



This document attempts to bring together themes about the region's characteristics that are relevant to providing tertiary education in the Tairāwhiti (Gisborne and the East Coast) region.

The hope is that a range of organisations, including those delivering tertiary education, could use this statement to guide the development of their business plans as they assess emerging needs and priorities, and use their knowledge to identify further tertiary education needs.

Source documents listed in Appendix 1 (pages 9-15) provide further detail of the demographic, social, educational and economic factors outlined.

#### The region has:

- a high Māori population
- a quarter of its people living in remote rural areas
- a lower qualification profile
- low levels of income and employment
- an exodus of young people
- growth in older people
- an economy reliant on primary industries agriculture, horticulture and forestry.

#### To meet Māori needs, tertiary education options must:

- reflect Māori aspirations and unique world view
- work within Māori communities
- support self-management.

## Introduction

Tertiary education is a key component in every region's development. Its role and contribution to social, cultural, industrial and economic development varies according to a community's unique characteristics as well as national issues. Identifying a region's needs is reasonably straightforward, and can be based on economic and demographic data. Determining gaps and priorities is more difficult, and requires an accurate profile of what is currently provided. Priorities differ for different groups.

The Tairāwhiti region is sparsely inhabited, with 45,000 people spread across 835,000ha. Achieving economies of scale is difficult, especially when several providers actively compete for learners in the same broad subject areas. History, geography and politics have contributed to the region being characterised by high unemployment, and low levels of education and income when measured against national indicators.

## Tairāwhiti-specific factors

A combination of factors defines the unique Tairāwhiti environment, and differentiates the region from New Zealand as a whole. The region has a high Māori population; a quarter of its people living in remote rural areas; a lower qualification profile; low levels of income and employment; an exodus of young people; growth in older people; and an economy reliant on primary industries agriculture, horticulture and forestry.

None of these features is unique to the region. Many are shared by neighbouring regions and other parts of the country. But together, they define Tairāwhiti and have important implications for tertiary education in the region.

### High Māori Population

In 2011, Māori comprised 46.4% of the region's and 15.7% of New Zealand's population. Almost a third (32.6%) of the region's Māori population is aged under 15 years, compared to less than a quarter (22.6%) of the European population in the same age group. The proportion of Māori in the region is projected to grow with the Māori population rising about 6% over the next 10 years, and the European population declining slightly. The proportion of Pacific and other ethnic groups in the region are well below national averages.

Three rūnanga – Ngāti Porou, Tūranganui-a-Kiwa, and Ngāti Kahungunu – are actively involved in iwi and Māori development in the wider Tairāwhiti region. The settlement of Treaty of Waitangi claims is expected to support iwi growth and development over the medium-term.

### Implications for Tertiary Education

Meeting Māori needs and aspirations has implications for all aspects of education, including content, location, and delivery. As shown after extended consultation with Māori, tertiary education options must reflect Māori aspirations and unique world view, work within Māori communities and support self-management. Supporting and promoting te reo Māori and tikanga Māori will help maintain the region's unique cultural and tribal identities. Tourism, education and primary industries will align with iwi development plans. Providers should work *with* Māori to deliver tertiary education, not just deliver *to* Māori.

Māori learners may benefit from marae-based delivery, partnerships between relevant organisations and an emphasis on holistic learning.

Demand for higher level study opportunities for Māori learners on the East Coast, particularly at Ruatoria, is expected in the wake of Treaty of Waitangi settlements across the whole district. A range of degree level programmes is likely including early childhood education, primary teaching, business, and social services.

The research component of higher level tertiary education could directly contribute to the support of iwi development, and the design and provision of relevant tertiary educational programmes.

### **Remote Rural Population**

Most of the region's population live in Gisborne city. About 10,000 people live in other parts of the region, many of them in remote areas. Roading is often poor, public transport virtually non-existent and access to fuel supplies limited. Many people face travel challenges to reach the modest service centres of Te Araroa, Ruatoria, Tokomaru Bay, Te Puia Springs and Tolaga Bay. Many living remotely have strong family or cultural links, and are unable or unwilling to relocate for tertiary study.

#### *Implications for Tertiary Education*

Providers need to find a range of ways to take tertiary education to learners in the wider Tairāwhiti region, rather than collecting a large group of learners into a fixed central location – as is the traditional approach.

Low population levels mean that – if multiple providers are active in an area – portfolios must be complementary not competitive. Splitting the potential student group across multiple offerings of even the most popular programmes will almost certainly result in unsustainable numbers.

Providers, and funders, need to acknowledge the broader social and community benefits of tertiary education. These include improved self-image and confidence, stronger community cohesion, and enhanced self-care around practical matters such as vegetable growing, house and vehicle maintenance, and electronic communication. These may in turn lead to reducing crime and deprivation, and improving health.

Successful students are unlikely to find suitable jobs in remote areas where few job prospects exist. While this does not lessen the importance of tertiary education, it alters the measures that can be used to determine if a programme has generated “successful outcomes”. Are these benefits an accepted outcome for tertiary education?

