

REGIONAL STATEMENT OF TERTIARY EDUCATION NEEDS, GAPS AND PRIORITIES IN CANTERBURY 2008-2010

**Key Focus and Update
June 2009**

Common Themes: 2007 – 2009

Summary and Analysis of Canterbury Regional Data

**Additional tertiary education needs identified in 2009 by
significant groups within Canterbury**

- **Pasifika**
- **Adult and Community Education**
- **Migrant and Refugee Communities**

**Key Focus: The tertiary education needs of people who have
become unemployed during the economic downturn**

1.	Executive Summary	3
2	Purpose of this Document	9
3	Regional Economic Analysis	9
3.1	Retraction Scenario	9
3.2	Key Themes.....	10
4	Tertiary Education Needs of People who have Become Unemployed During the Economic Downturn	14
5	Tertiary Education needs of groups not present in previous consultations	16
5.1	Pasifika	16
5.2	Adult and Community Education	18
5.3	Migrant and Refugee Communities	20
6	Common Priorities and Generic Skills Identified by Stakeholders 2007 - 2009 ..	21
6.1	Generic Skills.....	21
6.2	Priorities	22
	Appendix 1 - Stakeholder and Regional Consultation	23
1	Stakeholder and Regional Consultation : 2007	23
2	Stakeholder and Regional Consultation : 2008/2009	26
	Appendix 2 - Regional Facilitation in Canterbury : Approach and Methodology	33
1	Approach	33
2	Methodology	33

1. Executive Summary

The 2009 Update to the Regional Statement of Tertiary Education Needs, Gaps and Priorities in Canterbury provides additional information relevant to the economic downturn currently being experienced and as a result of specific consultation with groups whose voices were previously missing.

It has been developed during a period of both fast paced economic change which is likely to continue until at least the end of 2009 and a change of government and thus a degree of change to policy directions. A new Tertiary Education Strategy is due to be released later in 2009.

It reflects on education issues identified as a result of the analysis of regional economic and community information. It also confirms the broad themes outlined in the overview produced in June 2007. The 2007 and 2008 Statements are available to be read in conjunction with this summary from our website at

http://www.cpit.ac.nz/aboutcpit/regional_facilitation

The June 2007 statement was developed in the context of the then Government's overarching goals of economic transformation; secure families achieving their potential, and a sense of national identity. Economic transformation – with goals that include developing innovative and productive workplaces underpinned by high standards in education, skills and research – was nominated as the cornerstone for tertiary reforms.

In 2008, strategic work was carried out to develop a New Zealand Skills Strategy, an approach to transition from school to tertiary education and work and a Review of Land Provision was also undertaken¹.

During early 2009, a series of Employment Summits was held throughout the country beginning with a national summit held in Wellington. The Christchurch Employment Summit was held on Friday 17 April 2009.

Discourse about the current recession, its causes and solutions currently fill our newspapers' business pages and our communications media. The recent Third Hight Memorial Lecture by Rod Oram² at the University of Canterbury and the presentations³ at the Employment Summit as well as the 2009 Reith lecture series by Michael Sandel⁴ have all, after discussing the causes of the recession, focussed on the inescapability of a major systemic change in the way we do business and in the way we value the public or common good.

The market is under scrutiny for its ability to support us in our lifestyle choices and to contribute to our individual wellbeing as well as that of all members of our society. Some commentators are suggesting that the financial and environmental imperatives of economic change in the face of the credit crisis and environmental change to counter the effects of climate change, and unsustainable energy needs are affecting us in fundamental ways. They may lead to even greater changes than those caused by globalisation and the technology revolution. We will need to integrate new knowledge and skills to adapt and find solutions.

¹ See *Canterbury Regional Consultation Data 2007 -2009*, Section 2.3.3, p17

² Oram, R. "Never waste a good crisis", *Global crises...global opportunities: making the most of seismic shifts in the NZ and world economies*. The Third Hight Memorial Lecture, 27 May 2009, University of Canterbury <http://www.bsec.canterbury.ac.nz/news/Hight.shtml>

³ Presentations by Dr Rod Carr, Vice Chancellor, University of Canterbury; Professor Paul Dalziel, AERU, Lincoln University; Steve Anderson, Chief Executive Officer, Foodstuffs South Island Ltd; Dr Scott Champion Chief Executive Officer, Meat & Wool New Zealand Ltd and Bill Luff, Chief Executive Officer, CDC. Employment Summit, Christchurch, 17 April 2009. <http://www.cdc.org.nz/>

⁴ Radio New Zealand National, **21 June** - The **2009 Reith Lectures**, delivered by political philosopher Professor Michael Sandel, explore new thinking about the common good; <http://www.bbc.co.uk/programmes/b00729d9>

Resolutions range from borrow and spend less to invest and earn more; move from production of consumer goods to capital goods; deepen our relationships with Asia and South America; add value to earn more for less; dramatically increase our focus on long term sustainability and build capability to shore up resilience⁵. Michael Sandel also challenges us to identify the limitations of the market in how we see the public or common good and look for new ways to address citizenship and participation in our societies.

It is in this context that we have been seeking input from a range of communities about their views on the needs, gaps and priorities for tertiary education in Canterbury. It is part of our ongoing commitment to add the “missing voices” and to synthesise these with the wide range of community, industry, learners and providers voices already gathered.

Our previous analysis has not changed - that:

“as the world increasingly globalises and becomes knowledge-based, the region needs people who have not just increasingly complex skills, but the inner ability to interact proactively with the world – to be able to meet change head-on, to change and learn themselves, and to interact in a sophisticated way with the world.”

Indeed, it has been further reinforced by the effects of the current global circumstances leading to a downturn in our economy. Now more than ever, Canterbury needs adaptable citizens with a genuine interest in diversity, resilience and sustainability and with the skills to keep learning to address the issues of surviving and prospering in a constantly changing world. It was suggested at the Employment Summit in Christchurch that one objective should be to

“Develop and execute a strategy to advance the health and education of 1,000 decile one families within 3 years”⁶

The New Zealand economy is experiencing a period of economic contraction. Gross Domestic Product decreased by 0.9 percent in the December 2008 quarter, the fourth consecutive decrease. The main drivers of this fall were the manufacturing and wholesale trade industries, key sectors in the Canterbury economy. Manufacturing has been underperforming with decreases in both domestic and international demand and profitability. Exporters have suffered from falling commodity prices but have been insulated by a low New Zealand dollar. If in the coming months investors return to riskier assets, such as the New Zealand dollar, but if commodity prices do not recover, there will be increased pressure on our exporting industries.

The December 2008 unemployment rate for Canterbury was 3.4 percent. The March 2009 rate is likely to be significantly higher. Wage growth should also slow with the easing labour market and reductions in profitability. This will, in turn, impact on domestic spending.

New Zealand has a small and open economy and so is heavily influenced by the global economic situation. An increase in private consumption and a recovery in commodity prices will strengthen the economy, especially with Canterbury’s strong agricultural base, but ultimately where New Zealand and Canterbury heads will be heavily dependent on offshore factors.

Significant Common Themes: 2007 -2009

It is no surprise that the themes identified and reported in the 2007 Statement have been reiterated as recurring issues that concern the stakeholder community.

⁵ Ibid Oram, R.

⁶ Carr, Dr R., Vice Chancellor, University of Canterbury, Employment Summit, Christchurch, 17 April 2009.

While recognising that education and training in a wide range of subjects and qualifications across all academic levels are generally available in Canterbury there is concern about the *focus and flexibility of learning opportunities*. Stakeholders are looking for a “just in time” approach to developing new ways of addressing workplace and community issues from new technologies to resilience in the face of skilled labour shortages or market failures.

In a time-poor, high demand work environment, stakeholders need education to be more *convenient and accessible*. They want training in the skills they need without being locked into qualifications training that takes them away from their jobs for long periods of time.⁷ This continues to be true even as labour shortages ease due to the recession and employers seek to retain and retrain existing staff.

Despite the high number of education providers in the region and community commitment to tertiary education evidenced by growing participation and graduation rates, stakeholders are looking for further assistance from providers to help the region both meet its skilled labour needs and to achieve higher productivity goals in the future. An increasing number of stakeholders are seeking *partnerships with other employers and providers* to develop courses that enable them to up-skill their existing workforce, rather than add to unemployment numbers.

Where once, a set of relevant technical skills would often be enough to allow people to work continually in the same vocation, workplace complexity now means that multi-skilled and multi-trained individuals who know how to continue to learn are much more highly valued than in the past. Employer demands for well-rounded and well-educated employees with wider skills sets are only going to increase.

A particular focus in 2009 was on *young people seeking their first job and those whose jobs have become redundant due to the recession*. The region’s stakeholders want skilled advisors working with those seeking work or needing to change careers, to ensure that skills gaps are addressed; providers and employers to work together with Work and Income New Zealand and other relevant support agencies such as the Refugee Migrant Centre to ensure that all those needing work are provided with the opportunity to develop new skills better suited to the changing economy. They want the unemployed to have access to developing new skills, not necessarily qualifications that will enable them to transfer to other occupations, and with ongoing support to ensure they do not keep recycling through low skill level employment and unemployment.

