

## INTRODUCTION

Qualifications at levels 1 to 3 of the New Zealand Register of Quality Assured 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. The chapter then looks at learners in targeted training programmes – namely Training Opportunities and Youth 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 (STAR), 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 (ESOL), and Adult and Community Education (ACE). While this learning is not linked to the attainment of qualifications, most of the learning is equivalent to levels 1 to 3 of the qualifications register.

## OVERALL PROVISION

In 2004, there were 385,200 students enrolled in formal education at levels 1 to 3. The largest number were Student Component-funded students (216,000) followed by those in industry training (101,000). Up to 500,000 learners participated in non-formal education at this level.<sup>1</sup> Of these, the largest numbers were involved in ACE through tertiary education institutions (TEIs) and schools.

TABLE 8.1: LEARNERS AND EQUIVALENT FULL-TIME STUDENTS AT LEVELS 1 TO 3 IN 2004

	Learners	EFTS
<b>Formal students</b>		
Student Component-funded domestic students (excluding ACE)	216,100	65,100
Full fee paying domestic students	6,100	2,080
International students in government-funded providers	12,300	6,900
Industry Training (including Modern Apprenticeships)	100,900	N/A
Training Opportunities	17,800	N/A
Youth Training	11,400	N/A
Skill Enhancement	440	348
STAR (enrolled with tertiary providers)	15,100	1,300
Gateway	4,200	N/A
Other formal programmes	720	230
<b>Total students (in formal programmes of more than 0.03 EFTS, or one week's full-time study)</b>	<b>385,100</b>	
<b>Total students (in formal programmes of 0.03 EFTS or less)</b>	<b>56,700</b>	<b>1,100</b>
<b>Non-formal learners</b>		
International students	11,000	800
ACE through TEIs (domestic students)	289,000	19,800
ACE through schools (enrolments)	174,000	N/A
Adult Literacy and ESOL (estimated funded learners)	12,000	N/A
ACE through community organisations	unknown	N/A

Notes:

1. N/A indicates that EFTS values are either not available or not applied in these categories.
2. Students can be counted in more than one programme.
3. 'Other formal programmes' covers English for Migrants, prison education and other contract-based provision.

<sup>1</sup> The actual total number is not known as many learners will have participated in more than one area during the year.



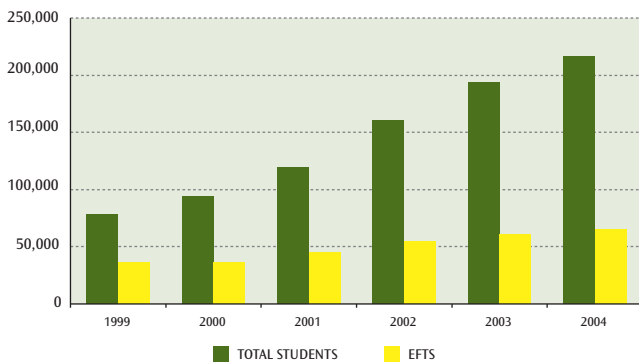
Learners in tertiary education

## STUDENT COMPONENT-FUNDED LEARNERS

This section looks at learners funded through the Student Component fund. This covers the majority of formal learners at levels 1 to 3. Students at TEIs and Student Component-funded private training establishments (PTEs) funded through other funding streams have been excluded. Therefore, the numbers here will be less than those presented elsewhere in this report for level 1 to 3 certificates.

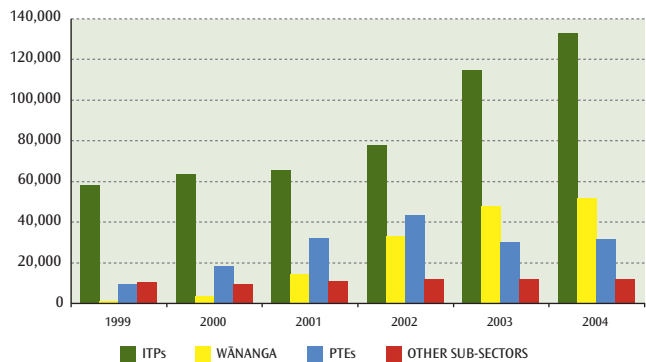
From 1999 to 2004, the number of learners in level 1 to 3 qualifications funded through the Student Component increased from 76,000 to 216,100, a nearly threefold increase. However, in EFTS terms, the increase was less than double, from 36,400 EFTS in 1999 to 65,000 in 2004. This is a result of a large increase in the number of people undertaking less than seven weeks' full-time equivalent study at certificate level during the year (see discussion below).

FIGURE 8.1: LEARNERS AND EFTS IN LEVEL 1 TO 3 QUALIFICATIONS FUNDED THROUGH THE STUDENT COMPONENT 1999-2004



The majority of learners at this level in 2004 (62 percent) were enrolled with institutes of technology and polytechnics (ITPs), where numbers have increased significantly since 2002. The next largest sub-sector in 2004 was the wānanga, where there was substantial growth in learner numbers from 2001 to 2003, levelling off in 2004. Numbers in PTEs increased from 1999 to 2002, but have declined since then.<sup>2</sup>

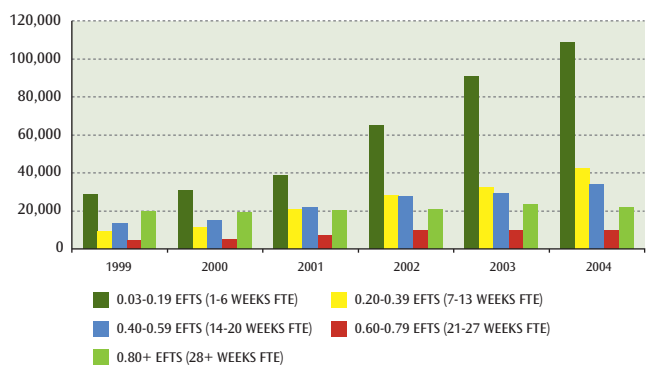
FIGURE 8.2: LEARNERS IN LEVEL 1 TO 3 QUALIFICATIONS FUNDED THROUGH THE STUDENT COMPONENT BY SUB-SECTOR 1999-2004



### More students undertaking short periods of study

As noted earlier, most of the increased participation has been in students undertaking less than 0.2 EFTS studying during the year (less than seven weeks of full-time equivalent study). The number of students doing these short periods of study has risen nearly fourfold since 1999. In 2004, they made up 50 percent of level 1 to 3 certificate students funded through the Student Component fund.

FIGURE 8.3: LEARNERS IN LEVEL 1 TO 3 QUALIFICATIONS FUNDED THROUGH THE STUDENT COMPONENT BY ANNUAL STUDY LOAD 1999-2004



Note: 'Full-time equivalent (FTE) weeks' are based on a 34-week academic year.

The majority of students undertaking less than 0.2 EFTS (75 percent) were in the ITPs in 2004. The numbers who studied at ITPs grew from 23,500 in 2000 to 81,500 in 2004. The numbers who studied at wānanga grew from 1,250 in 2000 to 13,100 in 2004.

<sup>2</sup> PTEs do not receive Student Component funding for level 1 and 2 qualifications.

The types of qualifications being taken by these students, and the backgrounds of the students, suggest that much of this learning is undertaken to meet immediate, work-related skill needs, many of which have been traditionally funded by employers. However, some of these enrolments may also be due to students being attracted into courses for which they are not ready nor supported to complete.

In 2004, nearly a third of students undertaking these short periods of study (28 percent) were enrolled in first aid and occupational health certificates. Around a fifth (22 percent) were enrolled in foundation education programmes. Around one in eight were taking business management, mostly taking one or two courses within longer certificate programmes.

