BAY OF PLENTY TERTIARY INTENTIONS

2014-2019

A regional plan for the strategic alignment and development of post-secondary education and research
TABLE OF CONTENTS

Foreword .................................................................................................................................................. 2
Executive Summary ................................................................................................................................... 4
1 Introduction ........................................................................................................................................ 6
  1.1 About the Bay of Plenty tertiary intentions strategy ................................................................. 7
  1.2 Map of Bay of Plenty region ........................................................................................................ 7
  1.3 Report purpose and how it is to be used ..................................................................................... 8
  1.4 Project objectives ....................................................................................................................... 9
  1.5 Definitions .................................................................................................................................. 9
  1.6 Acknowledgements ................................................................................................................... 11
2 Methodology ....................................................................................................................................... 12
3 Situation analysis ............................................................................................................................... 13
  3.1 National policy framework ........................................................................................................ 13
  3.2 Regional tertiary stocktake ....................................................................................................... 16
  3.3 Literature review ....................................................................................................................... 20
  3.4 Regional characteristics .......................................................................................................... 28
  3.5 Stakeholder interviews ............................................................................................................. 32
4 Recommendations ............................................................................................................................. 39
  4.1 Collaborative leadership ............................................................................................................ 39
  4.2 Māori engagement and participation in tertiary education ...................................................... 40
  4.3 Improving transitions – secondary, tertiary and employment ................................................ 42
  4.4 Fostering innovation to support regional development ............................................................... 44
  4.5 Attracting international students and enriching their New Zealand experience .................... 50
  4.6 Local priorities ........................................................................................................................... 51
  4.7 Tauranga campus development ................................................................................................ 55
  4.8 Implementation and review of the tertiary intentions strategy ................................................ 55
FOREWORD

Toi Moana, Toi Whenua, Toi Tangata!
Rangi e tū nei
Papa e takoto nei
Ruaimoko puritia tāwhia kia mau, kia ū, kia ita!
Mai i Ngā Kurī a Whārei ki Tihirau
Mai i Maketū ki uta
Tihē mauri ora!

Kei o tatau rau mate o te rohe nei, haere whakangaro atu ki a Ngāi Nunui mā i te pō
Ko tatau te hunga ora e mihi nei, e tangi nei
Ko Ihoa te tīmatanga o te mātauranga e rewa ake nei
Ko Tāwhaki nāna te kura wānanga i kimi i te pō uriuri, i te pō kerekere, i ngā rangi puhi, i ngā rangi
mamoa ka tau ki papa whenua ki te uri tangata
Tēnei rā te whakarewa ake i tēnei kaupapa whakahihahira hei taonga ki te rohe whānui
Nō reira tēnā kotou katoa.

A strong and growing tertiary education sector that is well connected with regional stakeholders is critical to the social and cultural, environmental and economic wellbeing of the Bay of Plenty region.

This Tertiary Intentions Strategy is a regional plan developed for the people and communities of the wider Bay of Plenty. It is a somewhat innovative way of considering and addressing tertiary education and research needs and requirements. Ultimately, its purpose is to provide collaborative leadership and advocacy for community needs in the post-compulsory education sector. It is not a tertiary institution plan, but should provide some guidance as to regional needs and aspirations, to tertiary education organisations including the Bay of Plenty Tertiary Education Partnership, who have key roles and opportunities to address those needs in a variety of ways.

This plan is the result of wide-ranging engagement with regional agencies, organisations and groups, and interested individuals, together with tertiary providers. The uniqueness of the approach is that tertiary providers are strongly supported by regional and sub-regional agencies in a collaborative manner.

This region has committed significant resource to enhancing tertiary education and research capacity over a number of years and is fortunate to have a range of quality institutions with which to work. The recent decision by the Bay of Plenty Regional Council and the Tauranga Energy Consumer Trust to contribute up to $30 million towards a university campus operated by the Bay of Plenty Tertiary Education Partnership will further enhance the range of provision available locally, strengthening the region’s ability to foster knowledge and innovation, and attract and retain skilled people. This initiative has also been supported by the Tauranga City Council which has agreed to contribute the land for the campus in Durham Street, Tauranga.

It is our belief that by working in partnership with tertiary education organisations we have a better chance of ensuring the region’s priorities are met, including:
• Increasing tertiary education (vocational, professional, academic and research) participation and attainment for people within our communities, particularly Māori;
• Developing a highly educated and skilled workforce that is aligned to the needs of employers; and
• Increasing research for sector development and innovation to help support overall economic growth, community and business development.

It is important for regional stakeholders to appreciate the complexity of aligning national, regional, sub-regional and community goals with those of tertiary institutions, each of whom operate with institutional autonomy. However, good progress has been made in the region through collaborative initiatives such as the Bay of Plenty Tertiary Education Partnership, which can be further enhanced to deliver greater synchronicity between regional needs and tertiary delivery. The tertiary intentions strategy plays an important role in achieving this.

On behalf of the Bay of Plenty Tertiary Intentions Strategy Reference Group, I commend this plan to you and look forward to strengthening our collaboration with the tertiary education sector for the benefit of individuals and communities in the Bay of Plenty.

Bill Wasley
Chair
Bay of Plenty Tertiary Intentions Strategy Reference Group
EXECUTIVE SUMMARY

Post-compulsory sector (tertiary) education is a cornerstone of a strong and skilled economy and a major contributor to improved social wellbeing. This Bay of Plenty Tertiary Intentions Strategy outlines the region’s vision for strong and effective partnerships between regional stakeholders and the tertiary education sector to drive sustainable social and cultural, environmental and economic development in the wider Bay of Plenty region including Taupo.

It is the intent of this strategy to recommend a framework by which the Bay of Plenty region can proactively advocate for its tertiary education and research needs in a collaborative manner, and in doing so support the region’s overall objectives for tertiary education and research. These objectives include:

**Capability and capacity – Te Ngoi**
- Increasing tertiary education (vocational, professional, academic and research) participation and attainment for people within our communities, particularly Māori;
- Developing a highly educated, entrepreneurial and skilled workforce that grows the prosperity of the Bay of Plenty.

**Knowledge and innovation – Mātauranga**
- Increasing research and generating knowledge to enable innovation that fosters business growth and community development.

**Sustainable growth – Toi Tupu**
- Harnessing talent, skills, knowledge and networks to support sustainable social, cultural, economic and environmental development across the region.

There are a number of recommendations in this plan aimed at better aligning the region’s tertiary education sector with national and regional priorities for sustainable social and economic development. Recommendations have been informed by interviews with regional stakeholders, feedback from the wider community, an analysis of regional data and a review of literature on regional tertiary delivery models.

Key findings that have informed the strategic context for recommendations set out in section four of this plan include:

1. **Collaborative leadership.** It is the responsibility of all stakeholders in the region, together with the tertiary education sector and government, to assist in achieving the outcomes sought in this plan. Therefore, it is in the region’s interest to actively engage with the tertiary education and research sector to better align tertiary outcomes with regional and local goals, and to be proactive in advocating for regional needs. A whole of system approach is required to work with communities in the Bay of Plenty to improve participation and engagement (particularly for young Māori) in tertiary education across the whole region, not just in the main centres.
2. **Māori engagement and participation.** Young Māori are crucial to the future wellbeing of the region and it is therefore critical to increase Māori engagement and participation in tertiary education.

3. **Transitions.** Emphasis should be placed on improving links between secondary schools, tertiary education and employers in the region in order to prepare young people with work-ready skills and improve the flow of young people into tertiary education and employment.

4. **Innovation.** The region should support and encourage concentrations of teaching and research excellence in key areas relevant to the Bay of Plenty to foster innovation, including links to education pathways, industry and employment.

5. **International education.** The region should support the attraction of international students, recognising they are an important source of skills, knowledge and global links, as well as export revenue for education institutions, local communities and the region.

This Tertiary Intentions Strategy recognises the value of education in producing a wise, thoughtful and resilient community and recognises the tertiary education sector’s already significant contribution to the region’s social and cultural wellbeing and economic growth. The Bay of Plenty is well represented by vocational and professional training providers, and has a growing set of research and development initiatives in areas such as materials engineering, robotics, forestry and horticulture. It is also important to note tertiary education organisations operate in a constrained fiscal environment which has significant implications for what can be delivered, and when.

In recent years, the region has made substantial progress in working with the tertiary education sector. The Bay of Plenty Tertiary Education Partnership is a unique collaboration between four autonomous tertiary institutions (including the Bay of Plenty Polytechnic, Te Whare Wānanga o Awanuiārangi, Waiairiki Institute of Technology and the University of Waikato) who work closely with regional and local agencies to enhance tertiary education and research provision across the Bay of Plenty and Taupo. It is through this partnership that the region has made a commitment to contribute $30 million towards the establishment of a university campus experience in the region. This will further expand the range of educational opportunities available to local people and make a positive contribution towards the development of the Bay of Plenty’s regional innovation eco-system.

This plan aims to provide a strategic framework for building on current tertiary education strengths and further enhancing the region’s potential through its skill and knowledge base.
1 INTRODUCTION

“Education is more than a luxury; it is a responsibility that society owes to itself.”

Robin Cook

The Bay of Plenty has enormous potential. The region is diverse, rich in people, culture and resources. Collaboration at a regional and local level is a hallmark of the way local stakeholders approach issues and have built a solid track record in achieving positive community outcomes. Regional stakeholders believe that collaboration offers the best chance of improving the social, cultural, environmental and economic wellbeing of local people.

The basis of achieving sustainable regional growth is education. A life-long approach to education and learning is recognised as playing a crucial role in producing a wise, thoughtful community by enabling individuals and society to foster the skills and resilience that underlie social and economic engagement. This Bay of Plenty Tertiary Intentions Strategy (TIS) looks at the critical role of all stakeholders in supporting regional goals and addressing regional and local issues through the tertiary education sector.

An opportunity exists for the Bay of Plenty to create its own distinctive path as a tertiary destination by bringing together the region’s collaborative characteristics and lifestyle appeal with quality educational pathways linked strongly with stakeholder needs, employment opportunities and a growing reputation as a hub for innovative ideas. Such an approach will require bold leadership on behalf of both the region and tertiary education stakeholders, requiring an approach that:

- makes full use of, and recognises the value of meaningful stakeholder engagement
- ensures innovative ideas can be implemented to address the issues which currently hold parts of the community back, such as illiteracy, poverty and social exclusion
- recognises the need to make full use of the region’s available labour in light of high rates of unemployment in certain areas, relatively low levels of literacy and numeracy, and an imminent global (and regional) skills shortage.

The Bay of Plenty has for some time recognised the value associated with investment in tertiary education and research through initiatives including the Bay of Plenty Regional Council’s sponsorship of two regional Chairs (Lakes restoration and management and Coastal science), and the Bay of Plenty District Health Board’s Clinical School partnership with Auckland University. Most recently the region has declared its intent to further invest in the post-compulsory education sector, with a $30m regional contribution towards the development of a university campus experience in Tauranga. This investment is being made on the basis that it catalyses improved educational and research outcomes across the wider Bay of Plenty region.

The TIS has been developed to provide a collective vision for regional tertiary education and research delivery, together with desired strategies and actions for maximising the contribution of the tertiary education sector to improving regional outcomes.
1.1 ABOUT THE BAY OF PLENTY TERTIARY INTENTIONS STRATEGY

The TIS is the result of a review of tertiary education and research needs for the Bay of Plenty region and Taupo district (hereafter referred to as the Bay of Plenty region). The development of the TIS is a regional initiative supported by local industry, community, local government and agencies (Bay of Plenty Regional Council, Taupo District Council, SmartGrowth, Priority One, Grow Rotorua, and Toi EDA), and by the Bay of Plenty Tertiary Education Partnership (which comprises Te Whare Wānanga o Awanuiārangī, Bay of Plenty Polytechnic, University of Waikato and Waiairiki Institute of Technology).

The development of the TIS has been overseen by a reference group1 consisting of representatives from each sub-region including each of the economic development agencies, spatial planning partnership, the Tertiary Education Partnership, iwi and BayTrust (a community support organisation). Reference group members included: Bill Wasley (Chair), Awanui Black, Terri Eggleton, Margaret Noble, Francis Pauwels, John Galbraith and Chloe Walker.

This plan has been prepared by a project team consisting of Greg Simmonds (Priority One), Shane Stuart (University of Waikato) and Neil Barns (an independent education consultant).

1.2 MAP OF BAY OF PLENTY REGION

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1 Refer to Appendix 1 for reference group membership and terms of reference.
1.3 REPORT PURPOSE AND HOW IT IS TO BE USED

The TIS has been developed to provide a collective vision, proposed strategies and desired actions for tertiary education delivery in the region with particular reference to distinctive characteristics of the wider Bay of Plenty.

It is the intent of the TIS to propose a mechanism by which the region can proactively advocate and support collaborative leadership for the community’s tertiary education and research needs. A collaborative regional approach is, in our view, the best method to achieve regional objectives from the post-compulsory sector; specifically:

**Capability and capacity – Te Ngoi**

- Increasing tertiary education (vocational, professional, academic and research) participation and attainment for people within our communities, particularly Māori;
- Developing a highly educated, entrepreneurial and skilled workforce that grows the prosperity of the Bay of Plenty.

