

Chapter Two

Knowledge and skills

What's in this chapter?

Participation in
early childhood education

School participation

Qualification levels

Skill and job match

Career training





This chapter provides an overview of the state of educational participation and achievement in our cities. Understanding the state of education provides an insight into the knowledge and skills of residents and how they can apply these to improve their quality of life.

Why this is important

Educational achievement is essential for effective participation in society. Increasingly, urban societies are becoming knowledge-based and urban economies require innovative solutions to meet market demands. People's ability to up-skill and re-skill during their working lives is important if they are to keep pace with rapidly changing work environments. Access to life-long learning opportunities is also related to people's need for self-fulfilment and self-determination.

Key points

Participation in early childhood education has increased overall in the 12 cities. However, levels of attendance still remain low in Manukau and for Maori and Pacific Islands children.

Maori and Pacific Islands students are over-represented in school stand-down, suspension, exclusion and truancy figures.

Nationally, 22.6% of school leavers do not have National Certificate of Educational Achievement (NCEA) level one credits in literacy and numeracy.

Across the 12 cities there has been growth in the percentage of people who have an educational qualification. In the cities, people are less likely to have no qualifications compared with those in the rest of New Zealand.

There has also been an increase in the number of active trainees in industrial training and modern apprenticeships from 2004 to 2006.

Links to other indicators

There are strong links between socio-economic status and levels of educational participation and achievement. Over the long term, poor educational performance at school makes it harder for individuals to achieve good levels of income, with consequent implications for health, housing quality, participation in community life and eventually the educational achievement of their own children.



Participation in early childhood education

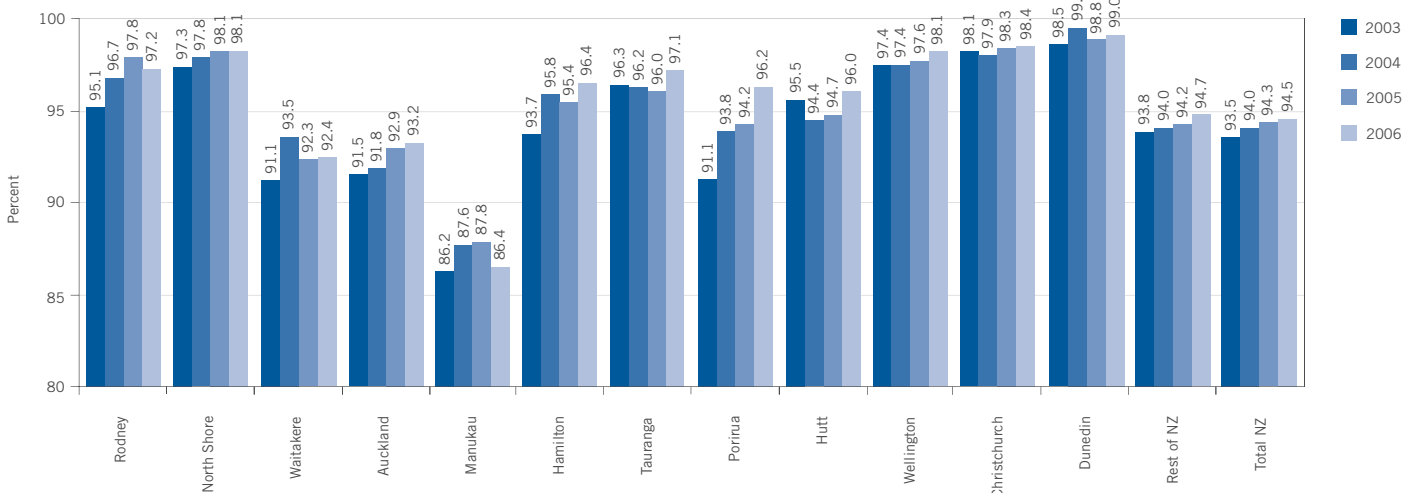
- Participation levels in early childhood education have increased in the 12 cities over the last five years.
- Manukau has the lowest attendance level of the 12 cities.
- The majority of early childhood education participation takes place in a kindergarten, playcentre, education and care service or home-based locations.
- Almost one in five Pacific Islands children do not attend an early childhood education centre.

What this is about

Early childhood education (ECE) is a critical first step in building the foundation for a child's ongoing learning and development.¹ The stimulation of learning at an early age has an important bearing on future educational achievement. Social interaction with other children at pre-schools is beneficial and is likely to make the transition to formal schooling easier.

This indicator shows early childhood education participation rates from 2003 to 2006. It reflects the number of children aged five years and under enrolled in early childhood education centres or home-based education programmes as a proportion of all children aged five years and under.²

Percentage of year one students who had attended an early childhood education centre (2003 to 2006)



Data source: Ministry of Education

What did we find?

Participation levels in early childhood education have increased in the 12 cities over the last five years.

Participation levels increased nationally from 2003 to 2006, with the largest increase in attendance of the 12 cities occurring in Porirua (5.1%).

Differences were apparent between cities in 2006. Dunedin had the highest attendance level with 99.0% of children attending an ECE centre, while Manukau had the lowest attendance level with 86.4% of children attending an ECE centre. This was still higher than the rest of New Zealand figure of 83.5%.

1 Ministry of Education. (2002). *Pathways to the Future: Nga Huarahi Arataki: A 10-year strategic plan for early childhood education 2002-2012.*

2 Type of Service is shown as a percentage of the total of students who identified whether they attended ECE or not. Students who did not identify whether or not they attended ECE have been removed from student count.

