Felling the Wall -
An investigation into forestry training in the Gisborne region

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1. **Executive Summary**

Plantation forestry in New Zealand is entering a period of growth due to the availability of wood supply. Nowhere is this more prevalent than the Gisborne region. In order for forest owners to capitalise on their investment, this growth in industry capacity needs to be met with the supply of labour. To this end, the industry has its back to the wall.

The primary aim of this project has been to identify important characteristics of forestry training that are considered useful in the context of designing an alternative forestry training programme for the Gisborne region. The characteristics of training explored in this project include features that are considered successful as well as identifying limitations and challenges that are impeding the delivery of positive training outcomes. A broader objective of this project is to support the Eastland Wood Council (EWC) initiative to explore the potential for an alternative industry led training programme for the region. In order to achieve this aim, the author has collected data with semi-structured interviews to explore the perspectives of a sample of key stakeholders who are directly involved in the industry.

The results of this research illustrate that forestry training is a complex and challenging environment which is constrained by many factors. What is evident is that there is strong support for an alternative forestry training programme for the region. There is collective acknowledgment that the current training framework is not delivering what is required to support industry labour needs. The industry stakeholders realise the potential opportunity and more importantly are willing to consider alternatives and invest to find ways to improve efficiency and deliver better training outcomes.

Improved efficiency and better outcomes for forestry training will come at a significant cost. It will require substantial investment to design and implement a modern and attractive training programme which utilises technology to facilitate training as well as provides strong pastoral support to students. Strategic partnerships beyond current levels will be needed with businesses, organisations and government agencies within the industry training space to build critical momentum and realise the opportunity. This research suggested that progress toward this opportunity will require strong leadership and collaboration among industry representatives.

This report makes a number recommendations that relate specifically to the design of a training programme as well as training and industry promotion more broadly. The recommendations are:

- Consider partnering with Competenz to integrate the apprenticeship model.
- Design and implement a student induction process to clarify the expectations of the training programme and employment in the industry more broadly.
- Invest in a strong pastoral support framework to assist and develop students.
- Consider employing a Project Manager/s to coordinate the programme. Ensure individuals who support students directly are able to engage and communicate effectively with the students.
- Invest in technology to improve student recruitment and engagement as well as improve training efficiencies and student access (i.e. machine operation simulators).
- Consider options for a machine operation training facility located in or around the city.
- Expose students to all aspects of the industry and its support services to promote the scope of career opportunities.
- Explore opportunities to deliver the introductory industry qualifications to students prior to worksite placement with contractors. These should include NZQA 'general requirements' (17769)

and 'employment in a forestry operation' (22995). Additionally, basic fire and first aid units should be considered.

- Vet contractors who partner with the programme to ensure their team culture is appropriate to facilitate student learning.
- Consider and implement appropriate incentive mechanisms for contractors who partner with the training programme.
- Facilitate opportunities to develop a shared vision for forestry training among key stakeholders in the region. This shared vision should include defining what future employment in the forestry industry will look like. Ensure this vision can be communicated effectively.
- Facilitate opportunities to improve collaboration between key stakeholders.
- Stakeholder collaboration and partnerships with the training programme should be based upon co-investment (financial and/or non-financial) to improve engagement and deliver better outcomes.
- Increase promotion of the industry and career opportunities in schools including specific engagement with teachers and parents to ensure they are up to date with changes in industry and the future opportunities.
- Consider targeted industry and career promotion at rural schools within the Gisborne region.

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1. Introduction

The plantation forestry sector is a strong contributor to the New Zealand economy. Forestry and logging contribute $1.39 billion to the national GDP while exports of forestry products total $4.8 billion and therefore place forestry products as the second largest commodity export only behind dairy exports. Domestic use of raw logs total approximately 50% of the national annual harvest and are predominately connected to regional processing and construction activity, (NZIER, 2017).

The economic contribution of forestry at the regional level provides some insights into the importance of the industry in certain regions. Based on the industry's share of regional GDP, forestry has the highest significance in Gisborne with >5% share of regional GDP followed by Tasman/Nelson, Northland, Marlborough and West Coast which all have between 1-4% share of their regions GDP, (NZIER, 2017).

The forest industry is one of the largest contributors to the Gisborne economy. There are 151,139ha of plantation forest in Gisborne and 14% of NZ log exports come from the region. Exports from Eastland Port have grown from 480,000 tonnes to 2.9 million tonnes in the last 15 years due to increasing harvest levels. The volume of logs harvested is forecast to increase substantially by 2020, (Eastland Group, 2017).

Plantation Forestry and Employment

Employment statistics for plantation forestry indicate there are between 7,000-9,500 full time equivalents nationally depending on the source of statistics (NZIER 2017). Figure 1 below illustrates the number of forestry jobs per region and again reconfirms the regions where forestry contributes most significantly to the regional economy.

Figure 1: Forestry jobs by region
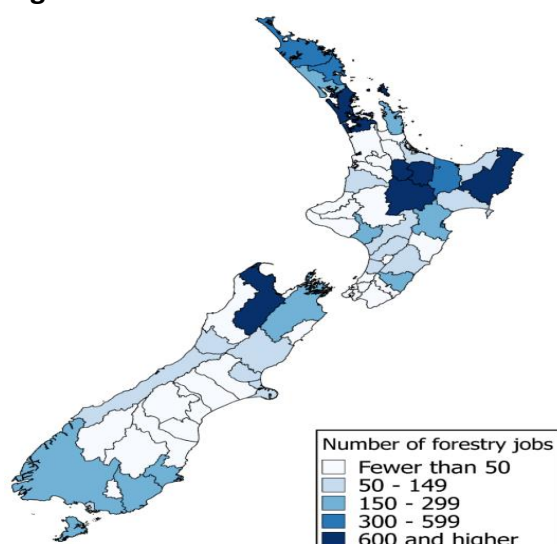
Source: Nixon (2017)

In the Gisborne region wood availability for harvest has the potential to increase cut volumes significantly. Although accurately predicting cut volumes is difficult due to changes in the market, infrastructure capabilities and industry capacity, it is clear that there will be a significant increase in the region's annual cut which is likely to continue out beyond 2030 before declining.

Forecasting the number of additional forestry employees that will be required to achieve the predicted increase in cut volume is also challenging. In 2013, a report commissioned by the Eastland Wood Council estimated that the forestry industry and its key support services will all require additional labour by 2020. Forestry and wood processing were predicted to see the greatest growth in demand for labour.

Figure 2: Forestry Employment in Gisborne

Employees	2012 level	2020 Forecast
Forestry Industry and Wood Processing	1,385	1,928
Log Transportation	145	202
Port and Wharf Operation	80	111

Source: Economic Impact Assessment (2013)

While it is acknowledged that the demand for labour is and will continue to increase in coming years, it is worth noting that increases in cut volume over time can be attributed to harvest productivity due to improvements in technology used to extract and process the wood. For this reason it is difficult to forecast future labour requirements accurately and therefore this report will not attempt to do this. Instead this piece of report will work from the premise that while future developments in harvest technology will have an impact on reducing labour requirements, the availability of supply and ability of industry to adapt new technology rapidly will ensure that labour demands will continue to increase significantly in coming years.