It is also recognised that there are a substantial number of long term unemployed whose self esteem and contribution to the community is suffering because of marginalisation and that group needs specialised support and access to opportunities to engage productively in the workforce.

Higher levels of *numeracy and literacy* required for the growing “knowledge” economy are often mentioned as very important to the workplace and employers also commented on their desire to see higher levels of *IT proficiency* among staff. Employers are identifying the need for more *management, communication and business skills among their employees*. *The need to develop team-based learning and solutions management and to create innovative operating environments is also on people’s minds*.

In 2007 Te Puna Wanaka (the Maori faculty at CPIT) hosted a series of discussions with the Maori community and stakeholders in business and education about the needs of Maori across the primary, secondary and tertiary sectors. The issues highlighted as a result of that consultation were mirrored in the consultation with Pasifika communities carried out in 2008 and 2009 and also reflected in the feedback of migrant and refugee communities.

⁷ 69.5% of the population between 15 and 64 were in the workforce in March 2007 quarter. The largest proportion of people in training was aged 20-24, around 11,640. There were a similar number of 18-19 and 25-39 year olds in training (7,016 and 7,074 respectively) indicating only 3% of all people over 25 were participating in training.

Ngāi Tahu as a proactive supporter of Maori education in Ōtautahi is working through such organisations as Te Tapuae o Rēhua to address Maori achievement and negotiate more appropriate provision; a number of the Wānanga are also active in the Canterbury region; a strong community education network fosters Maori engagement with education and more teachers are putting emphasis on Māori language, customs and history. However the figures demonstrate that not enough is happening to address participation and success. *There needs to be more effective engagement with more Maori*, who typically achieve on a par with non-Maori at primary school, but often leave secondary school with insufficient qualifications for work or tertiary study. At the heart of the issue are *Maori perspectives* about learning. Studies show that Maori thrive most in holistic learning environments within small groups where pedagogy reflects Maori values⁸.

Evidence also suggests that achievement levels for Pasifika increase where they are enrolled in tertiary institutions that have demonstrated *pro-active responsiveness to the needs of Pasifika students* e.g. employment of more Pasifika staff in student support and pastoral care, and Pasifika inclusiveness within policies and strategic plans. Moreover such institutions have generally *worked actively and collaboratively with their Pasifika communities* to provide environments that reflect and value a Pasifika presence.

The challenge posited by Pasifika stakeholders is for tertiary institutions to actively respect and integrate *Pasifika perspectives and values* as they go about developing the interface between the organisation and Pasifika learners and with the broader Pasifika communities⁹.

Valuing the perspectives and world view of Maori (and of Pasifika) was reflected by *migrant and refugee communities who identified three key priorities* – an enthusiasm to learn about and understand Maori culture and perspectives to adapt to the New Zealand or Kiwi way of doing things and a desire for a reciprocal willingness by New Zealanders to understand and adapt to the various ways of doing business within their cultures both in the New Zealand context and internationally.

It is also clear that the recession is leading to increased demands by stakeholders that providers ensure that courses include material and approaches that help them address issues specific to an industry and basic literacy and generic skills for the workplace. In addition they should also *address building resilience to changes in the market place, developing a problem solving approach to innovation and understanding sustainability issues* as they apply to developing a business as well as to the environment.

Stakeholders want a *strong integrated and collaborative tertiary education system with clear pathways across providers and from foundation to advanced level qualifications*. They want less fragmentation and “siloeing” of knowledge and skills with greater connectedness between generic and core knowledge and skills relevant to a range of similar occupations whilst ensuring specialist knowledge and skills are widely and efficiently available through effective collaboration.

They also want considerable symbiosis between providers and industry or communities of interest so that the learner/worker receives “real-world” contemporary training in a way that maximises their use of time and provides appropriate “soft skills” as well as specialised skills training that suits their current needs and prepares them for the next steps in their careers.

Stakeholders continue to seek *better regional labour market, educational and careers information to guide decision-making* and better incentives to choose learning pathways or provide courses that support the development and sustainability of both the economy of the region and its well being as a community.

⁸ See *Canterbury Regional Consultation Data 2007-2009*, Section 1.5, p12

⁹ See Section 4.1, p15 and *The Pasifika Community in Canterbury 2009*

Other themes that continue to be identified as significant include:

- the need to increase the current workforce skill levels through increased investment in training and professional development,
- development of up-skilling programmes particularly for older workers and the importance of mentoring
- the need to scope regional productivity and implement changes in education and training content in both formal and non-formal learning
- promoting job flexibility and changing work cycles.
- building skills within the region focussed on the region's identified strengths and future growth opportunities
- attracting and retaining skilled workers to the region
- increasing the level of participation in the labour market by all those living in our communities

We have also seen the repetition of specific education, skill and occupation needs that stakeholders identified for the region during the first phase of the study which tend to match to national requirements¹⁰

The following table summarises the issues raised and describes the gaps and priorities identified.

¹⁰ See *Canterbury Regional Consultation Data 2007 -2009*, pp17-22.

SUMMARY OF NEEDS, GAPS AND PRIORITIES [updated from 2007/8 reports]

Regional stakeholders aspirations:	The region needs a tertiary sector with these characteristics...	The regional sector's strengths are...	Stakeholders say the gaps between the desired future & current tertiary outcomes need to address the following:	Therefore the tertiary education priorities need to be
<p>A community and an economy with</p> <ul style="list-style-type: none"> • An education-friendly attitude with wide range of learning opportunities • Skilled people – whose skills reflect better alignment between education, industry & regional/community aspirations • TEOs with “distinctive contributions” that collaborate to provide pathways • Improved foundation/ generic skills & advanced qualifications for youth and under-represented/non participating groups, • Improved industry / provider R&D connections • Improved achievement of economic transformation, that enhances individual, family, community & cultural prosperity & wellbeing • Greater complexity and diversity enabling wider variety of responses to sustainability, and innovation challenges 	<ul style="list-style-type: none"> • A flexible, collaborative, integrated system that supports regional tertiary education needs • With a wide range of relevant courses designed to prepare citizens for a complex & changing world • Teaching & Learning which develops independent, adaptable “skilled people” who can work in a variety of environments & which reflects learner groups and ways of learning • Learning developed In close consultation with stakeholders and delivered in convenient, “easy win” ways • Supported by excellent regionally-specific information and indicators • Which adds value to product development/ commercialisation and research • Supports aspirations of communities and families 	<ul style="list-style-type: none"> • Actively addressing labour market /work force issues and acknowledging tertiary sector role • Providers already collaborate, but in silos • There are active existing networks • Provision is generally relevant with increasing articulation with other providers • The region is a moderate to strong performer educationally • Basically sound agricultural base with strengths in cropping, dairying, horticulture, viticulture 	<ul style="list-style-type: none"> • Lack of integrated regional strategic direction (in progress) • Inter-provider collaboration not systematic enough • Greater flexibility in delivery for quick labour market results esp. for youth & unemployed & for existing workforce in face of sudden market changes • Relevant generic & management skills embedded in all learning • Shift from “task” to “knowledge/ understanding” as learning focus • Delivery that is more convenient to learners • Delivery that reflects and supports the learner profile particularly non-participating groups • Support for inter-generational learning, supporting return to work, recognition of prior experience, mentoring etc • “Better inter-pathway transitions – secondary school to work / study, between NQF & other qualifications, between lower & advanced tertiary study & tertiary study & workplace/ career • Research more aligned and integrated to regional needs • Funding system that is flexible enough to address changing regional priorities 	<ul style="list-style-type: none"> • <i>System design</i> and performance improvement in the regional tertiary education sector • <i>Design</i> more sophisticated learning experiences in collaboration with stakeholders • <i>Delivery</i> that is flexible, able to “cherry-pick”, customise, is accessible • <i>Environment</i> that generates demand for education, encourages learners into desirable directions; adapts delivery to learner profiles • <i>Information</i> that is based on suitable regional indicators to enable learners to make choices based on regional, national needs that will ensure prosperous, educated healthy citizens • Engaging Māori, drawing from principles of Kaupapa Māori and ako • Engaging other significant regional communities in partnership – Pacific peoples, new migrants, refugees, Asian peoples • Creating a pedagogical approach beyond subject-based “teaching” to holistic, culturally-rich, team-based <i>facilitated learning</i> – to inspire and engage all learners of all backgrounds

2 Purpose of this Document

This document updates our previous overviews of the regional tertiary education landscape in the context of wider labour market and community needs, and the issues facing tertiary education in the region over the next three to five years.

It should be read in the context of previous documents and key regional strategies, including the *Canterbury Regional Economic Development Strategy* (creds.org.nz), *Globally Competitive Canterbury* (Canterbury Labour Market Strategy, CLMS), the *North Canterbury Labour Market Strategy* (eNC), and other initiatives such as the *Christchurch City Council's Long Term Community Plan* which states the community's desired outcomes.

CREDS 2005 is currently being reviewed along with sub regional economic development strategies for Christchurch, North Canterbury, Selwyn, Ashburton and Timaru. The new document is scheduled for release in July 2009.

