



**Asia-Pacific  
Economic Cooperation**

---

**2009/HRDWG31/078**

Item: Plenary

## **New Zealand's Vocational Education System**

Purpose: Information  
Submitted by: New Zealand



**31<sup>st</sup> Human Resources Development  
Working Group Meeting  
Chicago, United States  
22-25 June 2009**

# New Zealand's Vocational Education System

**Steve Benson**

International Division, Ministry of Education, New Zealand

August 09

## New Zealand's skills & growth (4.2 million)

- + Unemployment was lowest in OECD at 3.4% early in 2008, but now increasing - already up to 4.9% (31 March 2009) and rising (to 7.5% in 2012?)
- + Elementary & High Schools are high performing – #3 in reading, #3 in math, #4 in science in OECD (OECD PISA, PIRRLS, 2006)
- + Higher education institutions - highest ratio of rated institutions per million population in Times Higher and Shanghai Indices.
- + Adult Literacy significant improvements at lowest 2 levels from 1996 to 2006 (ALLS reports 2008, see [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz))
- - Multi-factor productivity low. Indicators suggest enduring issues & skills of managers a problem (Skillings, NZ Institute, 2007)
- - Skill shortages significant and ongoing (DoL, 2007)
- - In recession (Treasury, Q2, Q3 2008)

## New Zealand – yesterday & today

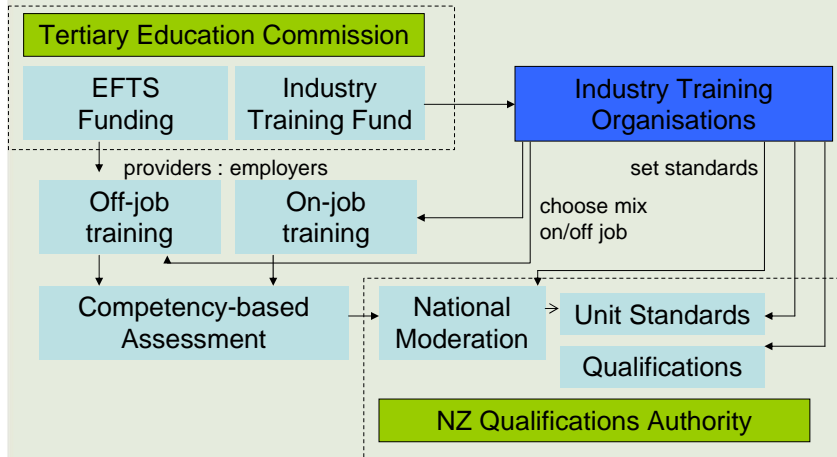
- Nos in industry training 1990 – 5000; 2008 – 200,000
- Employee participation rate 1990 – 0.25%; 2008 – 8.5%
- Employers in industry training 2001 -22,000; 2006 – 34,000
- Government investment 1990 - \$5m; 2006 - \$164m  
– Government spends \$3 billion on tertiary education
- Ethnic diversity 2001 – European 70%; 2006 – 62%
- Women 2001 - 23%; 2006 – 30%
- 16-21yrs 2002 – 4200; 2006 - 9500

## Covering all the bases

MOST EMPLOYEES WILL BE IN THE WORKFORCE IN 20 YEARS TIME – LOOK AT STOCKS & FLOWS

- Workplace learning (2.3 million in the NZ workforce)
- Post-school (Tertiary) vocational education (~45,000 flow py)
- Secondary Level Vocational Learning (~15,000 flow py)
- Immigrants to NZ (~50,000 py)

