
- **Decisions for the Taranaki RSLG:** In the light of the above, the Taranaki RSLG is being formed to:
  - Get the right representative mix to reflect Taranaki's sectoral composition – the employers and the communities that will benefit from skills development; and
  - Aligning with other representative bodies and agencies in the region, such as the Ministry of Social Development (MSD), local councils, tertiary education providers and unions, to ensure their inclusion and participation.

The RSLG needs a strong understanding of the current labour market, the distribution of skills across it, age profile and ethnic composition, the desired skills needed to support regional economic development and the transition to a low-emissions economy, and any gaps in skills needed by occupation.

That analysis will underpin the regional labour market plan that the RSLG will produce. MBIE will provide access to its labour market analysis capability and help draft the initial labour market plan for the Taranaki region and for any discrete sub-regions that the RSLG identifies.

The proposal for regional labour market planning functions is driven by the notion that temporary migration and vocational education systems should be responsive to local labour market needs. Both the reforms of vocational education and of temporary migration noted that in the absence of an effective planning function, the ability of systems to be responsive was limited. Responsive systems could create the right incentives for employers and firms to invest more in moving their workforces up the skills ladder.

## *7. Immigration*

There have been recent changes in New Zealand's immigration policy. The Government has introduced a new employer-assisted gateway system for temporary work visas. This will impact regions differently according to the state of the regional labour market. The skills shortage lists for higher-skilled occupations are also being regionalised to allow a skills/regional framework for

temporary migration settings. The immigration system will also rely on the RSLGs in the preparation and implementation of labour market plans for each region. This will help set a descriptive baseline for skills needs and skills gaps in each region.

The international entry restrictions due to COVID-19 will have a clear impact on international migration. It should be noted that the fundamental policy settings behind the immigration system have not changed, but inflows of migrants are likely to be low for a while as an unavoidable effect of COVID-19. It is expected that the immigration system will still be based on the assumption that before trying to access migrant supply, the employer checks the local or regional labour market for any suitable, available or trainable New Zealanders who could do the job.

### **Productivity Commission inquiries**

The New Zealand Productivity Commission has also undertaken several reviews relating to people and talent, including the following areas:

- Technological change and the future of work;
- New Zealand firms: reaching for the frontier; and
- New models of tertiary education

The Productivity Commission's final report<sup>13</sup> into technological change and the future of work found that:

- Technology doesn't just replace jobs, it also creates them;
- New Zealand needs more technology, not less. Technological progress and adoption drives productivity and income growth; and
- New Zealand is well-placed for faster technology adoption in some respects (e.g. having relatively skilled people and openness to new ideas), but not in others (e.g. dropping core skill levels, business environment lacking dynamism).

The inquiry recommended:

- Make the training system more flexible and accessible;
- Improve and expand careers advice and employment support;
- Urgently address the performance of the school system;
- Update employment law to target harms, not platforms;
- Explore options for better income smoothing; and
- Update regulation to remove barriers to technology and promote worker mobility.

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<sup>13</sup> <https://www.productivity.govt.nz/inquiries/technology-and-the-future-of-work/>

### **Local developments: Western Institute for Technology at Taranaki (WITT)**

WITT has developed a new 2020-2022 Strategic Plan, Te Korowai Mātauranga o Taranaki.<sup>14</sup>

Translated as 'The Cloak of Knowledge', the plan reflects WITT's strong focus on being an essential regional education hub that's owned by the whole Taranaki community.

The Strategy is focused on four pou:

- 1) Te Pou Tokomanawa (life-long learning), which includes strategic actions to develop the campus in four stages, and to be an innovation hub and Energy Centre of Excellence;
- 2) Te Pou Tuarongo (global citizenship), which includes strategic actions on collaborative relationships and regional hubs;
- 3) Te Pou Aronui (Sustainability), which includes strategic actions to increase the use of blended learning and micro-credentials, and building its Māori capability and competence; and
- 4) Te Pou Ao (employment outcomes), which focuses on academic quality and on-job education.

## **Givens**

In developing actions for people and talent, the following are considered 'givens' and cannot be changed:

- Iwi and hapū are tangata whenua of Aotearoa;
- There are families who struggle to meet the cost of living, even though adults in the family are working;
- As Taranaki's economy changes, the skills of the workforce will need to change;
- Technology is creating disruption at a faster rate and in ways that we could not have predicted 10 years ago; and
- Taranaki will always have a lower population than large metro areas – because of this there is less variety of employment choices.