Christchurch Economic Development Strategy (CEDS) replaces the previous *Prosperous Christchurch City and Banks Peninsula Economic Development Plan* and is currently in development and scheduled to be released in October 2009

A consultation and discussion document outlining the *Canterbury Regional Skills Strategy for Water Sectors* has been released by the Department of Labour. This document and associated literature review and action plan seeks to identify the skills and workforce needs of the water sector, develop a plan to train, attract and retain staff in Canterbury.

This document is currently unavailable for download; however copies can be accessed from the Department of Labour.

3 Regional Economic Analysis¹¹

This year's regional data document has been developed during a period of fast paced economic change. This change is likely to continue until at least the end of 2009. Coupled with the economic change is a change of government and a degree of change to policy that will emerge throughout the next fiscal year.

It is generally acknowledged that we are currently in an economic environment that is unprecedented. The last twelve months have seen the greatest contraction in global wealth and the largest recession since the great depression. We perhaps need to think therefore in terms of scenarios rather than definitive forecasts.

3.1 Retraction Scenario

The scenario we are most likely to see is a continuing retraction in the economy at least through to the end of 2009 with a resultant drop in the level of GDP. In this scenario, as the economy contracts, less people will be in work and earnings will decrease. Households will have less disposable money.

The drop that has been observed in retail trade figures since December will continue throughout the year with further falls likely. This is likely to have significant implications for the retail sector with more redundancies and closures.

It is likely, given the global retraction and falling levels of GDP, that there will be a resultant decrease in demand for Canterbury exports. Whilst volumes have remained constant, commodity prices have fallen and the value of exports have subsequently been reduced. Exporters have been insulated to some degree by the lower value of the New Zealand dollar.

¹¹ This section is a summary of the key points in the supplementary document *Canterbury Regional Information 2009*, Canterbury Development Corporation, particularly pp8 -13 and pp59-62.

Decreased demand on top of reduced margins will lead to further business closures and staff losses. These impacts could be seen in sectors such as dairy, sheep and beef, manufacturing and ICT who generate much of the regional wealth.

Employment will inevitably fall in periods of retraction and correspondingly unemployment will rise. Currently the sectors impacting on unemployment growth are domestic focused and include construction, retail, hospitality and business services. These sectors are dependent on growth and high levels of disposable income and reduction of these as outlined above will have major impacts. Employers have shown a propensity to retain their skilled staff in recent months as the recent lessons of skills shortages are still in the forefront of employer's minds. Depending on the severity of the retraction and its impact on GDP, unemployment could rise significantly over the next twelve months with employers less and less able to retain their talent base.

Immigration has increased considerably during the last six months; however most is as a result of New Zealanders returning from overseas due to economic impacts in those countries in which they were domiciled. There has also been a significant fall in the number of New Zealanders leaving to work overseas. The longer term impact of immigration is likely to be a slow down, with higher unemployment and fewer jobs on offer; migrants are less likely to commit to New Zealand until the recession starts to reverse. This slow down will be aided by a stricter immigration policy most notably driven by the removal of 39 jobs from the immediate skills shortage list.

Whilst it is very difficult to predict either short term or long term economic outcomes, we can perhaps take a longer-term view on some key issues and prepare strategically for coming out of this recessionary period in as strong and competitive a manner as possible.

3.2 Key Themes

The key themes from the data collection and intelligence gathering are

3.2.1 Up-Skilling

Skill development is the key priority for the region. The data shows that too many of our population have no formal qualifications; given the expected population increases over the forthcoming 25 years and the general ageing trend there is an emergent need to ensure that greater outputs are achieved per worker per hour if we are to continue to enjoy quality of lifestyle and develop the resilience needed to prosper as well as the knowledge required to address issues of long term sustainability. More people with higher skills has become a necessity, ensuring a greater proportion of our population not only have basic qualifications but have qualification, skills and experience at a high-level that enables the region to remain competitive on a global scale.

The first step in the journey to improving skills across the region is to address those basic skills that all too often are overlooked. Literacy, numeracy and IT literacy are the foundation blocks for the development of lifelong learning. A recent Adult Literacy and Learning report showed that, while we continue to improve on past achievements, a considerable proportion of our population did not have the skills required to operate in a knowledge economy. Canterbury has pockets of knowledge-intensive businesses, the number of these is expected to grow over the coming twenty five years and these industries will require increasing numbers of highly skilled people.

Ensuring that young people exiting Canterbury secondary schools with a good range of NCEA qualifications is a key step in the up skilling agenda. 14.8% of 2007 school leavers left school with level 1 NCEA and 16.9% left without any formal qualifications. Whilst 16.9% with no formal qualifications is significantly below the national average of 23% there is more to be achieved in this area if we are to ensure the effective supply of talent for our businesses.

There needs to be a greater focus on retaining skilled and talented people that are exiting our institutions and ensure that these skilled and talented people are connected into the industries and businesses where demand exists.

The concept of lifelong learning is vital to the future success of our city and region, this concept needs to be integrated into workplaces and the community and driven by key business and community leaders to ensure success.

3.2.2 Sector Level Development

A focus needs to be placed on Canterbury's key sectors to ensure that the levels of skills are not a barrier to growth as has been the case during the last few years.

Manufacturing

Manufacturing is the largest industry sector in Canterbury employing large numbers of people. Despite perhaps its traditional image, manufacturing is a dynamic and creative industry requiring a complex set of skills from its workforce.

There are sections of the specialised manufacturing sector in Canterbury that are still experiencing high rates of growth and the skills required by its workforce today do not relate to large-scale production lines where workers screw on a bolt or attach a component; rather the workforce needs creative thinkers, problem solvers, trouble-shooters and to have a closer affinity to the needs of the end user.

Health

The population is ageing and will continue to do so for the next twenty five years, the health sector will come under increasing pressure to deliver to an older population.

The current average age of workers within the area served by the CDHB is 44.7 years; this is slightly higher than the DHB average. Current shortages of nurses, doctors, radiologists and aged care workers are expected to worsen over the next few years partly as the existing workforce retires and partly due to an increased demand.

Canterbury has an increasingly competitive advantage in particularly research and innovation practice. These areas require not just highly skilled people but the 'key opinion leaders' who contribute to global practice. Whilst the development of these 'key opinion leaders' may fall outside the scope of this document they require teams of skilled, motivated and talented individuals if they are to use Canterbury as a base for their work. As well as clinical expertise a range of other specialisations are required to complete their teams including commercialisation, marketing, finance and public relations. A growing industry for Christchurch is the medical device development and manufacturing sector. This industry utilises many of the core skills required by clinical health specialists along with specialised manufacturing.

Information and Communications Technology

Another sector in which Canterbury has carved out competitive advantage is the information and communications technology sector, particularly embedded software. Canterbury has a large number of companies leading the current global thinking. Whilst globally these companies are not IBM's or Microsoft's, the impact of their products and technologies is felt in countries around the world. One of the constraints they will have is the ability to access labour of sufficient quality to continue their development. Post School education not only needs to teach the technical skills needed but also needs to ensure a wider range of critical thinking and personal skills to meet the needs of this sector.

Agriculture

Agriculture is the driving force of the Canterbury economy and Canterbury farmers are some of the most innovative and productive farmers in the world. The skill needs of the sector are also changing; the skills needed for using a piece of agricultural machinery 20 years ago were basic by comparison. Today's machinery is far more complex and technological advances mean that the skill sets needed by the workforce have changed substantially.

The nature of farming in Canterbury has also changed focus with the expansion of the dairy sector in recent years.

Water

Water is an essential resource for community wellbeing (tap water and hydro energy) and is a key contributor to the region's profitable primary production. The water sector in Canterbury has experienced unprecedented growth in demand for professional, science, technical and regulatory skills in the last decade.

Through industry consultation, the recent Canterbury Regional Water Skills Strategy and Action Plan¹² identified the following broad skills issues:

- A stronger emphasis on **practical experience** in the provision of training across a wide spectrum of jobs and skills.
- Accessible, flexible delivery of **technical** and trades skills at diploma and certificate levels. While many of the jobs advertised in water related sectors call for engineers the biggest growth area in demand for water (based on interviews with irrigation, regional and local government) is for people with trades-technical qualifications. Two technical skills areas where industry notes future demand for staff are water quality (measuring, monitoring, purifying) and water management i.e. metering and systems to reduce waste.
- Policy to inform water allocation and access must be underpinned by quality **science and research skills**. This view was held by commercial users, those charged with monitoring and regulating water use as well as Iwi.
- A growing demand for **cross discipline skills** e.g. engineers requiring competencies in RMA issues, scientists familiar with Iwi cultural matters and farmers equipped to understand and manage environmental monitoring. The main points of interest for Regional Statement from the DoL- IPENZ **draft** report "Indicators of the demand and supply of skills for engineers" are:

Current Employment

In March 2008, there were 31,599 individuals employed as architects, engineers and related professionals and 22,128 individuals employed as physical science and engineering technicians.

A breakdown of detailed 5-digit occupations shows the largest engineering occupational groups were:

- 21426 Other civil engineer (4,281)
- 31181 Draughting technician (4,123)
- 21455 Other mechanical engineer (3,911)
- 21453 Aeronautical engineer and/or aircraft surveyor (2,761)
- 21431 Electrical engineer (2,535)

Future Employment¹³

Employment for architects, engineers and related professionals is forecast to increase by an average of 4.0% per annum during 2008 and 2013. This is more than twice the forecast employment growth for all occupations over the period (1.7%).

