



**HANGA-ARO-RAU**  
Manufacturing, Engineering  
and Logistics  
Workforce Development Council

**HANGA-ARO-RAU**

# **HE MAHERE MOANA**

Statement of  
Strategic Direction

**2023 — 2028**





## Te Horopaki | Contextualising our direction

*The discovery of Aotearoa required the ancestors of the Māori to navigate and settle the Pacific first. This required courage, innovation, science, technological advances and an unwavering belief in their people. Hanga-Aro-Rau will require these same attributes on our journey, as we too imagine the possibilities beyond the horizon and call them to us.*



This Statement of Strategic Direction provides navigational waypoints for Hanga-Aro-Rau Manufacturing, Engineering and Logistics Workforce Development Council, as it steers towards achieving impactful outcomes for those we serve over the next five years. We know the needs of our industries, employers and their employees will continue to evolve. We recognise that we need to learn and grow with them to serve them in a way that adds value to their workforces and workplaces, the vocational education system, and Aotearoa and its people.

Hanga-Aro-Rau has a number of functions and duties assigned under the Education (Hanga-Aro-Rau Manufacturing, Engineering, and Logistics Workforce Development Council) Order 2021. To elevate these, Hanga-Aro-Rau has aligned its duties under four pou or strategic pillars. These four pou

provide strong foundations upon which Hanga-Aro-Rau can arrange itself to advocate for industry and those currently underserved by the vocational education system alongside the communities we serve.

As a Te Tiriti o Waitangi-based organisation, Hanga-Aro-Rau is committed to reimagining vocational education through leading and building a vocational education system that honours Te Tiriti o Waitangi and supports Māori-Crown relations to meet the needs of Māori, iwi and hapū industry, businesses, learners and their whānau to fill present and future workforce development needs. This includes skills and knowledge development that will underpin their sustainability, viability, and relevance to the future of both the Māori and wider Aotearoa economies.

## Ngā Pou | Strategic pillars



### Ahumahi

Strong industry voice

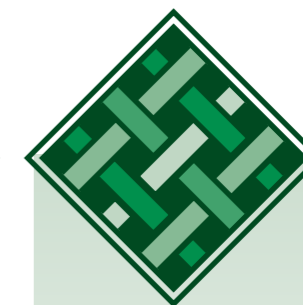
Reflect and prioritise industry voice, advocate for our industries in the education ecosystem to create a sustainable, globally engaged, and adaptive New Zealand



### Te Tiriti o Waitangi

Honour

Te Tiriti o Waitangi  
Supports Māori-Crown relationships.  
Our Te Tiriti o Waitangi partners inform how vocational education is improved by Māori for Māori



### Ka Tika

Equitable outcomes

Embed equitable outcomes in all functions and ways of working to support improvement in equitable outcomes for all



### Te Taiao

Hardwire sustainability

Develop skills through the vocational education system to meet the Living Standards Framework and Sustainability Development Goals





**Mā wai te  
huarahi e hora?  
Mā ngā ahumahi!**

Who will pave  
the pathway forward?  
Industry will!

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# Te Ara Kaumoana

## | Wayfinding skills will keep us on course

The metaphor we choose to frame the journey of Hanga-Aro-Rau with our industries is traditional Polynesian wayfinding (navigation). The wayfinding story has manufacturing, engineering and logistics at the heart of it. Aotearoa was founded using the skills and knowledge passed down through generations and allowed Polynesian tūpuna to achieve extraordinary feats, to navigate the oceans on double-hulled waka and eventually settling Polynesia.

It required vision, courage and faith in the technology. Science of the natural elements, and the ability to read them, gave confidence in their direction and destiny. Observing environmental conditions and living with nature allowed the navigators to develop their skills. The migratory patterns of birds and whales indicated the direction of land. Weather conditions at certain times of year highlighted the best times to sail. Cloud formations and sightings of different types of birds at sea indicated land – their ultimate goal.

Hanga-Aro-Rau believes this same vision, courage and faith will help us navigate the vocational education system and the external environment in support of the industries we serve to help them achieve their ultimate goal.

Hanga-Aro-Rau knows that it is the collective skills and will of our industries, the vocational education ecosystem, and the communities we serve, supported by well-equipped, skilled kaimahi, that will allow us to bring our aspirations for our sectors closer to develop a sustainable, highly skilled workforce.





**Mā te rongō, ka mōhio  
Mā te mōhio, ka mārama,  
Mā te mārama, ka mātau,  
Mā te mātau, ka ora**

*Through awareness comes realisation  
Through realisation comes understanding  
Through understanding comes knowing  
Through knowing comes wellbeing*



## He tīmatanga kōrero nā te Poari o Hanga-Aro-Rau | Foreword from the Hanga-Aro-Rau Council

**We are delighted to bring you our Statement of Strategic Direction.**

Our direction is evidence based with several key insights on the current and future workforce development needs of the manufacturing, engineering and logistics sectors in Aotearoa.

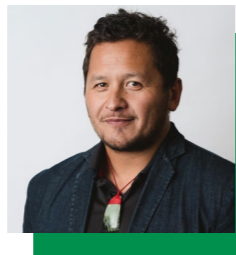
The strategic objectives we strive for as an organisation gives us horizons to head towards, building on the mahi we have already done to ensure the manufacturing, engineering and logistics sectors, that we represent, have a greater leadership role and influence across the vocational education system and its transformation.

We know there are many opportunities to create real value for our sectors and we can rise to the challenge – both in unison and independently – to address the unique needs of our industries, communities, and the partners we serve while honouring Te Tiriti o Waitangi.

Ngā manaakitanga



**Dr Troy Coyle**  
Co-chair



**Renata Hakiwai**  
Co-chair

## He kupu arataki nā ngā Tumu Whakarae o Hanga-Aro-Rau | Welcome from the executive leaders of Hanga-Aro-Rau

**We enthusiastically accept the challenge of meeting the opportunities presented in this Statement of Strategic Direction and in very tangible ways.**

We will use it to guide how we work alongside the manufacturing, engineering, and logistics industries.

To create real impact, we will need to drive greater connections across the vocational education ecosystem to meet our objectives to transform.

You are warmly invited to join us on this voyage of transformation.

Mauri ora



**Phil Alexander-Crawford**  
Chief Executive



**Samantha McNaughton**  
Deputy Chief Executive



# Ki tua o te pae | A voyage of discovery

## Our first year of operation could be likened to the arrival of the early Māori settlers of Aotearoa.

We established our base and explored the environment. We sought to really understand the priorities, challenges and opportunities for those that are most important to us - our industries, their people, and the broader vocational education ecosystem. This voyage of discovery is continuous: it's embedded in how we engage with our partners, industries, and providers, and how we conduct research that allows Hanga-Aro-Rau to ensure we navigate in a meaningful, impactful and transformational way.



### Through research<sup>1</sup> our industries and their kaimahi have told us to:

- **Focus on cultural obligations under Te Tiriti o Waitangi and other critical considerations such as sustainability, the circular economy, and equity.** There is a current tendency for courses and training programmes to be designed and delivered using a “one size fits all” approach. We will support the development of new ways of working and learning to support transformational shifts.
- **Encourage more Māori into our sectors and increase workforce capacity and capability by improving equitable outcomes.** Māori make up 15.3% of the manufacturing workforce, 7.6% of the engineering workforce and 16.3% of the logistics workforce: **using a te ao Māori (Māori worldview) approach for Māori will help to improve attraction and retention rates.**

#### Voice of Māori employees



- **Whānau-centric learning**  
Our learning and working needs to be flexible for us to be able to take care of our family responsibilities on top of working, especially when working from home.
- **Equal opportunities for work**  
Being able to use the skills from my training and learning so that I can earn a better income to support my whānau.

#### Voice of Māori employers



- **Te ao Māori system input**  
We would very much like to have a training and learning system that is more te ao Māori-centric. Māori values must be featured in the design, decision making and delivery of the training, otherwise it won't work for us all.
- **Authentic change**  
Change needs to be authentic and we welcome the opportunities to partner with the industry and providers to design the actions and see those actions take shape..

- **Improve opportunities for Māori, Pacific Peoples and Tāngata Whaikaha (disabled people) to progress into higher skilled work.** COVID-19 disruption has caused a significant and sustained negative impact on well-being. The effects were uneven, with a less favourable impact for Māori and Pacific Peoples. Data was incomplete for the impact on Tāngata Whaikaha, so this needs to be a priority focus.
- **Increase the capability of our domestic market to create a more sustainable economy.** There are shortages in skilled and unskilled labour across all sectors and it's a global trend. Manufacturing, engineering and logistics employers have traditionally sourced workforce shortfall from overseas, and there is strong international competition. Aotearoa must look to its domestic market to fill these workforce shortages.


1. Post COVID-19 Workforce Development Needs in New Zealand's Manufacturing and Engineering Sectors (2022). Deloitte Limited (as trustee for Deloitte Trading Trust) [https://www.hangaarorau.nz/assets/Uploads/Hanga-Aro-Rau-COVID-19-Final-Research-Report-Final-v1.0-10Oct2022\\_lr2.pdf](https://www.hangaarorau.nz/assets/Uploads/Hanga-Aro-Rau-COVID-19-Final-Research-Report-Final-v1.0-10Oct2022_lr2.pdf)



- **Reduce the workforce capability and capacity gap.** Deloitte (2022) estimates that there is a significant workforce capability and capacity gap of up to 17,000 manufacturing roles and 12,000 engineering roles, and the size of this gap is likely to increase if current trends and policy settings persist. This lack of capacity and capability puts pressure on the cost of labour or risks restricting output. The logistics sectors may be experiencing similar capability and capacity gaps.
- **Increase participation rates of women to make the biggest impact on addressing the workforce gap.** Women make up only about 30% of the manufacturing workforce, 17% of the logistics workforce<sup>2</sup> and only 7% of the engineering workforce. In 2022, females only make up 12% of learners studying manufacturing and engineering.
- **Evolve education products to meet Industry 4.0 needs and the future of work.** Industry will demand more digital as well as essential skills such as critical thinking, problem-solving, creativity and communication – education providers will need to evolve their programmes and pastoral care to meet and embed these needs.

**Supply chain disruption**  
Many of our member businesses have had close calls with supply chain issues. They have come close to not being able to fulfil orders and need to be careful about overcommitting when supplies are not guaranteed.

**Digital**  
Some of our fellow business owners are well equipped with digital capabilities for the future, but others are well behind and need focused help to stay tech enabled.




**Valuable training & development**  
In the training and development programmes we get offered, it's important that we can see how they will benefit us and not only our employers.

- **Small and medium-sized businesses seek greater capacity or capability to keep up with the skills transformation needed,** with training budgets constrained by cost pressure – these need the greatest support from the vocational education system.
- **Industry's future skills set requirements and digital mindset have fundamentally transformed in the post-COVID environment** – businesses will need to continue to adapt to be competitive, and employees will need to learn new skills to be relevant.
- **Critically assess the value of qualifications for industry** to ensure consideration is given to increased, relevant, high quality, timely, and diverse training and that employees are rewarded for completing.