Two other fields where the majority of level 1 to 3 certificate students were undertaking these short periods of study were education and agriculture. In education, the qualifications focused on training of teacher aides and adult education, literacy and ESOL tutors. In agriculture, the main areas of study were horticulture and a variety of safety certificates.

Students undertaking these short periods of study are more likely to be older, to be established in the workforce and to have gained school qualifications than students studying for longer periods at certificate level. In 2004, 68 percent of students studying for short periods were aged 30 years and over, compared with 55 percent of students studying for longer periods. Students undertaking short periods of study were more likely to be employed or self-employed prior to enrolment than students taking longer periods of study (67 percent compared with 39 percent of those studying for longer periods). Amongst students undertaking short periods of study there was a higher proportion with New Zealand school qualifications at or above National Certificate of Educational Achievement (NCEA) level 2 (or equivalent) than there was amongst students studying for longer periods (35 percent compared with 25 percent of those studying for longer periods).

TABLE 8.2: LEARNERS IN LEVEL 1 TO 3 CERTIFICATES FUNDED THROUGH STUDENT COMPONENT BY ANNUAL EFTS LOAD AND PRIOR ACTIVITY 2004

Activity prior to enrolment	Less than 0.20 EFTS per year		0.20 EFTS or more per year	
	Percent	Number	Percent	Number
Employed or self-employed	67%	72,008	39%	41,482
Unemployed or not in the labour force	18%	19,606	34%	36,453
School	6%	6,329	12%	13,283
Tertiary	6%	6,603	9%	9,507
Overseas	3%	3,590	6%	5,829
<b>Total students</b>	<b>100%</b>	<b>108,760</b>	<b>100%</b>	<b>107,359</b>

## Foundation education qualifications

A significant proportion of the study for level 1 to 3 certificates is focused on developing foundation competencies, including life skills, employment skills and study skills. In 2004, there were 76,000 students studying for qualifications in these areas.<sup>3</sup> They represented 35 percent of students, and 35 percent of EFTS, in level 1 to 3 certificates funded through the Student Component in 2004.

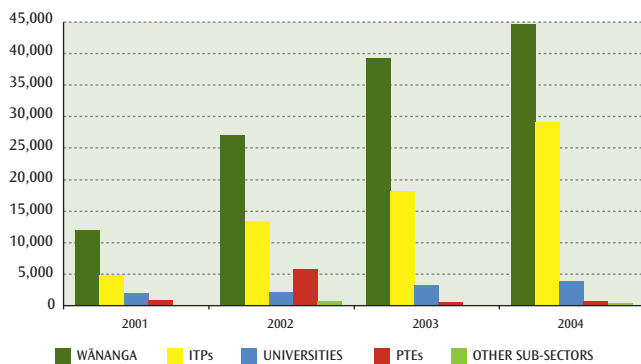
The wānanga were the largest providers of foundation education qualifications in 2004, with 59 percent of students, followed by ITPs with 38 percent of students. The numbers in wānanga have been growing steadily since 2001, mostly in Te Wānanga o Aotearoa. The numbers in ITPs started to level off in 2003, but then increased again in 2004.

<sup>3</sup> 'Foundation education' covers study towards qualifications in mixed field programmes (with a focus on foundation education), English language, ESOL and te reo Māori. Subject data, on the current classification, is available back to 2001 only.



Learners in tertiary education

FIGURE 8.4: LEARNERS IN FOUNDATION EDUCATION LEVEL 1 TO 3 CERTIFICATES FUNDED BY THE STUDENT COMPONENT BY SUB-SECTOR 2001-2004

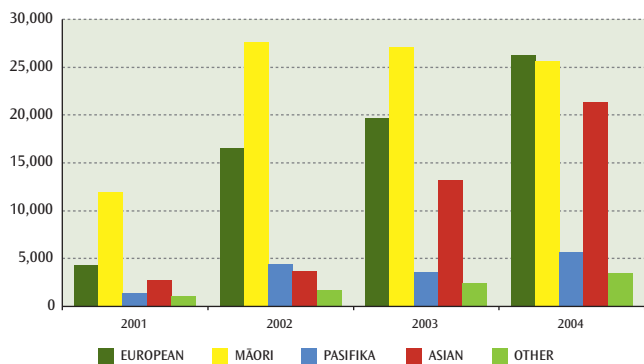


Of the available foundation education qualifications, there were three with very large numbers of enrolments in 2004:

- Certificate in KiwiOra – New Life in New Zealand, run by Te Wānanga o Aotearoa for nearly 20,000 students in 2004, which provides a distance learning programme about New Zealand society, culture and economy to enable new permanent residents to acclimatise to New Zealand society
- MahiOra, also run by Te Wānanga o Aotearoa for nearly 18,000 students in 2004, which provides literacy, numeracy and personal skills required for the workplace and based around the National Certificate in Employment Skills, and
- LifeWorks, run by The Open Polytechnic of New Zealand for nearly 17,000 students in 2004, based on the MahiOra programme.

From 2001 to 2002, most of the growth in foundation education enrolments was in European and Māori student numbers, with Māori students making up 57 percent of the students enrolled in 2002. Since then, Māori student numbers have declined slightly and European and Asian numbers have grown. The enrolment of Asian students has been largely in Te Wānanga o Aotearoa's KiwiOra Certificate. Pasifika students made up around 7 to 9 percent of the students over this time period. However, the number of Pasifika students increased from 1,350 in 2001 to 5,600 in 2004.

FIGURE 8.5: LEARNERS IN FOUNDATION EDUCATION LEVEL 1 TO 3 CERTIFICATES FUNDED BY THE STUDENT COMPONENT BY ETHNIC GROUP 2001-2004



In 2004, 38 percent of students in these qualifications were employed or self-employed prior to study and a further 40 percent were unemployed or not in the labour market. The group that grew the most from 2003 to 2004 was those in employment.

There was marked variation in school qualifications by ethnic group. Nearly a third of European students (29 percent) had attained the equivalent to NCEA level 2 or higher, compared with around a fifth of Māori and Pasifika students (17 and 21 percent respectively). The majority of Asian students (82 percent) had overseas school qualifications. This reflects the targeting of KiwiOra to new permanent residents, most of whom will have achieved school qualifications overseas.

Those with no qualifications or qualifications equivalent to NCEA level 1 tended to be older students, with two thirds being over 30 years of age. Around half of these students, with no or few school qualifications, were unemployed or not in the labour market before enrolling for study and a third were entering tertiary education for the first time in 2004.

In 2004, there was a small group of just under 5,000 students taking foundation education certificates who had achieved well within the New Zealand school system (NCEA level 3 or above, or equivalent). They tended to be younger than other students studying for foundation education qualifications, with more than half of them aged under 30. Most were taking short periods of study in these qualifications, particularly MahiOra, LifeWorks and certificates, to prepare them for tertiary education or the workplace, including English language certificates. From the enrolment data, it would appear that there could be several

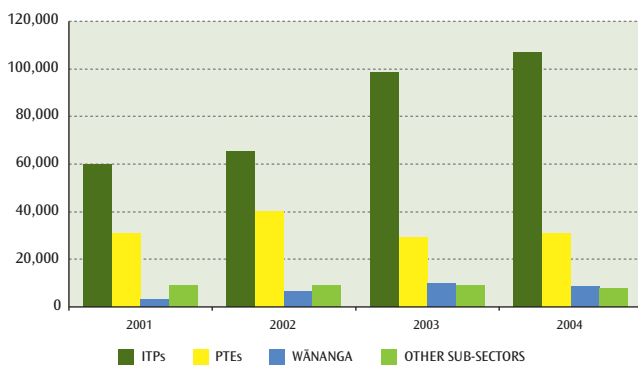
reasons for these students to take foundation education courses, including:

- women who have had children and are seeking to return to education or work
- people who have completed higher qualifications and are uncertain about moving into employment
- people who have completed senior secondary school and are uncertain about moving into tertiary education
- people who have been in employment and are preparing to move into tertiary education, and
- people with English as a second language who need further language development before studying at tertiary level.

