

# Mahi Ngahere Forestry



## Key challenges

- Inflation/cost pressures
- Skilled workers availability
- Clear career pathways

## Industry overview

- It is estimated that almost **one-fifth of businesses in Forestry are Māori owned**, with Māori trusts and incorporations owning more than \$4 billion assets in the industry.<sup>1</sup>
- Plantation forests are planted across more than **two million hectares of land**.<sup>2</sup>
- The **industry's social license to operate is under question** after timber slash wiped out infrastructure during Cyclone Gabrielle in 2023.

## Insights

### Industry

- The industry is set to support the country's **transition to a net-zero economy**.
- Domestic demand for wood products is forecast to decline, but **export markets are forecast to remain stable**.
- Over the next five years, Forestry and logging firms will have to **increase productivity and lower employment to prop up profit margins**.<sup>3</sup>

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### Workforce

- The percentage of **people who identify as Māori in the Forestry workforce is more than double** the percentage who identify as Māori across all industries.
- Despite a high number of Māori trusts and incorporations owning assets in the industry, **Māori are underrepresented at ownership and leadership levels** in other parts of the supply chain.
- **Attracting skilled people remains a challenge**, with perceptions around safety being one barrier.

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### Learners and Providers

- The industry has highlighted **the need for more practical, on-job learning**.
- The industry has identified a **gap in skills and career progression**, particularly in the leadership space.

[Read more >](#)

1 - Ministry for the Environment, 'Forestry', May 16, 2022

2 - Ministry for Primary Industries, 'About New Zealand's Forests', 2022

3 - IBISWorld, 'Forestry and Logging in New Zealand', Industry Report (New Zealand: IBISWorld (access is by subscription only), October 2023)

## Opportunities

### Attraction and Retention:

The industry struggles to attract new people due to the perception of the nature of the work and a lack of clear pathways.

- The industry lacks visibility of role models, and is also seen as lacking in progression opportunities, while there is minimal understanding around what sort of career and learner pathways exist.
- Information for learners on training and education is often outdated, inconsistent or difficult to compare across providers.

### Delivery and Assessment

Existing delivery and assessment of Forestry qualifications doesn't fit learner needs.

- Trained and skilled workers are essential, however the way in which learners are taught and assessed on the job makes it challenging for employers to support learners, both financially and in terms of time.
- The burden is on the learner to complete the 'bookwork', potentially after work or out of hours which may impact on themselves and their whānau.

### Pastoral Care

Pastoral care is an important component of the industry, with employees often spending long days together in crews of people.

- There isn't a clear model of "what good looks like" when it comes to pastoral care and there is inconsistency in the delivery of this across the industry.
- Māori comprise around 30% of employees in Forestry, and some good examples of Māori pastoral care exist across the industry. There is an opportunity for employers to share these models with each other.

## Roadmap Actions

### Action

#### Review the suite of forestry qualifications

### What is the problem?

Information for learners on training and education is often outdated, inconsistent or difficult to compare across providers. A range of skills are offered through qualifications, but these don't always cover the breadth of skills that employers desire.

### What are we doing about it?

We will work with industry to review the suite of Forestry qualifications to ensure that they meet industry needs. As part of the review, we are looking to understand what the pathways for career development in Forestry look like and to ensure that qualifications are aligned with these. We are looking to incorporate te ao Māori and mātaranga Māori into the qualifications.

## Action

### What is the problem?

### What are we doing about it?

#### **Support the use of more flexible assessment methods**

Through engagement with industry, we have heard that the current delivery and assessment models do not sufficiently meet industry or learner needs. Trained and skilled workers are essential, however the way in which learners are taught and assessed on the job makes it challenging for employers to support learners, both financially and in terms of time. While industry ideally want learners to learn on-the-job, this can be difficult as it takes time out of the employee's workday and puts the onus of the cost of providing this learning indirectly onto the employer. It may also require bringing a trainer and assessor into the workplace at a cost to the employer (or bringing a Te Pūkenga Competenz assessor in).

Muka Tangata is supporting providers to use assessment methods that are suitable to a wider range of learners. For Forestry, in conjunction with delivery models, we are looking to work with providers to develop suitable assessment methods. This could include the use of naturally occurring evidence, company Standard Operating Procedures (SOPs) and verification, for assessment, to support or replace current largely bookwork assessments. The results of this work will have application across many industries. Alongside flexible delivery models, Muka Tangata is also supporting providers to use assessment methods that are suitable to a wider range of ākonga (learners). Delivery and Assessment for the 21st Century is a joint project between Muka Tangata, Food and Fibre Centre of Vocational Excellence and Te Pūkenga.

#### **Support learners to succeed**

We know that supporting the physical and emotional wellbeing of learners (pastoral care) is an important component of helping them to succeed.

Through our quality assurance processes we are increasing our focus on pastoral care as we look more holistically at providers' delivery and assessment. As part of our programme endorsement function, we will ensure appropriate support is available to learners. And we will continue to talk to providers about how they are implementing the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

Research has already identified good practice and successful models, but there still appears to be a gap in implementation. We will investigate what barriers may exist to the wider uptake and use of proven pastoral care approaches.

#### **Support appropriate delivery models**

The industry has highlighted the need for more practical, on-job learning. Industries have indicated that they are looking for delivery that is flexible and that meets their industry's circumstances. In addition, we know that not all learners learn the same way.

Muka Tangata is supporting providers to develop and deliver programmes exploring different ways in which programmes can be delivered that meet the diverse needs of learners and employers; ensuring programmes enable workers to undertake hands-on learning on the job. This recognises that the vast majority of learning in the sector is carried out on-job. It could include better combinations of on-job and 'classroom' learning; learning closer to where learners live and work; and/or online or computer-based learning. Delivery and Assessment for the 21st Century is a joint project between Muka Tangata, Food and Fibre Centre of Vocational Excellence and Te Pūkenga.

**\*Keep up to date with progress on our Workforce Development Plans**

This represents a snapshot in time of the workforce development plan. For the most up to date information, please visit: [mukatangata.workforceskills.nz](http://mukatangata.workforceskills.nz) or [sign up to our mailing list](#) for updates.