Employment for physical science and engineering technicians is forecast to remain largely unchanged during 2008-2013 (-0.1%).

¹² A copy can be downloaded from the department of Labour

¹³ Note: Forecasts are based on medium productivity projections

3.2.3 Summary of significant regional data

The key findings from the data are

- The population of Canterbury will continue to grow and is predicted to reach 641,000 by 2031; much of this growth will be as a result of people living longer due to improved health care and living standards.
- Selwyn and Waimakariri are expected to have rapid rates of increase growing 53% and 45% respectively in the period to 2031.
- Rural areas particularly in the South Canterbury areas are expected to see population decreases in their young age population.
- Asian peoples are the fastest growing ethnicity with just under a 10% growth between 2001 and 2006. Maori (2.2%) and Pacific Peoples (5.5%) also grew strongly between 2001 and 2006.
- In recent months there has been a positive net migration flow into Canterbury. Much of this is New Zealanders returning from overseas as the global economic crisis sees earning potential and job availability reduced. There are also less New Zealanders leaving to work overseas.
- The level of educational achievement for Canterbury high school students is slightly higher than the national average. There are, however, 98,436 people aged 15 and above who do not have a formal qualification.
- The unemployment rate continues to remain below the New Zealand average. Whilst the percentage increase of people receiving unemployment benefit is high this was off a very low base and comparative to other regions Canterbury has been reasonably resistant to large numbers of job losses.
- The labour force participation rate for Canterbury continues the trend of being higher than the New Zealand average.
- The manufacturing sector continues to be the leading employer in Canterbury employing 38,280 people in 2008. However, there has been little growth in employee numbers since 2000.
- Key growth sectors in Canterbury in the period 2000 – 2008 are construction (90%), professional, scientific and technical (62%) and administrative and support services (55%).
- Corporate managers were the fastest growing occupation type between 2001 and 2008 with 30% growth. This is also the largest occupation type grouping.
- Canterbury workers earn on average 5.9% less than the national average of weekly earnings. Full time equivalent females earn on average 19.5% less than full time equivalent males. Maori and Pacific Peoples earn less than the average weekly income.
- The largest proportion of people in training over all providers are aged under 25, as the population ages there will be increasing numbers of people aged over 25 years engaging in training

3.2.4 Summary

Despite current negativity in the economy it is likely that the situation will ultimately improve. The key challenge for the region is to ensure that we are well prepared when the upturn occurs.

Earlier paragraphs discussed the need for a workforce to become more highly skilled. Skill development is also about capturing the ability to become flexibly skilled. Businesses in the future in Canterbury will need to be flexible and fleet of foot to remain competitive in the global marketplace. Those organisations developing the workers of tomorrow will need to build into their programmes flexible skills that enable the workforce to quickly move between similar industries responding to need.

4 Tertiary Education Needs of People who have Become Unemployed during the Economic Downturn

The tertiary education needs of people who have become unemployed as a result of the recession in terms of both content and modes of delivery were discussed by a variety of groups including employers, tertiary providers, staff who meet with those seeking unemployment benefits through community MSD offices such as Linwood Community Link and by individuals who presented as recently unemployed over a two week period in June 2009. The significant needs identified are described in this section.

Customised advice about alternative employment, training opportunities and career options as well as benefit advice needs to be widely provided in an organised way and early in the process for each industry or workplace facing significant redundancy or job losses as a result of the economic downturn.

Regional, Iwi and government agencies need to support employers and workers to enable them to plan for the changes, identify transferable skills and attributes, analyse the fit of skills to other opportunities, prepare to seek other work or begin to address how they might develop relevant skills for alternative career possibilities especially in regional growth industries. This also needs to include possibilities for recognition of prior learning towards a relevant qualification. The needs of the unemployed and the region would be best served by a focus on designing “work plus training” opportunities that address the needs of the region as well as the individuals, and that requires planning and coordination between agencies and collaboration with regional industry and providers.

Tertiary providers need to actively support schools, industry and government agencies to provide careers advice, assessment of prior learning and course advice relevant to the institutions qualifications/courses and to facilitate different modes of learning to suit specific industries and learner groups including Maori and+ Pasifika as their contribution to addressing unemployment. Providers also need to ensure that courses address technical skill requirements, literacy and numeracy relevant to the job market and life skills that will enhance employability and transferability in the workplace.

Other significant factors that could be addressed are:

- Offering different levels of training e.g. in literacy and numeracy and practical relevant skills aligned with needs of Canterbury industries
- Ensuring employment support and training provision fits the learner profile – especially for Maori and Pasifika and our migrant and refugee communities who are likely to have differing issues to address as part of their search for appropriate employment
- Incentives for short skills based training
 - Re-skill options
 - Seasonal short term work skills training
 - Confidence building self esteem development opportunities

- Small business opportunities training including customer service skills for self employment
- Refresher courses to maintain confidence and relevance
- Identify companies that will assist the unemployed to make changes
- Entrepreneurship courses
- Developing different approaches for the highly skilled /unskilled and youth/older people and for different cultural groups in the region

There are multiple challenges to be faced in addressing the different needs of those who find themselves unemployed – from older workers who have been in workplaces for many years when developing a good work attitude and loyalty did not require formal learning, to the highly skilled, unemployed because of regional or head office closures, to young people who were newly employed and now find themselves suddenly out of work or who have been unable to find work since leaving school.

A considerable number of the recently unemployed older workers are unfamiliar with the current tertiary education environment or developed their skills without formal training. Qualification and study pathways need to be increasingly explicit and accessible, providing pathways from foundation level to more advanced training across providers. Learning opportunities also need to be affordable and take past learning experience into account as well as engaging learners through family/whanau and community agencies and support systems. A family person aged 45 or over with responsibilities is unlikely to be able to undertake a three year fulltime training programme and may need to work and learn relevant skills part time or through work plus training opportunities. Many will need to adjust to new literacy and numeracy and IT literacy requirements in the workplace. They are less likely than younger people to have access to the internet and to be inexperienced in using it for information¹⁴.

A younger person may be able to undertake full time study. Many will require retraining in a skill group and not need to undertake full qualifications. People may need opportunities to enhance their skills through short courses in learning how to learn and improving their employability through life skills training as well as developing such work related skills as writing a CV, identifying transferable skills, presenting well in an interview and improving literacy and numeracy relevant to the target working environment. A number of our youth who are unemployed also need support to address significant behavioural and attitudinal issues that are barriers to finding and keeping work¹⁵.

A number of older highly skilled workers are likely to turn to self employment as a way of addressing their future. Learning opportunities need to be provided that enable a person to plan the shift from being employed to being self employed so that they both up-skill in terms of their chosen business activity and in how to develop and run a small business effectively. Business mentoring is an effective way to support the development of new small businesses but requires structural support and access to formal learning opportunities as part of the package.

The consequences of ongoing unemployment and lack of community engagement need to be considered as part of the funding and delivery options and adapted to suit the profile of the person and their community. Skills can be lost if not being used. Individuals may need to be able to have access to opportunities to maintain them in the short term. Support also needs to be available to ensure ongoing mental health and continued participation in community networks whilst unemployed. (See section xxx) This may be critical for some groups such as new migrants. This is a stage during which a number of issues related to active, positive participation in the community can be addressed such as parenting and budgeting skills, English language skills for the workplace and understanding of Kiwi culture for migrants.

The voluntary/not for profit sector does a lot of work with the unemployed and needs recognition and support to enable it to continue to support the unemployed and their families.

¹⁴ See *Canterbury Regional Consultation Data 2007 -2009*, Section 1.4.2, p9

¹⁵ Ibid

Other possibilities include:

- Incentives to retrain especially for the longer term unemployed if the cost of study and student loans, allowances and living subsidies continue to act as disincentives for study.
- Short courses relevant to skill shortage – with incentivised funding or educational scholarships – in key occupations/work categories for the region - with appropriate employee/student bonding.
- Setting up virtual business opportunities to give people experience especially in creative niche work areas of need in the region
- Flexibility and accessibility of learning opportunities – seasonal work – transport and accommodation needs to be part of supporting access to available work too.
- Securing sufficient regional and national funding to ensure enough training options are available in the region.
- Being able to share a trainee between employers – e.g. apprentice trust model.
- Improved access to assessment for prior learning
- Increased funding for workplace training
- Linking industry people with similar skills attributes
- Establishing alternative information channels for careers advice and training options for at risk groups
- ITOs networking opportunities for employment
- Ensuring smooth administrative processes that do not hinder the engagement of the unemployed
- Seeking feedback to ensure customer satisfaction with the processes and support to address unemployment

Those who reported as unemployed in the Canterbury region over the first quarter were largely in the 20-35 age group. They came from the building, engineering (fabricating and welding), labouring (under general subcontract to the building industry) and from cancelled apprenticeships. However 30% of those presenting were older and were also from similar industries e.g. drain layers and electricians, the hospitality industry and retail. The majority were male. This does not mean women are not becoming unemployed as past experience tells us that women are less likely to present for consideration for the unemployment benefit.