### Vocational qualifications

In 2004, there were around 150,800 students enrolled in vocationally-oriented certificates<sup>4</sup> at levels 1 to 3, funded through the Student Component. Around 70 percent of these students studied at ITPs and 20 percent at PTEs. There has been significant growth in ITP provision of these qualifications since 2002 and a drop in provision by PTEs over the same period.

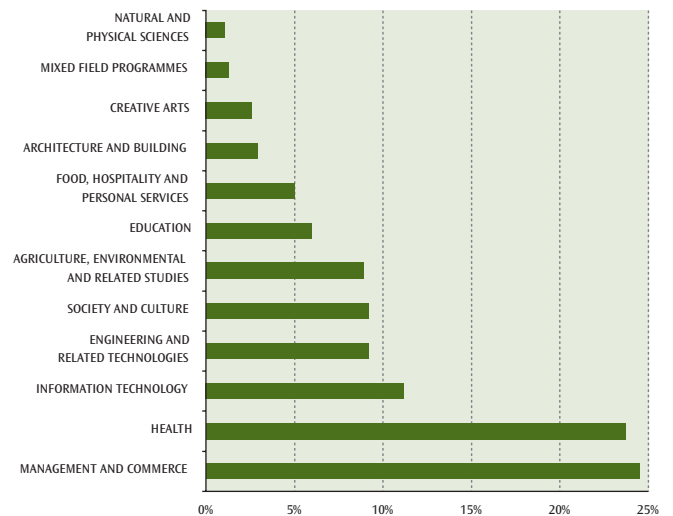
FIGURE 8.6: LEARNERS IN VOCATIONAL LEVEL 1 TO 3 CERTIFICATES FUNDED THROUGH THE STUDENT COMPONENT BY SUB-SECTOR 2001-2004



Nearly a quarter of the students enrolled in 2004 in qualifications of this kind were studying towards management and commerce certificates. Popular areas in this field included office computing, real estate and business management. Almost another quarter were in the health field, mostly first aid and occupational health and safety certificates. There were 11 percent in information technology, mostly doing general

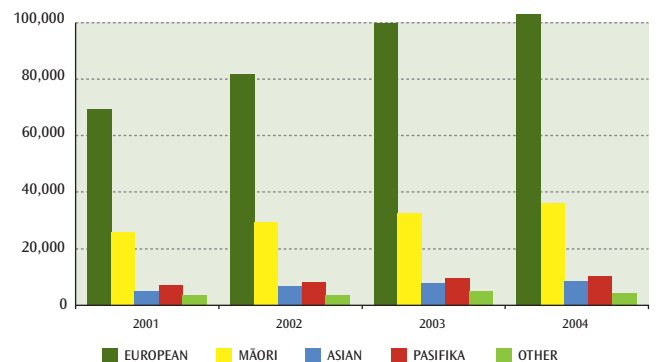
computing and information technology certificates. A further 9 percent were in engineering and related technologies. While most of these students were doing introductory certificates in various fields of engineering, there were a significant number studying for various kinds of road, marine and aviation licences.

FIGURE 8.7: LEARNERS IN VOCATIONAL LEVEL 1 TO 3 CERTIFICATES FUNDED THROUGH THE STUDENT COMPONENT BY FIELD OF STUDY 2004



In 2004, 68 percent of students in these qualifications were European and 24 percent were Māori. Since 2001, the number of Māori students has continued to grow, while the number of European students has levelled off.

FIGURE 8.8: LEARNERS IN VOCATIONAL LEVEL 1 TO 3 CERTIFICATES FUNDED THROUGH THE STUDENT COMPONENT BY ETHNIC GROUP 2001-2004



<sup>4</sup> That is, all qualifications not included as foundation education qualifications in the previous section.



Learners in tertiary education

In 2004, 59 percent of these students were employed or self-employed prior to study, 20 percent were unemployed or not in the labour market and 11 percent came straight from school. Over half of these students had no school qualifications or the equivalent to NCEA level 1. Fifty-eight percent were aged 30 years and over and 54 percent were women.

## Retention, completion and progression

The following analysis looks at retention, completion and progression at levels 1 to 3 for all students 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 and the funding source is not reported as part of the qualification completion data.

### Retention and completion

Overall, 44 percent of level 1 to 3 students who started study in 2003 neither completed nor enrolled for further study in 2004 (first-year attrition).

Of students who started study in 2000, 36 percent were still studying or had completed at this level by the end of 2004 (five-year retention). Of the students starting in 2000, 32 percent had completed a certificate at this level by the end of 2004 (five-year completion).

It should be noted that these figures do not include students who started study at this level and moved on to study at a higher level without completing a level 1 to 3 certificate. It should also be kept in mind that these figures cover a very wide range of qualifications and study purposes, from first aid certificates through to entry-level trade qualifications. Therefore, the figures need to be interpreted with some caution.

The highest attrition rates and lowest retention rates at levels 1 to 3 were in other tertiary education providers (OTEPs). However, this involves only a few hundred students in relatively specialised qualifications. Wānanga had the lowest first-year attrition rates at this level and one of the highest retention rates (just below that of universities). PTEs had lower first-year attrition rates than most TEI sub-sectors, but also had a lower retention rate over five years.

TABLE 8.3: FIRST-YEAR ATTRITION AND FIVE-YEAR RETENTION AND COMPLETION RATES FOR LEVEL 1 TO 3 CERTIFICATES BY SUB-SECTOR

Sub-sector	Students starting in 2003	Students starting in 2000	
	First-year attrition	Five-year retention	Five-year completion
Universities	55%	45%	44%
ITPs	56%	33%	29%
Wānanga	13%	43%	39%
CoEs	50%	33%	33%
<b>TEIs</b>	<b>45%</b>	<b>34%</b>	<b>31%</b>
PTEs	44%	29%	28%
OTEPs	74%	26%	25%
<b>Total</b>	<b>44%</b>	<b>36%</b>	<b>32%</b>

The highest completion rates at this level were in universities and wānanga. PTEs and ITPs were in the middle for completion rates. OTEPs had the lowest completion rates.

TABLE 8.4: FIRST-YEAR ATTRITION AND FIVE-YEAR RETENTION AND COMPLETION RATES FOR LEVEL 1 TO 3 CERTIFICATES BY GENDER, ETHNIC GROUP AND AGE GROUP

	Students starting in 2003	Students starting in 2000	
	First-year attrition	Five-year retention	Five-year completion
Female	39%	39%	35%
Male	49%	33%	29%
European	51%	36%	32%
Māori	36%	35%	30%
Asian	22%	45%	42%
Pasifika	46%	31%	28%
Other	44%	36%	34%
Under 18	43%	30%	26%
18-24	42%	41%	36%
25-39	39%	37%	32%
40 and over	42%	33%	30%

Females had lower first-year attrition rates and higher five-year completion and retention rates than males in level 1 to 3

certificates. European students had the highest first-year attrition rates and Asian students the lowest. Asian students had the highest retention and completion rates, while Pasifika students had the lowest retention and completion rates. First-year attrition rates were fairly similar across age groups. However, 18 to 24 year olds had the highest retention and completion rates over five years.

### Progression to further study

This section looks at students who have completed a level 1 to 3 certificate and the proportion who go on to further study. Students who went on to further study without completing a qualification are not included. Two measures of progression are used. One is 'direct progression', which counts students who progress to further study in the year following their completion of a level 1 to 3 certificate. The other is 'final progression', which counts all students moving on to further study at levels 1 to 3 since their completion, including those who had a break from study. Within these measures, the proportions moving to a higher level of study and to any further study are reported.