2. Aim & Objectives

The primary aim of this project has been to identify important characteristics of forestry training that are considered useful in the context of designing an alternative forestry training programme for the Gisborne region. The characteristics of training explored include features that are considered successful as well as identifying limitations and challenges that are impeding the delivery of positive training outcomes. An additional objective is to review relevant literature to help place this project within the broader context of industry training and primary sector employment. A broader objective of this project is to support the Eastland Wood Council initiative to explore the potential for an industry led training programme for the forestry.

3. Literature review

A review of literature relevant to this project was undertaken to provide context to this research project and to assist the author gain an understanding of industry training in New Zealand and abroad. Additionally, the review assisted the author in understanding the challenges and opportunities that would influence the development and success of an industry training programme. Literature that was considered relevant to the project is summarised below.

3.1 Tairāwhiti-Gisborne Labour-Market

The consultancy Economic Solutions Limited undertook a study on behalf of Activate Tairāwhiti, who are the leading economic development agency for the region, to understand the employment outlook for the key employment and productive sectors within the Gisborne region. The report aimed to identify the specific employment requirements for individual sectors, challenges in the recruitment of staff and to clarify labour-market support organisations that can help employers and prospective employees in the range of sectors to meet their needs with effective actions.

Key points to note in relation to the forestry industry were that 80% of the total labour requirements for the sectors are operational with the remaining 20% in the supervisory/management side of the sector. Maori ethnicity accounts for 60% of the sectors regional workforce with 65% of the workforce having secondary education as their highest level of academic achievement.   Growth in the sectors workforce has been steady over the past five years driven by an increase in the available volume following a planting boom in the 1990's. This steady growth in labour demand is forecast to continue in coming years as annual harvest volumes are predicted to grow from 2 million tonnes to 3-3.5 million tonnes over the next five years. In saying that, market conditions will determine the actual timing and extent of harvest. Linked and support industries (such as truck drivers) are also expected to experience a significant labour demand and therefore the report estimates that the increase in labour demand for the forestry sector as a whole is approximately 100% of the next five years.

The report also identified workforce challenges for the sector in relation to the points noted above. These were the lack of suitably trained staff across the board which is predicted to get worse as harvest volumes increase. Greater industry oversight is required in the training programmes to ensure training is 'fit for purpose', increased simulation of operational work and the provision for training programmes focused on mechanisation. Competition between training providers and ineffective coordination of labour recruitment, negative community perceptions and competition from other regional sectors was also identified as challenges to secure the upcoming labour demands. Additionally, drug use, a challenging physical environment and infrastructure limitation are identified as hurdles to meeting future labour requirements.   These challenges are noted in the report as important focus areas when considering regional workforce initiatives and policies for the sectors future. Clarifying a future growth and development vision is also noted in the report as valuable to assist with internal and external workforce promotion regarding workforce opportunities and working to improve the public perception of the industry within the region (Economic Solutions Limited, 2016).

3.2 Eastern Institute of Technology (EIT) Research Project

The primary objective of this research was to identify issues that influence the recruitment of new workers to the Gisborne forestry industry. The report identified a number of barriers which have relevance in the context of this research project. These include fragmentation within the regions forestry sector with a suggestion that not all parties are sitting at the table. Leadership, in relation to recruitment of new workers, is noted as ineffective and likely to be connected to industry fragmentation and therefore the report recommends that the Eastland Wood Council should take the lead to address this issue.

Related to the previous point, this report suggests that a formal recruitment strategy should be developed to engage with young people as well as focusing on mechanisation and recruitment from outside the region. Industry promotion is suggested as lacking coherence and the report suggests the industry

promotional activities need to be incorporated into an overall recruitment strategy. Recruitment, engagement and coordination of activities is suggested as forming the basis of the new strategy.

Additionally, the report recommends public perceptions of the industry is an area where engagement is required. Again, engagement and communication will be required to make positive progress in this space. Parental influence was also a topic raised in the report and relates specifically to the perceptions of the community. The influence of parents in the recruitment strategy is given high significance in the report and needs to be addressed in the area of industry promotion (Caswell, T. 2015).

3.3 Industry Training Systems in other Jurisdictions

This report summarises industry training and vocational education systems in a range of countries. A key trade-off identified is the flexibility versus the prescriptiveness of the training system. The report suggests that flexible systems are generally industry-led while prescriptive system are run by Government. Flexible systems provide room for innovation in delivery and are likely to be able to cater for different types of learners and industry needs. While the prescriptive systems are more likely to deliver consistency across sectors, cross-sector recognition of skills and qualifications as well as more defined pathways for learners from school.

Industry-led systems have the potential to secure employer buy-in and develop higher levels of engagement. Such responsiveness and engagement is suggested as having the potential to increase participation levels but also are likely to demand higher levels of investment and/or input from industry, (Ministry of Education. 2012).

3.4 Learning for Jobs – synthesis report of the OCED's reviews of vocational education and training

This report analysed vocational education and training from 17 countries in order to assist countries make their vocational education systems more responsive to labour market needs. The report highlights some key elements of well performing vocational education and training systems. These included finding the correct balance between student requirements and employer demand and the positive impact workplace training opportunities have in showing employers willingness to engage and actively work to assist in meeting labour market demands.

Career guidance was found to be lacking in many of the OECD countries that were reviewed. This was suggested as being a result of the career guidance not knowing enough about the labour market and/or because the career guidance was connected with counselling services. The result of this was students being poorly prepared to make informed decisions about their future education or training direction. The study highlighted the need for well resourced, well informed and independent career guidance for students.

The benefits of workplace training were highlighted as providing good learning environments as they provide trainees with hard skills on the up to date technology as well as developing soft skills in communication and team environments. The importance of effective trainers was also raised as a significant aspect of workplace training as often companies lack skills in how to teach effectively. The effectiveness of workplace training is dependent on quality control in order to avoid trainees becoming a cheap source of labour without gaining the necessary skills on which to build their career. Appropriate incentives are required for employers that are offering workplace training. Finally the report suggests that

standardised qualification assessments create consistency in the system and illustrate the level of skill required, (Field, S. 2010).

3.5 The New Zealand Institute of Economic Research

The New Zealand Institute of Economic Research (NZIER) produced a report for the forestry sector to assist in building a better understanding of forestry's role in the New Zealand economy, the environment and within society more broadly. The report maps out the sectors current position and contribution to the economy and suggests areas where data collection should be implemented and increased to support the illustration of the direct and indirect contributions of the forestry sector.

NZIER has shown that increasing wages in the horticultural industry have only lead to a minimal increase in the number of New Zealand horticultural workers. This is not just the response in New Zealand but has also been seen in other countries. The report suggests that the same response would be expected for the forestry industry in New Zealand and therefore an increase in the price of forestry labour is unlikely to substantially increase the supply of labour from New Zealand sources, (NZIER 2017).