#### **Providers need to:**

- **find a range of ways to take tertiary education to learners in the wider Tairāwhiti region**
- **ensure portfolios are complementary not competitive when multiple providers are active in an area**
- **acknowledge, with funders, the broader social and community benefits of tertiary education.**

**Learners are less well prepared to enter tertiary education. Barriers include lack of transferable skills, lack of confidence or resistance to study.**

**The goal must be to keep students with low levels of achievement engaging with education in some form. The Youth Guarantee Scheme and Trades Academies are targeted at this issue.**

**Physical and organisational challenges in implementing these schemes in the Tairāwhiti region must be overcome for the region's youth to benefit.**

**Students need to be 'work ready', which includes being drug-free.**

### **Lower Qualification Profile**

The region's people are on average less well-qualified than their national counterparts. This is reflected in a range of measures. Only 14% of adults aged 25-64 in the region hold a degree compared to 22% nationally.

This pattern is being continued. School leavers reach a lower level of achievement than those across the country, with only 58% achieving NCEA L2 or higher. The national average is 71%.

### *Implications for Tertiary Education*

Learners are less well prepared to enter tertiary education for further study. Lack of knowledge may not be the most important barrier. Lack of transferable skills – such as how to study and how to learn – will create greater problems. Lack of confidence or overt resistance to study are likely to be even more important. Students – future employees – need to have the technical and social skills that enable them to enter the workplace. They need to be 'work ready', which includes being drug-free.

Overcoming these barriers requires a carefully structured approach that includes:

- easy access, including low-level entry, low cost, no physical or social barriers
- emphasis on foundation skills including literacy and numeracy
- other transferable and social skills such as communication, punctuality, team work, good health, and the ability to focus on a task
- facilitated entry for mature learners
- strong role models and effective mentoring
- learning support for study
- practical support for learners and their whānau
- clear and simple progression pathways.

Providing tertiary educational opportunities for school-leavers with low levels of achievement is a particular challenge. These students are often unwilling to continue studying in a school-like environment, yet the goal must be to keep them engaging with education in some form.

National initiatives targeted specifically at this issue include the Youth Guarantee Scheme, which supports young school-leavers into tertiary study, and Trades Academies, which allow those still at school to pursue trades study in a tertiary context.

Physical and organisational challenges in implementing these schemes in the Tairāwhiti region must be overcome for the region's youth to benefit.

Parents too are responsible for encouraging young people to continue their education. A lack of education on the part of parents can see students less likely themselves to pursue further education.

## **Outflow of Young People**

Young people have traditionally left the region for further education and jobs in larger centres. This is reflected in 2006 Census figures which show 12.9% of Gisborne's population is aged between 15 and 24 compared to 14.2% nationally, yet 26.2% are aged between 0 and 14 (21.5% nationally). This trend is forecast to continue.

### *Implications for Tertiary Education*

While the region's limited population will always make it difficult to offer a full range of specialist educational opportunities, every small gain in the locally available portfolio will positively contribute to retaining young people in the district, and may attract others outside the region to study within Tairāwhiti. New technologies, possibly in partnership with larger providers in other regions, offer the potential to support local study options in disciplines or at levels not currently offered.

Partnerships between local and other regions' tertiary providers could offer opportunities to study away in larger blocks during the year rather than for a whole year. This could encourage students to keep living in the region while experiencing life in other centres.

## **Low Income and Employment levels**

The region's average individual and household income levels in 2010 were about 10% below national averages, at about \$800 and \$1300 a week respectively. Tairāwhiti levels – still well below average – increased by about 25% since 2005, compared to a 19% national increase.

High unemployment and a high level of other beneficiaries contribute to low income levels. Tairāwhiti's 7.2% unemployment in 2011 compares to a national rate of 6.4%. Low educational achievement, and predominance of jobs in primary industries with a high incidence of seasonal work also contribute to low income levels. The proportion of the region's workers employed in labouring work is 19%, compared to 11% nationally.

### *Implications for Tertiary Education*

Any improvements in business activity are likely to contribute to increased employment and average wages. Tertiary education must contribute to and support economic development by ensuring any skills and knowledge gaps are identified and addressed as rapidly as possible. This will require close liaison between education providers and the business and employment sectors. Increasing educational achievement in areas of economic activity important to the region is likely to result in improved wage levels and economic productivity. Education programmes for Tairāwhiti, by Tairāwhiti would see money and work for the region.

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**A marae-based approach is one way tertiary education could meet the needs of all ages of students in a manner that builds and supports social and cultural cohesion.**

**The ageing population has implications for education and training in elder care. Whether in paid employment, a volunteer or a relative in a whānau context, all need appropriate education and support.**

**Forestry will be increasingly important over the next few years as trees reach maturity. This will boost demand for employees in all aspects of harvesting, replanting, transportation and processing.**

**The region's portfolio of tertiary education and training should reflect the importance of primary industries to the region's economy.**

### **Ageing Population**

The region has a growing older population, like many areas of New Zealand. This trend is expected to continue, with the number aged 65+ in 2031 likely to be close to double that of 1996.

#### *Implications for Tertiary Education*

The learning needs of older people are not the same as those of younger learners. The focus is on quality of life rather than employment, although current trends in life expectancy and employment patterns may see increasing numbers remain in some form of paid work well beyond the traditional retirement age.

The increasing older section of the community is a significant resource for tertiary education, especially when holistic and intergenerational models of learning are adopted. A marae-based approach is one way tertiary education could meet the needs of all ages of students in a manner that builds and supports social and cultural cohesion.

