



# **MANUKAU FUTURE SKILLS DEMAND ACTION PLAN**

## **The Way Forward**

**A report prepared by  
City of Manukau Education Trust (COMET) for the  
Future Skills Demand Action Plan Advisory Group:**

Manukau City Council, Tertiary Education Commission, Ministry of Social  
Development, Ministry of Education, Manukau Institute of Technology and the  
Department of Labour.

**November 2005**

COMET



MAKING EDUCATION WORK FOR MANUKAU

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# **MESSAGE FROM HIS WORSHIP THE MAYOR OF MANUKAU**

Tena koutou katoa

Manukau is a proud, progressive and prosperous city and this Council works diligently with key stakeholders to ensure that our residents have access to opportunities, employment and a high quality of life.

The Future Skills Demand Action Plan provides Manukau City with a plan of action to ensure that Manukau has a highly skilled and adaptable workforce that will meet the short, medium and long term challenges of a local and globalised marketplace.

As Mayor of Manukau, I endorse the establishment of a 'Manukau Future Skills Council' who will provide this city with strategic foresight into skills and labour market issues related to future demand, supply and training. They will be tasked to exercise their collective influence within their networks to create a positive and responsive environment for education, business and community. This plan of action is all the more important given the significant number of projected employment opportunities that will be available in the health and community sector, education, logistics, construction and manufacturing. In order for Manukau's economy to remain strong and vibrant a greater focus on training skilled trades people to develop and maintain the City's infrastructure is needed. These include builders, electricians, plumbers, carpenters and metal tradespeople to name a few.

I thank the Future Skills Demand Advisory Group, City of Manukau Education Trust and the Council officials who have given their time, knowledge and expertise in developing this Action Plan. I now call on the agencies who have been involved in the development of this plan as well as other central and local government agencies, community and private sector organisations to work together to implement this plan.

On behalf of Manukau City Council, I look forward to being part of a plan of action that will future proof the economic and social well being of Manukau and ensure all residents are proud, progressive and prosperous.

**SIR BARRY CURTIS**

Mayor of Manukau

## **JOINT STATEMENT FROM THE FUTURE SKILLS DEMAND ADVISORY GROUP**

We, the members of the Manukau Future Skills Demand Advisory Group, acknowledge the importance of Manukau City in the regional and national economy. Manukau is a proud, progressive and prosperous City that provides many opportunities for present and future employment. The development and planning for a skilled and adaptable workforce that meets the future demand of skills is vital for sustained economic growth in Manukau and an important strategic direction for our economy.

We recognize that local and central government must work closely with a variety of partners to promote and develop a skilled and knowledgeable workforce that will achieve effective and sustainable economic and social outcomes. Manukau faces the increasing challenges of globalised markets and the need to maintain a sustainable level of economic growth.

We agree that access to quality, basic education and the ongoing development of basic literacy and numeracy skills, are an essential foundation for further learning, skill acquisition and sustainable employment.

We encourage investment in the training, retraining and development of employees as well as increasing capital intensity. Increased investment will result in higher levels of labour productivity, improved quality and competitiveness in the economy.

We also acknowledge that skills development in the local community should be responsive to local needs and priorities.

We believe an emphasis on strong, inclusive and productive partnerships between business, government, education and training providers, workers, families and community, are required to build a skilled and responsive workforce.

We agree that the major priority for the Manukau Future Skills Demand Action Plan is the establishment of a 'Future Skills Council'. This entity will provide the direction for development of the other action plan items identified in this report.

### **Advisory Group Members**

#### **Department of Labour**

Alison Dalziel, *Group Manager*; Teena Abbey, *Relationship Manager*, Grant Power, *Manager*;

#### **Ministry of Social Development**

Isabel Evans, *Regional Commissioner*; Les Higgins, *Enterprising Communities Manager*

#### **Manukau Institute of Technology**

Dr Peter Coolbear, *Deputy Chief Executive*; Dr Stuart Middleton, *Executive Director, Student Affairs*

#### **Tertiary Education Commission**

Carolyn Murphy, *Regional Manager*

#### **Ministry of Education**

Bruce Adin, *Northern Region Manager*

#### **Manukau City Council**

Denise Fink, *Manager Economic Development*; Tu Van Nguyen, *Senior Policy Analyst*; Filemoni Timoteo, *Education & Employment Planner*; Helen McConachie, *Education & Employment Contractor*

## **ACKNOWLEDGEMENTS**

Thank you to the Future Skills Demand Action Plan Advisory Group for their guidance and advice in developing this report.

The group has met monthly over the last 6 months to help steer the direction of the report.

We acknowledge their commitment, expertise and willingness to work collaboratively towards a common goal – a ‘way forward’ for Manukau that is proactive and responsive to the future skills needs of this fast growing City.

Thanks also to Kate Sutton, Policy Analyst and Special Projects, City of Manukau Education Trust, for co-ordinating the development of the Action Plan and drafting recommendations.

Bernardine Vester  
CHIEF EXECUTIVE OFFICER  
City of Manukau Education Trust

## **EXECUTIVE SUMMARY**

This report was prepared by COMET on behalf of the Future Skills Demand Action Plan Steering Group, led by Manukau City Council, and included the Manukau Institute of Technology, Department of Labour, Ministry of Education, Ministry of Social Development and the Tertiary Education Commission. It is part of a response to the Future Skills Demand Project report by Council that highlighted the skills and knowledge gap that will be evident if no action is taken over the next couple of years.

The report outlines a set of options and recommendations for a way forward for Manukau City in addressing these projected skills and knowledge gap. This gap if left unabated will have major implications for the social and economic wellbeing of the city, its people and its businesses. The recommendations will require further ownership, development and resourcing by Manukau City Council, stakeholder agencies and other contributors.

In addressing the Terms of Reference COMET has worked closely alongside the collaborating agencies, who met as an Advisory Group six times, and with individual stakeholders outside of these times. This report closely followed the development process of the project.

The content and context for the options and recommendations identified in this report were developed in reference to the following:

- An environmental scan of local, national and international initiatives that focussed on addressing skills demand;
- Development of a summary of skills demand initiatives delivered or funded by the collaborating agencies;
- A map of the existing tertiary education provision in Manukau, cross referenced to the skills demand categories of the Future Skills Demand Projection Report;
- An industry case study.

In preparing the environmental scan and the map, a number of issues and themes were highlighted. It was decided to test the usefulness of the analysis of specific skills demand by preparing a **Case Study**. The Furniture ITO Case Study in Appendix 2 is a sample to describe (in a simple way) the broad strategic context for that industry; the stakeholder positions as they could be determined locally; the gaps or issues facing skills development in that area; and opportunities for action or collaboration to address them.

The development of the Tertiary Education Provision map provided its own challenges. Firstly, the data was not centrally located. Secondly, tertiary education is being delivered in a changing policy environment. Finally, there were constraints of time and resources to effectively test the map for accuracy or completeness. Nevertheless the map provides a broad picture of overall provision.

All aspects were discussed with the Advisory Group and were further refined in a feedback process to the stakeholders who had participated in their development. This exercise informed the development of **Options** for the Action Plan. Eight Action Options were broadly assessed. In summary, they were:

1. The establishment of a Manukau Skills Council;
2. Improvement of the Future Skills Demand Projection Model (Appendix 4);
3. Development of Case Studies;
4. Establishing Business Park linkages with education providers;
5. Information collaboration;
6. A Campaign approach that encourages in-work learning;
7. A campaign approach to improving family understanding of the importance of skills;
8. The holding of forums to encourage communication and debate about labour market issues.

As suggested by the terms of reference three further options were identified which could be specifically addressed to the education providers, especially the Manukau Institute of Technology as the largest provider of tertiary education in the city.

These options were:

1. Advocacy for Costs and Barriers;
2. Using Future Skills Demand Projection for Course/Programmes Development;
3. Reframing and Establishing Industry Advisory Committees.

The options could not be usefully assessed without proposing a set of **criteria for evaluating options**. These were referenced to the original brief for this report. The criteria were that the options had to be *meaningful, achievable, cost-effective, and in alignment with the broad strategic visions of the collaborating agencies*. The criteria was reviewed for relevance and usefulness in coming to a decision about the 'where to next' for the work on the Manukau Future Skills Demand report.

COMET was asked to make a firm **priority recommendation**. It is our view that many of the Action Options can be addressed comprehensively through the establishment of a Manukau Skills Council. A Skills Council would provide a consultative, inclusive and dynamic approach to addressing future skills needs in the city. In addition, the Terms of Reference for this report asked us to address the **contributions** that might be required from each of the collaborating agencies. We have attempted to do this in a way that sustains the collaboration through which this project has been completed. Contributions from Manukau City Council for the servicing and leadership of a Skills Council should be matched by project catalyst funding from other agencies, and other services that support the agreed outcomes.

## **INTRODUCTION – SKILLS DEMAND IN MANUKAU CITY**

The Future Skills Demand Projection presented a tool which could be used by the education and business sectors as well as local and central government, to predict future skills demand in a particular area using census data.

The tool was developed through the Economic Development Unit at the Manukau City Council in an attempt to mitigate the increase in skills demand in Manukau City. What the City Council had found was that Manukau businesses were desperate to recruit skilled employees yet there are approximately 14,000 Manukau city residents looking for work, this mismatch in skills was costing the City's businesses and people millions of dollars in lost revenue, wages and impacting on economic growth.

Without a long term vision for filling skill demand, Manukau City would face slowed economic growth and a continued skill shortage higher than the average level of unemployment. The Manukau Future Skills Demand Projection tool, the data collection and the subsequent development of an action plan, has been a proactive approach by the Manukau City Council and its partners to develop a sustainable long term economic future for its people.

'The Way Forward', an action plan, is to ensure that the dire situation projected in the Future Skills Demand Projection tool and data will not eventuate. This action plan attempts to bring together the possibilities for the use of the tool and provide realistic and workable solutions for Manukau to prepare for and avoid the future skills demands in a smart, strategic and 'whole of city' way.