2. Statistics New Zealand 2022



# Ngā Tai Aukume

| How we seek to understand our industries

*We have a range of mechanisms to understand the current and future workforce development needs of the industries, their workforces, and their influencers that we serve.*

## In our first year of operation:

**We are the standard-setting body for:**

**214** qualifications

**4,000** unit standards

**75** sectors

**We engaged with:**

**15** Regional Skills Leadership Groups

**Thousands** of industry stakeholders and partners

**129** Māori-owned businesses/businesses with 20% or more kaimahi Māori

**We were awarded:**

**\$630,000**

by TEC to fund a COVID-19-recovery industry research project.

**We established a:**

**15-member**

Strategic Industry Stakeholder Group

**We listened to our industries to create a:**

**79-page**

Skills and Workforce Leadership Plan based on industry need.

**We started reviewing:**

**73** qualifications

**1,490** unit standards

**We recruited:**

**50** kaimahi

**We honour:**

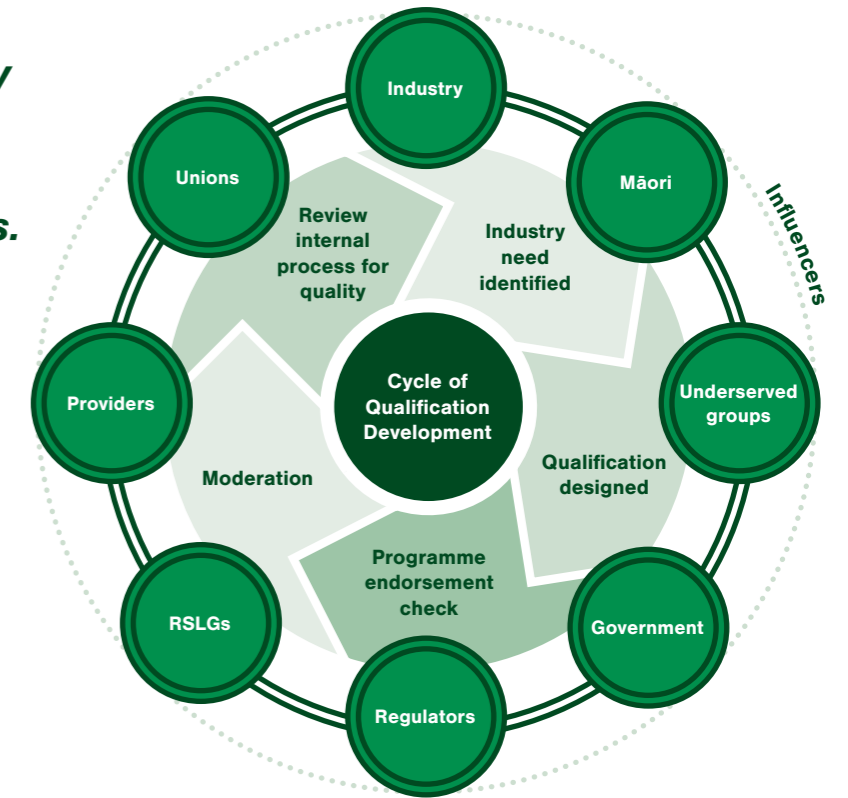
Te Tiriti o Waitangi and our commitment to equity in all our mahi

# Te Kete Rokiroki

| Providing for industry

*We have a responsibility to provide for those we represent through our duties and our functions.*

Our qualification development, endorsement and moderation cycle creates the checks and balances necessary to hold us and providers accountable to meet industry requirements. This approach connects all our duties (industry voice, honouring Te Tiriti o Waitangi, equity) with our functions (skills leadership, research, standard setting, moderation, programme endorsement and investment advice to the Tertiary Education Commission).



## How Hanga-Aro-Rau contributes to the RoVE outcomes and broader vocational ecosystem:

### Ākonga | Learners

We use their voices to drive improvement: learners can be confident their qualifications are both relevant and meet employers' expectations and national industry standards.

### Kaituku Mahi | Employers

We work together with employers to set skills standards and give confidence to employers - including Māori business owners - that vocational education graduates have the skills employers need, now and in the future.

### Takiwā | Regions

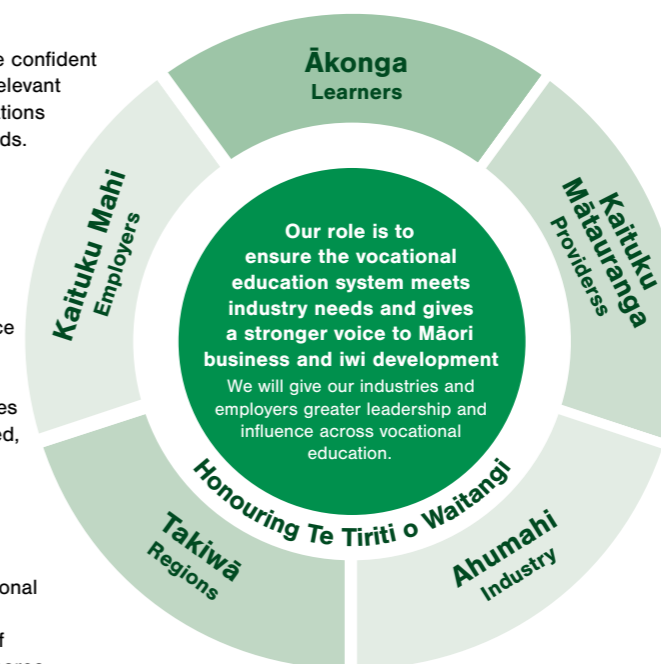
We are a nationally-focused organisation that takes a regional perspective, listening to and ensuring the diverse needs of through the provinces of Aotearoa are met.

### Kaituku Mātauranga | Providers

We share industry's needs with education and training providers to develop learning programmes that will give people the skills Aotearoa needs. We ensure industry standards are consistently applied by providers across the country, and across all modes of learning.

### Ahumahi | Industry

Industry voice is central to our mahi: we partner with industry to understand the challenges they face and the skills they need to address these, then develop qualifications for providers to deliver.



### Honouring Te Tiriti o Waitangi

Underpins everything we do – how we engage, how we work, and how we ensure te ao Māori values are central to how the ecosystem operates



# Te whare hei whakaruruhau | The role of Hanga-Aro-Rau and the sectors we serve

**Hanga-Aro-Rau Manufacturing, Engineering and Logistics Workforce Development Council (WDC) has responsibility for ensuring the vocational education system in New Zealand is meeting the needs of the manufacturing, engineering, and logistics industries.**

Hanga-Aro-Rau plays a fundamental role in a unified vocational education system that brings together industry and educators to ensure New Zealand's workforce is fit for today's needs and tomorrow's expectations.

We ensure our sectors lead and influence the vocational education system and its transformation. Our sectors are described in section 7(d) of our Order in Council.

## Sectors by Manufacturing, Engineering and Logistics

### Manufacturing

- Alcohol Manufacturing (Excluding Wine)
- Aluminium Joinery
- Apparel
- Automotive Parts and Wholesaling
- Baking
- Binding and Finishing
- Boat Building and Maintenance
- Chemical Manufacturing
- Dairy Processing
- Direct Mail Production
- Energy and Chemical Plant Operations
- Fibreboard and Paper Packaging
- Food and Beverage Manufacturing
- Furniture Manufacturing
- General Manufacturing
- Glass Processing
- Industrial Textiles
- Kitchen Joinery
- Marine Technology
- Meat Processing
- Metal Manufacturing
- Motor Vehicle Manufacturing (Coachbuilding)
- Non-Metallic Mineral Manufacturing
- Offsite Manufacturing
- Petroleum and Coal Manufacturing
- Pharmaceutical and Medicinal Product Manufacturing
- Plastics, Polymer and Rubber Product Manufacturing
- Primary Processing Support
- Print
- Protective Coatings
- Pulp and Paper
- Retail Meat/Butchery
- Signmaking
- Solid Wood Manufacturing
- Textiles
- Tissue Converting
- Wood Panel and Plywood Manufacturing

### Engineering

- Automotive Engineering
- Automotive Reglazing
- Collision Repair
- Composites Technology
- Dairy Systems Engineering
- Engineering Design and Consulting Services
- Engineering Fabrication
- Extractives
- Extractives - Blasting
- Extractives - Drilling
- Fire Protection
- Irrigation
- Laundry and Dry-Cleaning Services
- Locksmithing
- Maintenance Engineering
- Mechanical Building Services
- Mechanical Engineering
- Motorcycle Engineering
- Outdoor Power Equipment
- Refrigeration and Airconditioning
- Welding

### Logistics

- Commercial Road Transport
- Customs and Freight Support Services
- Digital Infrastructure
- Driving Skills
- Forklift
- Maritime and Marina Operations
- Postal and Courier Services
- Rail Transport
- Resource Recovery and Efficiency
- Road Passenger Services
- Stevedoring and Ports
- Supply Chain
- Warehousing and Storage
- Water Freight and Passenger Transport



## Whakatere Waka Hourua | Wayfinding – our strategic planning framework

### Our vision, our purpose and our values

These are what draw us over the horizon and into the future toward the metaphorical island that represents a new world of possibility and success. Polynesian navigators guided their waka to previously uninhabited islands across Polynesia. The tūpuna of the Māori visualised Aotearoa so vividly that they manifested it in their mind's eyes - its sights, smells, sounds and the opportunities it offered.

### Outcomes

The outcomes represent what we seek to achieve from the opportunities offered in the new vocational education system. Like the Māori voyagers providing for their people, these outcomes describe how we will represent and serve our industries.

### Our core functions

These are the functions and powers we have that enable us to achieve our outcomes. On a voyage, each role is undertaken with precision and care because it is vital to the sailing of the waka, weathering the conditions around them and finding safe passage to land.

### Honouring Te Tiriti o Waitangi

The double-hulled sailing waka is likened to our approach in which we traverse the ocean of education and training. It is regarded as the mother of those on board. The two hulls of the waka represent the Te Tiriti o Waitangi partners iwi and hapū and the Crown.

The kiato (cross railings) that hold the two hulls together represent the aspirations and intentions of Te Tiriti o Waitangi. They are the strength of the partnership. The ties that bind the kiato to the hull are the articles of Te Tiriti o Waitangi, encapsulating the aspirations of the partners. They represent the responsibilities to each other, the mana ki mana relationship, and the commitment to Te Tiriti o Waitangi - regardless of the pressures that come upon it.

Although the two hulls or partners are bound together, there is flexibility that allows the two partners to flex and adjust independently, to move with the waves and environmental factors that lash at the waka. Although they may move independently, they are bound by the aspirations and commitments of our tūpuna who signed Te Tiriti o Waitangi.

### Ngā pou | Strategic pillars

Our pou are the four main points of our compass. They are constant and are our main bearings, allowing us to continually review and correct our direction as needed. They are foundational in our framework.



# Ngā Takere o te Waka

## | Strategic planning framework

### Our purpose

#### What keeps us moving

Our purpose is to provide the manufacturing, engineering, and logistics industries we represent with a strong voice in making the workforce of Aotearoa fit for today and the future, while honouring Te Tiriti o Waitangi and supporting Māori-Crown relations.

### Our vision

#### The horizon we look to

Manufacturing, engineering and logistics industries' voices influence the vocational education to create equitable outcomes and a sustainable Aotearoa.

### Our values

#### What empowers us

We want our values to represent who we are and who we want to be as an organisation. Our values are being developed to be a reflection of the collective aspirations of all our kaimahi.

