AN OVERVIEW

Provision of qualifications at levels 1 to 3 of the New Zealand Register of Quality Assured Qualifications has continued to grow in a number of areas. The number of students enrolled in student component-funded level 1 to 3 certificates has continued to increase, although the volume of provision has stabilised when counted in terms of equivalent full-time students. Within this area, the number of students studying for less than six weeks has grown the fastest. There has been a decrease in the number of students in foundation education qualifications, offset by an increase in those in vocational qualifications. The number of students in courses of a week or less has also continued to increase.

There has been a continued increase in the provision of tertiary education opportunities in schools through the Secondary-Tertiary Alignment Resource funding and Gateway. The number of students in school and tertiary education institution-based adult and community education courses has decreased in response to policy changes.

In 2005, there were 483,000 students enrolled in formal education at levels 1 to 3. The largest number were student component-funded students (206,500) followed by students in courses of one week or less (136,000) and those in industry training (121,200). Up to 360,000 learners participated in non-formal education at this level. The actual total number is not known precisely as many learners will have participated in more than one area during the year. Of the non-formal learners, the largest numbers were involved in adult and community education through tertiary education institutions and schools.

Students accessing education at this level tend to be aged 25 and over. There has been a definite shift towards older-aged students in student component-funded provision. Approximately half of the students accessing adult and community education and courses of one week or less are aged 40 years and over.

There has been an increase in the proportion of students accessing student component-funded qualifications who are already in employment, and a corresponding decrease in the proportion unemployed or on benefits. The number of students in Training Opportunities and Youth Training (both targeted to people who are unemployed) has continued to decrease.

LOOKING TO 2006

During 2005, the Tertiary Education Commission conducted several reviews that will impact on funding of level 1 to 3 qualifications in 2006.

The most significant review was of provision in student component funding categories A1 (sub-degree arts, social sciences and general education) and J1 (sub-degree business and law education). The review had a particular focus on provision by tertiary education institutions, including provision sub-contracted to private training establishments. The purpose of the review was to investigate the provisions within the two funding categories to ensure they are of high quality and meet the needs of stakeholders. The review focused on large areas of funding and high growth. The results of the review have informed discussions on 2006/08 profiles of tertiary education organisations.

The Tertiary Education Commission also started a three-year review of student component funding to private training establishments. The 2005 stage of the review looked at one-third of provision covering the areas of personal services, tourism, business and management, and philosophy and religion. The purpose of the review is to shift funding from areas of low relevance to those of higher strategic relevance. The results of the 2005 review have influenced funding decisions for 2006.

The Tertiary Education Commission also reviewed dive-related provision to ensure that this provision meets the needs of the dive industry.

The other areas where there are significant funding changes for 2006 are in adult and community education provided by tertiary education institutions and short awards. In 2006, there is a ring-fenced allocation of $35.5 million available to institutions and the funding rate has been further decreased. In 2007, funding will be reduced further to $17.7 million and made available to all providers under a new funding framework. Funding for short awards (qualifications of fewer than 40 credits often involving only a few hours of education) has been limited to $22.8 million in 2006 within the student component. First-aid and public sector knowledge short awards will not be funded from 2006, as they have been identified as areas that are more appropriately funded privately. Arrangements for funding short awards will be reviewed in 2006 with longer-term arrangements in place from 2007.

ANALYTICAL TABLES: An associated set of tables on the learners at level 1 to 3 qualifications is available on the Education Counts website, Tables ENR1-38, EFT1-36, PPN1-13, PRG1-15, TTP1-3, SAG1-3, ACE1-4, COM1-35, TTA1-3 and ARN1-18. Detailed technical information on the data presented here can be found in chapter 17.
LEVEL 1 TO 3 QUALIFICATIONS

Level 1 to 3 qualifications are equivalent to a senior secondary school education. The qualifications provide second-chance learning, foundation skills and entry-level trade and vocational skills. The only type of qualification that can be issued at this level is a certificate. Certificates are generally used to prepare learners for employment or further education and training.

This chapter looks first at formal students who are funded through the Student Component Fund. Students funded through other funding streams have been excluded in this first section. Therefore, the numbers will be lower than those presented elsewhere in this report for level 1 to 3 certificates. The chapter then looks at learners in targeted training programmes – namely Training Opportunities and Youth Training – and industry training. This is followed by a section on provision of tertiary education in schools, funded through the Gateway programme and the Secondary-Tertiary Alignment Resource, most of which is at levels 1 to 3.