## **Environmental Scan:**

The purpose of the initial environmental scan was to identify what other territorial local authorities were doing in New Zealand, and gather substantive evidence about what other cities and regions around the world were developing. This is not intended to be a literature review but a brief scan of initiatives.

The environmental scan process discovered literally hundreds of programmes/projects and initiatives to address skills shortages locally and internationally. A selection of those with particular interest to the action plan are briefly summarised below:

### **Canterbury**

The Christchurch City Council response to the skills shortages has been through the Canterbury Development Corporation (CDC)<sup>1</sup>. The CDC regularly produces an employment snapshot which integrates the Department of Labour Job Vacancy Monitor data and their own data to provide a Canterbury specific 'snapshot' of the employment opportunities in the area. The CDC works with central and local government, as well as community organisations to develop economic and employment capacity for the region. The benefits of having economic and employment development within one organisation are clear, as the strategies surrounding these two areas can be aligned. However, the link to education provision is not fully addressed in the CDC model.

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<sup>1</sup> <http://www.cdc.org.nz/>

## **Rotorua**

The Rotorua Employment Skills project began in 2002<sup>2</sup>. A steering group was set up, several sector group workshops were held, and an action plan developed. The Rotorua Action plan developed activities associated with Youth Transitions, Industry Best Practise, Destination Marketing and various others strategies. These are specific to the Rotorua area, yet some generic actions that could be useful for implementation across the whole of the country were suggested. In late 2004 a project manager was employed by Destination Rotorua (the Economic Development Agency) to implement the action plan – this is still ongoing. It is proposed that cluster groups of industry (for example stakeholders with a particular interest in say Health or Building) would meet together to address their particular skills shortage concerns.

## **Waitakere/ Rodney/North Shore**

Professor Paul Spoonley (Labour Market Dynamics team – Massey University) and others have conducted skills demand research in the Waitakere, North Shore and Rodney Districts. These projects are ongoing information collections that inform the councils of the skills shortages in their areas. Professor Spoonley has taken a demand-led approach to gathering the information which assesses the needs of businesses in the area by starting with the job/business and working backwards to identify skills needed. A series of action proposals have been developed by the Economic Development Agencies in these cities and implementation is currently underway.

## **Dunedin and Porirua**

In Dunedin and Porirua, the focus has been on apprenticeships. Organisations have been formed – as trusts or other entities - that help transition people from school/study or employment through into apprenticeship training. They have

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<sup>2</sup> [http://www.rotorua-business.com/Employment\\_Skills/employmentskills.asp](http://www.rotorua-business.com/Employment_Skills/employmentskills.asp)

identified the issues that people have with accessing the training opportunities offered by the Modern Apprenticeship and other industry training schemes; and worked alongside employers who might otherwise be reluctant to hire trainees. In Porirua, a cluster of building companies has been established. Each business services a particular part of the building industry and apprentices are moved through each company to receive training from experts in that particular field.

## **United Kingdom**

The United Kingdom has a very different philosophy to skills development and vocational training than in New Zealand. Centrally funded centres for vocational excellence have been set up around the country and very strong relationships between local authorities, education providers and businesses are a core purpose of the centres. Various models of co-operation exist, frequently co-ordinated by a Skills Council. The Skills Councils in the United Kingdom are based around industry clusters supported by funding from national and local government and administered through a national skills agency, and exist as independent business led entities<sup>3</sup>.

## **Ireland**

The Irish Government set up The Expert Group on Future Skills Needs (EGFSN) in 1997<sup>4</sup>. This body is appointed by the Irish Government to advise it on aspects of education and training related to the future skills requirements of the enterprise sector of the Irish economy.

The Expert Skills Group carries out studies into the supply and demand for skills in individual business/industrial sectors and occupations and, through its [reports](#), puts forward recommendations for averting any mismatch.

## **Australia**

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<sup>3</sup> <http://www.ssda.org.uk/>

<sup>4</sup> <http://www.skillsireland.ie>

Australia has an integrated system of delivering careers service and labour market development information on the web. Migration between states is actively promoted to fill identified skill gaps in various states. A nationwide shortage of ICT workers has been identified and a specific set of actions has been developed for that particular labour market shortage as opposed to developing generic actions, across the labour market sector.

## **USA**

Collaborations are a feature in areas where there is strong economic development (e.g. Seattle, parts of California, Texas). In the research triangle area of North Carolina, strong relationships between universities, school districts and business organisations are forged through intermediary not-for-profit organisations. In Wake County, federal School-to-Careers money has been devolved at the school district level to School Advisory Councils consisting of a cluster of three or four school principals and local business leaders, who determine local activities together. This is co-ordinated through a facilitator from a not-for-profit intermediary, and this mechanism also provides the accountability for the School-to-Career money.

In the Bay area (San Francisco, California) an organisation called BaySCAN was developed to be a school-to-career intermediary body that collaborated regionally within the Bay area (San Francisco – Oakland- San Jose).<sup>5</sup> As in North Carolina, funding from the American equivalent of the New Zealand Department of Labour/Ministry of Education/Ministry of Social Development was distributed to a regional council level for dissemination to school-to-career agencies. This money acknowledged that school to work funding was best managed at a regional level. The core BaySCAN staff prepares detailed written materials in association with employers; provides data that informs planning and action; and brings together business, schools, tertiary institutions and local authorities to create more fluid school to career partnerships. The businesses/training ‘clusters’ developed by this organisation have led to better understanding of curriculum needs and the realities of the pathways from school to work.

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<sup>5</sup> BAYSCAN – School-to-career network Annual Report 2002.

## ***Findings of the Environment Scan***

Many initiatives, in particular those outlined in this section, are a mechanism for building and sustaining networks and relationships. Some are very local in nature; others have a broad mandate and budgets from government (federal or state). Communications tasks, local project development and data development are typical purposes.

## DESCRIPTION OF SKILLS DEMAND INITIATIVES FROM THE COLLABORATING AGENCIES

The table below provides a summary of major projects relevant to the Future Skills Demand Action Plan within the lead organisations. It is not intended to be fully comprehensive, but a scoping exercise to broadly identify initiatives that could support each other.

<b>Agency / Organisation</b>	<b>Initiative</b>
<b>Ministry of Social Development</b>	<p><b>Enterprising Communities</b> - Enterprising Communities Advisors work with Community and Industry organisations to support and implement projects that will provide sustainable employment opportunities and outcomes</p> <p><b>Youth Transition Service</b> – The development of a city wide transition service from school to training or work for ‘At Risk’ youth in Manukau. Part of the Mayor’s Taskforce for Jobs initiative. In Otara, Mangere and Manurewa.</p> <p><b>Work and Income</b> - Various Services, for example: <b>Talent-Bank</b> searches for and locates people for employers.</p>
<b>Department of Labour</b>	<p><b>Job Vacancy Monitor</b> –The JVM is a monthly analysis of job advertisements published in selected editions of 25 major newspapers and on selected websites.</p> <p>National and Regional Labour Market Information – Via publications like Work Insight Etc. Information provided nationally about Workplace – workforce – International opportunities – work opportunities</p> <p><b>Regional labour market advisors</b> - Department of Labour staff working regionally to achieve the goals of the department.</p> <p><b>Immigration</b> – Matching immigration and employer needs.</p>
<b>Manukau Institute Of Technology</b>	<p><b>Private Training Establishment Relationships</b> - A project where MIT works in co-operation with various PTE’s in the Manukau area to staircase students from the PTE to MIT.</p>

<b>Agency / Organisation</b>	<b>Initiative</b>
<b>Manukau Institute of Technology (cont)</b>	<p><b>Curriculum Alignment Project</b> - MIT works co-operatively with secondary schools to create pathways for students.</p> <p><b>Industry Advisory Committees</b> - A system where industry and other key stakeholders meet to advise various departments at MIT about the relevance of their courses, what is required in the industry at that time etc.</p> <p><b>Schools Liaison</b> – Staff from MIT visit schools and school visits are arranged to recruit young people, offer careers advice etc.</p>
<b>Tertiary Education Commission</b>	<p><b>Monitoring and Assessment of Industry Training Organisations.</b> – Funding and monitoring of Industry Training Organisations and the Modern Apprenticeship system.</p> <p><b>Funding National Curriculum Alignment</b> – Alignment of curriculum across schools to tertiary establishments.</p> <p><b>Tertiary Education Strategy and Priorities</b> – Monitoring the Charters and Profiles of Organisations to fit with national skills demand objectives.</p>
<b>Ministry of Education</b>	<p><b>Tertiary Education Strategy and Priorities</b> – Development of policy that attempts to address New Zealand’s skills demand shortages.</p> <p><b>AIMHI schools, Manurewa Enhancement Initiative</b> -Projects that focus on lifting the achievement of students in schools exist in Manurewa, Mangere, and Otara.</p>
<b>Manukau City Council</b>	<p><b>Manukau Youth Employment Programme</b> – The Manukau City Council leads an inter-sectoral programme with funding and support from Work &amp; Income and the Tertiary Education Commission and a local education training provider, to place long term unemployed youth on employment skills training and work experience with the desired outcome of employment placement.</p> <p><b>COMET</b> – An education trust which works on programmes and projects that make ‘Education work for Manukau.’</p> <p><b>Enterprising Manukau</b> - Enterprising Manukau is an economic development agency which promotes economic growth</p>

<b>Agency / Organisation</b>	<b>Initiative</b>
<b>Manukau City Council (cont)</b>	<p>within the Manukau region.</p> <p><b>Teacher Release to Industry Programme (TRIP NZ)</b> places selected teachers in industry settings full-time for 10 weeks. Teachers placed in industry remain employees of the Ministry of Education during the placement.</p> <p><b>Manukau Future Skills Demand Report</b> – This analysis provides a projection of potential future employment opportunities and a guide for the skill requirement and future training needs of Manukau. This is based on population growth, the current economy, trends and potential changes in Manukau and the Auckland.</p> <p><b>Floor use survey</b> with apprenticeship questions – Integration of questions about willingness for businesses to take on apprentices in Manukau City Council floor use survey.</p> <p><b>SmartManukau</b> A strategy focused on technology needs that will change the future direction of the City and transform it into a 'knowledge society'.</p> <p><b>Mayors Taskforce For Jobs</b> Facilitating citywide approaches to ensure residents are skilled and employed with a goal of zero waste of potential</p>

## **MAPPING TERTIARY EDUCATION PROVISION IN MANUKAU**

In 2004 the Manukau City Council commissioned a report of *Tertiary Education Supply and Demand Relevant to Manukau*<sup>6</sup>. The Tertiary report made recommendations about how University level provision could be developed to a greater degree in Manukau. The mapping exercise in this report takes a slightly different approach. Table I (see Excel Spreadsheet, Appendix 4) shows an environmental scan of the tertiary provision currently available in Manukau in relation to the Manukau City Council Future Skills Demand Projection.