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Percentage of early childhood education attendance by provider (2006)

	Kindergarten, Playcentre, Education & Care services or Home-based %	Kohanga Reo %	Playgroup or Pacific ECE %	Attended ECE but type unknown %	Did not attend %
Rodney	92.7	0.8	0.2	3.5	2.8
North Shore	93.9	1.5	0.6	2.1	1.9
Waitakere	84.0	3.1	4.7	0.6	7.6
Auckland	83.5	2.5	4.3	2.9	6.8
Manukau	74.1	4.8	6.2	1.3	13.6
Hamilton	88.1	6.1	1.1	1.2	3.6
Tauranga	90.2	4.0	1.6	1.4	2.9
Porirua	79.1	9.0	6.8	1.4	3.8
Hutt	85.2	6.7	2.5	1.5	4.0
Wellington	92.3	1.4	2.1	2.2	1.9
Christchurch	94.9	1.2	1.4	0.9	1.6
Dunedin	96.6	0.9	1.3	0.2	1.0
Rest of NZ	83.5	8.4	1.8	1.0	5.3
Total NZ	85.1	5.5	2.5	1.4	5.5

Data source: Ministry of Education

The majority of ECE participation takes place in a kindergarten, playcentre, education and care service or home-based location.

Nationally, differences can be seen in attendance across ethnic groups, with a larger percentage of Pacific Islands preschoolers (15.8%) not attending ECE providers. This pattern was also seen

in the 12 cities, with the Pacific Islands group consistently having the highest percentage of children not attending ECE centres. This is seen especially in the Auckland region with non-attendance rates as high as 20.4% in Manukau.

Percentage of non-attendance at early childhood education by ethnicity (2006)

	NZ European %	Maori %	Pacific Islands %	Asian %	Other %	Total %
Rodney	1.7	10.6	4.2	0.0	0.0	2.8
North Shore	1.0	4.7	14.3	0.5	0.9	1.9
Waitakere	2.7	8.9	15.8	7.8	14.7	7.6
Auckland	0.6	12.6	16.8	4.7	13.3	6.8
Manukau	2.9	20.7	20.4	4.6	6.5	13.6
Hamilton	1.1	6.6	8.7	2.7	6.7	3.6
Tauranga	1.0	8.2	3.4	0.0	0.0	2.9
Porirua	0.3	4.2	8.2	0.0	9.1	3.8
Hutt	1.6	6.5	10.4	2.6	6.7	4.0
Wellington	0.6	4.8	4.4	2.2	10.0	1.9
Christchurch	1.2	2.1	5.3	2.2	8.4	1.6
Dunedin	0.7	1.6	2.0	0.0	12.0	1.0
Rest of NZ	2.6	10.0	12.7	5.2	7.7	5.3
Total NZ	2.0	10.1	15.8	4.0	8.6	5.5

Data source: Ministry of Education

School participation

- Maori and Pacific Islands students continue to be over-represented in stand-down, suspension and exclusion figures.
- There has been an increase in the truancy rate recorded in many of the 12 cities.
- There has been an increase across the 12 cities in students receiving early leaving exemptions.

What this is about

Participation in school and education is an important foundation block for an individual's development. Lack of participation may be symptomatic of behavioural problems and other social factors that exist, such as the perceived value placed on education by parents.

School suspension, stand-downs and exclusions tend to highlight serious behavioural problems experienced by students at school.³ The cause of such behavioural problems is complex and, in many cases, is likely to be related to other problems within a student's personal life. These problems will have an impact on the student's capacity to learn.

Over time, patterns of non-attendance can place students at risk of poor achievement and early drop-out, thus compromising their later outcomes in life across a range of social and economic measures.⁴

Students who truant not only miss out on class work, but also run an increased risk of alienation from the education system. Truancy students are at a greater risk of dropping out of school entirely.⁵

Measures used to explore school participation are:

- Percentage of students stood-down, suspended and excluded
- Percentage of students truant
- Percentage of students under 16 years who have an early leaving exemption.

What did we find?

Percentage of students stood-down, suspended and excluded

This measure illustrates the stand-down, suspension and exclusion rates (age-standardised per 1,000 students) for 2004, 2005 and 2006.⁶

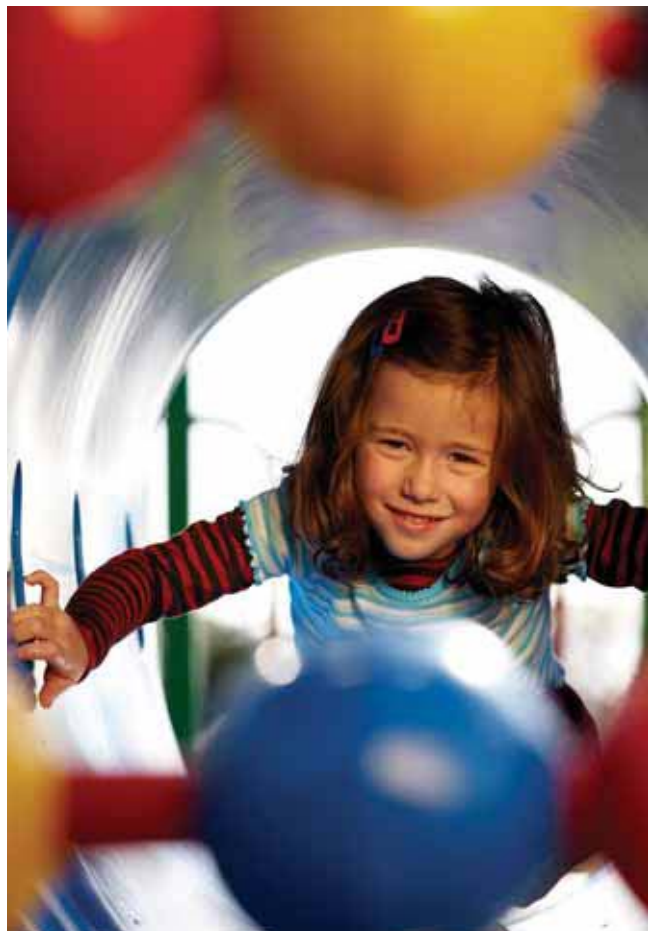
Nationally there was an increase in the rate of students being stood-down and excluded from 2004 to 2006. Within the 12 cities, notable increases in the rate of stand-downs were in Rodney, Hutt and Manukau.

Differences can be seen between the 12 cities, with North Shore and Wellington consistently having low rates of stand-downs, suspensions and exclusions compared to the other cities. Within

the 12 cities, a decline was seen in the rate of suspensions for Waitakere, Tauranga, Wellington, Christchurch and Dunedin.