The last section looks at non-formal education. This covers adult literacy, English for Speakers of Other Languages, and Adult and Community Education. While this learning is not necessarily linked to the attainment of qualifications, most of the learning is equivalent to levels 1 to 3 of the qualifications register.

STUDENT COMPONENT-FUNDED LEARNERS

The number of learners in level 1 to 3 qualifications funded through the Student Component increased by 9 percent to 206,500, from 2004 to 2005. Compared to five years earlier, the number has more than doubled. There were 86,700 student component-funded students in level 1 to 3 qualifications in 2000. However, in full-time equivalent student terms, the increase was just less than double, from 33,800 full-time equivalent students in 2000 to 65,000 in 2005. This is a result of a large increase in the number of people undertaking less than seven weeks’ full-time equivalent study at certificate level during the year.

Sixty-two percent of the learners at this level in 2005 were enrolled with polytechnics, where numbers have increased significantly since 2002. The next largest sub-sector in 2005 was wānanga, where there was substantial growth in learner numbers to 2004, followed by a decrease in 2005. Numbers in private training establishments increased from 1999 to 2002, dropped off in 2003 and have slowly increased since then.

As noted earlier, most of the increased participation has been in students undertaking less than 0.2 equivalent full-time student units (EFTS) study during the year (less than seven weeks of full-time equivalent study). The number of students doing these shorter periods of study has risen nearly four-fold since 2000. In 2005, they made up almost half of level 1 to 3 certificate students funded through the Student Component Fund. In contrast, there has been very little growth in the number of students undertaking 0.6 or more EFTS of study or more during the year.
Seventy-three percent of students undertaking less than 0.2 EFTS were in polytechnics in 2005. There were 12 percent of these students in private training establishments and 11 percent in wānanga. Seventy-one percent of the students were European. Seventeen percent were Māori, 10 percent Asian and 4 percent Pasifika. More than two-thirds of these students were aged 30 and over. Just over half were male.

FOUNDATION EDUCATION QUALIFICATIONS

A significant proportion of the study for level 1 to 3 certificates is focused on developing foundation competencies, including literacy, numeracy, language and life skills. Foundation education covers study towards qualifications in mixed field programmes (with a focus on foundation education), English language, ESOL and te reo Māori. In 2005, there were 59,000 students studying for qualifications in these areas. They represented 29 percent of students, and 28 percent of equivalent full-time students, in level 1 to 3 certificates, funded through the student component in 2005.

The wānanga were the largest providers of foundation education qualifications in 2005, with 51 percent of students, followed by polytechnics with 44 percent of students. In both sectors, the number of students grew substantially until 2004 and decreased in 2005. Wānanga had the largest decrease, at 31 percent, compared to an 8 percent decrease for polytechnics.

A large proportion of these students (61 percent) were enrolled in one of three large nationally provided programmes. These were Certificate in KiwiOra, run by Te Wānanga o Aotearoa (15,300 students); LifeWorks, run by the Open Polytechnic (12,100 students) and MahiOra, run by Te Wānanga o Aotearoa (9,100 students).

In 2005, 42 percent of students in foundation education qualifications were employed in the year prior to enrolment for study. A further 23 percent were non-employed or beneficiaries and 14 percent were house-persons or retired. Over the period from 2000 to 2005, the proportion of these students who were employed in the year prior to study increased from 24 percent to 42 percent. Over the same period, the proportion who were non-employed or beneficiaries decreased from 37 percent to 23 percent. These two trends reflect that while the job market improved over this time, there continued to be a group of students seeking foundation qualifications, even though they had entered employment. The other notable change was that the proportion who were house-persons or retired increased from 8 percent in 2000 to 14 percent in 2005.
In 2005, half of the students in these qualifications had no school qualifications. A further 20 percent had the equivalent to NCEA Level 1, another 19 percent had the equivalent to NCEA Level 2 and 11 percent had the equivalent to NCEA Level 3.1

In 2005, more than half (55 percent) of these students were aged 35 and over and just over a quarter were aged 45 and over. This is a shift from the age distribution in 2000, which had higher proportions of students in younger age groups. In 2000, 55 percent were aged 30 and over and 24 percent were aged 40 and over.

In 2005, just over a third of students in these qualifications were European and just over a quarter were Māori. Asian students made up 31 percent of students, with many of these students being enrolled in KiwiOra. Pasifika students made up only 7 percent. From 2000 to 2005, the proportion of European students has increased from 24 to 36 percent, while the proportion of Māori students has decreased from 41 to 27 percent, reflecting the drop in enrolments in this type of qualification in the wānanga. The proportion of Pasifika students has remained the same and the proportion of Asian students has increased from 23 percent to 31 percent.