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<sup>14</sup> [https://www.witt.ac.nz/uploaded\\_files/Annual-Strategy/WITT-StrategyWeb-Version.pdf](https://www.witt.ac.nz/uploaded_files/Annual-Strategy/WITT-StrategyWeb-Version.pdf)



# Vision

## The People and Talent 2050 Roadmap Vision

In the Taranaki 2050 Roadmap, the People and Talent vision was:

- *In 2050, Taranaki is a region that values its people, provides pathways to high-quality education (early childhood education to tertiary), good job opportunities and a lifestyle to be proud of.*
- *Young people in Taranaki will understand all their options for career pathways. Higher education, vocational education and on-the-job options will all be attractive choices for people to consider.*
- *Everyone in Taranaki has access to develop core skills including critical thinking and digital skills, as well as social skills such as empathy, generosity and cooperation. Subjects such as science, technology, engineering, arts and maths are actively pursued through primary, secondary and tertiary education.*
- *Businesses in Taranaki share resources and possibly workers across industries, and have created a highly skilled and adaptable regional workforce. Training and education are understood to be an investment in business, industry and the region.*

To read the full introduction, vision, co-design themes and emerging opportunities for People and Talent visit [http://about.taranaki.info/Taranaki2050/Taranaki-2050-Roadmap-\(1\).pdf](http://about.taranaki.info/Taranaki2050/Taranaki-2050-Roadmap-(1).pdf).

The 2050 Roadmap vision informed the development of an action statement at the People and Talent TPAP workshops. This was:

*“We will collaborate to grow, develop and retain all of our people and talent in the transition to a low-emissions economy by 2050. Our efforts will enable life-long learners to contribute to society with transferable skills through co-investment, with transitional pathways into/out of different roles and decent work that aligns with our values.”*

# Current state

This section provides an overview of the current state of the areas impacting people and talent. This includes the composition of the workforce, forecasted future skills needs, the education and training system, migration patterns and systems to support workers.

## Impact of COVID-19

COVID-19 has had a significant impact across the world. In New Zealand, the need to move through lockdown levels 2, 3 and 4 has had immediate implications for people and talent. Restrictions on international borders are expected to be in place for at least 12 months, which will halt international immigration to the region. This will also significantly impact the international education, tourism and hospitality sectors.

Infometrics has forecast that employment in Taranaki could fall by around 5,500 by March 2021. It has modelled that 60% of these jobs would be in the sectors of accommodation and food services, retail and wholesale trade, transport/ postal/warehousing, and construction. In its forecast, nearly 50% of the losses will be in lower-skilled occupations.<sup>15</sup>

Tertiary education providers are getting ready for this change. While international student numbers will likely remain low as people stay in their home countries in the next year, domestically vocational education is expected to expand as the unemployed look to upskill. The Government has announced a \$1.6 billion trades and apprentice training package as part of the 2020 Budget. There is investment proposed for the Western Institute of Technology at Taranaki (WITT) campus, which has a suite of current and developing programmes. This means the region has potential to be well-positioned to upskill New Zealanders during anticipated times of higher unemployment, should that further investment in WITT by Government progress rapidly.

## Overview of current workforce in Taranaki

In 2019, an assessment of Taranaki's current workforce and a future outlook was undertaken<sup>16</sup>. The summary below uses findings from this report, as well as analysis provided by MBIE to the People and Talent workshops.<sup>17</sup> Some of these figures will need to be updated once the ramifications of the COVID-19 pandemic have become clearer.

- Pre COVID-19, employment had been growing in Taranaki, but at a slower rate than the New Zealand average (1.1% per annum on average between 2000 and 2018 versus 1.9%).
- In Taranaki, employment had grown fastest in New Plymouth and in the sectors of construction, trade and energy. While agriculture remains a major employer, its share of total employment had declined.
- Taranaki's population was ageing in line with the rest of New Zealand, with strong growth in age groups 55 years and older.

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<sup>15</sup> Infometrics, Economic Impacts of COVID-19 on the Taranaki Economy – Early Estimates, April 2020, p.16

<sup>16</sup> Infometrics, *Assessment of Taranaki's current workforce and future outlook*, July 2019.

<sup>17</sup> Information is from Infometrics, *Assessment of Taranaki's current workforce and future outlook*, July 2019 and from a presentation by MBIE to the People and Talent workshops.

- Taranaki had proportionally fewer youth aged 15 to 24 years compared to the rest of New Zealand, and more people aged 35 years and over.
- The demographic composition of Taranaki's key sectors varied widely.
- Across New Zealand and Taranaki, workers' qualification levels were increasing.
- While Taranaki has some highly skilled people, the region has more people with low skills compared to the rest of New Zealand. A lower proportion of school students in Taranaki are leaving school with NCEA level 3 compared to the New Zealand average. There is also a lower proportion of people with high-level skills in Taranaki compared to the New Zealand average.
- In addition, Taranaki has a higher level of young people not in education, employment or training (NEETs) than New Zealand as a whole (18.2% in Taranaki compared to 9.6% in New Zealand in 2019).
- The unemployment rate in 2019 was slightly higher in Taranaki than New Zealand (5% and 4.3% respectively).
- The average weekly income in Taranaki was \$846 compared to \$880 for New Zealand. The average weekly income for women was 70% of the average weekly income of men in Taranaki.
- Taranaki has proportionally more Māori than nationally (18% and 13% respectively). Taranaki Māori face high levels of income inequality, low education attainment in the compulsory education system, high dependency on key sectors for low-skilled employment and limited post-compulsory education options. The average weekly income for Māori is 84% of the Taranaki average income, at \$710.