What the table shows is substantial provision in courses at a lower level. The demand for low-level provision appears to match pathways needs to higher-level courses, but it is unclear how closely connected the two are.

The table also shows some gaps of provision that exist within tertiary training in Manukau. The table shows a gap in plumbing and drain-laying education provision as well as a lack of provision in the automotive area. The lack of degree level provision has been covered in the Supply and Demand for Tertiary Education document.

The table does not show, however, the specific content of the courses provided. The Furniture case study referred to in this report was developed as a result of the overall picture that the table of tertiary education provision in Manukau provided.

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<sup>6</sup> Manukau City Council/ Ministry of Education *Tertiary Education supply and demand relevant to Manukau*.2004.

## ***Duplication of courses/Programmes***

The Tertiary Education Commission requires all organisations to complete a Charter (describing their broad purpose and place in the system), and a Profile, which matches provision to strategic intentions. The process attempts to 'steer' tertiary provision in a more deliberate way, rather than depending on the previous supply-driven model.

Some of the intention of the profile process will lead to better identification of duplication of courses/programmes and a more effective targeting of provision for communities. The table shows a large provision of lower level courses in Business Administration and computing as well as some English language provision and foundation skills level courses (Level 3 and under) at a large variety of providers, that prepare people for the workplace, or for higher-level tertiary courses. It is vital within Manukau for these courses to be of high quality and to offer direct links into employment or stair-case into higher education.

## ***Gaps in Provision***

The table also shows few institutions offering degree provision in the Manukau area. Extramural study is accessible for those who want to study courses outside the offering of Manukau Institute of Technology. The lack of degree level provision is not necessarily an argument for the establishment of a university in Manukau, as there are several universities already established within the Auckland Region and within normal commuting distance. What it does show is that there is a need for the assessment of the adequacy and demand for degree level courses at all current institutions, including opportunities for further collaborations between the MIT and other degree providers. Some partnerships of this nature already exist - for example with the University of Auckland.

Many shortages identified within the Future Skills Demand Projection do not require degree-level skills training. One example is Plumbing. There does not appear to be

any training provision in this area. This could be further explored within a Case Study approach. Within the constraints of this project, the table is a useful tool to assess what is and is not offered in the Manukau<sup>7</sup> region against the Future Skills Demand Projection to address obvious gaps in provision, especially for those industries most desperately in need of skilled and trained workers.

What the table does not show is where the gaps in provision are being filled by trainees in the workplace. There is a trend nationally back to on the job training. The evidence for this trend in Auckland is provided by data collected in West Auckland that shows that trade employers prefer to train on the job and not employ those trained at polytechnics<sup>8</sup>. This suggests that a table of education providers will only tell some of the story as to where skills training is taking place in Manukau.

Statistics for modern apprenticeships and industry trainees are available through the Tertiary Education Commission and the industry training federation,<sup>9</sup> and other information relating to shortages in specific trades is available through the Department of Labour.<sup>10</sup> One can compare these to the course provision and then to the Future Skills Demand Projection. Although this is an over-simplified process, it may help decision-makers to understand the broad needs of the community and where gaps in course provision exist.

The Tertiary Education Commission (TEC), Tertiary Education Institutions and Industry are best placed to take responsibility for the continual identification of the gaps in training provision within the Manukau region.

Some industry players are well informed about the provision of training available that pathways into their area of expertise and often they will have a point of view about the quality and competency of the courses/programmes available. A Skills Council

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<sup>7</sup> Manukau City Council Economic Development Unit 2004. Manukau Future Skills Demand Projection.

<sup>8</sup> Professor Paul Spoonley, Waitakere Employment Skills Project.

<sup>9</sup> [www.itf.org.nz](http://www.itf.org.nz)

<sup>10</sup> [www.dol.govt.nz](http://www.dol.govt.nz)

(as the major recommendation of this report) would find itself as a pipeline for suggestions about the provision of courses to be funnelled through.

As the Tertiary Education Commission continues to assess courses/programmes for funding and relevance, among other criteria, it seems that the TEC is in an excellent position to understand what courses/programmes are available in the Manukau and wider Auckland region, and would be a suitable body to help inform those interested in course/programme creation for labour market provision. It is vital that there are courses and programmes in place and accessible to students for that fill future skills needs.

The tertiary education providers in the City through their own internal processes and also through the charters and profiles process for the TEC, will identify their niche areas and areas of course provision which they regard as strategically relevant and important. Gaps in course/programme provision within the City will be best identified through these mechanisms.

### ***Addressing the educational needs of employees.***

The Future Skills Demand projections data identifies a future skills shortage across a spectrum of employment areas and skills levels. For Manukau City to be constantly growing and learning, city employees and businesses need to be open to life long learning opportunities and in-work upskilling.

Although there is a strong provision of extramural courses through various tertiary establishments and also many night classes and flexible programmes, these courses/programmes could be delivered with the local employment context in mind. The Future Skills Demand Projection clearly shows that continued education inside and outside of the workplace are vital for the city to prosper educationally as well as economically.

Stronger relationships between the tertiary providers and local business could develop an understanding of workplace needs and be a catalyst for partnerships that lead to ongoing training of staff. Manukau City Council must also take a role in promoting and supporting continued education attainment of workers in Manukau City. These challenges are examined within the action plan.

## **OPTIONS FOR ACTION**

The Future Skills Demand Projection report provided the core data that identified areas in Manukau where there will be a large demand for skilled and knowledgeable workers in the coming years. The key message from the Future Skills Demand Projection Report is that there will be an acute shortage of skills if no appropriate actions are taken to meet the demands.

As described in the introduction, in developing the action options COMET attempted to consult with people who will be directly affected by future skills demand; as well as looking nationally and internationally at examples of how other places have attempted to tackle the problem.

A list of those consulted is included in Appendix One. Input into the project was also received from attendance at community and Manukau City Council meetings. Although it was clear that many of the people interviewed had very different concerns, COMET was able to group issues raised into several themes. It became obvious that these themes needed to be addressed by the Action Options. COMET was able to identify over 40 recommendations that could be presented as part of an Action Plan of projects to plan for the future skills demand in Manukau. The 40 recommendations were prioritised and edited based on their meaningfulness in relation to the Future Skills Demand Projection and the identified themes. Once the recommendations had been edited and integrated, six (6) core recommendations for all the partners and three (3) recommendations relating directly to Tertiary Education Provision in Manukau remained. We attempted to put forward real options that could meet a wide range of opportunities for cost commitment, meaningful action and could be practically implemented in a short time frame.

The themes were:

### ***Communications:***

- Pathways information was fractured and not available for all young people at the points when they needed it.
- Business/Industry lack an understanding of labour market challenges, or lack the resources to meet the challenge

Questions frequently raised were: How do young people know about their options? Where do they get their advice from?

### ***Co-ordination:***

- Organisations worked together in an ad hoc way; there is a lot of duplication of ideas/ initiatives.
- “The left hand of Manukau does not know what the right hand is doing,” was a frequent response in the interviews.

### ***The Training Environment:***

- It’s hard for the community to know which training option is the right one for them.
- Concerns about the provision and adequacy of training institutions.

In developing the following Actions a specific consideration for Maori and Pacific Island peoples needed to be made. It should be noted that the following Actions are free from recommendations regarding ethnicity. Maori and Pacific Island peoples make a large percentage of the residents in Manukau City and are disproportionately represented in unemployment statistics. Manukau is a young and growing city, and any implementation of the following Actions must take into account the strong growth of Maori and Pacific Island peoples in the area and the important role that they must play in filling future skills demands. An example of this would be Action Option 7 – A forum. This forum, in its design and implementation, should take into account the particular needs of Manukau City and this forum may be held to examine pathways for Maori and Pacific Island peoples.

Each of the Action Options is discussed in the next section, and a summary table of all the options is provided.

## MAJOR RECOMMENDATION

### ***ACTION OPTION 1: Establish a Manukau Skills Council***

This option addresses the need for greater collaboration between business, local agencies, and the education sector.

The Manukau Skills Council's **key purpose** would be to provide an advisory mechanism to curriculum leaders in schools and tertiary training establishments as well as business and industry about labour market needs, the relevance of pathways, and co-ordinate links between business and education. The council could also be a mechanism to facilitate the co-ordination of programmes and resources devoted to education and training in Manukau and their citywide implementation.

It would be unrealistic to pre-determine the **tasks** for the Manukau Skills Council. There are enormous opportunities for project development, but these would depend very much on the leadership that developed within the Skills Council, the resources available to the Skills Council, and the servicing framework for the Skills Council. Suggestions for the work of the Manukau Skills Council have included:

- Establishing Cluster Groups with an Industry focus based on the data generated by the Future Skills Demands Reports (FDSR series) (e.g. Logistics and Transport; ICT);
- Providing links and advice to youth transitions services and youth organisations;
- Supporting employer understanding of labour market planning through workshops;
- Developing a 'Who's Who' of pathways advice; The exploration of an 'Apprenticeship Trust';
- Buddying ITOs with schools;
- Taking responsibility for the facilitation of school-business partnerships;
- Establishing industry advisory committees for school curriculum leaders;

- Providing advice and support alongside MIT's industry advisory committees;
- Developing campaigns to enhance public awareness of key issues; and so on.