The ageing population has implications for education and training in elder care. This may be in paid employment, as a volunteer or as a relative in a whānau context. All need appropriate education and support.

### **Primary Industries**

The region's economic activity is based on primary agriculture, horticulture and forestry industries and related processing, accounting for 29% of jobs compared to 12% nationally.

Agriculture, focused on meat and wool production, accounts for 19% of jobs, more than three times the national average of 6%. Forestry currently employs around 1500 people in the region; logs comprise virtually all shipping exports from Gisborne port. Forestry will be increasingly important over the next few years as trees reach maturity. This will boost demand for employees in all aspects of harvesting, replanting, transportation and processing.

These primary sectors include seasonal work components that often require relatively low levels of knowledge and skills. Consequently, wages in these sectors are lower on average than many other sectors.

#### *Implications for Tertiary Education*

The region's portfolio of tertiary education and training should reflect the importance of primary industries to the region's economy. This portfolio should be planned and managed in close consultation with key industry representatives and employers to ensure employment trends and demands are well understood, and that tertiary education and training is positioned to meet their needs.

Seasonal employment attracts transient workers to the region. Front-line managers need skills and knowledge to help train these workers, most of whom are trained on the job.

## **NATIONAL FACTORS**

The implication of some factors, shared with most other regions, must be considered in the national context.

### **Sector Connectedness**

Tertiary reforms over the past five years have sought to ensure all parts of the sector are well-connected, and each entity's contribution is as effective as possible. Rationalising qualifications is part of this ongoing work.

The importance of excellent links, flows and collaboration between secondary providers, tertiary providers and the workplace cannot be overemphasised.

Improving connections between secondary and tertiary education is a growing emphasis, Trades Academies being an example of specific developments in this area. Developing well-negotiated, seamless links between secondary schools and tertiary providers will provide better and more pathway opportunities for students.

Strong links to the workplace are vital – from Industry Training Organisations developing national curricula to finding work placements for trainees as part of their study programme. So too is good career advice, at school and through tertiary education. Exposure to real-life work experiences and study options will help students decide pathways for themselves. Bringing real practitioners into schools will help link students, and their teachers, to opportunities in the wider world of work.

### **Public Service Sector**

Mainly publicly funded, health, education and social services represent a large part of the region's economic activity and employment. These sectors account for 19.3% of jobs in the region, slightly above 17.5% nationally. The local and national importance of these sectors must be reflected in tertiary educational opportunities and – if possible – should be made available within the region.

### **Trades and Infrastructure**

The Institutes of Technology and Polytechnics (ITPs) have a key part to play in increasing achievement levels in advanced trades, and technical and professional education – a key priority for the Tertiary Education Strategy (TES) and Statement of Tertiary Education Priorities (STEP). The region, like the rest of the country, has suffered a shortage of skilled tradespeople and technicians. Technician and trades jobs comprise 11.5% of jobs in the region, and 12.2% nationally. Low population density often worsens such shortages, a current example being that there is no qualified plumber based north of Gisborne.

Trades training provision for Māori is important. With previous trades training schemes for Māori producing successful outcomes, the current groundswell of opinion is for these types of programmes to be revitalised.

Current TES funding and policy settings enable all providers to explore options for trades training that is directly focused toward Māori communities.

**Improving connections between secondary and tertiary education is a growing emphasis. Strong links to the workplace and good career advice are vital.**

**Health, education and social service sectors must be reflected in tertiary educational opportunities and made available within the region.**

**The Institutes of Technology and Polytechnics have a key part to play in increasing achievement levels in advanced trades, and technical and professional education.**

**Hospitality and tourism is based on well-trained staff at all levels. Tertiary education must continue to contribute to industry needs.**

**Tertiary education can support SMEs by offering learning in small, accessible chunks that can be immediately applied.**

**... every region should see at least some applied research and technology transfer.**

#### **Tourism Industry**

Tourism is a key industry to much of New Zealand, including the region. Hospitality and tourism account for 4.4% of jobs in the region, below the national average of 5.5%, but represent a significant component of the local economy. This industry is based on well-trained staff at all levels. Tertiary education must continue to contribute to industry needs in cooperation with employers.

#### **Small to Medium Enterprises**

The New Zealand economy is, by international standards, heavily based on small to medium enterprises (SMEs) and this is true of the region. Efficiently and effectively running an SME poses special challenges including the need to deal with the same range of issues as larger businesses – succession planning, risk management, compliance, sustainability and improvement planning. Tertiary education can support SMEs by offering learning in small, accessible chunks that can be immediately applied in the context of the enterprise.

