

the West CoastTM of the Southern Alps



Statement of Tertiary Education Needs, Gaps and Priorities

Te Tai o Poutini - the West Coast of the Southern Alps

2008

Executive Summary	3
Context	4
Population	4
Economic Development	4
Labour Market.....	4
Social Report Indicators	5
Education	5
Education and Training Needs	7
The New Zealand Skills Strategy	7
Key points from the Industry Training Federation	7
Key points in relation to the needs of Maori in the region	7
Adult and Community Education (ACE)	7
Distance Learners	8
Adult Foundation Education	8
Secondary-Tertiary Transition	8
Transition from Education to Work	8
Recruitment and Retention.....	8
Driver Industries	9
Tourism and Hospitality	9
Mining	10
Agriculture	11
Other Industries/Sectors	12
Horticulture	12
Health	12
Community and Social Services.....	13
Education	13
Environmental Conservation and Management	14
Civil Construction	14
Building and Construction	14
Plumbing, Gasfitting, Drainlaying and Roofing.....	14
Motor Industry	14
Electrotechnology, Telecommunications and Electricity Supply.....	15
Engineering	15
Dairy Manufacturing & Meat Processing.....	15
Retail	15
Public Sector	15
Other.....	15
Provision	17
Local Providers	17
Greymouth.....	17
Westport	18
Hokitika.....	19
Reefton	19
Schools	19
Other.....	19
Gaps	20
Priorities	21

Executive Summary

The West Coast is characterised by a small population in a large geographical area with three key economic driver industries that are underpinned by a wide range of small to medium enterprises. The population base is generally at or near the lowest range of the key indicators with regard to education, income, and other deprivation indices. Unemployment rates, and thus actual numbers, are amongst the lowest in the country.

The key driver industries are tourism/hospitality, mining/extractives, and dairy farming. All of these industries require a level of basic infrastructural support in other areas such as health, retail, manufacturing, and other service facilities/provision. There are varying demands for both high level specialist and trade skills in those driver industries, as well as trained staff within the supporting organisations - however the actual numbers in many specialist fields are low.

One of the largest problems is recruitment of people to the West Coast in the first place, with training in specific skills for the particular industry often of secondary importance. There is a high need for short course and industry-based training to ensure that businesses are able to continue operating with the staff they have during peak times.

It is apparent that the network of providers is currently meeting, although in instances only just, the immediate needs of the region with regard to an ongoing demand for ACE and foundation learning skills. There is significant need for workplace-based foundation skills across the West Coast.

Low levels and thus actual numbers of Maori on the West Coast, when coupled with their wide geographic dispersal, make meeting their particular needs more problematic than in metropolitan areas. Numbers of Pasifika within the region are also significantly less than national averages and are statistically insignificant.

The **gaps** found within this Statement range from local support for distance learners to pre-entry programmes in trades and health; from degree level mining through to volunteers in family and older person support; from higher level trades in all areas through to generic business skills.

The **priorities** for tertiary education in the region are:

- Move levels of educational achievement to better than the national average
- Enable the population to access tertiary learning opportunities no matter where in the region they reside, and provide appropriate levels of learning and professional support
- Continue to encourage uptake of tertiary learning, particularly by secondary school students
- Strengthen and broaden the range of pathways available in the region
- *Both* enable provision by in-region tertiary providers of courses and programmes at all levels to fill identified gaps in education and training in the region; *and* explore ways of supporting West Coast students to access education and training outside the region (particularly where this involves staircased learning to higher levels).

Context

Population

At the 2006 Census the usually resident population of the region was 31,326. By June 2007, the estimate of usually resident population had increased the population to 32,300 (a 0.5% increase).

The area's population is projected to decline between 2008 and 2031 in all but the most optimistic forecasts, which would predict around 0.2% growth. The projections indicate that it will remain static in the quinquennium 2006-11, before gradually shrinking; and that the median age will rise from 40.3 years in 2006 to 49 in 2031.

At the Census, Maori comprised 9.3% of the population, compared to 8.3% in 2001. As well, there were Asian and Pasifika populations, each of around 1%; and fewer than 70 individuals of other nationalities.

Economic Development

The region has recorded sustained economic growth above 3% per annum since Year 2000 and also above the national figure since 2003. Growth peaked in mid-2004 at over 5%. There has been a fall since then, and the rate of growth over the year to December 2007 was 2% (cf, national 2.6%). House, section, farm and lifestyle block sales surged in the final quarter and were the highest increases in the country. Together with the bright prospects held out for the West Coast dairying, mining and tourism industries, this should ensure continued growth in the region over the planning period, notwithstanding the indications of weakening growth in 2007.

The leading industry contributors to West Coast Gross Domestic Product are mining, agriculture, tourism, retailing/wholesaling, business services, transport services, construction, forestry/logging and food processing. The continuing regional economic importance of these activities is appreciated by all development and supporting agencies in the region.