## Future talent and workforce needs

In 2019, Infometrics undertook a forecast of the future outlook of Taranaki's workforce. This considered two scenarios: business as usual (BAU) and accelerate automation. A summary of the forecast is below, noting that this information needs to be updated with the impact of the COVID-19 pandemic (and is consequently discussed as past tense):

- Forecasted employment growth between 2018 and 2030 was concentrated in service industries, especially professional services. This was amplified under the accelerated automation scenario. Service industries include health care and social assistance, education and training, and professional scientific and technical services.
- Professional and management occupations experienced the greatest forecasted growth under both scenarios.
- Several essential, but relatively lower-skilled occupations (carers and aides, health and welfare support workers, and food trades workers) were forecasted to grow strongly under the accelerated automation scenario.
- Under the BAU scenario, all of Taranaki's key sectors were expected to grow, except for land-based and farming which continues its long-standing decline in employment. The

strongest growth occurred in visitor/tourism, public sector, education and health, and technology.

## Education, training and employment pathways

This section provides an overview of education, training and employment support services in the region, collected from workshop participants:

- Taranaki's main tertiary education provider is Te Kura Matatini o Taranaki – WITT Ltd, which is a subsidiary of the newly formed New Zealand Institute of Skills and Technology. WITT has campuses in New Plymouth and Hāwera, servicing over 6,000 students or 1,463 equivalent full-time students. WITT employs ~320 staff, an equivalent of 155 full-time equivalent staff. WITT offers a range of sub-degree and degree courses to meet the vocational needs of the Taranaki region.
- Massey University also has a presence in the region, and periodically offers a Master in Business Administration in Taranaki.
- Industry Training Organisations (ITOs) also operate across Taranaki, e.g. supporting apprenticeships and providing gateway programmes. As described earlier, under the ROVE reforms, ITOs will be abolished and Workforce Development Councils created.
- Taranaki Futures supports young people in finding employment pathways.
- WhyOra is a scheme run by the Taranaki District Health Board and iwi to support Māori entering the health workforce.
- The Taranaki Engineering Consortium is a partnership of 11 engineering companies. It supports skills development and career pathways in engineering.
- Taranaki has a number of specialist private training establishments. For example, Wood Training operates a Marine Training Centre and the Pacific International Hotel Management School offers courses in hotel management.
- The district councils are members of Mayors Taskforce for Jobs – a nationwide initiative that aims to enable people under 25 to achieve long-term economic independence.

## Migration and attraction of talent

Net external migration into Taranaki was 600 people for the year ended March 2018. According to Statistics NZ, at the time of the 2018 census 1.5% of people in Taranaki lived overseas a year ago (compared to 2.7% nationally) and 16.6% of people in Taranaki lived in another part of New Zealand (compared to 16.1% nationally). Also 18.1% of people in Taranaki had been in New Zealand between five and nine years (compared to 16.2% nationally).

The attraction of talent into the region tends to address a specific employer's needs. While most employers plan ahead to anticipate their talent needs, there is no coordinated regional response. Employers are competing with the rest of New Zealand and, in many cases, the rest of the world for talent. To attract staff, many enterprises highlight Taranaki's lifestyle advantages and comparative cost of living to metropolitan centres and overseas.

Attracting the right people to fill skills and talent needs has been difficult in recent years. According to a Venture Taranaki survey in November 2019:

- Wages and the cost of staff were the second most common business concern, and labour availability the third;
- 34% of respondents reported difficulty in recruiting staff;
- There were difficulties in finding staff at all skill levels;
- Highly technical/skilled or senior roles were the most difficult to fill and were roles where employers were most likely to recruit from outside Taranaki;
- 45% of respondents reported recruiting outside the region, and 23% recruited internationally in the previous year (2018/19).

## Worker rights and support

More people have collective agreements and union membership in Taranaki compared to New Zealand overall (~25% compared to ~18%). There are many unions that operate in Taranaki.<sup>18</sup>

Union delegates and members have been involved in Taranaki 2050, in an effort to keep and expand decent jobs and meaningful employment. Because of Taranaki's interlinked communities, many families have income earners who are members of different unions. This helps people understand how changes to one industry impact the rest of our regional economy.

In Taranaki, unions play a part in connecting support systems (including financial and well-being support) for those not in, or who have lost employment, training and vocational opportunities, and job placement. During COVID-19, E tū launched a job match website tool. It works with organisations like Competenz and Super-Advice to provide support for displaced workers. This effort can expand and grow and be targeted regionally.

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<sup>18</sup> Unions include E tū, FIRST union, Public Services Association (PSA), NZ Nurses Organisation (NZNO), Amalgamated Workers Union NZ (AWUNZ), Dairy Workers Union Te Runanga Wai U (DWU), MWU, Rail & Maritime Union (RMTU), Maritime Union of New Zealand (MUNZ), New Zealand Educational Institute Te Riu Roa (NZEI), NZ Post Primary Teachers Association Te Wehengarua (PPTA) and Tertiary Education Union Te Hautu Kahurangi o Aotearoa Takitini o Aotearoa (TEU).