#### **Research**

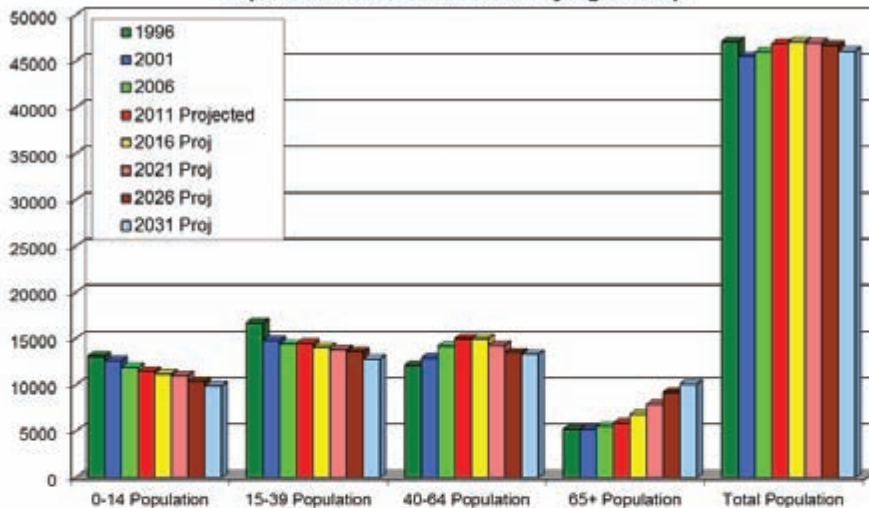
Tertiary educational institutions have a key role in research, a vital component in the future development of New Zealand's economy clearly acknowledged in TES and STEP. The contributions of universities, polytechnics and wānanga differ, but every region should see at least some applied research and technology transfer.

**A range of stakeholders in the Tairāwhiti region contributed to this Statement, facilitated by EIT.**

**The interest and discussion generated by the review of this document bodes well for a more focused and collaborative approach to the unique needs of Tairāwhiti and its diverse communities.**

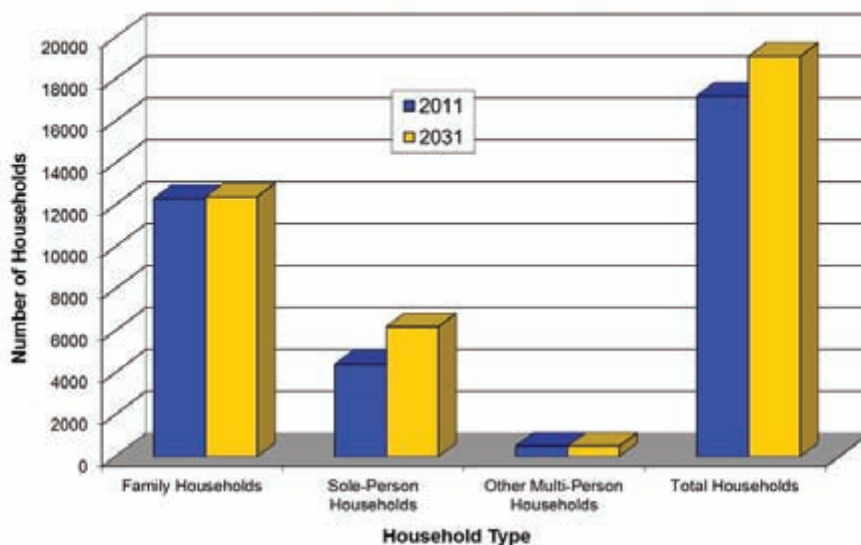
## Appendix 1: Overview of Socio-Economic Situation of Tairāwhiti Region

**Gisborne Region - Historical (1996-2006) and Projected (2011-2031) Medium Population Growth 1996-2031 by Age-Group**



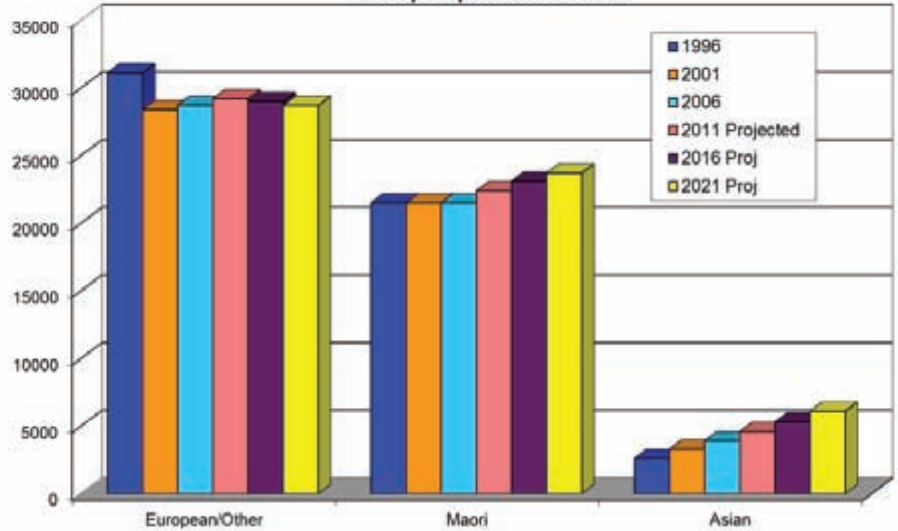
- Steady long-term fall in 0-14 population.
- Projected 15-39 population decline from 2011.
- Projected fall in 40-64 population from 2016.
- Sharp increase in 65+ population from 2011.
- Slight total population increase until 2016, followed by increasing although small population declines.