Nationally, Maori students had the highest rates of stand-downs and suspensions. In 2006, the age-standardised suspension rate for Maori students was 15.6 students per 1,000 students. This was higher than the rates for Pacific Islands students (10.6 students per 1,000), students in the 'Other' ethnicity category (6.5 per 1,000) and New Zealand European students (4.1 per 1,000). This trend was also apparent for the 12 cities.

Nationally, the main reasons for student stand-downs in 2006 were physical assaults on other students or staff (27.0%), continual disobedience (26.3%) and verbal assaults (17.2%).⁷



3 It should be noted that there may be substantial differences between the application of stand-down, suspension and exclusion practices between schools. Both are subject to guidelines issued by the Ministry of Education but are strongly influenced by the policies set by a board of trustees e.g. 'zero tolerance' to issues such as bullying or drugs.

4 Ministry of Education. (2006). *Attendance, Absence, and Truancy in New Zealand Schools in 2006*.

5 Ministry of Education. (2007). *Truancy from School*.

6 **Stand-down** is the formal removal of a student from school for a specified period. **Stand-downs** of a student can total no more than five school days in any term, or ten days in a school year. Following stand-downs, students return automatically to school. **Suspension** is the formal removal of a student from school until the board of trustees decides the outcome at a suspension meeting. Following a suspension the board may decide to lift the suspension with or without conditions, to extend the suspension, or in the most serious cases, to either exclude or expel the student. **Exclusion** means the formal removal of a student aged under 16 years from the school and the requirement that the student enrol elsewhere. **Expulsion** means the formal removal of a student aged 16 years or over from school. He or she may enrol in another school.

7 Ministry of Education. (2007). *Stand-downs and Suspensions from School*.

2. Knowledge and skills

Age-standardised rates per 1,000 students for stand-downs, suspensions and exclusions (2004 to 2006)⁸

	Stand-downs			Suspensions			Exclusions		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Rodney	28.5	31.4	36.2	10.5	12.4	11.9	2.2	3.1	2.5
North Shore	16.5	17.0	15.0	2.9	4.0	3.8	1.1	1.7	1.3
Waitakere	37.8	36.8	41.8	8.0	6.9	7.3	2.7	3	2.8
Auckland	19.8	22.7	24.1	5.8	6.4	6.0	2.9	3.1	2.8
Manukau	24.3	27.4	30.9	5.2	6.1	6.1	2.1	2.3	2.8
Hamilton	22.8	23.8	25.8	3.6	4.7	4.0	1.4	1.7	1.8
Tauranga	25.1	22.7	19.6	6.4	7.2	6.0	2.4	2.6	2.0
Porirua	37.2	37.1	36.8	9.8	8.5	9.9	3.4	4.4	2.4
Hutt	32.2	34.9	42.4	6.9	7.5	8.5	2.6	3.3	3.2
Wellington	16.4	13.4	14.2	4.2	4.0	3.7	1.1	1.0	0.6
Christchurch	30.7	35.3	32.7	5.4	6.5	5.2	1.8	2.4	1.8
Dunedin	21.0	27.7	24.0	4.6	4.6	4.4	2.1	2.0	1.8
Total NZ	28.8	30.6	31.4	6.7	7.2	7.0	2.3	2.6	2.5

Data source: Ministry of Education

Percentage of students truant⁹

This measure shows the percentage of students truant from school during a particular reference week.¹⁰

There was an increase nationally in the rate of truancy recorded from 2004 to 2006.

Manukau had the highest truancy rate of the 12 cities with 5.6% of students absent from school, while Dunedin had the lowest truancy with 2.8% of students absent from school.

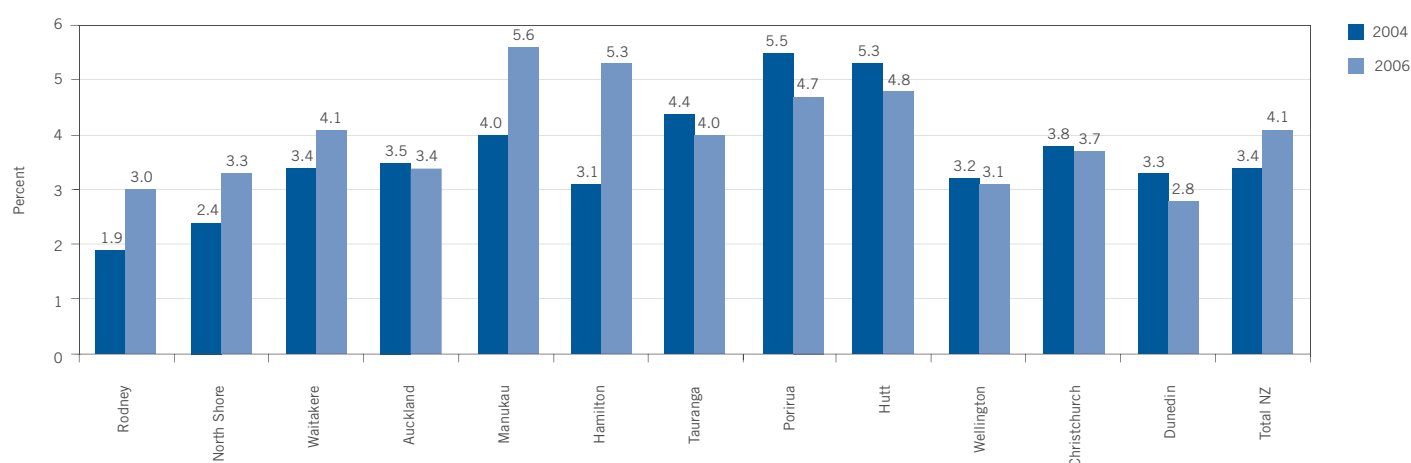
A number of cities saw a drop in the truancy rate between 2004 and 2006, with Porirua having the largest fall of 0.8%. Hamilton

however, showed the largest increase of the 12 cities with a 2.2% increase.