# SWOT analysis

The table below provides a strengths, weaknesses, opportunities and threats (SWOT) analysis of People and Talent in Taranaki:

| Strengths  | Weaknesses  |
|--|---|
| <ul style="list-style-type: none"> <li>• One of the highest GDPs per capita in NZ</li> <li>• Number of highly qualified and skilled people, particularly in the petroleum and engineering sectors, but also pockets in other areas</li> <li>• Attractiveness of New Zealand and Taranaki as a place to live</li> <li>• Lower levels of turnover than the rest of NZ</li> <li>• Higher union engagement than the rest of New Zealand</li> <li>• Data suggests that Taranaki has had some success in attracting people to the region – e.g. the region has a higher number of people who have been in the region less than 10 years compared to the national average and a higher rate of attraction than some other parts of NZ.</li> </ul>                   | <ul style="list-style-type: none"> <li>• Relatively high number of people in Taranaki with low skills, high level of young people not in education, employment or training (NEETs) and high Māori unemployment rate</li> <li>• No university and pull of metro areas leads to loss of people aged 18-30</li> <li>• Relatively few opportunities for first time workers to find entry-level jobs</li> <li>• Small employment market and lower levels of turnover creates issues, e.g. in career progression, or may attract one half of a couple to Taranaki, but the other person struggles to find job</li> <li>• WITT has historically scaled back on some courses (e.g. arts) due to lack of numbers.</li> </ul> |
| Opportunities  | Threats   |
| <ul style="list-style-type: none"> <li>• Potential of Regional Skills Leadership Groups to provide increased collaboration and coordination</li> <li>• New strategy and direction of WITT as part of NZIST and the wider reforms of vocational education. This includes new campus developments and potential to open up more course options across various industries and sectors.</li> <li>• The impact of COVID-19 represents an opportunity for WITT and other training providers as those who are unemployed look to upskill. The Government has responded with a \$1.6b trades and apprentice training package.</li> <li>• Employment in growth industries, such as health care</li> <li>• Collaboration across unions, employers and local</li> </ul> | <ul style="list-style-type: none"> <li>• Unable to address inequities in education and training</li> <li>• Access to technology to enable education and training is uneven and can further deepen inequalities.</li> <li>• Risk of jobs not providing meaningful, quality employment, and people being left behind</li> <li>• Redundancies from low-emissions transition if not handled well</li> <li>• Funding of tertiary education provision and relatively small size of WITT</li> <li>• Under-investment in education and not valuing educators</li> <li>• Emigration of skilled Taranaki workers elsewhere, particularly if industries diminish due to COVID-19 impacts</li> </ul>                            |

and central Government

- The success of programmes like WhyOra in supporting Māori into the health sector provide a good model for other areas
- Greater recognition by many companies that they need to invest more in apprentices and workforce development
- Modernisation of learning to support life-long learning and on-job training, e.g. micro-credentials
- Talent attraction from international and other regions of New Zealand that have higher costs of living and a less attractive lifestyle.
- Affordable housing an increasing issue.
- Technological changes that lead to greater job losses or need for workforce to reskill, e.g. automation, artificial intelligence
- Employment law and regulations do not support a just transition
- Competition with other parts of New Zealand to attract skilled migrants

# Areas of focus

A review of the current state against the vision identifies the following areas of focus:

- 1) **Integrating the overall system:** There are many organisations involved in supporting a person to have the skills, experience and talent that will be required in the future Taranaki economy. This includes all levels of the education system, careers advice, a range of government departments and agencies (including social support systems that allow a person to learn, train and work) as well as employers and industry organisations. On top of this is the uncertainty of knowing what skills will be needed in the future. At a regional level, the system needs to have a united direction and coordination. Parties inside the system must collaborate to support people getting the best outcomes for themselves and their whānau/ families.
- 2) **Skills and employment pathways for the vulnerable and marginalised:** Education and training provides a pathway for people to improve their well-being and that of their families. It is pivotal to ensure that education barriers, whether financial or physical or other (such as confidence), are reduced, so that all ākonga/learners can fully participate in education and have access to equitable opportunities and outcomes. For Māori, indigenous-led solutions must be prioritised, supported by an education system that respects and celebrates Māori culture and identity, and is focused on a strengths-based approach.
- 3) **Support and empowerment for workers during economic transition:** As the Taranaki economy changes, people who may have worked in one area for their whole life may find their skill set is no longer required. A system where employers, unions and Government support workers to develop new skills and find new employment is required.
- 4) **Attracting and retaining talent and developing higher skills, particularly in future-focused areas:** As the economy changes, it's important that workers continue to upskill, particularly in future-focused areas and STEAMID subjects. The Government's Industry Transformation Plans provide an opportunity to create links to areas where we might need to develop new skills. In addition, continuing to retain and attract talent will support the development of new enterprises and the expansion of existing enterprises.



# Actions

The People and Talent workshops and subsequent work have identified several potential actions. These are described below. More detailed discussion of some of the actions is provided under the main areas of focus.