The mining industry is forecast to double in size over the next 4-5 years. All dairying indicators are forecast to move positively over the period. The engineering and construction sectors' growth is projected to strengthen significantly, on the back of further broad regional and industrial development in the area. Additional significant tourism growth, especially in the international sector, is also forecast for the next five years.

Labour Market

Over 2004-2006, total industry employment increased by some 4%, with the agricultural, mining, processing/manufacturing, construction, retailing/wholesaling, hospitality/tourism, transport/storage, business services, public administration and health/welfare industries recording the largest numerical growth. In the year to March 2006 alone, total industry employment in the West Coast increased by almost 800 or 6%.

The leading individual employing industries in the region are currently, in order:

- retailing/wholesaling
- hospitality/tourism services
- health/welfare services; and
- processing/manufacturing.

The service industries sector accounts for about 70% of total employment, manufacturing/processing 11% and primary production 19%.

The industries anticipated to grow the most in employment terms over the next five years include dairying, mining and associated processing and manufacturing, industries servicing these activities (e.g., road construction and transport), tourism/hospitality services and retailing, and health/community services.

Unemployment in the West Coast has been falling steadily since 1998. At the 2006 census, the rate was 3.2% of those aged 15 and over, compared to 5.1% for the whole of New Zealand. Only Tasman and Marlborough regions had a lower rate (2.5%). As measured by the number of people in receipt of unemployment benefit, it reached a level of 180 - about 1% of the region's labour-force - at the end of December 2007, but increased by 26 to 206 in the March 2008 quarter¹. Of those unemployed, 74% were men, and 63% were over 40.

Social Report Indicators

The Ministry of Social Development reports that the West Coast has poor performance on some key indicators such as people with low incomes, and school leavers with higher qualifications; however, the West Coast scores well on indicators such as household crowding and voter turnout. Westland and Buller also have relatively low levels of participation in early childhood education.

The Buller region also stands out at a national level with the third highest number of people with low incomes (30.9%).

While there is a low unemployment rate, there are still significant numbers of parents, mature people, people with a disability, and migrants seeking employment, who require entry level training that reflects the types of jobs available in our region. Most job-seekers advise that they have no work experience and believe that their skill levels are appropriate for low-level work.

Education

Together with the positive economic and industry growth outlook the continuing relatively low unemployment and a tight labour market in the shorter-term will present challenges for training providers in the region - particularly those who rely on the Training Opportunities and Youth Training programmes. Targeted, flexible new initiatives such as the Skills Strategy and Schools Plus are aimed at addressing the fundamental social contextual shift from need that is created by high unemployment to that created by the lack of skills.

Education features as a high priority in all three of the District Council Community Outcome Statements (DCCOS) that were developed in 2006. The Westland community would like a *district that values and supports learning with accessible relevant education and training opportunities*. In the Buller District people would like to live in a *learning community, that values and supports learning, ensuring that education services reflect local needs and circumstances*. In the Grey District, people have identified *affordable access to quality education* as a key community outcome. The DCCOS are due for updating in 2009.

In 2006, the proportion of West Coast school-leavers with no formal educational qualifications (i.e., less than halfway to NCEA Level 1) remained noticeably above the national average, that is 26%, cf, 16.4% nationally. The corresponding 2004 figure had fallen sharply from 2003, but rose again in 2005, to 32%. Therefore, whilst 2006 was a significant improvement on previous figures, it was still the highest in the country. Additionally, the proportion attaining university entrance was, at 15.5%, the lowest in the country and less than half the national average of 32.2%. Buller had the lowest percentage (26.2%) of school leavers gaining higher qualifications, that is NCEA Level 2 and above, in the country.

¹ A rise of similar proportions has occurred in the first quarter of each of the past five years.

In the 2006 census, the proportion of the West Coast population aged 15+ with no qualifications dropped from 33% to 32% (cf, 22% nationally). The proportion of the population with a tertiary qualification (Level 4 and above) seems likely to have risen slightly - perhaps from 20% to 24% (cf, 32% nationally) - although changes in the way qualifications are described make it difficult to quantify this accurately.

In the five years between 2000 and 2005, the West Coast had the second highest growth (17%) in the percentage of secondary students directly transitioning to tertiary education. The region had the lowest percentage (8%) by a considerable margin going into bachelors' programmes and the highest (38%) going into Levels 1-3 certificate.

It is difficult to gain an accurate picture of either the number of tertiary students on the West Coast, or the number of equivalent full-time students (EFTS). Tai Poutini Polytechnic (TPP), the University of Canterbury's College of Education, Lincoln University, Massey University, The Open Polytechnic of New Zealand (TOPNZ), Nelson-Marlborough Institute of Technology (NMIT), Telford Rural Polytechnic, Aoraki Polytechnic, UNITEC, and at least one private provider of early childhood education are all known to have generated EFTS over the past three years. Other providers - including Private Training Establishments - are also likely to have had a presence here.

In 2007, TPP generated some 570 EFTS from West Coast enrolments. TOPNZ - the largest known off-Coast provider - generated 67.5 EFTS from 235 West Coast students. The largest single contributor was the Diploma in Teaching (ECE).

