

chapter two

PATHWAYS IN TERTIARY EDUCATION

Raising Foundation Skills



INTRODUCTION

Raising the levels of foundation skills across the population is an area of key importance to our future economic and social development, and as such is one of the goals of the Tertiary Education Strategy 2002/07 (TES).

Foundation skills are those skills that underpin the ability to learn and participate fully in a knowledge society, including participation in the workforce. They include literacy, language and numeracy. The TES calls for a more systematic approach to supporting participation, retention and success in tertiary education for those lacking foundation skills.

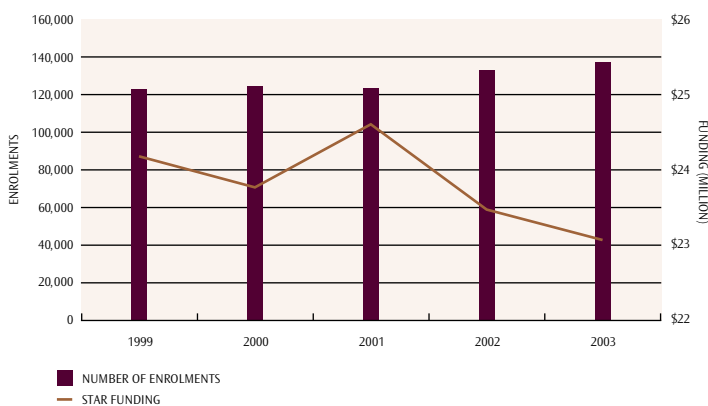


- Most STAR coordinators used external providers to deliver 'tasters' and senior-level STAR courses. Just over one third of schools used external providers to deliver more than half of their STAR courses.
- Across all schools, year 11 to 13 students had high participation rates in STAR-funded courses. Nearly all schools had a system for assessing student needs and these systems varied widely. Nearly all coordinators reported using STAR to meet vocational or work experience needs. Two thirds reported using it to keep students at school. Nearly two thirds also reported that STAR met some students' needs for basic life skills.

Funding for STAR in 2003 was \$23.1 million, down from \$23.5 million in 2002 and \$24.6 million in 2001. In 2001, \$4.0 million was diverted from the STAR funding pool to the Gateway programme's 2001 and 2002 pilot years.

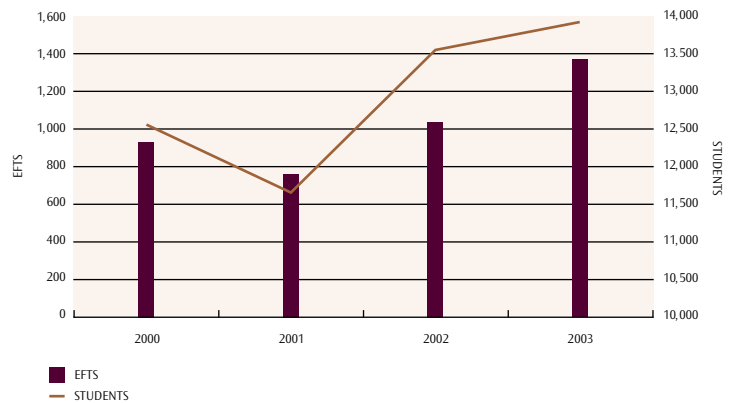
The total number of enrolments in STAR programmes at schools was 137,270 in 2003, compared with 133,233 in 2002 and 122,910 in 1999.

FIGURE 2.1: ENROLMENTS AND FUNDING IN SECONDARY-TERTIARY ALIGNMENT RESOURCE (STAR) AT SCHOOLS 1999-2003



Tertiary providers are also contracted by schools to provide STAR courses for secondary students. Around one in five STAR enrolments were at tertiary education institutions or private training establishments in 2003. The number of students taking STAR courses at tertiary education providers increased from 12,568 in 2000 to 13,906 in 2003, while enrolments grew from 17,411 to 29,067 over the same period. The number of EFTS also increased, from 933 to 1,366 between 2000 and 2003.

FIGURE 2.2: STUDENTS AND EFTS IN SECONDARY-TERTIARY ALIGNMENT RESOURCE (STAR) AT TERTIARY EDUCATION PROVIDERS 2000-2003



Notes:

- ¹ Data relates to total number of students during the year.
- ² Students who studied with more than one provider during the year are counted in each provider that they enrolled with. Students who took more than one course with the same provider are only counted once.

GATEWAY

Launched in January 2001, Gateway is designed to broaden educational options for senior secondary school students by offering them workplace learning integrated into their school education. Gateway contributes to the government's Youth Transition goal that by 2007 'all 15 to 19-year-olds will be engaged in education, training, work or other options that will lead to long-term economic independence and wellbeing'. The programme was originally established for decile³ 1 to 5 schools, but will be expanded to include all decile 6 schools by 2008.

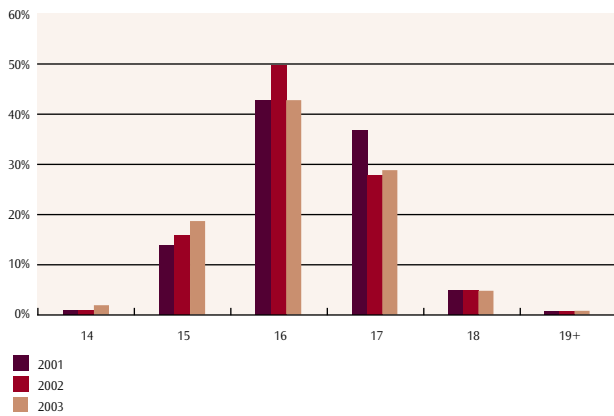
Gateway leads to assessment for credits linked to the NQF and, therefore, counts towards national qualifications. Students pursue individual learning programmes, gaining new skills and knowledge in a workplace or their local community as well as earning credits on the NQF.

³ A school's decile indicates the extent to which a school draws its students from low socio-economic communities. Decile 1 schools are the 10 percent of schools with the highest proportion of students from low socio-economic communities, whereas decile 10 schools are the 10 percent of schools with the lowest proportion of these students. A school's decile does not indicate the overall socio-economic mix of the school.

During 2003, a total of 2,608 students participated in Gateway, a 124 percent increase in student numbers of 1,162 in 2002, bringing the total number of students who have taken part since the start of Gateway to 4,778. Sixty-three new schools launched Gateway during 2003.

As in 2001 and 2002, most Gateway students (95 percent) were less than 18 years old when they entered the programme in 2003.

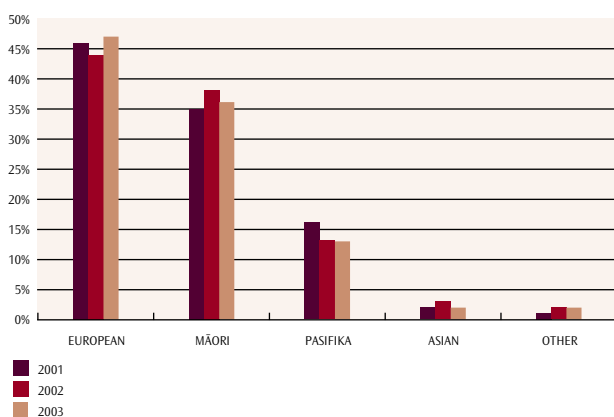
FIGURE 2.3: PERCENTAGE OF STUDENTS IN GATEWAY BY AGE GROUP 2001-2003



Source: Tertiary Education Commission.

Gateway targets low decile schools where Māori and Pasifika students are over-represented. Gateway has been successful in attracting both these groups. In 2003, 36 percent of students identified as Māori, 13 percent as Pasifika peoples, 47 percent as European, and 2 percent as Asian.

FIGURE 2.4: PERCENTAGE OF STUDENTS IN GATEWAY BY ETHNIC GROUP 2001-2003



Note: Ethnic group is based on the single prioritised method of reporting.

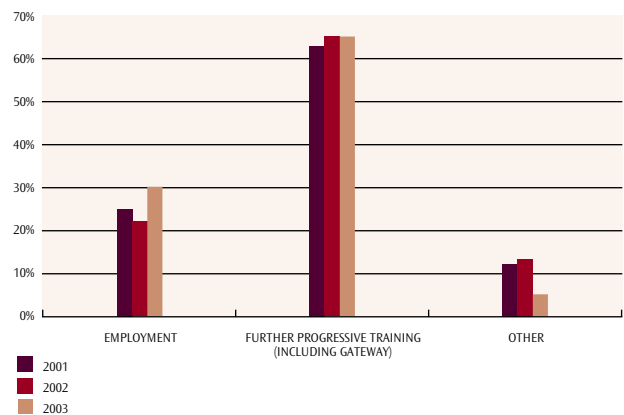
Source: Tertiary Education Commission.

During 2003, students were placed in more than 30 different industries with the top five – hospitality, motor engineering, retail, engineering and education – accounting for 43 percent of all students.

Gateway is improving retention in senior secondary schooling and providing pathways from school to employment, including work-based learning, or tertiary study. Gateway has provided opportunities for some students to gain full-time employment on completion of their placement. Others have continued in full-time education.

Of the students who participated in Gateway in 2003, 30 percent moved on to full-time employment, whilst 65 percent of the students carried on to further training or education. Many of these students returned to school to complete qualifications.