### Outcomes

These outcomes for our Order in Council requirements form part of the Intervention Logic Map which connects to our functions and activities.

**Improve the influence of industry voice** in the strategic direction of workforce development for the manufacturing, engineering, and logistics industries. This will contribute to the creation of a sustainable, globally engaged, and adaptive New Zealand.

(TES) Objectives: 2

#### Te Tiriti o Waitangi partners inform how vocational education is improved by Māori for Māori.

Our Te Tiriti o Waitangi Framework guides us in meeting our obligations and this moves into manifesting and actioning through our Māori Workforce Strategy and five times yearly plans (see Appendix II).

Tertiary Education Strategy (TES) Objectives: 1,2 and 3

**Enhance industries and employers' ability to respond** to New Zealand's current and future workforce needs by developing the skills, qualifications, and expectations for providers to deliver. These will consider new global challenges, emerging technologies, global sustainability goals, the changing nature of work, the skills, knowledge, and qualifications learners will need to achieve future success, and the transition to a low-emissions climate-resilient New Zealand.

(TES) Objectives: 2, 3 and 4

**Improved opportunities and equitable outcomes** for all people in the specified industries to reach their full potential and capabilities, including those who have been traditionally underserved by the education system.

(TES) Objectives: 2, 3 and 4

**Improved regional workforce development outcomes** through developing a national workforce strategy informed by regional needs.

(TES) Objectives: 4

### Our core functions

The functions and powers we have that enable us to achieve our outcomes

**Leadership:** to lead and coordinate industry efforts to identify workforce needs and support the vocational education system and employers to meet those needs. This is supported by research and analysis, advocacy, workforce plan development, and contributing to career services.

**Endorse programmes:** to provide industry with assurance that their needs will be met by programmes. The programme endorsement function provides learners and employers with confidence and supports consistent and coherent programme delivery in the system.

**Qualifications system products:** to develop and maintain industry qualifications, capstone assessments, and skill standards that meet industry needs.

**Moderation activities:** to ensure learners have met a required standard when they are awarded a qualification. This involves confirming that assessment materials are fit-for-purpose and that assessment decisions are fair, valid, and consistent with the national standard.

**Brokerage and advisory services:** brokerage services aim to help employers and industries meet their skills needs. Advisory services aim to guide employers and industries on the importance of vocational education and training and improve learner/worker experiences in their industries.

**Advise the Tertiary Education Commission:** to enable WDCs to guide and influence the TEC's vocational education funding decisions.

Te Tiriti o Waitangi  
Honour Te Tiriti o Waitangi

Ahumahi  
Strong industry voice

Ka Tika  
Equitable outcomes

Ngā pou  
Strategic pillars

The foundations by which Hanga-Aro-Rau will build itself over the next five years.

Te Taiao  
Hardwire sustainability

Underpinned by the Living Standards Framework

Our individual and collective well-being

**The Wealth of Aotearoa, New Zealand.** The natural environment, social cohesion, human capability, financial and physical capital.

**Our institutions and governance** Institutions also define and protect rights, such as the right to free education that is specified in the Education and Training Act 2020.

Sustainability Development Goals





# Aukaha Rawa

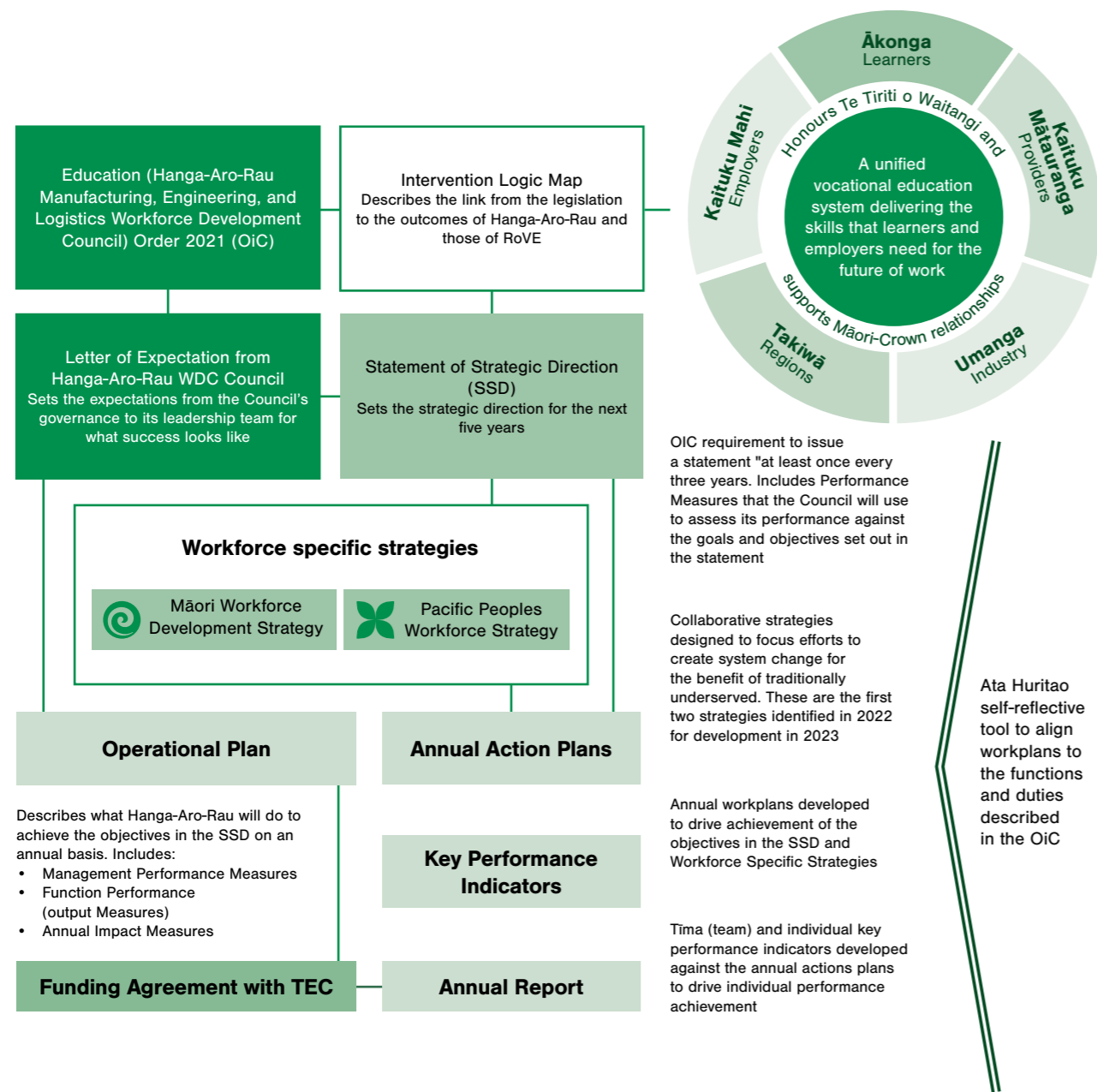
| All our mahi is linked

**We have vast distances to travel as we work with others to transform vocational education.**

How we ensure that our every effort counts, how we learn from others and share our learnings on, how we reduce duplication of effort, create multiple opportunities from one action, and continue to propel ourselves forward as we travel, is crucial. We have mapped out how our mahi links so that no effort is wasted, and every relationship is cherished.



## Te Tiriti o Waitangi Framework



# He Kāpehu Whetū

| Our compass 2023 - 2028

**Our kāpehu (compass) is central to navigating our way forward. It gives us accurate bearings and a road map to guide us.**

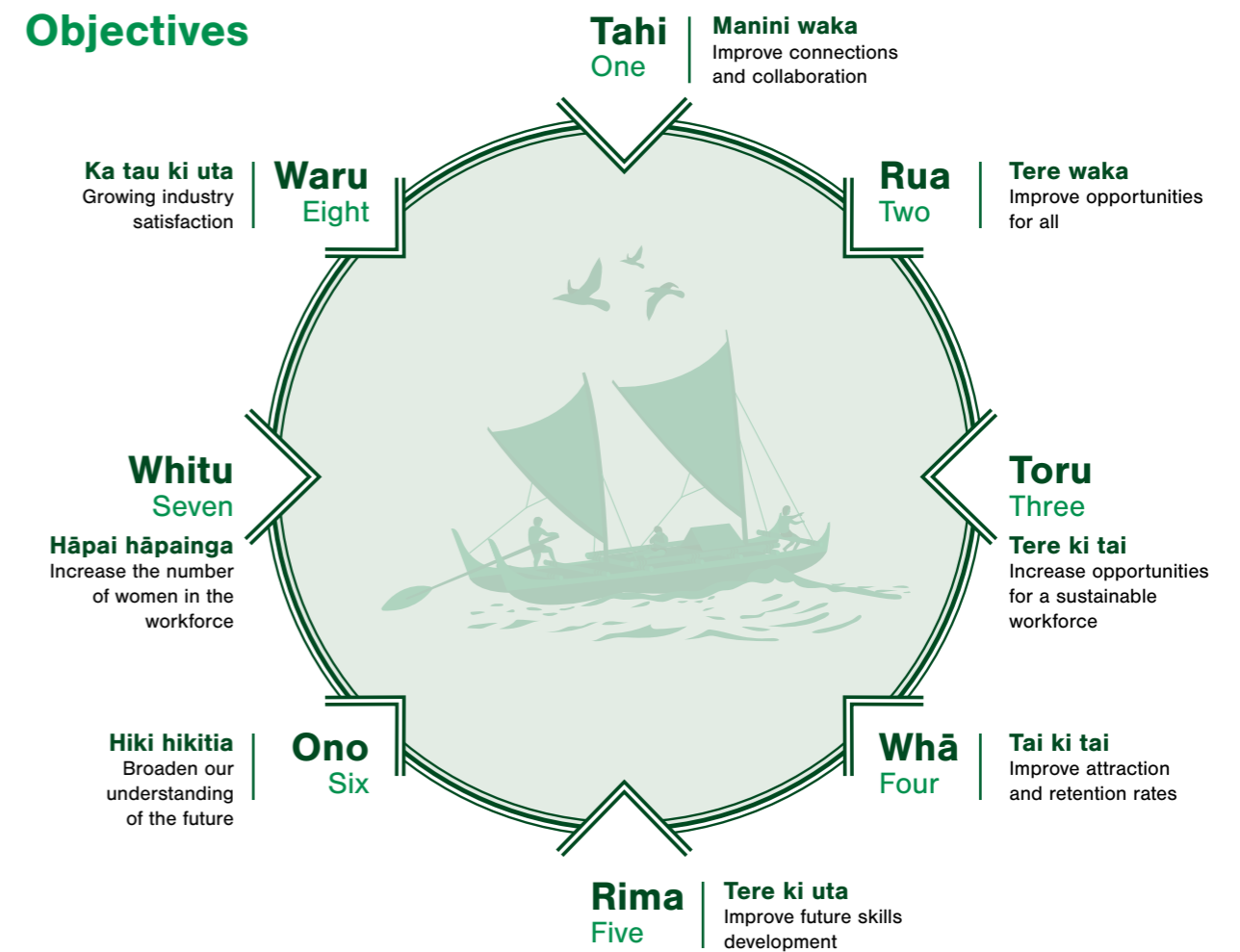
Depending on the desired direction, the navigator will hold a course to ensure the correct star rises in the appropriate house (a section of the compass) and sets in the appropriate opposite house. If the night is cloudy or during the day, the navigator uses other scientific systems to make decisions. This includes the direction of the trade winds and swells, cloud formations, migrating marine life, and birds. This approach enables Hanga-Aro-Rau to be agile and responsive to environmental changes and industry need.