**Projected Gisborne Region Household Profile Change 2011-2031**



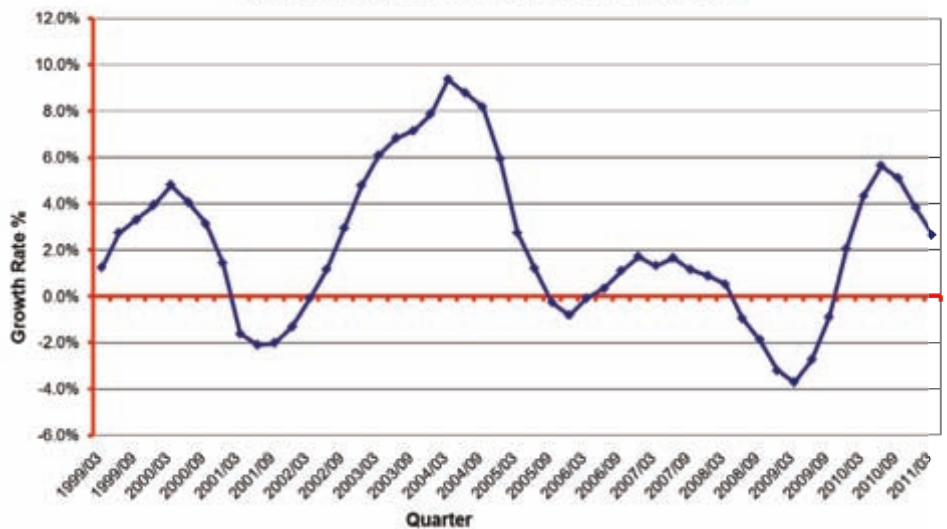
- Family households are the largest category, followed by sole-person households.
- Family household number projected to increase slightly.
- Significant increase in sole-person households projected.
- Total households projected to increase noticeably.

**Gisborne Region Historical (1996-2006) and Projected (2011-2021) Ethnic Group Population Growth**



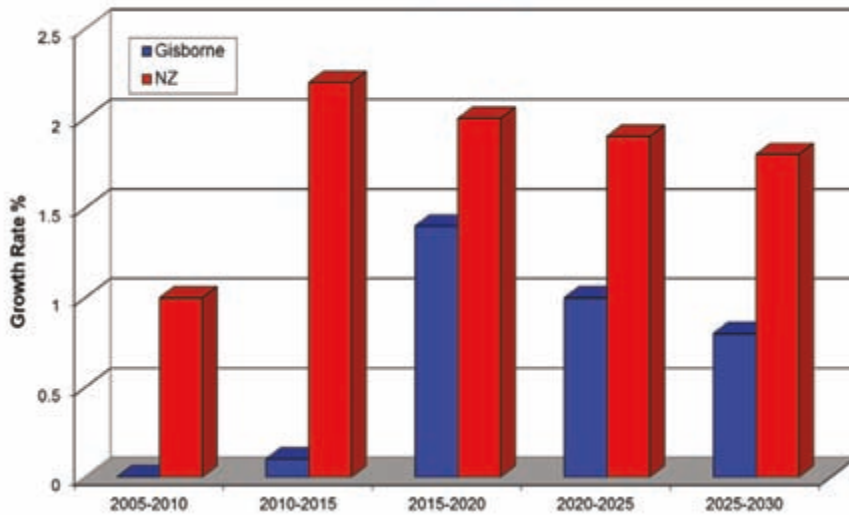
- Projected small fall in European population.
- Projected steady rise in Māori population.
- Projected steady gain in Asian population.

**Gisborne Economic/GDP Growth Track Since 1999**



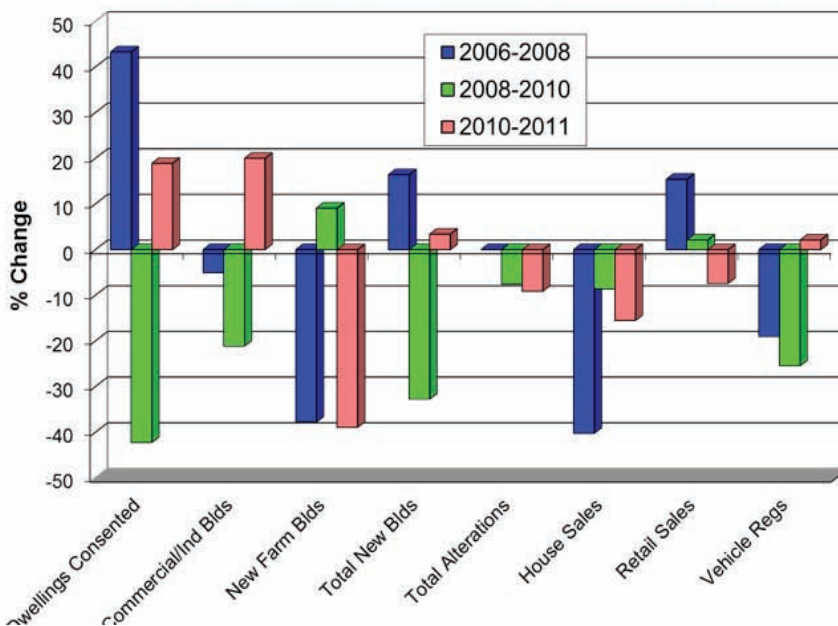
- Fluctuating growth pattern over the period.
- Peak growth over 2003-2005.
- Falling then negative growth over 2004-2009.
- Positive growth since then although falling since mid-2010.