From 1998 to 2003, progression rates for students completing level 1 to 3 certificates have fluctuated, while the number of students completing has increased substantially. Direct progression to further study at the same or a higher level has ranged between 35 and 42 percent of students. Up to 57 percent of students have gone on to further study over a period of time. Direct progression to further study at a higher level has ranged from 18 to 22 percent, with up to 36 percent of students going on to higher-level study over a period of time.

TABLE 8.5: PROGRESSION RATES FOR STUDENTS COMPLETING LEVEL 1 TO 3 CERTIFICATES 1998-2003

Year of completion	Number of students completing	Direct progression (following year)		Progression up to 2004	
		All levels	Higher level	All levels	Higher level
1998	19,676	35%	18%	54%	34%
1999	19,875	38%	22%	57%	36%
2000	28,373	37%	19%	52%	30%
2001	34,895	36%	19%	48%	28%
2002	44,819	35%	18%	42%	24%
2003	44,320	42%	22%	42%	22%

For students completing in 2003, the highest rates of direct progression were at universities, followed by wānanga and colleges of education (CoEs). CoEs had the highest rate of direct progression to a higher level of study. Wānanga had the highest rate of overall progression over a four-year period (from 2000 to 2004), and had a similar rate of progression to a higher level to that of CoEs. Over a four-year period, universities had the lowest rates of overall progression and the second lowest rate of progression to a higher level (amongst TEIs).

TABLE 8.6: PROGRESSION RATES FOR STUDENTS COMPLETING LEVEL 1 TO 3 CERTIFICATES BY SUB-SECTOR

Sub-sector	Number of students completing 2003	Direct progression in 2004		Number of students completing 2000	Final progression up to 2004	
		All levels	Higher level		All levels	Higher level
Universities	3,101	54%	38%	3,942	52%	38%
ITPs	18,690	38%	20%	14,335	55%	32%
Wānanga	9,908	51%	26%	789	65%	51%
CoEs	371	49%	42%	389	61%	52%
<b>TEIs</b>	<b>31,953</b>	<b>44%</b>	<b>24%</b>	<b>19,437</b>	<b>55%</b>	<b>35%</b>
PTEs	11,850	37%	18%	8,411	47%	21%
OTEPs	767	38%	22%	567	31%	19%
<b>Total</b>	<b>44,320</b>	<b>42%</b>	<b>22%</b>	<b>28,373</b>	<b>52%</b>	<b>30%</b>



Learners in tertiary education

Students completing at PTEs and OTEPs had a similar rate of direct progression to students completing at ITPs. However, over a four-year period, students completing at PTEs and OTEPs had notably lower rates of progression than students from any TEI sub-sector.

Overall, female students were more likely to progress to further study than males. However, the differences were less notable over a longer period of time, particularly in terms of further study at any level.

TABLE 8.7: PROGRESSION RATES FOR STUDENTS COMPLETING LEVEL 1 TO 3 CERTIFICATES BY GENDER, ETHNIC GROUP AND AGE GROUP

	Number of students completing 2003	Direct progression in 2004		Number of students completing 2000	Final progression up to 2004	
		All levels	Higher level		All levels	Higher level
Female	26,202	45%	24%	16,276	52%	32%
Male	18,118	37%	19%	12,097	51%	28%
European	26,221	33%	18%	18,045	51%	30%
Māori	13,547	51%	27%	5,931	60%	35%
Asian	3,766	55%	26%	2,618	51%	29%
Pasifika	2,815	47%	27%	1,856	48%	26%
Other	1,860	45%	25%	1,347	43%	25%
Under 18	3,102	47%	22%	2,741	53%	25%
18-24	12,440	47%	29%	10,482	57%	37%
25-39	15,434	43%	22%	9,734	50%	28%
40 and over	12,914	35%	17%	5,416	44%	22%

European students had the lowest rate of direct progression (in total and to a higher level) but over a four-year period their progression rates were around average. Asian students had the highest rates of direct progression overall. Direct progression to a higher level was similar across all ethnic groups, except Europeans. This may reflect the higher proportion of Europeans enrolling in short courses, such as first aid certificates, where progression to further study is not an explicit aim.

Māori students had the highest rates of progression to further study over a four-year period, including progression to a higher level. Pasifika students and those from other ethnic groups had the lowest rates of progression over a four-year period.

Students aged 25 and over had lower rates of progression than students under 25 years of age. The highest rates of progression, across all measures, were for students aged 18 to 24. The lowest rates were for students aged 40 and over.

## 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 the programme with no or low qualifications.

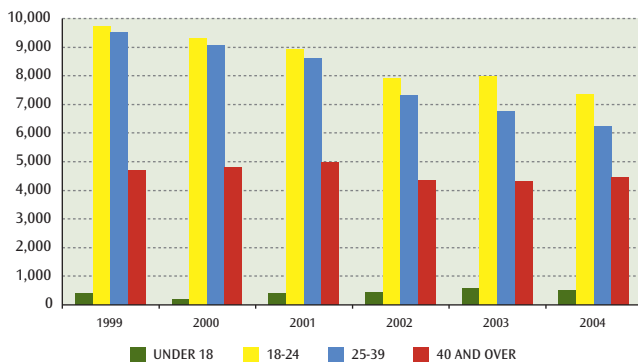
## Trainees in Training Opportunities

The number of trainees in Training Opportunities has been steadily declining. In 2004, a total of 17,760 individuals participated, compared with 19,066 in 2002.<sup>5</sup> This is probably related to reducing unemployment rates over this period.

In 2004, 42 percent of trainees were Māori, 34 percent were European and 12 percent Pasifika.<sup>6</sup> These proportions have been fairly stable since 1999. Just over half the trainees were women (52 percent). The ethnic and gender proportions are similar to the proportions for people registered as unemployed and seeking work with the Ministry of Social Development (MSD).

The majority of trainees are aged under 40. In 2004, 40 percent of learners were aged 18 to 24 and a further 33 percent aged 25 to 39. Over the period from 1999 to 2004, the largest drop in numbers has been in trainees aged 25 to 39 years, followed by trainees aged 18 to 24 years.

FIGURE 8.9: TRAINING OPPORTUNITIES TRAINEES BY AGE GROUP 1999-2004



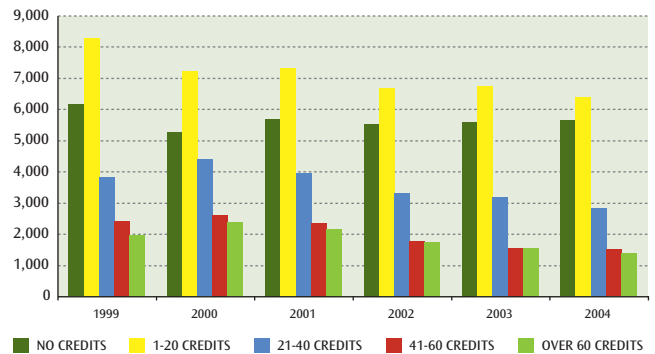
Source: Tertiary Education Commission

### Credit attainment

In 2004, 36 percent of trainees gained between 1 and 20 credits on the National Qualifications Framework (NQF)<sup>7</sup> and 32 percent gained more than 20 credits as a result of participating in Training Opportunities. However, 32 percent of trainees gained no credits from their participation. Since 2000, the proportion of trainees gaining no credits has increased from 24 to 32 percent, while the proportion gaining over 20 credits has decreased from 43 to 32 percent.

The number of trainees gaining no credits has remained constant, but fewer trainees have gained higher numbers of credits. This decline may reflect shorter periods of engagement in training as the labour market has improved.

