INTERVENTION LOGIC MAP

The purpose of the Intervention Logic Map is to articulate the outcomes Toitū te Waiora is aiming to achieve and to show how it will do this.

OUR INPUTS AND ACTIVITIES...

Build shared knowledge base of insights and evidence to make informed decisions

STRATEGY

ADVOCACY

- A2. Create sector and industry skills and workforce development plans
- A3. Identify opportunities for regulation, procurement and other government activity and policy to improve outcomes and advocate for positive change
- A4. Advocate for effective participation for completing community, health. education and social services training
 - A5. Engage with iwi and Māori business to identify and leverage opportunities for their needs to be met
 - A6. Create and leverage multiple channels for deep and authentic engagement with industry

A15. Consult with industry to enable the development of fit-for-purpose education products

DATA &

INSIGHTS

ADVICE

A14. Moderate assessments A13. Endorse provider against industry standards

STANDARD

TE TIRITI

O WAITANGI / TE TŪĀPAPA

ENGAGEMENT

A8. Develop timely reports

that provide insights

stakeholders about

relevant needs and

opportunities

from industry and other

SETTING

- programmes
 - A12. Identify current and future industry needs
 - A11. Analyse the impact of future challenges such as covid and work with industry to identify and action solutions
 - A10. Provide sound advice to TEC about its investment into vocational education
 - A9. Coordinate the flow of effective engagement, information, intelligence and advice between industry, govt, TEOs, TEC and government
- A7. Develop strong relationships with providers focussed on delivering outcomes for industry

SHOULD CREATE THESE IMPACTS...

- I1. The education system understands and works together to meet industry learner and community need
- I2. The government invests taxpayer funds in areas that meet the current and future needs and improve outcomes
- Qualifications reflect current & future skill requirements
- I4. Regulation, procurement and other government policy settings support a sustainable workforce

LEADING TO THESE OUTCOMES...

- O1. School leavers and career changes are attracted to opportunities in the community, health, education, and social services industries
- O2. The gap between workforce supply and demand is narrowed
- O3. Vocational system provides opportunities for relevant and timely training and retraining
- O4. The community, health, education and social services industries are better equipped to manage future challenges including covid
- O5. All learners access flexible, relevant and O10. Businesses access talent with appropriate quality learning at different points in their education & qualifications career

- I5. National and regional skills needs are anticipated and planned for
- I6. Industry has the information it needs to anticipate and prepare for the future and supports diversity
- I7. Education & training quality reflects industry standards and supports all learners' success
- 18. Iwi/hāpu are able to create and access education for their industries, business & people

- O6. Career opportunities and pathways across the sector are visible and real
- O7. Whānau have improved opportunities, better incomes & long-term success
- O8. The community, health, education and social services industries experience greater productivity, efficiency and innovation due to skilled and sustainable workforce
- O9. Māori, Pacific People and women are attracted, retained and progress in the community, health, education and social services industries