In 2006, Maori and Pacific Islands students had double the truancy rate when compared with New Zealand European and Asian students.¹¹

There may be a relationship between increased risk of juvenile offending, truancy, school exclusions and non-engagement in education. Many young offenders do not participate in education and are likely to have low levels of educational attainment.¹²

Percentage of students truant (2004, 2006)



Data source: Ministry of Education, Truancy Survey

⁸ The age-standardised stand-down/suspension/exclusion rate is one where all subgroups, for all years being compared are artificially given the same age distribution. In this indicator, the age distributions of students in each subgroup and year have been standardised to (or weighted by) the set of 2005 age-specific stand-down/suspension/exclusion rates for all New Zealand. As stand-downs, suspensions and exclusions are highest for students aged 13 to 15 years, standardising for age will remove any differences due to one group having a younger or older population than other groups, or if the overall age distribution has changed from year to year. As such, the standardised rate is an artificial measure, but it does provide an estimate of how groups, or overall rates by year, might more fairly compare if they had the same age distribution.

⁹ Caution must be taken when examining the absence and truancy rates for each of the territorial local authority districts. The differences between local authorities make robust comparisons between them difficult. Some have small numbers of responding schools and would be sensitive to changes in absence rates in response to what was happening during the survey week for the schools in the territorial local authority.

¹⁰ The reference week for 2006 was 21 to 25 August 2006.

¹¹ Ministry of Education. (2006). *Attendance, Absence, and Truancy in New Zealand Schools in 2006*.

¹² Ministry of Justice. (2002). *Youth Offending Strategy: Report of the Ministerial Taskforce on Youth Offending*. Wellington.

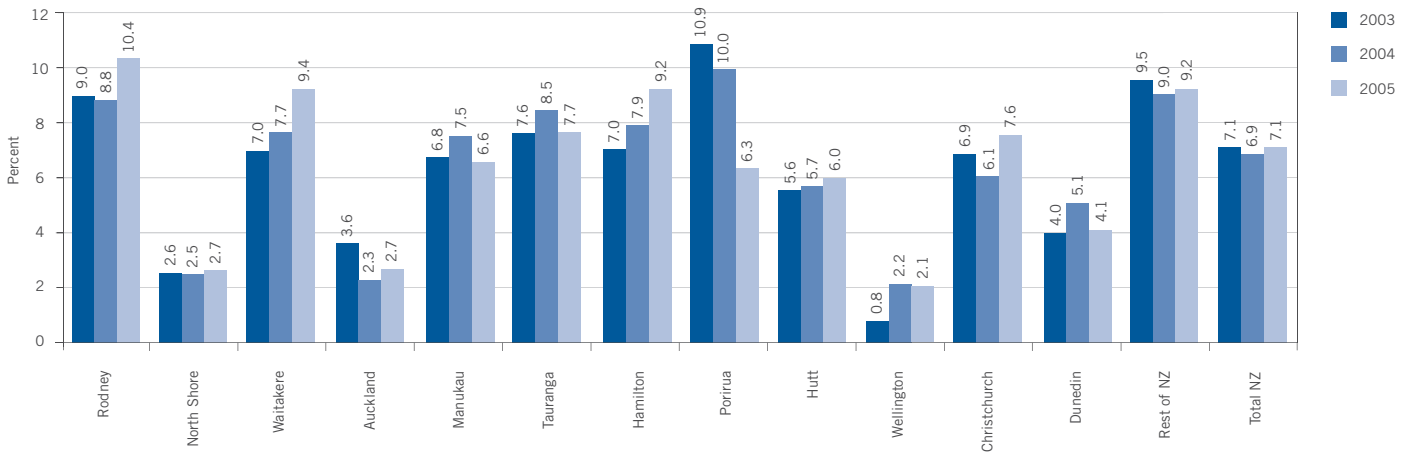
School participation continued

Percentage of students under 16 years who have an early leaving exemption

This measure shows the percentage of students under the age of 16 years who have received an early leaving certificate. School is compulsory for all students aged between six and 16 years.

However, parents of students aged 15 years may apply for an exemption from schooling on the basis of educational problems, conduct or the unlikelihood of the student gaining benefit from attending available schools.¹³

Percentage of students receiving an early leaving exemption (2003 to 2005)



Data source: Ministry of Education

Nationally, the percentage of students receiving an early leaving exemption remained stable from 2003 to 2005.

Looking at the 12 cities, there was an increase in the percentage of students under 16 years of age who received early leaving certificates in Rodney, Waitakere and Hamilton. Declines were seen in North Shore and Auckland.

There were low percentages of students receiving early leaving certificates in North Shore, Auckland and Wellington.

Nationally, a higher percentage (15.8% in 2005) of Maori students received early leaving certificates than other ethnicities.

There is a clear correlation between socio-economic factors and early leaving exemption rates. Lower decile schools (that draw students from communities with the highest levels of socio-economic disadvantage) have a higher rate of early leaving exemptions than higher decile schools.¹⁴

There is also a strong correlation between early school leavers and unemployment and/or lower incomes, which in turn are generally related to poverty and dependence on welfare.¹⁵



Qualification levels

2. Knowledge and skills

- There has been a notable increase throughout New Zealand of people with a vocational or degree qualification.
- Nationally, there has been a decline in the percentage of school leavers with low attainment.
- In New Zealand, almost a quarter of school leavers do not have National Certificate of Educational Achievement (NCEA) level one credits in literacy and numeracy.

What this is about

Individual and community levels of education have a strong positive association with a range of economic and social benefits. Measuring the qualification levels of a city's population aged 15 years and over helps to identify the job readiness of the future labour force. An educated population adds to the vibrancy and creativity of a city and is needed for a city to remain competitive in the global economy. Measures used to assess this indicator are:

- Highest level of qualification gained
- School leavers with low attainment
- Percentage of students who leave school without core literacy and numeracy credits, NCEA level one.

What did we find?

Highest level of qualification gained

This measure shows the highest level of qualification gained within the population aged 15 years and over. Highest qualification refers to school qualifications, post-school qualifications (degree and vocational) and no qualification (including still at school).