Securing new employment for these groups requires a “multi-skill” approach for generating options – identifying groups of cross industry skills that can be transferred into differing working environments, assisting a person to assess the currency of their skills and ensuring they have access to refreshing or up-skilling as required. They can then take advantage of up and down turns across industries with similar skills sets. A number are being affected by physical aptitude to carry out the work as age affects strength and fitness.¹⁶

5 TERTIARY EDUCATION NEEDS OF GROUPS NOT PRESENT IN PREVIOUS CONSULTATIONS

5.1 Pasifika

[Extracts from the Pasifika Statement “Pasifika Peoples in Canterbury 2009”]

The six prioritised areas identified by the Pasifika Fono participants are:

- Establishing effective and robust transition processes between secondary and tertiary education and work.
- Providing effective support to Pasifika staff for programme delivery that meets the needs of Pasifika within tertiary institutions.
- Resolving Pasifika student retention concerns.

¹⁶ Ibid Section 1.4, pp 9-12 for more detailed information from staff and client feedback.

- Ensuring Pasifika recruitment and engagement with strategic development for Pasifika within Tertiary Institutions
- Identifying potential courses to meet Pasifika future development needs.
- Addressing continuing general and community barriers to educational success for Pasifika in Christchurch

Much has been discussed, debated and challenged regarding Pasifika students and their achievement within the education system. The latest MOE commissioned literature review on the experiences of Pasifika learners in the classroom suggests,

The high disparities and rapidly growing demographic profile of Pasifika learners in the New Zealand education system **indicate a need for some reorientation in terms of meeting the needs** of this diverse group of learners (Ferguson. P, Gorinski. R, Wendt-Samu. T, Mara. D, 2008:25)

Messages such as these are not unfamiliar to our Pasifika communities; indeed Pasifika writers such as Pasikale 1996, Mara and Foliaki 1994, Ioane 1987, Mamoe 1999, have been challenging government departments, schools and tertiary institutions with similar notions for many years e.g. Pasikale over 13 years ago stated:

... Information is required that offers insights into **why, despite a decade of interventions**, Pacific Island learners in New Zealand still achieve poor academic results, still have lower levels of skills and still lower employment participation results. (Pasikale, 1996:17-18)

There have now been nearly three decades of interventions. Still MOE's research tells us that little has changed in the Pasifika student status within the education system.

Pasifika communities not only recommend the priorities described above¹⁷, but have also identified some of the reasons for continual low achievement rates and have been proactive in suggesting strategic ways to address some of these issues. Some of these ideas have been utilised and implemented; however, Pasifika educators comment that often these strategies are deemed too costly and that inconsistent funding and support has been a major barrier to achieving better outcomes. Initiatives may be funded initially for the first 1-3 years and then expected to be sustained by often under resourced and impoverished schools and local communities.

The challenge presented for the Tertiary Education Commission and our local tertiary institutions by the Pasifika community is to find ways to genuinely value a Pasifika perspective. Pasifika claim that Western epistemologies and pedagogy have done little to improve Pasifika educational achievement and comment that it may be timely for institutions to learn of Pasifika epistemologies and pedagogy.

... ignorance or dismissal of Pacific thought prevails in academia, which in turn has impacted on policymaking ... Economists, for the most part, have been so busy promoting "development" and looking for ways to successfully integrate Pacific societies into the world of western economic rationalism that they have come to see Pacific attitudes as a constraint or barrier to their mission rather than as an area to be taken seriously (Huffer and Qalo, 2004: 88-89).

Benseman, Coxon, Anderson, & Anae, (2002) in their research regarding Pacific Peoples participation issues in Tertiary Education, posited some strategies that the study believed would effectively address participation issues. They concluded that post-secondary institutions should be establishing and maintaining two forms of interface:

Student institution interface: Ensuring resources and infrastructure are configured in a way that enables students to learn with confidence. This includes, but is not limited to reflecting the student's culture within the institution, and providing economic, social, and cultural support for Pasifika students.

¹⁷ See *The Pasifika Community in Canterbury 2009* and Section 4.1, p15

Institution community interface: Reflecting the community in the institution, by building and maintaining relationships with communities that enable and encourage those communities to engage in, and contribute to, the configuration of the post-secondary institution.

Institutional policies, environment, and support services also need to be initiated not solely by the institution, but also by and with the communities. These actions should be taken in conjunction with ongoing consultation with Pasifika students and the student's community.

Evidence suggests that achievement levels for Pasifika increase where they are enrolled in tertiary institutions that have demonstrated pro-active responsiveness to the needs of Pasifika students e.g. employment of more Pasifika staff in student support and pastoral care, and Pasifika inclusiveness within policies and strategic plans.

Strategies such as those above have been discussed and explored in documents such as the Tertiary Education Commission (TEC) report *Inspiring Excellence for Pacific Peoples throughout Tertiary Education: The Tertiary Education Commission's Pacific Peoples Strategy 2004 to 2006 and Beyond (2004)*. This report goes further in promoting the importance of pedagogical integration of Pasifika teachings in teaching Pasifika students. This report contends that a 'pacific voice' can be achieved in tertiary education by Tertiary Education Organisations (TEOs) incorporating the following values into their policies and strategies:

- Reciprocity – mutual exchange and obligation;
- Respect – acceptance and tolerance;
- Relationships – kinship and familial links;
- Sustainability – guardianship of resources; and
- Community – collective gains and ownership.

In doing so, TEOs may find solutions that work just as well or even better for mainstream education. One needs only look as far as the development of the New Zealand Early Childhood Education framework and the innovative ways they have embraced cultural concepts, such as the use of the 'whaariki' - weaving metaphor - in order to be inclusive of all cultures in holistic ways.

Christchurch Pasifika participants at the two stakeholder meetings - fono - strongly recommend that the issues raised in this process are considered in funding decisions and that TEOs are required to address them within their Investment Plans and Outcomes.

5.2 Adult and Community Education

[Compiled by the Christchurch, Mid-Canterbury and the North Canterbury ACE Networks]

In a speech given by Dr Pita Sharples, the Associate Minister of Education and Minister of Maori Affairs, at a conference in Sydney in mid-May 2009, he described one of the benefits of ACE as providing a second chance at learning for those who may have missed out earlier in their lives - through marginalisation, economic constraints, racism, or any of the other factors which limit access to learning.

“Adult and Community Education is therefore synonymous with social empowerment - it recognizes the circumstances that held people back from achieving their potential - and it 'pays forward' in terms of the value added.”

ACE is not just about second chance learning, or basic literacy and numeracy programmes. It is also about encouraging and supporting a love and culture of lifelong learning and promoting community engagement and support. ACE is driven by the needs of communities and is shaped by the goals that people set for themselves, their families and their communities. Because this is the fundamental driver of ACE, the programmes offered must be responsive, flexible and relevant if they are to meet community need.

ACE in Canterbury also contributes to broader education programmes by providing a pathway into other tertiary learning through:

- Identifying needs and aspirations
- Providing opportunities to explore goals
- Teaching the value of learning and skill development

In addition, ACE in Canterbury provides further value to the community through:

- Promotion of social cohesiveness for communities
- Opportunities for second chance learning
- Value in variety to meet needs
- Pathways to further learning both formal and non-formal

The ACE sector works in ways that encourage learners to define their own learning journeys, enabling learners to take control of their own lives and thus reduce outcomes of dependency on welfare to meet their needs.

The outcomes of ACE for the community are evident in the Price Waterhouse report, June 2008, *Economic Evaluation of Adult and Community Education Outcomes*. Aside from outcomes directly from participation in ACE such as improved skills, self-confidence and self-esteem the report also indicated that there was an increase in community participation, and improved career prospects. The report indicates that for each government dollar committed to ACE, a return valued at between \$16 and \$22 is generated.

In a recent assessment of the needs gaps and priorities for ACE in Canterbury the Christchurch, Mid-Canterbury and North-Canterbury ACE networks compiled the following:

5.2.1 Needs include:

- Skills specific to employment and upskilling such as MYOB, interviewing etc.
- English for new New Zealanders including migrants on farms and in cities
- Maori language and culture education in rural areas
- Basic literacy skills, bridging to employment, social support issues, rights for migrant communities
- Further educational opportunities for people with intellectual disabilities
- Education for leisure and personal development
- Refugee, migrant, and rehabilitation education

5.2.2 Barriers include:

- Ability to find and employ appropriate tutors – hard to find in small rural communities and cost of travel is barrier to bringing people in
- Lack of Maori based tutors in rural areas
- Low numbers on individual courses but too costly to combine courses between venues
- There are numerous barriers around transport, childcare, cost to learners, access, childcare costs, transport costs, affordability of classes
- Lack of flexible funding
- Lack of good resources in distance learning
- Lack of promotion of adult learning portfolios and recognition of prior learning

5.2.3 Priorities include:

- Kaikoura and Timaru – not enough funding to be able to bring in appropriate tutors
- Equitable system to address real costs of provision
- Funding provision – funding cuts in Budget 09 will diminish the sector's ability to provide much of the current provision
- Networking between providers to support funding and provision
- Opportunities for those re-skilling or retraining
- Real gap is in the provision of training for people under 18 years

At the time this statement was written the ACE sector, including schools, OTEPs, REAPs, providers, TEIs and community groups, was receiving funding from the TEC for ACE programmes. Since this statement was compiled the schools sector has had its ACE funding

significantly reduced and realigned. The likely resultant changes to the provision of ACE in Canterbury will significantly alter over the next 12 months. This will significantly affect how the community sees gaps, needs and priorities for the Adult and Community Education sector.