**Knowledge and innovation - Mātauranga**

- Increasing research and generating knowledge to enable innovation that fosters business growth and community development.

**Sustainable growth - Toi Tupu**

- Harnessing talent, skills, knowledge and the establishment of networks to support sustainable social, cultural, economic and environmental development across the region.

The TIS sets out the region’s statement of goals to be achieved through tertiary education. It proposes that the region’s tertiary providers, along with government agencies, economic development agencies, spatial planning partnerships, iwi, industry and community groups work in partnership to ensure the region’s current and future education and research priorities are met. The TIS also makes a contribution to delivering on the government’s National Tertiary Education Strategy (2014-2019). One of the aims of the TIS is to ensure that key elements of the Tertiary Education Strategy are implemented in the Bay of Plenty in a way that is relevant to the region and its people.

The development of this plan is somewhat unique as it is a regional plan supported by tertiary providers. This TIS is not a tertiary institution plan, but is the result of wide-ranging engagement with regional agencies, organisations and groups, and interested individuals, together with tertiary providers. The uniqueness of the approach is that tertiary providers are strongly supported by regional and local agencies in a collaborative manner to support desired regional outcomes.
1.4 PROJECT OBJECTIVES

The TIS is intended to provide a framework for guiding tertiary institutions, industry and regional agencies (collectively and individually), with respect to the region’s current and future tertiary education requirements.

The specific project objectives were to:

- Undertake a situational stock-take on the Bay of Plenty tertiary education sector.
- Understand the tertiary education and research needs of the Bay of Plenty with specific reference to the Bay of Connections industry sectors and the role of tertiary education in addressing social mobility and inequality issues.
- Understand how the tertiary education sector can support the educational aspirations of Māori in the Bay of Plenty.
- Develop a collaborative roadmap to assist the region in achieving its desired tertiary education and research outcomes over the next five years.
- Consider the role of international education in supporting the region’s economic development and social/community goals.
- Assist regional stakeholders (iwi, industry, community, local government) to understand how they can support the tertiary education sector to achieve desired education and research outcomes in the region, particularly as they relate to future workforce requirements.

Primary outcomes for tertiary education and research in the region include:

- Increasing tertiary education participation and attainment, particularly for Māori;
- Developing a highly educated and skilled workforce aligned to regional needs; and
- Facilitating research for sector development and innovation to help support overall economic growth and community development.

1.5 DEFINITIONS

The following terms and acronyms are used extensively throughout this report.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bay of Connections (BoC)</td>
<td>The Bay of Plenty’s regional economic development framework, facilitated by the Bay of Plenty Regional Council and driven by the region’s economic development agencies and industry. The BoC region refers to the Bay of Plenty Regional Council boundaries (including Eastern Bay of Plenty sub-region, Rotorua District and Western Bay of Plenty sub-region); and Taupo District.</td>
</tr>
<tr>
<td>Bay of Plenty region</td>
<td>For the purpose of this report the Bay of Plenty region includes all of Taupo District.</td>
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<tr>
<td>Bay of Plenty Tertiary Education Partnership (BoPTEP)</td>
<td>A formal collaboration between Bay of Plenty Polytechnic, Te Whare Wānanga o Awanuiārangi, Waiairiki Institute of Technology and the University of</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Waikato</td>
<td>To enhance education provision and student pathways in the Bay of Plenty.</td>
</tr>
<tr>
<td>Crown Research Institute (CRI)</td>
<td>Crown-owned companies that carry out scientific research for the benefit of New Zealand.</td>
</tr>
<tr>
<td>Equivalent full-time student (EFTS)</td>
<td>A measure of the amount of study or the workload involved in undertaking a course. The tertiary education commission decides if a course is either full-time or part-time based on its EFTS value. Full-time study is generally between 0.8 and 1.2 EFTS.</td>
</tr>
<tr>
<td>Industry Training Organisations (ITO)</td>
<td>Industry Training Organisations are established by particular industries. The government expects ITOs to:</td>
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<td></td>
<td>• enable working New Zealanders to complete nationally recognised qualifications;</td>
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<td></td>
<td>• create clear pathways towards advanced trade qualifications at levels four and above; and</td>
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<tr>
<td></td>
<td>• build and maintain strong support from the industries they serve.</td>
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<tr>
<td></td>
<td>To give effect to these expectations, ITOs have three statutory functions, which are to:</td>
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<tr>
<td></td>
<td>• set skill standards for their industry;</td>
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<td></td>
<td>• develop arrangements for the delivery of training; and</td>
</tr>
<tr>
<td></td>
<td>• provide leadership within their industry on skill and training needs.</td>
</tr>
<tr>
<td>Institutes of Technology and Polytechnics (ITPs)</td>
<td>The government expects ITPs to:</td>
</tr>
<tr>
<td></td>
<td>• enable a wide range of students to complete industry relevant certificate, diploma and applied degree and postgraduate qualifications;</td>
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<td></td>
<td>• enable local access to appropriate tertiary education;</td>
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<td></td>
<td>• support students with low literacy, language and numeracy skills to improve these skills and progress to higher levels of learning; and</td>
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<tr>
<td></td>
<td>• work with industry to ensure that vocational learning meets industry needs.</td>
</tr>
<tr>
<td>Life-long learning</td>
<td>Refers to the ongoing, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons. It not only enhances social inclusion, active citizenship, and personal development, but also self-sustainability, rather than competitiveness and employability.</td>
</tr>
<tr>
<td>Post-compulsory education</td>
<td>Refers to all training and education provided post-secondary school, including trades/vocational training, professional and academic pathways.</td>
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<tr>
<td>Private Training Establishments (PTEs)</td>
<td>The government expects Private Training Establishments to:</td>
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<tr>
<td></td>
<td>• enable students to complete high-quality qualifications that lead to employment or higher-level education;</td>
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<td></td>
<td>• deliver tailored learning opportunities, such as marae and iwi based provision and Pasifika learning environments; and</td>
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<tr>
<td></td>
<td>• provide specialised qualifications and training.</td>
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</table>


| Tertiary Education Commission (TEC) | The government agency overseeing New Zealand’s tertiary education system. |

| Tertiary Education Institutions (TEIs) | Refers to state-owned tertiary institutions. |

| Tertiary Education Organisations (TEOs) | Refers to providers of post-secondary education and training. |

<table>
<thead>
<tr>
<th>Universities</th>
<th>The government expects universities to:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• enable a wide range of students to successfully complete degree and postgraduate qualifications;</td>
</tr>
<tr>
<td></td>
<td>• undertake internationally recognised research; and</td>
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<tr>
<td></td>
<td>• create and share new knowledge that contributes to New Zealand’s economic and social development and environmental management.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wānanga</th>
<th>Wānanga are designated under the Education Act 1989 as unique organisations that offer quality education based on Māori principles and values. The government expects wānanga to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• create and share new Māori knowledge that contributes to whanau, hapu and iwi prosperity, and New Zealand’s economic, social, cultural and environmental development;</td>
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<tr>
<td></td>
<td>• make an increasing contribution to sector-wide leadership through advancing mātauranga Māori; and</td>
</tr>
<tr>
<td></td>
<td>• enable students to complete a range of sub-degree, degree and postgraduate qualifications, with clear study paths to higher levels of learning.</td>
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</table>

### 1.6 ACKNOWLEDGEMENTS

The TIS reference group and project team wish to thank the significant number of businesses, agencies, organisations and individuals who have offered information and opinions as input to this report. A full list of those interviewed during the stakeholder consultation phase can be found in Appendix 2.
2 METHODOLOGY

The development of this TIS involved a combination of primary research (workshops and interviews) and secondary research (review of existing information), overseen by a stakeholder reference group. In broad terms the project comprised:

- A review of the national and international literature pertaining to regional models for tertiary education and research and economic/social development, regional innovation systems, labour-market models and Māori wellbeing.
- A review of regional research, reports and data relevant to regional demographics, skill needs and workforce requirements.
- Stakeholder interviews with business and community leaders, employers, students, principals of schools, iwi and local/regional agencies.
- Community input and feedback on a draft action plan.
- Stakeholder review of the document.
- Report and recommendations finalised.
- TIS adopted by key stakeholder governance.

Key tasks and milestones with indicative dates are shown below:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Description</th>
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<tbody>
<tr>
<td>March 2014</td>
<td>Project commencement.</td>
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<tr>
<td>April-May 2014</td>
<td>Literature review.</td>
</tr>
<tr>
<td>April-May 2014</td>
<td>Regional stock-take and data collection.</td>
</tr>
<tr>
<td>May-June 2014</td>
<td>Stakeholder interviews.</td>
</tr>
<tr>
<td>June 2014</td>
<td>Interim steering group report and TIS discussion document.</td>
</tr>
<tr>
<td>August/September 2014</td>
<td>Community consultation on draft report.</td>
</tr>
<tr>
<td>October 2014</td>
<td>Consideration of feedback and comments on draft by Reference Group and final report completed for endorsement.</td>
</tr>
<tr>
<td>November/December 2014</td>
<td>Regional/local endorsement of final report.</td>
</tr>
</tbody>
</table>
3  SITUATION ANALYSIS

This section provides an overview of the evidence base which informs a number of the recommendations provided in section four. A brief review of the national tertiary education policy framework is provided, followed by an overview of current tertiary education supply in the Bay of Plenty. Key findings from a review of the national/international literature on regional tertiary models, an overview of regional datasets relevant to tertiary education delivery and the key themes emerging from interviews with regional stakeholders are also discussed.

3.1  NATIONAL POLICY FRAMEWORK

The Government has set out its priorities for the tertiary education sector in its National Tertiary Education Strategy (2014-2019). The national strategy signals the government’s long-term aspirations for the tertiary education sector as being:

- **Building international relationships that contribute to improved competitiveness.** Tertiary Education Organisations (TEOs) need a stronger connection to the world through academic and research links, cross-border education and business relationships. New Zealand needs to strategically extend these relationships to realise new opportunities, especially in emerging markets.

- **Support business and innovation through development of relevant skills and research.** TEOs need to develop the skills and knowledge essential for innovation and business growth. New Zealand needs TEOs and industry to work together more closely, to enhance knowledge transfer and the relevance of the skills and knowledge developed.

- **Improve outcomes for all.** A more prosperous society supports all individuals to achieve their aspirations. Tertiary education can promote prosperity by supporting a swift and sustained recovery from the global economic slowdown and from shocks such as the Christchurch earthquakes. New Zealand needs to ensure that more people, including from priority groups, have the transferable skills in demand as employment rises, and that will support them in all other areas of their lives.

- **Continue to improve the quality and relevance of tertiary education and research.** Growing international competition for talent means that New Zealand needs higher quality, more relevant provisions from TEOs that offer value for money and improved outcomes for the country.

The government has identified the following six priorities as those that will bring about the changes needed to achieve their longer-term direction:

1. Delivering skills for industry
2. Getting at-risk young people into a career
3. Boosting achievement of Māori and Pasifika
4. Improving adult literacy and numeracy
5. Strengthening research-based institutions
Effective tertiary education means improved economic outcomes for New Zealand and its regions and industries. It contributes to growth through labour productivity, effective public services and providing opportunities for all.

This strategy focuses in particular on the economic benefits that result from tertiary education, and therefore on employment, higher incomes and better access to skilled employees for business as critical outcomes of tertiary education. Over the period of this strategy, there will be further development of employment, income and business measures.

Better performance in these areas will also bring other benefits, as people gain the skills and knowledge they need to more fully and effectively participate in workplaces, society and the community.


The national strategy is supported by more detailed guidance notes issued by the Tertiary Education Commission (TEC) setting out its specific expectations of the tertiary sector in meeting the government’s directive. Key points from the TEC’s General Plan Guidance for 2015 and 2016 can be summarised as:

- TEC expects TEOs to contribute to a high-performing system and to carve out a unique place in the sector, based upon their strengths.
- In delivering skills for industry, TEC expects a strong focus by TEOs on ‘deep, sustained, two-way’ links between TEOs and employers.
- In getting at-risk young people into a career, TEC wants TEOs to show engagement in Youth Guarantee programmes and provider networks, show how learners can progress, demonstrate pastoral care systems and align with vocational pathways.
- In boosting achievement of Māori and Pasifika, TEOs will be expected to show an organisation-wide strategy to support Māori, engage with Māori schools and encourage Māori into qualifications linked to higher earning/growing industries.
- In improving adult literacy and numeracy, TEC will set benchmarks in 2014 for learner gain within the Adult Literacy and Numeracy Assessment Tool.
- In strengthening research-based institutions, TEC expects research-based institutions to present detailed research strategies. These strategies should focus on the value of research to New
Zealand, linking research to education, and fostering academic and student collaboration with enterprise and the wider innovation system.

- In growing international linkages, TEC will discuss an international equivalent full-time student (EFTS) target with each TEO. There is an expectation that TEOs will develop their collaborative efforts with offshore partners and support pathways for international students (especially from secondary school) and encourage international students to stay in New Zealand.

The national strategy supports the government’s overarching priorities around responsibly managing government finances, building a more competitive and productive economy, delivering better public services and rebuilding Christchurch.