Percentage of population aged 15 years and over within highest qualification categories (2001, 2006)

	No qualification %		School %		Vocational %		Degree %		Not elsewhere included %	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
Rodney	22.9	20.9	37.1	33.5	18.9	25	7.1	11.1	14.0	9.5
North Shore	14.7	12.9	41.6	36.4	19.3	22.7	14.6	21.3	9.9	6.7
Waitakere	22.8	21.1	37.9	33.4	16.5	20.6	8.1	13.0	14.9	11.9
Auckland	14.7	13.4	35.7	31.4	15.8	18.2	19.5	26.1	14.3	10.9
Manukau	24.4	23.2	36.6	33.4	15.1	18.9	7.4	11.2	16.5	13.2
Hamilton	21.8	20.0	35.5	31.7	18.7	21.8	12.5	16.8	11.4	9.8
Tauranga	25.6	23.9	33.9	30.4	19.6	25.6	6.4	10.2	14.6	9.8
Porirua	24.7	22.8	35.0	31.0	32.6	21.3	17.4	12.9	9.2	12.0
Hutt	23.4	22.7	34.8	31.8	18.4	22.3	11.1	14.8	12.3	8.5
Wellington	11.6	10.5	34.8	31.0	17.4	18.8	26.7	32.9	9.6	6.9
Christchurch	22.8	21.4	36.0	33.0	17.8	21.7	11.2	15.3	12.1	8.6
Dunedin	21.5	19.5	36.1	34.2	17.5	20.5	13.2	17.1	11.8	8.8
Total 12 cities	19.9	19.3	36.4	33.0	17.6	20.8	13.6	16.6	12.9	10.3
Rest of NZ	28.5	26.3	32	29.4	17.6	22.6	5.9	11.0	15.5	10.5
Total NZ	23.7	22.4	34.5	31.4	17.6	21.6	10.1	14.2	14.1	10.4

Data source: Statistics New Zealand, Census 2001, 2006

Qualification levels continued

Throughout New Zealand there was a notable increase in people with a vocational or degree qualification. Part of this increase may be accounted for by the decrease in the percentage of people in 'not elsewhere included' categorisations.

Nationally, there was a small decline in the percentage of the population with no qualifications.

The decline in the percentage of the population with school qualifications was offset by the increase in those with vocational qualifications.

The percentage of people with qualifications in the 12 cities was higher than for the rest of New Zealand. Differences occurred across the 12 cities with Tauranga, Manukau, Porirua and Hutt respectively having high percentages of people without qualifications.

Larger differences in the percentage of people with degree qualifications were apparent between cities, ranging from 32.9% for Wellington to 10.2% for Tauranga. The cities with the largest percentage change from 2001 to 2006 were North Shore, Auckland and Wellington.

Educational qualifications are linked to labour force status and an individual's income level. According to a 2005 Organisation for Economic Co-operation and Development (OECD) report, New Zealand salary and wage earners with a bachelor's degree or higher earn 95.0% more per hour on average than those with no qualification.¹⁶

School leavers with low attainment

This measure shows the percentage of school leavers with low educational attainment from 2003 to 2006.¹⁷

Nationally, there was a decline in the percentage of school leavers with low attainment, from 15.3% in 2003 to 11.1% in 2006.

Cities that saw consistent declines in low attaining school leavers were Manukau, Tauranga, Hutt and Dunedin.

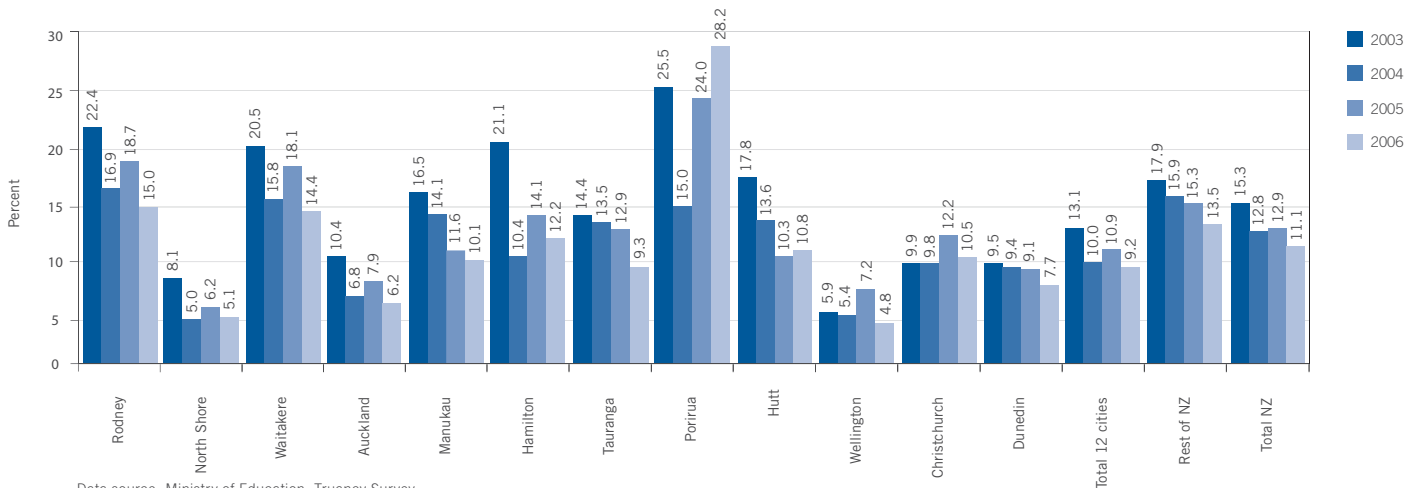
The highest percentage of school leavers with low attainment in 2006 was seen in Porirua (28.2%) and the lowest percentage in Wellington (4.8%). However, it should be noted that Porirua had a low number of school leavers compared to the other cities and this may have had an impact on figures.

Male students were more likely to leave school with little or no formal attainment than female students.

Maori students had the largest proportion of school leavers with little or no formal attainment.

There is a link between low educational attainment or lack of qualifications and unemployment. In New Zealand in 2005, people with no qualifications had an unemployment rate more than 50.0% higher than those whose highest qualification was a school qualification.¹⁸

Percentage of school leavers with low attainment (2003 to 2006)



16 OECD. (2005). *Education at a Glance: OECD Indicators 2005*. Paris: OECD. Cited in Ministry of Education. (2007). *School Leavers with No Qualifications*.