3.6 Tairāwhiti – Effective employer and employment strategies

This feasibility study was completed on behalf of Forest Industries Training and Industry New Zealand in 2001. The objective was to determine an effective skills strategy for forestry contractors and employees within the Gisborne region. The report notes that forest companies and training providers acknowledge they have not been communicating effectively. The report suggests that training providers were delivering the outcomes required for Government funding and that the majority of trainees are being successfully placed in work with forestry contractors. Additionally, training providers have made solid efforts to develop initiatives to support industry needs.

The report recommends that shared ownership of a solution is required between the forest companies, contractors, training providers and the Government and each of these groups will be required to implement change to achieve success. Specific recommendations to action included developing a strategy to recruit and retain a labour resource for future harvesting and wood processing, improving business capabilities of principal contractors and appointing a project manager to lead and implement the strategy and to improve communication between the parties. The report also goes further to recommend the development of an industry led harvesting program for the Gisborne region, (Bevin, S. 2016).

3.7 Mills Report 2002

This report was prepared to identify labour and training issues in the Gisborne region and to propose means to address the issues that were facing the industry at the time. The report concluded that labour was constrained by issues like alcohol and drug abuse as well as a lack of basic life skills including work disciplines. Additionally, a need for a co-ordinated approach to implement improved training and employment strategies was suggested and getting training providers to work more closely with the forestry industry. Following the publication of the report Government agreed to fund a Regional Coordinator position for 12 months in order to develop a regional strategy for labour and skills within the region, (Farley, P. 2002).

4. Methodology

The method used to develop the project began with a broad literature search using standard search engines such as google, google scholar and the Lincoln University library. Additionally, the author gathered literature and other material from the Eastland Wood Council that assisted in providing context to the project brief.

Identification of relevant stakeholders was agreed in collaboration with the Eastland Wood Council and included a range of local harvesting contractors, training organisations, recently graduated trainees and an economic development agency. A sample of these stakeholders were approached to arrange an interview to collect the data. Nine interviews were completed in total with three harvesting contractors, three training organisations, two graduates and the project manager at Activate Tairawhiti. The list of respondents is attached in the appendix.

The method to collect the data from the identified stakeholders was through semi-structured interviews of which eight were undertaken face to face and one via email. The interviews were carried out at a location that suited the interviewee which predominately was their place of employment or the author's office. Interviews ranged from between 45 minutes to 2 hours depending on the development of the discussion. A brief description of the author's project brief and objectives was presented prior to the interviews being conducted. During the interviews respondents were asked to express their opinions about both the successful and challenging aspects of the current training framework. The author's aim was to explore the respondent's experiences on this topic in order to identify characteristics of training which should or alternatively should not be carried over to an alternative training programme. As part of this discussion, respondents were also asked to define the level of competency and qualifications students would ideally have achieved before entering the workforce. The interview questions are attached in appendix 2.

Once the data was transcribed, thematic analysis (Braun & Clarke, 2006) was used to provide a theoretical framework and process to code, order and analyse the data. This framework assisted the author by provided a structured process to manage the data. This began by becoming familiar with the collected data, developing initial codes, searching for themes within the coded data, reviewing and defining the themes and finally analysing the data both at a theme level and as they relate to each other as a whole.

5. Limitations

There are a number of limitations to this research which need to be considered when reviewing the results and conclusions. These include the small sample size of respondents, literature that was not included in the report that may have influenced the results as well as the author's interpretation of the collected data, its meaning and how it has been applied to this project.

6. Results

This section describes the relevant findings from the interviews that were undertaken as part of this project. These findings have been grouped into themes using the methodology described above to provide structure to the analysis. The themes that are described below are used to inform and develop the discussion and conclusions at the end of this report.

6.1 The Current Training Framework and Delivering Competency

Training organisations that were interviewed were clear about the need to ensure their practical training reflected the 'real life' requirements of industry such as work hours and a drug free policy and therefore students are expected to adhere to these requirements while studying. While this model is resource heavy on the training organisation, it was not challenged and all respondents were in agreement that training must accurately reflect the work environment. Changes to the current model were sort in regard to the flexibility of the funding model from government. Training organisations have clear criteria to meet in order to maintain funding streams and this is very resource demanding on the organisation in terms of contact hours with the students to meet these criteria. Respondents were in agreement that students excel in the practical aspects of the training and gain knowledge and confidence on the skid site but often struggle with the classroom and non-practical learning requirements needed to achieve their units and ensure that funding streams are maintained for the training organisation on a per student basis. Building flexibility into this funding mechanism was suggested as a means to assist the training organisations achieve their output goals while at the same build student engagement in the programme.

A training framework with strong pastoral support and flexibility to manage individual student needs was consistently conveyed during the interviews as an effective method to deliver outcomes. The training organisations expressed concern about the pastoral support commitment and level of resource required to guide students through the training process and deliver outcomes to industry. The practical aspects of the training were considered to be highly successful with students engaging more proactively and enjoying these aspects of training far more than the non-practical learning in the classroom.

"It's the practical hands on stuff that keeps them going. They enjoy the crews, seeing how things are done, it's exciting but we are hamstrung with the classroom paper work. We lose our funding if we don't get them through. We try to get the theory done practically."

"They helped him get through the programme, he is dyslectic and he struggled with the paper work. We talked to the trainer and he was able to adjust his assessment process to get him through. Not all the kids are academics."

"About 7 months to get through the programme but we constantly struggle to get the paper work complete."

A number of the respondents stated a desire to see the funding mechanism delivered by the Tertiary Education Commission (TEC) changed in order to provide for a more flexible training framework that is not so heavily focused on the completion of the paper based assessments within the classroom environment. As indicated above, the students undertaking this training tend to excel best in the practical learning aspects of the programme and therefore respondents have indicated that the requirement to complete the paper based assessments in order to maintain funding streams is very demanding on resources and impeding their ability to progress students through the programme. While there was no suggestion from respondents that formal assessments should be removed, the comments reflected a desire to see more flexibility built into the assessment process whereby the assessments could be evaluated in a practical environment rather than inside the classroom.

"We get pressure from the funders to meet their criteria…the government needs to change the policy around the qualification requirements."

"The challenge is to get TEC to change the way they fund things."

The skillsets and abilities of tutors to teach effectively within the training organisations was raised on numerous occasions by various respondents. Respondents spoke very highly of certain tutors who were able to communicate effectively with the students. This ability to communicate was referred to as an effective way to engage with the students and translate the technical information, often on paper, into a form that was students could understand and relate to.

"(Name removed) was good. He explained things in a Maori way. It clicked. (Names removed) were great, they explained it in a way that was easy. The paper work was really hard, I couldn't understand the questions on paper but they were able to explain the questions. They would explain it in a way that I could understand."

In saying that, the resources needed to achieve the above where described as not always being available and the time and commitment required of tutors to effectively provide this level of pastoral support was expressed as above and beyond the 'call of duty'. One respondent described a very successful period within their training organisation where multiple tutors were used to stage the different parts of the programme. This high level of resourcing in combination with a strong model of pastoral support was considered highly successful and was described as delivering good outcomes. The model was also described as unsustainable within their funding framework and therefore was no longer operating.