5.3 Migrant and Refugee Communities

Canterbury is home to increasingly diverse migrant and refugee populations. Some members of these populations are long term New Zealanders and many are *new* New Zealanders. Following a community leaders meeting with the Chief Executive of CPIT, Dr Neil Barns at which the aims of regional facilitation were discussed and an understanding reached that this process was to support the development of tertiary education across all providers in the region, a commitment was made to ongoing consultation using the existing networks in the Canterbury region.

While that consultation process has only recently begun the following represents the priorities so far identified.

It was assumed for the sake of discussion that all non English speaking migrants and refugees arriving in New Zealand had early access to opportunities to develop language skills for work and for community life and everyday living skills relevant to their new environment.

As a consequence, the priorities identified by groups consulted to date included education in Maori culture and language, more in depth and ongoing education in the New Zealand way of life, and education of New Zealanders about doing business with migrants both within the New Zealand context and that of the home country.

Migrant and refugee community members present at the consultations saw information and experience about the indigenous culture of New Zealand as fundamental to being a good citizen in a new country.

They want more information about the way things are done in New Zealand; shopping, having guests at home, local councils and how they work.

They also want to understand how decisions are made nationally and the workings of government including how they access services and make a contribution. This is of course particularly relevant with regard to health and education.

Over the next 20 years the demographic makeup of Canterbury's population will change markedly. A greater number of its citizens will not only be born overseas but in countries whose cultural heritage is also markedly different from the migration heritages of Otago and Canterbury. There is an expectation that Pakeha and Maori Cantabrians reciprocate by willingly learning about doing business with those from other cultures. To give effect to that tertiary education institutions are expected to include cultural aspects of doing business with those from the other major cultural groups resident within the Canterbury region. Special economic and management / multicultural courses for trading with multicultural partners should be offered.

Other issues identified included:

- Provision of advanced Interpretation qualifications related to specialist areas
- Ensuring systems were in place and that information and support are routinely made available to new migrants and refugees about how to have prior qualifications and/or experience recognised
- Access to foundation education and training that enable access to a wide range of qualification pathways
- The need for courses of study, particularly fulltime programmes, to ensure connections with other students and communities are built into the learning experience e.g. intercultural activities

- Provision of qualification and course information in the languages of significant communities within Canterbury
- Links to employment opportunities, for example, in hospital, elderly care facilities, after graduation.
- Streamlined contact points for information/advice to migrants.
- Deliberate and active recruitment into trade training from the ethnic communities, including migrants and refugees.
- Immediate access to interpreters/translators (Native language skills.)
- Courses for the elderly in our communities who do not have any English skills
- Programmes/courses –also need to be affordable
- Bilingual social welfare training
- Courses that support the health of migrants
 - Mentally
 - Physically
- Celebrating and acknowledgement of cultural diversity

6 Common Priorities and Generic Skills Identified by Stakeholders 2007 - 2009

6.1 Generic Skills

As raised in the 2007 report, the expectation that members of the workforce need to operate in an increasingly complex work environment draws into focus the mix of skills that people will require to participate in a globalised knowledge-based economy. These include:

- Foundation Skills – literacy, numeracy, basic computer literacy, including basic financial literacy and business understanding as highlighted in the ALL survey mentioned in the note in the previous section
- Generic skills, including interpersonal communication, problem solving, analysis and negotiation and presentation
- Management, supervisory and leadership skills
- Understand the basics of non-technological principles that make up a given vocation, for instance draughting as a basis for CAD operation, or illustration as a basis for graphic design
- Transferable technical skills
- Knowledge sharing skills, including training and mentoring.

The need for such skills will demand that they be elevated in priority and integrated into the educational experience more consciously than has been done to date. This will require raising the capability of organisations and the tertiary sector to support and train staff/learners to meet the needs of the market.

This range of skills was further confirmed as a result of preliminary feedback from a survey of 55 SMEs in the Canterbury region which was carried out as part of a project led by the OECD LEED Programme *Leveraging Training and Skills Development in SMEs*.¹⁸ The key skills sets identified by this group as significant for training and development in SMEs are business management, generic and social skills followed by specific and technical skills.

¹⁸ An OECD workshop was held in Canterbury in July 2009. The project focuses on analysis of SMEs in a selected territory and aims to identify training and skills development supporting policies that promote growth, job creation and innovation. Similar projects are occurring in the K, Poland and Belgium to provide international comparisons as to how SMEs approach to skills and training systems varies as well as best practice approaches at the firm level and at local skills ecosystem level
www.oecd.org/cfe/leed

6.2 Priorities

The priorities identified by stakeholders in the first statement have been flagged again by stakeholders during ongoing consultation into 2008 and 2009. In summary the common strands include:

- A more systematic strategic and collaborative approach to regional tertiary provision that creates more effective learning/skills pathways
- Flexibility of delivery – including the ability to “cherry pick” skills training, modularise qualifications and make the education experience more convenient and easy to access particularly for full time members of the workforce
- The creation of a conducive environment for learning, in which communities, families, learners and employers actively engage and which values different ways of learning to meet the needs of different learners
- The requirement for more sophisticated “business” skills in response to an increasingly complex economic model that demands participants operate effectively
- The continual review of the relevance of response to industry needs
- Improve quality of information about education choices – for both school leavers and those in work seeking updating or retraining
- Focus on specific present and future technical skills.

See the supporting documents

- ***Canterbury Regional Information 2009***
- ***Pasifika Community in Canterbury 2009***
- ***Canterbury Regional Consultation 2007 - 2009***

http://www.cpit.ac.nz/about_cpit/regional_facilitation

APPENDIX 1 - STAKEHOLDER AND REGIONAL CONSULTATION

1. STAKEHOLDER AND REGIONAL CONSULTATION: 2007

ITOs directly consulted at the ITO workshop (14 March 2007), Stakeholders' Forum (4 May 2007) or by email/online

- Industry Training Federation
- Agriculture ITO
- Apparel and Textile ITO
- Aviation Tourism & Travel ITO
- Building & Construction ITO
- Building Service Contractors ITO
- Competenz
- Careerforce Community Support Services ITO
- Electricity Supply ITO
- ElectroTechnology ITO
- Equine ITO
- Extractives ITO
- Fire & Rescue Services ITO
- Horticulture ITO
- Infratrains
- Local Government ITO
- Motor ITO
- NZITO
- Public Sector Training Organisation
- Print NZ
- Retail ITO
- Seafood ITO
- Te Kaiawhina Ahumahi
- Tranzqual

ITPs attending ITO forum

- Otago Polytechnic
- CPIT
- Aoraki Polytechnic
- NMIT
- Manukau Institute of Technology
- UCOL
- Tai Poutini Polytechnic

Stakeholders directly consulted at the forum 4 May 2007 or by email/online

- ACE Network
- Academy of Diving
- Adept STS Ltd
- AgriBusiness Training
- Agriculture NZ
- AMIDA Healthcare Training Ltd
- Aranui Community Learning Centre
- CCS Canterbury West Coast
- Canterbury Development Corporation
- Canterbury District Health Board - Nursing
- Canterbury Employers Chamber of Commerce
- Christchurch Hospital
- City Care Ltd
- Canterbury Manufacturers' Association
- Community Colleges
- Computer Power Institute

- Crop & Food Research
- Deep Wells Trust PO Box 25-220 Chch
- ESOL Assessment & Access Specialist Service
- ESOL Home Tutors
- Fahey Fencing
- Foodstuffs South Island
- Gen-i
- Going Places Education
- Hospitality Standards Institute
- Lincoln Technology
- Nga Peka Mātauranga o Waitaha
- NZIMRT
- Ministry of Pacific Affairs
- Organic Advisory Programme
- Orion
- PACE
- Rangī Ruru Early Childhood College
- Royal Business College
- Seafood Training Services Ltd
- StudyLink Christchurch Outreach
- Systems Software & Instrumentation Ltd
- Te Ataarangi
- Te Tapuae o Rēhua
- Timaru Hospital
- University of Canterbury
- Wellington Catholic Education Centre
- West Coast District Health board
- YWCA

Stakeholders attending the Maori Education Hui 23 March 2007

- Ministry of Education
- Christchurch Girls' High
- Ashburton Learning Centre
- Mt Hutt College
- Shirley Boys' High School
- Hornby High School
- Community development support workers
- Ngai Tahu
- Riccarton High School
- Te Tapuae o Rēhua
- Avonside High School
- Cashmere High School
- Hillmorton High School
- Families Commission
- Lincoln High School
- Linwood College
- Unlimited School
- Hagley High School
- Canterbury Boys' High School
- St Bedes College
- Shirley High School
- Te Puni Kōkiri
- University of Canterbury University/Christchurch College of Education