17 Low attainment in the period 2002 to 2004 was defined as those school leavers with no qualifications or one to 13 credits at any NCEA level.

18 Ministry of Education. (2007). *School Leavers with No Qualifications*.

2. Knowledge and skills

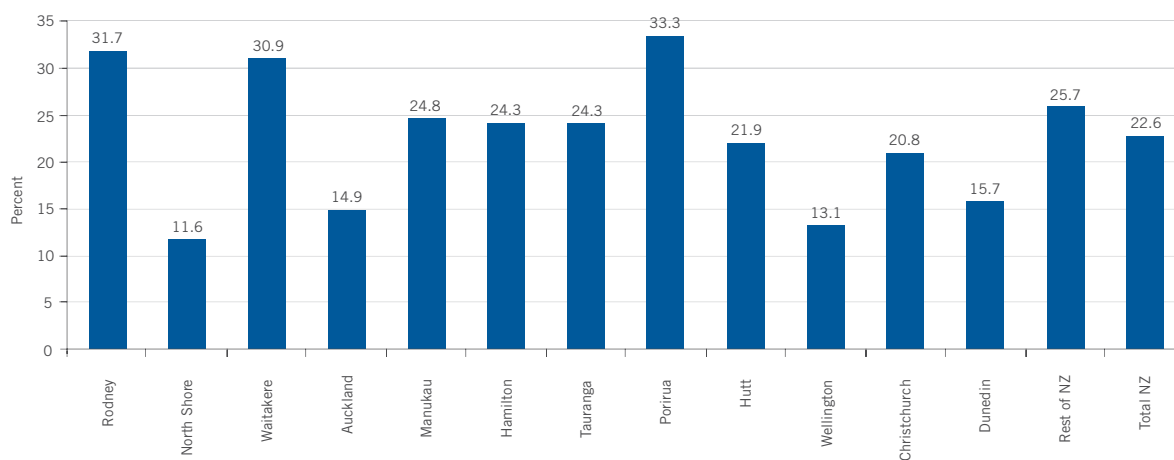
Percentage of students who leave school without core literacy and numeracy credits, NCEA level one

This measure shows the percentage of students who leave school without core literacy and numeracy credits for 2005.¹⁹

Nationally, 22.6% of school leavers in New Zealand left school without having NCEA level one credits in literacy and numeracy. This was lower than the rest of New Zealand (25.7%).

Of the 12 cities, Porirua had the highest rate of school leavers without basic literacy and numeracy skills (33.3%). North Shore had the lowest rate (11.6%).

Percentage of school leavers without literacy and numeracy credits for NCEA level one (2005)



Data source: Ministry of Education, Truancy Survey



¹⁹ Comparison with previous years is not possible due to methodological issues with the way the data was collected.

Skill and job match

- The majority of New Zealand residents say they use their work skills, training and experience in their current jobs.
- Nationally, those in professional occupations have the highest percentage of masters and doctorate degrees.

What this is about

Those with higher education levels are more likely to participate in the labour market, face lower risks of unemployment, have greater access to further training and receive higher earnings, on average.²⁰

Movements in the relative measures of unemployment can reflect changes in the relative labour market value of particular skills and levels of education and changes in the skill requirements of the overall economy. The matching of individuals' skills and education level to the labour market will also reflect this.

Measures used to assess this indicator are:

- Perceptions of current job using work skills, training and experience
- Highest qualification by occupational grouping.

What did we find?

Perceptions of current job using work skills, training and experience

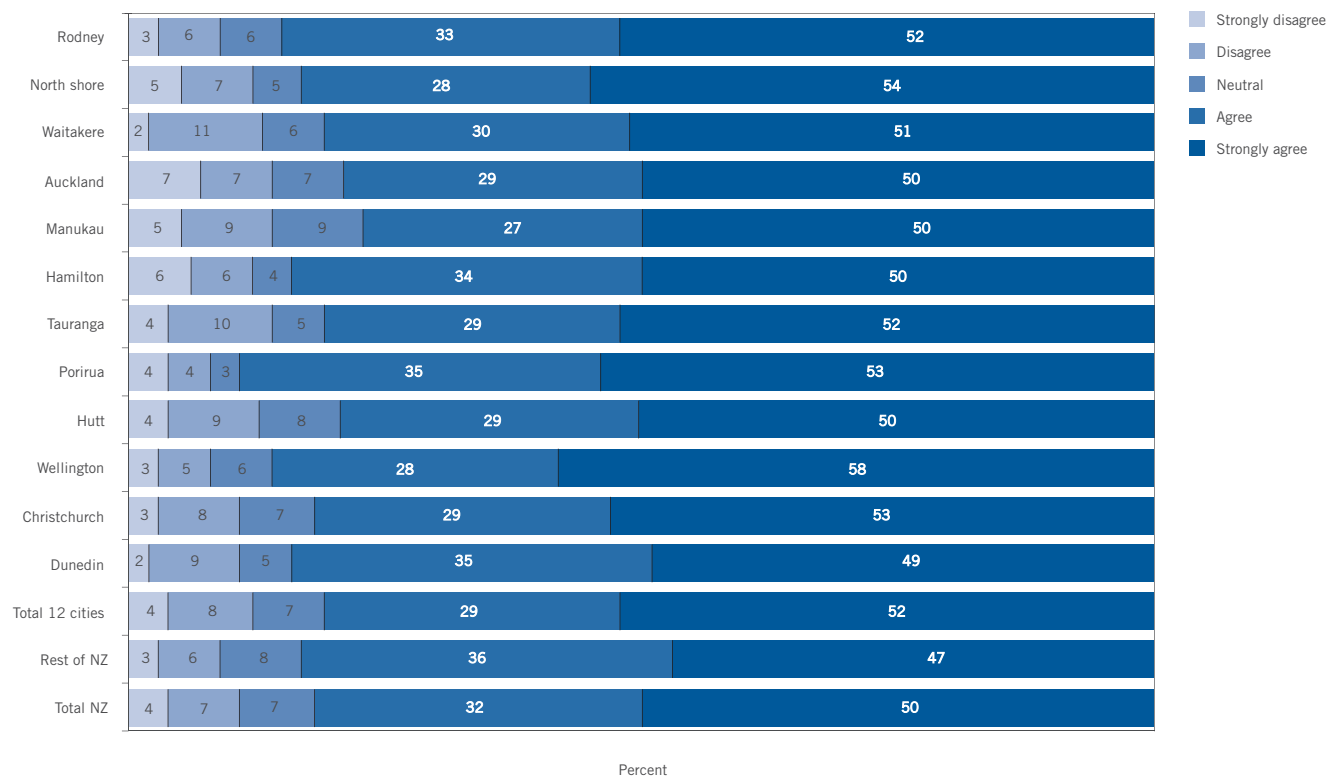
The majority of New Zealand residents felt they were using their work skills, training and experience in their current jobs. A small percentage (11.0%) felt that they were not.

