

**MĀORI ECONOMIC DEVELOPMENT  
STRATEGY: HE MAURI OHOOHO**

**Report to Bay of Plenty  
Tertiary Action Plan  
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## 1. BACKGROUND

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He Mauri Ohooho provides a Māori economic development strategy and action plan for the wider Bay of Plenty region (Eastern Bay, Western Bay, Rotorua and Taupo). It has been developed under the Bay of Connections Regional Economic Strategy framework, with support from Te Puni Kokiri and the four regional economic development agencies, Priority One, Grow Rotorua, Toi EDA and Enterprise Great Lake Taupo, along with the Bay of Plenty Regional Council. The most valuable asset Māori possesses is its people and the **Education and Skill Development** strategic priority focuses on improving the skills and qualifications of individuals to participate in the economy.



The Bay of Plenty region has a high proportion of Māori and in the future Māori will account for a significant proportion of the workforce in the region. The current workforce is employed in industries that offer lower earning potential and relatively fewer skilled occupation opportunities. A focus on education and skills for young people, aligned to skill gaps and opportunities within the region, will make a major contribution toward achieving growth of the Māori economy. The Education and Skill Development strategic priority has direct synergies within the The Bay of Plenty Tertiary Action Plan (BoP TAP) which is currently being commissioned by the Tertiary Implementation Group, led by Greg Simmonds. The BoP TAP prepared in March 2010 comprised of a review of tertiary education supply and demand, including key strategic drivers, intended to inform an interagency Tertiary Needs Action Plan for the period 2009 to 2019. The BoP TAP is currently being revised to provide a broader regional focus and a specific emphasis on Iwi/Māori aspirations. With this in mind the BoP TAP (2014) aims to set out a vision and strategies for how Bay of Plenty regional organisations and agencies, the tertiary education sector and industry can work in partnership to ensure the region's priorities are met, including

- increasing tertiary education participation and attainment, particularly for Māori

- developing a highly educated and skilled workforce aligned to regional needs, and
- facilitating research and development and innovation.

## **2. CONSULTATION PROCESS**

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The He Mauri Ohooho project team led the Māori consultation phase of the BoP TEP (2014) project conducted by Shane Stuart and Greg Simmonds. A range of methods were used to collate data to inform the consultation process; information from BOC Māori Economic Development hui; interviews with stakeholders; electronic survey; workshops at aligned events (Māori economic development, Iwi Education) and a consultation hui.

### **2.1. Key Questions for the Māori Consultation Phase:**

The key questions for this consultation exercise were;

1. What market skills will Māori/Iwi businesses/organisations require in the future? Do they require different skill sets from mainstream businesses/organisations?
2. How would Māori/Iwi businesses/organisations like tertiary institutions to engage with them/and whānau and hapū?
3. What research needs and interests do iwi, hapū, Māori businesses, Māori trusts and Incs have?

### **2.2. Review of BOC Māori Economic Development Hui**

In 2013 four sub-regional consultation hui were held across the Bay of Connections region to discuss with Māori stakeholders their aspirations for Māori economic development. The hui were held at Mataatua marae in Whakatane, Ihenga marae in Rotorua, Horoparaike marae in Welcome Bay, and Waipahihi marae in Taupo. Participants came from a range of backgrounds including primary industry such as agriculture fishing and forestry, the voluntary sector, public servants, educational providers, and financial services.

Education was a key issue for participants at all of the hui. Investment in people generally and rangatahi in particular was seen as vital to the region's economic growth. Educational investment should start early at pre-workforce stage providing pathways into local employment, scholarships, industry specific apprentices, and mentoring especially in areas that leverage of the iwi/Māori businesses and asset base.

Increasing provision of tertiary education and a more targeted approach to skills acquisition and entrepreneurship was seen as part of the narrowing capability gaps. Some participants highlighted the lack of connection to tertiary providers as a key gap that needs to be fixed if any strategy is to be successful. This included support to transition rangatahi into tertiary education and more up-skilling of the current workforce with targeted education programmes. Access to research and opportunities for commercialisation were also identified as priorities for future economic development.

The participants were also asked to identify sectors to focus Māori economic development within the Bay of Connections region. The sectors to focus on are noted in the tables below.