FIGURE 2.5: PERCENTAGE OF GATEWAY STUDENTS' POSITIVE OUTCOMES 2001-2003



Note: 'Positive outcomes' refers to the percentage of learners that progress on to employment or further education/training within two months of completing the programme.

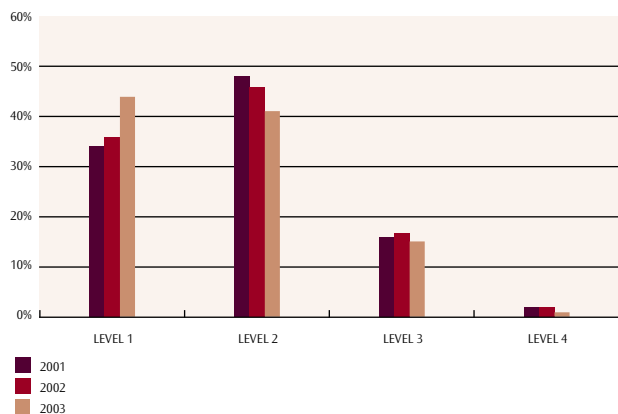
Source: Tertiary Education Commission.

On average, students achieved 11 credits on the NQF in 2003, compared with an average of 10 credits in 2002 and 7 credits per student in 2001.





FIGURE 2.6: PERCENTAGE OF GATEWAY STUDENTS' CREDIT ACHIEVEMENT BY NATIONAL QUALIFICATIONS FRAMEWORK LEVELS 2001-2003



Source: Tertiary Education Commission.

TRANSITION FROM SCHOOL

The qualifications that a student gains at school play a significant role in the extent to which the student gains further education through the tertiary education sector. Those students who leave school without qualifications will generally require further foundation education before they can progress into higher levels of study in tertiary education. Those who do gain school qualifications have a much wider choice of tertiary study to which they can gain entry.

School Leavers and Qualifications

In 2003, 67 percent of school leavers left with qualifications higher than National Certificate of Educational Achievement (NCEA) level 1. These include Sixth Form Certificate, NCEA level 2, Higher School Certificate, and the University Entrance, Bursary and Scholarships qualification. This compares with 63 percent in 2002 and 64 percent in 2001.

The proportion of Māori and Pasifika school leavers with qualifications higher than NCEA level 1 is lower than the school leaver population taken as a whole. That proportion has risen, however, from 39 percent of Māori and 54 percent of Pasifika in 2002 to 45 percent and 59 percent, respectively, in 2003.

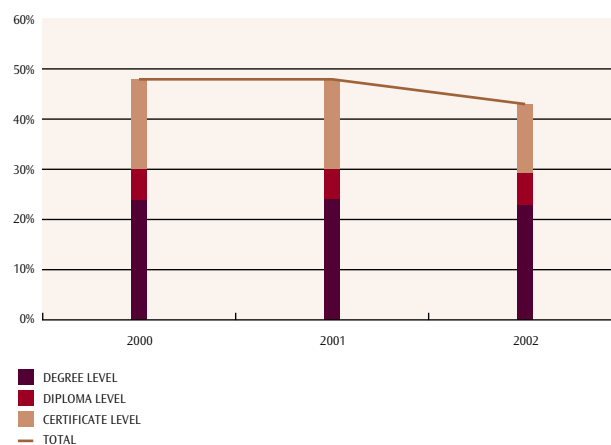
In 2003, nearly 18 percent of school leavers left with an NCEA level 1 qualification or credits towards this or a comparable qualification. This proportion is similar to that for 2002.

The percentage of students leaving school with no qualifications decreased between 2002 and 2003, especially among Māori and Pasifika students. Fifteen percent of school leavers had no qualification in 2003, compared with 18 percent in 2002. Thirty percent of Māori school leavers did not have a qualification in 2003, compared with 35 percent in 2002. Similarly, the percentage of Pasifika school leavers without qualifications declined from 26 percent in 2002 to 21 percent in 2003.

Enrolments in Tertiary Education

Forty-three percent of 2002 school leavers were enrolled in tertiary courses at 31 July 2003, compared with 48 percent the previous year. This decrease may reflect more students moving directly to employment, given the stronger labour market. However, this shift may not be of concern as there is no consistent trend downward over time. It is important also to note that these figures do not include students who take time off from study between leaving school and starting at tertiary institutions. This means that a further proportion of school leavers of any year will proceed to tertiary education, although not directly.

FIGURE 2.7: PROPORTION OF SCHOOL LEAVERS GOING DIRECTLY TO TERTIARY EDUCATION IN THE FOLLOWING YEAR BY QUALIFICATION LEVEL 2000-2002



Notes:

- 1 Tertiary data relates to domestic students enrolled at 31 July with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
- 2 Tertiary data excludes those PTEs and OTEPs which neither received tuition subsidies nor were approved for student loans and/or allowances.
- 3 Tertiary data excludes all non-formal learning and on-job industry training.

Proportions of school leavers entering degree and diploma-level programmes in 2003 were similar to previous years. However, the proportion of school leavers enrolled in tertiary certificate-level qualifications at 31 July dropped from 19 percent of school leavers in 2002 to 14 percent in 2003. A large part of the decline in enrolments in tertiary education directly from school is, therefore, accounted for by those who would previously have enrolled at lower qualification levels.

As has been the pattern over many years, students from high decile schools are more likely to proceed directly to tertiary education and enrol in a degree course. Thirty-five percent of 2002 high decile school leavers enrolled in degree courses in 2003, compared with 19 percent of medium decile school leavers, and 8 percent of low decile school leavers. The proportions of high and medium decile school leavers who began degree study in 2003 were similar to 2002, but for low decile school leavers, the proportion decreased by 2 percentage points to 8 percent, having been at 10 percent for the previous four years.

Building Connections between Tertiary Providers and Schools
Connections between tertiary providers and schools can encourage students to enter tertiary education. Some tertiary education providers and schools have undertaken to align school curricula with tertiary programmes and to build relationships between tertiary providers and local schools.

CASE STUDY
SECONDARY-TERTIARY CURRICULUM ALIGNMENT PROJECT AT MANUKAU INSTITUTE OF TECHNOLOGY

One of the obstacles to access to tertiary education is the lack of coherence between the curricula offered in polytechnics and those developed in secondary schools to meet the needs of students not planning to attend university. This lack of coherence can hinder progression to polytechnics for many school leavers who would enjoy and benefit from further vocational education.

Curriculum alignment addresses that problem by establishing clear, curriculum-based pathways from secondary schools to tertiary education providers.

The curriculum alignment project at Manukau Institute of Technology (MIT) involves MIT developing curriculum-based relationships with local schools and collaborating to ensure that there is a good fit between schools and the polytechnic.

A variety of strategies is in progress to clarify the pathways so that students can then progress from one level to the next, well-prepared and without overlaps or gaps.

Fully developed alignments are now in place for technology (automotive, engineering, carpentry and furniture), travel and tourism, sport leadership, communication, business, computing, art and design, hospitality and catering, and health sciences. During 2003, plans were established to ensure that by 2004 all the relevant curriculum areas at MIT would be covered.

By the end of 2003, MIT had conducted 16 formal seminars, workshops or discussion groups between MIT staff and schools staff in the development of alignments and had conducted innumerable informal conversations.

MIT has experienced an increase in the number of alignment programmes:

- In the field of technology, there were four partner schools in 2002 and 10 in 2003.
- In sport leadership in 2003, there were 14 partner schools and 18 in 2003.
- In 2003, there were four partner schools in travel and tourism.

During each year of the project, MIT has developed and implemented a communications plan which ensures that key target groups are informed about the importance of this approach.

While it has been difficult for MIT to attribute an increase in student participation from neighbouring schools to the impact of the partnership programmes, staff believe that students from alignments are transitioning well into MIT programmes.

During 2003, MIT has worked with several other polytechnics who are interested in implementing curriculum alignment projects in their own localities. In November 2003, with the support of the Tertiary Accord of New Zealand (TANZ), MIT offered a curriculum alignment seminar to all polytechnics in New Zealand. The benefit of this approach has been evident within the members of TANZ and Christchurch Polytechnic Institute of Technology (CPIT) in particular.





At CPIT, subject meetings have been conducted with local schools in the curriculum areas of art, commerce, communication English, computing, electronics, horticulture, motor body trade, and music. Two professional development days were conducted with relevant school staff on how to incorporate industry unit standards into senior school technology programmes.

This project has provided an opportunity for the polytechnics to work together towards the goal of expanding opportunities for school leavers, particularly those in groups under-represented in tertiary education.

Improved Career Education

The implementation of the NCEA, the growth of vocational education and training in schools, expanding tertiary pathways, and a buoyant labour market are presenting young people with increasingly complex choices. Ongoing access to quality individualised careers information, advice and guidance is vital to enable individuals to make informed educational, training and occupational choices, to plan their transition from school and to manage their careers throughout their lives.

Careers education lays the foundation for successful transitions to tertiary education. Career Services Rapuara is the agency that provides advice on transition from school to work or to further education through a range of careers advice and education services, including Career Point, Kiwi Careers, Take Off To Tertiary and Pathfinder.

Bridging Programmes

Bridging education refers to the provision of courses and programmes designed to make it possible for students who are under-prepared to meet the entry standards required for tertiary study and for the career of their choice. Bridging programmes are designed to develop the skills necessary for success in tertiary study. From the mid-1980s, there has been a steady increase in the number and quality of bridging programmes offered by tertiary education providers. Most TEIs now offer bridging programmes, as do many PTEs.