The Tertiary Education Commission advises that 619 students were enrolled in Gateway, Training Opportunities and Youth Training Programmes on the West Coast in 2007.

Education and Training Needs

The New Zealand Skills Strategy

The draft strategy outlines four priorities:

- (1) Increasing the literacy, language, and numeracy skills of the workforce
- (2) Building the capability of firms to support managers and workers to better develop and use skills
- (3) Enhancing the relationship between the supply of skills, and the demand for them, including a focus on measuring skill acquisition and retention
- (4) Increasing the skills of young people in the workplace

Key points from the Industry Training Federation

Industries have reiterated that their focus is on national skill development issues.

ITPs should give priority to national qualifications, which have been developed to reflect national needs.

There are generic needs across all industries and regions, including the need to address literacy and numeracy, and management capability. Delivery needs to be contextualised for industries.

Key points in relation to the needs of Maori in the region

Specific Maori priorities identified include te reo, raranga (weaving), maipi (taiaha), whakairo (carving), performing arts, and matauranga Maori (world view).

Generic priorities include the full range of business skills, ecotourism, and assistance with capacity development within the two Papatipu Runanga.

The preference is for training to be wananga-based².

Adult and Community Education (ACE)

The five national ACE priorities are:

- (1) Targeting learners whose initial learning was not successful
- (2) Strengthening social cohesion
- (3) Raising foundation skills
- (4) Encouraging lifelong learning
- (5) Strengthening communities by meeting identified community learning needs.

There is strong in-region support for these priorities, and a strong network of provision to allow a range of both formal and non-formal opportunities to meet the learning needs generated by the five priorities.

ACE provides an important entry to a supportive, stair-cased pathway for learners whose initial learning was not successful. It is also an effective channel for encouraging successful lifelong learning.

In 2006-07, the West Coast ACE Network completed a comprehensive analysis of needs and provision. This will be updated in June 2008.

² This refers to the mode of delivery, not a specific provider

Distance Learners

There is an identified need to find innovative ways of supporting distance learners in the region, including apprentices who find it difficult to attend block courses out of the region.

Adult Foundation Education

There continues to be a significant need for adult foundation education.³ With the current strong demand in the labour market, there is a need to find innovative ways of delivering this education - together with a range of work-specific skills - in the workplace.

The New Zealand Centre for Workforce Literacy Development - Workbase - believes that every training programme should identify its literacy demands as a starting point to integrating appropriate support within the programme's delivery. They note that around 40% of employed adults - and 70% of unemployed - have document literacy skills below the level of the demands of their work, homes and communities. They further note that a quarter of New Zealand's current workforce was born outside New Zealand, and that there is need for foundation level support, particularly for newer migrants.

Secondary-Tertiary Transition

Secondary schools in the region have an expectation that there will be a range of activities that will encourage and assist secondary students to participate in tertiary learning. They believe that there is a need for further development of curriculum alignment and Gateway programmes. They also expect that tertiary learning opportunities will continue to be provided for students who leave school with qualifications below Level 3.

Transition from Education to Work

Employers note that it is particularly important that those entering the workforce for the first time - at whatever level - have solid foundation skills, a good work ethic, and are keen to learn. The 'Schools Plus' initiative is likely to be highly influential in this regard and will have positive impacts for the West Coast.

They have an expectation that their workforce will have continuing access to education and training opportunities necessary to support productivity improvements. The 'Skills Strategy' initiative is likely to be highly relevant to the West Coast region with a highly dispersed workforce - an example being meeting the needs of the Department of Conservation for up-skilling staff in areas from Karamea in the north to Haast in the south.

Recruitment and Retention

Employers note the ongoing difficulties involved in recruiting people to - and retaining them in - the region. Part of the solution, they say, is to recruit to the region people who are likely to remain - rather than necessarily those with the best skills - and find ways of giving them the skills they need. This approach requires innovative responses to education and training, as well as improvements in infrastructure. Once again, this has positive links to the 'Skills Strategy' and is likely to lead to increased demand for more applied learning in the workplace to support ITO-based training agreements.

³ Useful definitions of foundation learning include:

"...any combination of provision of learning opportunities in literacy (in English or te reo Maori), numeracy, oracy in one's mother tongue and basic communication skills for people who have left school." Sutton, A. & Benseman, J.; *Adult literacy and basic education policy in New Zealand: one step forward and two back*; New Zealand Journal of Educational Studies, 31 (2) 131 -142.; 1996.

"the application of a complex web of reading, writing, speaking, listening, critical thinking, problem solving, numeracy skills and communication technology so that people can achieve their own goals in meaningful social, cultural, vocational and/or learning contexts". *More Than Words*. Ministry of Education. 2001.

Driver Industries

Tourism and Hospitality

The tourism industry employs the most people in the region, contributes most to household income, and is the second-largest contributor to regional GDP. It is estimated that more than 500 new people will be required in each of the next five seasons - about half because of 'churn', but half to cope with the growth that will occur in the industry. Recruitment and retention are key concerns.