Hanga-Aro-Rau is taking a proactive course to its functions and duties by contributing to impactful actions that will create transformational shifts in the manufacturing, engineering, and logistics industries' workforce development. The objectives outlined below are aspirational. There will need to be collaboration across the vocational education ecosystem to achieve them, alongside our communities, and none of the objectives below apart from 6 and 8 can be achieved solely by Hanga-Aro-Rau.

It is our intention to meet our Order in Council obligations to the highest level of relevance to the sectors and stakeholders we serve. The objectives will look to achieve the outcomes our industries seek.

## Objectives



Our mahi is connected through our functions, and all of our functions have a role in achieving our objectives. As noted, our objectives, and the strategies and initiatives we will deploy to achieve them, are designed to be both impactful and transformational. The below table summarises our objectives over the next five years. It will be supported by annual operational plans, which will provide explicit detail of how the relevant strategies and initiatives will be implemented.



**Manini waka** | Improve connections and collaboration across the vocational education ecosystem to improve workforce development for industry and employers.

**Intended impact**

**A better-connected system reduces duplication of effort and channels time and resource into actions that have positive consequences on our industries and their people.**

**Strategies and initiatives**

Ongoing	2023 – 2024	2025 – 2027
<p>a) Drive a cross-system approach to share knowledge, identify innovative, cost and outcome effective best practices to implement the development of skills for industry that considers the macro-environment including changes in economic conditions (links to Outcomes 1–5).</p> <p>b) Providers are engaged in the development of educational products that meet industry workforce development needs (links to Outcomes 1–3).</p> <p>c) Development and implementation of National Industry Advisory Groups (NIAG) (links to Outcome 2).</p>	<p>d) Drive tailored engagement approaches by 1) continuing to map industry, employers and education providers industry, employers and education providers across the manufacturing, engineering, and logistics sectors and 2) develop engagement strategies to enhance connectedness and elevate industry voice (links to Outcome 2).</p> <p>e) Develop Māori and Pacific People’s workforce development strategies. These will be the forerunners of focussed collaboration to unite efforts and actions for the six Workforce Development Councils and the wider ecosystem to develop and deliver upon equity, the honouring of Te Tiriti o Waitangi and Māori-Crown Relations. This will be done by partnering with these key communities (links to Outcomes 1–5).</p> <p>f) Initiate an approach to understanding workforce outcomes for Māori with Regional Skills Leadership Groups, iwi, hapū, Māori, and industry. This will enable Hanga-Aro-Rau to monitor its progress for equity and outcomes against agreed targets (links to Outcomes 1, 3, 4 and 5).</p> <p>g) Initiate an approach to understanding workforce outcomes for Pacific Peoples with Regional Skills Leadership Groups, Pacific fono and industry. This will enable Hanga-Aro-Rau to monitor its progress for equity and outcomes against agreed targets (links to Outcomes 3–5).</p>	<p>h) Using our community connections, connect small businesses with industry and community networks (including industry associations and other local business networks) to support them (links to Outcomes 1–5).</p> <p>i) Drive collaboration and connections in the vocational education ecosystem to address changes in economic conditions (links to Outcome 2).</p> <p>j) Review approaches and refine, enabling opportunity and environment for communities and industry to connect (links to Outcomes 1–5).</p>

**Provisional performance measures**

1. Industry satisfaction is measured and improves from the baseline.	3. An ecosystem-wide Pacific Peoples Workforce Strategy is developed, agreed upon, and activated including annual action plans.	5. Outcomes framework and reporting mechanisms developed, reviewed and reported on.
2. An ecosystem-wide Māori Workforce Strategy is developed, agreed upon, and activated including annual action plans.	4. Engagement strategy developed for each stakeholder group across the VET (Vocational Education and Training) sector.	6. National Industry Advisory Groups established.

**Tere waka** | Improve opportunities for all, specifically Māori, Pacific Peoples, Tāngata Whaikaha (Disabled People), and Women to move into higher-skilled work.

**Intended impact**

- More people engaged in learning and pathway into higher-skilled work improves economic outcomes for people and their whānau.
- Improved social, economic and wellbeing for all New Zealanders through workforce development that takes account of New Zealand’s changing population.
- Increase in participation and completion rates in education and training for those underserved.
- More employers employing Māori, Pacific Peoples, Disabled People and Women improves opportunities for skills gaps to be filled with domestically-trained people and greater economic resilience if immigration settings change.
- Increase number of Māori into leadership roles in Hanga-Aro-Rau sectors.

**Strategies and initiatives**

Ongoing	2023 – 2024	2025 – 2027
<p>a) Informed by the Māori and Pacific People’s workforce strategies and underpinned by the provider engagement strategy. Conduct additional engagement with with education and training providers, Māori and Pacific Peoples groups and employers to develop a strategy and action plan on how to engage with young Māori and Pacific Peoples at secondary school. Demonstrate the opportunities within the sector so that they consider it more often as a career option (links to Outcomes 2, 4 and 5).</p> <p>b) Develop targeted initiatives to address key skill gaps, areas of inequity and workforce gaps (links to Outcomes 2, 4 and 5).</p>	<p>c) Conduct workforce analysis to identify 1) where those that have been underserved are in the workforce, 2) which types of roles at select subsector level they are and by region, and 3) examine future trends and identify barriers (links to Outcomes 2–4)</p> <p>d) Engage with Te Tiriti o Waitangi partners and iwi/hapū groups to start to 1) strengthen and build partnerships to embed Te Tiriti o Waitangi principles and te ao Māori into industry practice guidelines and business operations, 2) investigate how the vocational education and training system can have a whānau-centric design for Māori to be successful in learning and in the work environment (links to Outcomes 3–5).</p> <p>e) Engage and form partnerships with industry to inform an approach to advance understanding of Pacific philosophy and wellbeing (Laumalie - Spiritual, ‘Atamai - Mental, Sino - Physical, Kainga – Collective/Community and ‘Atakai – Environment) and its applicability and alignment to the work environment (links to Outcomes 2 and 4).</p> <p>f) Obtain disabled population and activity datasets to 1) better understand the training and employment patterns for this group, 2) ensure that agreed initiatives are appropriately targeted i.e., key skill gaps, areas of inequity and workforce gaps (links to Outcome 4).</p>	<p>g) Conduct further research and engagement to understand the support gaps in our industries for Tāngata Whaikaha (Disabled People). This will inform a strategy or an approach to overcome the skills gaps for existing and potential disabled learners and workers (links to Outcomes 2 and 4).</p> <p>h) Engage with education and training providers, impairment advocacy and support groups, and employers to develop a strategy on how to engage with people in the disabled community to demonstrate the opportunities within the sector (links to Outcomes 2 and 4).</p> <p>i) Develop talent attraction strategies, drawing upon successful initiatives within the VET system, and targeted initiatives, based upon the research conducted, that directly achieve the objective.</p>

**Provisional performance measures**

1. Māori and Pacific Peoples workforce analysis developed.	3. As part of our Māori Workforce Strategy, develop increased pathways for learning and skills development with two of our providers and in partnership with Māori employers, iwi, hapū, and industry.	4. As part of our Pacific Peoples Workforce Strategy, develop a consortium of Pacific community, providers, industry and WDCs to implement an industry-specific Pacific philosophy and wellbeing programme.
2. Tāngata Whaikaha (Disabled People) Workforce Development Strategy and annual Action Plans are implemented.		





**Toru Three**

**Tere ki tai | Increase opportunities to create a sustainable workforce by contributing to improved knowledge transfer in the workplace.**

**Intended impact**

- Support efforts to address the shortage of skilled workers.
- Workers use and develop their skills to find and remain in employment as they age.
- Workers find sustainable employment that fulfils their needs and aspirations and contributes to their individual wellbeing, as well as the wellbeing of communities and Aotearoa.

**Strategies and initiatives**

Ongoing	2023 – 2024	2025 – 2027
<p>a) Ageing Workforce Research Project focused on manufacturing, engineering and logistics.</p> <p>b) Raise awareness of employers to good practice guidelines developed for age-diverse workplaces. This could include best practices for an age-diverse workplace – business.govt.nz, and using the Mature workers toolkit – business.govt.nz (links to Outcomes 2, 3 and 4).</p>	<p>a) Based on findings from the first phase of the Ageing Workforce Research Project, explore initiatives to promote an age-diverse workplace.</p> <p>b) Develop skills standards and/or qualifications that encourage succession planning, mentoring and knowledge sharing to improve industry sustainability (links to Outcome 3).</p>	<p>c) Work with industry, vocational education providers and Te Tiriti o Waitangi partners to explore development of a peer-to-peer learning platform. This platform will promote cross-industry knowledge exchange to pass on key skills and provide pastoral care for workers (links to Outcomes 1–5).</p> <p>d) Explore targeted initiatives to support the ageing workforce to identify barriers to extending their working life and transferring skills (links to Outcomes 3 and 4).</p> <p>e) Communicate research findings to stakeholders and participants; promote good practice to industry, employers and providers; and undertake process evaluations of initiatives (links to Outcome 2)</p>

**Provisional performance measures**

1. Create micro-credentials with industry that enable skill and knowledge transfer.
2. Publish and distribute research report/s and any associated resources for stakeholders.

**Whā Four**

**Tai ki tai | Improve attraction, retention rates, and increase new hires into the manufacturing, engineering, and logistics industries through targeted collaborative initiatives.**

**Intended impact**

Targeting specific employers, employees and those not currently employed improves the talent pipeline between sectors, countries and age groups.

Note: This has some linkages to the MBIE co-ordinated Advanced Manufacturing Industry Transformation Plan

**Strategies and initiatives**

Ongoing	2023-2024	2025-2027
<p>a) Programme endorsement function used to ensure barriers are removed for those traditionally underserved by the vocational education system, including enrolment into and successfully completing, programmes such as those presented by literacy requirements (links to Outcome 2).</p> <p>b) Through our qualification and skills standard design, actively collaborate with industry and providers to design programmes that focus on the whole learner, and their learning environment and are aligned with industry needs. This will encourage positive and empowering learning experiences that not only enable programme completion but ongoing learning and career progression (links to Outcomes 3 and 4).</p> <p>c) Understand learnings/best practice from other jurisdictions on how we can get additional workforce into the country (that considers immigration settings). Develop education products that enable ease of transition and exchange of skilled migrants into industry (links to Outcomes 2 and 3).</p>	<p>d) Conduct 1) a stocktake on promotional initiatives that are currently used to promote the sectors we serve, including outreach programmes to schools and communities in collaboration with other agencies, groups and/or organisations. Include a comprehensive view of successful approaches and lessons learned. 2) share the lessons learned with the broader vocational education sector and establish a collaborative approach to implement targeted programmes that are effective for different regions and communities (links to Outcomes 2, 3, 4 and 5).</p> <p>e) Drive key initiatives to remove or reduce the current barriers to attracting and retaining people in collaboration with other agencies, groups and/or organisations (links to Outcome 2).</p>	<p>f) Conduct research into the reasons for employee and learner turnover rates and understand what industries and disciplines these people are moving into and why, and what attracts an employee to a particular workplace (links to Outcomes 2, 3 and 4).</p> <p>g) Using employee and learner turnover research, work with others in the sector to inform more targeted promotion of industries, aiming to attract people in other industries wanting to build a career in manufacturing, engineering, and logistics (links to Outcomes 2–4).</p> <p>h) In collaboration with other agencies, groups and/or organisations, based upon earlier research and insights, develop actions/tools to support retention that guides employers in strategies to attract new hires (links to Outcomes 2 and 3).</p>

**Provisional performance measures**

1. Research conducted and published for use by vocational education ecosystem and employers.
2. Qualifications assessment process updated to remove barriers.
3. Promotional initiatives stocktake completed and shared with vocational education ecosystem.
4. Increase in percentage of new hires in pilot employer group because of targeted initiatives.
5. Tool developed that supports industry to attract new hires.