### Eastern Region

Dairy	Information technology	Skills & Training
Building	Education	Tourism
Horticulture	Aged care industry	Science & Innovation
Forestry	Agriculture	Energy

### Rotorua

Tourism/ Eco Tourism/Cultural Tourism	Entrepreneurs	Geothermal Energy
Farming/Agriculture	Forestry	Aged Care
Education/Training	Fishing/Aquaculture	Information Technology
Bio-tech/high-tech	Spiritual retreat/ Rongoa	Energy/Geothermal
Financial Management	Project Management	Product Development & Design

### Western region

Fishing/Aquaculture	Farming/Agriculture	Horticulture
Energy/Geothermal	Tourism/Cultural Tourism	Investment
Forestry	Emerging technologies	Branding
Food Manufacturing	Water	Fishing
Product design	Construction	Health
Financial Literacy	Sales Marketing	Governance

## Taupo

Geothermal	Electricity/Hydro Power	Communication
Information Technology	Professional Services	Education
Farming/Agriculture	Forestry	Business
Tourism	Food Industry	Pharmaceuticals
Bio prospecting-geothermal	Wind & Solar Energy	Financial Literacy

### 2.3. Interviews & Survey

Nine stakeholder Interviews were conducted with representatives from iwi (4) and industry (6). The interviews were supplemented by the creation of an electronic survey which was distributed through Māori education and business networks. The survey canvassed the skill requirements as an employer and a Māori business/organisation. 12 respondents completed the survey.

#### *Interview summary*

The interviews identified the need to get rangatahi 'work-ready'. Good attitudes, an awareness of safety and ability to communicate were foundation skills, many organisations provide the job specific training but like new employees to have this foundation as well as a bit of work experience. A number of industries tend to promote from within so people with initiative can to get into management with some additional support. Often the qualifications being gained by people are not being aligned with local job opportunities and interviewees identified skill shortages for accountants, Māori managers, Te Reo, Governance, trades, environment, general business, Agribusiness and hospitality. The majority of respondents recognised the unique context of Māori business and the importance of employing people with skills and values that fit with the organisation.

Interviewees reflected a mixed experience of engagement with Tertiary Education Organisations (TEO's). Iwi were in a good position to leverage relationships with TEO's but there were suggestions that not all Māori representatives engaging with TEO's are connecting opportunities through to their sub-networks. The quality of graduates was questioned by some and related in part to the quality of the teaching and the attitudes of the learner. Employers prefer workers with experience but organizing this with TEO's is challenging in terms of alignment with timetables, resourcing supervision and safety requirements. There was a desire from Iwi to build stronger relationships. Interviewees' suggested that TEO's had a key role in job preparation by encourage self-belief, delivery of quality qualifications, promotion of business skills, provision of scholarships, promotion of industry career pathways, and supporting transitions from secondary schools. They also suggested better mentoring, succession planning, internships, discussions on relevant courses, and the need for TEO's to develop understanding of organization and then provide options to assist as areas for discussion.

Interviewees expressed interest in research and information that the TEO's could provide including; Databases of graduates would provide an easier way to identify potential employees; Global intelligence on industry trends; Access to Iwi specific statistics; Research in support of commercial developments; and Industry specific research to enhance productivity of primary assets.

### Overview of survey responses

#### What skills should local Tertiary Education organisations provide?

**Full range of capacity building initiatives.** Respondents wanted to see education and training in a range of levels, across trades, professions, vocations, labourers, management and governance. The link to employment was emphasized around skills in forestry, horticulture, aquaculture and fishing industry, engineering and all facets of building industry. Most Māori students prefer work based study such as apprenticeships, cadetships that have hands on components complimentary to theory. Iwi research showed a major preference towards hands on learning combined with a tertiary qualification, and more importantly an income - on the job training.