**Forecast Gisborne Region and NZ Annual Average Economic Growth 2005-2030**



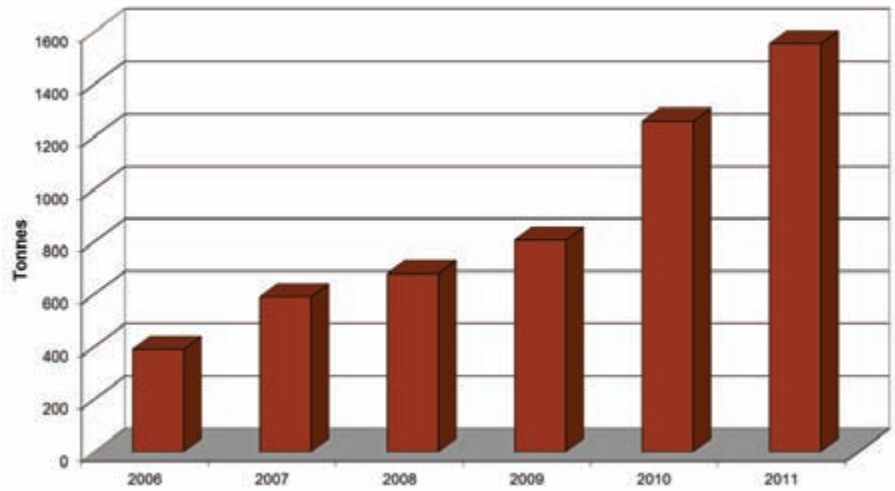
- Forecast limited regional annual average growth in Gisborne/HB over 2010-2015.
- Peak growth over 2015-2020, although not large.
- Falling growth after then.
- Regional growth much less than nationally over the whole period. Source NZIER

**Gisborne Economic Indicator Changes 2006-2011**



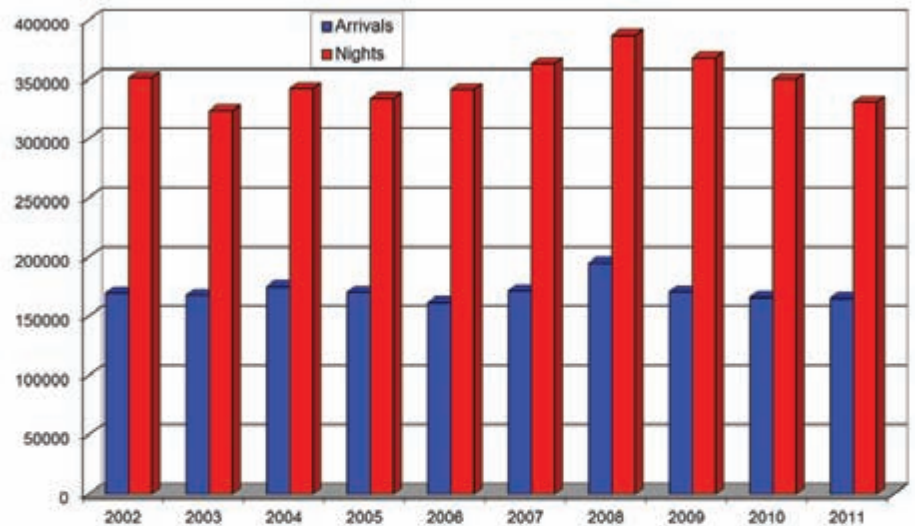
- Positive movement over past year for new building consents other than farm buildings and new vehicle registrations.
- Negative movement over past year especially for new farm buildings consented, building alterations consented, house sales and retail sales.
- Falling activity since 2006 for building alterations and house sales.

Port of Gisborne Annual International Export Tonnages Handled 2006-2011



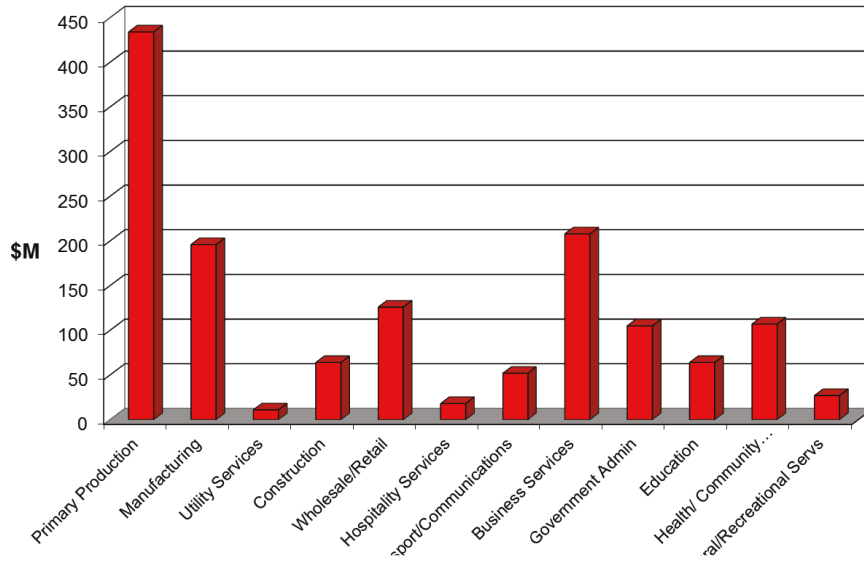
- Steady rise over 2006-2009.
- Followed by a sharp increase since then.