"A real success was having multiple tutors who staged the students through the process. It was not sustainable but we had good success with that system."

The other topic included in this theme is focused on exploring respondent's views about what level of competency and qualifications would students ideally have achieved prior to joining a contractor from a training programme. The majority of respondent's expressed similar views on this topic with contractors stating that they would support students achieving their general requirements, first aid and fire units prior to be placed onsite with the contractor.

"If you build someone up from scratch they are more likely to stay with you. In saying that, it would be good if someone could be delivered with general requirements, first aid and 3285 the fire unit."

"Some of these are required to be done by the contractors soon after employing someone. General requirements 17769, it would be useful to have these before they entered the worksite. There are also other useful units like 22995, this covers employment contracts, career path options, payslips and budgeting. These would be really useful for those new to the workforce."

This view was also supported by a training organisation that stated they would be happy to focus their training solely on the general requirements but suggested that this is not possible as government will not fund the organisation to provide only these units.

"We would be happy to train the basic requirements to get into industry. The government won't fund it. Industry won't allow it because they demand all the standards and we have to jump hoops to get the students through that. We need to be on the same wave length. It costs time and money. It would make it easier on us to provide the basic training and the contractor could drive the rest."

Additionally, contractors were consistent in their views about the benefits of taking on 'green' employees (those who have not had prior experience within the industry) as they are able to train them specifically to match the requirements and expectations of the business without bringing what was described as 'bad habits' to the operation. The contractors that were interviewed recognised that taking on green employees did demand an investment in training but believed the investment was well justified when considering the return from the employee. An issue that was noted by some of the contractors was that poaching of employees by other contractors was very common and was causing frustrations to those who are investing in employee training only to have them poached by another contractor for the offer of a minimal wage increase.

Key Points of the Theme
• Forestry training needs to reflect actual industry requirements and conditions
• Forestry training should provide strong pastoral support and flexibility to manage individual student needs
• The practical aspects of the training process are highly successful
• Funding and assessment requirements placed on training organisations are too restrictive and are negatively impacting training outcomes
• Tutors responsible for student training play a key role in student learning and training outcomes
• Introductory qualifications for the forestry industry should be achieved prior to student work placement

6.2 Building a Shared Vision and Better Collaboration

A theme that has developed out of opinions expressed by a number of the respondents was the need to build a shared vision and improve collaboration between key stakeholders involved in forestry training and the industry more broadly. The industry as a whole is made up of multiple sub-sectors including contractors and the training organisations as well as forest owners and other industry support services. Respondents in the training space raised concerns about the level of criticism they have received from industry sub-sectors about their lack of success in delivering the required number of trainees to meet industry demand. While there is no disagreement about the need for the increased output of trainees, the concerns raised were focused on a lack of understanding about the challenges and requirements that training organisations are faced with in order to recruit students and manage them through the programme in order deliver qualified trainees while meeting the funding criteria from government.

There was a clear indication from some respondents that the high expectations on training delivery were not matched by an accurate understanding of the training parameters and broader challenges which impacted on training organisations ability to increase the output of qualified people. For example some level 3 training does not qualify for government funding yet the training is delivered by the organisation as it is a requirement of industry. The costs of this is absorbed by the training organisation and highlights a concern central to this theme whereby industry bodies lack an accurate understanding of the day to day challenges faced in meeting the expectations of the industry.

"We cop a lot of flak for not putting out enough graduates but it's not our fault. If we had the numbers of students we could turn them out."

"We need industry supporting what we do. We need to tap into industry not just in the bush but on the computers as well. We need better relationships."

Competition between training organisations in terms of their qualification delivery and student recruitment was raised in the context of improving collaboration and clarifying a shared vision for the industry. Respondent comments reflected both a concern for the duplication of organisations delivering the same qualifications in an environment where student recruitment and demand for qualifications are already marginal. Exploring alternative approaches to qualification delivery was supported by the training organisations and included suggestions such as reconfiguring the current structure to remove duplication between organisations, delivering only the general requirements required by industry as well as restructuring to focus solely on training for machine operation exclusively.

"We need to change the mind set of what is feasible. These are high cost models but we need them. There's an opportunity to look at things in a different way. Fundamentally it's about people with enthusiasm and coming in with an open mind and being solution focused. Getting the key players on board."

Shared industry investment in training beyond the status quo is a subject that was raised by the majority of the respondents and is included in the theme of developing a shared vision for industry training between stakeholders and improving collaboration. Broad support for increased investment by industry was identified as a requirement to improve training delivery outcomes.

"Industry needs skin in the game. All parties need to be involved and support it…"

Forest owners were specifically identified by a number of respondents with regard to their current levels of investment and engagement in training. Current levels of investment from forest owners was considered low while the lack of workforce was expressed as impacting all within the industry including forest owners.

"Absolutely it's an investment. It's not about looking for others to fund everything. Do you want these people and what you are prepared to do to get them?"

"Forest owners are starting to realise it's their problem too as crews are being poached and the workforce is not there".

Key Points of the Theme
• There is a lack of understanding between stakeholders regarding the challenges that exist in delivering forestry training
• There is a need for improved collaboration and the development of a shared vision between industry sub-sectors for forestry training
• Co-investment from the industry sub-sectors in forestry training will improve engagement and training outcomes

6.3 Industry Perceptions and Promotion

A view that was consistently expressed by the respondents was that the forest industry is viewed negatively by the general public and that this public perception is negatively impacting young people's decisions in choosing forestry as a career.

"Incidents have a big impact on the parents. Parents were really concerned following these fatalities, questions are being asked… it's hard to promote the industry at schools when there are fatalities. There are a lot of factors but the industry hasn't promoted itself well, we said this 30 years ago."

"Commonly our negative health and safety and environmental images are the main arguments people raise when discussing the industry… I believe if we do not work on our image as an industry, at a societal level, it will be very difficult to get the support of secondary schools to the point where they will allow their students on our sites."

The majority of the respondents were very clear in expressing views about the need for increasing industry promotion within schools. These views can be divided into two focus areas where additional and strategic promotion of the industry is required to improve outcomes. These focus areas were improving outreach to secondary school students so they can better appreciate what the industry has to offer and where technology is changing how the industry operates. The other focus area was working with the teachers of these students to improve their knowledge of the industry and building a clearer understanding of the opportunities that the industry has to offer. A number of respondents were of the opinion that teachers have a strong influence on students and their understanding of the opportunities that exist beyond the school gate and that currently teachers do not have an up to date and balanced understanding of the improvements that the industry has made and the developments and opportunities that exist within the sector.

"The issue is not training the people, it's getting a hold of them in the first place. You can't make people do the course. It's the ones who are keen that we want. There are a lot of kids out there and it's about getting to them early and showing them the opportunities".

"Part of the problem is industry not engaging with young people. They are crying out for labour but there is no real engagement to attract them. Young people are over here saying we need experience but how can we get experience if no one gives us a job. Employers are saying that people are not work ready, they don't have the right attitude but it's actually a partnership to find the solution. You can't teach employability in a classroom."