**Primary Industries:** Agriculture, horticulture, aquaculture, forestry, dairy, energy (geothermal, wind and hydro)

**Business Management:** Entrepreneurship, Business Management, Project management, people management, financial literacy, writing skills, communications, principles and ethics, Office management and systems, governance, management and project delivery, Leadership, Accounting practices and understanding, Corporate training, Practical experience in running and developing a business using the students own money, Logistics, Business Administration, Tourism

**Sciences:** Environmental Sciences, Neurosciences, Resource Management

**ICT:** Information & Technologies, Archiving

**Trades:** Foundation Skills, Construction and Allied skills, Trade Trainee courses, Health careers (Midwifery), Community Development

#### What are the key issues facing your organisation/business?

**Capacity:** Finding talented and motivated Māori staff was a key issues for respondents. Many organisations and PSGE's are in a growth phase and ensuring the right capacity and capability is available is a key challenge as they try to deliver education, housing, employment, environmental and cultural outcomes for their communities.

**Multi-skilled employees:** Most organisations have a focus on increasing productivity, reducing debt levels, attracting and retaining skilled people, accessing good quality information and enhancing governance processes. Context specific issues emerge in service sectors and land based businesses

however there are nuances that relate specifically to Māori business, e.g: importance of relationships, cultural sensitivity, developing business frameworks/ approaches that incorporate tikanga Māori, good business practice and multiple bottom line considerations.

### **What are your organisations research needs?**

There was a preference for applied research and the application of existing research and technologies to current issues and needs.

#### **Economic Development**

*Aquaculture, horticulture and technical energy related research*

*Application of Precision Agri-technology for Māori Agri-businesses.*

*Application of ICT technologies to Māori business and stakeholder engagement.*

*Developing entrepreneurs and the entrepreneurial spirit.*

*Future growth - housing needs related to typologies for residential development, land-use change*

*Financial literacy for whanau.*

*Māori land blocks*

#### **Iwi Development**

*Cultural - Supporting identity, language, culture and heritage, organization of records and archives, developing historical resources*

*Papakāinga and general housing,*

*Education - Raising educational achievement from iwi perspective,*

*Health, unemployment and social needs.*

*Links between kaupapa Māori and science. We need more Māori researchers that have an appreciation for matauranga Māori and its application to contemporary issues.*

#### **Environment**

*Fishing and health of waterways both sea and rivers*

*Environmental and resource management*

*Sustainability - human behaviour and development*

*Research local natural resources that are available for the local hapū/marae to utilise ie: eel farming, restoration*

### **Do Māori businesses/organisations require different skill sets?**

Approximately half the respondents felt that different skills were required when working in Māori businesses and organisations. Other respondents felt that the difference was aligned to values and experience with rather than skills per se.

*"There are nuances to working with Māori businesses that require more/ different skills to mainstream businesses"*

*"Soft skills around engagement and cultural context are advantageous when matched with technical expertise"*

*"Not necessarily skills, rather aligned values, different experiences, insights and a lot of patience"*

*"Not necessarily, Māori operate on tikanga and kaitiaki principles and mainstream skill sets complement our values"*

*"Yes I believe so because our responsibilities differ to mainstream. Were responsible for the wellbeing of the whenua, the people and the future"*

*"Yes, related to identity, language and culture"*

#### **What contributions could TEO's make to Māori businesses/organisations?**

**Programme Responsiveness:** Respondents would like TEO's to be more responsive to iwi needs, adapting courses to have more cultural content and utilising Māori learning strategies within programmes. There was also a desire to see more community education, short one-day courses, and opportunities for partnering in the delivery of courses.

**Student support:** Respondents would like to see a larger pool of education grants, scholarship and internship opportunities to reduce financial stress and hardship which contributes towards non-completion.

**Research Responsiveness:** Respondents would like to see more access to research and expertise within the sector. Accessibility to research information and assistance with development needs would be appreciated. There should be more emphasis on aligning students, community and business needs with research projects.

#### **How should Tertiary Education Organisations engage with Māori?**

Engagement was seen as a necessity by respondents. The level and type of engagement varied across different parts of the Māori community. Iwi are developing education strategies and these need to be considered in terms of strategic alignment and encouraging students to undertake tertiary education. Strengthening networks with key Māori employers throughout BOP and engaging as part of forum with other business leaders will provide market intelligence around skill requirements. Engagement with prospective students through whanau and hapū should occur at local level and there needs to be more 'kanohi ki te kanohi' hui with students from the smaller towns.