Gisborne Region Commercial Accommodation Visitor Activity 2002-2011



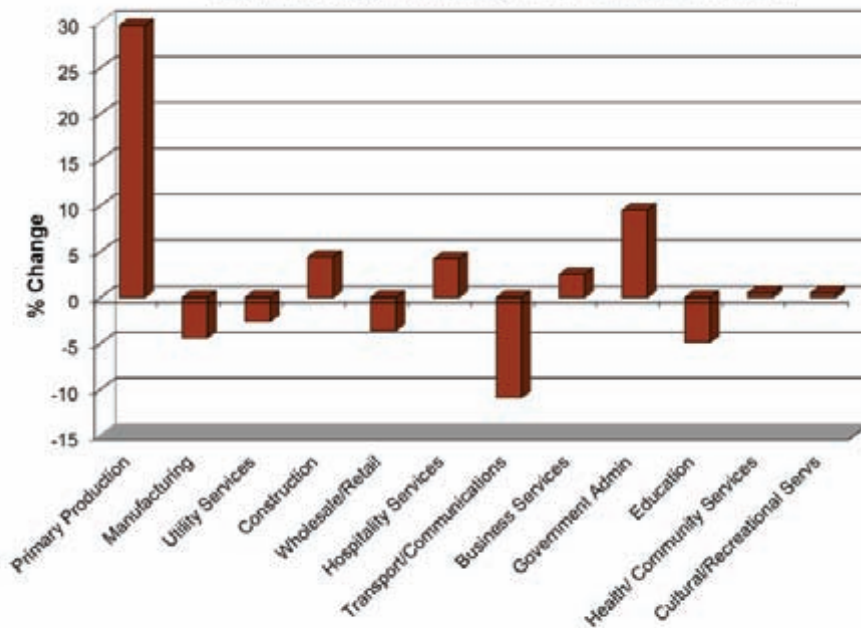
- Annual visitor arrivals relatively stable over the whole period, other than for 2007-2008.
- Overall rise in visitor-nights over 2003-2008.
- Steady fall in visitor-nights since then.

**Gisborne Industry Total Annual GDP Results 2010-2011**



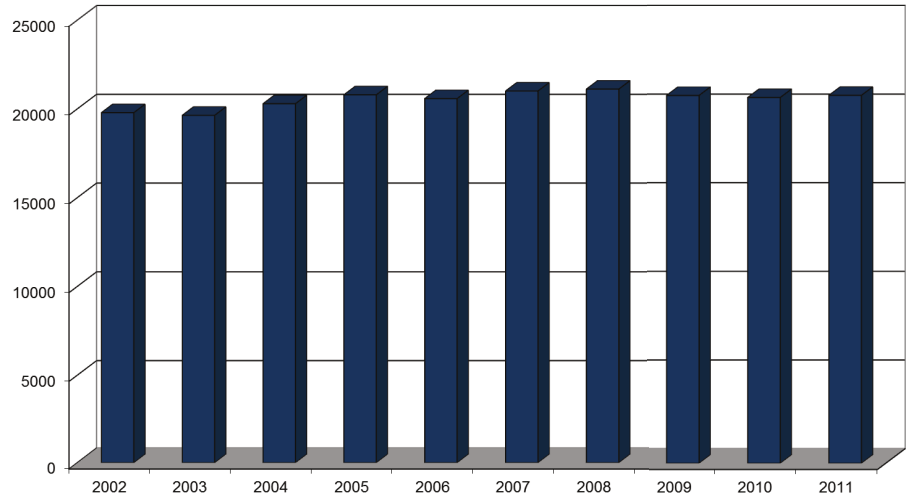
- Leading industries are primary production, processing/manufacturing, business services, government administration and health and community services.
- Small sectors are utility services (power/gas/water), tourism/hospitality and cultural/recreational/personal services.

**Gisborne Region Industry GDP Growth 2009-2011**



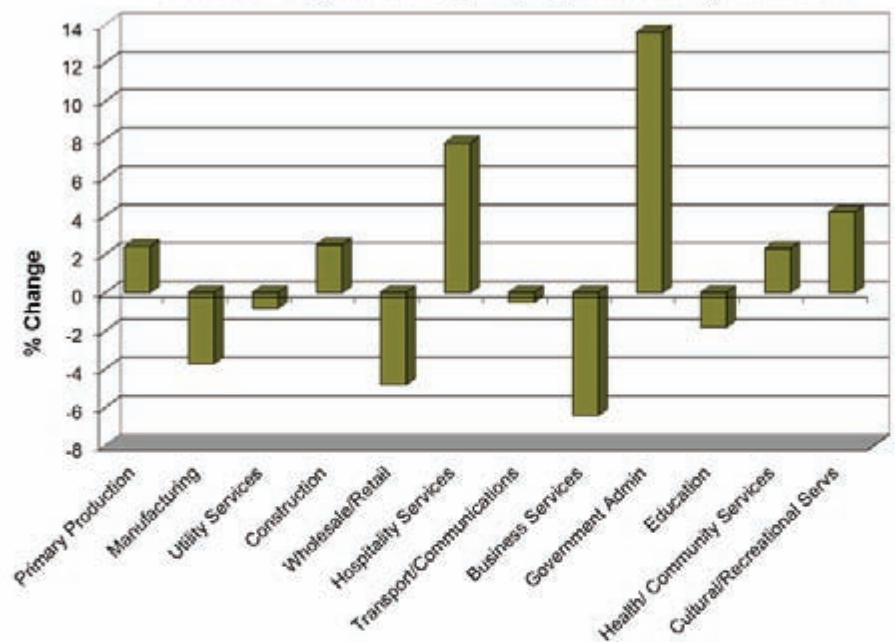
- GDP growth highest over the past two years for primary production, the government sector, construction, hospitality services and business services
- Most negative GDP growth for transport, communications, education services, processing and manufacturing, and utility services