In the last four years, there has been an effort to develop cohesion and identity across bridging programmes through the New Zealand Association of Bridging Educators. The association has provided an annual conference, networking for practitioners, professional development and fostered research. This activity benefits students accessing bridging education as it impacts on the quality and articulation of programmes.

The Tertiary Education Strategy 2002/07 signalled a significant focus on one element of bridging education, the provision of foundation skills at levels 1 and 2 of the NQF for students who need preparation for further study and work. Bridging education addresses this strategy. Bridging education also attempts to ensure that participation in tertiary study for under-represented groups does not merely replicate the inequities already apparent in participation, where groups such as Māori and Pasifika are over-represented at the lower levels of tertiary study.

A survey⁴ of bridging programmes in 2003 identified higher levels of participation in bridging programmes for Pasifika students than in the student population as a whole. This survey reported that 27 percent of bridging students were Pasifika, while 18 percent were Māori students. There were 2,218 students in this study, attending bridging programmes in six tertiary education providers.

The impact of bridging education has also been the focus of other studies that identify the success bridging education has had in making tertiary study accessible⁵.

ADULT LITERACY

Low literacy is a major barrier to participation in lifelong learning and also severely limits employment options. Literacy programmes are designed to help people overcome this barrier.

The government's adult literacy strategy, *More Than Words*, was launched by the Minister of Education in 2001 with three key goals:

- increasing opportunities for adult literacy learning
- developing capability in the adult literacy teaching sector, and
- improving quality to ensure that adult literacy teaching programmes and learning environments in New Zealand are world class.

⁴ The NZ Association of Bridging Educators Research Group (2003)

⁵ Stephenson M., H. Anderson, P. Millward, N. Rio, (2002), *The Voices From The Manukau Project*, Report to NZARE Conference, Palmerston North.
Coltman, D. (2001-2002), MIT Foundation Education Programme's Annual Destination Studies.

The Adult Literacy Strategy is linked to the Tertiary Education Strategy 2002/07 (TES) Strategy 3: *Raise foundations skills so that all people can participate in the knowledge society*. It provides a framework and an action plan for the development of new policy and improved funding. The Adult Literacy Strategy will also improve the capability and capacity of the adult literacy teaching sector, build an appropriate quality assurance system and produce tuition resources appropriate for adult learners. In 2003, a number of initiatives continued that aim.

The Ministry of Education and the Tertiary Education Commission (TEC) jointly undertook a roadshow in 2003, visiting 17 centres and speaking to almost 400 tutors and managers of literacy provider organisations about the purpose of the Adult Literacy Strategy, the link between the Adult Literacy Strategy and the TES and the developments that were underway to lift literacy levels of adult New Zealanders.

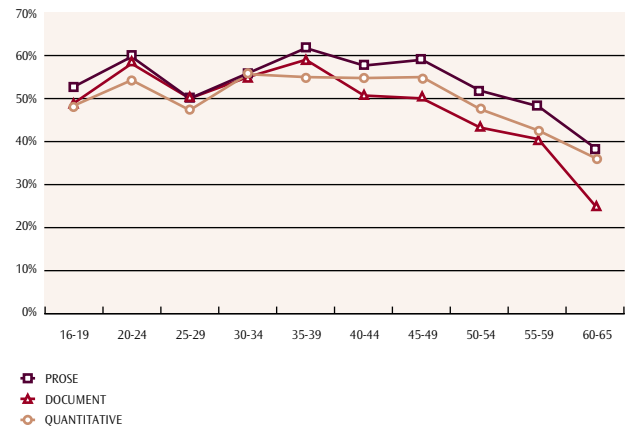
THE 1996 INTERNATIONAL ADULT LITERACY SURVEY

In 1996, New Zealand participated in the International Adult Literacy Survey (IALS). This survey assessed functional literacy (prose and document) and numeracy in English across the adult population. Functional literacy and numeracy assesses the application of literacy and numeracy skills to real-life situations. It involves more than just an assessment of the ability to read and manipulate numbers. It assesses the ability to get useful meaning from words and numbers to solve problems.

The IALS survey showed that around 20 percent of adult New Zealanders had very poor functional literacy skills and could be expected to experience considerable difficulties in using many of the printed materials that may be encountered in everyday life. A further 30 percent of the population could use some printed material. Only half of the population had the ability to cope with the varied range of material found in everyday life and at work.

When aggregated, New Zealand’s results were broadly consistent with results from Australia, the United Kingdom, Canada and the United States. However, there were differences in age bands. New Zealanders aged 16 to 19 years were about twice as likely to be in the lowest level of literacy compared with the same age group in Australia and Canada. Across the New Zealand age groups, literacy levels were lower across all three domains for 16 to 19-year-olds, 25 to 29-year-olds and people over 50.

FIGURE 2.8: PERCENTAGE OF EACH AGE GROUP WITH ADEQUATE FUNCTIONAL LITERACY 1996



Source: International Adult Literacy Survey 1996.

The survey found that Māori and Pasifika people were more likely to have low levels of functional literacy. Only 30 percent of Māori and Pasifika people had adequate levels of functional literacy in English, compared with 60 percent of New Zealanders of European ethnicity. For Pasifika peoples this reflects, in part, the numbers for whom English is a second language.

The survey found a strong relationship between literacy and educational attainment. It showed that completion of secondary schooling was a significant positive influence on the level of literacy and having a tertiary education was related to higher levels of literacy. However, it also found that 20 percent of those with a tertiary qualification had inadequate functional literacy in English. Within this group, around one third did not have English as a first language and of those that did have English as a first language, three quarters had a tertiary qualification below degree level.





ADULT LITERACY AND LIFE SKILLS SURVEY

The government is committed to participate in the Adult Literacy and Life Skills Survey (ALL) over the years 2004 to 2006. ALL is an international study involving some 15 countries and is a joint project of several agencies including Statistics Canada (Canada's national statistics office), the Organisation for Economic Cooperation and Development (OECD), and the Educational Testing Service, which is a US-based private education research organisation. The survey aims to produce internationally comparable statistics on adult skill levels in prose literacy, document literacy, numeracy and problem solving. In addition, ALL will collect data on a range of socio-economic, health, and demographic variables, including participation in adult education and training.

Strong evidence exists internationally that, for developed countries, full participation in society and the labour market is linked to the capacity to accumulate knowledge and to develop and maintain a broad range of skills. The results from ALL will provide new information on the relationships between skill levels and the labour market, economic growth, and education systems and services. ALL also builds on the International Adult Literacy Survey (IALS), which was undertaken in 24 countries, including New Zealand, in 1996. ALL data collection in New Zealand is planned for late 2005 with a sample of individuals in households interviewed and tested to measure their skill levels. Each interview will last an average of 90 minutes. The results, which are expected in 2006, will be used to inform a variety of policy areas, particularly work on the government's Adult Literacy Strategy and Adult English for Speakers of Other Languages (ESOL) Strategy, as part of the broader work to improve the foundation competencies of all New Zealanders.

INCREASING OPPORTUNITIES

The Adult Literacy Innovations Pool was initiated in 2002 to provide opportunities for literacy learning in TEIs, PTEs and communities. While new approaches were sought in 2003, many of the projects continued from the previous year. More projects were initiated in 2003 than in 2002, providing new opportunities alongside projects that started in 2002. There were 43 projects in all in 2003, totalling \$1.77 million. These included new opportunities for intergenerational learning and projects that established new provisions for Māori and Pasifika communities.

In addition, special group projects (totalling \$1.83 million) included:

- seven projects focusing on refugees
- five projects focusing on Pasifika provision
- 11 projects focusing on family literacy
- seven projects focusing on Māori learners, and
- nine projects specifically for TEIs.

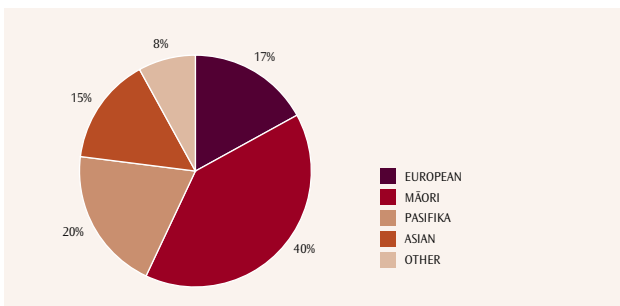
The total amount of funding that was allocated for the 2003 calendar year, including special group projects, was \$3.6 million. A maximum funding level of \$75,000 per contract was set, but some organisations were granted more than one contract.

Up to 2,000 learners accessed opportunities through this pool in 2003. An improved geographic spread was possible as more applications from a wider range of areas were received. Whilst most projects were in the North Island, five were in the South Island, compared with one in 2002. A further five special group projects were in the South Island.

At the time of publication of this report, ethnic data for 2003 was not available, but in 2002, 40 percent of learners were Māori, and a further 20 percent were Pasifika peoples.

An ethnic breakdown of 2002 learners is shown in the graph below:

FIGURE 2.9: PERCENTAGE OF LEARNERS IN ADULT LITERACY INNOVATION POOL PROGRAMMES BY ETHNIC GROUP 2002



Note: Ethnic group is based on the single prioritised method of reporting.
Source: Tertiary Education Commission.

A preliminary review of the 2003 projects based primarily on applications has been undertaken. This review 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.