Nearly two-thirds of students in these qualifications in 2005 were female. From 2001 to 2005, there was an increase in the proportion of male students in these qualifications from 28 percent in 2001 to 38 percent in 2005.

VOCATIONAL QUALIFICATIONS

In 2005, there were around 155,500 students enrolled in vocationally oriented certificates2 at levels 1 to 3, funded through the student component. Of these students 67 percent were enrolled in polytechnics, 20 percent in private training establishments and 11 percent in wānanga. There has been significant growth in provision of these qualifications through polytechnics since 2001. Student numbers in private training establishments have been slowly increasing, since a sharp decrease from 2002 to 2003, as a result of funding restrictions imposed at that time. The numbers at wānanga have nearly doubled from 2004 to 2005.

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1 These percentages are after excluding students with overseas or ‘unknown’ school qualifications. Overseas qualifications are not reported by level. The number of students with overseas qualifications has increased significantly with the growth of the KiwiOra certificate, which is aimed at new permanent residents.

2 That is, all qualifications not included as foundation education qualifications in the previous section.
The most popular field of study for vocational qualifications was management and commerce, with 36 percent of students. Within this field, the most popular qualifications were in text processing and office tools (42 percent of students studying qualifications in this field), general business management (24 percent) and real estate (18 percent). The next most popular field of study was agriculture, environmental and related studies, with 15 percent of students. Around a third of the students in this field were taking courses relating to safe practices in pest and weed control. A further 14 percent were enrolled in qualifications classified as engineering and related technologies. Of these students, over half were in qualifications relating to automotive vehicle operation.

Qualifications relating to information technology accounted for 12 percent of students. They were mostly doing general computing certificates. Society and culture qualifications made up 11 percent of students. Around a third of these students were studying towards qualifications in tikanga – Māori customs. The rest were mostly studying across various aspects of social services and sports and recreation.

In 2005, 57 percent of students in vocational qualifications were employed in the year prior to enrolling for study, up from 48 percent in 2000. This group had the largest increase in numbers from 2000 to 2005, reflecting the expansion of courses aimed at upskilling people in the workforce. People who had been unemployed or beneficiaries made up 14 percent of students in 2005, down from 19 percent in 2000. Students coming straight from school made up 13 percent of students in 2005, similar to the 2000 proportion of 15 percent.

Figure 6.8: Learners in vocational level 1 to 3 certificates in 2005 by field of study

Figure 6.9: Learners in vocational level 1 to 3 certificates by prior activity
In 2004, 40 percent in vocational qualifications had no school qualifications. A further 24 percent had the equivalent of NCEA Level 1, 23 percent had the equivalent of NCEA Level 2 and 13 percent had the equivalent of NCEA Level 3. From 2000 to 2005, the main growth has been in the number of students with no formal qualifications, reflecting the expansion of certificates targeted to those with low education and low workplace skills.

As with foundation education qualifications, there has been a shift from 2000 to 2005 towards a greater proportion of older students participating in these qualifications. In 2005, 48 percent of students were aged 35 and over and 26 percent were aged 45 and over. This compares with 48 percent of students aged 30 and over in 2000 and 24 percent of students aged 40 and over.

In 2005, two-thirds of students in these qualifications were European, a quarter Māori, 7 percent Asian and 6 percent Pasifika. The main change from 2000 in the ethnic composition was an increase in the proportion of Māori students from 20 percent to 25 percent. Asian students also increased from 5 percent to 7 percent.

Just over half the students in these qualifications in 2005 were female. From 2000 to 2005 there was a small increase in the proportion of male students in these qualifications from 43 percent to 48 percent.

**RETENTION AND COMPLETION**

This analysis of retention and completion, and the following analysis of progression, looks at all level 1 to 3 certificate students enrolled in student component-funded providers, irrespective of funding source. This is a somewhat larger group of students than discussed in the previous sections. It has been necessary to consider them in this way as students can take courses funded from different sources in the process of completing the same qualification.

Overall, 36 percent of students who started study towards a level 1 to 3 certificate in 2004 neither completed nor continued in study in 2005 (first-year attrition rate). This was a slightly higher proportion than for students starting in 2003 (33 percent).

Looking over a five-year period, 33 percent of students who started study towards a level 1 to 3 certificate in 2001 had completed the qualification and a further 5 percent were still studying towards it. This was an improvement on the number of students who started in 2000, of whom only 30 percent had completed five years later and 4 percent were still studying.