The suggestions would need to be rigorously discussed and debated by the Manukau Skills Council once established.

**Membership** of the Council could take on various forms. One option is that the council could include key stakeholders with an interest in addressing skills development across the community to meet future labour market demand. This may make the group rather large, and therefore modes of engagement will need to be developed that ensures that all perspectives are represented, and effectively utilised. Representatives from the following may be considered: principals & school trustees / PTEs / MIT / ITOs / EMA / Industry Peak Bodies / MCC / DOL / MSD / TEC / Auckland Chamber of Commerce / GETBA / Maori Communities and Pacific Island communities / COMET and other Non-Government Organisations. The Skills Council may also function in a representative way where high level representatives are chosen from each sector. This group may be smaller and made up of 'movers and shakers' or key decision makers. This would be a preferred option as the representative model may be too unwieldy and would weaken the focus of the Skills Council. The framework for a Skills Council would need to be further scoped to work out the details in order to move the concept into the implementation phase of the action plan.

**Legal Status** of a Skills council was considered by the Future Skills Demand Advisory group. It was felt that a Skills Council could begin as a pilot process. It was felt that a Skills Council could exist as a legal entity as this would give it independence and standing. The main caveat would be cost and time. Again, the scoping of the framework for a Skills Council would need to look at the options for legal status.

**Resourcing** of a Skills Council will be important. A Manukau City Council contribution for servicing and leadership will be needed to get the Skills Council off

the ground. Ideally, the Skills Council should be in a position to obtain resourcing from each of the stakeholders engaged in its work, including business stakeholders. This type of 'catalyst' funding cannot be achieved without an intermediary framework.

**Strategic Fit.** It fits within the Tomorrow's Manukau: Manukau Apopo strategy of Manukau City Council, and also within the Department of Labour and the Ministry of Social Development Statement of Intent. This option would dovetail into a strategic plan for Youth Transitions in Manukau, by providing a framework for data development, stakeholder input and project development.

**Work Plan.** The Manukau Skills Council should be considered a broad advisory body, rather than a working committee, even though it may have a broad portfolio of projects or tasks. It should meet regularly, but not monthly. The recommendation is four times per year.<sup>11</sup> It should consider key issues and broad responses, but will need leadership and secretariat services to drive projects and activities. It should provide a framework of operation that is inclusive, collaborative and outcomes-driven.

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<sup>11</sup> For the first 12 months the council may need to meet monthly or bi-monthly.

## **ACTION OPTION 2: IMPROVE FUTURE SKILLS DEMAND PROJECTION MODEL**

The methodology used for the future skills demand projection is new and innovative yet it remains untested. In a crude way the action plan project has tested some of the data and there is no doubt that many of the skills identified in the Future Skills Demand Projection Report as in large demand in the coming years are already in shortage. The real question is – will the identified skill demand in the Manukau Future Skills Demand Projection exist in 2010? We must ensure that there is an adequately skilled workforce in place to fill the skills demands.

To accurately test the predictions we must wait until 2010 but it is possible to test the predictions at an earlier stage by continuing to collect a data set within Manukau on a regular basis and to continue to map the projection from year to year. As the original prediction was made by analysing the 2001 census data, the data from 2006 will also give the Manukau City Council an opportunity to validate the data set.

Although there is national data collection by the Department of Labour<sup>12</sup> more city councils are commissioning work to identify the specific shortages within their cities. For labour market planning to be more accurate in Manukau City a local data set is important.

The data in its current form is useful to a certain extent, yet it does not take into account ethnicity and gender which are important factors to consider when training people to fill skills gaps. Ethnicity and gender are most important when recruiting for education and health services. For example, health strategic plans identify how important it is to increase the numbers of Maori health workers and Pacific Island health workers to service those people. They should be well represented in this city. The Future Skills Demand Projection in its current form does not tell us any information about these variables.

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<sup>12</sup> [www.dol.govt.nz](http://www.dol.govt.nz)

The data also struggles to be integrated with current government data, purely because government data is usually a short term prediction and the Manukau Future Skills Demand Projection is a long term data set.

As the data set continues to be collected there should be a consideration as to how to address some of the limitations of the work and how to address some of the assumptions made to ensure a more accurate projection. Our recommendation therefore is that a Future Skills Demand Projection series be planned and budgeted in the long-term planning cycle for the Manukau City Council.

### **ACTION OPTION 3 : DEVELOP CASE STUDIES**

It is reasonable to assume that similar labour market issues, challenges and shortages will be present across industries, and can be addressed in a generic way. However, some industries face additional or unique problems, requiring tailored solutions.

The furniture case study (Appendix 2) was developed to explore the value of industry-specific approaches. The case study highlights the *complexity of relationships* between business/industry, industry associations, ITO's, training providers and schools. These relationships need to be managed in a strategic way to address labour market shortages as a whole as well as meeting the specific challenges facing each industry.

The case study provided here (Appendix 2) attempts to identify the issues facing key stakeholders, as well as the strengths and weaknesses in the relationships between stakeholders. It provides a snapshot of current industry concerns and challenges as well as providing a test of the Future Skills Demand Projection's conclusions. We attempted to keep the process simple. A series of open conversations and interviews were to be held with key stakeholders within two industries. Current industry challenges were to be explored. The proposition being tested was: would the studies help to identify more clearly the pipelines for specific industries from school through to training and into the labour market? Would the case study help to identify action options that would facilitate stakeholder engagement or relationship development so that the issues could be addressed?

The Furniture industry was selected as a case study for several reasons. It was identified in the Future Skills Demand Projection as facing long term shortages; it has been identified by the Department of Labour as suffering current nationwide shortages; and training for this industry is provided at the Manukau Institute of Technology.

The Case Study was referred back to the key stakeholder informants, and has triggered responses that look promising in terms of further action. However case

studies are only one of a number of methodologies, i.e. surveys that could be used to explore the particular implications of the Future Skills Demand Projection. They are a quick and inexpensive snapshot of possible opportunities for action and are not intended as a rigorous analysis of labour market sectors.

### **Suggestions for Possible Case Studies:**

**Plumbing** – The Future Skills Demand Projection shows a large demand for plumbers in the coming years within Manukau City. A current shortage has been identified by the Department of Labour Jobs Vacancy Monitor (JVM). There is no training provision available through tertiary education providers in Manukau – the biggest courses in Auckland are run through UNITEC in Mt Albert. There are currently 0 young people enrolled in the Modern Apprenticeship scheme for plumbing and drain laying in this area, but there are 174 industry trainees in the Auckland area.

**Carpentry/Building** – The Future Skills Demand Projection shows a large demand in the coming years within Manukau City. A current shortage has been identified within the Department of Labour JVM. There is an active Industry Training Organisation and Industry Association. Courses are offered at Manukau Institute of Technology. There is also training through modern apprenticeships (66 apprenticeships in Manukau) and Industry traineeships (1,490 in the Auckland Region). The increase in building infrastructure in the Manukau area such as for the Highbrook Business Park puts a greater urgency on having skilled building and construction workers in Manukau.

**Teaching** – The Future Skills Demand Projection shows a large demand in the coming years within Manukau City. The Ministry of Education has an ongoing campaign to recruit teachers in subject areas that are needed. There is a need for trained and qualified staff in early childhood teaching, where new policy and new licensing requirements are driving access and provision changes. A case study could add value to the Ministry of Education campaigns by establishing ways to better recruit Maori and Pacific Island peoples into teacher training.

**Drivers - Truck/Tank** – The Future Skills Demand Projection shows a large demand in the coming years within Manukau City. A current shortage has been identified within the Department of Labour JVM. Courses are offered at private training establishments across Manukau. The Road Carriers Association has shown previous interest in Manukau as a labour pool to fill skill shortages.

**Security** – The Future Skills Demand Projection shows a large demand in the coming years in Manukau City. This is a relatively new service area with predominantly ‘in house’ career training provided in Manukau. This industry spans the breadth of other industries. Security considerations have been heightened in the wake of international events.

**Electrician** – The Future Skills Demand Projection shows a large demand in the coming years in Manukau City. A current shortage has been identified within the Department of Labour JVM. Manukau Institute of Technology runs training courses as well as various private providers within the City. The industry has an Industry Training Organisation and an Industry Association. There are currently 8 young people in modern apprenticeships in Manukau and 604 Industry Trainees across the Auckland region.

**Health** – The Manukau Future Skills Demand Projection shows a large demand in the coming years for workers in the health sector, especially Nursing and Community Health. Manukau Institute of Technology runs a Nursing course and has a relationship with the Counties Manukau District Health Board. This industry is constantly growing and adapting to new community needs. It is vital that the skills needs of the health sector in Manukau are met and a case study may lead to some solutions to fill the current and future skills gaps.

The Case Study approach could also be developed through Action Option One, which proposes the establishment of a Skills Council.

## **ACTION OPTION 4: BUSINESS PARK LINKAGES WITH EDUCATION**

The Future Skills Demand Projection noted that with the development of the Highbrook Business Park, Savill Drive Industrial Park, Airport Oaks Industrial area and continued development at the Airport, there would be the possibility of extra skill demand especially in high tech areas.

It would be reasonable to say that this skill demand will be very real in the near future with a large increase in infrastructure and new businesses in the Manukau region fuelling this demand.

Compared to Auckland City, Manukau City has the space and the capacity for new industry to develop. One of the challenges that Manukau City faces is that skilled workers can easily come from outside of Manukau City from the greater Auckland region to fill these skill gaps. This may mean that people who reside in Manukau could possibly miss out on the opportunities provided by employment growth.

Campaigns to attract and recruit overseas industry to locate in Manukau City will have little value for citizens if skills development does not match employment growth.