The seasonal workforce contains a high proportion of foreign workers who, because of cost, cannot/do not access the training that they need. In the absence of a change in policy, there is a need to provide training to operators so that they can, themselves, effectively train the seasonal workforce⁴.

Between them, the Hospitality Standards Institute (HSI) and the Aviation, Tourism and Travel Training Organisation (ATTTO) had 56 industry trainees in 2007 in the region, including four modern apprentices.

In 2005-06, TPP carried out extensive research in relation to this industry, and has a clear idea of what operators see as the priority needs. They include:

- Customer satisfaction and a service culture emphasis
- Computer/IT/E-commerce/software skills
- Marketing and promotions understanding and strategy
- Website construction and/or maintenance
- Selling/upselling
- Chef/cooking skills
- Business planning and development
- Small business skills
- General management skills
- First aid
- Food safety and hygiene
- Health/safety/security procedures
- Management of emergency situations
- Financial management
- Computer accounting

As well, the Hospitality Standards Institute has highlighted a specific national need for supervisory training for the hospitality industry.

Operators were clear that their preference for delivery was on-the-job; intensive block courses; or clustered workshops of similar businesses.

Because most of the tourism businesses are small (60% have fewer than five employees), it is possible to be confident that these training needs - with the exception of chef/cooking skills and food safety - will apply as well to most non-tourism small businesses in the region.

⁴ 2 This will also be an issue in relation to other seasonal industries—horticulture and viticulture, for example - in other regions. It is noted that there is already support available for ESOL education for those coming to work or study in New Zealand.

Mining

Mining - predominantly coal and gold - is the largest single contributor to regional GDP, and is expected to double over the next four-five years. In 2006, according to Department of Labour figures, around 525 people were employed in coal and minerals extraction in the region, and anecdotal evidence is that this number will probably have at least doubled. The Extractive Industries Training Organisation (EXITO) has 806 industry trainees in the region. This indicates that most of those working within the industry have training agreements.

In December 2004, EXITO published an analysis of the future skill needs of seven mining industries nationally. All were experiencing recruitment problems, the average age of the workforce was in excess of 40 years, and more than half had no relevant qualifications when entering the industry. As well, some qualified staff lacked knowledge of the practical application of their qualifications.

Most operators noted that the need to maintain production levels was a major barrier to training, which was regularly abandoned.

With a significant expansion forecast for the period and beyond, there is an identified need for training in underground mining on the West Coast to meet regional, and ultimately national needs. The major West Coast producers, that is Solid Energy and Pike River Coal, are supportive of a review of the current and future requirements for underground miners on the West Coast and probably nationally.

The EXITO analysis of the coal mining industry noted that there were very few training gaps - i.e., areas that are not covered by training. However, trades people consistently indicated a strong need for training. They wanted refresher and advanced trade training⁵. Their identified training needs were:

- Further development of skills which branch out from trades
- Trade based training (framework Level 3/4/5)
- Technician based training (framework Level 4/5/6)
- Electrical/Electronics/Instrumentation/PLCs/Telecommunications
- Welding
- Mechanics
- Process engineering

A considerable number of respondents wanted the opportunity to do training which focuses on the skills needed to work well and communicate well with others.

At management levels, training needs identified for the coal and gold mining industries included:

- people management skills
- communication skills
- planning, organising, and performance management
- financial management
- motivation and decision making
- leadership
- conflict management
- project management
- a range of computer-based training
- health and safety
- employment law.

⁵ In relation to meeting these needs, EXITO says:

TPP is the leading Polytechnic provider of programmes for the extractive industries in New Zealand, and is a preferred provider for EXITO. As well as training to meet in-region needs, therefore, TPP has a role in training for the industry nationally. EXITO attaches considerable importance to this national coverage which, for them, enables a low compliance/high efficiency model of delivery, and avoids the splintering of provision (and, potentially, of delivery standards).

A number of future technical training needs were also identified.⁶

In addition to the EXITO-managed industry trainees in the region, TPP offers a pre-employment programme in surface extraction at its Reefton Digger School.

Agriculture

The agriculture industry in the region is overwhelmingly dominated (90%+) by dairying, with a modern multi hundred-million-dollar dairy processing plant based in Hokitika, and tanker collection - from Karamea in the north to Maruia Springs Junction in the east and Fox Glacier in the south - from close to 400 dairy farm suppliers. Some sheep, beef and deer farming is practiced, but the education and training needs in these sectors is small by comparison to dairy. Like most other industries, there is an acute labour shortage: one estimate is that there is a 25%-30% shortfall equating to about 1-1.5 people per farm. The Agriculture ITO notes that the issues of recruitment and retention of staff have heightened in the past year.

A 2005 Strategic Framework for Dairy Farming's Future developed by Dairy 21 highlighted a national need/aspiration for effective formal and informal learning pathways being available, promoted and widely-accessed; training (both formal and informal) in production or business skills to be completed by 40% of all farmers annually; and improved technology transfer. In addition, Dairy NZ - the industry good body - has identified the need for improvement in animal management, animal nutrition, animal reproduction, pasture management, soil fertility and stocking rates.