First-year attrition rates were highest in polytechnics and private training establishments, with wānanga having substantially lower rates. Over a five-year period, completion rates were similar across the three main sectors involved in level 1 to 3 certificate provision for students starting in 2001. This is in contrast to students starting the previous year, where completion rates were much higher in wānanga than in the other two sectors.

Students in polytechnics and wānanga were more likely than students in private training establishments to still be studying after five years.

Men tended to have higher rates of first-year attrition than women. Over a five-year period, women were more likely to complete a level 1 to 3 certificate than men. A similar proportion of men and women continued to study after five years.

European and Pasifika students had the highest rates of first-year attrition, with Māori having somewhat lower rates and Asians having the lowest rates of any ethnic group. Asian students had the highest rates of completion over five years, followed by Europeans, with Māori and Pasifika students having the lowest rates of completion. However, Māori students were much more likely to be continuing to study towards completing a level 1 to 3 certificate after five years.

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3 These percentages are after excluding students with overseas or ‘unknown’ school qualifications. Overseas qualifications are not reported by level. The number of students with overseas qualifications has increased significantly with the growth of the Kīwetōra certificate, which is aimed at new permanent residents.
First-year attrition rates were fairly even across age groups, with those aged 25 to 39 having somewhat lower rates than other age groups. Students aged under 18 were less likely to complete a level 1 to 3 certificate over a five-year period. There has been an improvement in completion rates for students aged 25 and over from those starting in 2000 to those starting in 2001. There are no notable differences across age groups in the proportion still studying after five years.

### Table 6.1: Attrition, retention and completion rates for level 1 to 3 certificates by sub-sector, gender, ethnic group and age group

<table>
<thead>
<tr>
<th>Students starting in</th>
<th>First-year attrition</th>
<th>Five-year retention</th>
<th>Five-year completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>2004</td>
<td>2000</td>
<td>2001</td>
</tr>
<tr>
<td>Polytechnics</td>
<td>41</td>
<td>42</td>
<td>31</td>
</tr>
<tr>
<td>Wānanga</td>
<td>13</td>
<td>12</td>
<td>43</td>
</tr>
<tr>
<td>Private training</td>
<td>38</td>
<td>41</td>
<td>27</td>
</tr>
<tr>
<td>establishments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>26</td>
<td>28</td>
<td>38</td>
</tr>
<tr>
<td>Male</td>
<td>41</td>
<td>44</td>
<td>30</td>
</tr>
<tr>
<td>European</td>
<td>38</td>
<td>41</td>
<td>35</td>
</tr>
<tr>
<td>Māori</td>
<td>28</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>Pasifika</td>
<td>37</td>
<td>37</td>
<td>30</td>
</tr>
<tr>
<td>Asian</td>
<td>18</td>
<td>17</td>
<td>44</td>
</tr>
<tr>
<td>Under 18</td>
<td>38</td>
<td>36</td>
<td>28</td>
</tr>
<tr>
<td>18-24</td>
<td>36</td>
<td>36</td>
<td>38</td>
</tr>
<tr>
<td>25-39</td>
<td>30</td>
<td>33</td>
<td>35</td>
</tr>
<tr>
<td>40 and over</td>
<td>33</td>
<td>38</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>36</td>
<td>34</td>
</tr>
</tbody>
</table>

**PROGRESSION TO FURTHER STUDY**

Level 1 to 3 certificates have two roles – to provide basic employment-related skills and to prepare people for further study at higher levels. In terms of the latter, progression to further study is a key indicator of success.

Just under half of all students completing a level 1 to 3 certificate in 2004 went on to further study in 2005. Of these students progressing directly to further study, about half went on to study at a higher level and half at the same level. Students are only slightly more likely to engage in further study over a five-year period following completion. However, over a five-year period, they are much more likely to move on to higher-level study, than in the year immediately following completion.

The rates of progression to study in the following year are higher for students at polytechnics and wānanga than for students at private training establishments. This is true both for students going to any level and to higher levels. Over a five-year period, students completing study at wānanga have the highest progression rates, with more than half of completing students moving on to higher levels of study. The lowest progression rates are for students completing study at private training establishments, with only a quarter moving on to higher-level study, over a five-year period. This sub-sector tends to have a greater focus on preparing students for employment.

Women are more likely than men to move to further study in the following year and they are also more likely to move directly to higher-level study. Over a five-year period there is no difference between progression rates for men and women overall, but women are slightly more likely to have progressed to a higher level.