Recommendations for the 2004 pool were:

- a focus on quality over innovation
- a strengthened focus on reporting of educational outcomes
- agreements established with accredited providers, which might include partnerships with non-accredited community groups, and
- a lower level of funding set for programmes supplementing Student Component-funded programmes and Youth Training and Training Opportunities.

TE REO MĀORI

The Tertiary Education Strategy 2002/07 recognises that foundation competencies include literacy in te reo Māori. There are currently major efforts to revitalise te reo Māori and increase the number of people who use it and the situations in which it is used. Te reo Māori education through the tertiary education sector plays an important role in language revitalisation, as well as maintaining and developing its use in different situations.

The 2001 Census found that there were around 130,000 Māori and 30,000 non-Māori who could speak some Māori. These numbers represented 25 percent and 1 percent of the populations, respectively.

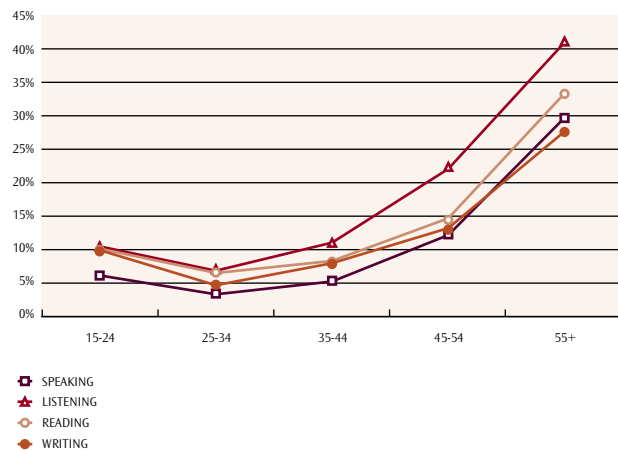
Following the Census, a survey was undertaken of the Māori population aged 15 years and over, looking at the health of the Māori language. This survey included self-assessment of language proficiency in terms of speaking, listening, reading and writing.

The Health of the Māori Language Survey found that 15 percent of the Māori population were proficient in at least one or more of these four areas, (ie they could speak, write, read or understand te reo Māori 'well' or 'very well'). The proportion of people with higher proficiency increased with age. However, higher proficiency was more common in the 15 to 24 age group than in the 25 to 34 age group. This points to a level of success in improving language proficiency in younger speakers.





FIGURE 2.10: PERCENTAGE OF MĀORI POPULATION PROFICIENT IN TE REO MĀORI BY AGE GROUP 2001



Source: Statistics New Zealand, Survey on the Health of the Māori Language, 2001.

The 2006 Census will provide an update on the extent to which Māori is spoken in the population. While there are no plans currently to repeat the Health of the Māori Language Survey in the form it was undertaken in 2001, Statistics New Zealand is considering how the key questions from the survey can be incorporated into an ongoing programme of social surveys.

ADULT LITERACY ACHIEVEMENT FRAMEWORK

In 2002, the Ministry of Education commenced development of a framework of six achievement profiles to enable tracking of literacy gains in reading and writing for adult learners. The Adult Literacy Achievement Framework (ALAF) was trialled in 2003 with 80 tutors delivering literacy to 329 learners in community, vocational and workplace settings or within vocational programmes. There was strong support for the ALAF from the tertiary education sector as it provided a structure to understand and record progress in adult literacy education. The trial highlighted the need for professional development and different organisational practices to enable and support effective use of the ALAF.

NUMERACY STANDARDS AND PROGRESSION

The initial scoping of a project to develop learner standards and progressions in adult numeracy was undertaken in 2003. The Learner Progressions in Adult Numeracy project will commence in 2004.

QUALITY ASSURANCE

An Adult Literacy Quality Mark (ALQM) developed by the sector in 2002 was the subject of a series of 17 workshops for providers of Training Opportunities and Youth Training in 2003. The draft ALQM comprises practices for the organisation, staff and learners. The workshops explored how the requirements of the draft ALQM could be met in the context of vocational programmes and demonstrated how the draft ALQM aligns to the existing quality assurance process for PTEs (NZQA's Quality Assurance Standard for PTEs, GTEs and wānanga).

Later in 2003, NZQA trialled the draft ALQM to which the TEC contributed appropriate information and advice. Forty-three providers of literacy programmes trialled a self-assessment tool. Of these providers, 11 participated in a trial audit. Interim findings showed support for the content of the practices in the trial and a need for further development before the standard would be met. Further investigation is required to understand how the ALQM could be applied with providers with quality assurance processes other than NZQA's Quality Assurance Standard.

Seventeen workshops were run by the TEC for Training Opportunities and Youth Training providers, introducing them to the draft ALQM and demonstrating its link to their existing quality assurance processes.



ENGLISH FOR MIGRANTS

Introduced in 1999, English for Migrants offers English language training for new arrivals to New Zealand. The programme takes a different approach to the funding of training. The Crown does not provide the funding; rather, the learner pays the tuition fee in advance as part of the immigration process. Providers are contracted to deliver English language to suit the needs of migrants. Migrants have up to three and a half years to take up their training.

As at December 2003, 11,506 migrants had pre-purchased English language tuition. The largest groups within this number were Chinese, Taiwanese and Korean. A total of 1,687 migrants had used their entitlements by the end of 2003.

ADULT AND COMMUNITY EDUCATION

Adult and Community Education (ACE) provides a bridge to further learning opportunities. This is an important area of education that fosters a culture of lifelong learning, active citizenship, critical and social awareness and increased control over the future for individuals and communities.

The government agreed, during 2003, that new funding arrangements for ACE would be developed. This decision followed on from a recommendation for new ACE funding arrangements made by the Adult Education and Community Learning Working Party in their report, *Koia! Koia! – Towards a Learning Society*. Five national priorities for ACE were announced by government, to form the basis of the new funding arrangements. The ACE priorities are:

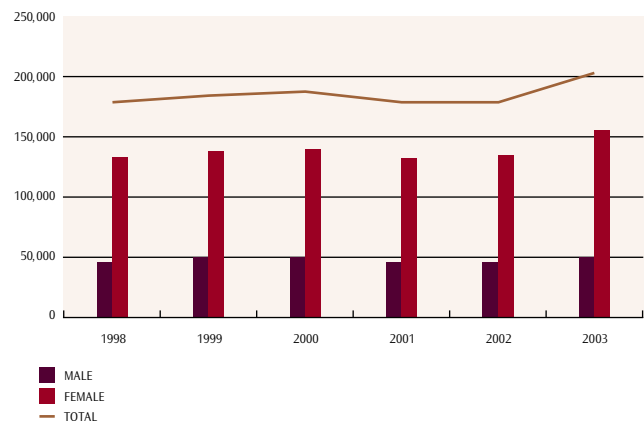
- strengthening social cohesion
- strengthening communities by meeting identified community learning needs
- encouraging lifelong learning
- raising foundation skills, and
- targeting learner groups whose initial learning was not successful.

A process of separating the funding of ACE in schools from the school resourcing system was introduced to enable the integration of ACE programmes delivered through secondary schools into the new ACE funding arrangements. Oversight and funding of ACE provision through schools was transferred from the Ministry of Education to the TEC from 1 January 2004.

ACE OFFERED BY SCHOOLS

Schools continued to provide community education programmes for adults in addition to their regular daytime curriculum. The number of school community education enrolments in 2003 was 201,671, an increase of 13 percent over the number of enrolments in 2002. Seventy-six percent of the participants in 2003 were women, compared with 75 percent in 2002.

FIGURE 2.11: ENROLMENTS IN COMMUNITY EDUCATION AT SCHOOLS BY GENDER 1998-2003

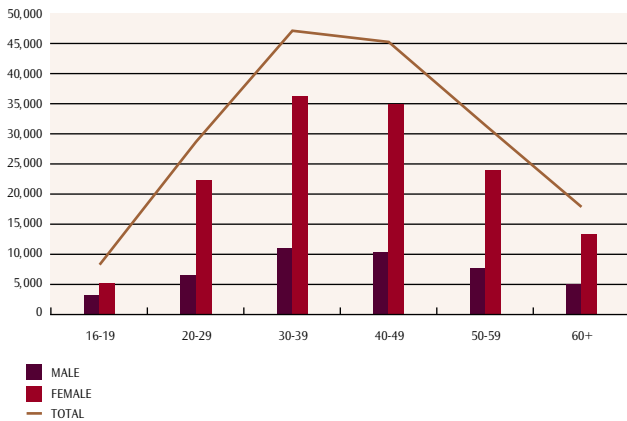


Government-funded school community education programmes include adult foundation learning (such as numeracy, literacy and English for Speakers of Other Languages), art, music, crafts, humanities, Māori language and culture, other languages, communication skills, training for volunteer community workers, parent education courses, computing, business/office skills, sciences, health, fitness/sport/recreation, home management/maintenance, and courses developed to meet a defined community need or for personal development (such as life skills, anger management and self-defence courses for women). Other activities, particularly recreational courses such as wine-tasting, were offered by schools on a self-funded basis.

The most popular course categories were art, music and crafts, followed by fitness/sport/recreation, computing, home management and English for Speakers of Other Languages (ESOL).

The most common age group for enrolments was the group aged 30 to 39, with the group aged 40 to 49 close behind. In most age groups, the female to male ratio was around 3:1, except in the 16 to 19-year-old age group where males accounted for 38 percent.