More than half of the training currently being accessed is at Levels 4-6 (herd management, business management, human resource management, etc). There is currently unmet need both for foundation skills (literacy and numeracy) and important basic (Levels 2 and 3) skills - including health and safety, tractor, ATV, fencing, biology, etc. Delivery is by day release classes - hampered by long travel times to teaching resource centres; and distance learning - with the attendant problems of retention and completion. In addition, the delivery of day release and block training is challenging: it is difficult for people to get away from farms other than in the period between January and May because of on-farm work pressures; and the June/July period is significantly disrupted, with between 25%-35% of dairy trainees moving to new jobs, before calving starts in August. This means that much of the theory delivery is by correspondence, with the problems as noted above.

In April 2008, there were 163 industry trainees - including seven modern apprentices - involved in 178 ITO training programmes in the region. In 2007, The Open Polytechnic of New Zealand (TOPNZ) had two students enrolled in National Certificate in Agriculture, and one in the National Diploma of Agribusiness Management. It is not known how many were studying independently via Massey or Lincoln Universities.

A significant number of secondary school students have gained on-farm work experience via the Gateway programme.

⁶ The full reports are available at <http://www.exito.org.nz/information/reports.asp?menu=11>

Other Industries/Sectors

Horticulture

Horticulture development is regarded as a high priority both in the 2002 Regional Economic Development Plan and in the Development West Coast Strategic Plan for 2007-12.

Horticulture on the West Coast is characterised by:

- (1) a relatively small number of very successful growers
- (2) diverse topo-climate conditions, giving rise to extensive variation in crops
- (3) recognised - but unrealised - potential for considerable expansion, both for commercial growers and for 'gate sale' growers

There is a strong case for the development of hydroponic horticulture as a way of mitigating the diverse topo-climates that are manifest in the region.

There is very little education and training available in New Zealand in hydroponics, and almost none in the South Island.

In 2007 there were no industry trainees in the region, but there are currently two. TOPNZ had 23 students enrolled in horticulture programmes at Levels 2-4.

Health

The West Coast is not unique in experiencing difficulty in recruiting and retaining medical and other health and social service professionals.

The District Health Board has identified a need for generic pre-entry nursing training; training focused on re-registration (e.g., Return to Nursing); and specialist training for those working in a rural environment (e.g., Rural Nurse Specialist).

The DHB has also identified a need for a pre-entry programme focused on health-related careers, and for people with clerical, financial, information technology, and first-line management training. There is a need, as well, for a relatively small number of medical receptionists.

The ITO with responsibility for the health and disability sector workforce is Careerforce (Community Support Services ITO). They note that:

The health and disability sector is currently undergoing significant review and evolution on many fronts, including the dynamics and relationships between the regulated and non-regulated workforces. The need to build a learning and career pathway which connects the two is a clear message from stakeholders and aligns with the educational strategies of life-long learning, learner pathways and recognising current competencies.

They consider the development of a pan-sector learning/competencies pathway to be their highest priority, and that a national - rather than regional - focus is required to do this. Regional approaches, where they exist, must be related to DHBs.

They are of the view that pre-employment training is of limited value, and that the nature of the workforce (part time, often casualised, sometimes isolated, low levels of previous qualifications, significant literacy and ESOL issues, etc), combined with rapidly changing skill requirements, means that training must be responsive, flexible, customised and delivered in innovative ways.

Currently many groups - both voluntary and funded - operate programmes in the community which support families and older people. Access both to formal and non-formal courses or programmes could help to provide the capability for those groups to improve the quality and range of the support given and offered.

In March 2008, Careerforce had 22 industry trainees in the region. TPP offers the National Certificate in Support of the Older Person in Greymouth and plans to develop other programmes throughout the region that feed into - and lead on from - that programme.

The Electrotechnology ITO noted in 2007 that:

the role of ambulance officers is constantly changing as new technology and techniques are developed. For example, they now have a bigger role in the pre-hospital care of patients, as more treatment is undertaken at the scene of an incident. Therefore, ongoing training is necessary for those in this industry. The large number of volunteer ambulance officers means that there is also strong competition for permanent positions, which has also encouraged the gaining of qualifications.

The isolated nature of the West Coast communities; locations of the workforce (i.e., mines, rural farms, out at sea, forestry); and the geographical position on a major fault line require that emergency response training is available throughout the communities - reliance on the volunteer services is not always possible, and will certainly not be sufficient in the event of a major emergency. In-work first aid, emergency evacuation, search and rescue and civil defence training are requested in improving skills on a number of contextual levels, including outlying community townships and settlements and industrial worksites.

Community and Social Services

There is significant need for education and training support for those who work - most often, but not exclusively, as volunteers - in a range of community and social services and clubs.