Māori students had the highest level of progression to any level of further study – both in the following year and over a five-year period. European students had the lowest level of progression to any level of study in the following year. However, the differences between ethnic groups other than Māori were less marked over a five-year period. Both Māori and Pasifika students had the highest level of progression to study in the following year to higher-level study. Over a five-year period, Māori students had the highest level of progression to higher-level study, with little difference between the other ethnic groups.

Students under 25 were more likely to progress to further study in the following year at any level. Students aged 18 to 25 are most likely to progress the following year to higher-level study. Over a five-year period, students in the 18 to 25 year age group were most likely to progress to further study, including study at a higher level.
Table 6.2: Progression rates for level 1 to 3 certificates by sub-sector, gender, ethnic group and age group

<table>
<thead>
<tr>
<th></th>
<th>Students completing in 2004</th>
<th>Students completing in 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct progression</td>
<td>Five-year progression</td>
</tr>
<tr>
<td>All levels</td>
<td>Higher levels</td>
<td>All levels</td>
</tr>
<tr>
<td>Polytechnics</td>
<td>42</td>
<td>21</td>
</tr>
<tr>
<td>Wānanga</td>
<td>45</td>
<td>21</td>
</tr>
<tr>
<td>Private training</td>
<td>38</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>45</td>
</tr>
<tr>
<td>Male</td>
<td>40</td>
</tr>
<tr>
<td>European</td>
<td>39</td>
</tr>
<tr>
<td>Māori</td>
<td>51</td>
</tr>
<tr>
<td>Pasifika</td>
<td>43</td>
</tr>
<tr>
<td>Asian</td>
<td>44</td>
</tr>
<tr>
<td>Under 18</td>
<td>48</td>
</tr>
<tr>
<td>18-24</td>
<td>48</td>
</tr>
<tr>
<td>25-39</td>
<td>43</td>
</tr>
<tr>
<td>40 and over</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
</tr>
</tbody>
</table>

SHORT COURSES

Tertiary providers also provide a range of short courses, of one week or less. While these courses lead to an assessed qualification, they are not included in the main counts of formal enrolments as discussed above. Nearly all of these courses are funded from the Student Component Fund.

The number of people enrolling in courses of one week or less has increased dramatically over the last five years. In 2005, 136,000 students enrolled in these courses at levels 1 to 3, compared with only 10,500 in 2000. Of the 136,000 students enrolled in 2005, 35,000 were also enrolled in longer duration qualifications. These short courses represented 3,750 equivalent full-time students in 2005, compared with 210 equivalent full-time students in 2000. Funding for these courses has been capped for 2006, as discussed at the start of this chapter.

INDUSTRY TRAINING

Industry training is discussed in more detail in the next chapter. This section presents some general statistics to indicate the number and characteristics of industry trainees at levels 1 to 3. The numbers include modern apprentices. However, modern apprentices are not discussed separately, as only 9 percent of them are studying towards qualifications below level 4.

In 2005, there were 121,224 industry trainees engaged in training programmes at levels 1 to 3. They made up 61 percent of all industry trainees. More than half of them were engaged in programmes at level 3, a third were engaged in programmes at level 2 and 12 percent in programmes at level 1. Pasifika trainees were most likely to be studying at these levels, with 78 percent of all Pasifika industry trainees engaged at levels 1 to 3. European trainees were least likely to be studying below level 4, with only 56 percent at levels 1 to 3.
In 2005, there were 12,512 national certificates at levels 1 to 3 issued to industry trainees, making up 52 percent of the total national certificates issued. Trainees attaining level 1 to 3 certificates were more likely to have no school qualifications (15 percent) than those attaining certificates at level 4 or higher (9 percent).

**TARGETED TRAINING PROGRAMMES**

**TRAINING OPPORTUNITIES**

Training Opportunities is a labour market programme providing foundation and vocational skills training at levels 1 to 3. It is targeted to people who are disadvantaged in terms of employment and educational achievement. Training Opportunities provides full-time, fully funded training. The majority of learners enter with no or low qualifications.

The number of trainees in Training Opportunities has continued to decline. In 2005, a total of 16,420 individuals participated, compared with 17,760 in 2004 and 21,870 in 2000. This decrease is probably related to reducing unemployment rates over this period.