**Tere ki uta** | Improve future skills development for the manufacturing, engineering, and logistics workforces through collaboration across the Hanga-Aro-Rau ecosystem.

**Intended impact**

- Contribute to productivity growth, contribute to the uptake of skills development in sustainability.
- Increase future skills awareness, understanding and capacity among Hanga-Aro-Rau stakeholders using bespoke, internally-developed resources.
- Increase the resilience of manufacturing, engineering and logistics workforces

**Strategies and initiatives**

**Ongoing**

- a) Develop resources on future skills, including the circular economy and high impact sectors; and emerging technologies, to support Hanga-Aro-Rau kaimahi and their collaborations across the Hanga-Aro-Rau ecosystem (links to Outcomes 2 and 3).
- b) Collaborate with training providers to help understand and promote the needs for emerging future skills including the value of transferable and soft skills, the necessity of digital competencies and the value of the circular economy that are relevant for the manufacturing and engineering industries. This will influence the design of training courses and materials suitable for meeting the future skills mix including assisted technologies (links to Outcome 3).
- c) Work with training providers to implement micro-credentials and/or standards for learning that are relevant to manufacturing, engineering, and logistics to enable quick career pivots and niche training (links to Outcomes 2 and 3).
- d) Initiate and increase activities between schools and industries to improve entry-level training at school so learners can develop the right technical and non-technical skills sets to lead into industry pathways. This will contribute to learners progressing from secondary to tertiary (links to Outcome 3).
- e) Initiate and increase activities with other organisations that support NEETs or other groups (such as career changers) (including, but not limited to, community organisations, local government, MSD, etc) to improve pathways into our industries (links to Outcome 3).
- f) Engage with providers to encourage transformational design to support learning and teaching in non-technical skill sets (links to Outcomes 2 and 3).

**Provisional performance measures**

1. Future skills training a feature of increasing numbers of unit standards in programmes endorsed by Hanga-Aro-Rau.
2. Micro-credentials developed.
3. As part of our ongoing self-assessment, we demonstrate how the collaboration with training providers has promoted merging future skills and then the design of training courses and materials.
4. Regular, targeted and impactful communications shared with industry, the provider network, and other stakeholders to showcase success.



**Hiki hikitia** | Broaden our understanding of the future of manufacturing, engineering, and logistics industries to support targeted workforce development.

**Intended impact**

Reduce duplicated effort for the education ecosystem and government by focusing efforts where it can create the most value to our sectors and Aotearoa.

**Strategies and initiatives**

Ongoing	2023-2024	2025-2027
<ul style="list-style-type: none"> <li>a) Apply research and incorporate insights into the development and review of qualifications and skills standards (links to Outcome 3).</li> <li>b) Apply research and industry engagement insights and employer feedback to continually improve the effectiveness of industry engagement (links to Outcome 3).</li> </ul>	<ul style="list-style-type: none"> <li>c) Guided by the workforce analysis, conduct further research into the trend of ageing population at selected sub-sectors and occupations to support older workers in the workplace (links to Outcome 4).</li> <li>d) Undertake research exploring how selected logistics sectors might be more supportive of manufacturing and engineering sectors to minimise supply chain disruption (links to Outcome 3).</li> <li>e) Develop kaimahi capability in kaupapa Māori research (links to Outcome 1).</li> </ul>	<ul style="list-style-type: none"> <li>f) In collaboration with the broader ecosystem, develop interventions and/or educational products that lift capability in 'transferable skills' relevant to our sectors, the level of learning support needed, and establish ways of upskilling in advanced digital skills (links to Outcome 3).</li> <li>g) Conduct action research initiatives.</li> </ul>

**Provisional performance measures**

1. Insights and research published.
2. Education products reflect industry insights







**Whitu Seven** *Hāpai hāpainga | Increase the number of women in the manufacturing, engineering, and logistics workforce.*

**Intended impact**

- Reduce skills shortages for employers.
- Increase career pathway options for women.

**Strategies and initiatives**

Ongoing	2023-2024	2025-2027
<p>a) Build on the Women in Trades promotional campaign by targeted pilots that brings together education providers, employers, and Hanga-Aro-Rau to increase the number of women working and learning (links to Outcome 4).</p> <p>b) Work collaboratively with Hanga-Aro-Rau employers to create safe, inclusive and welcoming workplaces for women, Māori and Pacific Peoples, disabled and neuro-diverse people, older workers, and other underserved groups (links to Outcome 4).</p>	<p>c) Initiate and increase activities with other organisations that support women seeking career changes (including, but not limited to, community organisations, local government, MSD, etc) to improve pathways into our industries (links to Outcomes 2-4).</p>	<p>d) Further embed any recommendations/ opportunities further identified through the Industry Equity Project that increase the number of women in the sectors we serve (links to Outcome 2).</p>

**Provisional performance measures**

1. At least one pilot conducted in partnership with our industries and community stakeholders.

**Waru Eight**

*Ka tau ki uta | Industries start to express a growing satisfaction that their workforces have the required qualifications, knowledge and skills*

**Intended impact**

- Providing demonstrated value for government investment through authentic and meaningful outcomes, delivered in a timely fashion.
- Employers and employees in our industries become stronger and more resilient to changes in the macro-environment to grow a highly employed and engaged workforce.

**Strategies and initiatives**

Ongoing	2023-2024	2025-2027
<p>a) Develop and maintain industry qualifications, capstone assessments, skill standards and micro-credentials that meet industry needs.</p> <p>b) Critically assess the value of qualifications for industry and refine the qualifications review cycle process to improve relevance for industry.</p> <p>c) Create stackable micro-credentials to improve skill development and career progression.</p> <p>d) Assure industry their needs will be met by programmes through a rigorous endorsement function that provides learners and employers with confidence and supports consistent and coherent programme delivery in the system.</p> <p>e) Moderate assessments to ensure learners have met a required standard when they are awarded a qualification. This involves confirming that assessment materials are fit-for-purpose and that assessment decisions are fair, valid, and consistent with the national standard.</p> <p>f) Provide advisory services that aim to guide employers and industries on the importance of vocational education and training and improve learner-worker experiences in their workplaces.</p> <p>g) Advise TEC's vocational education funding decisions that align investment to developing a sustainable, equity-driven workforce.</p> <p>h) Increase our kaimahi capability and capacity to honour Te Tiriti o Waitangi and be confident leaders in meeting our Order in Council requirements.</p> <p>i) Grow links to NZQA to ease the continued incorporation of Mātauranga Māori into qualifications.</p> <p>j) Providers seeking guidance (or proactively working with the WDC) at the inception of programme development to ensure the needs of identified underserved, Māori and Pacific learners are being addressed.</p> <p>k) Grow opportunities for Tāngata Whaikaha (Disabled Peoples) in emerging future industries and Hanga-Aro-Rau becoming an employer of choice.</p>	<p>l) Develop and maintain industry qualifications, capstone assessments and skill standards that meet industry needs through:</p> <ul style="list-style-type: none"> <li>• Review qualification development processes</li> <li>• Normalise the use of Mātauranga Māori in our qualification design</li> <li>• Aligning our actions to our sustainability goals.</li> </ul> <p>m) Deepen our links with NZQA so that providers get a whole-of-system approach to our mahi (work).</p> <p>n) Drive the shift to skills standards within the provider network.</p> <p>o) Create opportunities for iwi and hapū to engage directly in qualification development.</p> <p>p) Review and improve quality assurance processes that enable provider, industry and learner feedback to inform and strengthen assessment and programme development.</p> <p>q) Use the Living Standards Framework tool to determine what to include in the annual action plans.</p>	<p>a) Improve industry qualifications, capstone assessments, and skill standards that meet industry needs through creating a pull model for qualification (2025) review in conjunction with NZQA.</p> <p>b) Continue to:</p> <ul style="list-style-type: none"> <li>• Monitor, review and improve our functional processes and effectiveness against our Order in Council to deliver transformational change to vocational education.</li> <li>• Gather intelligence to strengthen investment advice.</li> <li>• Strengthen relationships with industry, Te Tiriti o Waitangi partners, community, and broader vocational education ecosystem stakeholders.</li> <li>• Embed Mātauranga Māori in qualification and skills standard design.</li> </ul>

**Provisional performance measures**

1. 50 qualifications reviewed each year aligned to the qualifications review cycle.
2. Annual moderation plan activated.
3. Provider engagements for moderation occurring with clear strategies of where collaboration needs to occur between Hanga-Aro-Rau, provider and industry.
4. Monitoring programme shows positive trajectory for programme endorsement criteria within all programmes submitted.
5. TEC (Tertiary Education Commission) investment advice is produced annually.
6. Consistently apply Āta Huritao, a self-reflective tool.
7. Data shows clear learning pathways and improvement in outcomes for Māori, Pacific, and underserved learners due to the Programme Endorsement function.





## Ngā hau ka pūhia | Industry insights propel us

Our strategy is based upon the deep knowledge gained through our extensive engagement with industry, employers, Māori businesses, iwi, hapū, Regional Skills Leadership Groups (RSLGs) and the breadth of experience and knowledge within the Hanga-Aro-Rau tima.

### Industry insights provide the energy to propel us forward. We have drawn them from the:

- 1 MBIE-lead, and industry co-designed draft Advanced Manufacturing Industry Transformation Plan, released for public consultation on 01 June 2022
- 2 Research on the impact COVID-19 has had on the manufacturing and engineering sectors, including improving diversity and equity in attracting people into our sectors (a TEC-funded project)
- 3 Insights gathered from the Industry Equity Project (a TEC-funded project)
- 4 Skills and Workforce Leadership Plan published in August 2022. Our Skills and Workforce Leadership Plans are developed each year. The objectives developed in our statement of strategic direction are aligned with the changes our industries and employers want to see. They want to see the following:
  - A work-readiness focus that includes core transferable skills: work ethic, team-mindedness, an understanding of productivity, industry, and how businesses work, foundation literacy and numeracy
  - Programme consolidation and maintenance of quality through qualification reviews to ensure consistency and value for employers and ākonga/taura (students/trainees)
  - More focus on trades and industry as a career, prioritising digital skills and science, technology, engineering, and mathematics (STEM) subjects
  - Inclusivity and equity: our Māori and Pacific People contributors want to be part of the change and have a voice in decision-making
  - Vocational education which includes te ao Māori – and supports a holistic understanding of learners' cultural heritage and identity
  - Micro-credentials to support upskilling of the existing workforce and specialist technologies and promote lifelong learning to ensure adaptability and sustained participation, social mobility, and prosperity
  - More work-based/onsite training, requiring better-equipped trainers and assessors.