### 3.1.1 Significance of the national strategy to the Bay of Plenty region

*The National Tertiary Education Strategy priorities are all significant and relevant to the Bay of Plenty region. This is particularly true regarding the need to boost achievement for Māori and Pasifika, getting young people into careers and delivering appropriate skills and attitudes for industry. This alignment between local/regional needs and national priorities enhances the potential for the region to work in partnership with central government and therefore support the region’s tertiary initiatives.*

*In order to maximise the outcomes for regions and for the country, the government expects tertiary education organisations to work together where possible. This can be challenging, as tertiary providers are autonomous institutions with their own objectives. Furthermore, TEOs operate in a fiscally constrained environment with a current cap on the level of their student funding, limiting their ability to grow student numbers or deliver programmes in all areas. However, the Bay of Plenty Tertiary Education Partnership provides a good basis for collaboration to exist. From a regional perspective, ensuring a high level of collaboration between tertiary providers and also with the region’s goals is consistent with government expectations, and is also important for the outcomes sought in this plan.*
3.2 REGIONAL TERTIARY STOCKTAKE

This section provides an overview of the current supply of tertiary education in the Bay of Plenty region.

Key Points

- There are five public TEOs with significant campuses located in the Bay of Plenty and Taupo. Four of these make up the Bay of Plenty Tertiary Education Partnership (BoPTEP), namely: Te Whare Wānanga o Awanuiārangi, Bay of Plenty Polytechnic, Waiariki Institute of Technology and the University of Waikato. The other significant public tertiary education provider with campuses in Rotorua and Tauranga is Te Wānanga o Aotearoa.
- The Open Polytechnic is noted as playing an increasingly important role in providing programmes of study for people in the region.
- There are also at least 35 Private Training Establishments (PTEs) located in the Bay of Plenty and four in Taupo, that run programmes accredited by the New Zealand Qualifications Authority (NZQA). Many of these are niche providers and a number work in collaboration with members of the BoPTEP.
- Other significant tertiary education institutions operating in the region include the Bay of Plenty District Health Board Clinical School (an inter-agency collaboration with the University of Auckland).
- There are a variety of other public institutions that draw significant numbers of students from the region, including all of the other universities and a number of ITPs (polytechnics).
- The BoPTEP is a distinctive characteristic of tertiary provision in the region. The four member institutions work in partnership with one another and with regional agencies to increase the tertiary education opportunities in the region, reduce unnecessary competition and improve education pathways for students. The partnership provides a direct connection between regional needs and potential TEO provision.
- There is a high level of industry training provision (ITOs) operating across the region. The Primary ITO and NZ Engineering Food and Manufacturing ITO (now Competenz) have the greatest number of trainees in the Bay of Plenty region.

The TEC committed approximately $94 million (excluding GST) of funding to the Bay of Plenty (including approximately $3 million to Taupo) in 2013. This funding equates to approximately 13,000 equivalent full-time students (EFTS) in the region.

In addition, ITOs arrange delivery of post-secondary education to approximately 2,780 STMS (the ITO equivalent of an EFT) in the Bay of Plenty.
Table 1. Government funded EFTS for Bay of Plenty region by sub-sector 2013

<table>
<thead>
<tr>
<th>Sub-sector</th>
<th>Students (EFTS)</th>
<th>Percentage of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>650</td>
<td>5%</td>
</tr>
<tr>
<td>Polytechnics</td>
<td>6,076</td>
<td>46%</td>
</tr>
<tr>
<td>Wananga</td>
<td>4,092</td>
<td>31%</td>
</tr>
<tr>
<td>Private Training Establishments</td>
<td>2,264</td>
<td>17%</td>
</tr>
<tr>
<td>Total</td>
<td>13,082</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Ministry of Education. Note: excludes international students.

A list of post-compulsory sector education providers operating in the Bay of Plenty is provided in Appendices 3, 4 and 5.

The broad fields of study in which Bay of Plenty tertiary students are enrolled are shown in graph 3.2.1 below, with the majority of students enrolled in society and culture, management and commerce, creative arts and health related courses.

Graph 3.2.1 - Broad Fields of tertiary study in the Bay of Plenty

Source: Tertiary Education Commission
In the ITO sector, industry trainees are predominantly enrolled in the Primary ITO and New Zealand Engineering Food and Manufacturing ITO (now Competenz) as shown in graph 3.2.2 below.

Graph 3.2.2 - ITO student enrolments in the Bay of Plenty

Source: Tertiary Education Commission

It is important to note that there is a correlation evident between major fields of study in the Bay of Plenty region and the region’s top employment sectors which include business services, manufacturing, social services, retail trade and the primary sector.

3.2.1 Research provision
An important element of the tertiary sector’s contribution to the region is provided through its research activity. Tertiary sector research contributes to the capability and knowledge base of local and regional communities, businesses and other entities. It does this through the creation of new knowledge, the application of research findings to industry and community problems, and the transfer of knowledge through education and training. It is easy to underestimate the importance of each of these and hard to put a dollar value on it. In 2013, the value of the tertiary sector’s external research contracts in the Bay of Plenty was in excess of $20 million, however this is only a small portion of the total research activity. The largest of the external research contracts were in areas related to lakes restoration, marine/port or Rena-related activity, Māori development, forestry, kiwifruit (including PSA), health and educational development. Looking forward, there is the potential to extend this research and technology transfer by
improving the direct connections between industry, community and tertiary providers. This will be commented on later in the recommendations section of this report.

It is also important to note the activity and impact of the Crown Research Institutes (CRIs) in the Bay of Plenty. There are three major presences: Scion, based in Rotorua, held research contracts valued at over $45 million in 2013 and is focused on improving the international competitiveness of the New Zealand forest industry and building a bio-based economy. Scion has a Memorandum of Understanding (MoU) with the University of Waikato and a close working relationship with Waikariki Institute of Technology, with potential for more collaborative research in the future. Plant and Food Research has a substantial presence with over 40 staff based in Te Puke, with a focus on research related to the kiwifruit industry. GNS Science has a significant presence in Taupo (Wairakei Research Centre), with approximately 75 staff focused on research into geological resources, environmental isotopes, industrial ion-beam technologies and natural hazards.

In addition to research undertaken by the tertiary sector and CRIs, there are a number of other organisations undertaking significant research activity, for example Newnham Park located at Te Puna, which has a focus on commercialising innovation in the horticulture sector. There is potential to increase the connections between these organisations and tertiary providers to increase the benefit to the Bay of Plenty region.

The map below shows the extent of the BoPTEP’s network of provision in the region – the locations of the campuses, and particular research areas that are a focus for growth.
3.2.2 International Education

International education is New Zealand’s fifth largest export sector, contributing $2.6 billion to the New Zealand economy in 2012/13. International education comprises expenditure by international students in New Zealand and the offshore activities of New Zealand educational institutions. The New Zealand Government has issued an international education leadership statement, which identifies a target of increasing the economic benefit to New Zealand from international students to $5 billion and the value of offshore education services to $500 million by 2025. The benefits of international education, however, are broader than direct economic benefit. The internationalisation of New Zealand’s curriculum, the interaction between New Zealand and international students (here and abroad), and the development of strong multi-national alumni relationships are aimed at helping New Zealand and New Zealanders play a strong part in a global society and economy in the future.

In 2013, there were approximately 3,630\(^2\) international students studying in the Bay of Plenty (constituting 3.8% of New Zealand’s international student population). Together, these students have contributed approximately $80.3 million to the region by way of tuition fees, living costs, tourism and other value-add activities associated with studying here. Also, many of these students seek long-term residency and contribute to the overall growth and development of the region’s workforce and community.

In the Bay of Plenty, Waiairiki Institute of Technology is the largest provider of export education, with over 1000 international students enrolled in 2014. Other tertiary institutions operating within the region are actively looking at initiatives to increase their international student base. This is being supported in both Rotorua (Grow Rotorua) and in the Western Bay of Plenty sub-region (Education Tauranga) through the development of local international education strategies. It is recommended that the key outcomes of these local strategies are picked up and included in the Bay of Connections to ensure that there is a degree of regional alignment and monitoring of local international student growth targets and that each part of the region is supported to achieve export education outcomes.

3.3 LITERATURE REVIEW

A review of the national and international literature related to the contribution of tertiary education (including research and commercialisation) to regional outcomes, highlighted the following themes relevant to the Bay of Plenty region. A full list of the literature reviewed is provided in Appendix 6.

a. **Education is an essential component of wellbeing in contemporary society.** The direct evidence for tertiary education is more complex, but it is clear that:

- Tertiary education provides individuals with the best lifelong protection against unemployment, low wages and poverty.
- A lack of engagement with work, education or training is associated with poor mental and physical health and high risk behaviours.

The literature suggests a variety of different ways in which tertiary education contributes to regional development/wellbeing, including:

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\(^2\) International student numbers provided by Education New Zealand.
• **Passive benefits.** These are contributions to the region by tertiary organisations simply by virtue of their existence; they don’t require any particular regional engagement or focus, for example:
  a. *Consumer spending.* Retail and service sectors benefit from staff and students living in the region, including international students.
  b. *Procurement.* A major presence as a corporate entity buying goods and services (e.g. one of the larger ICT customers, catering, office supplies, building and maintenance).
  c. *Urban planning/development.* Contribution to the urban environment through the presence of buildings and other facilities, anchor tenancy for key developments.

• **Traditional tertiary sector benefits.** Contributions to the region by undertaking ‘traditional’ tertiary sector roles of teaching and research. Again these don’t necessarily require a regional focus, but can deliver benefit through:
  b. Delivering skills and qualifications to the labour force and community, either specifically in response to particular local industry demand, or more generally providing a supply of skilled graduates.
  b. Staff and students generating new knowledge through research; this can be realised in the local community and economy via dissemination, consulting, contracts, spin-outs or IP deals, volunteering and graduate placement schemes linking students to employers.

• **Innovation system/economic development.** These are contributions to the region’s economy at a systemic level, i.e. the overall environment, systems and culture of the region, rather than individuals or groups of local end users. Examples from the literature include:
  a. Regional ‘entrepreneurial culture’ is supported through teaching, research, networking and support facilities.
  b. A focal point/clearing house/coordinator for regional innovation linkages and networks.
  c. Providing critical mass and/or acting as facilitator/catalyst to support local/regional initiatives.
  d. Attracting businesses and investment to the region (reputational/branding benefits).
  e. Joint strategic undertakings (research programmes, facilities development) related to regional priorities.
  f. Contributing to transformation of local industries (ranging from ‘breaking’ market failures in local skills markets, through to providing catalytic skills and opportunities).

• **Social community development.** These are contributions focused specifically on social/environmental/cultural dimensions of a region and include:
  a. People to contribute to voluntary/community, iwi/hapu and government sector organisations.
  b. Knowledge creation and transfer relevant to local decision-making and policy. Provide expertise and evidence, access to latest international developments. On tap expertise facilitate/contribute to regional innovations in policy/practice.
  c. Provide content and audience for culture/arts.
d. Joint strategic undertakings in areas of local/regional importance.

e. Corporate citizenship – a large local corporate acting sustainably and with a long-term focus.

b. Regional tertiary initiatives are common place – if not ubiquitous. In other developed countries, tertiary initiatives focused on regional development are widespread, with many different types and rationales. Regional campus developments have similarly been used as a policy instrument for regional development since the 1990s.

c. Regional policy is important for national benefit. Most other countries see a convergence of regional policy with national innovation policy. As innovation assumes a central role in economic policy, and the importance of proximity for innovation is recognised, a common conclusion has been that regions are essential to innovation policy. The OECD reports that variation within countries is wider than variation across countries, and that over 50% of all new jobs are created in 10% of regions. This suggests:

a. Successful tertiary initiatives in the Bay of Plenty will contribute to the region’s ability to positively contribute to New Zealand’s overall wellbeing.

b. Moreover, successful tertiary initiatives in the Bay of Plenty will allow more effective regional collaboration through specialisation.

d. The proportionate impact of tertiary initiatives is greater in non-metropolitan regions. There is evidence to suggest that in peripheral regions the proportionate impact of tertiary education is bigger than in metropolitan areas, providing ‘agglomeration’, scale, relative size benefits (i.e. one good person makes a big difference in a smaller place) where not otherwise possible.

e. The benefits of tertiary education are broader and more complex than often discussed. The nature of benefits from tertiary education is about much more than the passive and traditional roles of the sector – i.e. local spending, and supplying skills and research for local industry – yet these often dominate efforts to quantify benefits from the sector. International evidence suggests that while important, these may in fact be only a relatively small part of the overall benefit compared to effective engagement at a systemic level.