In 2005, 41 percent of trainees were Māori, 34 percent were European and 12 percent Pasifika.4 Just over half the trainees were women. Forty percent of the trainees were aged 18 to 24, 32 percent were aged 25 to 39 and 26 percent were aged 40 and over. Over the period 2000 to 2005, the decrease in numbers has been in trainees aged under 40 years.

In 2005, Pasifika trainees were more likely than trainees from other ethnic groups to have gained no credits (37 percent of Pasifika trainees) and less likely to have gained more than 20 credits (28 percent of Pasifika trainees). Women were less likely to have gained no credits than men (33 percent compared to 36 percent) and more likely to have gained more than 20 credits (36 percent compared to 28 percent).

**Outcomes**

Two out of three learners achieved a positive outcome, that is, they moved into employment or further education, within two months of leaving a Training Opportunities programme in 2005. Half went on to employment and 16 percent moved into further education and training.

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4 Ethnic group is reported on a prioritised basis, so if a person declares affiliation with more than one ethnicity, only one is recorded, with the ethnic group recorded based on a prioritised order: Māori, Pasifika, Asian, other, European.
Learners in tertiary education

17. Just over a quarter were under 16. These trainees had school exemptions and were referred to Youth Training by schools, alternative education or truancy services. From 2000 to 2005, the largest drop in numbers has been in trainees aged 17, while the number of trainees aged under 16 has grown steadily since 2001.

Credit attainment

In 2005, 40 percent of trainees gained between 1 and 20 credits on the National Qualifications Framework and 29 percent gained more than 20 credits as a result of participating in Training Opportunities. However, 31 percent of trainees gained no credits, while the proportion gaining over 20 credits has decreased from 39 percent to 29 percent.

The number of trainees gaining one or more credits has declined, while the number gaining no credits has steadily increased. This change may reflect shorter periods of engagement in training as the labour market has improved.

YOUTH TRAINING

Youth Training provides foundation and vocational skills training at levels 1 to 3 to young people who have left school with no or very low qualifications. It provides full-time, fully funded training towards employment or further education and training.

The number of trainees in Youth Training has continued to decline. In 2005, a total of 10,890 individuals participated, compared to 13,120 in 2000. This decrease probably related to reducing unemployment rates over this period.

In 2005, 49 percent of trainees were Māori, 39 percent were European and 10 percent were Pasifika. Just over half of the trainees were male. Two-thirds of the trainees were aged 16 or

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5 Ethnic group is reported on a prioritised basis, so if a person declares affiliation with more than one ethnicity, only one is recorded, with the ethnic group recorded based on a prioritised order: Māori, Pasifika, Asian, other, European.
In 2005, Pasifika trainees were more likely than trainees from other ethnic groups to have gained no credits (34 percent of Pasifika trainees) and less likely to have gained more than 20 credits (27 percent of Pasifika trainees). The attainment of credits was similar for males and females, although female trainees were slightly more likely to gain more than 20 credits (31 percent of females compared with 28 percent of males).

Outcomes

Seventy percent of trainees achieved a positive outcome, that is, moving into employment or further education within two months of leaving a Youth Training programme in 2005. Nearly half went on to employment and a further 23 percent to further education and training.

European trainees were more likely than trainees from other ethnic groups to move on to employment (53 percent of European trainees). Pasifika trainees were more likely to move on to further education and training (25 percent of Pasifika trainees). Male trainees were more likely than females to move on to employment (52 percent of male trainees). Females were more likely to move on to further education and training (26 percent of female trainees).

Post-placement support

In 2004, a pilot post-placement support programme was introduced. Three streams of support were piloted:

- continued learning while in employment
- enhanced support for learners to access further education or training at levels 3 and 4, and
- an incentive scheme for providers to supply individualised support leading to sustainable employment and/or further education and training outcomes.

The pilots were evaluated in 2005. The main findings of the evaluation were:

- Providers reported that post-placement support was effective in sustaining former learners in employment and further training placements. The overall retention rate of those receiving any of the three options was 71 percent.
- A key success factor to sustaining placements was the flexibility given to tailor programmes to meet each individual’s needs.
- The option of providing continued learning in employment was not as successful as the other two. Providers reported that this option was under-funded.

As a result of the evaluation report, the Tertiary Education Commission has implemented changes to post-placement support for 2007. Provision of continued learning and individualised support will be merged and payments increased.
TERTIARY EDUCATION WITHIN SCHOOLS

THE SECONDARY-TERTIARY ALIGNMENT RESOURCE

The Secondary-Tertiary Alignment Resource (STAR) assists schools to better meet the needs of their senior secondary students, by providing additional funding to schools to access a wide range of courses that provide greater opportunities for senior students. Courses can provide work-based learning and/or lead towards attainment of credits in NCEA or recognised tertiary qualifications.