FIGURE 2.12: ENROLMENTS IN COMMUNITY EDUCATION AT SCHOOLS BY AGE GROUP AND GENDER 2003



Note: Totals also include students whose age is unknown.

In 2003, there were 18,316 enrolments by people of Asian ethnicity in school community education courses. The majority of these (56 percent) were enrolled in ESOL courses. For those who recorded their ethnicity as Māori (8,909), the most popular course categories were art, music and craft (1,579), Māori language (1,141), and computing (1,017). Those who reported their ethnicity as Pasifika totalled 3,472. The most popular course categories for these Pasifika enrolments were art, music and crafts (587), and computing (341).

Adult community groups have access to CLANZ (Community Learning Aotearoa New Zealand) funding for non-formal community education activities. This funding gives priority to grant applications for projects and courses without easy access to other funding sources, which are organised by local and regional rather than national organisations, and which are conducted in small communities in rural settings.

ACE OFFERED BY TEIs⁶

In 2003, community education programmes were provided by 29 tertiary education institutions, including five universities, 19 polytechnics, three colleges of education and two wānanga. Polytechnics enrolled 85 percent and universities 7 percent of TEI sector community education enrolments.

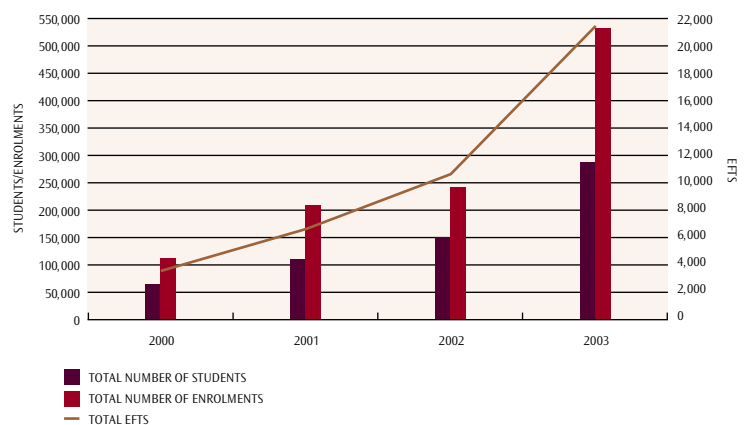
⁶ The analysis of TEI ACE is based on enrolments in courses classified in classification 5.1 – Community Education: Non-Formal Education of the Student Component of the Integrated Funding Framework. It does not include students funded through the STAR scheme. There is a small proportion of enrolments in courses classified as 5.1 that have a professional development focus and that do not meet the definition of ACE.

The number of students in tertiary community education programmes increased by 355 percent between 2000 and 2003 (from 63,000 to 286,700 students), while the total number of enrolments by those students rose by 380 percent from 110,700 in 2000 to 529,200 in 2003.

A further appreciation of the scale of the rise in community education provision by TEIs comes from translating those enrolments into equivalent full-time student (EFTS) places. The number of community education EFTS in TEIs increased by 490 percent from 3,600 in 2000 to 21,400 in 2003. The funding for those enrolments increased from \$13 million in 2000 to \$48 million in 2002 and \$111 million in 2003. The growth of ACE in polytechnics has occurred as a result of development of ACE provision in new areas and through provision of zero-fee ACE courses.

The rate of increase has raised questions about the appropriateness of the ACE activity in some TEIs. The government initiated a project during 2004 to review the rate of growth of ACE in TEIs and to look at the alignment of ACE with the Tertiary Education Strategy 2002/07.

FIGURE 2.13: STUDENTS, ENROLMENTS AND EFTS IN COMMUNITY EDUCATION IN TERTIARY EDUCATION INSTITUTIONS 2000-2003



The majority of students enrolled in ACE at TEIs were of mature age, with 52 percent aged 40 years and over. Of all community education students at tertiary education institutions in 2003, 56 percent were women.

In 2003, around 63 percent (180,500) of students participating in tertiary community education programmes at TEIs were of European ethnicity, 20 percent (56,400) were Māori, 4 percent (9,500) Asian, 3 percent (9,600) Pasifika students and the remaining 10 percent belonged to other ethnic groups⁷.

⁷ Ethnic group is reported on a prioritised basis, not as total response.





FOUNDATION SKILLS FOR SUSTAINABLE EMPLOYMENT

The government funds a range of transition, pre-employment, life and job skills programmes which provide learners with foundation skills and sustainable employment outcomes. These programmes include the Training Opportunities and Youth Training programmes, which are detailed later in this chapter, while other foundation education programmes are funded through Student Component funding at TEIs.

GENERAL PROVISION OF FOUNDATION EDUCATION

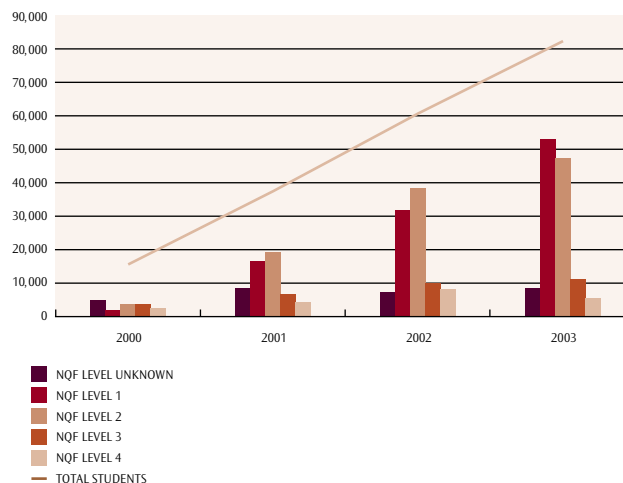
The majority of foundation education is funded through the Student Component of the Integrated Funding Framework.

While it is difficult to specify and identify exactly which courses cover foundation education, there is a group of courses strongly focused on foundation competencies. These are courses at levels 1 to 4 of the National Qualifications Framework which are categorised as mixed field programmes (covering general education, social skills and employment skills programmes) and/or in the areas of language and numeracy. The following analysis uses data on these courses as an indicator for provision of foundation education through tertiary education⁸.

It should be noted that this analysis focuses on courses specifically designed to teach foundation competencies and does not cover teaching of foundation competencies within subject-based courses. Therefore, it only captures part of the provision of foundation learning within tertiary education.

The provision of foundation courses has increased substantially over the last three years. In 2003, there were 81,900 people enrolled in one or more of these programmes. This was a 416 percent increase over the 15,875 students studying in 2000.

FIGURE 2.14: STUDENTS ENROLLED IN FOUNDATION EDUCATION COURSES BY NATIONAL QUALIFICATIONS FRAMEWORK LEVELS 2000-2003



Notes:

- 1 Foundation education courses are defined here as formal tertiary education courses in the subject areas of mixed-field programmes, English language (including ESOL) and numeracy at levels 1 to 4 of the NQF.
- 2 Students who studied courses at more than one NQF level during the year have been counted in each level. Consequently, the sum of the students in each NQF level may not add to the total number of students.
- 3 Students who studied in more than one provider during the year are counted in each provider that they enrolled with. Students who took more than one course with the same provider are only counted once.

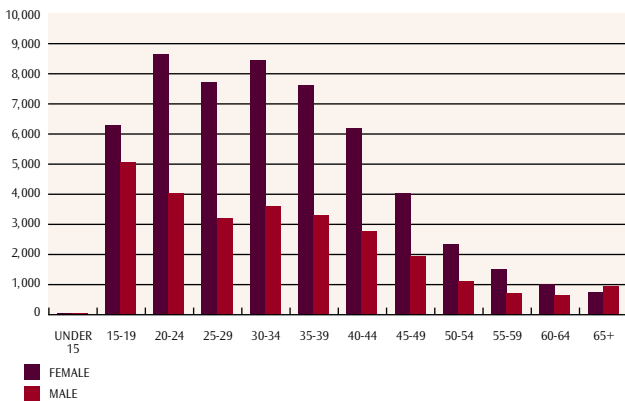
In 2003, 64 percent of those enrolled in foundation education courses were taking courses at level 1 and 57 percent were taking courses at level 2. The largest sub-sector providing these programmes in 2003 was the wānanga (50 percent of enrolled students), followed by polytechnics (33 percent of students).

In terms of specific subjects within foundation education courses, 23 percent of EFTS consumed in 2003 were in life skills courses, 12 percent in social and interpersonal skills courses, 11 percent in employment skills courses and 11 percent in English as a second language courses. Overall, 29 percent of EFTS consumed were in courses specifically relating to language and numeracy, with the remainder having a wider focus on skills development, which would include aspects of language and numeracy.

⁸ Level 1 to 4 courses in te reo Māori are also considered as being part of foundation education. These have been excluded from this analysis as there are different determinants of growth in this area.

Forty percent of all students enrolled in foundation programmes in 2003 were Māori, 28 percent were of European ethnicity, 20 percent were of Asian ethnicity and 6 percent were Pasifika. The majority (66 percent) were women. The overall gender distribution is influenced by the high numbers of Māori women enrolled in these types of programmes through the wānanga. Forty-three percent of all students were younger than 30 years. However, 18 percent were aged 45 years and over.

FIGURE 2.15: STUDENTS ENROLLED IN FOUNDATION EDUCATION COURSES BY AGE GROUP AND GENDER, 2003



Notes:

- ¹ Foundation education courses are defined here as formal tertiary education courses in the subject areas of mixed-field programmes, English language (including ESOL) and numeracy at levels 1 to 4 of the NQF.
- ² Total also includes those students with unknown ages.
- ³ Students who studied in more than one provider during the year are counted in each provider that they enrolled with. Students who took more than one course with the same provider are only counted once.