3.3.1 What makes for success in regional tertiary initiatives?

There are a number of studies which have examined what makes for success in regional tertiary initiatives. The key themes can be summarised as:

a. Tailored and specific. First and foremost, there is no ‘one size fits all’ approach. Successful regional tertiary initiatives must be developed for their specific context which includes both regional social, economic and environmental systems, but also the particular strengths of the tertiary institutions involved.

b. Collaboration. The importance of effective and genuine collaborative approaches is emphasised and virtually unanimous across all studies. This applies both between higher education institutions and also with other stakeholders in the region. The benefits of effective collaboration are especially
apparent in peripheral or non-metropolitan regions where scale of resources, funds, students, staff, and number of organisations are limited and/or not connected. Furthermore, successful initiatives tend to build on a pre-existing history of collaboration and working relationships between some or all of the parties involved.

c. **Institutional flexibility and responsiveness.** Most commentary and research stresses the importance of education organisations and institutions being able to deliver:
   a. Flexible, efficient and quality assuring internal structures
   b. Devolved and responsive governance
   c. Demand driven, creative and collaborative organisational cultures.

d. **Resilient and sustainable resourcing model.** The evidence suggests higher education institutions must be realistic in terms of where income will be sourced from over time, and in ensuring sufficient standard of facilities and staff.

e. **Regional support.** There is strong evidence to suggest that support and leadership by regional actors is critical. This includes regional government, the private sector and community organisations, but also research institutes, laboratories, and other research and development facilities.

At a more specific level, the research suggests a number of success factors in specific aspects of regional tertiary education, including:

- **Education delivery**
  a. Matching education offerings to regional labour force demand (especially at a vocational level)
  b. Developing project (or problem) based learning and student work placements
  c. Providing entrepreneurship programmes
  d. A focus on up-skilling and lifelong learning.

- **Research and technology transfer**
  a. Including/aligning regional aspects or competencies in higher education institutions’ areas of competence and strength
  b. An emphasis on applied research connected to companies in the region
  c. Establishing facilities for joint research projects
  d. Employment of industrial PhDs in companies in the region.

- **Community engagement**
  a. Active participation in, and support for, the establishment of science parks
  b. Allowing for regional representation on the boards of higher education institutions
  c. Embracing collaboration and partnerships between institutions within regions
  d. A facilitator or key-coordinator to provide the link between higher education and the community.

3.3.2 **Making collaborative regional higher education approaches work**

There is a much smaller body of work into what makes regional tertiary collaborations work, however key themes from the literature include:
a. **Leadership.** The commitment of the leadership within higher education institutes to collaborative initiatives is critical. The success of higher education institutions’ regional engagement strategies depend largely on the attitude and support of institutional governance, leadership and management.

b. **Finding suitable partners.** The literature suggests finding suitable partners is more about shared values and ambitions than about technical capacity or proximity. Overall, the focus needs to be on developing relationships and shared identity rather than on structures and curriculum – the form of governance structure for collaborative initiatives should reflect this shared identity. Finally, the need for ‘champions’ who embody the essence of collaboration are key and reflect the need for effective leadership.

c. **Sustaining healthy working relationships.** Good processes for resolving conflict should be characterised by transparent debate, compromise and consensus decision making. It is important not just to focus on building partnerships, but rather on keeping the relationship working. This includes effective monitoring of anticipated outcomes as well as implementation at an operational level, e.g. giving staff the time to meet face to face, providing release time from teaching etc. Without reallocating time, faculty members can quickly become overwhelmed.

d. **Balancing collective and individual partner interests.** It is critical that relationships are mutually beneficial, not forced on one party. Focus should be placed on finding areas where participating institutions have insufficient depth to offer programmes in their own right and on mechanisms to manage/minimise competition.

e. **Curriculum and instruction.** Regions need to recognise the importance of curriculum for institutions, including the complex nature of processes and rules involved. Curriculum and instruction is at the core of successful tertiary collaboration. Focus should be on having clear agreements and appropriate standards that maintain flexibility in academic delivery, whilst ensuring clear accountability.

### 3.3.3 Barriers to regional approaches

The literature identifies a number of common barriers to achieving successful tertiary outcomes in regional areas, which are discussed below. In terms of the Bay of Plenty, it is important for regional stakeholders to appreciate the complexity of aligning national, regional, local and community goals with those of TEOs, each of whom operate with institutional autonomy. However, progress has been made in the region through collaborative initiatives such as the BoPTEP, which can be built on to deliver greater synchronicity between regional needs and tertiary delivery.

a. **Status and viability.** Smaller institutions, or those operating away from established centres, can be viewed as poor cousins to those operating in the main centres. This can flow through to lower funding, lower student numbers, difficulties in retaining and attracting staff, a lack of coherent course offerings, feelings of dislocation and difficulties in governance arrangements.
b. **Scale.** Commercialisation can be more difficult in non-metropolitan areas with less investment capital, fewer companies and fewer opportunities for spin-offs.
   - Local industry is more likely to be dominated by small and medium enterprises (SMEs) who have less capacity to undertake training and invest less in research and development.
   - Local industry is more likely to be involved in less knowledge-intensive sectors (such as agriculture, tourism, hospitality etc.).

c. **Relevance.** Issues associated with scale and status can lead to problems with local/regional relevance as higher education institutions are driven to engage with other ‘customers’, e.g. national and international stakeholders, in order to ensure status and financial viability.

d. **Complexity.** Regions are not homogenous, rather they tend to be complex, with multiple perspectives and internal competition for resources. Regions rarely know what their future competitive advantages are or have the tools to identify them.

e. **Costs of collaboration.** The costs associated with collaboration are significant and rarely understood. Costs include the time commitment required by many stakeholders, the increased complexity and difficulty associated with managing collaborative arrangements for participating institutions and there is some evidence to suggest that in the short to medium term a focus on regionalism can have negative impacts on individual career progression and job satisfaction.

f. **National policy.** Higher education policy often doesn’t have a regional dimension. Centralised funding decisions generally have no view of regionality, leaving little room for institutional autonomy or flexibility.

g. **Natural conflict.** Tertiary education institutions have not traditionally worked in the ways that are proposed as the best options for regions:
   - Management structures create tensions between faculty and region that can be difficult for staff to navigate.
   - Tertiary education institutions are not organised (or incentivised) to supply innovation in a form that regions can readily access.
   - Tertiary education institutions are fundamentally organised around sectors and disciplines, while regional development is much broader.

h. **Perceived importance of regionality in terms of labour supply and research and development.**

   In terms of labour, studies suggest there is a strong correlation between propensity to travel and the degree of skills involved in the work; i.e. highly skilled/qualified people tend to be willing to move regions (and countries) to advance their career. Similarly, employers seeking people for such roles generally do not expect to have to recruit from the local/regional labour market.

   There is a similar pattern in terms of research and development. Companies that have significant research and development needs will work with expertise globally if it best fits their needs. However, companies with less formal research and development programmes, less specific research and development problems, or are new to research and development, prefer
to build local relationships where face-to-face contact is possible. An important caveat to this is that most literature on innovation recognises the importance of proximity and quality of connections.

3.3.4 Common regional tertiary education/research initiatives

The following types of tertiary education initiatives to support regional development are referenced in the literature:

a. Changes to course/qualification content/delivery. This includes particularly increased work engagement such as work placements and work-centred learning opportunities.

b. Providing physical spaces to encourage interaction and knowledge transfer, for example science parks, precincts, ‘hub’ buildings.

c. Funding to provide incentives for connections between higher education institutions and business (e.g. vouchers).

d. Large-scale internships/‘co-operative education’ programmes.

e. Strategic research programmes/seed funding.

f. Commercialisation/technology transfer initiatives.

A number of other ideas, potentially relevant to the Bay of Plenty, are discussed in Appendix 7.

3.3.5 Significance of the literature to this Tertiary Intentions Strategy

For the Bay of Plenty region, we can take from the literature that the existing presence of tertiary education, research and tertiary education institutions brings a range of benefits to the region. It also means that there will be economic and social benefits for the region and its people by increasing the current levels of tertiary education provision, student success and infrastructure to support delivery. With such a large geographic area to cover, including a number of small and dispersed communities with differing strengths and issues, what can be provided is challenging. However, it is clear that some additional tertiary education provision and infrastructure is needed across the region and the makeup of this provision needs to be further considered so that it reflects local needs.

While this does not mean a full range of tertiary courses and large campuses can be provided in all communities, consideration needs to be given to what is appropriate and affordable in each area. The literature clearly supports the overall benefits of a collaborative approach to the achievement of regional objectives. Although there are many barriers to achieving this, it is also clear that shared and clearly stated goals and strong leadership on the part of both tertiary institutions and regional actors is required. There are a number and wide variety of stakeholders that need to be brought together to achieve the potential benefits associated with collaborative regional tertiary delivery, and each stakeholder will have their own goals and perspectives on tertiary education provision. It is therefore recommended that a regional mechanism with some authority to work alongside the tertiary education
providers and other stakeholders will be helpful in guiding and monitoring the achievement of regional tertiary education goals.
There are a significant number of regional reports and datasets related to the Bay of Plenty region, all of which have contributed to the development of this TIS. A summary of the current situation as it relates to people and employment is reproduced here, with key themes relevant to the development of this plan discussed below.

3.4 REGIONAL CHARACTERISTICS

A summary of the current situation as it relates to people and employment is reproduced here, with key themes relevant to the development of this plan discussed below.

3.4.1 Key themes identified as relevant to the development of this TIS

a. The Bay of Plenty region is not homogenous. While there are some common issues, and linkages, Western Bay of Plenty, Rotorua, Taupo and the Eastern Bay of Plenty face different demographic and economic challenges. The implications for regional tertiary provision are:

Source: BERL

For a full list of regional research and reports reviewed in developing this TIS refer to Appendix 8.
• There is a need to ensure the delivery of education and research in the region reflects these different issues and strengths. Particular challenges include access to training in rural communities, including both provision of training and transport limitations.
• There is a need for realistic planning, particularly recognising major global economic trends at play impacting on population growth/decline and industry location. The Bay of Plenty Regional Council is leading the development of a regional spatial plan (Invest Bay of Plenty) which aims to chart a path over the next 30 years for the Bay of Plenty to become a more prosperous, inclusive and sustainable place. Invest Bay of Plenty is intended to sit alongside the SmartGrowth spatial plan in the Western Bay of Plenty, and the Rotorua and Eastern Bay of Plenty spatial plans currently under development. These plans are intended to be mutually supportive and provide both regional and local direction.

b. **The Bay of Plenty region faces challenges associated with a rapidly ageing population.** Lower birth rates plus youth leaving the region and evidence of older inward migration. This suggests that there are likely to be significant shortages in labour market supply with the following implications:
  • Attracting and retaining more youth in the region (both through training and types of jobs created).
  • Improving the labour participation rate of young people (particularly young Māori).
  • Improving potential labour force participation and opportunities for older people in the region.
  • Providing further opportunities for encouraging life-long learning.

c. **High proportion of Bay of Plenty population is Māori.** Therefore:
  • To be relevant to local people, tertiary provision must have a significant and genuine Māori dimension.
  • There is a significant opportunity to improve regional wealth and wellbeing by contributing to improved Māori wealth and wellbeing. Leadership development and succession planning in Māori organisations is critical to achieving this.

d. **A high proportion of Bay of Plenty youth are Māori (34% of Māori are under 15 years old). But there are high rates of non-participation in education, training and work.** Therefore:
  • Taking on the issue of participation of Māori youth must comprise a key part of regional tertiary initiatives.
  • Realisation that engaging Māori youth in tertiary education may mean more leave the region (though some will come back).
e. **Average household income levels are lower than the national average.** This statistic is driven by higher unemployment, more people in lower skilled jobs and more jobs in lower paid industries.

- There is potential for gains by ‘simply’ getting to the national average – increasing participation in the workforce, help people get better jobs.
- There is also a role in supporting an innovation system that changes the nature of jobs available – more knowledge-intensive, higher-value jobs and in encouraging wealth creation through entrepreneurial activity.
f. Bay of Plenty’s economy is relatively strong in particular areas, e.g. horticulture, forestry, tourism, freight and logistics food processing etc.
   - There is a clear basis for vocational training in particular industries in the region.
   - There is a clear basis for developing distinctive regionally-focused education and research offerings.

g. Bay of Plenty’s key industry sectors may not have the demand for degree and post-graduate qualified people, or research and development that is sufficient to sustain credible programmes in their own right.
   - A successful post-graduate and research presence will require careful decision making about offerings and capabilities that can contribute to local industry, but are high-quality/relevant enough to attract participants from outside the region.
   - Creating world-class research and post-graduate offerings will require more than serving contemporary needs of local industry. Academic offerings must include some transformational effort with world class science and technology potential.
   - International students, many of whom are on a migration path, play an important role in sustaining degree and postgraduate programmes.

h. The sectors defined in Bay of Connections⁴ make up only around 30% of regional industry and labour market. Other sectors such as business services, health and community services, building and construction are significant regional employers.

i. Berl and MartinJenkins have each undertaken various Bay of Plenty labour market studies, however the data is of limited value for this strategy. This is because the level of detail required to plan tertiary education provision is not present, particularly as it relates to the nature of jobs created (and therefore changes in the types of skills and qualifications needed). Implications of this are:
   - Vocational training requires further specific work with employers to understand demand.
   - Research and development programmes similarly will require specific strategic work taking into account a range of factors.

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⁴ Bay of Connections (BoC) is the Bay of Plenty’s regional economic development framework. Its mission is to deliver sector based strategies that generate additional sustainable employment for the Bay of Plenty. BoC has identified 13 priority sectors (aquaculture, dairy, emerging technologies, energy, food cultivation and processing, forestry, freight/logistics, ICT, kiwifruit, marine, meat, sport and recreation, tourism).
3.5 STAKEHOLDER INTERVIEWS
Interviews with over 150 stakeholders across the Bay of Plenty region took place during May and June 2014. Stakeholders included business and community leaders, education providers, local and central government and regional agencies. Te Arawa Tangata were contracted to undertake specific consultation with Māori. A list of the stakeholders interviewed for this TIS is provided in Appendix 2.