It is noted that the development of the current and future workforce will be a fundamental function of the new Taranaki Regional Skills Leadership Group, established in July 2020.

## 1) Integrating to the overall New Zealand and Taranaki people and talent system

The earlier sections of this TPAP demonstrate the wide range of actions happening in people and talent, and a quite complicated and disjointed system. The Government ROVE aims to improve the coordination of the system at the regional and national level, as do the actions below. A key action is to better understand the overall map of actors, plans and actions in Taranaki and where key gaps are. An important next step is the development of the Taranaki Regional Skills Leadership Group in 2020. The needs of all the 12 TPAPs feed into its work.

### a) Taranaki Te Ara Mahi Jobs and Skills Hub

The skills system is complex. Learners are trying to make investments in their education to increase their employment and well-being outcomes, uncertain about what businesses want and the future job market. Employers are looking for certain skills and experience. Education providers are trying to provide what employers need, but also offer enticing courses to attract students.

The workshops considered addressing this through a jobs and skills hub. This would look to match suitable people across the region to specific employment and training opportunities, and ultimately match to employment in work.

The workshops considered that to develop the hub, employers interested in participating would work with government agencies and unions to draw up a business case to support the development of Te Ara Mahi Jobs and Skills Hub. Once established, the following actions could be progressed under the hub.

- Creating a 'first steps' pathway zone and a 'next steps' transition zone. This would work across all parties to:
  - Provide information and advice to people about the Taranaki employment landscape and direct them to appropriate training opportunities to achieve their employment goals;
  - Broker employment for employers;
  - Provide or signpost wrap-around pastoral care services for select vulnerable groups;
  - Provide different information mechanisms depending on the targeted group.
- Creating an employers and educators zone. This would look to:
  - Develop and incorporate a 'skills passport'. This tool would enable workers to list their skills and employers to list available roles and skills needed. It would seek to link workers to training opportunities and offer employment opportunities for roles with corresponding skills. Such a tool could be applied to students and those outside of the workforce. There are

several Taranaki businesses with the capacity to develop this programme (Skill Tracker, Learner Me) and many unions in Taranaki who could distribute this tool and help workers engage with it.

- Develop workforce planning tools for enterprises. The tool kit would enable businesses to stocktake their workforce, map out current and future growth opportunities and link with services to grow staff and provide access to the appropriate training.
- Build partnerships with unions, education and immigration sectors to ensure that training and policy settings correspond with the skills sought by employers.
- Trial a job swap programme enabling workers to experience different responsibilities within their sector for a limited period. Work with unions to ensure this is successful. Note that unions are currently exploring this area more, e.g. pooling schemes for panel operators.
- Develop a low-emissions transition narrative via a transition forum. This would drive the low-emissions transition process and get people better engaged. There would be a focus on the opportunities offered by the transition to a low-emissions economy, including how any new ways of operating will benefit participants, communities and workplaces. The forum will provide a pathway to communicate the low-emissions transition journey and will be a vehicle for the Taranaki just transition story.

The Infrastructure and Transport TPAP highlighted infrastructure as an important area to start, building on New Plymouth District Council's work in this area. There may also be potential to consider how Taranaki skills could be developed and used to support the decommissioning of oil fields.

## b) Collective action and collaboration

### *Group employment schemes*

At the workshops, the idea around this action was to work with industry groups to establish Group Employment and Training Schemes (GETS), similar to the Electrical Training Company (ETCO) apprenticeship scheme for electrical trainees<sup>19</sup>.

Union participants at the workshops also noted that while union membership trends above the national average in Taranaki, this is not the case in the tourism and hospitality sectors. Largely, this is because of lower paid/more insecure positions mixed with laws that make multi-employer agreements challenging. This impacts union membership, and leads to higher churn from young people who are often looking for work in this sector to get started. Actions such as promoting the living wage movement<sup>20</sup> in Taranaki could also help.

### *A Taranaki employer-recruitment collaboration to showcase job opportunities for youth in Taranaki*

The workshops suggested a scheme to support youth employment, similar to the Dunedin-based Youth Employment Success (YES)<sup>21</sup> tool. In considering this action, it should be noted that there are a range of schemes and organisations currently in place to support youth moving into employment. This includes Taranaki Futures and the Mayors Taskforce for Jobs. After the workshops, limitations of

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<sup>19</sup> [https://www.etco.co.nz/?gclid=EA1aIQobChMIsd7m2P2P5QIVQYPCh0AGgPaEAAYASAAEgJwtfD\\_BwE](https://www.etco.co.nz/?gclid=EA1aIQobChMIsd7m2P2P5QIVQYPCh0AGgPaEAAYASAAEgJwtfD_BwE)

<sup>20</sup> Information on the living wage movement is available at <https://www.livingwage.org.nz/>

<sup>21</sup> <https://youthemployer.nz/>

the YES tool were raised, such as the scheme being only opt-in and not particularly scalable. This would need to be explored in progressing this action.