## New Zealand Industry Training System



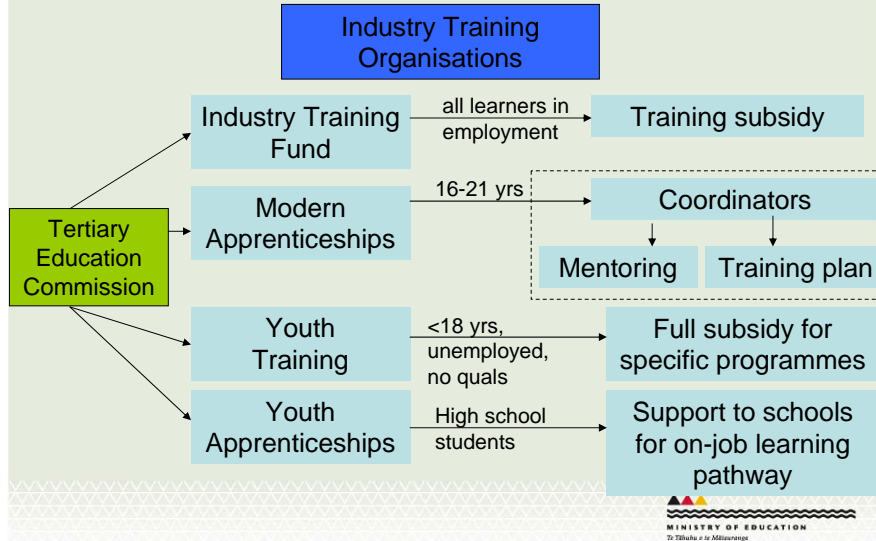
## The New Zealand Qualifications Authority (NZQA)



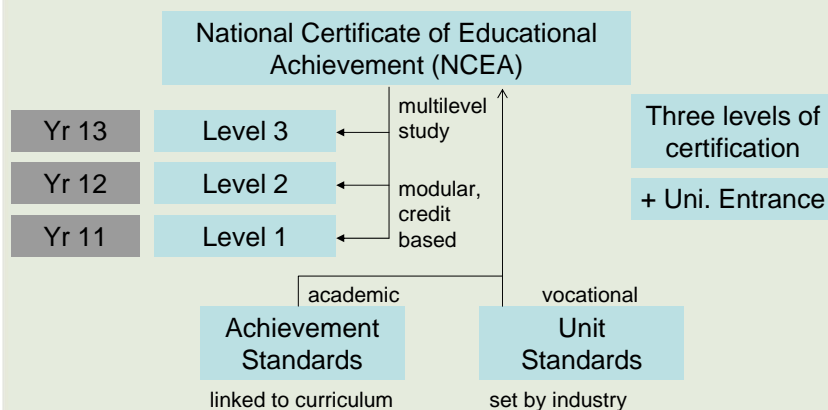
Is a Crown agency with its own board

- Administers the National Qualifications Framework (NQF), including the National Certificate of Educational Achievement (NCEA) and other national certificates and diplomas
- Registers and quality assures private training establishments
- Provides qualification recognition service – evaluates overseas qualifications
- Provides an overarching quality assurance role in the tertiary sector