As relationships between the business developers and the Manukau City Council are formalised, a perfect opportunity to discuss the nature of education and importance of business partnership and growth in the city presents itself. Although the Manukau City Council will have limited control over the types of industry that will be situated in the business park, the Council can encourage or even facilitate relationships between the developers, the new businesses, tertiary institutions and schools in the Manukau area. What are the incentives that exist for businesses to engage in skills development or labour market development actions in association with education providers? The Manukau Institute of Technology has already begun a process of engagement in this area.

The relationships between new business, developers, tertiary institutions and schools can take many forms. Suggestions include:-

- The development of tertiary courses that exist within or around the business park;
- The ability for school students to have workplace training within the business park through the Gateway Programme;
- Sponsorship and partnership arrangements to be created between schools and business.

The Business Park linkages with Education Option could also be developed through Action Option One, which proposes the establishment of a Skills Council.

## **ACTION OPTION 5: INFORMATION COLLABORATION**

Part of the challenge in filling skill gaps in Manukau is embedded in the way we frame our careers information; and in the way that we connect principals, curriculum leaders and careers advisors in schools, and curriculum development teams in tertiary institutions, into the labour market. Careers information and data is widely available for young people (students and recent school leavers), primarily from within schools, transition services, the Careers Service and Work and Income. For adults, career information is available through the government Careers Service, Work and Income and directly from tertiary providers.

Often when obtaining advice about career choices young people are asked to identify their skills/interests and goals. It is important to keep the integrity of this system, one based on choice and interest rather than solely influenced by labour market needs. However, accurate labour market information can help guide young peoples choices and can also be an excellent tool when one is open to new career choices.

The issue currently is that the labour market information that exists is not being articulated in a useful way to 'key career players' in Manukau City.

A key recommendation is that the Future Skills Demand Projection needs to be edited into a document for wider use across the Manukau Community. It could be packaged with information to businesses, schools or tertiary institutions for those groups to greater understand what is happening in the labour market in Manukau.

Other strategies for improved information collaboration relate to improved networking and relationship development among key stakeholders in specific industries / labour market sectors.

Ideas for greater information collaboration could also be developed through Action Option One, which proposes the establishment of a Skills Council.

### ***ACTION OPTION 6(A): Campaign Approach – Focus on In-Work Learning***

Nearly 80% of the current workforce will still be in the workforce in 2010<sup>13</sup>. The Future Skills Demand Projection predicts a high level of demand in the management and upper-level administration areas (5,828 new employment opportunities). These positions require a certain level of competency, often acquired by employees within a particular industry where they have ‘climbed the ladder’ to a management job. Business is understandably concerned to identify training it may need to increase its capacity to fill these positions, and may benefit from guidance in identifying areas for improvement.

The campaign approach responds to the need for broad messages to employers about the need for workforce planning; and supports to help small employers address their future workforce needs.

The Campaign approach could also be developed through Action Option One, which proposes the establishment of a Skills Council.

### ***ACTION OPTION 6(B): Campaign Approach - Family support for tertiary training in Manukau***

The influence of the family in the education and training decisions of young people in Manukau City must not be down played. In the Careers Services ‘Aspirations and Destinations’ survey (2003) when students were asked what Influences are key in deciding what to do once school finished, respondents cited Parents and Caregivers as the main influence at 42%. Careers advice from school was the second most influential source at 19% and then Friends and Peers at 17%<sup>14</sup>.

Since parents and caregivers of young people in Manukau play a role in influencing their life decisions, it would be unwise to ignore this variable. For truly meaningful

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<sup>13</sup> Paul Spoonley, Waitakere Employment Project

<sup>14</sup> Careers Service – Destinations and Aspirations 2003. This survey was partly funded by Manukau City Council, and half of the respondents came from schools in Manukau City.

and successful projects to be developed to tackle the educational inequalities that exist within Manukau, agencies within Manukau need to have a greater understanding of what messages parents and family are sending to the younger generation about the importance of education.

A campaign requires a two-step approach. We already have (census) data about levels of higher education or training in families in particular areas of the city. But we do need to find out what aspirations family members have for their children and do they know how their children can achieve those aspirations? What do families know about career advice and where young people get their advice from? What barriers to education do they think exist?

From this hard data a public relations campaign can be constructed to strengthen *attitudes* towards improving skills levels, *understanding of options* for improving skills levels, and *understanding of local labour market opportunities* as a result of having those skills.

A two-step approach is important, because without baseline data about current attitudes it is difficult to assess the effectiveness of public relations campaigns. The campaign approach could also be developed through Action Option One, which proposes the establishment of a Skills Council.

## ***ACTION OPTION 7: FORUM***

As we have already noted, it became clear in the course of the research leading to the Action Plan that, across Manukau, cross sector communication and meaningful discussion on labour market shortages are lacking.

One possible solution is to hold a local forum, or series of forums.

The Auckland Regional Economic Development (AREDS) strategy set out parameters for its project group to find solutions to various economic challenges. One way in which it engaged stakeholders in the process of 'problem solving' was inviting them to be part of a forum. Its particular forum discussed developing ICT

skills across the whole of Auckland. However, the model could be used across any sector.

Forums are relatively cost-effective communications mechanisms, and well-managed forums can provide a catalyst for further action.

Forums could also be developed through Action Option One, which proposes the establishment of a Skills Council.

## **ACTION OPTION 8: ADDRESSING SECONDARY AND TERTIARY PROVISION**

The terms of reference asked us to address the links between tertiary and secondary provision and the labour market. The following recommendations are suggested.

### ***Option 8(A): Advocacy for Costs and Barriers.***

Advocacy needs to be more focused around the costs and barriers for learners. An institution-focused advocacy approach tends to be seen as self-interested. The challenge is how can we take a partnership approach to advocacy which includes the voice of local tertiary providers (MIT, PTEs, and others) with unified messages about what central government policy can support better skills development in the adult population. Tasks could include research and the development of advocacy documents targeted to policy; advocacy documents that improve the understandings of stakeholders around tertiary education issues; and lobbying actions which support policy that improves Manukau's skills profile.

Critical in this area is foundation learning. A foundation course is a bridging course to tertiary study for those who have not already reached an acceptable level of schooling to reach the entry criteria for higher levels. Foundation courses are usually at levels 1, 2 and 3, the equivalent of secondary-school education. Currently the Manukau Institute of Technology offers foundation courses for all subjects and special foundation courses for preparation for entry to more specialised courses such as Nursing and Engineering. Other foundation level courses are provided by other educational providers in Manukau City.

The cost of foundation courses is one of the greatest barriers to higher education for people in Manukau. These courses may cost a student in excess of \$2000 per semester to reach the level for entry into tertiary training. Students are accruing a debt without a guarantee of employment. This problem is not unique to Manukau

but is exacerbated by the low levels of income of people in Manukau and also the levels of achievement of students leaving school.

***Option 8(B): Using Future Skills Demand Projection for Course/Programmes development.***

The Future Skills Demand Project shows us where the skill gaps may exist in Manukau in 8 years time. Tertiary provision is dictated by the market: there must be a certain number of students enrolled in a course for a course to be viable, regardless of whether this course will lead to filling industry demand. A clearer analysis of demand-side signals to meet skills supply needs is called for. We recommend an approach to make the data more ‘user-friendly’ for curriculum decision-makers at both secondary and tertiary levels, and a focused process for integrating the data into current frameworks for course development.

***Option 8 (C): Reframe and Establish Industry Advisory Committees***

The Manukau Institute of Technology has in place Industry Advisory Committees for all of their programmes. These committees are made up people from within each industry relating to the programme in question, and advise on course development, course credits and the outcomes for students. These committees are audited regularly and are regarded as relatively successful across the Manukau Institute of Technology. However, the long view is hard for these committees to address in the absence of strategic data. The Future Skills Demand Projection could provide useful input. However, a re-examination of the Terms of Reference for MIT’s Advisory Committees might be a useful exercise, with some consideration to the development of a process that tests alignment of course development approaches with broader city strategies and government intentions (as signalled, for example, through the work of the Growth and Innovation Advisory Board; or the TEC’s Strategic Education Priorities), and with provision in secondary schools.

Private Training Establishments (PTEs) and schools do not necessarily have advisory committees in place. It is difficult for curriculum leaders within schools, for example, to see the labour market with any clarity from within their organisation (especially since there is no professional development on labour market issues). For PTEs, Tertiary Education Institutions (TEIs) and schools to continue to offer courses that lead to good outcomes for learners there needs to be broader involvement in course development. The challenge is how to create that input without creating unwieldy and expensive structures, or overstretching resources. While Industry Advisory Committees in some form should be set up for all educational institutions within Manukau, the challenge is to find some practical mechanism for delivering it.