TABLE 2.1: ENROLMENT PROFILE OF MAHI ORA

	2001	2002	2003
Ethnicity	89% Māori 8% European 3% other	80% Māori 15% European 5% other	80% Māori 15% European 5% other
Gender	79% female	80% female	80% female
Age	60% over 25 years of age	Average 33 years	Average 33 years
Tertiary	48% undertaking tertiary education for first time	51% undertaking tertiary education for first time	53% undertaking tertiary education for first time
Secondary	70% have no formal secondary qualifications	66% have no formal secondary qualifications	68% have no formal secondary qualifications
Prior Activity	54% beneficiaries 21% worker or self-employed 25% carrying out other studies or in unpaid employment	51% beneficiaries 26% worker or self-employed 23% carrying out other studies or in unpaid employment	51% beneficiaries 26% worker or self-employed 23% carrying out other studies or in unpaid employment

Source: Te Wānanga o Aotearoa Annual Report 2001, 2002 and 2003.

One of the reasons for the scale of the expansion of foundation enrolments at TEIs since 2001 is related to the growth in the wānanga over that time. In particular, Te Wānanga o Aotearoa (TWOA) has increased its activities in foundation education very significantly. The wānanga’s Mahi Ora programme is a zero-fee, home-based, 12-month distance-learning programme offered to students across New Zealand, which leads to the National Certificate in Employment Skills. This programme offers instruction in book, video and audio cassette learning media. This mixed-mode approach has enabled students to study at home. The programme covers all aspects of life and work, educational choices, health, finance, housing and business development within a Māori context.

This qualification has been very successful in encouraging many people into tertiary education for the first time.

The Mahi Ora programme enrolments made up approximately 50 percent of TWOA’s EFTS load (3,089 EFTS) in 2001, increasing to 6,713 EFTS in 2002 and 7,207 in 2003⁹.

⁹ Te Wānanga o Aotearoa Annual Report 2003.





TRAINING OPPORTUNITIES

Training Opportunities is a labour market programme providing foundation and vocational skills training at levels 1 to 3 on the NQF. Training Opportunities is targeted to people who are disadvantaged in terms of employment and educational achievement. Eligibility for the programme is restricted to jobseekers who have a lack of foundation skills and are at risk of long-term unemployment.

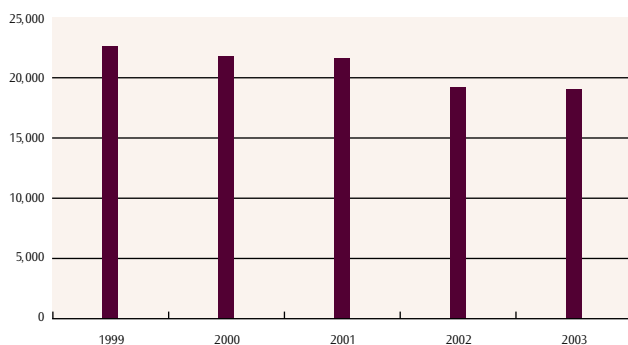
Training Opportunities provides full-time, fully-funded training to targeted clients of the Ministry of Social Development and Workbridge. The prime focus of Training Opportunities is to assist learners to acquire critical foundation skills that will enable them to move into sustainable employment and/or higher levels of tertiary education. The majority of learners enter the programme with no or low qualifications.

Training covers a wide range of learning opportunities from generic and life skills to specific pre-employment skills for industry. Work experience is an important part of vocational courses. Work-based training, where learners are placed with employers for on-job training, is also available.

Training is customised to meet individual needs so trainees can maximise their chances to achieve qualifications and employment outcomes. Training providers are expected to support learners by assisting them into employment, or providing pathways for them into further vocational education and training.

Based on training placements that ended during the year, a total of 18,962 individuals participated in Training Opportunities during 2003, compared with 19,066 in 2002 and 21,503 in 2001.

FIGURE 2.16: LEARNERS IN TRAINING OPPORTUNITIES 1999-2003



Note: Trainees who were enrolled in more than one Training Opportunities programme have been counted only once in each year.

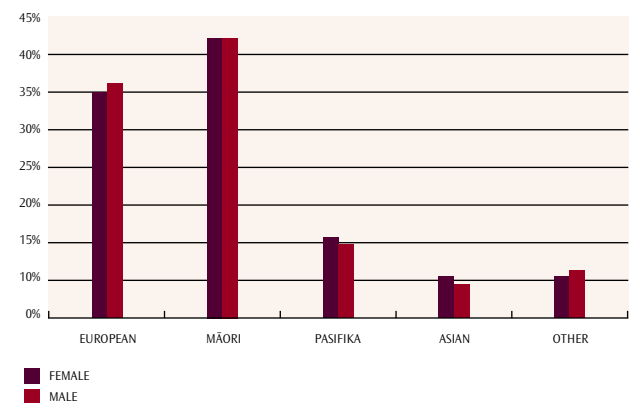
Source: Tertiary Education Commission.

LEARNER PROFILE BY GENDER AND ETHNIC GROUP

The proportion of trainees in Training Opportunities who identified as European was 35 percent on average during 2003, compared with 38 percent in 2002.

During 2003, 42 percent of Training Opportunities participants were Māori and 11 percent were Pasifika. Female participants made up 52 percent of the total learners. The proportion of Māori, Pasifika peoples and women participating in Training Opportunities was comparable with the proportion of these target groups registered as unemployed/seeking work with the Ministry of Social Development¹⁰.

FIGURE 2.17: PERCENTAGE OF LEARNERS IN TRAINING OPPORTUNITIES BY GENDER AND ETHNIC GROUP 2003



Notes:

¹ Trainees who were enrolled in more than one Training Opportunities programme have been counted only once.

² Ethnic group is based on the single prioritised method of reporting.

Source: Tertiary Education Commission.

LEARNERS BY ELIGIBILITY

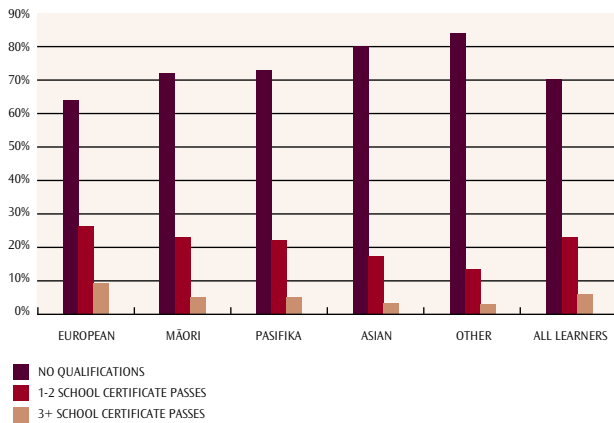
As the labour market changes, the characteristics of those participating in Training Opportunities programmes will change. In 2003, the long-term unemployed made up 38 percent of all learners entering the programme, compared with 46 percent in 2002 and 50 percent in 2001. People with low qualifications who were assessed by Work and Income as being at risk of long-term unemployment comprised 44 percent of all learners. The remainder of learners were low-qualified school leavers, or others, such as Ministry of Justice referrals.

¹⁰ For instance, Ministry of Social Development data indicates that, at 30 June 2001, 41 percent of the people with low qualifications, registered as seeking work for 26 weeks or more, were Māori, while 42 percent of 2003 Training Opportunities trainees were Māori.

QUALIFICATIONS ON ENTRY

Training Opportunities targets people with a history of unemployment and with low qualifications. Most participants undertaking Training Opportunities have no or low qualifications. During 2003, 70 percent of learners entering the programme had no qualifications, compared with 66 percent in 2002. Twenty-three percent had one or two School Certificate passes in 2003, compared with 21 percent in 2002, and 6 percent had three or more School Certificate passes in 2003, compared with 13 percent in 2002. Asian learners and learners from 'Other' ethnic groups were the most likely to enter the programme with no qualifications.

FIGURE 2.18: PERCENTAGE OF LEARNERS IN TRAINING OPPORTUNITIES BY PRIOR QUALIFICATION(S) AND ETHNIC GROUP 2003



Notes:

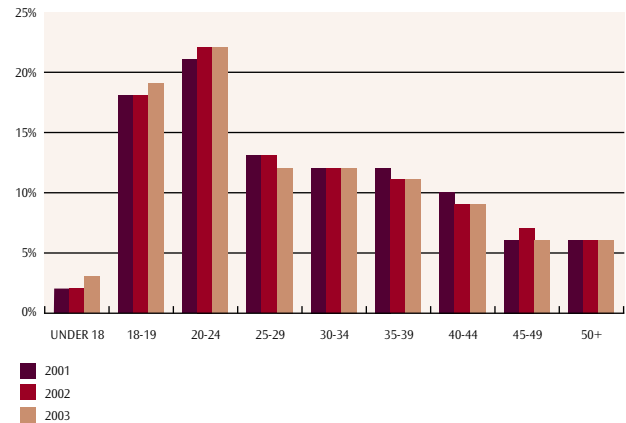
- ¹ Trainees who were enrolled in more than one Training Opportunities programme have been counted once only.
- ² Ethnic group is based on the single prioritised method of reporting.
- ³ Totals include trainees whose ethnic group is unknown.
- ⁴ Percentages may not add up exactly due to rounding.