## Hanga | Manufacturing

**Manufacturing comprises all businesses that transform materials and resources into new products.**

It is a broad industry encompassing sector groupings such as food and beverage processing, the manufacture of textile, clothing and footwear products, wood and paper products, chemicals and polymers, metals and plastics, wood and furniture, equipment, and includes signmaking and printing.

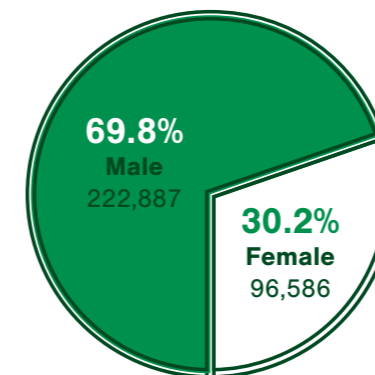


**\$39.7 billion in GDP**  
Contributed in 2021



**319,474 jobs**  
12.2% of New Zealand's total workforce

### Large gender disparity (2021)

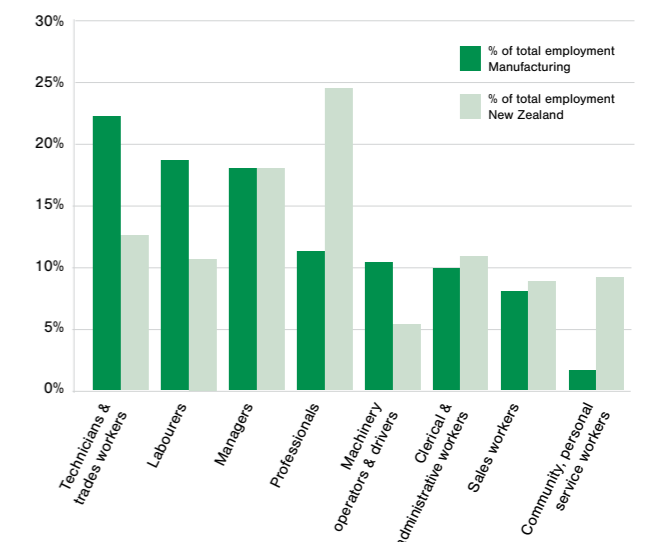


Higher proportions of employees in the 40-to-59-year age groups  
**44%** than the whole of New Zealand (40%)

### A large manual workforce

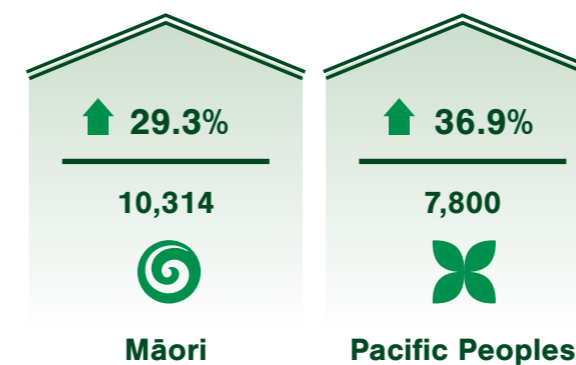
- Slightly more than one in five (22%) employees in manufacturing are technicians or trades workers, notably higher than the general New Zealand workforce (13%)
- Nearly one in five (19%) employees are labourers; this compares with one in ten for overall workforce in Aotearoa (11%)

### Occupational profile of Manufacturing vs All industries (NZ): 2021



### A higher proportion of Māori & Pacific Peoples

than the whole New Zealand workforce, and representation of both groups is increasing. In 2013 to 2018 employment grew by:



4 All data in this Manufacturing section is aggregated from EMA (2022); Footprint, 2021; Infometrics; Martin Jenkins (2020a; 2020b); Mindful Fashion (2022); NZIER (2021); StatisticsNZ; Taylor Higson (2022). Unless otherwise attributed, all quotations are from Hanga-Aro-Rau industry engagement contributors.



# Hangarau | Engineering

The engineering sectors allocated to Hanga-Aro-Rau are varied and include engineering design, consulting services, scientific testing and analysis services, automotive electrical services, automotive body, paint and interior repairs, and electronic and other equipment repair and maintenance (excluding domestic). It also includes clothing and footwear repair.



## \$39.7 billion in GDP

Contributed in 2021

The dollar value of engineering's contribution to national GDP has been growing annually since 2013. Its proportion of the national economy has however been in slow decline over the last two decades from 7.4% in 2000 to 6.2% in 2021.



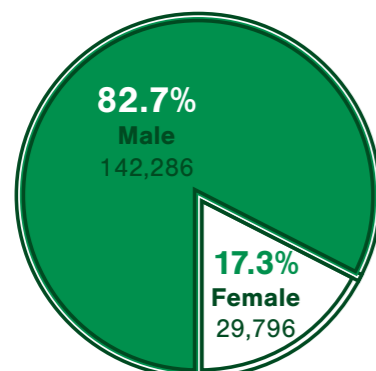
Total employment reached a new high in 2021 exceeding

## 172,000 employees

- The growth in engineering employment is forecast to continue with an addition of between 3,500 and 4,600 new jobs each year.
- Total job openings each year are forecast to be in excess of 11,000 (two-thirds are replacement jobs) and will account for 7% of total national job openings.

## Large gender disparity

(2021)



## A specialised trade workforce

- Nearly half of the engineering workforce were technicians and trades workers in 2021; this contrasts with 12.6% for all New Zealand industries.
- Only 4.3% were labourers, contrasting with 10.7% for all industries.



All major ethnic groups increased employment between 2013 and 2018.

## Māori employment grew by more than 5,000

This is a 42.4% increase, and Pacific employee numbers grew by 3,000, a 54.8% increase – but both groups are still a slightly lower proportion of the engineering workforce than in the total NZ economy.



## Age group demographics

are broadly aligned with NZ's total workforce; the biggest differences are a 2.6% lower proportion of youth (15-24 years), and a 3.4% larger proportion in those aged 25-54 years.

In 2018 there were

## 18,400 employees

in engineering with no qualification - a similar proportion for all industries (11%).

# Arorau | Logistics

The Hanga-Aro-Rau logistics industry includes road and rail passenger and freight transport, water transport, postal and courier services, freight forwarding and customs agency services, and stevedoring and other port and terminal operations. It also includes warehouse and storage services (including grain), internet access, data storage, processing, and web hosting services.



## The impact of COVID-19

- Logistics has been the most affected of Hanga-Aro-Rau's sub-sector groups, with both the dollar value and the percentage of its contribution to the national economy falling significantly in the last year:
- GDP fell from \$23.3 billion in 2020 to \$20.7 billion, in 2021, an 11% drop.
- Its contribution to the national economy fell from 7.1% in 2020 to 6.4% in 2021.



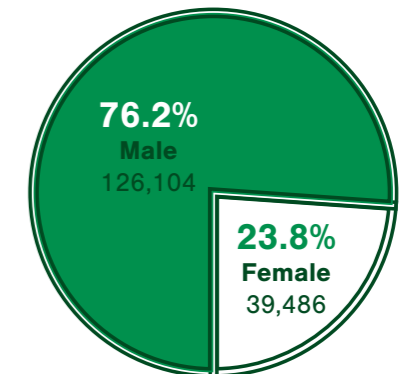
## The logistics workforce grew by 2,290 in 2020

This exceeded 170,000 for the first time but nearly 5,000 jobs were lost in 2021 (a drop of 2.9%). Forecasts suggest that a return to 2020 levels will not occur until 2024 – but with strong growth thereafter.

Half of the workforce are machinery operators or drivers. The second largest occupational group (17.3%) is clerical and administration workers.

## Large gender disparity

(2021)



## Diversity: gender disparity still the biggest issue

In 2021, the proportion of females in logistics was 23.8% compared with 46.9% for all industries in New Zealand.

The proportion of those aged 45 years and over is slightly higher than for all industries, and slightly lower for the younger age groups. There is recognition that many of the drivers are in the older age group.

The proportion of Māori and Pacific Peoples is slightly higher than for all New Zealand industries, 16.3% and 9.9% respectively – both increased between 2013 and 2018: Māori employment grew by 6,000, a 30.2% increase; Pacific Peoples employment grew by 5,300, a 49.1% increase.



# Te Moana Herenga Tai Pari | Māori Workforce Development Strategy

**The strategy will reflect the potential of Hanga-Aro-Rau to take a central role as a connector for Māori in the vocational skills and training ecosystem.**

Our current and potential partners include teams with a dedicated remit to support Māori achievement across the vocational training ecosystem. Taking a ‘nothing about us, without us’ approach, our strategy and action plans will be undertaken by Māori, with Māori, and for Māori.



## System-wide programmes need to be driven by Māori

Many iwi and hapū are investing heavily in business, industry, and service provision, and require highly skilled employees that are also competent working in a Māori context. System-wide programmes need to be driven by Māori voices and meet local needs. The system needs to transform so Māori can determine their own success in the future of their own workforce development and positively influence the broader sector.

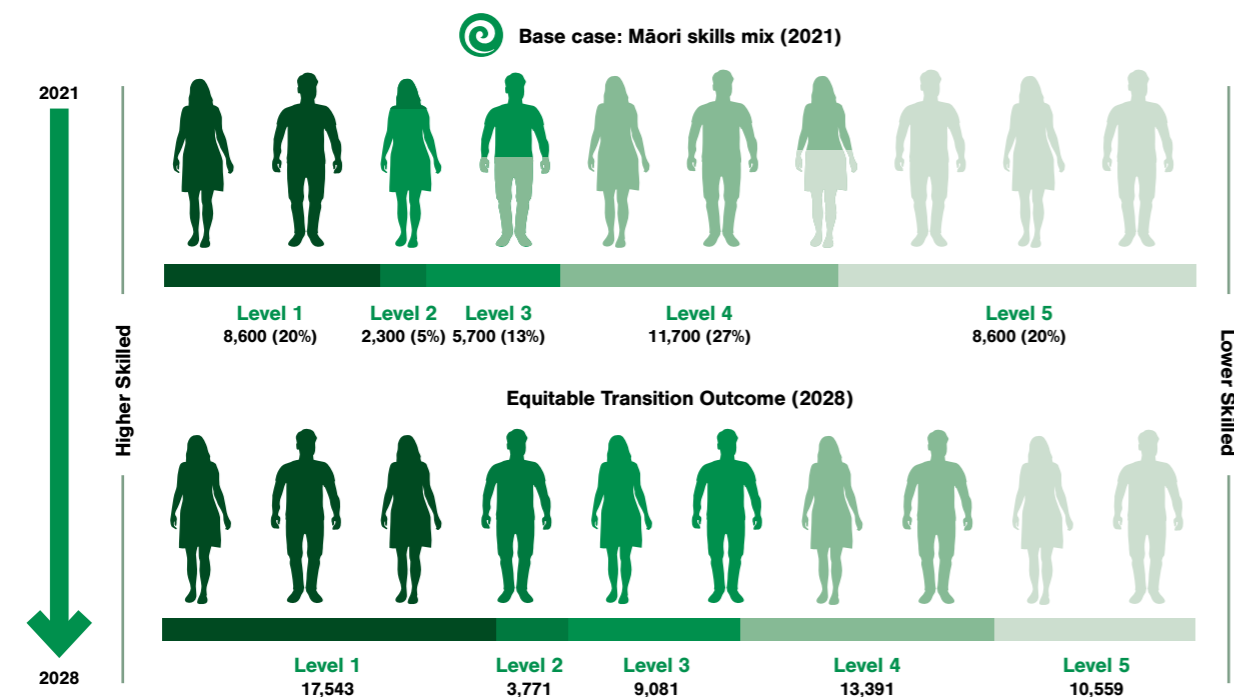
There are several sector levers and initiatives that can help enhance the sector’s understanding in honouring Te Tiriti o Waitangi and partnering with iwi and hapū. These include actions under Manu Kōkiri a ‘Think Piece’ by Te Taumata Aronui, Ka Hikitia-Ka Hāpaitia, and the Tertiary Education Strategy.