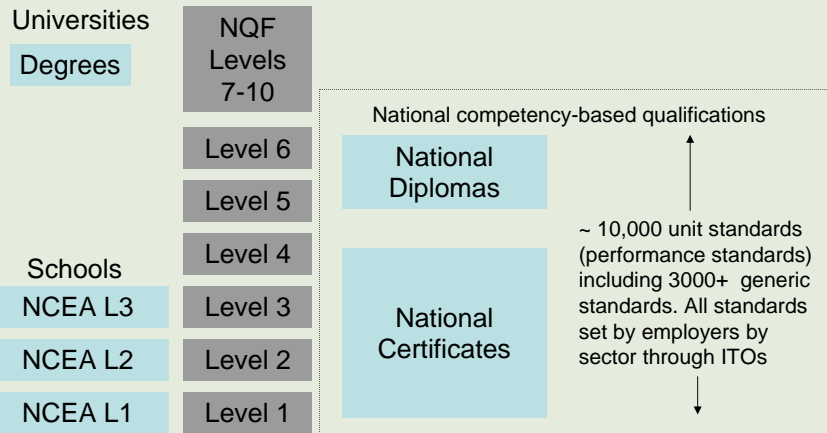
## New Zealand: Apprenticeship supports



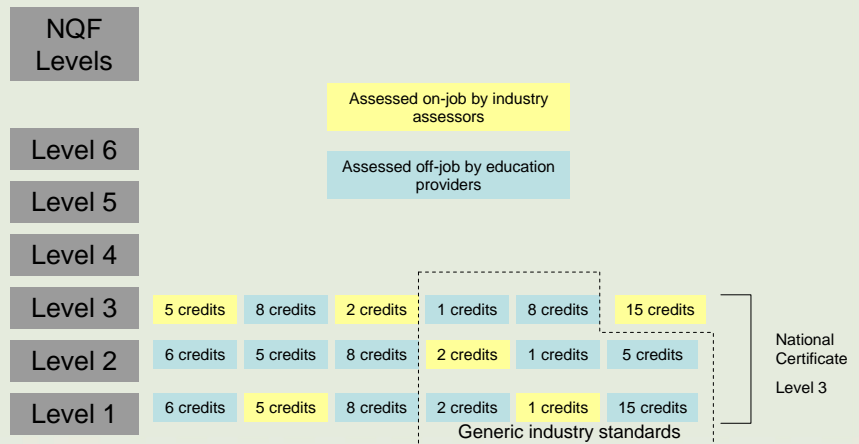
## New Zealand: High school qualifications



## New Zealand: Post-school qualifications



## New Zealand: Make up of a qualification



## Funding vocational education in schools

### Core operational funding grant

Targeted Funding for Educational Achievement

Careers Information and Guidance Funding

### Secondary Tertiary Alignment Resource (STAR)

Gateway

### Youth apprenticeships

Per EFT student funding

Deprivation: Additional funding on decile rating (per EFT)

Provides additional funding for career counselling (per EFT)

Provides additional funding for non-academic courses (per EFT)

Provides additional funding for work-place learning component (per EFT)

Provides additional grant per school to coordinate structured workplace learning similar to Modern Apprenticeships (lump sum)



## Recent initiatives in education/training

Investing in a Plan - Shift away from a focus solely on competition and increased participation towards greater collaboration, better quality and differentiation. Post-school institutions receive funding based on outcomes articulated/achieved over 5 years.

Skills Strategy – Consensus-building on a strategy (industry, government and labour) followed by a Government Action Plan.

Adult Literacy Language and Numeracy Action Plan – Building LLN skills in workplace and community by embedding LLN inside workplace and certificate level learning & expanding 1-on-1 support and community/family provision.



## Development of the NZ System

Sequencing – Qualifications reform (90), standards development (92-98), recognition of sector groups (93), moderation systems (94-98), expansion of institutional provision (98), align funding support for on- and off-job learning (99), support apprentices (00), focus on sector leadership (01), support for youth apprentices in high schools (07), Youth Guarantee (09)

Emphasis – Greatest emphasis was placed on national qualifications, but there were few supports for structured learning on- and off-job

---

Areas where we could have done better with foresight:

Basic Skills – The NQF didn't attempt to embed literacy & numeracy requirements inside standards & access to basic skills training was limited & of poor quality

Key competencies – Better integrating high level competencies

Flexibility - Standards-setting requirements possibly too constrained

Unnecessary duplication in standards (e.g. trans-Tasman standards)



## Essential Objectives

- ♦ Ensure all employees in all occupations can access sector-based training and/or professional skills enhancement
- ♦ Shift from focus on training new entrants to the workforce to providing lifelong learning for all employees (new/existing)
- ♦ End arbitrary separation of off-job training provision and on-job apprenticeships to ensure an optimal & efficient mix
- ♦ Shift from a “time serving” model to modular “competency-based” model to increase access & facilitate RPL
- ♦ Link all learning at industry & generic levels to (national) quals allowing skills portability (nationally) & across industry sectors





## Current developments

- Change of Government, November 2008 = some changes in policy design, if not general direction and intent
- Youth Guarantee, replaces Schools Plus, details yet to emerge but aim remains to raise engagement and achievement of 16-19 year olds
- Trades Academies in schools
- A secondary school inside an Institute of Technology
- Review of (curriculum based) Achievement Standards to:
  - ♦ align them with the revised NZ Curriculum
  - ♦ remove duplication with curriculum based Unit Standards
  - ♦ check credit values and level placing are appropriate
  - ♦ Check modes of assessment are appropriate
- National Standards (primary literacy and numeracy) to raise % of students achieving at least a level 2 qualification