## SUMMARY OF RECOMMENDATIONS FOR EACH OPTION

OPTION	Framework	Who	Notes
<p><b>MAJOR RECOMMENDATION</b></p> <p><b>ESTABLISH A MANUKAU SKILLS DEMAND COUNCIL</b></p>	<p><b>Purpose of the Council:</b> Provide an Advisory Mechanism to curriculum leaders in schools and tertiary training establishments about the relevance of pathways. Provide an intermediary link between business and education.</p> <p><b>Tasks:</b> To be determined by Council members. Possible examples could be: <i>Set up Cluster groups with Industry focus (determined by data from FSDP) around small groups of schools. Explore 'Apprenticeship Trust' idea. Facilitate partnerships. Develop links &amp; provide advice to Youth Transitions Services network. Provide advice on training outcomes linked to MIT's industry advisory committees. Develop a Who's Who for pathways advice for cluster groups. Buddy ITOs with schools. Develop industry advisory committee for school curriculum leaders.</i></p>	<p>Depending on model taken:</p> <ol style="list-style-type: none"> <li>1. A small group of 'movers and shakers' either experts or stakeholder appointed (preferred option)</li> <li>2. Representatives from principals &amp; school trustees / PTEs / MIT / ITOs / EMA / Industry Peak Bodies / MCC / DOL / MSD / Auckland Chamber of Commerce / GETBA / COMET / Enterprising Manukau / NGO's</li> <li>3. A mixture of these options or another structure altogether.</li> </ol>	<p>Recommend budget for Skills Demand Council servicing and leadership; catalyst budget for project development.</p>
<p><b>IMPROVE THE FUTURE SKILLS DEMAND PROJECTION MODEL</b></p>	<p><b>Purpose:</b> Annual data collection for labour market planning</p> <p><b>Key Tasks:</b> Improve data sets on an annual basis. Add ethnicity &amp; gender stats. Explore variables, assumptions, limitations. Improve accuracy.</p>	<p>MCC Advisory Group to support work (could be Skills Demand Council)</p>	
<p><b>DEVELOP CASE STUDIES</b></p>	<p><b>Purpose:</b> Provide greater understanding of selected industry/business sectors.</p> <p><b>Key Tasks:</b> Work with stakeholders to develop industry-specific actions</p>	<p>Contractor / intermediary. (Could be Skills Demand Council led)</p>	<p>Case studies to be selected based on FSDP.</p>
<p><b>BUSINESS PARK LINKAGES WITH EDUCATION</b></p>	<p><b>Purpose:</b> To involve new developers in ED and education of the city.</p> <p><b>Tasks:</b> Locate educational opportunities within business park (eg IT training; management training); partnership arrangements to link Gateway learning to business park businesses; ed opportunities to be written into development agreements with Council.</p>	<p>MCC / MIT and PTEs MSD</p>	

OPTION	Framework	Who	Notes
<b>INFORMATION COLLABORATION</b>	<p><b>Purpose:</b> Provide FSDP in useful form for schools; useful form for PTEs and tertiary institutions; useful form for business.</p> <p><b>Tasks:</b> Integrate DoL Jobs Vacancy Monitor into Careers Services website. Use info for Prof Development in schools (link with Team Solutions; Manukau Education Centre). Prepare CD-ROM for students about local labour market options. Collaborate with the MSD with their data collection projects.</p>	<p>??</p> <p>Contractor / intermediary. (Could be Skills Demand Council led)</p>	
<p><b>CAMPAIGN APPROACH</b></p> <p>(a) Focus on In-Work Learning And/Or (b) Family support for tertiary training</p>	<p><b>Purpose:</b> Collect data and advocate. To promote public awareness and understanding of labour market issues.</p> <p><b>Tasks:</b> Commission research. Develop pro-active approach to Short Course development. Align enterprise development with training developments in organisations. Partnering training establishments with businesses to up skill workers.</p>	<p>(Could be Skills Demand Council led)</p>	
<b>FORUM</b>	<p><b>Purpose:</b> Connect key stakeholders to address FSDP findings.</p> <p><b>Tasks:</b> Data collected to inform future actions</p>	<p>Contractor / intermediary. (Could be Skills Demand Council led)</p>	
<p><b>ADDRESSING TERTIARY PROVISION</b></p> <p>(a) Advocacy targeted to costs and barriers for learners (b) Using Future Skills Demand Projection for Course Development (c) Reframe and</p>	<p>(a) <b>Purpose:</b> Address access issues and inequalities for tertiary provision in Manukau. <b>Tasks:</b> Research. Develop advocacy documents. Engage stakeholders in understanding issues. Lobby.</p> <p>(b) <b>Purpose:</b> Use data available to align courses with demand. <b>Tasks:</b> Integrate data into current frameworks for course development.</p>	<p>MIT and other TEIs, PTEs, COMET</p> <p>MIT, other TEIs, PTEs, schools</p>	

OPTION	Framework	Who	Notes
<p><b>Establish Industry Advisory Committees for tertiary institutions.</b></p>	<p><b>(c) Purpose:</b> Develop a more strategic approach to course provision. <b>Tasks:</b> Look at Terms of Reference for Advisory Committees. Align with broader city strategies.</p>	<p>MIT, other TEIs, PTEs, schools  (Could be aligned with advice through Skills Demand Council)</p>	

## **CRITERIA FOR ANALYSING OPTIONS**

We propose a set of criteria for analysing the usefulness of the above options as actions. We have summarised these below:

### ***Meaningful:***

Does the option address the key concerns that came out of the Future Skills Demand Projection?

We have attempted to propose options which meet the requirements of the Terms of Reference. The action options need to reinforce the findings from the document, thereby giving it relevance to planning. We have described each option in its meaningfulness in terms of high, medium or low.

### ***Achievable:***

Does the organisational infrastructure to implement the option exist in Manukau?

This criterion attempts to build on what already exists in Manukau, rather than inventing new structures. It also takes into account the ability to implement something within a reasonable time-frame (eg. within one year)

We have described this option using the terms easily achievable, moderately achievable and challenging.

### ***Costs:***

Under this criterion, we have attempted to identify whether costs would be high, medium, or low, in order to offer a menu for partners to consider.

### ***Fit with Strategic Goals:***

This criterion is assessed for each of the partners in this project. We have assessed these broadly, from our understanding (at 7 July 2005), as yes, maybe, no.

The table below analyses the options against the criteria.

Action	Meaningful	Achievable	Cost
<b>Option 1: Establish a Manukau Skills Council</b>	high	challenging	medium - high
<b>Option 2: Improve the Future Skills Demand Projection model</b>	high	easily achievable	medium
<b>Option3: Develop Case Studies</b>	high	moderately achievable	low-medium
<b>Option 4: Business Park Linkages with Education</b>	high	challenging	Low- medium
<b>Option 5: Information Collaboration</b>	medium	easily achievable	low-medium
<b>Option 6 Campaign Approach (A&amp;B)</b>	high	moderately achievable	medium-high
<b>Option 7: Forum/s</b>	low	easily achievable	low
<b>Option 8: Addressing Education Provision</b>			
Option 8a: Advocacy for Costs and Barriers	medium	challenging	medium
Option 8b: Using FSDP for Course Development	medium	easily achievable	low
Option 8c: Reframe Industry Advisory Committees	high	moderately achievable	low

Do the options fit in with the strategic goals of the partners?	MOE	MIT	MCC	TEC	DOL	MSD
<b>Option 1: Establish a Manukau Skills Council</b>	maybe	yes	yes	yes	yes	yes
<b>Option 2: Improve the Future Skills Demand Projection Model</b>	no	maybe	yes	yes	yes	yes
<b>Option3: Develop Case Studies</b>	maybe	yes	maybe	yes	maybe	yes
<b>Option 4: Business Park Linkages with Education</b>	no	yes	yes	yes	maybe	maybe
<b>Option 5: Information Collaboration</b>	yes	yes	yes	yes	yes	yes
<b>Option 6: Campaign Approach (A&amp;B)</b>	yes	yes	yes	no	maybe	yes
<b>Option 7: Forum/s</b>	yes	yes	yes	yes	yes	yes
<b>Option 8: Addressing Tertiary Provision</b>						
Option 8a: Advocacy for Costs and Barriers	-	yes	yes	-	-	
Option 8b: Using FSDP for Course Development	yes	yes	no	yes	no	no
Option 8c: Reframe Industry Advisory Committees	yes	yes	yes	yes	no	no

## CONCLUSION

As we have identified above, the development of a Manukau Skills Council (other names are possible) seems a logical next step. While there will be some challenges associated with the establishment of such a body, the potential for it to provide leadership and effective project development is strong. The Skills Council fits the strategic priorities of the collaborating agencies.

There are other cheaper options available, but all of these could effectively be implemented through the framework of the Manukau Skills Council.

It is, therefore, our recommendation that a Manukau Skills Council be established, as the next Action Step for advancing the Manukau Future Skills Project.

The Terms of Reference require us to identify the contributions that might be made by the collaborating agencies. The recommendation is that the Manukau City Council supports the servicing and leadership requirements of the Skills Council. This needs to be in the order of \$50,000 for the first year.

Other agencies could provide catalyst funding for particular projects that the Skills Council's membership might adopt. In addition, Skills Council members should be encouraged to see their participation in the Council as an opportunity to set up collaborative project-based activities which could be funded from the stakeholders themselves. It is recommended that catalyst funding to match the Manukau City Council's contributions be sought from the Department of Labour and the Ministry of Social Development and an industry contribution. This catalyst funding could be tied to specific outcomes in line with those agencies' strategic objectives, but would be used to effectively engage members of the Skills Council in decision-making that has real consequences.

Manukau Institute of Technology's contribution should arise through its membership and participation in Skills Council work. For example, should a campaign approach be

adopted by Council members, the MIT could be asked to contribute some of its marketing expertise and resources to the project cost. The school sector contributions are more likely to be in kind than in cash. These are all important to the collaboration model. It is important that a fair share model is in place to ensure that all members are contributing to the projects.

Finally, the Tertiary Education Commission's role is to fund post-compulsory education provision and research. It will have an important advisory and facilitative role to play in a Skills Council. Collaborative delivery is a key strategic objective. The Tertiary Education Commission should consider its role in supporting data development which informs course/programme development and delivery to meet labour market skill needs.

The collaborative approach that was taken to develop the Action Options in this report has been very successful in meeting the common aims of the parties. It is hoped that ongoing collaboration will lead to Implementation Plans being developed for each of the Action Options so that the skills demands indicated in the Manukau Future Skills Demand Projection are met and skills shortages are avoided.