According to Deloitte, based on current trends, if the vocational education ecosystem improves access to ensure the skills mix for Māori reach parity with other ethnic groups by 2028, there is potential for the uplift in business productivity which will in turn meet the outcome as described by Manu Kōkiri.

**“Māori people will enjoy increasing levels of economic prosperity including significant and meaningful employment success, entrepreneurial and business success through the growth of the ‘Māori economy’.”<sup>3</sup>**

## Engineering: initiatives that result in a more equitable skills shift for Māori

To achieve an equitable skills mix for Māori in engineering, the number of Māori working in skill level 1 must increase by 12% per annum over the next six years. This is equivalent to ~2,600 more skill level 1 Māori engineers by 2028<sup>4</sup>.



3. Manu Kōkiri, Taumata Aronui, 2022 Written by Dr Te Ahukaramū Charles Royal for Taumata Aronui, December 2021 pg 7 <https://www.tec.govt.nz/assets/Publications-and-others/Manu-Kokiri-by-Taumata-Aronui-April-2022.pdf>  
 4. Post COVID-19 Workforce Development Needs in New Zealand’s Manufacturing and Engineering Sectors (2022). Deloitte Limited (as trustee for Deloitte Trading Trust) [https://www.hangaararau.nz/assets/Uploads/Hanga-Aro-Rau-COVID-19-Final-Research-Report-Final-v1.0-10Oct2022\\_lr2.pdf](https://www.hangaararau.nz/assets/Uploads/Hanga-Aro-Rau-COVID-19-Final-Research-Report-Final-v1.0-10Oct2022_lr2.pdf)



**He maurea kai whiria!**  
Ignore small matters and direct effort toward important projects

# Te Moana Herenga Tai Timu | Pacific Peoples Workforce Strategy

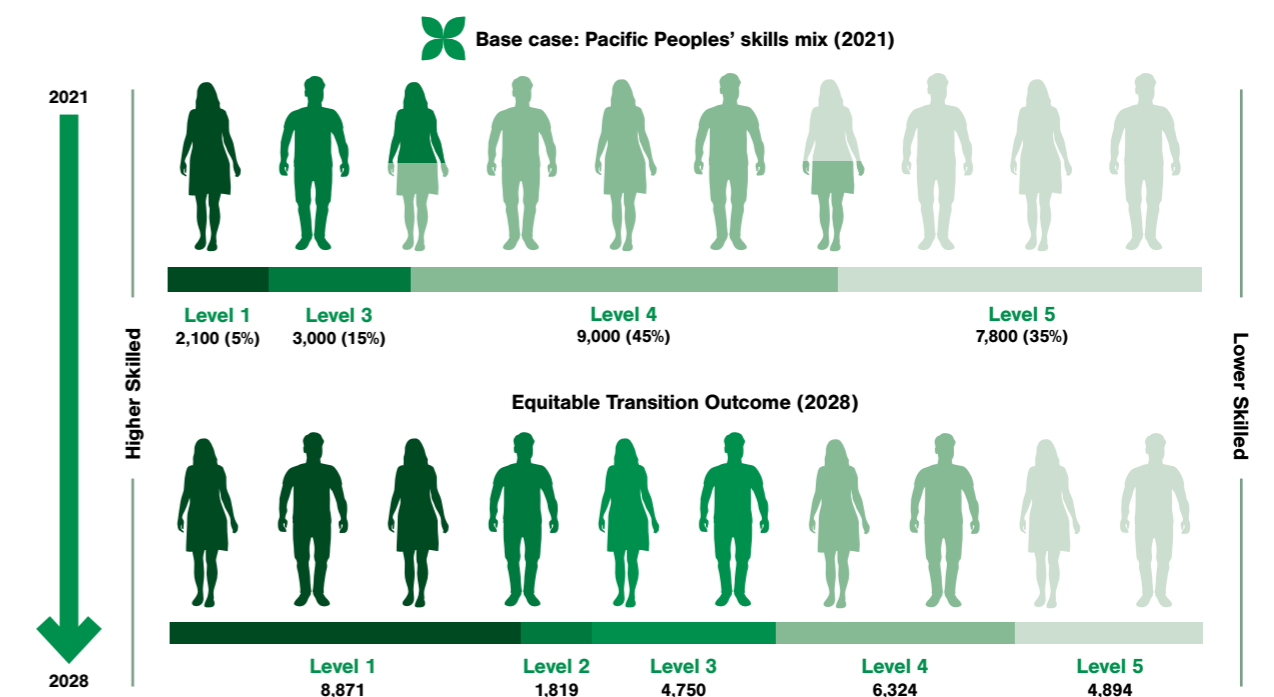
**The strategy will reflect the potential of Hanga-Aro-Rau to take a central role as a connector for Pacific People in the vocational skills and training ecosystem.**

Our current and potential partners include teams with a dedicated remit to support Pacific achievement across the vocational training ecosystem. Using Pacific-led solutions we will learn from and acknowledge Pacific communities’ expertise and aspirations. Definitions of success and equity will be built from Pacific values and methodologies.



## Manufacturing: Initiatives that result in a more equitable skills shift for Pacific Peoples

To achieve an equitable skills mix for Pacific Peoples in manufacturing, the number of Pacific Peoples working in skill level 1 occupations must increase by 23% per annum over the next six years. This is equivalent to ~6,800 more skill level 1 Pacific Peoples in manufacturing by 2028. This scenario also highlights the limited number of Pacific Peoples in manufacturing at skill level 2, which requires an average increase of ~300 employees per year until 2028 to achieve parity with other ethnic groups<sup>5</sup>.



5. Post COVID-19 Workforce Development Needs in New Zealand’s Manufacturing and Engineering Sectors (2022). Deloitte Limited (as trustee for Deloitte Trading Trust) [https://www.hangaararau.nz/assets/Uploads/Hanga-Aro-Rau-COVID-19-Final-Research-Report-Final-v1.0-10Oct2022\\_lr2.pdf](https://www.hangaararau.nz/assets/Uploads/Hanga-Aro-Rau-COVID-19-Final-Research-Report-Final-v1.0-10Oct2022_lr2.pdf)



# Te Taura Tiriti | Appendix I

## – Te Tiriti o Waitangi Framework

Ngā Pou Pillars	1	2	3
	Kāwanatanga	Tino Rangatiratanga	Mana Ōrite
	Article 1 – Governance	Article 1 – Self-determination	Article 3 – Equity
Whakamāramatanga Definition	Requirement for the Crown to govern and create structures for the benefit of all citizens of Aotearoa	The guarantee of tino rangatiratanga which provides for Māori self-determination/ mana motuhake in relation to activities that support the realisation of Māori aspirations	Requirement of the Crown to act, to the fullest extent practicable to achieve equitable outcomes for Māori.  This includes ensuring that it, its agents, and its Te Tiriti o Waitangi partners are well informed on the extent, and the nature, of both Māori outcomes and efforts to achieve equality for Māori
	Ensure that robust policies, plans and support are in place to address racism, bias and low expectations that impact learners/workers, kaimahi and their whānau	Māori industry, iwi and hapū and meaningfully integrated in decision making to ensure Māori success as Māori	Ensure Māori voice leads investment and activities for Māori outcomes
Whakatinanatanga Application			
Ngā Urupounamu Reflective questions	Do we commit to Te Tiriti o Waitangi in our plans and ask our Māori partners their views on us?  Do we identify and analyse gaps/opportunities then plan to improve Māori outcomes?  How do we consistently demonstrate quality in our processes and service delivery/ approaches to support Māori outcomes?	Can we demonstrate collaborative partnerships with iwi and hapū and Māori communities?  How well do we incorporate reporting and self-review of issues important to Māori into our wider organisational guidance - ensuring we are clear, genuine and timely?	Are our services highly valued by Māori, relevant and demonstrate positive impacts?  Do we demonstrate our cognizance of Māori worldview throughout organisational business approaches?

# Haumi ē | Appendix II – We ensured we have aligned our mahi to that of our guiding documents

**The SSD includes how we give effect to the Tertiary Education Strategy, Ka Hikitia–Ka Hāpaitia, Action Plan for Pacific Education 2020-2030.**



Tertiary Education Strategy	Ka Hikitia–Ka Hāpaitia	Action Plan for Pacific Education 2020-2030
<ul style="list-style-type: none"> <li>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.</li> <li>Strengthen the New Zealand Qualifications Framework and qualifications system to enable lifelong learning and clearer learning pathways and to allow for flexible, shorter credentials/ qualifications including recognition of prior learning.</li> <li>Ensure that strategies, behaviours, actions, services and resourcing reflect a commitment to Te Tiriti o Waitangi.</li> <li>Embed tikanga Māori in values, practices, and organisational culture based on engagement and advice from Māori.</li> <li>Build relationships with Māori, involve them in decision-making, and partner with them to support rangatiratanga, and Māori educational success as Māori.</li> </ul>	<p>a) Māori learners are engaged and achieving excellent education outcomes, and</p> <p>b) Māori whānau, hapū and iwi are active partners with our education services in defining and supporting excellent outcomes for Māori learners.</p>	<ul style="list-style-type: none"> <li>Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic.</li> <li>Confront systemic racism and discrimination in education.</li> <li>Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners.</li> <li>Partner with families to design education opportunities together with teachers, leaders, and educational professionals so aspirations for learning and employment can be met.</li> <li>Grow, retain and value highly competent teachers, leaders, and educational professionals with diverse Pacific whakapapa.</li> </ul>

# Hui ē | Appendix III – We tested our strategy with our partners and stakeholders



**This statement was informed by:**

### Research

Evidence-based data informed the choices to determine where Hanga-Aro-Rau would focus its attention in the next five years. This included the Deloitte research led by Hanga-Aro-Rau and funded by TEC; Post-COVID-19 workforce development needs in New Zealand’s manufacturing and engineering sectors.

### Industry and employers

Over 15 industry and employer groups were engaged in discussions through the COVID-19 research project which informed the problems to solve. The Industry Stakeholder Group, a representative body of all our industries, provided input into the statement.



## Vocational education providers

Te Pūkenga and several Private Training Establishments were canvassed as part of the COVID-19 research project.

## Learners

Work-based learners were included in the research phase and the objectives were tested in face-to-face sessions.

Through the thousands of engagements, interviews and surveys we have conducted, we have laid a solid foundation for our strategic planning.