Short courses in not-for-profit governance and management - offered in Westport and Greymouth by Unitec in conjunction with the Ministry for Social Development, with the support of the region's REAPs - have been oversubscribed.

Education

There is a continuing need in the region for teachers across the spectrum, and in particular in the early childhood sector. There is only one licensed provider south of Hokitika.

There is an ongoing need for continuing education for teachers, and particularly in the tertiary sector, where many come without formal teaching qualifications. There is also a need for education management training and support, particularly for rural school principals.

Principals have noted the lack of availability of relief teachers as a barrier to continuing education - i.e. teachers cannot be released for training because replacements are not readily available. There is current exploration of the potential for video-conferencing and building on-line learning communities as alternatives.

Training provision is available in the region via distance learning from The Open Polytechnic of New Zealand, the University of Canterbury College of Education, and Massey University.

There is a significant amount of non-formal early childhood education being offered on the West Coast. Access to non-formal courses or professional development can assist to improve the volunteer infrastructure of these programmes, which are generally operated in small, isolated communities.

There may also be a need for governance training and support, particularly in the early childhood sector.

Environmental Conservation and Management

The largest employer in this field (Department of Conservation) has around 200 staff. They note in-region training needs for such things as all-terrain and four-wheel drive vehicles; chainsaw proficiency; first aid; chemical handling, and similar skills. As well, they have a need for business administration (including clerical and financial), Te Ao Maori, and leadership and management training.

There is a need for a range of training in conservation, environmental management and waste disposal for people in a wide range of occupations. As far as is known, TOPNZ is the only provider of training in the region, with a 2007 total of five students studying environment and sustainability and environmental management.

Civil Construction

The national shortage of personnel at all levels in the civil construction industry is mirrored in this region.

In-region training is available through the ITO, Infratrain (25 industry trainees in 2007), and TPP, which offers pre-employment training in civil construction at its Reefton Digger School.

Building and Construction

The Building and Construction ITO considers that, in relation to carpentry, the current level of need in this region is being met (a pre-carpentry course and 98 industry trainees in 2007, including 37 modern apprentices).

They have identified a need for middle management training - qualifications such as the National Diploma in Construction Management, National Diploma in Quantity Surveying, and/or contextualized offerings of the National Certificate in First Line Management.

As well, they note a need for training in cement and concrete, and both interior and exterior plastering.

In 2007, TOPNZ had two students enrolled in the National Diploma of Construction Management.

Plumbing, Gasfitting, Drainlaying and Roofing

There is a significant shortage of plumbers in the region, felt most acutely in Buller, where there is no registered gasfitter.

There is a relatively small number of people in training: in 2007, the Plumbing, Gasfitting, Drainlaying and Roofing ITO had a total 17 industry trainees - including six modern apprentices - in the region, and TOPNZ had one enrolment in its Certificate in Plumbing and Gasfitting Craftsman.

Motor Industry

There is a significant shortage of motor mechanics in the region, and an identified need for training within the tyre industry. TPP runs a pre-employment programme, and in 2007 there were 63 industry trainees, including six modern apprentices. Quadro Holdings offers a Training Opportunities and Youth Training-funded programme in basic automotive engineering and welding.

Electrotechnology, Telecommunications and Electricity Supply

There is a significant shortage of qualified people available to work in the electrotechnology, telecommunications and electrical supply industries. Basic skills and knowledge will remain important, but workers will need to be flexible, for example, to re-skill around emerging electrical products.

There will be a sustained medium term demand for telecommunications technicians. Basic skills and knowledge will remain important, but workers will need to become more flexible. Bundling of electronic and telecommunications services will lead to increased integration of these kinds of jobs. Telecommunications jobs are likely to become increasingly specialised.

On-Coast provision of training is via the Electrotechnology and Electrical Supply ITOs. In 2007, the former had 99 industry trainees, including eight modern apprentices and; the latter had 54 industry trainees, including 14 modern apprentices. In 2007, TOPNZ had 21 students enrolled in programmes in electrical supply and electrical engineering, from Levels 2-6.

Engineering

There is an acute shortage of people with engineering skills in the region: one estimate indicates about two vacancies per company. As well, Shantytown - a local heritage attraction - has identified a need to train people in operating and maintaining steam engines, so that the skills are not lost to New Zealand.

Competenz (industry training organisation) has 68 industry trainees in the region, including 14 apprentices and 17 modern apprentices. In 2007, TOPNZ had 21 students enrolled in programmes from Level 2 to Level 7.

Dairy Manufacturing & Meat Processing

The New Zealand Industry Training Organisation, in April 2008, had 118 industry trainees in the region: 43 in the meat industry; 50 in the dairy industry; 23 in energy and chemical plants; and 2 others.

A needs analysis in the meat processing industry has highlighted the need for foundation and life skills training to be made available.

Retail

A needs analysis carried out by TPP early in 2008 has highlighted significant need for training pathways, beginning with contextualised customer service.

In 2007 there were 12 industry trainees in the region. In addition, Muritai Training Centre offers the National Certificate (Level 2); and The Open Polytechnic has around six people enrolled in the same qualification.