"I only saw the industry promoted at career days, I felt at school careers which didn't involve going to university were not supported or promoted."

Respondents consistently supported a better transfer of employment information to students and teachers about not only the improvements in the physical work environment through mechanisation but also the financial returns that employment in the industry can offer. The need to immediately earn money was also raised consistently as family commitments and the costs of living increase.

"I think a big issue is getting guys into it the training because there's no money in it. Why would they? We need to go to the schools, show them what kind of money they can earn and then

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pay them to start. People love the machines and they get paid straight off the bat, they would love it. The Waipaoa cadet programme take 20 per year but they turn about 60 away. They want to be earning money".

"There's good earning power in the industry and it needs to be promoted better. Getting people to promote the industry is vital but they must be people they can relate to… promote the earning power. Publish the figures maybe… good money within one year if you have the goods. Get young guys who are doing well to promote the industry."

"When we surveyed young people, 82% said they felt they needed to leave town to get the training, experience or job they wanted. If you extrapolate that we have 700 school leavers per year, that's more than 500 leaving and we don't know where they go. We have all this job growth and an aging population. We can't afford to have 500 people leaving every year and not coming back."

While it is clear that there is support among the respondents for an increase in the level of promotion and more strategic promotion of the industry in secondary schools to both students and teachers, a number of respondents made comments about the positive work that is currently being undertaken by the Eastland Wood Council in the promotion space.

"Eastland Wood Council is very proactive, you recognise the issues…that public relations are very important and needs to be integrated… the training model idea is a good one as it's about building sustainability but the challenges kick in around the competitiveness with other industries and you don't have the best working conditions with weather and travel etc. How do you make that attractive?"

"The Forestry Big Day Out was really successful and was about engaging students but also about engaging teachers as well….If you switch kids on and make teachers aware of the opportunities there is some real potential for success and they don't have to leave town."

A point of interest made by one of the respondents in relation to this theme was around focusing promotion of the industry at rural schools within the region. This comment was raised in the context of a discussion around the challenges in recruiting young people to the industry due to the demanding nature of the work. The respondent considered rural towns as a prime target for industry promotion as these young people are exposed to the primary sectors and are often working during their school holidays.

"They are the ones that are in the rural towns, Te Karaka, Uawa, Patutahi. These kids have been taught how to work already. Go out to the rural schools, they all work in their holidays, docking etc. In town they just roam the streets. I did that to a couple of kids in my town. I told them to get on the course, they did 4-5 months and then we brought them out and they are going well in various crews."

Key Points of the Theme
• Negative public perceptions of the forestry industry are adversely influencing career choices and recruitment for forestry training
• Increased and strategic industry promotion is required in schools and includes working directly with teachers to ensure their knowledge of the industry is up to date and appropriate
• Rural schools in the Gisborne region should be targeted for career promotion in the forestry industry
• The use of technology to improve forestry production, safety and worksite conditions need to be promoted to improve student recruitment in forestry training

6.4 Social Complexities

Throughout the process of collecting the data for this report a range of topics were raised by the respondents which the author has categorised under the theme of social complexities. This theme describes the topics that respondents have expressed as posing specific challenges to industry training and require consideration when developing an alternative training programme. These topics can be categorised as broader societal challenges but never the less pose real challenges to any forestry training model.

The training organisations that were interviewed shared similar views around the challenges they face in recruiting and managing students through the training process. Both groups expressed the implications of broader societal issues within the community that demand additional resourcing from the training organisations to manage. These challenges include high rates of drug use, basic employability and discipline as well as low levels of numeracy and literacy.

"It's getting up and making lunch. We have gone from vocational training to babysitters. It's that social development skills, teaching them to spell and read. Moving away from actual teaching to soft skill stuff. Education is getting harder and harder, so many parameters put around it."

Talking to whanau, court issues. You're the uncle they never had. We are a social service. Starting at 5 until late. It's a 24 hour service…We take the role of the whanau because a lot of the parents don't care."

"I think there are social issues, single parents and transient people. For some it's hard and generational. Both Maori and European…there needs to be education around that."

The use of drugs was consistently identified by the majority of respondents as a major challenge in the forestry training space. Clear and stringent drug free policies that reflect industry standards combined with regular testing means that those using substances regularly are discovered and are required to undergo follow up testing to prove they are drug free. Coaching students around drug use was expressed as a major challenge for the training organisations.

"We can't get drug free students. We spend most of time coaching them through the drug test and then it's getting them work ready."

Respondents were consistent that drug free policies are required and this should be maintained. In saying that, training organisations did raise concerns about the Eastland Wood Council drug register and its management.

"To get off the register is a long process and we may be losing some of the rough diamonds. There could be some relaxing of this. Keeping them safe but not blacklisting them. A lot of those we work with have not had a good experience with the education system, then the drug test adds to it."

Another topic that was consistently raised by respondents was focused on the importance of having a positive work environment and team culture for students to learn and grow in. Whether trainees are undertaking formal training through one of the training organisations or are being trained in-house under the supervision of a contractor, the importance and value of supporting the trainee while being exposed to the onsite training was clearly expressed during the interviews. Harvesting operations in particular involved a number of machines and processes often operating within a confined space which can be an overwhelming experience for those who are not accustomed to it. For this reason, as well as the obvious health and safety obligations, those interviewed were clear about ensuring trainees were provided with the appropriate level of support to ensure they can adjust to the new work environment in a safe and controlled manner.

"I have had good success with my in-house training. You have to look after them. You have to baby them. You have to be fair about it. You need to pick the right contractors for the (trainee) *placement. I have seen good guys broken down because they get ridden too hard. It is overwhelming onsite, you can't throw them in the deep end."*

"We need to teach kids how to communicate properly, pay, issues with the crew etc. These issues should be discussed directly with the principal not gossip within the crew. Speak directly to the principal. You need to father these guys."

"It's important to have older guys who look after the younger ones. The younger ones egg each other on. It's about making sure the guys are in the right environment. The older guys can manage a good safety culture."

"It is important to put the students in with the right crews who have the right culture. Continual support is key to keeping the guys on track. Successful contractors go beyond the call of duty. It is also important to support the contractors to be able to provide the support for the trainee."

Respondent's comments were consistent with regard to placing students with a contractor that has a positive team culture and can deliver on the support required to assist the students learning and development. Good onsite training was expressed as a commitment to supporting and looking after the student. Additionally, it was suggested that students need information and guidance about correct

communication channels, employment and crew expectations combined with continual support to ensure they are guided through the training process in a safe and productive manner.

Key Points of the Theme
• Drug use, numeracy and literacy levels and knowledge about basic employability expectations of forestry trainees are adversely impacting training outcomes
• Positive work environments and team culture have a strong influence on training and employee retention
• Student guidance and strong pastoral support during forestry training is necessary to support student learning

6.5 Considering a New Training Model

During the interviews respondents were also asked for their perspectives on the concept of an industry led training programme developed by the Eastland Wood Council. To ensure respondents had a basic understanding of the initiative, the author described the concept and thinking behind the training programme and how it could be structured. A number of the respondents had had previously exposure to the concept through their involvement with Eastland Wood Council.