Funding is provided to all secondary and composite schools based on their senior secondary rolls. The funding can be used to support courses within the school, employ a STAR co-ordinator or purchase courses from tertiary education providers.

In 2005, 17,000 students undertook courses at tertiary education providers, funded through the STAR programme. This was an increase of 16 percent on 2004 and represented 11 percent of senior secondary school students (years 11 and over) in 2005. These courses represented 1,460 equivalent full-time students, an increase of 9 percent on 2004.

In 2004, courses for STAR students were provided by 19 polytechnics, 10 private training establishments, three universities and one other tertiary education provider. Students in polytechnics made up 85 percent of STAR students in tertiary providers. Fifteen percent of students were in private training establishments, 2 percent in universities and 1 percent in the other tertiary education providers. The numbers and proportions of STAR students in universities and private training establishments have steadily increased from 2000, when nearly all students were in polytechnics. The most popular fields of study were food, hospitality and personal services (20 percent), engineering and related technologies (18 percent) and management and commerce (17 percent).

GATEWAY

Gateway is designed to broaden educational options for senior secondary school students by offering them workplace learning integrated into their school education. The programme was originally established in 2001 for decile 1 to 5 schools, and is being expanded to include all decile 6 schools by 2008. From 2007, Gateway will be expanded to include all decile 7 to 10 schools. Fifty new schools launched Gateway during 2005, with a total of 176 schools participating in the programme.

Gateway leads to assessment for credits linked to the National Qualifications Framework and therefore counts towards national qualifications. Students pursue individual learning programmes, gaining new skills and knowledge in a workplace in their local community as well as earning credits.

During 2005, a total of 5,630 students participated in Gateway, a 35 percent increase on 2004. Half of the students were European, 32 percent Māori, 12 percent Pasifika and 2 percent Asian.\(^6\) Just under half of the students were female. Three-quarters were aged 16 or 17 years. Nineteen percent were under 16 years and 5 percent were aged over 17 years.

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\(^6\) Ethnic group is reported on a prioritised basis, so if a person declares affiliation with more than one ethnicity, only one is recorded, with the ethnic group recorded based on a prioritised order: Māori, Pasifika, Asian, other, European.
During 2005, students were placed in 36 different industries with the top five — hospitality, retail, motor industries, education, and building and construction — accounting for 50 percent of all placements.

Credit attainment
In 2005, 64 percent of Gateway students gained between 1 and 20 credits on the National Qualifications Framework through participating in Gateway. A further 16 percent gained more than 20 credits. However, 19 percent gained no credits, a significant decrease from 34 percent of Gateway students in 2001.

In 2005, Pasifika students were more likely than other ethnic groups to have attained no credits (24 percent of Pasifika students) and European students were more likely to have gained more than 20 credits (21 percent of European students). There was little difference in credit attainment between males and females.

Outcomes
In 2005, 61 percent of students completing a Gateway placement carried on to further education at school or with a tertiary provider and 34 percent moved into employment (including the 6 percent of Gateway students who moved into a Modern Apprenticeship).

In 2005, Asian students were more likely than students from other ethnic groups to move on to further education after Gateway (79 percent of Asian students) and less likely to move to employment (17 percent). European students were more likely than students from other ethnic groups to move to employment (40 percent of European students) and less likely to move to education (57 percent).

In 2005, female students were more likely than males to move to further education (68 percent of females compared to 55 percent of males). Males were more likely to move to employment (44 percent of males compared to 26 percent of females).

NON-FORMAL EDUCATION
ADULT LITERACY
In 2005, the Adult Literacy Pool was operating under general foundation learning guidelines. A considerable increase in applications led to the fund being oversubscribed. Hence, many applications were not funded. In total, 54 projects, valued at over $3 million, were approved for funding.

Since this fund has been in operation, there has been a gradual increase in intergenerational and functional literacy projects. While the North Island continues to attract the majority of the funds from this pool, the regional balance is improving. Over 20 percent of the projects funded were in the South Island in 2005.
More than 3,200 learners participated in various learning opportunities through this pool. There was also an emphasis on building provider capability especially among Youth Training and Training Opportunity providers. Support to these providers was made available through Adult Literacy Advisory Services, which were managed regionally.