Public Sector

We are still waiting for information to come from the Public Sector Training Organisation, which in 2007 had five industry trainees in the region.

Other

TPP's in-region needs analysis has highlighted a need for a range of driver education courses, including safety and specialist licences.

There is ongoing, unmet demand in Westport from potential students and employers for training in trade skills, particularly automotive and carpentry/building. The only current provision is via work-based training. There is a perceived lack of industry assessors in the area, (although that may be because there is not good liaison between ITOs and local providers).

The West Coast Adult and Community Education Needs Analysis identifies a comprehensive (although it does not claim to be exhaustive) set of needs, both formal and non-formal. The analysis is available from Buller REAP.

There is a need to provide for women a range of self development and educational programmes in environments that are supportive, empowering and nurturing; and to provide on-going access to experiential learning opportunities/activities for families and individuals based in isolated rural communities.

The aging population is likely to put pressure on community service groups which are already stretched. Those groups are likely to need continuous capability improvement. There is already significant response to the offer by providers from other regions of training in such areas as governance and financial accountability, but it is also possible that the groups will need skills training in dealing with more complex needs.

There is a significant, relatively fast-growing need for community support for families migrating to the region, both from overseas and from other parts of New Zealand. Development West Coast is currently (May 2008) recruiting a co-ordinator of support. It is clear that education and training will have a yet-to-be determined role to play, including assisting in the alignment of overseas qualifications with New Zealand requirements, and English as a second or other language.

Provision

Local Providers

In 2007, there were 471 enrolments on Training Opportunities and Youth Training programmes in the region (N.B. this may exceed the number of individuals if some were involved in more than one course or programme).

Greymouth

(1) **Tai Poutini Polytechnic**

Offers a range of training in business and business administration; computing; pre-employment carpentry, automotive and hairdressing; professional chef; tourism and hospitality; ecotourism; nanny; support of the older person; jade and hardstone carving; outdoor recreation; leadership and guiding; and preparation for tertiary study.

(2) **Karoro Learning (a division of Greymouth High School)**

Has three divisions:

- **Campus training** - offering up to 11 National Certificates at Levels 1-3 to Training Opportunities and Youth Training-funded job-seekers, together with vehicle licenses and foundation literacy support.
- **Distance Learning** - training opportunities-funded distance learning computer skills programmes, and self-funded distance computer training programmes throughout the West Coast and New Zealand
- **Business Training and HR Support Services** - provides and sources training for the specific needs of individual West Coast workplaces. Also provides TEC-funded Workplace Literacy programmes.

(3) **Quadro Holdings Limited**

Offers a Training Opportunities and Youth Training-funded programme in basic automotive engineering and welding.

(4) **Westland Community Cultural Activities Trust (t/a Muritai Training Centre)**

Offers Training Opportunities and Youth Training-funding programmes in Retail, Tourism and Community Care.

(5) **Literacy Westland**

Offers adult basic education on one:one basis.

(6) **Greymouth Life Learning Centre**

Offers Training Opportunities and Youth Training-funded adult basic education and employment skills.

(7) Mawhera Services Academy (a division of Greymouth High School)

Offers Youth Training-funded basic education and employment skills.

(8) WestREAP

In Greymouth, WestREAP currently offers two foundation learning programmes in information technology in partnership with schools, parenting programmes, partnership in developing capacity and delivery of community-based learning programmes. WestREAP also provides learning opportunities to communities in the Grey Valley outreach.

Westport

(1) Tai Poutini Polytechnic

NZ Diploma in Business; National Certificate (NC) in First Line management (for Buller Health); modules of the NC in Adult Education and Training; a range of short courses (driving, chainsaw use, chemical handlings, etc); and a range of ACE courses.

(2) Buller Community Development Company

Offers three courses - two funded by TOP (Commercial Road Transport and Introduction to Welding, Light Engineering and Blacksmithing) and one for youth at risk, funded by the Ministry for Youth Development (West Coast Conservation Corps).

(3) Industry Training New Zealand (ITNZ)

This private training establishment (PTE) delivers training in the region (and nationally) in occupational safety and health across all industries; surface and underground mining; quarrying; horticulture (they are also contracted by the Horticulture ITO to manage their industry trainees and modern apprentices throughout the region); agriculture; pest control; pest monitoring; engineering; commercial road transport; civil plant operation; business - management; outdoor recreation; and resource recovery.

(4) Community Education and Training Centre

Offers Training Opportunities and Youth Training pre-vocational skills training in computing and business administration to Level 3; hospitality, employment skills and work-based training.

(5) Westport Deep Sea Fishing School

Offers Training Opportunities funded, Level 2 programmes in vessel operations and seafood processing skills.

(6) Buller REAP

Offers lifelong learning and holistic education and community development opportunities including early childhood; parenting; school support; youth programmes; community ACE and ACE network administration; and aged support programmes.

(7) Buller Adult Reading

Offers adult basic education on both a one:one and a group basis.