FIGURE 8.10: TRAINING OPPORTUNITIES TRAINEES BY CREDITS ATTAINED 1999-2004



Source: Tertiary Education Commission

In 2004, 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 (29 percent compared with 35 percent) and more likely to have gained more than 20 credits (36 percent compared with 28 percent).

### Outcomes

Two out of three learners achieved a positive outcome, that is moving into employment or further education, within two months of leaving a Training Opportunities programme in 2004. Half (52 percent) went on to employment and a further 15 percent moved into further education and training. The proportion achieving a positive outcome has risen from 60 percent in 1999. This change has mostly been due to reduced numbers of trainees not achieving positive outcomes and reflects the significant improvements in the labour market over this time period.

<sup>5</sup> Data includes all contracted Training Opportunities providers, including those which neither received tuition subsidies nor were approved for student loans and allowances.

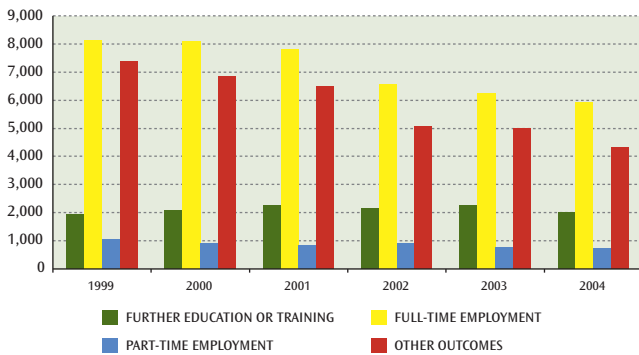
<sup>6</sup> Ethnic group is reported on a prioritised basis.

<sup>7</sup> The minimum number of credits required for a certificate is 40 credits. So 20 credits represents 50 percent progress towards the smallest size certificate.



## Learners in tertiary education

**FIGURE 8.11: TRAINING OPPORTUNITIES TRAINEES COMPLETING TRAINING BY OUTCOME TWO MONTHS LATER 1999-2004**



Source: Tertiary Education Commission

The proportion of each ethnic group achieving positive outcomes in 2004 was fairly similar. However, Europeans had a higher proportion moving into employment (56 percent), while Asian and Pasifika had a higher proportion moving into further education or training (22 and 18 percent respectively).

There were also similar proportions of positive outcomes for males and females in 2004. However, a higher proportion of females moved on to further education and training (18 percent of females compared with 13 percent of males) and a lower proportion to employment (48 percent of females compared with 55 percent of males). Females were also more likely to move into part-time employment than males (8 percent of females, compared with 3 percent of males).

## 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, further education or training. The prime focus of Youth Training is to assist learners to acquire foundation skills that will enable them to move into sustainable employment and/or higher levels of tertiary education. It aims to raise the educational and vocational achievement of eligible young people while providing opportunities for them to explore work options.

### Trainees in Youth Training

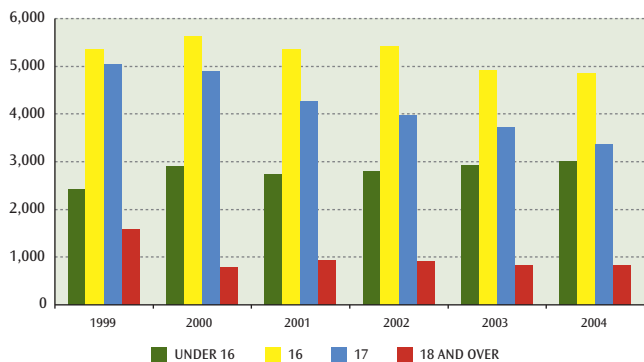
The number of trainees in Youth Training has been declining since 1999. In 2004, 11,410 individuals participated in Youth

Training, compared with 12,350 in 2002.<sup>8</sup> This may be due to improving employment opportunities over this time period.

In 2004, 49 percent of trainees were Māori, 38 percent were European and 11 percent Pasifika.<sup>9</sup> Less than half the trainees were women (44 percent). The proportions by ethnic group and gender have remained fairly constant since 1999, even though the overall numbers have declined.

In 2004, the majority of trainees (68 percent) were aged 16 or 17 years. A quarter were aged 15 years or younger. These young people had school exemptions and were referred to Youth Training by schools, alternative education or truancy services. From 1999 to 2004, the largest drop in numbers has been in trainees aged 17 and over. The number of trainees under 17 has remained relatively constant.

**FIGURE 8.12: YOUTH TRAINING TRAINEES BY AGE GROUP 1999-2004**



Source: Tertiary Education Commission

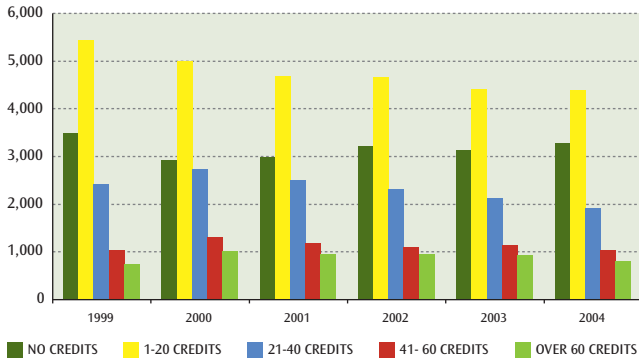
## Credit attainment

In 2004, 38 percent of trainees gained between 1 and 20 credits on the NQF and 33 percent gained more than 20 credits as a result of participating in Youth Training. However, 29 percent gained no credits from their participation. The proportion gaining more than 20 credits has declined from 39 percent in 2000. This has been due to the number of trainees gaining up to 20 credits remaining fairly constant, while the number gaining more credits has decreased.

<sup>8</sup> Data includes all contracted Youth Training providers, including those which neither received tuition subsidies nor were approved for student loans and allowances.

<sup>9</sup> Ethnic group is reported on a prioritised basis.

**FIGURE 8.13: YOUTH TRAINING TRAINEES BY CREDITS GAINED 1999-2004**



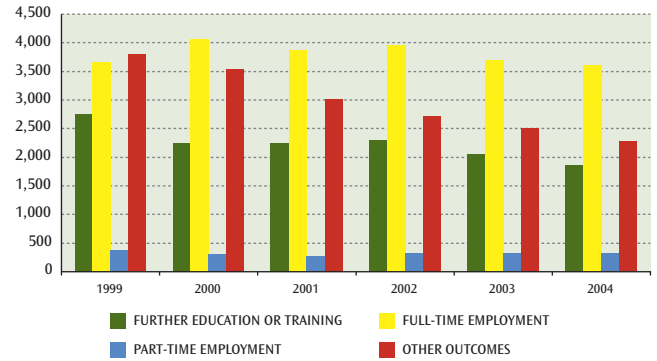
Source: Tertiary Education Commission

In 2004, Pasifika and Māori trainees were more likely than trainees from other ethnic groups to have gained no credits (33 percent of Pasifika and 30 percent of Māori trainees). Asian and European trainees were more likely than trainees from other ethnic groups to have gained more than 20 credits (48 percent of Asian and 36 percent of European trainees). Women were more likely than men to have gained more than 20 credits (35 percent of women compared with 31 percent of men).

### Outcomes

Nearly three out of four learners achieved a positive outcome within two months of leaving a Youth Training programme in 2004. Half of all learners went on to employment and a further quarter moved on to further education and training, other than Youth Training. The proportion going into employment has increased from 38 percent in 1999, while the proportion going into further education and training has decreased slightly from 26 percent in 1999. This probably reflects improvements in the labour market over that time period.

**FIGURE 8.14: YOUTH TRAINING TRAINEES COMPLETING TRAINING BY OUTCOME TWO MONTHS LATER 1999-2004**



Source: Tertiary Education Commission

In 2004, European trainees were more likely to go into employment than trainees from other ethnic groups (53 percent of European trainees) and Asian trainees were more likely to go into further education or training (35 percent of Asian trainees). On the other hand, Māori and Pasifika trainees were less likely than trainees in other ethnic groups to go into either employment or further training or education.

