



Focus Area Brief: Tai Tokerau Northland

Improving secondary-tertiary transition and tertiary education participation rates for the people of Tai Tokerau Northland will reduce the rate of people not in employment education or training (NEET). Given that a large proportion of Māori live in the region, improving these outcomes will contribute to achieving parity with all other learners.

This Focus Area Brief describes our goals and expectations for purchasing provision in the Tai Tokerau Northland region through the 2018 Investment Plan Round. It is part of the [Investment Toolkit](#) and supplements the December 2017 [Plan Guidance](#) on our website.

Tai Tokerau Northland provides a unique opportunity for TEOs to work together to increase transitions into tertiary education

By 2020 the Ministry of Business, Innovation and Employment (MBIE) forecasts 3,530 (+1.55%) new jobs in the Northland region.¹ Filling this forecast demand through local workers will be difficult due to Tai Tokerau Northland's high number of youth that are Not in Employment, Education, or Training (NEET) – the highest in in New Zealand. To support the demand for workers to fill these jobs we need to improve secondary to tertiary transition rates and tertiary education participation rates at appropriate levels.

Providing the people of Tai Tokerau Northland with stronger pathways into the right tertiary qualifications is a priority. These pathways should meet the needs of all learners, including school-leavers, NEETs, and those already in employment. Tertiary participation is still persistently concentrated in lower-level qualifications with fewer people completing than in other regions.

Tertiary Education Organisations (TEOs) often work to address learner issues and needs, but using isolated approaches. In some cases this may be unavoidable but a lack of coordination can fragment learner pathways and make the system difficult to navigate.

We want a combined Investment Plan for the Tai Tokerau Northland region

The Northland region has a relatively small number of TEOs. This presents an opportunity for TEOs to efficiently coordinate resources to support the people of Northland to participate and achieve in tertiary education.

To achieve this, we want a combined Investment Plan between TEOs that deliver tertiary education in Tai Tokerau Northland. We expect the Investment Plan to align to regional economic, social and industry plans and needs for Tai Tokerau Northland.²

What should you do to work collaboratively and align with regional economic needs?

¹ <http://www.mbie.govt.nz/info-services/employment-skills/labour-market-reports/forecasting/short-term-employment-forecasts/short-term-employment-forecasts-2017-2020-may-2017/regions>

² For example, Tai Tokerau Northland Economic Action Plan and Tai Tokerau Maori Growth Strategy – He Tangata, He Whenua, He Oranga



You should do, but are not limited to, the following:

- › Work with your communities, local industry and employers, and local government to address the needs of Tai Tokerau Northland.
- › Plan and coordinate with other TEOs that deliver tertiary education in Tai Tokerau Northland.
- › Work with schools to better align education programmes between secondary and tertiary and improve transition to higher level tertiary programmes that deliver good graduate outcomes. This includes using the Career Development Benchmarks as a supporting tool.
- › Engage early with secondary school students in tertiary education and career discussions.
- › Share information and data in an integrated, efficient and user-friendly way. This includes navigating the TEC's QLIK data applications.
- › Review the programmes you deliver alongside other TEOs, industry, and employers in your region. Look at how the tertiary education programmes you propose for 2019-2020 will meet the needs identified in regional economic, social and industry plans and opportunities.
- › Consider opportunities for joint delivery of tertiary education programmes and joint career development services.
- › Consider ways to support and deliver tertiary education programmes in the work environment for school leavers that go straight into employment and for whom industry training is not an option.

We will work with you to meet the needs of learners and their communities

We will work with you to develop a combined Investment Plan that reflects the investment and careers directions in this Focus Area Brief. We will help you to translate this into Mixes of Provision (MoPs) and Educational Performance Indicator Commitments (EPICs).

We will also:

- › Support you to engage with schools and other TEOs in the region, with support from the Ministry of Education (MoE).
- › Support you to engage with local industry and employers as well as work directly with them.
- › Host regular meetings and workshops to support development of a combined Investment Plan. These will also include discussions about career development.
- › Provide data, evidence and advice to support the development of a combined Investment Plan and consider targeted interventions.
- › Provide you with data and advice to support organisation-wide, integrated, culturally responsive career development services.
- › Work with key partners, particularly MoE, to support your interactions with schools.

To help learners make informed tertiary education and career choices, we will:

- › Provide a range of online user-friendly careers information, resources and services.
- › Provide data about graduate outcomes and information on regional, employer, industry, and labour market needs and trends.



Leadership will be critical to achieve our strategic goals

You will need to work with schools in Tai Tokerau Northland. Together with MoE, we will support and facilitate engagement with schools and other key organisations in the region.

We will support you to work with employers and industry groups to identify skill needs for the region. This includes drawing on advice and existing support of key organisations, such as Northland Inc and other government agencies.

You will also be expected to work closely with iwi and related organisations to help realise their goals.

We will measure progress against existing measures and set ambitious targets

We will work with you on agreed reasonable but ambitious individual targets to contribute to the overall goals and targets below.

- › **Improve the transition of Tai Tokerau Northland school leavers into tertiary education whether at a provider or through employment at an ITO.**
 - By 2021, 61% of all Tai Tokerau Northland school leavers are in tertiary education the year after they leave school (from 56% in 2015 to 2016).
 - By 2021, 55% of Māori school leavers in Tai Tokerau Northland are in tertiary education the year after they leave school (from 49% in 2015 to 2016).
- › **Increase in the proportion of Tai Tokerau Northland students enrolling in level 4 and above tertiary education programmes.**
 - By 2021, 5 percentage points increase in the proportion of Tai Tokerau Northland students enrolled at levels 4 and above tertiary education programmes.
- › **By the end of 2022, improve the participation and achievement rates for Tai Tokerau Northland learners to the national average for all learners.** This will contribute to the goals of the TEC's parity project.



Appendix: What do we know about the current environment in Tai Tokerau Northland?

While NEET rates improved in recent years, Tai Tokerau Northland still has the highest youth (15-24 year olds) NEET rate in New Zealand. As at September 2017, the NEET rate in Northland was 17.2%, compared to 12.2% nationally (MBIE Regional Economic Activity Web Tool).

Ensuring young people continue their education and training after secondary school will help them to get onto a pathway to employment. In Northland nearly half of 2015's school leavers (44%) and over half of Māori school leavers (51%) did not go into tertiary education or training in the following year. This is higher than the national figure of 38%.

Some of these school leavers may end up in employment, while the others are likely to be NEETs. Approximately 60% of people that enrolled in tertiary education in Northland were 25 years old or older. This shows many school leavers are holding off tertiary education and training until later in life.

Northland school leavers' first study in tertiary is more likely to be at Level 1-3 on the New Zealand Qualifications Framework (NZQF). Over 40% of Northland school leavers start their tertiary education at levels 1-3 on the NZQF—even when they achieve NCEA Level 2 or 3 at school.

The proportion of Pasifika people living in Northland is projected to double by 2038. TEOs should consider how they can improve their education programmes and services to meet the needs of Pasifika learners in the future.



We ensure New Zealand's future success.