**Gisborne Region Total Annual Industry Employment 2002-2011**



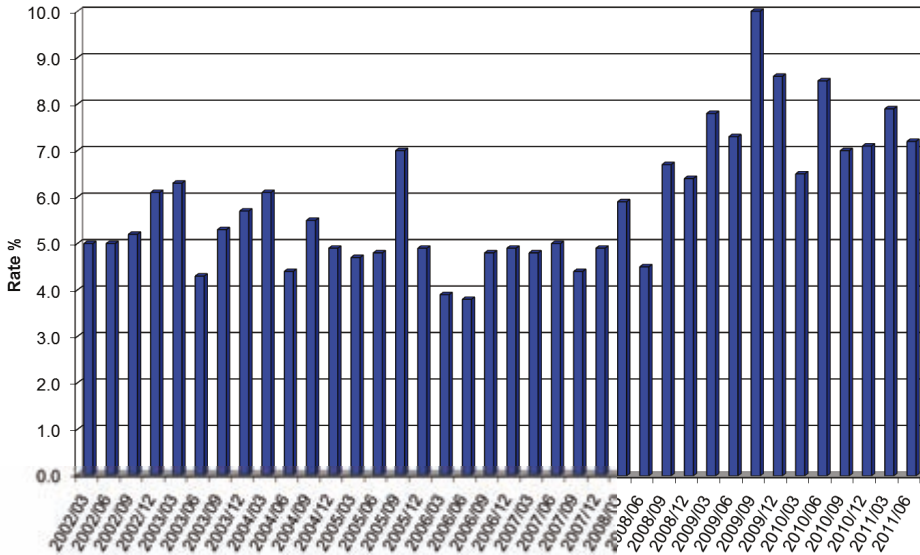
- Gradual employment growth in the region over 2003-2008.
- Small overall fall in employment since then, although relatively stable annual employment levels for the period.
- Total employment of about 21,000 currently.

**Gisborne Region Industry Employment Change 2009-2011**



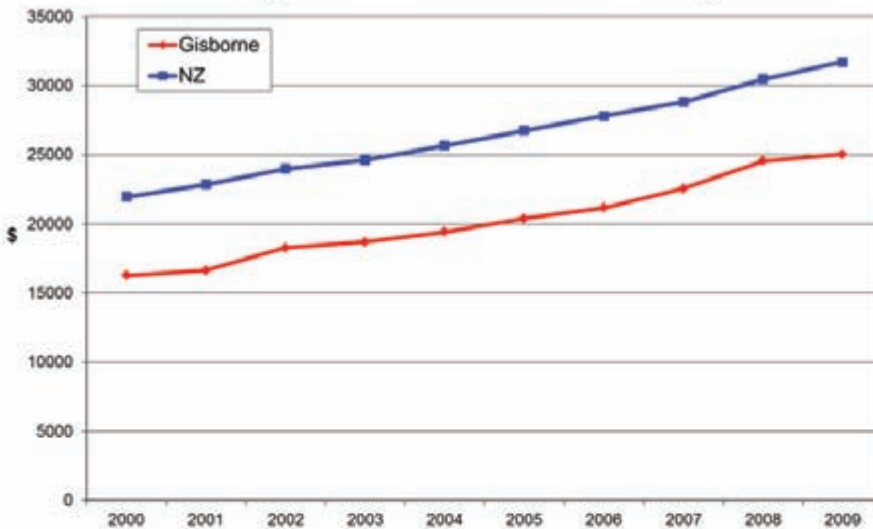
- Strongest employment growth over the past two years for hospitality and government administration sectors, followed by cultural/recreational services, construction, primary production and health/community services.
- Employment decline for manufacturing, wholesaling/retailing and, especially, business services.

**Gisborne Region Quarterly Rates of Unemployment 2002-2011**



- Steady rise in unemployment rates since 2006.
- Peak rate of 10% in September 2009.
- Current figure of just over 7%, compared to 6.4% nationally.

**Gisborne Region and NZ Median Annual Labour Earnings 2000-2009**



- Generally steady rise in nominal earnings over the period.
- Gisborne figure of about \$25,000 in 2009; NZ \$32,000.
- Consistent gap between Gisborne and NZ levels of about \$6000-\$7000.