Stakeholders were asked a number of questions to assist in understanding current and future demand for both skills and research and development: their perception of the role of tertiary education institutions in supplying the skills/research needed; the role of tertiary education organisations in contributing to regionally distinctive initiatives or opportunities, and; how tertiary education institutions could contribute to elements of the broader innovation system or economy.

3.5.1 Key themes that emerged from stakeholder consultation:

a. The significance of Māori and the Māori economy to the region. There is a high level of awareness across the region of the developing Māori economy and the potential future labour force that resides within the region’s relatively youthful Māori population. Many employers, organisations and agencies expressed a willingness to work with Māori to assist and support their educational aspirations, but there is a lack of awareness of where to start, or how to engage with tangata whenua.

Māori stakeholders were extensively consulted in the development of this plan and identified a number of skills required now and in the future, most notably: Management, financial and leadership skills suitable for managing Māori organisations; entrepreneurial skills that allow Māori people to create income and grow their asset base; technical skills aligned to industry opportunities, particularly in the trades, professions and primary industries, and; Māori governance skills. Having an appropriate base level of training that prepares young Māori in a culturally inclusive way with work life skills such as the ability to set goals, have a good attitude and basic numeracy, literacy and communications skills was also seen as critical, as was the need to improve educational outcomes at all levels of the education system so that more young Māori are inspired to further their education. The role of trades training and a need for further opportunities for iwi to develop and implement programmes for their own people in industries relevant to their rohe was seen as particularly important; as was the need for Māori themselves to require the policies of Māori trusts and runanga to support whanau development so that whanau can see career pathways if they choose to.

Māori stakeholders also noted the importance of effective engagement with the tertiary education sector, particularly around course alignment/delivery, student support and research. Stakeholders noted the importance of aligning iwi strategy with government and tertiary policies, including a desire for tertiary sector staff to have cultural responsiveness training to assist in improving student outcomes. Increasing student support was viewed as a way to

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5 Refer to Appendix 9 – Māori stakeholder consultation: Report to Bay of Plenty Tertiary Action Plan. Te Arawa Tangata.
ensure successful recruitment and retention of Māori students. Scholarships, pastoral care, engagement with whanau, role models and mentors and pathway planning were all suggested as facilitators of educational success. Iwi and Māori organisations also suggested TEOs could support them by providing easier access to information, research and data on students to support decision making.

b. **Recognising the need for life-long learning.** Developing a lifelong approach to learning is generally regarded as one of the main ways in which to survive today’s major economic and social problems. There is a strong desire for the tertiary sector to engage more proactively with people and communities in the region by sharing national and international research, showcasing local people and projects nationally and internationally or facilitating professional discourse in regional matters. Similarly, a key point here for the region is to promote the benefits associated with lifelong learning and ensure it is a key principle of this TIS.

c. **The need for more engineering skills.** Businesses across the region and across a broad spectrum of industry sectors (including food processing, freight and logistics, high-tech manufacturing and wood processing) reported current and anticipated future demand for basic engineering skills, particularly as their production becomes more automated. Specifically, there is a need for technical/technician level electrical and mechanical engineering (not necessarily degree qualified), including 3D CAD skills. Businesses are increasingly looking for employees who can demonstrate a mix of technical engineering skills and design skills.

d. **The importance of including entrepreneurship within training programmes.** There is a strong desire across all sectors to see more entrepreneurial and business content incorporated into all post-compulsory level training (not just business management and commerce qualifications). Employers require staff who understand what the purpose of business is and how they can apply new ideas or thinking to improve productivity. This is equally (and increasingly) important on the factory floor and in frontline customer facing roles, as it is in traditional areas such as business administration and management.

e. **That work readiness and attitude is often more important that pre-employment qualifications.** Whilst employers increasingly seek to employ people with formal qualifications, the nature of the qualification is often less relevant than attitude, experience and work-readiness of job applicants. Employers are increasingly looking to invest in work-based training, or invest in upskilling staff, but in the latter case are looking for more flexible or tailored education and training options. There is also a very real and recognised need for remedial literacy and numeracy training across virtually all communities in the region. Poor literacy and numeracy is a major impediment to trainers, trainees and employers alike.

f. **That the region’s mature and older people are a resource but require access to further education.** A multitude of issues/opportunities associated with aged care, health and wellbeing,
and reflecting the region’s current and future attractiveness to the over 65 age group, particularly in respect of better utilisation of their knowledge/skills, and the need to up-skill (especially with respect to technology). There is a high level of awareness across the region’s business and social/community sector of the critical importance of older people in providing the skills, experience and knowledge needed to fuel the regional economy, but a lack of understanding as to how best to capture this latent talent, and the need to provide for up-skillling in particular areas such as technology.

g. **A need for knowledge and planning related to environmental considerations.** The Bay of Plenty has a unique array of environmental factors which need to be better understood and planned for. These include assistance to better understand the impacts of occurrences such as climate change, earthquakes, volcanic eruptions and tsunami risks.

h. **That tailored tertiary education and training solutions are needed.** There is a desire, particularly from the SME sector, to see bespoke solutions that don’t fit traditional qualification patterns. Common feedback included:
   - The need for shorter, more intensive courses for people in the workforce (courses from two months – 12 months). Important that these courses are practical with academic credibility. Current two to three day short courses not seen by most as useful, nor are three to four year degrees for those already in the workforce, with relevant experience.
   - A need for social media training (especially e-commerce), as well as leadership and entrepreneurship education.
   - Opportunities for localised place-based training to ensure local people are work ready with the skills to fill immediate gaps in the job market e.g. Opotiki District Council has identified there are immediate shortages of agriculture and horticulture workers at both entry and middle management levels in their district.

i. **That tertiary education institutions must engage fully with industry and community.** Industry and community stakeholders across the region expressed disappointment at the level (and type) of engagement with post-compulsory sector education providers, with the exception of the ITO sector which was generally considered to be well engaged (with notable exceptions in small/remote communities). Common responses were that it was difficult to engage with tertiary providers (or know who to engage with), and that where engagement processes had been established by tertiary institutions they were either ineffective, or there was very little real interest or follow-up from the tertiary institutions involved.

j. **The key industry sectors for the Bay of Plenty region need to be supported.** The Bay of Plenty region has identified a number of priority growth sectors through its Bay of Connections (BoC) regional economic development framework.
The BoC sectors were specifically covered through the stakeholder consultation process. Key messages from several key BoC sectors are summarised below. For further information on relevant sector-specific findings, refer to Appendix 10.

Stakeholders in the region’s primary sector are predicting significant job growth over the next 10 years. This was confirmed in a recent report by the Ministry for Primary Industries which forecast a need for 50,000 extra workers by 2025. The majority of these people will require post school qualifications. In the Bay of Plenty, local stakeholders predict increases in automation and robotics in their industries as businesses seek productivity gains from larger scale and more specialised operations. This will necessitate a need for greater technical skills, especially mechanical engineering and computer technology skills, and market and product development skills, along with the softer aptitude and attitude skills necessary to work flexibly across the primary industries as demand and need dictate. Specialist skills will also be required to manage issues around food safety, biosecurity, environmental health and animal welfare. Sectors likely to offer increased employment opportunities in the Bay of Plenty region include:

- Forestry and wood processing which has a growing focus on engineered wood products
- Horticulture, especially kiwifruit
- Dairy.

Stakeholders in the aquaculture sector have completed a significant piece of work estimating the labour requirements for the proposed Opotiki harbour development and Eastern Seafoods aquaculture projects. However, there is a significant gap between the 322 jobs being forecast in the Opotiki projects, and the MartinJenkins 2022 industry estimates. Much of this job growth is expected to come from new marine and aquaculture related industries yet to be developed (i.e. blue bio-technology and in-land aquaculture) and a current focus of the research being
spearheaded by the University of Waikato’s Coastal Marine Field Station in Tauranga. A key issue for Opotiki is the hollowing out of the population in the 25 to 40 year age groups, which tend to be the age groups with the highest employment participation levels.

Training in the freight, transport and logistics sector is predominantly delivered via ITOs, as the nature of employment is highly applied, however a number of industry stakeholders also noted the valuable training provided by the Bay of Plenty Polytechnic’s transport and logistics programme. The BoC Freight Logistics Action Group sees a need for a more integrated and connected suite of qualifications from vocational through to post-graduate to assist in attracting employees as the sector becomes more sophisticated, especially with respect to the use of new technologies. This is backed up in analysis undertaken by Industrial Symbiosis Kawerau which has identified a significant number of jobs in the vocational/technician level within the sector. There is a current shortage of HT licensed operators in the region and industry stakeholders believe employment growth is likely to be tied to volumes through the Port of Tauranga, including a need for increased services (stevedoring and marshalling) and associated logistics and service providers, including storage and warehousing. The Freight Logistics Action Group has also been proactive in developing initiatives that showcase career pathways in the industry.

The information communications and technology (ICT) sector is critical for the Bay of Plenty both in terms of being a key industry sector delivering the societal and economic transformational change of a scale not seen since the electricity innovations in the early twentieth century, and as a tool for other sectors enabling improved economic outcomes in terms of productivity, access to new markets and innovation. The Bay of Plenty at present suffers a shortage of skilled workers in the ICT sector. The Government has announced it will spend $28.6m setting up three graduate schools (Auckland, Wellington, Christchurch) to ease this skills shortage, however it is likely that businesses in these cities will offer internships to students attending these graduate schools, thus getting first pick of available talent. The Bay of Plenty will therefore have to provision its own solutions to tackle the skills shortage. Local stakeholders have indicated a clear preference for ICT training to be integrated into existing or new industry related programmes, rather than delivering stand-alone ICT qualifications. This reflects the trend in business to move away from ICT as a specific business function to ICT being integrated across existing business operations.

The tourism sector remains crucial to the regional economy, particularly to those in Rotorua, Taupo and the Eastern Bay of Plenty. There is a need to develop further quality product offerings and to lift service standards in the sector. The Bay of Connections is working on several product offerings that will have a direct employment impact in the tourism sector. The Bay of Plenty Sevens Strategy aims to position the region as a leading Sevens Rugby service provider, and the Biking Strategy supports the Cycling and Mountain Biking Tourism Marketing Network which has been formed to promote cycling and mountain biking in the Central North Island. A number of the larger tourism organisations demonstrated a focus on on-the-job training related to service levels and providing customers with a quality experience, but
struggled with attracting appropriately skilled people into the sector, particularly those with entrepreneurial or business qualifications.

In the food processing sector, stakeholders anticipate that growth is likely to be for semi-skilled production staff, as a result of higher levels of automation and technology being employed in the sector. Industry stakeholders also noted significant continued demand for general labouring roles, but businesses report issues with literacy, numeracy and drugs. Several employers are investing in their own in-house literacy/numeracy training programmes.

k. **There is a need to support the development of new/emerging Bay of Connections industries.** In addition to the region’s existing key sectors, there is a desire to see the tertiary sector support the development of new industries in which the region has potential to develop a sustainable comparative advantage. Stakeholders expressed a desire to see the tertiary sector support the development of emerging sectors with research, education and employment pathways, and foundation programmes that expose people to the potential opportunities in these sectors. Sectors worthy of particular mention include:

**Geothermal energy.** In 2012 the Bay of Plenty energy sector employed 871 people. The goal of the Bay of Connections energy strategy is to create 13,000 new jobs by 2030 and an additional $3 billion in energy investments. However, only a proportion of these are within the currently defined energy supply sector (electricity and gas supply). A proportion of the employment target will come from new energy products such as transport biofuels, which will be produced from biomass and waste sourced from within the region (particularly the conversion of wood residues into wood fuels and biofuels). Martin Jenkins has forecast an additional 3,220 FTEs by 2030 – well short of the 13,000 jobs target, and recognising the long-term timeframe likely to be needed to realise investments in the sector. However, the region’s geothermal resource base and high sunshine hours lend itself to a variety of energy options. Industry stakeholders believe if the potential of the industry is to be realised, it will be important to engage young people with basic science knowledge and energy options.

**Emerging technologies/high-tech manufacturing.** There are a number of technology based industries emerging in the region. These range from robotics/technologies to improve primary sector productivity, to the emergence of high-tech manufacturing industries based around materials engineering. Science and technology innovation and research form the basis of commercialisation in such industries, which provide significant economic potential for the region. The recent announcement by Callaghan Innovation to fund a new technology-focused incubator in Tauranga will also lift the region’s profile as it supports new businesses and technologies to drive business growth. The WNT incubator will have the capability to commercialise complex IP based ideas or technology across three distinct areas that play an important part in New Zealand’s economic development and that are being developed through centres of expertise in the Bay of Plenty: technology for the primary sector at Newnham Park; high value manufacturing from metal powders at the Titanium Industry Development Association (TiDA); and information and communications technology at Wharf42.
**Marine and freshwater science.** Marine and freshwater resources and ecosystems are ranked among the world’s most valuable resources. There is significant commercial potential and opportunities for further research in areas including marine bio-discovery, fresh water ecosystems management and restoration, sustainable aquaculture and waste water management. Further research and the development of commercial opportunities from the Bay of Plenty’s marine and freshwater environment are particular areas of focus for Rotorua (freshwater), Western Bay of Plenty (bio-energy, agri-chemicals and pharmaceuticals), and the Eastern Bay of Plenty and Taupo (aquaculture).