Women were more likely to move into education or training (27 percent of women, compared with 22 percent of men) or other outcomes (35 percent of women, compared with 29 percent of men). Men were more likely to move into employment (49 percent of men, compared with 37 percent of women).

### Post-placement support

During 2004, a pilot post-placement support programme was introduced. The programme entails three streams of support:

- 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 pilot is being evaluated in 2005.



Learners in tertiary education

## TERTIARY EDUCATION WITHIN SCHOOLS

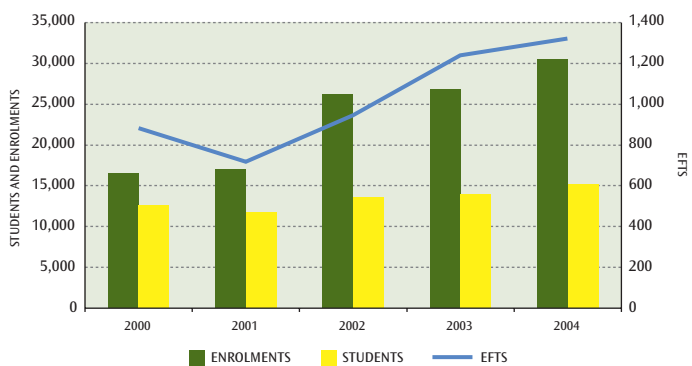
### The Secondary-Tertiary Alignment Resource

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 which 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.<sup>10</sup> The funding can be used to support courses within the school, employ a STAR Co-ordinator and purchase courses from tertiary education providers.

In 2004, 15,100 students undertook courses at tertiary education providers (TEPs), funded through the STAR programme.<sup>11</sup> This was an increase of 9 percent on 2003. This represented 10 percent of senior secondary school students in 2004.<sup>12</sup> These courses represented 1,320 EFTS, an increase of 7 percent from 2003.

FIGURE 8.15: STUDENTS, ENROLMENTS AND EFTS IN COURSES AT TEPs FUNDED THROUGH STAR 2000-2004



In 2004, courses for STAR students were provided by 20 ITPs, three universities, seven PTEs and one OTEP. Students in ITPs made up 89 percent of STAR students in tertiary providers. Six percent of STAR students were in universities and 4 percent in PTEs. The numbers and proportion of STAR students in universities and PTEs has steadily increased from 2000, when over 99 percent of students were in ITPs.

A quarter of STAR students taking courses through tertiary providers were studying in food, hospitality and personal services and a further 24 percent in engineering and related technologies. Management and commerce and society and culture were the next most popular fields of study.

### 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. Fifty-four new schools launched Gateway during 2004, with a total of 179 schools participating in the programme.

Gateway leads to assessment for credits linked to the NQF 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 on the NQF.

### Students in Gateway

During 2004, a total of 4,177 students participated in Gateway, a 60 percent increase in student numbers of 2,608 in 2003. Half of the students were European, a third were Māori, 13 percent were Pasifika and 2 percent Asian.<sup>13</sup> European and Pasifika numbers had the largest proportional increase from 2003 to 2004 (73 and 61 percent on 2003 numbers respectively). Māori student numbers had the lowest proportional increase (43 percent on 2003 numbers). This will reflect the changing demographics as more mid-decile schools participate in the programme. Half of the students participating in 2004 were female. This is a notable change from 2001 when only 40 percent of students were female.

In 2004, the majority of students (77 percent) were aged 16 or 17. A fifth were aged 15 and under. From 2003 to 2004, the largest proportional increase was in 17 year olds (70 percent over 2003 student numbers), followed by 16 year olds (61 percent over 2003 student numbers).

During 2004, students were placed in 36 different industries with the top five – hospitality, retail, motor industries, education, and building and construction – accounting for 45 percent of all placements.

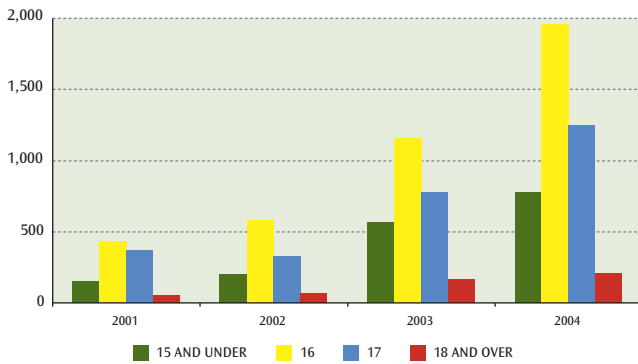
<sup>10</sup> Prior to 2004, funding was allocated on the basis of the number of students expected to participate in STAR courses. From 2004, the funding has been allocated on the entire senior secondary roll. Therefore, it is no longer possible to estimate the number of secondary school students participating in STAR courses within the school.

<sup>11</sup> Data relates to students taking courses at a tertiary education provider, with funding from the STAR programme. Students are counted within each institution. Students enrolling in courses in more than one institution will be counted more than once. While the STAR programme was established in 1996, consistent data on STAR-funded students in TEIs is only available back to 2000.

<sup>12</sup> Senior secondary school refers to years 11 and over.

<sup>13</sup> Ethnic group is reported on a prioritised basis.

FIGURE 8.16: GATEWAY STUDENTS BY AGE GROUP 2001-2004

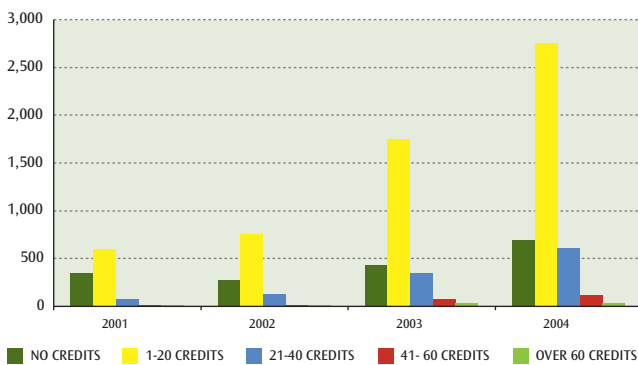


Source: Tertiary Education Commission

### Credit attainment

In 2004, 66 percent of Gateway students gained between 1 and 20 credits on the NQF through participating in Gateway.<sup>14</sup> In 2004, 17 percent of Gateway students gained no credits through Gateway. This is a notable decrease from 34 percent of Gateway students in 2001. At the other end of the scale, 18 percent of students gained more than 20 credits through Gateway. This compared with only 8 percent in 2001.

FIGURE 8.17: GATEWAY STUDENTS BY CREDITS GAINED 2001-2004



Source: Tertiary Education Commission

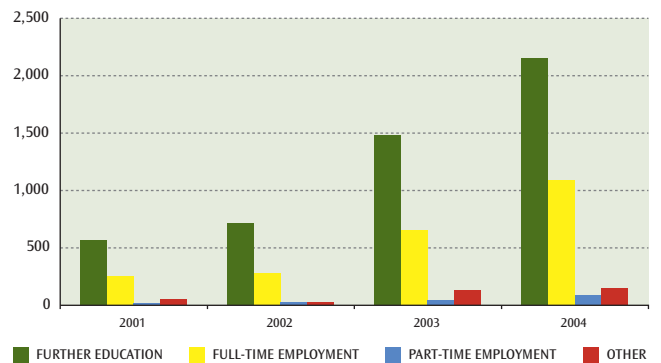
In 2004, Asian students in Gateway were more likely than students from other ethnic groups to have gained no credits (26 percent of Asian students). However, they were also more likely to have gained 20 or more credits (23 percent of Asian students). Māori students were less likely than students from other ethnic groups to have gained more than 20 credits through Gateway (15 percent

of Māori students). There was very little difference in 2004 in the distribution of credits gained by students of either gender.