Providers consulted in the development of the Statement 14 February 2007 and via the Canterbury Providers' Network

- Academy Group (NZ) Limited
- Adept Secretarial and Training Services Limited
- Ag New Zealand
- Airways Training Centre
- Aoraki Polytechnic'
- Amida Training
- Aperfield Montessori Trust
- Avon City Ford
- Avonmore Tertiary Academy
- Canterbury College of Natural Medicine
- Community Colleges New Zealand Ltd
- Computer Power Institute
- Crop & Food Research Institute
- Deep Wells Trust
- Design & Art College of NZ Ltd
- Ecumenical Institute of Distance Theological Studies EIDTS
- Electec National College of Technology
- Gestalt Institute of NZ
- Going Places Education Limited
- Hagley Community College
- Kaiapoi High School
- Karoro Adult Learning Centre/Greymouth High School
- Lincoln University
- Linwood College
- Maata Waka Enterprises
- Mainland Driving School Limited
- Natcoll Design Technology
- National School of Aesthetics
- National Trade Academy Limited
- New Zealand College of Chinese Medicine
- New Zealand College of Early Childhood Education (NZCECE)
- The New Zealand School of Travel and Tourism
- New Zealand Graduate School of Education
- New Zealand School of Food & Wine
- New Zealand Skydiving School Ltd
- Nga Peka Matauranga o Waitaha
- NZ Career College
- NZIS
- PEETO - The Multi-Cultural Learning Centre
- Photo Access
- Precision Training
- Rangī Ruru Early Childhood College
- Royal Business College
- Ruben Blades Hairdressing Academy
- Seafood Training Services
- Salvation Army Employment Plus
- Stainless Steel & Aluminium Academy Limited
- Trade and Commerce
- Te Wānanga o Aotearoa
- Te Tapuae o Rēhua
- University of Canterbury
- YWCA Christchurch Inc
- YMCA Ashburton

Providers Network Steering Group

Andrew Murray, Academy Group
Ros Jackson, Hagley Community College
Beth McEwan, Precision Training
Brenda Levien, Gestalt Institute of NZ
Jeremy Hogan, Aoraki Polytechnic
Craig Musson, National Trade Academy Ltd
Doug Wingfield, Department of Labour
Rachel Burgess, Department of Labour
Gay Sharlotte, CPIT

Stakeholder Forum Facilitators

Karl Yates, Avonmore Tertiary Academy
Jackie Katae, Avonmore Tertiary Academy
Mike Hadley, Sir George Seymour National College of Airline, Travel & Tourism
Rachel Burgess, Department of Labour
Doug Wingfield, Department of Labour
Ros Jackson, Hagley Community College

Presentation and feedback to the ACE Networks: at their meeting on 12 June 2007
Providers Network Steering Group and **selected stakeholders** review of the 2007 process and resulting Statement July/August 2007

2. STAKEHOLDER AND REGIONAL CONSULTATION : 2008/2009

Stakeholders consulted by CPIT and other organisations whose views were used in the preparation of the ***“Regional Statement of Tertiary Education Needs, Gaps and Priorities in Canterbury 2008 -2010: June 2008 Update”***

Stakeholders who participated in the Canterbury Regional Labour Market Strategy Development Workshop on 26 November 2007

- Academy Group
- Advanced Personnel Services Ltd
- AMI Insurance
- Aoraki development trust
- Ashburton Business Association
- Ashburton District Council
- Ballantynes
- Canterbury Business Association
- Canterbury Development Corporation
- Canterbury Employers Chamber of Commerce
- Canterbury Health Laboratories
- Canterbury Spinners Ltd
- Christchurch & Canterbury Tourism
- Christchurch Boy's High School
- Christchurch City Council
- Christchurch Small Business Centre
- Community Colleges of NZ
- Competenz
- Connection HR
- CPIT
- Department of Internal Affairs
- Department of Labour
- Development Plus Ltd
- Dexcel Ltd
- Enterprise Ashburton
- Enterprise North Canterbury

- EPMU
- Federated farmers
- General Cable New Zealand Ltd
- GPC Electronics (NZ) Ltd
- He Oranga Pounamu
- Jade Software Corporation Ltd
- Kaikoura District Council
- Ministry of Social development
- National Distribution Union
- New Zealand Trade and Enterprise
- Orion New Zealand Limited
- Peter Diving Plumbing
- Postie Plus Group Limited
- Research First
- Selwyn District Council
- Tait Electronics Limited
- Te Puna Kōkiri
- Te Rūnanga o Ngāi Tahu
- Te Tapuae o Rēhua
- Tertiary Education Commission
- Transdiesel Limited
- University of Canterbury
- Waipara Valley Wine Growers association
- Work and Income New Zealand
- Workforce development

Providers directly consulted at a Forum at CPIT on 3 April 2008:

- Adept Secretarial and Training Services Limited
- Ag New Zealand
- Ako Aotearoa
- Aperfield Montessori Trust
- Avon City Ford
- Avonmore Tertiary Academy
- Canterbury College of Natural Medicine
- Community Colleges New Zealand Ltd
- Computer Power Institute
- Crop & Food Research Institute
- Design & Art College of NZ Ltd
- Ecumenical Institute of Distance Theological Studies EIDTS
- Electec National College of Technology
- Going Places Education Limited
- Hagley Community College
- Lincoln University
- Mainland Driving School Limited
- Natcoll Design Technology
- National Trade Academy Limited
- New Zealand College of Early Childhood Education (NZCECE)
- New Zealand Graduate School of Education
- New Zealand School of Food & Wine
- NZ Career College
- NZ Institute of Sport
- PEETO - The Multi-Cultural Learning Centre
- Precision Training
- Rangī Ruru Early Childhood College
- Royal Business College
- Ruben Blades Hairdressing Academy
- Seafood Training Services

- Salvation Army Employment Plus
- Stainless Steel & Aluminium Academy Limited
- Trade and Commerce
- Te Tapuae o Rēhua
- University of Canterbury
- Wellington Catholic Education Centre
- YMCA Christchurch Inc
- YWCA Christchurch Inc

TEC hosted workshop: Pacific Peoples views about tertiary education needs gaps and priorities led by Karanina Sumeo - 23 April 2008 in Christchurch

47 people from the following agencies attended:

- University of Canterbury
- NZ Institute of Sport
- Ministry of Pacific Island Affairs
- Te Tari Puna Ora o Aotearoa Childcare Association
- Ministry of Education
- Canterbury Pasifika Limited
- CPIT
- Samoan Students Association – Canterbury University
- PEETO the Multi Cultural Learning Centre
- Chch Trust,
- Early Childhood Education Tongan
- Workbridge
- St Nicholas Trust
- Career Services Rapuora
- PACIFICA
- Tongan Association & PHO
- Pacific Island Evaluation
- Community Reference Group (MPIA)
- Ministry of Social Development
- Design & Arts College of New Zealand
- Pacific Business Trust

Providers and Stakeholders directly consulted at an Engineering Forum held at CPIT on 15 May 2008

ITPs in attendance

- Aoraki Polytechnic
- Christchurch Polytechnic Institute of Technology (CPIT)
- Nelson Marlborough Institute of Technology (NMIT)
- Otago Polytechnic
- Southern Institute of Technology (SIT)
- Tai Poutini Polytechnic
- University of Technology (UNITEC)
- Wellington Institute of Technology (WELTEC)
- University of Canterbury
- NZ Institute of Highway Technology

Stakeholders

- Allied Telesis Research
- Aotea Electric Ltd
- Beca
- Canterbury Chambers of Commerce
- Canterbury Manufacturers Association
- Dynamic Controls
- ESITO

- Orion NZ
- Pederson Read
- Te Tapuae o Rēhua

Information was also received from:

- New Zealand Sports Turf Industry Training Organisation
- Electrotechnology Industry Training Organisation (ETITO)
- Regional Visitor Strategy, Canterbury – Going Places Education Ltd
- Tertiary Education Commission – A Draft Brief to Understand the Tertiary Education Needs, Gaps and Priorities of the New Zealand Plastics Industry, Greg Coyle, 20 October 2007
- Workbase – the New Zealand Centre for Workforce Literacy Development

Pasifika: Pacific Peoples Fono (hosted by Te Puna Wānaka at CPIT) 11 June 2008

30 attendees from:

- Department of Labour
- Pacific Business
- University of Canterbury (3)
- Aperfield Montessori Trust
- Minister of Church
- PEETO (4)
- Christchurch Catholic Education Office
- Ministry of Pacific Affairs
- Prison Chaplain
- Rangī Ruru
- Canterbury Pasifika Ltd
- Salvation Army
- NZ Career College
- Canterbury Law
- NZ Childcare Association
- Career Services – Rapuora
- Design and Arts College of NZ
- Adept Secretarial and Training Services
- CPIT (4)

Pasifika Educators Reference Group

Representatives from the following groups, governments departments or organisations:

- Pasifika Community, Tertiary
- Pasifika Community, Schools
- Pasifika Community
- Christchurch Pasifika Teachers Association Chairperson
- Christchurch Pasifika Early Childhood Educators Network
- Primary School/Pasifika Principals Association
- Pasifika School Community Parent Liaison Project
- Linwood Pasifika School Community Parent Liaison Project
- Secondary School, PPTA /Chch Pasifika Teachers Assoc.
- University of Canterbury, APSTE, Canterbury Pasifika Tertiary Alliance
- Pasifika Community and University of Canterbury
- Career Services
- Ministry of Pacific island Affairs
- Tertiary Education Commission
- Pasifika PTO's – PITPONZ (emailed response)
- MoE, Christchurch Pasifika Early Childhood Educators Net
- MoE

Open Stakeholder Forums 20 and 21 April 2009

34 attendees from:

- ATTO
- Infratrains New Zealand Ltd (2)
- NZ Chinese Association (Canterbury)
- Aperfield Montessori Trust
- ESITO
- YMCA
- Design and Arts College of NZ
- Department of Labour (2)
- Avonmore Tertiary Academy
- Mainland Driving School (3)
- Enterprise North Canterbury
- Ministry of Social Development
- Agriculture New Zealand
- Christchurch Catholic Education Office
- Canterbury College of Natural Medicine
- Natcoll Design Technology
- Adept Secretarial and Training Services
- Mainzeal
- Ace Video
- CPIT (3)
- Te Tapuae O Rēhua

Refugee Migrant Leaders Meeting CPIT 17 February 2009

Representatives from:

- Ethnic Council (2)
- Russian Cultural Centre, Principal Russian School
- NZ Chinese Association (Canterbury) (2)
- Japanese Society
- Chinese Culture Association
- Multicultural Community Adviser, CCC
- Canterbury Business
- Indian Cultural Club
- CPIT

Ethnic Council Meeting 16 April 2009

Representatives attended from:

- Hebrew community
- Dutch community
- Chinese community
- Romanian community
- Korean Society
- Japanese society
- Indian community

ACE Networks; 27 April 2009 and 18 May 2009 (Co-ordinator - Natasha Guy, University of Canterbury)

Meeting of network representatives following consultation of network members

- North Canterbury ACE network (1)
- Mid-Canterbury ACE network (2)
- Christchurch ACE network (3)

Providers Network

Steering Group meeting: 27 January 2009

Network presentation: 16 June 2009

- Design and Arts College (2)
- Lincoln University
- Computer Power Institute
- Going Places Education Limited
- Avon City Ford Training Services
- Mainland Driving School Ltd
- Hagley Community College
- Linguis International Institute
- NZ Institute of Sport
- Precision Training
- YWCA (2)
- Canterbury Development Corporation (2)
- Te Tari Puna Ora O Aotearoa NZ Childcare Association
- Pasifika Education reference group (2)
- CPIT (3)

The regional facilitator also attended:

- Aoraki Polytechnic regional consultation - Ashburton, 10 April 2008
- NZ Skills Strategy 2008 – Discussion paper - Christchurch workshop, 21 May 2008
- Schools Plus – Discussion - Pasifika Educators Reference Group, 26 May 2008
- Christchurch City Council Community Outcomes evaluation: 18 June 2008
- North Canterbury EDA: October 2008
- Waimakariri Council: October 2008
- Christchurch Employment Summit: 17 April 2009
- Workshop: *“The economic benefits of diversity and migration in labour market strategy”*, Mr Philippe Legrain, 21 May 2009
- Skills and Training Ecosystem Workshop, organised by OECD LEED Programme and the NZ Department of Labour as part of the project *Leveraging Training and Skills Development in SMEs*.

Providers Network Steering Group Members: 2008/09

- Andrew Murray, Academy Group, 2008
- Ros Jackson, Hagley Community College
- Beth McEwan, Precision Training
- Brenda Levien, Gestalt Institute of NZ
- Jeremy Hogan, Aoraki Polytechnic, 2008
- Craig Musson, National Trade Academy Ltd
- Claire Bryant, Department of Labour
- Tracy Berno, University of Lincoln
- Bob Hall, University of Canterbury
- Patrick O'Connor, PEETO
- Karl Yates, Avonmore Tertiary Academy
- Matt Walters, ACE 2008
- Natasha Guy, ACE, 2009
- Raewyn Idione, TEC, 2008
- Gay Charlotte, CPIT (Facilitator)

Sam Uta'i (CPIT), Earl Simpson (CPIT) and Pauline Luafutu Simpson (NZ Childcare Association & Pasifika Education Reference Group, MoE) supporting consultation with Pacific Peoples.

Canterbury Regional Labour Market Development - Governance Group

- Peter Townsend, CECC, Chair
- Claire Bryant, DoL
- Neil Barns, CPIT
- John Henderson, MSD
- Chris Pickrill, CDC
- Raewyn Idoine, TEC
- Mike Theelen, CCC
- Kelvin Holms, Enterprise Ashburton
- Darel Hall, DoL

Te Tapuae o Rēhua

- Professor Colin Mantell, Chairperson
- Mr Mark Solomon, Kaiwhakahaere, Te Rūnanga a Ngāi Tahu
- Dr Neil Barns Chief Executive, CPIT
- Professor Roy Sharp, Vice Chancellor, University of Canterbury
- Professor Roger Field, Vice Chancellor, Lincoln University
- Professor David Skegg, Vice Chancellor, University of Otago
- Mr Phil Ker, Chief Executive, Otago Polytechnic
- Dr Brendon Puketapu, Chief Executive (2008); John Tait, Chief Executive (2009)

APPENDIX 2 - REGIONAL FACILITATION IN CANTERBURY : APPROACH AND METHODOLOGY

1 APPROACH

The approach being taken in the ongoing consultation of the needs gaps and priorities in the region is to:

- Develop and implement a three year plan of consultation
- Provide regular updates to the Statement as significant contributions are developed in the process.
- Fully integrate all contributions for the period 2011 – 2013 seeking widespread review and input into the draft statement and regional profile during 2010.

Additional information that adds significantly to the context for the region is sourced from:

- DOL regional updates
- CLMS governance group and its signature projects
- CDC through access to regional information, research analysis and reporting
- Policy reviews
- TEC provision data

It is reviewed for any significant changes or developments since the publication of the Statement in 2007/8. The Regional Information Update is attached as an information supplement to the annual Regional Statement Update along with detailed summaries of data gathered as a result of consultation from 2007-2009. (Appendices 3 & 4).

Feedback from any agency or individual at any time is welcomed and will be included as possible each year.

2 METHODOLOGY

This Update is the result of a combination of primary and secondary research, input from key sector groups, and ongoing formal consultation processes with targeted groups of stakeholders.

As with previous reports, we have examined data from agencies such as Statistics New Zealand, Department of Labour, Canterbury Development Corporation, Tertiary Education Commission and the Ministry of Education to identify any significant changes in terms of the picture of current economic, labour market, social and educational performance.

Regional Structures to Support the Facilitation Role

As part of the ITPs “distinctive contribution” it is CPIT's role to co-ordinate the input of Canterbury's stakeholders and providers into a shared regional expression of Canterbury's tertiary education needs, gaps and priorities. This provides a basis for individual Tertiary Education Organisations (TEOs) to develop their investment plans which are used by the Tertiary Education Commission to provide funding support.

Assistance with direction setting and planning of the research and consultation phases is provided by overlapping steering groups working in partnership. We have taken an approach which supports linking into existing networks and sources of information and have thus partnered with providers, cross sector agencies and with Māori and Pasifika to establish a network within networks. This enables wide ranging regional support for the Statement of Regional Tertiary Education Need, Gaps and Priorities while also supplying support to other agencies engaged in regional consultation.

2.1 The Providers Network has established a Steering Group to support and advise CPIT in carrying out this role.

2.2 The governance group of the Canterbury Labour Market Strategy (CLMS) acts as a cross sector advisory group to CPIT in its Regional Facilitation role. Through this project the governance group wants to “better match the skill needs of Canterbury with the supply of skills funded by the Tertiary Education Commission¹⁹”. An immediate sub-project is to examine the transition of 16 - 18 year olds into further education and work.

2.3 Te Tapuae o Rehua, which is a partnership between Te Rūnanga o Ngāi Tahu, universities and ITPs in the Ngāi Tahu rohe, provides ongoing advice, initiative and direction on education opportunities and initiatives to support the goals and aspirations of Ngāi Tahu and Māori communities.

Te Puna Wānaka has offered hui, in a parallel process, to all Māori in the region to discuss and advise on Māori education issues across all the education sectors. Māori are also engaged as providers, through the CLMS Group and as stakeholders in industry. This approach is being reflected in our consultation with Pacific Peoples.

2.4 Future shape

It is likely that as the region brings together the various economic and social strategies to address regional needs that CPIT will continue to develop this role as part of its commitment to working in partnership with other agencies through regional networks in the interest of the region. Close relationships have been formed with the Canterbury Development Corporation to provide analysis of the region’s economic performance and CPIT hopes to establish a long term partnership with key providers, stakeholders and agencies such as the Christchurch City Council and its regional counterparts to continue to provide a focus on both the tertiary education needs of Canterbury and developing a collaborative response to meeting them.

¹⁹ From wording supplied by CLMS Governance Group