"I would not hesitate to get on board with such a programme. We have to get the teachers to come out. We have to get the kids before they leave school. I am prepared to give a certain amount of time but I can't do it all myself."

"You have to give it a crack and try something. You need the ones who are going to support it. We need something, everyone moans but no one takes action."

"I believe there's an opportunity and if we pull out there's a funding mechanism gone."

The respondents were also asked to provide their thoughts on the structure of the proposed training model, key inclusions to achieve positive outcomes and how they could support the model. Suggestions included the inclusion of a boot camp style induction programme which could relieve pressure on contractors and expose students to work life within the industry prior to placement with contractors.

Adopting an apprenticeship model in partnership with Competenz was also recommended for the training programme as this brings a level of prestige to the programme and can add value by providing additional pastoral support. The importance of pastoral support was again reinforced as a key inclusion to the programme with a suggestion to employ a programme manager to coordinate the training process and provide ongoing support to students. This point was supported by a number of respondents who expressed the importance of getting the right person with the specific capabilities to provide this management and support.

Leveraging support from partnerships was also raised by a number of respondents. There is a wide range of actors and funding providers that are available to partner with a new training programme. The key point raised was around building the relationships and using the organisations such as Activate Tairāwhiti to connect and leverage resources.

"We can assist in leveraging off other resources. Being a connector, accessing government funding and building relationships."

Key Points of the Theme
• An induction process for forestry training is required for student recruitment and selection
• Adopting an apprenticeship model can improve student recruitment for forestry training
• Developing partnerships with industry and forestry training stakeholders will support better collaboration and possibilities for co-investment

7. Discussion

Five themes have developed out of the data that was collected from the interviews in this project. These themes highlight a range of subjects that respondents consider important in the context of forestry training within the Gisborne region. Additionally a number of considerations have been highlighted throughout this process which could influence the design and implementation of a new training programme.

The following discussion will attempt to integrate the information described in the chapters above including the learnings from the relevant literature, the topics and insights raised by the respondents in the interviews and the authors understanding of how they relate and what meaning and knowledge can be derived from them in the context of this projects aim and objectives.

The forest industry is entering a period of strong growth in terms of available wood supply as the large areas of forest that were planted during the 1990's reach maturity. This harvest growth and its subsequent demand for labour is an issue facing many regions in New Zealand but none more so than Gisborne. An interesting point to note is that this is not the first time the forest industry in Gisborne has been challenged to meet labour demand. As described in the reports by Farley (2002) and Forme Consulting Group Ltd (2001), labour supply for silviculture operations was a key challenge for industry in the late 1990's and early 2000's which triggered analysis of the issue and the development of an employment strategy to address the challenges and assist the industry to maximise its potential. The analysis that formed the basis of this strategy suggested that the various forest stakeholders were not communicating effectively with regard to forestry training and also suggested that stakeholders needed to take shared ownership of the issue to address the challenges.

Moving to the present, the industry again faces a repeat scenario of labour shortages as those same trees which required pruning and thinning back then are now ready to be harvested. What is somewhat concerning are the similarities of the challenges facing the industry when considering the two time periods. A theme that developed out of the body of this work was the need to build a shared vision for training and

that the various stakeholders improve their collaboration to address the challenges of labour recruitment. This theme and the points raised by respondents during the interviews mirror the recommendations of the analysis completed in 2001 and raises questions about why there remains a lack of understanding between stakeholders with regard to training delivery and a level of frustration regarding the contribution of the various stakeholders toward improving the situation.

Additionally, the recognition of broader social issues within the community and their impact on delivering successful training outcomes has been raised during the development of this report. Respondents expressed consistent views about the challenges that wide spread drug use and a general lack of basic employability is having on improving training outcomes. While the solutions to these broader social issues go well beyond the scope of this project, they do support the respondent's comments about the value of strong and constant pastoral support for students within a training programme. This support is considered as a key requirement in the design of a new training programme to guide and assist students over the educational hurdles they will face both in terms of the formal qualification requirements of training and the industry and employment expectations which will follow when entering the workforce. While a model of strong pastoral support is costly to maintain in training, the results in terms of student achievement seem to support such a model when considering the training organisations that were included in this project. A higher number of students have been delivered to the workforce from the organisation that has a strong pastoral support dimension in their training model. The information presented above would suggest that the design of a new industry led training programme should provide strong pastoral support to assist in the management and progression of students. Not only that but consideration should be given to ensuring that the person/s who provide that pastoral support are able to engage and support students effectively.

Related to the topic of pastoral support is the suggested importance of a positive team culture when students are undergoing workplace training onsite with contractors. Workplace training is supported by the literature included in this report (Field, S el at. 2010) as assisting develop students' ability to communicate and work as a member of a team. These are important skills in any workplace and are included in the current training structure and will be for any new training programme that may be developed in the future. The point to consider in the context of this report is the importance of ensuring students are placed with a contractor who has a positive and supportive team culture where the student is provided the necessary training parameters and there is clear recognition of the value that a positive culture has on learning and engagement as well as employee retention.

Contractors interviewed during this project expressed similar views on this topic and reinforced the importance of exposing students to a supportive and fair workplace environment and stated that it is critical for both the student and the success of any new training programme that students are placed with a contractor who is conscious of these points and can deliver the correct environment for the student to develop and stay interested in the industry as a career. The importance of avoiding students getting used as a source of cheap labour was raised in the literature (Field, S el at. 2010) and this statement was confirmed by a number respondents who had experience of new employees being pushed beyond their capabilities and broken down resulting in the employee leaving the contractor or in some situations the industry as a whole. Research presented (Field, S el at. 2010) suggests that appropriate incentives should be provided to employers in the context of workplace training in order to find the right balance between student requirements for learning and employer demands for labour. Consideration of employer incentives as well as the team culture and learning support will be required in the design of a new training programme for the Gisborne region.

Delivering competency to the industry and what that might look like was explored with respondents during the course of the project and raised a number of interesting points for consideration. Contractors were consistent in their view about the benefits of students achieving some formal qualifications prior to entering their worksite. The achievement of the 'general requirements' unit standard prior to work placement was suggested by all contractors interviewed and would relieve pressure on the contractor to progress all mandatory training requirements with new employees. Additionally, the achievement of a number of other introductory unit standards were suggested as beneficial and supported by respondents. These included the first aid and basic fire units as well as completing unit 22995 which provides knowledge about the organisational structure and processes in a forestry operations and includes employment agreements, payslips and basic budgeting as well as career pathways available within the industry.