## **2.4. Workshops**

The Bay of Connections Māori Economic Development project provided opportunities to engage different forum that were relevant to the Tertiary Action Plan. A collaborative workshop with He Kai Kei Aku Ringa in Tauranga on 13 June 2014 on Māori Economic Development included a session on greater educational performance and developing a skilled workforce. The participants reiterated the importance of education to advancing Māori aspirations across all domains and sectors. Participants were asked to prioritise potential activities and identify key areas for supporting Māori economic development.

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<b>Education and Skill Development</b>	<b>Focus on all levels of education, including ECE and compulsory schooling</b> <b>Build whānau capability and capacity (health, housing, social cohesion, <i>financial literacy</i>, longer term goals, and sports and fitness) – not just financial literacy</b> <b>Mentoring and coaching</b> <b>Need to link education to jobs</b> <b>Trade skills are underestimated</b> <b>Context-based business learning</b> <b>Focus on skills relevant to iwi</b> <b>Financial education</b>
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Two workshops on 'Aligning Māori Economic Development Strategies and Iwi Education Priorities' were conducted at the Iwi Leaders Education Wānanga in Rotorua on 7<sup>th</sup> July 2014. Key messages that emerged from this event included;

- Jobs and employment are a priority to ensure wellbeing
- Ensure whānau and rangatahi have access to education, skills and qualifications that reflect a full range of opportunities.
- Education and training that matches with iwi resource base and the employment and skills that are required for the future needs of our iwi.
- Ensure whānau and rangatahi are confident users/players in the business world.
- Strong relationships between whānau, parents and the school boards.
- Deliver wānanga to our whānau (working at a hapū level) to share mātauranga Māori (reo and other knowledge).
- Ensure that whānau are supported to access the services they need, education does not sit in isolation. Greater consideration should be given by working

collectively with the whanau to support the taura, everyone benefits. Build on gains made through initiatives such as whanau ora

- Remodel the structure of the FTEs so it meets the needs of the community and Iwi

## 2.5. Consultation Hui

A Māori consultation hui attended by 24 participants was held at the Bay of Plenty Polytechnic on 16<sup>th</sup> July 2014. It followed a presentation from TEC/MBIE/MOE on funding for Māori and Pacific Trade Training Initiatives. A presentation summarising feedback to date from the general TAP consultation process and Māori consultation activities (outlined above) was provided to participants.

### 1. What skills will your organisation need in the future?

The skill requirements identified by participants can be themed into different sets of skills; Work/Life Skills; Leadership skills; Technical Skills; & Entrepreneurial Skills.

**Work/Life skills:** Participants talked about the need for people to be work-ready, to be motivated, have a good attitude and communication skills, basic numeracy and literacy, team work, be able to follow instructions and work safely. A core component of being work-ready was all having life skills and ability to set goals.

**Technical skills:** Training aligned to industry opportunities whether they be in the trades, professions and/or service industries was central to the needs of Māori employers. Participants identified some portable skills around communication, financial, management, IT, administration and technology that are generally useful. Trade Training was emphasised as a viable pathway for many rangatahi that have struggled at school.

**Leadership skills:** Leadership skills covers issues of organisational growth and management. Participants are looking for people with good project management skills, strong financial literacy, and familiarity with information technology and policy development.

**Business Skills:** Being able to identify gaps and ideas that could create income was seen as a necessary pathway towards growing the Māori asset base. Business and entrepreneurial skills will become increasingly important for Māori organisations in the future.

### 2. How should the tertiary sector engage with whanau/hapū/iwi/Māori organisations/Māori businesses?

Engagement was focussed in three areas, course alignment & delivery, student support, and research & information.

**Course alignment & delivery:** Participants noted the importance of aligning iwi strategy with government and tertiary policies. Consultation with iwi to understand their development needs including employment and business opportunities is the first step followed by (re)alignment of courses to meet these requirements. Cultural responsiveness training for tertiary sector staff and use of tutors who live in the community will enhance buy-in and student responsiveness.

**Student support:** Increasing student support was viewed as a way to ensure successful recruitment and retention of Māori students. Scholarships, pastoral care, engagement with whanau, roles models & mentors, cultural supportive environments and pathway planning were all suggested as facilitators of education success.