1. **Other relevant sectors.** There are a number of other sectors, not picked up by the Bay of Connections, which are none-the-less significant within the Bay of Plenty because of the scale of employment within the region. The tertiary education requirements of these sectors need to be considered so that opportunities are not lost. Sectors of particular note include:
   - Business and property services
   - Health and community services
   - Building and construction.

3.5.2 Implications of regional characteristics and stakeholder feedback for this TIS

The regional data and stakeholder feedback collected for this TIS demonstrate a clear desire for enhanced community and business sector engagement with the region’s tertiary providers in order to assist in overcoming local and regional challenges, and in taking best advantage of emerging opportunities. The data highlights a number of significant regional characteristics, namely the region’s youthful Māori population and rapidly ageing workforce, combined with substantial socio-economic diversity across the region. However, in general terms regional stakeholders believe these characteristics can be converted to opportunities, but that this will require effective and collaborative leadership across the region and with the government.

There is a level of awareness of the tertiary sector’s role and contribution in developing an integrated regional innovation eco-system and how TEOs support sustainable development, but a perception that more can be done to join the dots between business and community interests, and tertiary sector outcomes and focus.

The next section sets out a number of recommendations aimed at supporting an increased level of alignment between regional goals/aspirations and TEO outcomes.
4 RECOMMENDATIONS

The TIS is intended to support the region’s vision for strong and effective partnerships between government and community, industry, iwi, and the tertiary education sector in order to enable and enhance wellbeing and prosperity for people in the Bay of Plenty region.

Based on the findings of the literature review, analysis of regional data and consultation with regional stakeholders, a number of recommendations for enhancing the tertiary sector’s contribution to regional and community outcomes have been developed. Implementing these recommendations is not the sole responsibility of the tertiary education sector; all stakeholders have a role to play in implementing this TIS. Proactive effort by the business and community sector, together with tertiary institutions is crucial in moving the region forward. For example, having more work ready, or entrepreneurial students is going to require businesses in the region to provide more students with work experience or work based learning opportunities.

Recommendations have been grouped according to the following strategic themes:

- Collaborative leadership (section 4.1)
- Improving Māori engagement and participation (section 4.2)
- Improving secondary, tertiary, employment transitions (section 4.3)
- Innovation for sustainable business and community development (section 4.4)
- International education (section 4.5)

In addition, based on strong community feedback, a number of other recommendations have been grouped into the following categories:

- Local priorities (section 4.6)
- Tauranga campus development (section 4.7)
- Review and monitoring this TIS (section 4.8)

4.1 COLLABORATIVE LEADERSHIP

It is in the region’s interest to actively engage with the tertiary education and research sector to achieve desired community outcomes. This entails a whole of community philosophy around working in partnership with tertiary education organisations to ensure that regional priorities are met. However, collaborative leadership is not easy and will take some time to fully achieve.

To assist in this process it is recommended that:

1. Bay of Plenty local authorities and regional development agencies establish a regional tertiary implementation group to provide a mechanism to connect stakeholder interests, agree regional priorities and engage in constructive dialogue with the region’s tertiary education sector to support tertiary education and research outcomes appropriate to the Bay of Plenty region.
There is a strong desire by regional stakeholders for improved engagement with local TEOs. The literature demonstrates there are local and regional benefits that accrue simply from the presence of TEOs in the region. These benefits are disproportionately larger in smaller regions and communities, than they are in metropolitan centres. It is also evident that collaboration between both TEOs and with regional actors, is important in achieving improved outcomes from tertiary education and research. One of the strengths of the TIS is an attempt to bring people and organisations together and make them aware of what each other is doing so that neither the region, nor TEOs are operating in isolation. Therefore, it is in the region’s interest to be an active partner with the tertiary education sector. This requires the development of appropriate regional mechanisms to determine, support, guide, advocate and monitor agreed outcomes from tertiary education and research.

There are a number of ways that regions can provide significant support to TEOs, including: providing work placements for students, the provision of research contracts, as users of tertiary training, as funders and/or owners of infrastructural assets and through advocacy for tertiary sector initiatives with central government. However, to be an active partner, the region needs to understand, have a say and influence the services provided by tertiary education providers, particularly where the region is investing directly. While there is a fine line between interference in the affairs of autonomous institutions and an appropriate implementation and monitoring role for the region, being a passive partner is unlikely to ensure either the commitment to tertiary education and research or the influence required by a region. Such an approach is not intended to remove all elements of competition or choice for students, however it will allow the region to ensure that it partners and supports those providers willing to work in the stated interests of the region.

Agreeing the role and level of authority for the regional implementation group will be challenging. However, it should include signing off on regional tertiary implementation plans, the monitoring of progress against the outcomes sought in this TIS and in subsequent implementation plans, and recommending the level of support and advocacy that the region will provide to various tertiary education and research activities, including local and central government investment.

A key role of this group will be connecting the various stakeholders with an interest in tertiary education and advocating for tertiary education outcomes from a regional perspective. The region should consider giving this body the role of forming a direct relationship with appropriate central government politicians and agencies that have responsibility for tertiary education policy and funding. Also, where local funds are being used to facilitate tertiary education and research outcomes, including the funding of infrastructure, these bodies ensure a measure of shared governance with the tertiary education and research providers. A draft terms of reference for the proposed implementation group is included in Appendix 11.

4.2 MĀORI ENGAGEMENT AND PARTICIPATION IN TERTIARY EDUCATION

Boosting the educational outcomes for Māori and Pasifika is a national priority. In the Bay of Plenty region increasing engagement and participation of Māori youth in tertiary education is imperative to its social and economic success. Māori comprise 25% of the regional population (compared with 14%
nationally) with one-half of the Bay of Plenty’s young Māori between 0-24 years of age. As growing proportions of the region’s labour force enter retirement, “many economic opportunities will open for the youthful Māori population which will comprise a significant proportion of those at tertiary education and labour market entry age”.

A focus on education and skills for young Māori is supported by both He kai kei aku ringa, the Crown-Māori economic growth partnership, and He Mauri Ohooho, the Bay of Connections Māori Economic Development Strategy, both of which identify education and skill development as critical to unlocking the potential of the Māori economy. He Mauri Ohooho recognises the most valuable asset Māori possess are their people.

In the future, Māori will account for a significant proportion of the workforce in the region. However, the current workforce is employed in industries that offer lower earning potential and relatively fewer skilled occupation opportunities. He Mauri Ohooho specifically identifies the need to improve Māori management capability and capacity, along with the need to improve financial literacy, transition to work programmes, and the alignment of training to regional labour market needs. A focus on engaging the youthful Māori population with culturally respectful tertiary education and training, and in areas aligned to skills gaps and opportunities within the region, will make a major contribution towards achieving improved outcomes for Māori, with significant spin-off benefits for the wider community.

Regional stakeholders noted the absence from the BoPTEP of Te Wananga o Aoteroa (TWOA), which has significant campus infrastructure in Rotorua, Tokoroa and Tauranga. Whilst there are some collaborations in place, such as the shared use of TWOA’s campus with Waiairiki Institute of Technology in Tokoroa, there are significant opportunities to increase the reach of tertiary education to young Māori by working more closely with TWOA. Whilst the addition of another partner would add to the competitive offerings within the BoPTEP, from a regional perspective TWOA has a complimentary set of provisions to the other partners, including Te Whare Wānanga o Awanuiārangi, with the majority of TWOA’s courses offered at pre-degree level. Being part of the BoPTEP would also mean that all the major publically funded tertiary institutions operating in the Bay of Plenty have a direct link to regional organisations and agencies.

Consultation with local Māori also produced the view that strengthening networks with key Māori employers throughout the region and engaging as part of a forum with other business leaders would assist in providing market intelligence around skill requirements. It was also suggested that engagement with prospective students through whanau and hapu should occur at a local level and that there needs to be more ‘kanohi te kanohi’ hui with students from smaller towns. Other key messages included:

- Jobs and employment are a priority to ensure wellbeing.
- Education and training needs to match iwi resource base.
- Whanau and rangatahi must be confident players in the business world.

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• Education does not sit in isolation, greater consideration should be given to working collectively with whanau to support the tauira and build on gains made through initiatives such as whanau ora.
• Iwi are developing education strategies and these need to be considered in terms of strategic alignment and encouraging students to undertake tertiary education.

Therefore, to support Māori engagement and participation in tertiary education it is recommended that:

2. As a general principle TEOs focus on creating partnerships with iwi and hapu to foster active participation, consultation and engagement with whanau, hapu and iwi on all areas pertaining to the successful education and skill development of Māori.
3. The BoPTEP considers inviting Te Wānanga o Aotearoa to join their collaborative arrangement.
4. TEOs consider developing tailored courses that align with Māori values and experiences and provide staff with the opportunity to receive training in Māori culture and values.
5. Bay of Plenty Iwi give consideration to consolidating education scholarships so that recipients receive a greater level of financial support to see them through their education.
6. Bay of Plenty Iwi give consideration to developing a pan-iwi view of tertiary provision in the region with agreed priorities communicated through the proposed regional tertiary implementation group.
7. Consideration be given to how the region can assist in linking the Tertiary Education Commission, Ministry of Education and Whanau Ora in order to ensure educational planning is incorporated into whanau development plans.

4.3 IMPROVING TRANSITIONS — SECONDARY, TERTIARY AND EMPLOYMENT
A focus on improving transitions between secondary and tertiary education and employment opportunities in the region is imperative in improving the flow of people with work ready skills into tertiary education and employment.

4.3.1 Supporting more young people to be work-ready
There are a number of excellent initiatives across the region which are positively contributing to improved student outcomes and preparing students with the attitudinal and aptitude skills required by employers.

Examples of existing initiatives include:

• Tech Pa in Whakatane.
• Trades Academy – a whole of region approach with hubs across the Bay of Plenty.
• Careers expos in Kawarau, Taupo and Tauranga which have a strong focus on business/employer participation.
• Excel Rotorua initiative.
• Industrial Symbiosis Kawerau skills for industry/workforce pathways training programme.
• Instep programme linking secondary education sector and local businesses in the Western Bay of Plenty sub-region.
• Taupo pathways for young people programme.
• Bay of Plenty House of Science.
• Young Enterprise Scheme – a national initiative open to all secondary schools.
• Young Innovator Awards in the Western Bay of Plenty sub-region.

However, regional stakeholders felt further emphasis needed to be put on improving secondary/tertiary/employment transitions including improved information on tertiary courses, school/tertiary joint programmes and careers advice and support. Secondary schools are increasingly seeing the need to partner with businesses in their communities. It is important that secondary and tertiary programmes are available and relevant to the needs of industry.

While this is challenging for any one institution, the myriad of approaches and information made to schools is hard for schools to manage and is sometimes seen as confusing for students. The Bay of Plenty could enhance what is currently available by working together with schools to improve the students’ and parents’ access to information and advice.

Developing and implementing a common youth engagement strategy for the Bay of Plenty could assist in improving access for the partner institutions into secondary schools within the region, and provide greater value to students, parents and teachers in their understanding of education pathways available within the Bay of Plenty.

It was also suggested by numerous stakeholders that TEOs and regional development agencies take a more active role in supporting secondary/tertiary transitions by providing:

a. students with opportunities to interact with local businesses/not-for-profit organisations
b. support to develop attitudinal and aptitude skills required by employers
c. exposing students to local careers and career pathways.

Clearly there is a desire across the region to better prepare and equip young people for the workforce. To do so requires collective action; it is not solely the responsibility of secondary schools, tertiary institutions or industry, but rather each plays an important role which needs to be strengthened and better coordinated and communicated to achieve improved outcomes for young people entering the workforce.

4.3.2 Developing secondary/tertiary/employment transition initiatives specifically for Māori

According to the Ministry of Education,\(^8\) 43% of Māori school leavers in the Bay of Plenty region (58% nationally) do not transition to further training or education. Of those that did enrol in tertiary study, 54% enrolled in Level 4+ tertiary programmes (certificate and diploma or graduate certificates); 17% enrolled in Level 7+ tertiary programmes (bachelors degree); and 29% enrolled in other tertiary programmes. Nationally, approximately half of Māori 18 and 19 year olds who study for a bachelors

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\(^8\) MoE data based on the 1993 cohort destination data – students who left school end of 2011 and enrolled into further study in 2012 at age 19.
degree do not complete their qualification within five years. This represents a significant loss to society and will require effort from all parts of the community to lift Māori achievement.

However, there is significant opportunity and goodwill from local businesses and councils/agencies to support Māori work placements or internships, yet little knowledge of who to talk to in order to provide and progress these opportunities. The Bay of Plenty Trades Academy is a good example whereby 81% of students in the Eastern Bay of Plenty are priority learners who are Māori.

Therefore, to better support secondary/tertiary/employment transitions, it is recommended that:

8. The BoPTEP develops a joint Bay of Plenty/Taupo Youth Strategy with specific regards to secondary tertiary transition, course and careers advice.