Source: Tertiary Education Commission.

LEARNER AGE

There was a wide range of age groups undertaking Training Opportunities during 2003. Most learners (85 percent) were aged between 18 and 44 years of age. Only 3 percent of learners were aged 17 or younger. There were no significant changes in ethnicity and age group patterns between 2001 and 2003.

FIGURE 2.19: PERCENTAGE OF LEARNERS IN TRAINING OPPORTUNITIES BY AGE GROUP 2001-2003



Note: Trainees who were enrolled in more than one Training Opportunities programme have been counted only once in each year.

Source: Tertiary Education Commission.

LEARNER GEOGRAPHICAL DISTRIBUTION

On average, there were 7,755 learners in training at any one time during 2003, with 7,883 in 2002 and 8,187 in 2001. Most learners (80 percent) were located in the North Island, with more than 25 percent in the Auckland region.

OUTCOMES

Around 65 percent of all learners who left Training Opportunities in 2003 achieved a positive outcome within two months of leaving the programme, the same level as 2002 and compared with 63 percent in 2001. Most of these learners (50 percent) moved on to employment while the remainder (15 percent) progressed into further training or education outside the programme. Of the learners who progressed on to further training during 2003, 4 percent went on to higher tertiary training at a polytechnic or university and 11 percent progressed to other full-time training.

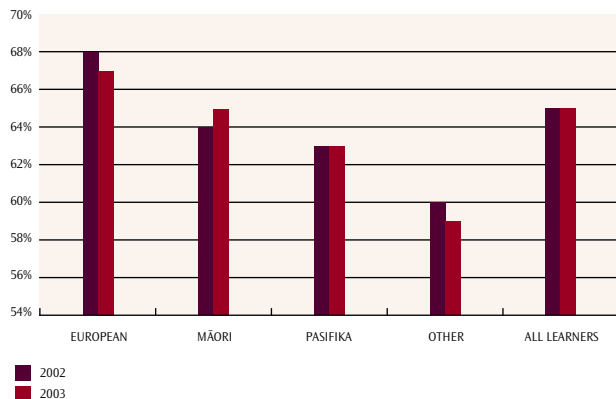
Results from 2003 confirm that the overall performance of Training Opportunities has continued to improve over time. The proportion of learners moving into employment or further training has increased by 22 percentage points since 1993, when Training Opportunities began.

Positive outcomes from Training Opportunities have increased for Māori by 26 percentage points since 1993 and by 20 percentage points for Pasifika trainees since 1993.





FIGURE 2.20: PERCENTAGE OF TRAINING OPPORTUNITIES LEARNERS' POSITIVE OUTCOMES BY ETHNIC GROUP 2002-2003



Notes:

- ¹ Trainees who were enrolled in more than one Training Opportunities programme have been counted only once.
- ² Ethnic group is based on the single prioritised method of reporting.
- ³ Totals include trainees whose ethnic group is unknown.
- ⁴ Percentages may not add up exactly due to rounding.

Source: Tertiary Education Commission.

CREDIT-LINKED ACHIEVEMENT

On average, each trainee participating in the programme during 2003 achieved 20 credits on the National Qualifications Framework. Learners who enter the programme with some qualifications have a higher credit achievement rate than learners who entered with no qualifications.

Employment outcomes are better for learners who have achieved credits than for those who have not. Of those learners who achieved 61 or more credits, 59 percent were placed in employment, compared with 51 percent of learners with 1 to 20 credits, and 42 percent with no credits.

FIGURE 2.21: PERCENTAGE OF TRAINING OPPORTUNITIES LEARNERS' POSITIVE OUTCOMES BY NATIONAL QUALIFICATIONS FRAMEWORK CREDITS 2003

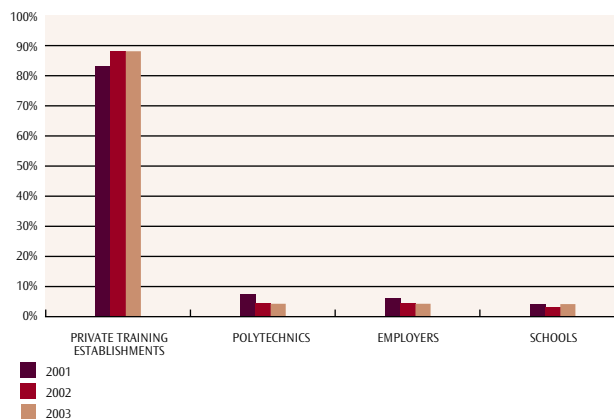


Source: Tertiary Education Commission.

PROVIDERS AND PROGRAMMES

Over 390 providers delivered Training Opportunities programmes throughout the country, and an average of 7,755 learners were in training at any one time during the 2003 calendar year.

FIGURE 2.22: PERCENTAGE OF TRAINING OPPORTUNITIES PROVIDERS BY SUB-SECTOR 2001-2003



Source: Tertiary Education Commission.

YOUTH TRAINING

Youth Training aims to provide foundation and vocational skills training at levels 1 to 3 on the NQF. Youth Training is targeted to young people who have left school with no or very low qualifications. Eligibility for Youth Training is restricted to school leavers lacking qualifications or foundation skills.

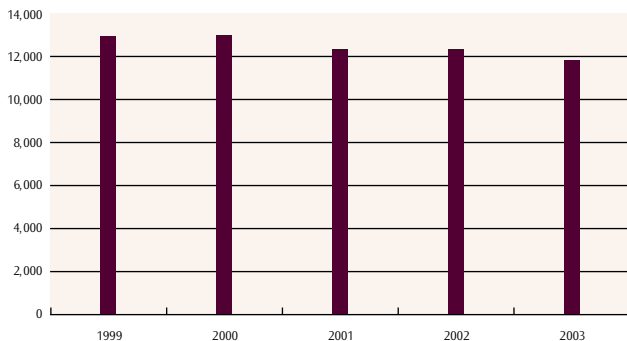
Youth Training provides full-time, fully-funded training towards employment, further education or training. The prime focus of Youth Training is to assist learners to acquire foundation skills that will enable them to move into sustainable employment and/or higher levels of tertiary education. It aims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

A high level of learner support is provided as part of the learning package, which includes literacy and numeracy skills, as well as essential workplace skills or vocationally-based skills. Work experience and work-based options are also available.

Training is customised to meet individual needs so learners can maximise their chances of obtaining qualifications and employment. Training providers are expected to support learners by assisting them into employment, or providing pathways for them into further vocational education and training.

Based on training placements that ended during the calendar year, a total of 11,887 individuals participated in Youth Training during 2003, compared with 12,350 in 2002 and 12,268 in 2001.

FIGURE 2.23: LEARNERS IN YOUTH TRAINING 1999-2003



Note: Trainees who were enrolled in more than one Youth Training programme have been counted only once in each year.

Source: Tertiary Education Commission.

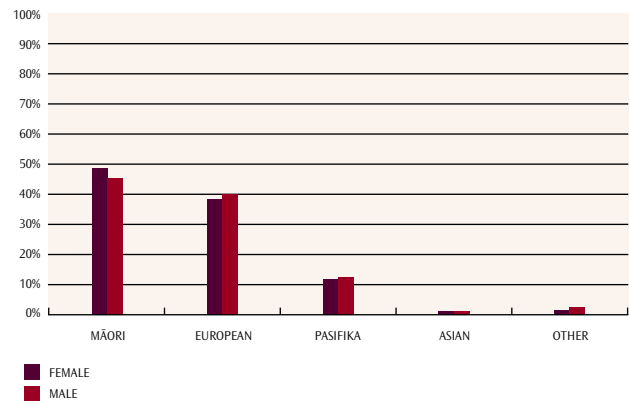
A total of 53,471 students left school during or at the end of 2003, compared with 52,546 in 2002 and 53,517 in 2001. The percentage of students leaving school with no or low qualifications in 2003 was 15 percent, the lowest percentage for ten years. In 2002, 18 percent of students left school with no or low qualifications.

Māori and Pasifika students are over-represented among school leavers with no qualifications. However, the percentage of Māori students leaving school without qualifications dropped from 35 to 30 percent between 2002 and 2003. Similarly, 26 percent of Pasifika school leavers left with no qualifications in 2002, compared with 21 percent in 2003. These statistics are the lowest they have been in the last five years.

Māori and Pasifika learners were well-represented in Youth Training in 2003, at 47 percent and 11 percent of all trainees, respectively. The national participation targets for Māori and Pasifika learners in Youth Training are set at 45 percent and 10 percent respectively.

During 2003, women made up 43 percent and men 57 percent of participants in Youth Training.

FIGURE 2.24: PERCENTAGE OF LEARNERS IN YOUTH TRAINING BY GENDER AND ETHNIC GROUP 2003



Notes:

¹ Trainees who were enrolled in more than one Youth Training programme during 2003 have been counted only once.

² Ethnic group is based on the single prioritised method of reporting.

Source: Tertiary Education Commission.