### Outcomes

In 2004, 62 percent of students completing a Gateway placement carried on to further education<sup>15</sup> and 34 percent moved into employment. The proportion moving into employment has increased from 30 percent of students in 2001. This reflects the stronger labour market, amongst other things.

FIGURE 8.18: GATEWAY STUDENTS COMPLETING COURSES BY OUTCOME 2001-2004



Source: Tertiary Education Commission

In 2004, Asian students were more likely to move on to further education from Gateway (74 percent of Asian students) than students from other ethnic groups, and European students were least likely (59 percent of European students). Conversely, European students were most likely to move into employment (37 percent of European students) and Asian students were least likely to do so (24 percent of Asian students).

Female students, in 2004, were much more likely than male students to move on to further education (70 percent of females, compared with 55 percent of males). Males were more likely to move into employment (40 percent of males, compared with 22 percent of females).

<sup>14</sup> Twenty credits represent a quarter of the credit requirements to complete an NCEA qualification.

<sup>15</sup> Further education covers study at a tertiary provider and return to study at school. It does not include those who stay on Gateway in the following year (around 4 percent from 2004).



Learners in tertiary education

## NON-FORMAL EDUCATION

### Adult literacy

#### Increasing opportunities

The Adult Literacy Learning pool was established in 2002 to provide opportunities for literacy learning in TEIs, PTEs and communities. The total amount of funding allocated for 2004 was just over \$4 million. While new approaches were sought in 2004, many of the projects continued from the previous year.

Funding applications for 2004 substantially increased in number and amount. In total, 190 applications were received and 73 applications were approved for funding. These included new opportunities for inter-generational family literacy and projects that established new provisions for Māori and Pasifika communities.

Up to 3,000 learners accessed opportunities through this pool. An improved geographic spread was possible as more applications from a wider range of areas were received. While 76 percent of projects were still based in the North Island, 13 projects in the South Island were allocated funding, compared with five in 2003 and one in 2002.

A preliminary review of the 2004 projects, based primarily on applications, showed that:

- a high proportion of Māori and Pasifika learners were participating as intended
- new models of family literacy were being explored
- there was a wide variety of projects occurring in formal and informal settings, including supplementary funding for Student Component-funded programmes and Training Opportunities and Youth Training, and
- experienced and new providers were involved, including projects that established new provision linked to Māori and Pasifika communities.

An evaluation of 33 projects was conducted in 2004. Literacy providers included ITPs, PTEs, OTEPs, wānanga, rural education activities programmes (REAPs) and charitable trusts. The evaluation showed that programmes used many types of literacy provision to improve the outcomes of their target learners. Provision included integrated components in vocational programmes, specific literacy activities for groups of learners

with identified literacy needs, and one-to-one literacy for high-risk learners. Of the 760 learners within the 33 projects evaluated, 28 percent identify as Māori, 19 percent as Pasifika, 21 percent European, 9 percent Asian, and the remaining 22 percent were a mix of predominately refugees and migrants from a number of countries. Most programmes included a range of ages and both genders, although five programmes were specifically for women.

While the evaluation did not use quantitative measures to assess learning gains, learners, tutors and literacy co-ordinators did identify a number of factors they believed contributed to the success of the programmes. These included:

- a high level of support for learners
- a positive and affirming culture and learning environment
- a high level of participation by learners in the content of the programme
- personal contact and follow-up provided by the tutors.

#### Workplace literacy education

In 2003/04, a number of workplace literacy programmes were implemented. The Tertiary Education Commission's (TEC's) Workplace Literacy fund provided funding for 17 workplace literacy projects across a range of industries, including forestry, plastics, manufacturing, construction, roading and packaging. These programmes were delivered in conjunction with three industry training organisations (ITOs) and 14 employers and involved over 800 learners.

Through Workbase, the Workplace Basic Skills fund continued to enable providers to access funding. Eight projects from the previous year were completed and 10 new programmes were started. A total of 322 employees/learners were involved in the programmes.

Organisational development work for providers continued and a further five were added in 2004. These providers were supported to develop workplace literacy provision. So far evaluation results from participating providers have been very positive. Their capacity and capability have been increased and there are more workplace programmes being delivered by these providers.

An innovative project was funded to identify the literacy requirements of key entry-level roles in identified workplaces. The project was supported by three ITOs to assist in identifying the literacy skills people need to carry out their roles in 11

companies. The main aim of this project is to research ways that ITOs and companies could do their own basic workplace literacy assessment, and identify their own workplace literacy skill development needs.

A Pasifika project focused on supporting programmes where a high proportion of the learners were Pasifika. Two programmes were funded with 76 learners, 95.2 percent of whom were Pasifika employees.

### **Refugee and migrant literacy education**

The National Association of ESOL Home Tutor Schemes provide English language skills and resettlement support to migrants. In 2004, 7,455 adult learners received ESOL tuition and resettlement support from 3,348 volunteers. Of those 7,455 learners, 1,518 were refugees, asylum seekers or in the family reunification category. The association trained 996 new volunteers to certificate level, including nine bilingual tutors, and held 65 in-service workshops. Literacy tuition at a preliterate or beginner level was provided to 498 learners.

The Multicultural Centre for Learning and Support Services (MCLaSS) provides language and settlement support to migrants. In 2004, 239 learners received ESOL tuition, including 75 learners enrolled in community language classes. The service provided 22 ESOL literacy courses and three community language classes.

Community ESOL Advisory Services commenced in 2003. Services in 2004 were available in Auckland central and South Auckland, with the Wellington service commencing in March and assessing 539 migrants.

There were 14 refugee or migrant-specific programmes funded through the Adult Literacy pool in 2004. Seven of these programmes offered bilingual learning support. There were 11 projects that were community-based and involved working with families to develop the literacy and English skills of refugees and migrants. Refugee Study Grants were offered for the first time in 2004. Grants gave the opportunity for refugee learners to access ESOL study at tertiary institutions free of charge. There were 170 places across eight institutions.

### **English for Migrants**

The English for Migrants programme, introduced in 1999, 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 136 providers contracted nationwide, with private language schools being the most popular type of provider.

As of 30 June 2004, 11,884 migrants who have pre-purchased English language tuition have registered and 2,406 migrants have used up their entitlement, with a further 385 migrants having participated but who have a balance of more than \$50. Seven hundred and sixty-six 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 (ACE)**

The TEC provides funding to community organisations for ACE. This funding supports the development and capability-building of the organisations. No information is available on the learners served by these organisations. Information is available about learners attending ACE courses at schools and TEIs.

#### **ACE in schools**

Secondary schools provide community education programmes for adults in addition to their regular daytime curriculum. In 2004, there were 174,000 enrolments in school community education programmes, a decrease of 14 percent from 2003 and the lowest number of enrolments since 1999.<sup>16</sup>

In 2004, three quarters of the enrolments in community education at schools were women. Half of those enrolled were aged between 30 and 49 years. The majority of students (83 percent) were European, 10 percent were Asian, 5 percent were Māori and 2 percent were Pasifika.<sup>17</sup>

---

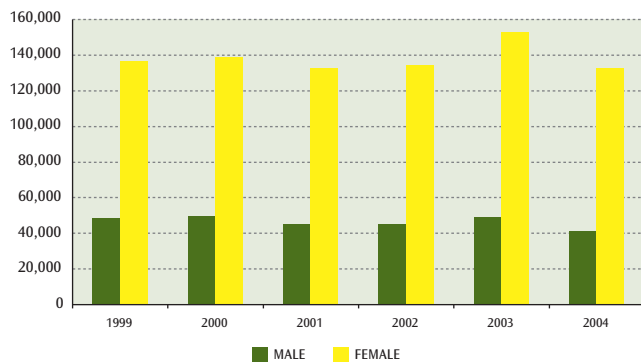
<sup>16</sup> This is a count of the total number of course enrolments at schools. Individual learners will be counted in more than one course. It is not possible, from the available data, to calculate the number of individual students enrolling.