YES is an online platform with certified employers from a variety of industries offering free employment-based opportunities to 16–24 year olds. The workshop considered this action could:

- Establish and lead the research and development of a YES programme for Taranaki;
- Assess the seed-funding opportunities from the Government, including grants from MSD and MBIE;
- Dependent on funding, assess employers' willingness to showcase their retention/attraction strategies as a way to help them address their skill and labour shortages;
- Collaborate with YES programme developers to share the website code/tips on programme development. Any scheme must be adequately resourced and funded to ensure ongoing platform development;
- Establish trial programme of YES with a selection of businesses from different sectors; and
- Access for unions to young workers to help educate, engage and empower them so they understand their rights and opportunities and their role in our region.

#### c) Upskilling educators

The Taranaki 2050 transition process is wide-ranging and challenging. Education providers will need to be nimble and responsive with their educational offerings. There was a shared view at the workshops that Taranaki needs an initiative to upskill educators in industry needs/skills. This would complement the requirement for tertiary education organisations to provide quality education programmes that are relevant to employers' needs, and meet the changing nature of work and the demands of the transition to a low-emissions economy by 2050.

This action – to educate the educators – will require resources from industry and could increase the participation of industry in education outcomes (qualification and curriculum development, workplace delivery, etc). A prerequisite for responsive education provision is the need for a shared understanding by firms, associations and education providers of industry business transformation maps and associated skills requirements. Workers can directly inform this to ensure that those engaged in education get what they need.

The transition envisaged in the Taranaki 2050 Roadmap is wide-ranging, crossing multiple sectoral boundaries. The transition process would be facilitated by developing a transition resource toolkit. Actions could include:

- Providing opportunities for employers to upskill on hiring best practice;
- Developing succession planning tools for employers;
- Establishing the nature and duration of the skills needs pipeline;
- Discussing the need to attract and retain staff by focusing on upskilling employers in terms of:
  - management capability (to help them deal with the business changes involved in the transition to a low-emissions economy); and

- the need to support their workforce by embedding a focus on transferable skills in staff development;
- Wrapping support services around employers in all affected sectors, especially for small and medium enterprises, in this period of change;
- Establishing a clear pathway between emerging education opportunities and the corresponding employment benefits; and
- Education providers structuring their curriculums to suit employers/workers working hours.

## 2) Skills and employment pathways for the vulnerable and marginalised

In Taranaki there are groups who have higher rates of unemployment, lower educational attainment and skills and higher levels of income inequality. This includes young people/first-time workers, Māori and people with disabilities. Actions in this space need to remove systemic barriers to inclusion, lift outcomes, raise parity across the region and build community resilience.

### a) Māori pathways

Pathways to support Māori are an essential part of the People and Talent action plan, although no specific action was discussed at the workshop. Education and training are important elements to support financial capability and income equity for Taranaki Māori. This area will be further explored in the next stages of Taranaki 2050 – for example, resourcing to progress actions in this area in the Māori TPAP.

Related discussion in the Taranaki 2050 project includes the importance of the education system respecting and celebrating Māori culture and identity, focused on a strengths-based approach. As tangata whenua, the system must provide opportunities for Maori to succeed and thrive. The current disparity in education achievement shows the system is not working.

The need to prioritise indigenous-led solutions and remove systemic barriers to inclusion have also been raised. One project that has alignment with this, the outcomes of Taranaki 2050 and also the Environmental Sciences TPAP and Māori Economy TPAP is the Tupu-ā-nuku Environmental Workforce Development programme. This is a collaborative model being developed between five iwi in Taranaki, conservation organisations that undertake work and conservation contract providers. The aim is to create a clear and accessible pathway for rangatahi to undertake local education and training with pastoral care and then gain sustainable employment in conservation-related work.

These discussions are in line with the TSB Community Trust Mātauranga target area, which seeks to:

- Support equitable, quality education outcomes for Māori (inclusive of the whole child, supporting not only academic achievement but also their physical, social, emotional and cultural identity domains).
- Empower immersion education opportunities from birth to career, unlocking opportunity and resource.
- Support education innovations and workforce strategies that accelerate Taranaki Māori toward the future of work in high skilled jobs.<sup>22</sup>

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<sup>22</sup> [https://www.tsbtrust.org.nz/uploaded\\_files/Strategic%20Plan/Maori-Strategy-2020\\_compressed.pdf](https://www.tsbtrust.org.nz/uploaded_files/Strategic%20Plan/Maori-Strategy-2020_compressed.pdf)

### **3) Support for workers during economic transition**

#### **a) Support for the labour market adjustment in the low-emissions and economic transition and ambitious planning for future skills needed**

A labour market plan for the region will be developed by the new Taranaki Regional Skills Leadership Group. It will consider what future skills may be needed, and what actions must be taken to ensure people can follow pathways to gain these skills and experience.

This plan should be ambitious on what the region can achieve and link with the Government's Industry Transformation Plans that are being developed.