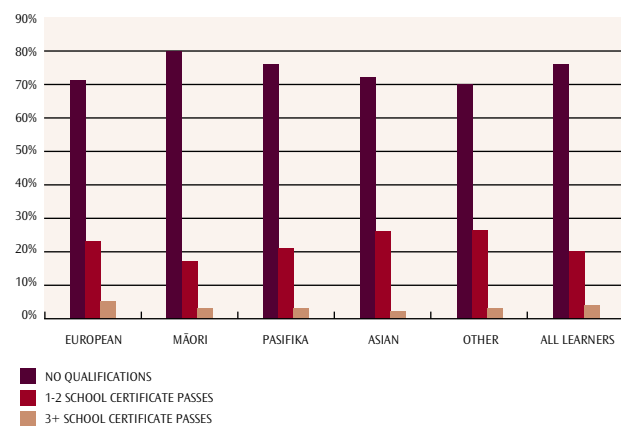
LEARNER AGE

During 2003, most learners (70 percent) had enrolled in their course when aged 16 or 17. Only 6 percent of learners were aged 18 years or over, the same proportion as in 2002, and 25 percent were aged 15 or younger, as opposed to 22 percent in 2002. These young people had school exemption certificates and were referred to Youth Training by schools, alternative education providers or truancy services.

QUALIFICATIONS ON ENTRY

The majority (96 percent) of learners entering the programme in 2003 had no or low qualifications. During 2003, 76 percent of learners entering the programme had no qualifications, while the remaining entrants had some School Certificate passes or NCEA level 1 credits. Māori and Pasifika learners were more likely to enter the programme with no qualifications.

FIGURE 2.25: PERCENTAGE OF LEARNERS IN YOUTH TRAINING BY PRIOR QUALIFICATION(S) AND ETHNIC GROUP 2003

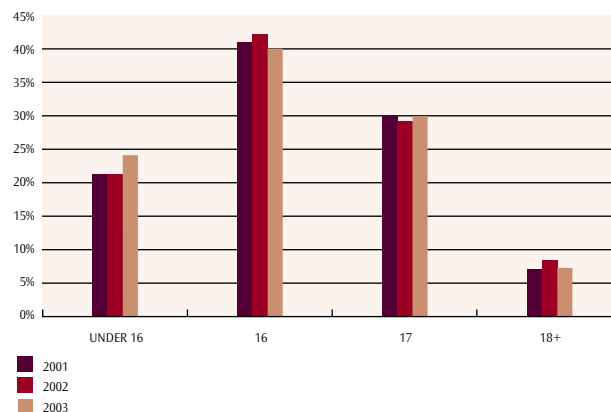


Notes:

- 1 Trainees who were enrolled in more than one Youth Training programme during 2003 have been counted only once.
- 2 Ethnic group is based on the single prioritised method of reporting.
- 3 Totals include trainees whose ethnic group is unknown.

Source: Tertiary Education Commission.

FIGURE 2.26: PERCENTAGE OF LEARNERS IN YOUTH TRAINING BY AGE GROUP 2001-2003



Note: Trainees who were enrolled in more than one Youth Training programme have been counted only once in each year.

Source: Tertiary Education Commission.

LEARNER GEOGRAPHICAL DISTRIBUTION

There were 5,290 learners in training on average at any one time during 2003. Most learners (80 percent) were located in the North Island. Eighty-four percent of Māori learners were in Youth Training programmes in the North Island. Most Pasifika learners (93 percent) were also located in the North Island, concentrated in the Auckland region and Wellington.

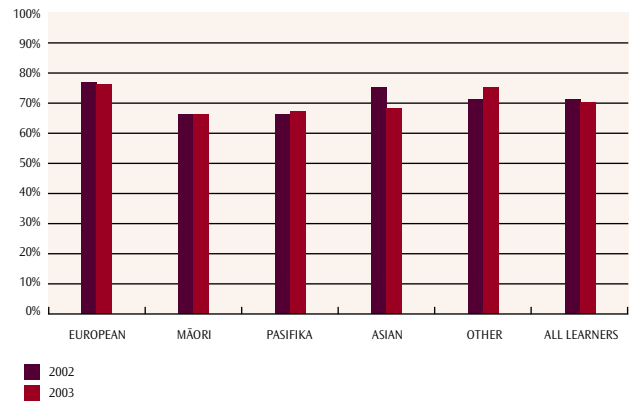
OUTCOMES

A large proportion of these school leavers achieved positive outcomes. Over two thirds (70 percent) of all learners who left Youth Training during 2003 moved on to either further training or to employment within two months of leaving. Most of these people (47 percent) moved into employment while the remainder (24 percent) progressed on to further training or education outside the programme. The proportion of learners moving into employment or further training has increased by 7 percentage points since 1999. Of the learners who progressed on to further training in 2003, 3 percent went on to higher tertiary training at a polytechnic, 6 percent went on to other Training Opportunities or Youth Training programmes, and 15 percent went on to other full-time training.

Outcomes have improved for all ethnic groups since Youth Training began. Pasifika learners continued to achieve positive results with 67 percent (up from 62 percent in 1999) moving on to either further training or employment within two months of leaving the programme. Around 42 percent of Pasifika learners moved into employment while 26 percent progressed on to further training or education outside the programme in 2003. Of the Pasifika learners that progressed on to further training during 2003, 3 percent went on to higher tertiary training at a polytechnic, and 26 percent progressed to other full-time training.

In 2003, Māori learners also achieved their highest level of positive outcomes to date with 66 percent moving into employment or further training outside the programme, compared with 58 percent in 1999. Forty-one percent of Māori learners moved into employment while 26 percent progressed on to further training or education outside the programme in 2003. Of the Māori learners that progressed on to further training during 2002, 3 percent went on to higher tertiary training at a polytechnic, and 22 percent progressed to other full-time training. Positive labour market outcomes from Youth Training have been improving for Māori since the programme began, while the disparity between Māori and non-Māori learners' positive outcomes has reduced. Nationally, the difference between outcomes for Māori and non-Māori learners closed from 11 percentage points in 1999 to 9 percentage points in 2003. In addition, more Māori learners are moving into employment after leaving the programme than before, increasing from 31 percent in 1999 to 41 percent in 2003.

FIGURE 2.27: PERCENTAGE OF YOUTH TRAINING LEARNERS' POSITIVE OUTCOMES BY ETHNIC GROUP 2002-2003



Notes:

- ¹ Trainees who were enrolled in more than one Youth Training programme have been counted only once.
- ² Ethnic group is based on the single prioritised method of reporting.
- ³ Totals include trainees whose ethnic group is unknown.

Source: Tertiary Education Commission.

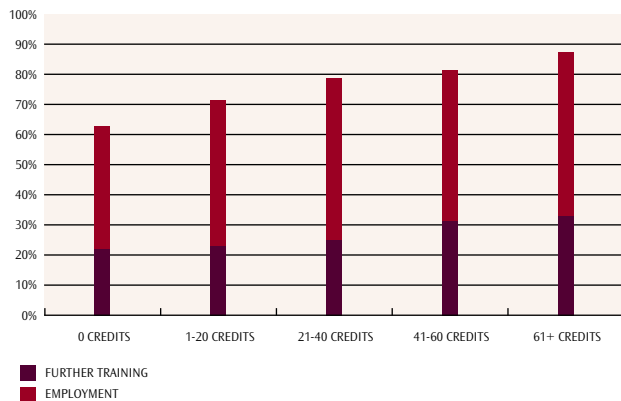
CREDIT-LINKED ACHIEVEMENT

On average, each learner participating in the programme during 2003 achieved 23 credits on the NQF. Achieving NQF credits is associated with improved employment outcomes. Positive outcomes are higher for learners who have achieved credits than for those who have not. Of those learners who achieved 41 or more credits, 87 percent achieved positive outcomes, compared with 78 percent of learners with 21 to 40 credits, 71 percent of learners with 1 to 20 credits and 62 percent of learners who achieved no credits.





FIGURE 2.28: PERCENTAGE OF YOUTH TRAINING LEARNERS' POSITIVE OUTCOMES BY NATIONAL QUALIFICATIONS FRAMEWORK CREDITS 2003



Source: Tertiary Education Commission.

PROVIDERS AND PROGRAMMES

In 2003, 324 providers delivered more than 460 Youth Training programmes throughout the country and there were more than 5,200 learners in training at any one time. The mix of providers included polytechnics, schools, private training establishments and employers (work-based training).

On average, participants stay in Youth Training for a total of 24 weeks. Generally, learners can enrol with a provider at any time of the year and usually learn in small groups. The style of learning is generally practical and hands-on and the tutors often have industry experience. Training is also progressive, so that learners may start off on a foundation skills course and then move on to a more vocationally-focused course before undertaking some work-based training. On average, 9 percent of Youth Training learners were on work-based options during the year.

REVIEW OF TRAINING OPPORTUNITIES AND YOUTH TRAINING

Following a review of Training Opportunities and Youth Training in 2001/02, the government endorsed a number of recommendations aimed at sharpening the future focus of the programmes¹¹. This means that greater emphasis will be given to assisting learners to acquire the foundation skills they need to sustain themselves in employment, to continue to learn over the course of their lives, and to participate in society to the fullest extent. The focus on foundation skills and sustainable employment echoes other government strategies, including the Tertiary Education Strategy 2002/07 and the Employment Strategy¹².

¹¹ Ministry of Education (2002) *Final Report on the Review of Training Opportunities and Youth Training: Building Futures/Te Aro Whakamua* Ministry of Education, Wellington. Copies of the report are available from the Ministry of Education, PO Box 1666, Wellington or can be downloaded from www.minedu.govt.nz.

¹² Copies of the *Employment Strategy* are available from the Department of Labour, PO Box 3705, Wellington.