**Research & Information:** Access to resources and information that supports decision-making was seen as a priority in this area. Iwi and Māori organisations require assistance to access information and funding about R&D as well as research findings that provide solutions to their challenges. Access to library resources and iwi specific data on students would be useful developments.

### 3. SUMMARY

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#### **What market skills will Māori/Iwi businesses/organisations require in the future?**

The range of skills required by Māori/Iwi businesses/organisations depends on the specific context of what they do and whether they were talking about skill requirements for their own business/organisation or skills that create employment opportunities for their rangatahi more generally. All businesses/organisations recognised the challenge of finding 'good skilled people'. Māori businesses and organisations were also looking for multi-talented individuals that understood the context and values of their operations. Similarly, they want training to be connected to local needs and global opportunities.

There were some common sets of skills that many of the respondents/participants talked about relating to ensuring that people were "work-ready". **Work skills** and attitudes were identified as a key feature that businesses looked for when employing people. There was some expectation that the TEO's would take more responsibility for fostering these skills through their programmes.

Technical or **trade skills** were seen as an area of importance and potential growth for engaging rangatahi in productive career pathways. Respondents/participants

wanted to see better communication between communities, TEO's and employers to support alignment of and transitions between training and employment.

**Leadership skills** emerged as another area of skill development. Leadership in this context refers to the ability to take responsibility and was discussed at a range of scales e.g. running projects, supporting teams, running organisations, co-ordinating networks. Many large businesses that employ Māori look to promote from within their organisation as they value experience and initiative. Practical experience was seen as an advantage for tertiary graduates and TEO's should consider how their programmes can facilitate this type of opportunity.

**Business skills** was also emphasised as important by the respondents/participants. This related to both the trades, where business acumen supports development of SME opportunities, and as professional managers and governors of businesses and assets. Business and entrepreneurial skills will be vital to the Māori economy and TEO's should develop career pathways that support Māori to grow their assets and businesses.

### **How would Māori/Iwi businesses/organisations like tertiary institutions to engage with them/and whānau and hapū?**

The respondents/participants drew on a range of existing positive and negative experiences with TEO's to inform their views on how engagement and relationships should develop. **Relationships at a range of levels** can add positively to the activities of TEO's. The nature and purpose of relationships at different levels emerged from the feedback provided. Relationships with Iwi were more likely to be strategic in nature contributing to programme alignment, capacity development and the advancement of research opportunities. Relationships with hapū and whānau are also important in terms of developing pathways to enhance access, recruitment and retention of rangatahi within programmes of study. Engagement with Māori businesses and organisations provide valuable input into what skills are useful for graduate profiles and ensuring course content is responsive to employment needs. Business engagement also facilitates the creation of mutually beneficial research programmes.

It is clear that a range of relationships with different parts of the Māori community are required to maximise the value of engagement to TEO's and the value of TEO's to Iwi and Māori organisations/businesses. Iwi are looking for long-term relationships and opportunities for communication about mutual interests on a regular basis.

**APPENDIX 1: Interview/Survey Questions**

<b>Participant:</b>
<b>1. As an employer:</b>
a. What skills do you need local tertiary education organisations to provide?
b. What is your current experience of / engagement with Tertiary organisations?
c. How should tertiary institutions engage with you and your organisation?
d. What research needs and interests do you have?
e. How can local tertiary education organisations support these?
f. Is it an advantage to have training and/or research done locally? Why?
<b>2. As a Māori business/organisation:</b>
a. What are the key drivers / issues for your organisation/business?
b. Do Māori businesses/organisations require different skill sets from similar mainstream ones?
c. Are there other contributions that tertiary education organisations could make to Māori development?
d. How should tertiary institutions engage with whanau and hapū?
<b>3. How might the Tertiary Partnership contribute towards the other priority areas in the regional Māori economic development strategy?</b>
a. High Value Business Growth
b. Capital Investment
c. Education and Skill Development
<b>4. How might the Tertiary Partnership support Māori outcomes in other Bay of Connections sector strategies (Aquaculture, Forestry, Energy, Sevens, Freight &amp; Logistics) or Regional Infrastructure Fund Initiatives (Tertiary Campus in Tauranga, Innovation Park in Rotorua, All weather port in Opotiki)?</b>