9. Bay of Plenty regional development agencies consider establishing a regional graduate profiling initiative to link local graduates with local employers and encourage opportunities for student internships with local businesses and community organisations.

10. Bay of Plenty regional development agencies continue to support and consider expanding existing initiatives that:
   a. encourage participation of regional industries in local career expos as is the case in Taupo, Kawerau and the Western Bay of Plenty.
   b. provide opportunities for secondary school principals and teachers to spend time with local industry to get a better feel for employer skill needs and personal qualities sought by employers.
   c. organise industry days for local students to meet with key businesses or industries in which there are local employment opportunities.

11. TEOs, secondary schools and regional development agencies consider developing collaborative initiatives to assist secondary to tertiary and tertiary to work transitions for Māori, e.g. mapping Bay of Plenty career pathways specifically for Māori.

4.4  FOSTERING INNOVATION TO SUPPORT REGIONAL DEVELOPMENT

Tertiary education and research plays an important role in preparing skills to fuel business growth and community development, as well as in the generation of new knowledge that fosters innovation. This section provides a number of recommendations to enhance the tertiary sector’s contribution to sustainable growth in the Bay of Plenty region, including:

- Creating a tertiary destination aligned to key sectors in which the region has an existing comparative advantage (section 4.4.1).
- Supporting the development of new and emerging sectors where there is potential for the Bay of Plenty region to develop a comparative advantage (section 4.4.2).
- Other sectors (section 4.4.3).
4.4.1 Create a tertiary destination for sectors in which the Bay of Plenty has an existing comparative advantage

There is a desire amongst regional stakeholders for the Bay of Plenty to develop a reputation as the region that provides the most relevant, innovative, connected education in the country, in turn producing graduates who are highly sought-after for their employability, who start successful businesses and are highly networked. One of the ways in which the Bay of Plenty can differentiate itself in this manner is to create a strong tertiary education brand in niche areas of vocational and academic training and research aligned to industry sectors in which the region has a comparative advantage and can offer employment opportunities. Achieving this will require regional leadership, in partnership with industry and the secondary and tertiary education sectors. The current collaboration that exists between the institutions making up the BoPTEP provides a good starting point.

The TIS recognises that further work is needed to align various stakeholders and develop an integrated approach that provides for seamless transitions between secondary and tertiary education and employment. However, the benefits of this kind of collaborative approach can be seen in areas including coastal and marine science, and healthcare where stakeholders from across a number of tertiary institutions, regional agencies, government, iwi, schools and industry have been pulled together through the leadership of regional champions.

Case Studies

i. University of Waikato Coastal Marine Field Station

The Bay of Plenty Regional Council Chair in Coastal Science based in Tauranga has led the development of a collaborative education model which has created pathways for primary and secondary students across the region and between the tertiary partnership institutions, into marine science at tertiary level. The result of this model has been significant growth in local educational pathways, together with research offerings linked to international partnerships, and providing students with local, national and international employment opportunities; all of which serve to support local industry needs and improve community knowledge and engagement on marine related issues and opportunities.

ii. Bay of Plenty District Health Board Clinical School

The Bay of Plenty District Health Board has developed a unique partnership with Auckland University’s School of Medicine and is a recognised campus of the Auckland medical school. Through the leadership of Associate Professor Peter Gilling, the BOPDHB Clinical School trains fifth and sixth year Auckland University medical students at Tauranga and Whakatane hospitals, providing them with access to applied research and real world learning. In doing so, the BOPDHB has been able to successfully secure graduating doctors for the benefit of regional communities and the health workforce. The student intake includes overseas medical students throughout the year.

There are several notable areas in which the region could strive to develop similar models.
4.4.1.1 Kiwifruit and horticulture
The kiwifruit industry is New Zealand’s largest, most successful horticultural industry, based in the Bay of Plenty, with export earnings over $1 billion in 2012/13. The sector employs 9,800 permanent employees, plus an additional 8,600 seasonal workers, and contributes to approximately 20% of the Bay of Plenty’s regional GDP. The industry faces significant challenges and opportunities, including commercialising new cultivars, attracting and retaining labour, increasing orchard productivity and developing Māori management and governance capability in an industry in which Māori have a significant stake.

Approximately 80% of New Zealand’s kiwifruit orchards are based in the Bay of Plenty, the region is home to Zespri International, the single-desk marketer of New Zealand kiwifruit, together with a number of large post-harvest operators and significant research and development activity through Plant and Food Research in Te Puke and Newnham Innovation Park in Te Puna.

The Bay of Plenty offers a unique ability to be involved across the ‘value chain’ for exporting primary industry goods. For example, the kiwifruit sector goes from the science of breeding new cultivars, pesticide reduction, orchard management practices, through to the technology of harvesting, supply-chains, and into the marketing and branding associated with achieving a global market premium. Contextualised learning and increasing the profile of the horticulture industry in secondary schools is a priority for the newly established Horticulture Capability Panel (founded by New Zealand Kiwifruit Growers, Horticulture New Zealand and Pipfruit New Zealand), which links directly with the Ministry for Primary Industries.

4.4.1.2 Food processing and natural ingredients
There are a wide range of food and beverage businesses in the Bay of Plenty, ranging from artisan producers to significant food processing operations and exporters. The region’s strong primary sector has the potential to grow through horticulture and alternative dairy industries. Establishing New Zealand’s largest marine farm in the Eastern Bay of Plenty will create significant opportunities. Geothermal energy will create additional food manufacturing opportunities. Whilst there is significant national food and beverage capability from a tertiary education and research perspective which does not need to be replicated in the region, there is a need to increase provision of food safety and handling training locally.

Current practice within the industry is for larger organisations to bring expertise into the region and provide training in-house at Level 3 and 4. There is also a growing need within the sector for skilled technicians with basic mechanical and electrical engineering skills necessary to operate and maintain increasing levels of automation within food processing businesses. The potential to provide laboratory services and a greater degree of bio-science expertise within the region were also mentioned by several stakeholders.

4.4.1.3 Freight and logistics
There is a current shortage of HT licensed operators in the region and a need for a range of industry specific health and safety training to meet increasing industry compliance requirements. The freight and logistics sector could benefit from enhanced tertiary provision in that they are one of the key sectors that have identified a need for engineering and ICT skills applied to their industry. The Bay of
Connections Freight Logistics Action Group has also been championing enhanced education and skills delivery, including the potential establishment of a New Zealand centre for transport, infrastructure and logistics in the region.

4.4.1.4 Forestry
The Bay of Connections Forestry Strategy is focused on adding value to the region’s significant wood resource. Sector stakeholders reported a good relationship with Waikari Institute of Technology as the major regional provider of industry training, and with Scion, the forestry sector Crown Research Institute. However, it was felt that more could be done to connect the dots between industry, training and research in the sector. A recent grant of $2.5 million by the Bay of Plenty Regional Council infrastructure fund to establish a hub for research and development in the forestry and wood sectors by creating a cluster of like-minded businesses for collaboration and innovation would seem to provide an excellent opportunity to leverage ‘wealth from wood’.

4.4.1.5 Gerontology
Ageing population structures are an international phenomenon, with the Bay of Plenty having one of the oldest and fastest growing populations of mature and older people nationally. As a result:

- More older people will participate in the paid workforce
- The economic value of older people’s paid, unpaid and voluntary work will increase
- Older people’s contribution to tax revenue will increase
- Older people will spend more.

There is an opportunity in the Bay of Plenty to embrace its position as a destination of choice for older people and develop a strong research platform around gerontology to better understand the issues and opportunities associated with older people, and in particular the workplace needs of older people, including how you adapt their skills, knowledge and experience for current and future workplace.

4.4.1.6 Restoration of freshwater quality in river and lake systems
Rotorua stakeholders are interested in building on the research expertise of Professor David Hamilton, the Bay of Plenty Regional Council funded Waikato University Chair in lakes restoration, to develop further educational and research pathways around freshwater systems.

4.4.1.7 Tourism
The tourism and hospitality sectors are significant in the Bay of Plenty, particularly for Rotorua, Taupo and the Eastern Bay of Plenty, which have carved a niche in adventure tourism and offer world-class tourism attractions such as White Island and Māori culture. There is a need to develop further quality product offerings and lift service standards in the sector through initiatives such as developing lean practices for the sector, or further exploring the potential to leverage Māori tourism and indigenous development.

Therefore, it is recommended that:

12. The BoPTEP and relevant TEOs work with New Zealand Kiwifruit Growers (NZKGI) to investigate appointing a regional champion for the kiwifruit sector and establishing a formal group to develop a business case for creating a global centre for primary sector research and education, initially focused around horticulture.
13. Bay of Plenty secondary schools consider developing a horticulture trades academy that feeds into local tertiary and employment opportunities.

14. The BoPTEP works closely with Scion to create more wealth and wellbeing for the Bay of Plenty from its forest resource – ranging from wood products and wood engineering, to bio-energy and new bio-materials, automation and engineering applied to forestry management.

15. Regional development agencies consider establishing a working group to develop a proposal and business case to create a regional centre for researching the workplace needs of mature and older people.

16. The BoPTEP supports the working group established by Grow Rotorua to develop a proposal and business case for a regional centre of expertise around restoration of freshwater quality in river and lake systems.

17. The BoPTEP and other TEOs consider undertaking a review of the mix, location and quantum of current tourism training provision, including the potential to further leverage Māori tourism to support indigenous development.

18. The BoPTEP and other relevant TEOs consider undertaking a review of the mix, location and quantum of current food safety and handling provision locally.

4.4.2 Supporting new and emerging sectors

There are a number of new and emerging sectors within the region that require support from the tertiary sector to assist with sustainable growth and development.

4.4.2.1 Aquaculture

The Bay of Connections Regional Aquaculture Organisation (RAO) is well connected with the tertiary sector, with the Bay of Plenty Regional Council Chair in Coastal Science an active member of the group. The RAO strategy has clear education/training and research outcomes which should be supported by the BoPTEP and regional agencies.

4.4.2.2 Manufacturing

There are opportunities to further explore the potential of education and research provision in the area of bespoke manufacturing, particularly related to applied technology and materials engineering. The Government’s partnership and co-funding of WNT Ventures, one of three new high-technology incubators nationally, is a collaboration between three Bay of Plenty innovation hubs – Wharf42, Newnham Park and TiDA. WNT Ventures aims to establish and nurture businesses based on intellectual property and novel technologies, primarily sourced from New Zealand publicly funded research organisations, such as universities and Crown Research Institutes. WNT Ventures will focus on developing start-ups based on the technology in which partners have considerable expertise and can add value to: innovation in ICT, new technology in the primary sector, and high-value manufacturing.

4.4.2.3 Energy

The potential for the region to capitalise on wealth and wellbeing through energy, particularly solar and geothermal, is significant. Ensuring students have adequate science knowledge and are exposed to the potential of the energy sector, together with appropriate research, will be key factors in realising the future potential of this industry sector.
### 4.4.2.4 High performance sports

The Bay of Connections has identified several niche opportunities in high-performance sports. The Bay of Plenty Sevens Strategy aims to position the region as a leading Sevens Rugby service provider, and the Biking Strategy supports the Cycling and Mountain Biking Tourism Marketing Network which has been formed to promote cycling and mountain biking in the Central North Island.

Therefore, it is recommended that:

19. As a general principle, the BoPTEP, other TEOs and regional development agencies actively support the education and training outcomes of the BoC industry sector strategies.
20. The BoPTEP actively engages with Toi EDA, Opotiki District Council and Whakatohea around supporting the training and research needs of the Opotiki harbour twin projects.
21. The BoPTEP and regional agencies provide strong support for the establishment of the WNT partnership high-technology incubator.
22. The Bay of Plenty Polytechnic considers the growth needs of TiDA, currently based on its Windemere campus, and likely to require significantly more land to meet growth targets.
23. The BoPTEP considers working with the Bay of Connections Energy Group to discuss ways in which the partners can support science training, career development and research to develop the region’s potential from energy.
24. TEOs work with the ICT industry to (i) develop ICT curriculum that more strongly reflects industry needs for graduates who have a mix of soft skills, technical skills and enterprise skills; (ii) develop links with professional industry bodies to promote ICT career pathways.
25. The BoPTEP considers how it supports the development and implementation of the BoC Sevens and Biking strategies which have significant potential for the region’s tourism sector, together with contributing to economic development.
26. Industry and regional agencies work with TEOs to provide more opportunities for student internships in the Bay of Plenty’s key and emerging industry sectors.

### 4.4.3 Other sectors

#### 4.4.3.1 Agriculture

Dairy, meat, wool and other land-based agriculture are significant in the Bay of Plenty and Taupo. There is a need to look at the development of on-farm training, particularly as it relates to Māori. The Primary ITO, often in partnership with a number of other providers, has been doing a significant amount of work in this space which needs to be supported.

#### 4.4.3.2 Aged care

The aged care sector needs to attract significant numbers of people to meet the growing demands of an ageing population. Attracting people into the industry, together with a lack of clearly defined career pathways, are significant issues for the sector. It will be important to create places of learning for older people offering life-enhancing opportunities suitable for retired and semi-retired people that wish to study for their own reward and social integration. Older students are often willing to share their skills and life experiences.
4.4.3.3 *Service sector*
There is a large service sector in the region that requires a high level of general business skill and management capability.