Qualifications and how they are delivered is obviously a key subject for training organisations and a number of opinions were raised during the interviews. Training organisations in particular were vocal about a desire to explore alternative approaches to the delivery of forestry training. Building in flexibility to the process was a point that was regularly mentioned and reflects the challenges these organisations face in progressing students through the broad range of qualifications that which are mandatory for the organisation to maintain their funding streams from government. Both training organisations considered the current qualification framework as demanding a lot of resource to manage and that the scope of the mandatory qualifications they are required to deliver go well beyond what they consider to be core forestry qualifications. Examples of this were the requirement to deliver basic literacy and numeracy. Respondents from the training organisations were clear and consistent in their views that the additional qualification requirements placed upon them were demanding excessive resource and therefore impacting their ability to progress students. While these concerns were raised during the interviews it was also acknowledged that building flexibility into this framework required a change at the government level and is therefore outside the scope of this project. A report comparing industry training in various countries (Industry training systems in other jurisdictions) noted the training models with a flexible delivery framework were better able to cater for different learners as well as the needs of industry. Such models were also noted as requiring a high level of investment and input from industry in order to manage the cost and deliver on the requirements of industry in a dynamic environment where technology is constantly changing the way industries operate. In saying that, industry training in New Zealand is considered flexible within an international context with a high level of industry input into specific training and qualification requirement, (Ministry of Education, 2012).

Related to the topic of the training delivery framework are the views of respondents when asked what the framework for a new training programme might look like and what key features should be incorporated. A number of respondents supported the adoption of the apprenticeship structure to the programme as this was considered as providing a nationally recognised framework that is held in high regard within industry training. An apprenticeship would allow the training programme to partner with Competenz who can provide an additional level of pastoral support throughout the course of the training. The inclusion of the apprenticeship framework may have the potential to make some progress toward changing the negative perceptions about a career in forestry within the community.

Additional suggestions made by respondents were support for the inclusion of a formal induction phase. The induction phase was pitched as a boot camp to introduce students to the industry and the day to day realities that working requires such as getting up early, being drug free as well as managing health and nutrition. This induction and the development of its contents is considered valuable when considering a number of the challenges that training organisations are facing on a daily basis. Training organisations are grappling with managing the progression of many students who are not accustomed to industry work life

and what demands that places on the student. To this end, a formal induction/boot camp incorporated into a new training programme could provide a solid introductory framework which can acclimatise the students to the expectations that will be upon them prior to placement on an operational worksite.

At the same time introduction to the industry should not overshadow how technology is rapidly changing the face of operational forestry. The concept of a man on the end of a chainsaw is no longer the reality of the industry and is neither the industry vision for the future. As mechanisation continues to change the face of the industry, so changes the type of person who is capable and potentially interested in choosing forestry as a career. Machine operation and how technology is directing how the industry operates opens employment doors for a broader range of personality type and gender. As with the industry's developments through technology, technology for training has also developed where machine operation simulators are available and can provide both students and industry a cheap, safe and effective means to build the skill capabilities of students and/or new employees before they reach an actual operational site. Respondents were in agreement that these training technologies need to be employed sooner rather than later not only to build efficiency into training but also attract additional people to the forestry as a career choice. Adopting technologies such as simulators and town based machine operation training sites was suggested by respondents as a part of the solution in the training space and should be considered in context of designing a new industry led training programme. Such a model will require significant investment and therefore will demand the development of the shared vision for industry training and will require strong collaboration not only between the forest industry groups but with the industry's wider service providers as well as government and economic development agencies.

Exposing students to the range of industry organisations, roles and career opportunities were also stated by a number of respondents as important for the engagement and knowledge of the student. Exposure to the range of roles and structure of the industry was suggested as having multiple benefits both for the student and their level of knowledge as well as industry in terms of students developing a better appreciation for the value of timber and its management from seedling to merchantable log.

Negative public perceptions about forestry and the need to promote the industry more proactively was also a theme that developed out of the data. The issues raised in this theme were also referred to in some of the literature reviewed for this report (Caswell, 2015). Safety concerns as well as environmental degradation are considered to be the two main factors which are influencing these perceptions. These negative perceptions of the industry were suggested as influencing young people's career choices so that they were choosing to avoid a forestry career. The report also went on to suggest that secondary students were predominately influenced by their parents and therefore the parents should be considered alongside the students when considering targeted industry and career promotion, (Caswell, 2015). Alongside the influence of parents were suggestions from respondents that teachers are another vital link to students and their career choices and that there is a general lack of understanding from teachers regarding the improvements the industry has made over time. The improvements referred to were in relation to safety improvements through mechanisation and increases in the rates of remuneration. Respondents believed that teachers were generally not up to date with such improvements and therefore students were being influenced with misinformed information. In saying that, literature reviewed in this report suggest that increases in pay do not automatically translate to increases in the availability of labour and that this has been seen in the horticulture industry in New Zealand. The report suggests that the same result can be expected for the forestry industry which may explain the current situation where remuneration rates in harvesting crews are considered high in comparison to other primary industries yet labour shortages are prevalent, (NZIER 2017).

Promotion of the industry and its career opportunities through getting young students exposed to the industry well before they are having to make decisions about their future after leaving school was expressed by many of the respondents. While the need to address negative perceptions and improve industry promotional work were topics raised by the majority of the respondents, many also commented on the positive work undertaken by the Eastland Wood Council in recent years. Respondents generally thought that while good work has been done more is required in order to have a positive impact and influence change.

8. Conclusions

An objective of this research was to support the Eastland Wood Council initiative to design an industry led training programme for the Gisborne region. In attempting to do so, this report has presented a range of matters that are considered relevant to both the design process of a new training programme as well as the industry more generally.

What is clear is that there is strong support for a new style of training programme for the region. While the region, the forestry industry and the training organisations all have unique and complex challenges which complicate the situation, there is unified acknowledgment that the status quo is not delivering what is required. Positive and fulfilling career opportunities are being missed and the industry is not maximising its potential. The industry stakeholders realise the potential opportunity and more importantly are willing to consider alternatives and attempt to find ways to improve efficiency and deliver better outcomes.

Improved efficiency and better outcomes for forestry training will come at a cost. It will require significant investment to design and implement a modern and attractive training programme. Utilising technology to facilitate training and providing strong pastoral support to students will be necessary.

Before this can be considered, strategic partnerships will be needed with people, organisations and government agencies within the industry training space to build momentum and realise the opportunity. This project has highlighted that there are many passionate people who want to see the industry and the community thrive and who are also supportive of change and are willing to invest their time and money to see this opportunity realised. Clarification and agreement on what this opportunity might look like as well as strong leadership to drive the vision forward will determine its future.

9. Recommendations

The following recommendations relate specifically to the design of forestry training programme.

- Consider partnering with Competenz to integrate the apprenticeship model.
- Design and implement a student induction process to clarify the expectations of the training programme and employment in the industry more broadly.
- Invest in a strong pastoral support framework to assist and develop students.
- Consider employing a Project Manager/s to coordinate the programme. Ensure individuals who support students directly are able to engage and communicate effectively with the students.
- Invest in technology to improve student recruitment and engagement as well as improve training efficiencies and student access (i.e. machine operation simulators).
- Consider options for a machine operation training facility located in or around the city.