Workplace literacy education

In 2005, the Workplace Basic Skills Fund funded 47 projects, involving a total of over 900 employees/learners. The majority of workplace literacy projects/applications are provider-led. However, this is gradually changing with a number of employers now leading the literacy provision in their workplaces.

Refugee and migrant literacy education

The National Association of ESOL Home Tutor Schemes administers 23 schemes operating nationally that provide English language skills and resettlement support to migrants. In 2005, 6,475 adult learners received English for speakers of other languages (ESOL) tuition and resettlement support from 3,079 volunteers. Of those 6,475 learners, 4,122 were refugees, asylum seekers or in the family reunion category. The schemes trained 981 new volunteers to certificate level, including six bilingual tutors, and held 65 in-service workshops. Literacy tuition at a beginner level was provided to 738 learners.

The Multicultural Learning and Support Services provides language and settlement support to migrants. The service provided 16 ESOL literacy courses and three community language classes. In 2005, 263 learners received ESOL tuition. Three community languages courses were also provided for 42 learners.

The national ESOL Advisory Services commenced in 2003. Services in 2004 were available in Auckland central, South Auckland and Wellington. The Hamilton and Christchurch services commenced in September 2005, with a total of 1,516 migrants assessed across all centres.

Refugee Study Grants were expanded in 2005. Grants gave the opportunity for refugee learners to access ESOL study at tertiary institutions free of charge. There were 125 places across eight institutions.

**English for Migrants**

The English for Migrants programme, introduced in 1998, offers English language training for new arrivals to New Zealand. The funding for this programme comes from the participating migrants, who pay a tuition fee in advance as part of the immigration process. Migrants have up to three and a half years to take up their training. Providers are contracted to deliver English language to suit the needs of the migrants.

Currently, there are 137 providers contracted nationwide, with private language schools being the most popular type of provider. As of 31 December 2005, 14,309 migrants who have pre-purchased English language tuition have registered and 7,814 migrants have used up their entitlement, with a further 2,141 migrants having participated but who have not yet used all their entitlement. During 2005, 2,597 migrants have been identified as having their entitlements expired and have had their entitlements returned to the Department of Labour. The largest groups of migrants to pre-purchase tuition were from China and Korea.

**ADULT AND COMMUNITY EDUCATION**

The Tertiary Education Commission provides funding to community organisations to deliver Adult and Community Education (ACE) activities and programmes within their community. Limited information is available on the learners receiving education from these community organisations. However, information is available about learners attending ACE courses at schools and tertiary education institutions.

**ACE in schools**

Secondary schools provide community education programmes for adults in addition to their regular daytime curriculum. In 2005, there were 164,000 enrolments in school community education programmes, a decrease of 6 percent from 2004.7

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7 This is a count of the total number of course enrolments at schools. Individual learners may be counted in more than one course. It is not possible, from the available data, to calculate the number of individuals enrolling.
In 2005, 84 percent of enrolments were from European students, 9 percent from Asian students, 5 percent from Māori students and 2 percent from Pasifika students. Three-quarters were women. Forty-four percent were aged from 30 to 49 years.

The most popular subjects for women were art, music and crafts (21 percent of enrolments), fitness, sport and recreation (18 percent) and home management and maintenance (8 percent). For men, the most popular subjects were art, music and crafts (15 percent), fitness, sport and recreation (11 percent) and languages (other than English and Māori) (10 percent).

**ACE in tertiary education institutions**

In 2005, 183,000 learners enrolled in ACE courses provided by tertiary education institutions, a decrease of 34 percent on 2004 numbers. These courses represented 10,500 equivalent full-time students in 2005, a decrease of 44 percent on 2004 provision. The decrease in provision has been in response to policy changes to restrict the overall provision of ACE through tertiary education institutions, following the dramatic growth in provision from 2002 to 2003. In 2005, the funding rate for this area was lowered from $5,700 to $5,000 per equivalent full-time student. In 2006, a ring-fenced funding pool for tertiary education institution-ACE was introduced for one year only, to be followed in 2007 by funding of all ACE provision through a single pool of funding, as discussed at the start of this chapter.

ACE courses were provided by 19 polytechnics, eight universities, two colleges of education and two wānanga in 2005. Eighty percent of students were enrolled at polytechnics, followed by 15 percent at universities. In 2005, the most popular fields of study were management and commerce (28 percent) and society and culture (24 percent). Just over half of the students were female. Eighty-four percent were aged 25 and over, with more than half aged 40 and over. Seventy-two percent were European, with Māori making up 17 percent, Asians 5 percent and Pasifika 4 percent.

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Learners in tertiary education