4.4.3.4 *Building and construction*
The building and construction sector is a significant regional employer. Industry stakeholders report satisfaction with the level and quality of training provided by the Building and Construction ITO, although some expressed concern over the number of local apprenticeships and the lack of future local employees given the heavy demand for skills to support the rebuild in Christchurch.

**Therefore, it is recommended that:**

27. The region supports the efforts of TEOs with respect to the development of on-farm training initiatives, and seeks to understand whether there are opportunities for regional actors to support these initiatives, particularly with respect to better serving the needs of Māori, and in providing opportunities to enhance secondary/tertiary/employment transitions.

28. TEOs involved in training for the aged care sector develop career maps for the sector and work with the aged care industry and secondary schools to better promote career pathways.

29. The region supports the continued development of business management and entrepreneurship training in the region, and in particular initiatives that encourage Māori to progress to higher levels of learning.

30. Regional agencies support the efforts of industry training organisations and Māori Pacific Trades Training initiatives and seeks to understand whether there are opportunities for regional actors to further support initiatives aimed at better serving the needs of Māori, and in providing opportunities to enhance secondary/tertiary/employment transitions.

4.5 **ATTRACTION INTERNATIONAL STUDENTS AND ENRICH THEIR NEW ZEALAND EXPERIENCE**
International education provides an important opportunity to improve the value delivered by tertiary education. International education not only provides additional sources of income for New Zealand TEOs, but also stimulates international linkages with overseas counterparts. International education helps enhance teaching and research, share knowledge, build human capital, and realise a number of wider benefits associated with New Zealand’s international relationships and trade.

Growing the value of international education is a national priority that presents a significant opportunity for the Bay of Plenty region. Having appropriate degree and post-graduate pathways for international students is generally accepted as being an important factor in student attraction, as is the need for quality student accommodation and pastoral care.

**Therefore, it is recommended that:**

31. Local councils and economic development agencies support the development and implementation of local international education plans to include:
   - welcoming international students to the region
   - supporting the development of destination marketing collateral
   - understanding student accommodation needs
   - supporting the development of student accommodation where needed
providing links that assist in the development of employment pathways (including part-time employment) for international students.

32. The Bay of Connections Governance and Management Groups consider adding international education to the BoC key industry sectors, thus assisting to align and monitor local international education plans.

4.6 LOCAL PRIORITIES
There are a number common priorities within communities around the Bay of Plenty, along with some specific local matters arising from this research. These are discussed below.

4.6.1 Address current perceived gaps in tertiary education provision within the region
There are several areas that stood out from the stakeholder interviews as opportunities to review or enhance the current provision of tertiary education. These included:

- A need for more engineering skills (mechanical/megatronics engineering, particularly at a vocational/technican level) to support the region’s growing manufacturing, transport and logistics sectors.
- The importance of including entrepreneurship and general business training within a broad range of regional training programmes. Whilst it is recognised that increasing ‘themes’ such as innovation and entrepreneurship within courses is not easy, doing so could make a significant contribution towards building an innovation and enterprise culture across the region. The new university-led campus development in Tauranga was identified as a potential catalyst for leading this overt approach to encouraging a culture of innovation and entrepreneurship in the region.
- A need for more ICT/technology skills to be included in training programmes, recognising the increasingly important role technology plays in all facets of the community.

Therefore, it is recommended that:

33. The BoPTEP and other relevant TEOs consider undertaking a review of the mix, location and quantum of current engineering provision.
34. The BoPTEP and other local TEOs consider how they might incorporate concepts related to innovation and entrepreneurship, as well as technology training (e-commerce, business transformation etc) within new and existing programmes.
35. The BoPTEP considers identifying areas for common curriculum development to be undertaken, and that key themes are included in all such shared development.

4.6.2 Taupo priorities
There is significant interest in having enhanced local tertiary education provision in Taupo, however there is frustration on the part of both the community and existing tertiary providers that not enough is happening. The community sees significant benefits from a partnership approach in the region, versus working in perceived isolation with individual tertiary institutions. The importance of local secondary schools working with TEOs to provide vocational pathways was highlighted. Given many secondary school students are already training at tertiary level there is a need to align courses with local tertiary
provision to ensure relevance and continuity. Transport providing access to education and training is also viewed as a barrier that needs to be addressed, as is the upgrading/expansion of local tertiary facilities in order to increase participation by young people. The community is particularly interested in enhanced tertiary provision in the following areas:

- management/entrepreneurship training
- forestry and agriculture training
- mechanical engineering (vocational) training
- geothermal energy training (degree and post-graduate)
- tourism industry training
- secondary/tertiary/employment transitions.

Therefore, it is recommended that:

36. Taupo District Council supports the establishment of a regional tertiary implementation and monitoring group and advocates for increased training and education in the areas identified above.

37. The BoPTEP considers meeting with Taupo District Council, Enterprise Great Lake Taupo, GNS and Contact Energy to discuss ways in which the partners can support science training and career development for the geothermal energy sector.

38. That the BoPTEP and other relevant TEOs consider undertaking a review of the mix, location and quantum of current tourism sector provision.

39. That relevant TEOs support the development of Taupo’s youth transitions project facilitated by Enterprise Great Lake Taupo.

4.6.3 Eastern Bay of Plenty priorities
The Eastern Bay of Plenty district faces a number of specific challenges associated with population decline, numeracy, literacy and intergenerational social issues. However, there are also a number of significant opportunities for the sub-region, which the tertiary education sector can support. These include the Opotiki harbour development and aquaculture project, Industrial Symbiosis Kawerau and tourism based around the unique attraction of White Island. Courses covering such widely diverse subjects as forestry, nursing, truck driving, scaffolding, farm work and tourism along with appropriate trade and degree courses will be needed to keep people within the sub-region and available for work. The Eastern Bay of Plenty sub-region feels the following points must be considered with respect to tertiary education provision:

- The need to include relevant trade and industry training that the Eastern Bay of Plenty requires.
- The importance of effective pre-employment/engagement/second-chance learning as a necessary gateway for many potential students into tertiary education and training.
- The need to keep such place-based training local within the region.

Therefore, it is recommended that:

40. Toi EDA and local stakeholders support the establishment of the proposed regional tertiary implementation and monitoring group and advocate for increased tertiary sector support associated with:
the training needs of the primary sector, particularly dairy, forestry and wood products, kiwifruit and the emerging aquaculture sector, together with associated industries servicing these sectors such as transport and logistics

- the needs of other sectors expected to increase substantially in the sub-region over the next 10 years, including tourism, geothermal use and elderly care
- the potential to deliver more first year degree courses in Whakatane
- the vital importance of pre-employment/engagement/second-chance learning opportunities provided within the sub-region
- the potential for developing international education in the Eastern Bay of Plenty.

41. Toi EDA or Whakatane District Council consider developing a local tertiary infrastructure plan with Te Whare Wānanga o Awanuiārangi and Waiairiki Institute of Technology which includes:
- a proposal to develop a tertiary precinct around Te Whare Wānanga o Awanuiārangi’s campus in Whakatane
- consideration of the potential to support a shift of the current Waiairiki campus in Whakatane onto this precinct.

42. The BoPTEP considers engaging with Industrial Symbiosis Kawerau to more fully understand the specific training, education and research needs of this industry group.

4.6.4 Rotorua priorities

The Rotorua district has identified the following priority growth sectors – forestry and wood processing, tourism, geothermal, agriculture and international education. In addition, Grow Rotorua’s statement of intent (2012) specifically references the need to better understand and promote the capability and skill needs in these priority sectors.

Therefore, it is recommended that:

43. Rotorua District Council and Grow Rotorua support the establishment of the proposed regional tertiary implementation and monitoring group and advocate for:
- the specific education and research needs of Rotorua’s priority sectors
- the education and research links with the proposed Scion wood innovation centre
- Waiairiki Institute of Technology’s centre for excellence in forestry and wood manufacturing
- the SkillMe Māori and Pasifika trades training initiative which will assist young people successfully through trades training and into apprenticeships and stable employment, while meeting the skills needs of regional employers
- the case for developing a regional centre of expertise around restoration of freshwater quality in river and lake systems
- the district’s goals for the export education sector in conjunction with Rotorua’s export education group.

44. That the BoPTEP considers undertaking a review of the mix, location and quantum of current tourism sector provision.
4.6.5 Western Bay of Plenty priorities

Within the Western Bay of Plenty sub-region, both SmartGrowth (the sub-region’s 50 year spatial plan) and Smart Economy (the sub-region’s economic development strategy) have recently been reviewed. There is a strong focus in both strategies on improving tertiary provision to meet local community and industry needs, to the extent that SmartGrowth changed its by-line from ‘a great place to live, work and play’ to ‘a great place to live, learn, work and play’.

SmartGrowth has a number of desired outcomes around (i) visionary leadership and collaboration, (ii) environmental sustainability, (iii) community building, (iv) the economy and (v) cultural identity. There are a number of specific actions in the strategy related to the tertiary education sector:

- **Building the community:**
  - Support the collaborative approach to tertiary education provision throughout the sub-region and wider Bay of Plenty region
  - Establish a research-led tertiary facility in the Tauranga CBD, connected to a network throughout the region
  - Link tertiary education and population ageing to provide for the needs and opportunities arising from the sub-region’s unique ageing demographic
  - Improve the participation of Māori youth in tertiary education
  - Investigate opportunities to support life-long learning
  - Support the review and development of the Bay of Plenty TIS.
- **A sustainable economy:**
  - Support and advocate for the continued growth and development of the University of Waikato Coastal Marine Field Station
  - Support the development of key anchor projects to create a thriving city centre, including the development of a CBD university campus and tertiary precinct.

Smart Economy identifies tertiary education as a priority area enabling regional innovation, supporting the growth of the export sector, city centre rejuvenation and Māori economic development.

Priority One has a lead agency role in enhancing the contribution of the tertiary education and research sector to local outcomes.

**Therefore, it is recommended that:**

45. The SmartGrowth Implementation Committee supports the establishment of the proposed regional tertiary implementation and monitoring group and advocates for:
- the development of specific tertiary education and research plans for the following sectors:
  - Advanced manufacturing
  - Coastal marine
  - Added value primary industries (including horticulture/food ingredients, forestry and aquaculture)
  - Gerontology
- the sub-region’s goals for developing export education in conjunction with Education Tauranga
4.7 TAURANGA CAMPUS DEVELOPMENT

4.7.1 Bay of Plenty Tertiary Partnership university-led campus development in Tauranga
Regional stakeholders are contributing significantly to the development of a tertiary campus facility in Tauranga. The campus is intended to be the University of Waikato led component of the BoPTEP’s network of facilities in the Bay of Plenty region. The new facility is envisaged to complement existing tertiary provision and provide purpose-built space for leading academics and Chairs, researchers and teaching staff, postgraduate and undergraduate students, industry and community collaborations, and commercialisation activities. It is the stated intention of the BoPTEP to deliver programmes and activities directly related to areas of economic development in the region, enabling a step change in improving social, educational and economic outcomes for people in the Bay of Plenty. The tertiary partnership is proposing that the initial focus of the new campus will be on marine, ICT and logistics – areas relating directly to already identified regional needs, further supported by the TIS. Therefore, it is recommended that:

47. TLAs, regional development agencies and regional stakeholders support the proposed initial focus for academic provision on marine, ICT and logistics and engage with industry bodies and stakeholders in these sectors to ensure appropriate industry input is provided into course content and delivery, and opportunities for work placements/student internships are explored.

48. The BoPTEP aims to foster a culture of innovation and entrepreneurship within the new campus, recognising the significant opportunity to reflect wider regional aspirations, capture unique and distinctive regional opportunities and link closely with key stakeholders in the region’s innovation eco-system.

49. The BoPTEP considers this TIS in the development of new academic and research programmes.

4.8 IMPLEMENTATION AND REVIEW OF THE TERTIARY INTENTIONS STRATEGY
Regional plans such as this TIS require effective implementation, including robust monitoring to ensure intended outcomes are achieved, and that actions remain fit for purpose and relevant. The proposed regional tertiary implementation group will have responsibility for development, implementation and monitoring of an annual action plan to achieve the anticipated outcomes of this TIS.
Therefore, it is recommended that:

50. This TIS is endorsed by the following groups on behalf of regional and local stakeholders:
   a. Rotorua Lakes Council (local)
   b. Taupo District Council (local)
   c. Eastern Bay of Plenty Joint Committee (local)
   d. SmartGrowth Implementation Committee (local)
   e. Bay of Plenty Regional Council (regional)
   f. Bay of Connections Governance Group (industry)

51. The TIS Reference Group be tasked with establishing the regional tertiary implementation group and recommending an appropriate administrative authority and long-term funding arrangements to formalise the structure and enable effective implementation of this TIS.

52. The proposed regional tertiary implementation group be responsible for working with identified stakeholders to develop and adopt an annual implementation plan (including timeframes), and reporting six monthly to Invest Bay of Plenty (once established), and the region’s local authorities on progress.

53. A formal review of the TIS in undertaken in five years (2019).