<sup>17</sup> Ethnic group is reported on a prioritised response basis.



Learners in tertiary education

FIGURE 8.19: ENROLMENTS IN COMMUNITY EDUCATION AT SCHOOLS BY GENDER 1999-2004



The most popular subjects for women were arts, music and crafts (27 percent of enrolments), fitness, sport and recreation (19 percent), and home management and maintenance (10 percent). These were also the most popular subjects for men, although the proportion of men enrolled in these subjects was lower. A higher proportion of men than of women enrolled in ESOL, computing, other languages and transport certificates.

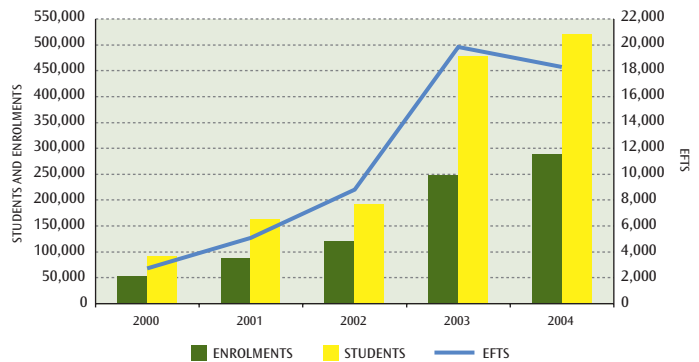
Over half of the Asian enrolments (56 percent) were in ESOL. The most popular subjects for Māori were arts, music and crafts (22 percent), fitness, sport and recreation (19 percent) and Māori language (12 percent). The most popular subjects for Pasifika were arts, music and crafts (17 percent), fitness, sport and recreation (10 percent), ESOL (9 percent) and computing (9 percent).

### ACE offered by TEIs<sup>18</sup>

In 2004, 288,600 students enrolled in ACE courses provided by TEIs,<sup>19</sup> representing a total of 519,900 course enrolments. From 2002 to 2003, the number of students and course enrolments had more than doubled. From 2003 to 2004, student numbers continued to rise but at a much lower rate. The increase was 16 percent, while the number of course enrolments rose by 9 percent.

From 2002 to 2003, the provision of ACE through TEIs in terms of EFTS had also more than doubled from 8,800 to 19,800. However, from 2003 to 2004, there was a decline of 8 percent in EFTS down to 18,250.

FIGURE 8.20: STUDENTS, ENROLMENTS AND EFTS IN COMMUNITY EDUCATION IN TEIs 2000-2004



The growth in EFTS has resulted in funding increasing from \$51 million in 2002 to \$113 million in 2003. In 2004, funding dropped back to \$105 million.<sup>20</sup> This overall growth has led to significant policy changes. For 2005, the funding rate for course classification 5.1 was lowered from \$5,700 per EFTS to \$5,000. In 2006, course classification 5.1 will be abolished and a ring-fenced funding pool for TEI ACE introduced for that year only. From 2007, funding for all ACE provision will be through a single pool of funding that will see all funding linked to the government's ACE priorities, which are:

- Strengthening social cohesion
- Strengthening communities by meeting identified community learning needs
- Encouraging lifelong learning
- Raising foundation skills
- Targeting learner groups whose initial learning was not successful.

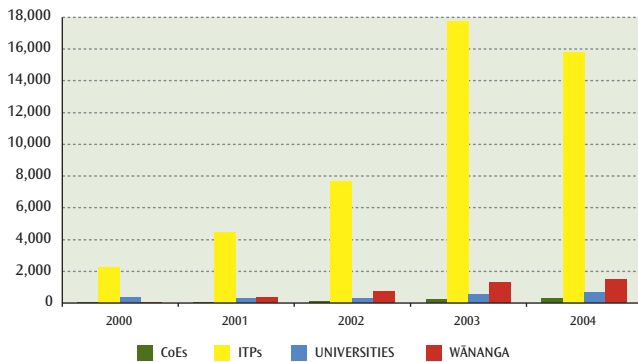
The majority of students (84 percent) and EFTS (87 percent) are enrolled with ITPs. The number of EFTS in ITPs dropped by 11 percent from 2003 to 2004, while EFTS in other sub-sectors continued to grow.

<sup>18</sup> This analysis of TEI ACE is based on domestic student enrolments in course classification 5.1 – Community Education: Non-Formal Education – and funded either through Student Component funding or full-fee-paying domestic students. This definition differs from the one used in the 2003 report, which included international students. Therefore, the numbers reported in this year's report are slightly lower. There is a small proportion of enrolments in courses classified as 5.1 which have a professional development focus and do not meet the definition of ACE. Consistent data for ACE in TEIs is only available from 2000 on.

<sup>19</sup> Students are counted within each institution. Students enrolling in courses in more than one institution will be counted more than once.

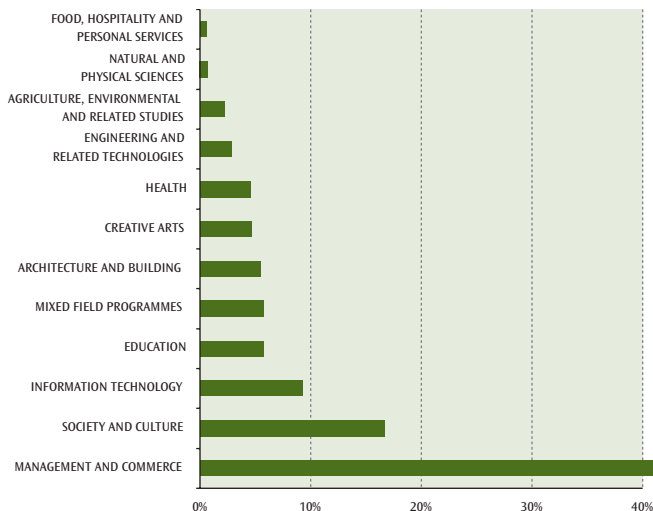
<sup>20</sup> These figures are GST inclusive and include fee stabilisation for 2002 and 2003.

FIGURE 8.21: EFTS IN COMMUNITY EDUCATION IN TEIs BY SUB-SECTOR 2000-2004



In 2004, 41 percent of course enrolments were in the field of management and commerce. The next most popular fields were society and culture, information technology and education. From 2003, enrolments in management and commerce and in society and culture declined, while enrolments in other fields increased. Notable increases were in natural and physical sciences (185 percent increase) and architecture and building (107 percent increase).

FIGURE 8.22: DISTRIBUTION OF ENROLMENTS IN COMMUNITY EDUCATION IN TEIs BY FIELD OF STUDY 2004



Just over half of ACE students at TEIs (55 percent) in 2004 were women. This was down from 59 percent in 2003. This reflects a growth in enrolments by men in the area of architecture and building from 2003 to 2004. Nearly half (44 percent) of the students were between 30 and 50 years old.

Two thirds of students in 2004 were European, 18 percent were Māori, 4 percent were Asian and 3 percent Pasifika.<sup>21</sup> Māori students were more likely than students from other ethnic groups to be taking courses in the fields of society and culture and creative arts, which include subjects in Māori language and culture. Asian students were much more likely than other students to take management and commerce courses. Pasifika students were more likely to take management and commerce or architecture and building courses.

<sup>21</sup> Ethnic group is reported on a prioritised response basis.



Learners in tertiary education