We will consult and receive feedback from the Minister of Education on our draft statement. We will continue to test this statement with our key audiences and partner, and plan to produce an updated version, visually designed to portray more effectively our metaphor by early 2023.

Once published, we will get on with doing the mahi. In all our conversations with our partners and stakeholders, that is what they ask of the vocational education sector time and time again. We want to see some action!

## Tāiki ē | Appendix III – Consultation with persons or bodies our Council considers on reasonable grounds represent the interest of Māori



**Mā te rongō, ka mōhio**

**Mā te mōhio, ka mārama,**

**Mā te mārama, ka mātau,**

**Mā te mātau, ka ora**

**Through awareness comes realisation**

**Through realisation comes understanding**

**Through understanding comes knowing**

**Through knowing comes wellbeing**

The need for the reformed vocational education system has come from clear expectations from Māori that the Crown needs to do much more to realise, understand, know, and work in partnership with Māori to support wellbeing. As early as 1835, when this unique Māori-Crown relationship was being formed, were the voices of Māori giving their eventual Te Tiriti o Waitangi partner clarity of expectation. This clarity of message has never stopped, but how it has been heard and given effect has too often been the challenge that we have failed.

Accordingly, the vision of our vocational education reforms includes both supporting an education system that honours Te Tiriti o Waitangi and which supports Māori-Crown relations. For Workforce Development Councils, we were formed on various needs including to better support Māori industry and business. Of course, Māori as a strong trading people predated Te Tiriti o Waitangi and we see we play a part in growing that legacy. The task is for us to support Māori industry and to act as stewards for change within non-Māori businesses to raise their capability to remove barriers to Māori becoming more skilled, higher paid and being in positions of management and ownership.

### **Hanga-Aro-Rau model of consultation<sup>6</sup>:**

#### **Step 1: Establishing effective consultation through reviewing existing Māori voice**

For Hanga-Aro-Rau, we have been fortunate to have both Council members and staff that were part of a lot of the consultation that occurred with Māori in education in general over the last ten years, and over the last three years specifically regarding vocational education. This has meant we have been able to start our consultation by reflecting back on the voices already given by Māori. This has been wide, and at times very deep, and included quite recently:

- National and regional hui on the ITP roadmap that included Māori, iwi and hapū (2020)
- National and regional hui on the Reform of Vocational Education (2021)
- Written submissions made on RoVE from Māori such as iwi chairs, Tai Tokerau District Māori Council (as endorsed by New Zealand Māori Council 2020).





Again, due to our internal capabilities, we have been able to review other more recent Māori voices that have been consulted with by other parts of the RoVE. Examples from Te Pūkenga include their Te Rito research involving Māori learners, and their Te Pae Tawhiti reports that give major insights into Te Tiriti o Waitangi practices throughout the provider network.

## Step 2: New workforce development-based consultation

From there, we have directly engaged in 2022 with over 150 Māori businesses. At the same time, we have engaged with iwi and hapū-based organisations such as Te Matarau Education Trust and Tainui Group Holdings Limited - those that are directly connected to our industries. We felt we needed to be more targeted in the kōrero as it related to our strategy and that fresh engagement helped us shape the proposed priorities even more. This led very early on in our consultation to our reimagining of the RoVE outcomes diagram (see page 13 herein) where Te Tiriti o Waitangi becomes part of what is the essence of our reforms. We need to continually align our mahi to connect and help deliver on the plans and strategies of Māori.

## Step 3: Consultation through 'testing'

The next step, which is ongoing, is the 'testing' of the strategies we have captured to date in this latest version of our Statement of Strategic Direction. This will continue over the time the Minister is being consulted and amendments made as appropriate. Examples of this consultation through testing include with Te Kāhui Ahumahi, unions including Rūnanga (FIRST Union feedback already received and awaiting Tertiary Education Union), student associations and other iwi and hapū. Our testing is based upon listening and drafting possible strategies and actions on what has been said and is being said by Māori. Instead of asking again in general terms, this approach is bringing proposed approaches to the table and genuinely asking, "as a Te Tiriti o Waitangi partner what do you think? Does it connect with your own aspirations and plans? How will workforce development support your kaupapa? Do you see this supporting the Crown's obligations under Te Tiriti o Waitangi? Is it contributing to an education system that honours Te Tiriti o Waitangi?"

### Our purpose | what keeps us moving

Our purpose is to provide the manufacturing, engineering, and logistics industries we represent with a strong voice in making the workforce of Aotearoa fit for today and the future, while honouring Te Tiriti o Waitangi and supporting Māori-Crown relations



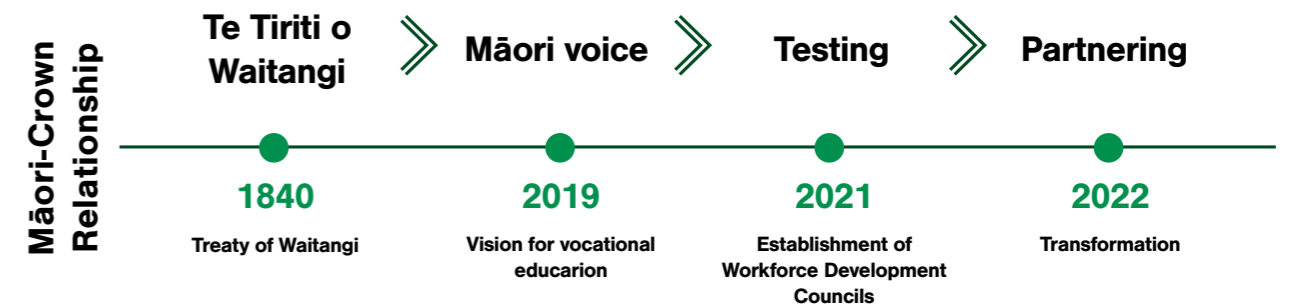
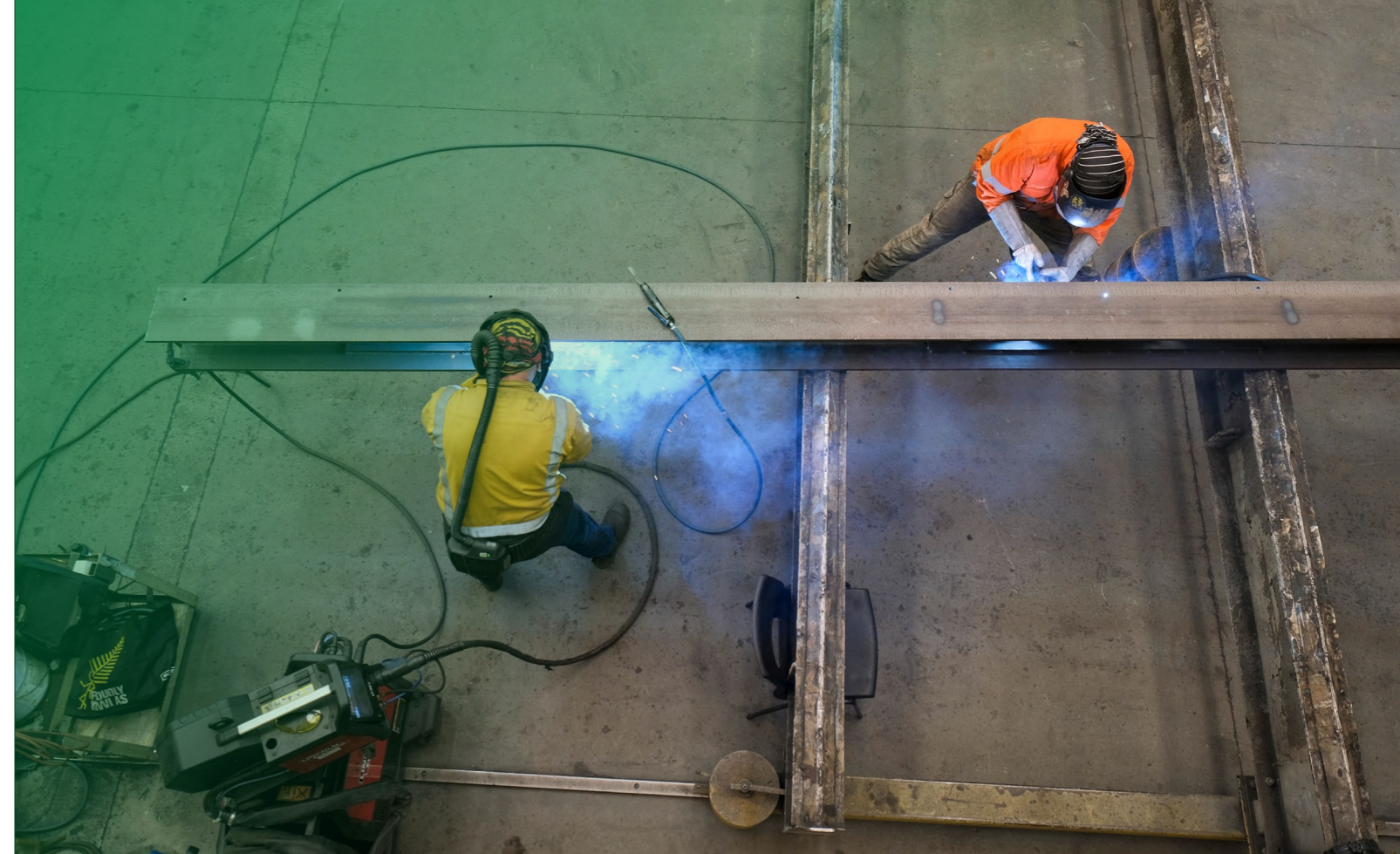
### Our values | what empowers us

We want our values to represent who we are and who we want to be as an organisation. Our values are being developed to be a reflection of the collective aspirations of all our kaimahi.

### Our vision | the horizon we look to

Manufacturing, engineering and logistics industries' voices influence the vocational education to create equitable outcomes and a sustainable Aotearoa.

These steps can be seen in the attached diagram. After this statement is published, consultation including testing will continue, and it will move to the next stage of partnering as envisaged between us and Māori.



## Step 4: Our Hanga-Aro-Rau Industry Stakeholder Group

As well as with our staff and Council, we have built this Statement of Strategic Direction with and alongside our Industry Stakeholder Group (ISG). This group formed under our Order in Council has a role to "...provide feedback to the Council on its strategic direction..." as well as "...provide advice and information to the Council from an industry perspective on matters arising from the performance of its functions." We have spent the time with the ISG (including with wānanga) to share, inform, and seek input and advice throughout the process. Our group was established in consultation with our industries and has a broad range of and diversity of views. It is chaired by Matua Turi Ngatai (MNZM) and as with our Council and our senior leadership team, have Māori members from throughout the motu. Our ISG has endorsed this consultation draft of our Statement of Strategic Direction.

## Step 5: Constant engagement and consultation

We have a clear functional and duty-based part to play for and with Māori. Our consultation does not stop with this Statement of Strategic Direction. We must continue to engage, seek input/advice/critique/challenge and seek manifestation of partnerships, and we believe this statement establishes a platform to do that.

6. Built with consideration of guidance of Te Arawhiti – The Office for Māori-Crown Relations.





**HANGA-ARO-RAU**  
Manufacturing, Engineering  
and Logistics  
Workforce Development Council