The workshop considered how to support workers during economic transition and suggested a possible approach:

- Identifying the skills mix of workers at risk of redundancy across the region, and undertake a job-clustering analysis of retraining opportunities;
- Get the input of worker representatives, unions and employers on skills audits of the workforce and projections of future skills requirements;
- Work with the Tertiary Education Commission and the NZIST to develop NZQA approved micro-credential qualifications. This would meet local community and employer needs to support Taranaki's regional economic development.

In addition to this:

- An area also discussed at the workshops was encouraging greater study of future-focused skills, e.g. STEM (science, technology, engineering and maths) subjects and creative problem-solving skills.
- E tū Union is undertaking research into the changes workers are expecting from the transition to a low-emissions economy, what practical supports would be most helpful in transition, what protections are currently in place and what additional supports are needed.
- The Health and Well-being workshops discussed the idea of an employment charter, and the Public Sector Association has developed an example.

### **4) Attracting and retaining talent and developing higher skills, particularly in future-focused areas**

#### **a) Taranaki becoming the centre of excellence in areas where advantages exist**

This area was not discussed at the People and Talent workshop, but was considered across other workshops and links to People and Talent.

Taranaki has no university or Crown Research Institutes (CRIs). While Taranaki enterprises do innovative things and work with research organisations outside the region, the lack of ecosystem in the region limits what is done. Research is also connected to providing higher levels of education and training, which can raise employment prospects and earnings for people in Taranaki.

While Taranaki is small, there are some areas where building applied research specialisms that link to education and training provision could be developed. This may be possible under the reform of

vocational education that is looking to create centres of excellence. Areas where Taranaki has advantages are:

- The 'new energy future', linked to the National New Energy Development Centre, and WITT looking to become a specialist in this space (and associated engineering fields);
- Biodiversity and conservation;
- Highways technology, building on WITT's ownership of the New Zealand Institute of Highway Technology and the innovative approaches being taken to roading in Taranaki; and
- Health and well-being:
  - Child health and well-being, with a focus on ways to reduce obesity; linked to the Tamariki Pakari Child Health and Well-being Trust.
  - WITT and Taranaki District Health Board (TDHB) work closely together, with WITT supplying nurses to all three TDHB hospitals in the Taranaki region. This has been formalised through a Memorandum of Understanding. WITT's longer term ambition is the development of a health education precinct and a centre of excellence. The presence of such a precinct could also attract other education providers to the region such as medicine (University of Auckland), physiotherapy (University of Otago), occupational therapy (Wintec, AUT), social work (Massey, Open Polytechnic), pharmacy (University of Otago), radiography (Massey).
- Comparatively high numbers of union membership and collective agreement coverage which could translate to higher workforce engagement in education/training efforts that succeed.

There is potential to actively build partnerships, internships and scholarships with CRIs, universities and any other relevant party that trains people the region needs. A higher education/research hub may be a useful part of the education ecosystem, and this concept is being explored in Whangarei<sup>23</sup>. It could be further explored in Taranaki.

#### b) Talent attraction

There was no action around talent attraction developed at the workshops. However, it is an area that could bring considerable benefits to the region. A 'Taranaki Story' is currently being developed by Venture Taranaki to help attract workers and learners to the region and ensure that the messaging and targeting is relevant to the region.

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<sup>23</sup> [https://www.nzherald.co.nz/local-democracy/news/article.cfm?c\\_id=1504814&objectid=12308520](https://www.nzherald.co.nz/local-democracy/news/article.cfm?c_id=1504814&objectid=12308520)

# Critical success factors

The following critical success factors were also identified.