(8) Potikohua Trust

Offers a range of non-formal education and support services for women.

Hokitika

(1) Tai Poutini Polytechnic

Offers Level 2 business administration and ACE courses.

(2) WestREAP

Offers lifelong learning and holistic education and community development opportunities including early childhood; parenting; school support; youth programmes; community ACE and ACE network administration; aged support and programmes as far south as Haast.

(3) Karoro Learning

Offers a wide variety of national certificate to training opportunities and youth training clients. Also offers foundation literary support for students.

Reefton

(1) Tai Poutini Polytechnic

Offers programmes in civil construction; surface extraction; a range of courses from other programmes, including search and rescue and driver education; blasting; and ACE courses.

Schools

Karamea Area School, Buller High School (via the Community Education & Training Centre), Reefton Area School, Greymouth High School, Westland High School and South Westland Area School offer Gateway programmes for their students and ACE programmes for their communities.

Other

Work and Income offer local industry partnerships aimed at addressing local skill shortages and aims to respond quickly to emerging local employment opportunities where local labour skills do not match the required skill sets for jobs.

Gaps⁷

- Engineering - Mining to Level 7
- Engineering - Mechanical Levels 2-4
- Environmental Management and Waste Disposal - all levels
- Plastering - Levels 2-4
- Electrical and Electricity Supply - the need is probably to improve recruitment to, retention in and completion of in-work and distance learning programmes
- Plumbing, Gasfitting and Drainlaying - the need is probably to improve recruitment to, retention in and completion of in-work and distance learning programmes
- Cement and Concrete Levels 2-4
- Maturanga Maori - all levels
- Pre-entry Nursing
- Return to Nursing - competency assessment
- Pre-entry to health-related careers (including mental health) - up to Level 4
- Volunteers providing early childhood education and family and older people support
- Governance training for those involved with early childhood centres, and a range of volunteer-based organisations
- Health, social services and disability workforce up to Level 4
- Underground mining - pre-entry and industry training to Level 4
- Local support for distance learners

Ministry for Social Development (MSD) frontline staff have noted gaps in respect of:

- Programmes that cover learners or restricted driver's licenses
- Adult apprenticeships in trades such as construction, carpentry, plumbing, engineering, roading, bakers and butcher
- Entry level training in Respite and Disability Care Givers, nursing
- Entry level training for Teachers Aides
- Entry level training for Early Child Care workers
- Training for employers on how to attract, employ and retain people with a disability, migrants, people returning to work and mature workers
- Generic employment skills programmes that would be attractive to non-work tested clients to develop some skills without focusing on a particular direction

The MSD notes that parents, mature people, people with a disability, and migrants seeking employment, who require entry level training also need for this training to factor in: family friendly hours; childcare provision; flexible hours for clients with a disability, such as short-term courses with a duration of 8-10 hours per week; tutors trained in meeting the learning needs of parents, mature people, people with a disability and migrants; and the provision of low cost or free training.

⁷ It is not always easy to distinguish whether a particular skill gap refers to a training need, a labour shortage, or both. This section refers to gaps in current capability to meet identified training needs (e.g. engineering) and excludes gaps where there is an identified need, capability to provide, but no current provision (e.g. contextualised First-Line Management for the construction industry).

Priorities

- Move levels of educational achievement to better than the national average
- Enable the population to access tertiary learning opportunities no matter where in the region they reside, and provide appropriate levels of learning and professional support
- Continue to encourage uptake of tertiary learning, particularly by secondary school students.
- Strengthen and broaden the range of pathways available in the region
- *Both* enable provision by in-region tertiary providers of courses and programmes at all levels to fill identified gaps in education and training in the region; *and* explore ways of supporting West Coast students to access education and training outside the region (particularly where this involves staircased learning to higher levels).

The information in this statement was compiled from a variety of sources, including:

- TPP's Environmental Scan; research (particularly related to the tourism industry and the needs of Maori in the region); and knowledge of the regional needs.
- Tertiary Education Commission
- Department of Labour
- Ministry for Social Development
- Department of Conservation
- Industry Training Federation
- Comment from ITOs with significant numbers of trainees in the region.
- Consultation on an early draft of this document, which was circulated to:
 - (a) Members of Education West Coast (including the Tertiary Providers' Forum);
 - (b) Development West Coast
 - (c) TPP Councillors, Management Team, and HoDs
 - (d) TEC
 - (e) Local Authority Chief Executives
 - (e) ITOs from whom comment had been sought, and the ITF
 - (f) Local Runanga
- West Coast ACE Network Needs Analysis

In draft form, the statement was made available on a wiki-space for contributions and comment. The final draft was an agenda item at meetings of the combined Buller Training Forum and ACE network; an intersectoral forum run by the District Health Board; and Development West Coast's Industry Advisory Group.

The statement does not purport to be a definitive in relation to needs, gaps and priorities; nor can it be assumed that all of those who were consulted agree with all that the statement contains. It will continue to be refined and updated.