Those living in the 12 cities were more likely to feel they were using their work skills, training and experience than those living in the rest of New Zealand.

Differences were apparent between cities, with Porirua residents most likely to agree (88.0%) and Manukau residents least likely (77.0%).

Nationally, those of Asian/Indian descent were more likely to feel they were not using their work skills in their current job.

Perceptions of current job using work skills, training and experience (2004)



Data source: Quality of Life Survey 2004

20 Ministry of Education. (2007). *Unemployment Rates by Highest Qualification*.

2. Knowledge and skills



Highest qualification by occupational grouping

This measure shows the percentage of the New Zealand population over 15 years within highest qualification categories by occupational grouping.

Percentage of New Zealand population aged 15 years and over within highest qualification categories, by occupation (2001, 2006)

	No qualification %		School %		Vocational %		Degree %		Not elsewhere included %	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
Legislators, Administrators and Managers	14.3	11.8	41.0	36.3	22.8	26.7	17.9	23.3	4.1	2.0
Professionals	2.5	2.3	15.3	12.4	32.1	27.3	48.7	57.3	1.4	0.7
Technicians and Associate Professionals	9.7	9.2	38.5	33.5	31.3	32.5	17.3	22.8	3.3	2.0
Clerks	16.6	15.3	53.9	49.1	17.0	20.3	8.3	12.8	4.2	2.5
Service and Sales Workers	21.6	20.5	48.2	44.9	19.0	23.6	4.5	7.1	6.5	4.0
Agriculture and Fishery Workers	30.6	29.5	38.6	36.3	18.4	23.1	4.4	6.7	8.0	4.4
Trades Workers	21.2	19.3	31.3	26.7	38.2	47.9	1.4	2.2	7.9	3.8
Plant and Machine Operators and Assemblers	40.7	40.0	34.1	31.4	12.8	19.1	1.9	3.0	10.4	6.6
Labourers and Related Elementary Service Workers	40.5	39.3	37.3	35.4	10.3	15.2	2.1	3.8	9.8	6.4
Not Elsewhere Included	20.8	22.4	26.5	26.3	9.4	14.8	5.5	9.5	37.8	27.1
Total	19.4	17.9	37.2	33.2	22.4	26.0	13.6	18.5	7.3	4.5

Data source: Statistics New Zealand, Census 2001, 2006

Nationally, those in professional occupations had the highest percentage of degree and higher qualifications.

A higher percentage of professionals had no qualification in the rest of New Zealand compared to the 12 cities. There was a smaller percentage of plant and machine operators without a qualification in the 12 cities compared to the rest of New Zealand. Some differences were apparent in qualifications by occupation across the 12 cities. In 2006 Wellington had the highest percentage of professionals with a bachelor degree or higher. Porirua had the highest proportion of professionals without a qualification.

There has been an increase in the percentage of people in the Plant and Machine Operators and Assemblers category from 2001 to 2006. While there was a percentage of people with degrees within this category, overall the category had the highest percentage of those without a qualification.

Across the 12 cities, Hutt had the highest percentage of Plant and Machine Operators and Assemblers (41.7%) without a qualification and North Shore had the lowest (25.7%).

Skill and job match continued

Percentage of people by selected grouped highest qualification for those in professional and plant and machine operators and assemblers occupational categories (2001, 2006)

	Professionals				Plant and Machine Operators and Assemblers			
	No qualification		Bachelor degree or higher		No qualification		Bachelor degree or higher	
	2001	2006	2001	2006	2001	2006	2001	2006
Rodney	3.2	2.2	38.1	47.7	37.9	37.6	1.9	1.8
North Shore	1.7	1.6	49.6	58.9	29.0	25.7	5.7	9.6
Waitakere	3.3	2.9	40.8	51.3	38.8	37.6	2.0	4.2
Auckland	1.2	1.0	62.1	70.4	31.0	30.2	5.5	9.8
Manukau	3.2	2.9	40.1	50.3	40.3	38.8	1.8	3.8
Hamilton	2.6	2.8	42.1	51.3	42.5	41.0	1.1	4.0
Tauranga	2.1	1.8	57.7	61.4	39.4	37.8	2.7	1.8
Porirua	2.9	3.0	41.9	51.0	43.8	41.3	1.5	1.5
Hutt	2.8	2.5	47.1	54.3	43.2	41.7	1.5	2.3
Wellington	0.9	0.8	65.9	72.7	30.8	27.6	5.4	8.0
Christchurch	2.2	1.7	49.9	58.1	40.0	38.3	2.5	3.7
Dunedin	2.0	1.7	58.8	65.4	40.0	39.3	2.0	2.9
Total 12 cities	1.9	1.7	53.4	61.5	37.9	36.5	2.9	4.8
Rest of NZ	3.6	3.3	40.1	49.2	43.1	42.8	1.1	1.5
Total NZ	2.5	2.3	48.7	57.3	40.7	40.0	1.9	3.0

Data source: Statistics New Zealand, Census 2001, 2006

The percentage of all New Zealanders without a qualification declined from 2001 to 2006. There was a corresponding increase over the same period of people in the Plant and Machine Operators and Assemblers category (which has the highest percentage of people without qualifications) having a bachelor degree or higher. This increase was marked in Auckland and North Shore.