END

## **APPENDIX I: RESOURCES AND REFERENCE**

### **Thank you to:**

Tu Van Nguyen – Economic Policy Analyst, Manukau City Council  
Denise Fink – Manager, Economic Development, Manukau City Council

### **Thank you to the Project Reference Group:**

Gordon Chapple – Department Of Labour  
Alison Dalziel – Department of Labour  
Teena Abbey – Department of Labour  
Grant Power – Department of Labour  
Helen McConachie – Manukau City Council  
Filemoni Timoteo – Manukau City Council  
Carolyn Murphy – Tertiary Education Commission  
Isabel Evans - Ministry of Social Development  
Les Higgins – Ministry of Social Development  
Dr Stuart Middleton – Manukau Institute of Technology  
Dr Peter Coolbear – Manukau Institute of Technology.  
Bruce Adin – Ministry of Education

### **Thank you to interviewees:**

Auckland Regional Economic Development Strategy. – Kate Pender  
Canterbury Development Corporation - Annie Birmingham  
Counties Manukau District Health Board – Bronwyn Anderson – Workforce  
Development  
Counties Manukau District Health Board – Margie Letaulau Fepulea'i – General  
Manager Pacific Health  
Department of Labour – Jonathan Guest – Job Vacancy monitor  
Department of Labour –Andrew Whiteford  
Employers and Manufacturers Association– Mike Burgess  
Enterprising Manukau – Gaelle Deighton  
Furniture Association of New Zealand - Marcia Dunnett  
Furniture ITO – Alister Murray  
GATT Consulting – Leigh Gatt  
Hutt City Trades Centre.  
Manukau City Council - Denise Fink  
Manukau City Council – Tu van Nguyen  
Manukau Institute of Technology - Bruce Gatt (Head of Division Carpentry and  
Furniture)  
Manukau Institute of Technology - Debbie Penlington (Head of Department, Nursing  
and Health)  
Manukau Institute of Technology - Helen Anderson (Curriculum Alignment)  
Manukau Institute of Technology - Iona Chalmers (PTE Relations)  
Ministry of Education - John Good (Manurewa Initiative)

Otara Health– Olivia James  
Porirua Apprenticeship Trust

### **Key documents:**

- Economic Development Unit – Manukau City Council, *Manukau Future Skills Demand Projection*.
- Manukau City Council/ Ministry of Education *Tertiary Education supply and demand relevant to Manukau.2004*.
- AREDS – Auckland regional Economic Development Strategy – *Auckland Regional ICT Skills Forum – Draft action plan for discussion*
- Manukau City Council - *Tomorrows Manukau*
- Ministry of Education – *Tertiary Education Strategy and Statement of Tertiary Education Priorities*.
- Department of Labour Publication – *WorkInsight*
- Department of Labour – *Work Trends, The future Of Work*.
- Paul Spoonley – *Rodney, North Shore and Waitakere Projects*.
- Maureen A. Laughlin – *Improving access to Tertiary Education in New Zealand. 2002*.
- Department of Labour – *Work Trends – The future of work*
- APR Consultants Ltd - *Rotorua Employment skills strategy – Sept 2003*.
- Careers service/TEC/ MCC – *Aspirations and destinations 2002- 03*
- ICMA international best practises 2002 – *Skills for the future – Casey Australia*.
- Ministry of Social Development – *Meeting Skills needs – A work and income response. Quarter ended December 2004*.
- Skill NZ - *Employers Guide – A guide to workplace learning in NZ for employees and students – May 2004*.
- Joanna Keestra – *New Zealand Talent Initiative*
- Keestra and Co – *Strategic Framework for assessing Auckland Tertiary Labour market needs over the next 20 years*.

### **Key websites**

Department of Labour – [www.dol.govt.nz](http://www.dol.govt.nz)  
Manukau Institute of Technology – [www.manukau.ac.nz](http://www.manukau.ac.nz)  
Kiwi Careers – [www.kiwicareers.govt.nz](http://www.kiwicareers.govt.nz)  
Tertiary Education Commission – [www.tec.govt.nz](http://www.tec.govt.nz)  
CDC – [www.cdc.org.nz](http://www.cdc.org.nz)

## APPENDIX 2: CASE STUDY FURNITURE-MAKING

According to best available information, **147 furniture businesses** are based in Manukau City, (approximately 11% of NZ businesses). The Department of Labour Job Vacancy Monitor (JVM) has identified a current shortage in cabinet makers nationwide, and the Manukau City Council Future Skills Demand study has identified a future shortage in cabinet and furniture makers within Manukau City.

However, the furniture industry in Manukau is currently facing more pressing difficulties than a labour market shortage. The Executive Director from the **Furniture Association of New Zealand (FANZ)** says that the Furniture Industry has a tough time competing with cheap imports in the local market. FANZ also feels that there is limited co-operation across the sector to be able to identify and pick up large contracts from overseas. FANZ spends most of its resources on helping businesses find less sensitive parts of the domestic market, concentrating on service and quality and developing new design initiatives. The executive director says that if the New Zealand furniture industry does not pay more attention to unique, quality design the market will go overseas for cheaper product. Nevertheless, the executive director is very optimistic about the future of the furniture industry and FANZ has been running a series of workshops of industry leaders with the aim of identifying ways in which the industry can grow and prosper in the future.

While FANZ run annual conferences and meetings across the country, the industry in the Auckland Region is less proactive than its Christchurch counterpart and FANZ is putting some effort into revitalising activity in the region. This has been stimulated by the highly successful Furniture Show held in Auckland in May which built on the success of the 2004 Show and was double the size of the previous show. The showcasing of products demonstrates the competitive nature of the market, and the importance of design.

The **Furniture Industry Training Organisation (FITO)** believes that there is a lack of a wider understanding of the complexities of the furniture industry. FITO's Executive Director notes that the new technology available within the industry means that new skills are required. With the advent of machines that will practically make the furniture for you, the industry needs highly skilled experts for programming the machines and also less skilled factory workers to feed the material into the machine. But this technology is usually only available for the larger companies and often smaller companies will still make and assemble furniture from scratch. *Workers with traditional skills, therefore, will be in demand mostly in the smaller businesses.* While often workers will work within a cell of speciality, it is becoming increasingly desirable for workers to be multi-skilled and be able to work across a wide variety of tasks within the business.

Both FITO and FANZ are concerned with the lack of unique design. The industry does not know what it does well. FITO believes that a lack of strong management skills also hampers the growth of many small to medium size businesses within the industry and they are interested in finding unique ways to up-skill people who are

already on the job. FITO also suggests that there is a lack of detailed information about how employers within the industry employ, how they prefer their workers to be trained and how they recruit. FITO realises that employers in the industry are willing to look to immigration to solve shortages and are not prepared to train. Industries are not taking the long view.

Skills development options to meet industry needs are changing. UNITEC have pulled away from their furniture making course recently on the grounds that it is uneconomic to deliver, and **Manukau Institute of Technology (MIT)** is now the only polytechnic in Auckland that provides a purpose-designed furniture-making course. MIT only offers furniture making to level 2. The Head of Division (Furniture Making and Carpentry) at MIT says that the programme does not have a high enough level of enrolments for it to be sustainable in the long term. Their Carpentry classes have 150 students at entry level and continue to experience strong enrolments in 2005. But there are only 10 students in their furniture making course in spite of extensive advertising.

MIT is unsure of why the enrolments are low but some factors suggested are the poor promotion of technology in the secondary school technology curriculum, lack of cohesion in the industry, a buoyant job market and also competition from other Industry Training Organisations and PTEs. MIT's team has put in place very proactive supports for teachers in **secondary schools** to help them integrate technology based projects, and award credits for industry unit standards. Under MIT's Schools Partnership programme, schools can use the MIT's accreditation to award the credits that students will need in order to further their education in the trades area post-school. The Head of Division is concerned at the lack of project work in the schools' NCEA curriculum offerings (i.e. actually making items of wood, metal or composite materials). The NCEA system appears overly theory based, with the subject now being 'too academic', according to the MIT staff. Feedback from teachers involved in the secondary sector supports this view.

While training in furniture-making is focused on workshop skills, the design, management, and other aspects of the industry are not specifically addressed. However, it is unclear what **employer needs** actually are. Most businesses are small businesses. An average of 5.2 people is employed in each business in the industry. It is likely that multiple skills are an important recruitment consideration.

According to the Tertiary Education Commission, the industry training organisation is charged with 'providing leadership within the industry on matters relating to skill and training needs by identifying current and future skill needs; developing strategic training plans to assist the industry to meet those needs; and promoting training that will meet those needs to employers and employees.' FITO is Wellington-based, and looking for opportunities to better deliver on this role in the Auckland area.

## **FUTURE ACTION**

- 1) FITO is interested in supporting a 'snapshot' survey of employers in Manukau. It will help it to deliver on its TEC Charter. Suggestions for information/hard data to be delivered by the survey include identifying:
  - a. How employers recruit;

- b. Where they recruit from – schools? Pre-employment courses? MIT? Overseas?;
  - c. The skills they are looking for (Design? Working with machinery? Software? Management?);
  - d. Actual recruitment actions taken in the last 12 months;
  - e. Whether they prefer to train workers themselves or recruit people already skilled and experienced;
  - f. Employment predictions for the next 12 months;
  - g. Views on soft /hard skills required;
  - h. How many Maori or Pacific Island workers actually work currently in the industry in Manukau;
  - i. Attitudes towards employing other ethnicities.
- 2) Ownership of survey results would depend on who puts up the money. The cost of the survey would be approximately \$18,000. Interest in outcomes would come from key stakeholders:
- a) **FITO** – the survey could inform ‘specifications for training programme purchase’; and deliver on core interests;
  - b) **MIT** or other tertiary providers – the survey could inform programme design and appropriateness of courses to meet the purchasing specifications of the ITO;
  - c) **Department of Labour** – the survey could inform future workforce planning;
  - d) The **Manukau City Council** – the survey could inform economic development priorities;
  - e) **FANZ** – the survey could provide a regional snapshot identifying how the membership of the association might best plan for future industry development;
  - f) **Ministry of Economic Development (MED)** – the survey could inform enterprise development – especially capacity to expand export potential;
  - g) **Ministry of Social Development** – the survey could inform community development priorities.