- Expose students to all aspects of the industry and its support services to promote the scope of career opportunities.
- Explore opportunities to deliver the introductory industry qualifications to students prior to worksite placement with contractors. These should include NZQA 'general requirements' (17769) and 'employment in a forestry operation' (22995). Additionally, basic fire and first aid units should be considered.
- Vet contractors who partner with the programme to ensure their team culture is appropriate to facilitate student learning.
- Consider and implement appropriate incentive mechanisms for contractors who partner with the training programme.

The following recommendations relate more broadly to forestry training and industry promotion.

- Facilitate opportunities to develop a shared vision for forestry training among key stakeholders in the region. This shared vision should include defining what future employment in the forestry industry will look like. Ensure this vision can be communicated effectively.
- Facilitate opportunities to improve collaboration between key stakeholders.
- Stakeholder collaboration and partnerships with the training programme should be based upon co-investment (financial and/or non-financial) to improve engagement and deliver better outcomes.
- Increase promotion of the industry and career opportunities in schools including specific engagement with teachers and parents to ensure they are up to date with changes in industry and the future opportunities.
- Consider targeted industry and career promotion at rural schools within the Gisborne region.

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11. Appendix

Appendix 1

Below is the list of respondents and their organisation.

- Chris Hurring (Chris Hurring Logging Ltd)
- Grant Stewart (Stewart Logging Ltd)
- Kelvin Diack (Raywood Contracting Ltd)
- Barry Brown (Stewart Logging Ltd)
- Georgia Paulson (Blackstump Logging Ltd)
- Steve Phelps (EIT)
- Sharon Maynard (Turanga Ararua)
- Mark Preece (Competenz)
- Kim Holland (Activate Tairawhiti)

Appendix 2

Below are the interview questions.

Contractors
1. Have you got guys that have come through EIT/TA training?
2. Please tell me about your impressions of the current training organisations and the training process?
3. How does this training compare to your in-house training?
4. What is missing in the current training process?
5. What are the major differences in employing someone who has come through the formal training programmes vs someone without the training?
6. How long does it take to train an individual to become work ready and competent?
7. Define what 'ready'/'competent' looks like for your business.
8. What are the key characteristics/attributes you need from someone new entering your business?
9. Do the current training organisations provide this?
10. What are the key areas within your business that will require trained people to fill your future labour needs?
11. Ideally at what level of training would you like to take new staff to start on? General Requirements or a higher level?
12. Does industry have a role to play in training?
13. If so, how do you see industry's role?
14. If not, why?
15. Are there other partnership opportunities for industry and training organisation?
16. If industry were to design and lead a new training model, what do you consider to be the key opportunities/inclusions which would improve the training process?
17. Are there any other comments you would like to add?
18. Do you have any recent graduates from the local training organisations who would be good to talk to?
19. Are you aware of the Generation Programme initiative?
20. If so, what do you know about it?
21. What are your thoughts on the programme?

Recent graduates
1. What is your role within industry?
2. When did/will you graduate?
3. How long did it take you to complete your training?
4. What qualifications did you complete during your training?
5. Where would you like to get to with the industry?
6. Why did you choose to get involved in the forestry industry?
7. What are the reasons your peers choose not to join the forestry industry?
8. What were the best sources of information regarding the training programmes and the process?
9. Was the forest industry promoted at all when you were at school?
10. After completing the training, did you feel you had enough knowledge/skills to enter the industry?
11. If not, what was missing?
12. Describe some of the positive aspects of your training process?
13. Did you get enough support/assistance during the training programme?
14. Were any provided with additional knowledge like health, nutrition?
15. If you were to complete the training process again, what you like to be included which was not there?
16. If industry were to design and lead a new training model, what do you consider to be the key opportunities/inclusions which would improve the training process?
17. Can you describe the level of contact/involvement you had with the actual industry during the training process?
18. Was the level of contact sufficient? Explain.
19. Are there any other comments you would like to add?

Training organisations
1. How successful do you consider your current forestry training programme?
2. What are the enrolment trends for forestry training you have experienced in your time with the organisation?
3. What are the major challenges in the recruitment of students for the forestry industry?
4. How many students start but do not finish?
5. In your experience, what keeps them on-board/interested?
6. What are the reasons for students dropping off the programme?
7. Are there specific aspects of your current training model that are essential and/or highly successful?
8. What aspects are not functioning well?
9. Where do you feel improvements in the training process can be made?
10. How should industry better support the training process?
11. What existing industry partnerships are currently in place?
12. Are they successful? Explain.
13. What additional partnership opportunities are there for industry and your organisation?
14. If industry were to design and lead a new training model, what do you consider to be the key opportunities/inclusions which would improve the training process?
15. What potential funding mechanisms are available to support an industry led training programme?
16. What are the challenges that would need to be overcome to secure such funding?
17. Are there any other comments you would like to add?

Activate Tairawhiti
1. What is the role of AT in regards to industry employment and training in the region?
2. How does this role align specifically with the forestry industry?
3. Can you explain the Youth Employment Strategy and what the key outcomes will be?
4. How does AT intend to support industry to meet short and long term labour needs?

5. How does AT intend to support programmes for pathways into professions such as forestry?
6. How does AT intend to support partnerships between industry and training providers?
7. What are the major challenges/barriers that AT faces in order to succeed in supporting the industry training/employment space?
8. In your opinion what are the challenges/barriers that the forestry industry faces?
9. I understand AT have undertaken workshops with youth to explore perspectives on the future of employment needs and opportunities. Can you describe the key outcomes of these workshops from the perspectives of the regions youth?
10. What are AT expectations of the forestry industry in assisting to secure its future labour needs?
11. Are you aware of the Generation Programme initiative?
12. If so, what do you know about it?
13. What are your thoughts on the programme?
14. How can AT partner to support the initiative?
15. What are the key funding providers that would potentially partner with the programme?
16. What about industry investment?
17. What do consider to be the major challenges in designing and implementing such a programme?
18. Are there any other comments you would like to add?

Competenz
1. What are the key functions of Competenz with regard to the forestry industry?
2. How successful has Competenz been in delivering these?
3. Recruitment to forest industry in a challenging area, what are key challenges from your perspective?
4. Have you got ideas about how to deal with these challenges?
5. In your opinion, are the partnerships b/w yourself as ITO and the like of EIT/TA functioning well? What needs to change?
6. Are the qualifications and their delivery fit for purpose? Are there changes required?
7. In your opinion, how well are partnerships between Competenz and industry functioning?
8. Are there changes in the current training process you would like to see implemented? What are they?
9. Is the coordination b/w the ITO/Training organisation and industry groups functioning efficiently?
10. What does 'work ready/competent' look like for you?
11. Are your current qualifications meeting industry needs for the forestry industries?
12. How should industry better support the training process?
13. Should industry be investing directly into training? If so, in what form?
14. I know Prue has discussed the concept of the Generation Programme with you, what are your thoughts on the concept? Got these comment. Any others?
15. Are there any other comments you would like to add?

Appendix 3

List of NZQA Unit Standards.

- *Unit 17769 - Demonstrate knowledge of general health, safety and environmental requirements in forestry*
- *Unit 22995 – Demonstrate knowledge of employment in a forestry operation*