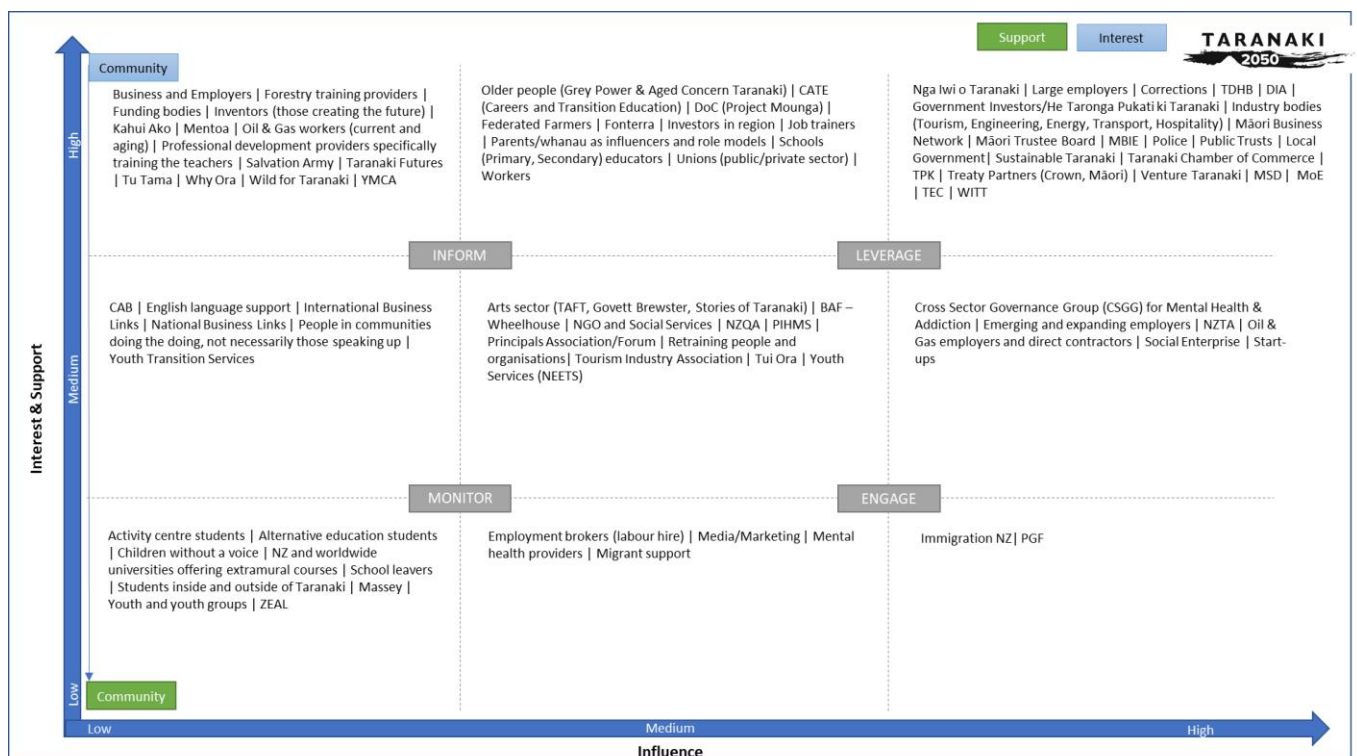
1. Adequate funding for actions by central Government and investment for action in the short term with ongoing accountability;
2. Tangata whenua representation at governance and leadership levels;
3. A system that is inclusive and supports the diversity of our region, across all generations and cultures;
4. Collaboration of all organisations across the people and talent spectrum, rather than competition for resources. This includes public and private sector collaboration and a joined-up approach, both nationally and regionally;
5. Strong, flexible and accessible support networks and tools;
6. An education and training system that supports life-long learning;
7. Carefully managed risk-taking practices that encourage new ideas, and also includes steps for review and refinement;
8. An appetite for change and sense of urgency across the region;
9. Youth to be active participants in the education system design ensuring hauora/well-being and equitable outcomes.

# Implementation

## Stakeholders

A key step in the process is to review stakeholders and build an engagement plan with each to ensure the right level of engagement is attained throughout the action planning time frame. It should be noted that over time some stakeholders' level of influence and interest/support will change, and the stakeholder engagement plan will need to be updated.

The figure below shows key stakeholders. It was developed in a working session at the People and Talent workshops and consequently does not include all stakeholders. Positioning in the chart is indicative and reflects the point in time.







## Next steps

The actions in this TPAP will be taken forward and considered by the Taranaki 2050 Lead Group. The Taranaki 2050 website will continue to be updated with progress made on the actions.

The impacts of COVID-19 will be considered as part of the 2050 Roadmap Pathway Action Plans in 2020 and the subsequent two years.

## Taranaki 2050 Transition Pathway Action Plans implementation from 2020

Work to date has been part-funded through the Provincial Growth Fund and supported with some resource from MBIE. There has been a small amount of private funding from the TSB Community Trust and local businesses to support workshops, facilitation, printing, etc. The work has been carried out by a large number of volunteers.

Future work needs to be funded at two levels:

- 1) Coordination resourcing (to drive implementation);
- 2) Funding for the specific projects and initiatives that action plans set out.

Funding needs to be through:

- Government (central and local) funding – new and existing;
- Private sector.

### 1) Taranaki 2050 funding – Core coordinating resourcing

Resourcing needs are required for five people to facilitate and drive workstreams, as well as measure and track progress over five years.

Resources are to be Taranaki-based, with the suggested positions:

- 1 x leader
- 1 x administrator
- 3 x workstream leads

As well as facilitate and drive workstreams and measure/track progress, the team would be tasked with refreshing the Taranaki 2050 Roadmap in 2024.

Funding required for core coordination and resourcing: \$3.75m over five years.

Requests will be submitted to central and local government for funding.

### 2) Taranaki 2050 People and Talent TPAP project funding

The following investigatory projects have been identified as ready for kick-off/completion in 2020:

| Opportunity  | Description  | Cost | T2050 TPAP Links                         |
|--|--|------|--|
| Te Ara Mahi Jobs and Skills Hub                            | Both these actions would work with the new Taranaki Regional Skills Leadership Group to further analyse Taranaki's labour market needs, identify gaps and suggest ways to improve the overall system | TBC  | Links with all other transition pathways |
| Support for the labour market adjustment in the transition |  |      |  |



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The team has been overwhelmed with people's passion and commitment to this region. It is clear there is an excitement and People and Talent to achieve our vision for Taranaki 2050.



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