### **Recommendations:**

1. That a consortium be established to provide a reference point and possibly funding for a snapshot survey of employers in the furniture industry in Manukau.
2. Following the snapshot survey, that a meeting of employers, MIT, FANZ and FITO representatives be called to discuss the findings and develop a skills strategy targeted to the needs of employers in the area.
3. Included in the discussions could be representatives of Business New Zealand and/or New Zealand Trade and Enterprise, and Enterprising Manukau, in order to develop a local industry development process alongside the skills strategy to support the future sustainability/growth of the furniture-making industry in the area.

## **APPENDIX 3: FUTURE SKILLS DEMAND PROJECTION**

*This report is available on the Manukau City Council website:*

<http://www.manukau.govt.nz/documents/futureskills2004.pdf>

## **APPENDIX 4: TABLE 1: MAP OF TERTIARY PROVISION**

An extract from this map is below. The full map is available on Excel spreadsheet from the COMET website,

Industry/Skill demands	Foundation level (1-3) Pre requisites*	Certificate (Level 4)	Diploma
<b>Construction.</b> Careers in most trades, engineering, building etc	Engineering, Electrical, Civil.(MIT) Engineering (Active Institute). Electronics( Pukapuka Training). Engineering (OP)	Engineering Electrical, Civil.(MIT) Carpentry. Woodwork. Construction management, Quantity surveying, Architectural technology( TWOA)	Engineering Electrical, C
<b>Education Services.</b> Careers in Teaching, teacher aide etc	Preparation of Early childhood,(MIT) Early Childhood (Polyethnic Institute). Early Childhood (The Nanny Centre). Intro to Teaching (SENZ), Intro to Teaching (PIERC). Adult Teaching, Early Childhood(OP). Teacher Aide, Adult Education (ME)	Educational Support (Teacher aide)(MIT) Christian Teaching (Masters Institute), Early Childhood Education (KAAT trust) Social and Community work (Target Training). Early Childhood, Tertiary Teaching and Teacher Aide.(OP) . Human Development, Counselling, Community and Social Work, Rehabilitation (ME)	Teaching (Early Childho (Masters Institute), Soci (Target Training). Terti Adult Education. Teach
<b>Community and Health Services.</b> Careers in Doctors, Nurses, Social workers etc	Nursing (Foundation Education)(MIT). Social work (Pacific focus PIERC). Early Childhood (The Nanny Centre), Social and Community work (Target Training). Pharmacy, Mental Health. (OP)	Nursing, Social Work(MIT). Social Science(TWOA)	Nursing, counselling, So Psychology, Health beh
<b>Retail Services.</b> Careers in sales, retail/shop assistants, tourism	Representative selling, Customer service, Retail, Tourism, Customer services(MIT). Retail (METTCI). Retail (work ready training), Retail (MSL) Retail (Tamaki Ki Raro). Selling Skills, Customer relations, Retail, Travel and Tourism.(OP)	Tourism Services,(MIT) Travel and Tourism (Best training). Travel and Tourism(TWOA)	Travel and Tourism (MI
<b>Wholesale.</b> Careers in wholesale sales, Factory work Admin and Management	Computing, Office Admin.(MIT) Business Admin (Active Institute). Computing and Management (Martin-Hautus). Business Admin (DAS institute)	Business Admin(MIT). Business and Computing(TWOA)	Business Admin.(MIT) institute of Learning). B Management (OP)
<b>Transport and storage.</b> Careers in transport, logistics, seamanship etc.	Drivers Licence, Transport (Nga Whare Waatea). Taxi driving (Taxis united Ltd). Manukau Country Training, Manukau Transport Training. Automotive engineering (Quality Training). Aviation (ME)	Seamanship, Marine engineering, logistics(MIT). Transport, Drivers Licence (Nga Whare Waatea) Taxi (Taxis united Ltd). Freight operations (best Training)	Freight, Nautical science (Ardmore).
<b>Hospitality Industry.</b> Careers in food and beverage industry, tourism etc	Hospitality (METTCI). Hospitality and cooking (Te Kotahitanga kokiri inc) Hspitality ( MSL), Food and Beverage (Quality Training)	Hospitality, Baking, Bar, Resturant, Butchery. (MIT)	Hospitality, Restaurant( of Applied Learning)
<b>Property and Business.</b> Careers in business, management, property development etc	Computing.(MIT) Business and Computing (Martin-Hautus). Business (Institute of Applied Leaning). Security (CHUBB), Business Admin and Computing. Business(OP). Business. Engineering, Electrical, Civil. Engineering (Active Institute). Electronics( Pukapuka Training). Engineering (ME)	Computer Technician (DAS Training). Business (Institute of applied Leaning). Engineering Electrical, Civil (MIT)	IT,CT. Engineering, Civil Computer Technician (D Institute Of Applied Lear Training) Business (NZ in Information Systems(OP)

Assumption: Numeracy and Literacy credits. ESOL  
Assumption: Numeracy and Literacy credits. ESOL

<p><b>Cultural and Recreational.</b> Careers in the arts, sports, recreation, environment and religion etc</p>	<p>Visual Arts(MIT), Christian Leadership (ACTS). Coaching etc (SENZ). Sport Management (NZIS), NZ Equine College, contemporary music(TWOA). Design Studies (ME)</p>	<p>Production graphics, jewellery, photography, Visual Arts, sport and Recreation (MIT) Christian Leadership (ACTS), Sport Management (NZIS), Performing Arts (Best Training). Iwi Environmental Management, Design, multimedia, computer graphics. Sports, fitness, applied sports, contemporary music (TWOA) Exercise Science, Fashion Design and Technology, Photography(ME)</p>	<p>Visual Arts, sport and m Theology (Trinity Meth (East Auckland Perform</p>
<p><b>Personal Services.</b> Careers in personal beauty, outdoor landscaping etc</p>	<p>Pre Apprentice Horticulture (MIT). Hairdressing, Nail, Make up (Directions appearance), Hairdressing (Te Kotahitanga Kokiri Inc). Agriculture, Horticulture. Agriculture,(MIT)</p>	<p>Salon Assistant, Hairdressing, Beauty, Spa, Horticulture (MIT). Hair, nail, Make-up (Directions appearance). Agriculture, Horticulture (ME)</p>	<p>Horticulture, Landscapi</p>
<p><b>Finance and Insurance.</b> Careers in Finance, accounting, investment, insurance etc</p>	<p>Principles of Investment (OP). Business (ME)</p>	<p>Business (MIT)</p>	<p>Accounting and Finance</p>
<p><b>Communication Services.</b> Careers in IT, Communications, PR, Customer Service etc</p>	<p>Call centre Operations.Computing(MIT). Information Systems (OP)</p>	<p>Business, call centre operations, communication (MIT).Computer Technician (DAS Training).</p>	<p>Marketing, communicat Communications Infor Computer Technician (</p>
<p><b>Manufacturing.</b> Careers in engineering, the making of products, factory work</p>	<p>Furniture Making, Engineering (MIT). Engineering (Active Institute). Clothing/Sewing (DAS Training), NZ upholstery Training. Jewellery, manufacturing engineering. Engineering, Electrical, Civil. Engineering (Active Institute). Electronics( Pukapuka Training). Engineering (OP)</p>	<p>Engineering, Electrical, Civil (MIT)</p>	<p>Engineering, Civil and E</p>
<p><b>Electricity, gas and water supply.</b> Careers in the supply of this infrastructure</p>	<p>Electronics (Pukapuka training). Electronics (Future Skills). Gas fitting, electrical engineering (OP)</p>	<p>Engineering Electrical (MIT)</p>	<p>Plumbing and Gas Fittin</p>
<p><b>Government services**.</b> Careers in National and Local government, Police, Army etc.</p>	<p>Drivers Licence. Computing, Office Admin (MIT) Business Admin (Active Institute). Computing and Management (Martin-Hautus). Business Admin (DAS institute). Business Admin (BMETS). Business (Future Skills), Business Admin and Computing (MSL). Information Systems. Business Admin, Small business.</p>	<p>Business Admin, Communications.(MIT) Business Admin (Best Training), Business Admin (NZ institute of Education)</p>	<p>Marketing, communicat Communications. (OP)</p>
<p><b>Admin, Management.</b> Careers in Administration and Management across all the sectors</p>	<p>Computing, Office Admin.(MIT) Business Admin (Active Institute). Computing and Management (Martin-Hautus). Business Admin (DAS institute). Business Admin (BMETS). Business (Future Skills), Business Admin and Computing (MSL). Information Systems. Business Admin, Small business.</p>	<p>Business Admin (MIT) Business Admin (Best Training), Business Admin (NZ institute of Education)</p>	<p>Business Admin(MIT) B Applied Learning), Busin Management (NZ institit Management (OP)</p>

Maori Education. <i>Careers in Cultural Ambassadorship, Government Services, Education etc.</i>	Te Reo (TWOA)	Maori Art, Maori Health, Performing Arts, Te Reo (TWOA)	Maori Art, performing Maori Business, Art and
ESOL Courses (TEC funded)	Soloman Group, Future Skills Academy, JT smart School, Target Training, MSL, NZ institute of Learning, <b>Massey Extramural</b>	Soloman Group, NZ Institute of Learning.	
Workplace/training readiness Courses (TEC funded)	ACTS, Ideal Success Academy( Maori Focus), KAAT Trust, Nga Whare Waatea, Polyethnic Institute, Work ready training, Success Education and Training Ltd. BMETS, Education Action Ltd. New Directions in Training, Tamaki Ki Raro trust, Quality Training Services Ltd) <b>Open Polytechnic, Massey Extramural</b>	<b>Te Wananga O Aotearoa.</b>	
<i>*MIT offers general foundation courses as bridging further study at MIT. Te Wananga O Aotearoa offers a similar scheme.</i>	<b>Red - Manukau Institue Of Technology (MIT)</b>		
<i>** Police/Army etc provide training.</i>	<b>Blue - Te Wananga O Aotearoa (TWOA)</b>		
	<b>Green- Open Polytechnic (OP)</b>		
	<b>Orange - Massey Extramural (ME)</b>		