Career training

2. Knowledge and skills

- There has been an increase both nationally and in the 12 cities, in the number of active trainees in industrial training and modern apprenticeships.

What this is about

Industry training and modern apprenticeships have an important role to play in both the education sector and the economy. The presence of this training provides an opportunity for individuals to learn skills in areas where a demand exists. The benefits of this training are both to the individual and to the industry. There is also benefit to the economy as a whole.²¹ Industry training concentrates on workplace learning that raises skills and boosts competitive advantage for businesses.²²

Workplace training can be on-job, off-job by a registered training provider, or a combination of both. There are 40 Industry Training Organisations throughout the country, established by particular industries or groups of industries.²³

Industry training is also delivered through the Modern Apprenticeship scheme, which is designed to complement and build on existing work based industry training. Modern apprenticeships are targeted at young people aged 16 to 21 years on entry, although a provision may be made for older people seeking a change in career.²⁴ Measures used to assess career training are:

- Number and rate of people undertaking industry based training
- Number and rate of people undertaking modern apprenticeships.

What did we find?

Number and rate of people undertaking industry based training

This measure shows the number and rate of active trainees in industry training in 2004 and 2006.²⁵

Number and rate per 1,000 population 15 years and over, of active trainees in industry training (2004, 2006)²⁶

	2004		2006	
	Number	Rate	Number	Rate
Rodney	1,006	17.1	788	11.3
North Shore	1,798	12.3	2,363	14.3
Waitakere	1,506	11.9	1,678	11.8
Auckland	14,977	50.7	18,207	55.4
Manukau	3,408	16.5	3,508	14.5
Hamilton	3,733	41.5	4,915	48.7
Tauranga	1,980	27.8	8,731	33.3
Porirua	645	18.9	788	22.0
Hutt	1,956	27.0	2,250	29.9
Wellington	4,399	33.0	6,157	41.7
Christchurch	8,748	33.5	11,377	40.2
Dunedin	2,612	28.0	3,420	34.6
Total 12 cities	46,768	29.4	58,663	33.1
Rest of NZ	55,502	42.7	64,586	46.5
Total NZ	102,270	35.4	123,249	39.0

Data source: Tertiary Education Commission

21 New Zealand Institute of Economic Research. (2004). *Industry Training and Productivity*.

22,23 Tertiary Education Commission. www.tec.govt.nz

24 Ministry of Education. (2007). *Participation in Industry Training*.

25 A trainee is counted as **active** if they had not completed their programme before or on 31 December of the relevant year. A trainee is counted as **enrolled** if they began a programme in the relevant year, regardless of whether or not they continued, or how long they remained enrolled in the programme. The number of trainees is a count of people and includes modern apprentices. A distinct trainee may be counted more than once if they have changed region or territorial local authority during the duration of their programme (i.e. they will be counted in each).

26 Industry Trainee data includes Modern Apprenticeship data.

Career training continued

Nationally, there was a 20,979 increase in the number of active trainees from 2004 to 2006. The majority of this increase was within the 12 cities.

Large increases were seen in Auckland and Christchurch, with Auckland trainee numbers increasing by 3,230 and Christchurch numbers increasing by 2,629.

Nationally, large increases were seen in the following industry training organisations: Hospitality and Standards, Community Support Services, Building and Construction, New Zealand Industry Training Organisation (NZITO) and Seafood. Declines were present in the areas of Forestry, Flooring and Furniture.

COMPETENZ²⁷ remains the largest industry training organisation in the 12 cities, with 8,985 active trainees across the cities in 2006. Across the cities large numbers of trainees are also seen in Hospitality standards, Electrotechnology and Building and Construction.

Proportionally, Wellington had the largest increase in industry trainees between 2004 and 2006. Manukau had the smallest increase.

Industries with the largest increases nationally and in the 12 cities were Fire and Rescue and Building Services Contractors.

There were increases across all ethnic groups with the largest percentage increase in the 'Other' ethnicity category.

Number and rate per 1,000 population 15 years and over, of active modern apprenticeships (2004, 2006)

	2004		2006	
	Number	Rate	Number	Rate
Rodney	117	2.0	116	1.7
North Shore	208	1.4	297	1.8
Waitakere	198	1.6	236	1.7
Auckland	721	2.4	1,145	3.5
Manukau	255	1.2	301	1.2
Hamilton	318	3.5	420	4.2
Tauranga	264	3.7	319	3.9
Porirua	42	1.2	48	1.3
Hutt	83	1.1	104	1.4
Wellington	146	1.1	278	1.9
Christchurch	547	2.1	706	2.5
Dunedin	195	2.1	268	2.7
Total 12 cities	3,094	1.9	4,238	2.4
Rest of NZ	4,175	3.2	5,228	3.8
Total NZ	7,269	2.5	9,466	3.0

Data source: Tertiary Education Commission

Nationally, as well as in the 12 cities and the rest of New Zealand, there was an increase in the number of modern apprenticeships. In 2006, the highest participation nationally was for Building and Construction apprenticeships (1,435), followed by Engineering (1,403).

The rate of modern apprenticeships has increased since 2004 across New Zealand. The rest of New Zealand had a higher rate (3.8 per 1,000 population) than the 12 cities (2.4 per 1,000 population) in 2006.

Hamilton had the highest modern apprenticeship rate of the 12 cities with 4.2 per 1,000 population 15 years and over. Manukau had the lowest with 1.2 modern apprenticeships per 1,000.

Across the 12 cities, the Building and Construction, Engineering and Motor Engineering fields had the highest number of trainees. The largest growth, both nationally and for the 12 cities, was in Road Transport and Plumbing and Extractives.²⁸

There were increases in apprenticeship participation across all ethnic groups, both nationally and in the 12 cities, with the largest percentage increase in the 'Other' ethnicity category.

27 COMPETENZ includes training in the following industries: Food and Beverage Processing, Engineering, Refrigeration, Heating, Air Conditioning, Locksmithing, Fire Alarms and Protection Systems.

28 Caution needs to be taken when looking at these increases however as many of these apprenticeships have small numbers of trainees.