

MODERN APPRENTICESHIPS

An examination of the current challenges and opportunities facing
the Modern Apprenticeships Programme in New Zealand.

Mayors Taskforce for Jobs

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Executive Summary

The Mayors Taskforce for Jobs commissioned this research paper as part of the strategy to achieve their goal that “all young people under 25 years be engaged in appropriate education, training, work or other activities that contribute to their long-term economic independence and well-being”. This piece of work sits amongst a range of planned activities and initiatives being undertaken in 2009/2010 to improve support systems and outcomes for young people in critical times of transition (from school, training and employment) in an environment of economic recession that further serves to make young people an even more vulnerable group within the labour market.

This paper reviews the Modern Apprenticeships programme, which is a ‘flagship’ Government initiative aimed at re-building the Trades and workplace learning for young people aged 16-21 years. The programme goals can be defined as providing young people with high quality training and nationally recognised qualifications and secondly; a means to address skill shortages. However, whilst the programme has increased industry training numbers since 2001 and produced over six thousand graduates, there remains a disparity of participants with over 90% of participants identifying as male and 76% as Pakeha/European. This disproportion of numbers based on gender and ethnicity indicates a number of barriers to access and participation, as do ‘completion’ rates which on average have not peaked over 39%.

So within this context, the research aims were to:

- Examine the various challenges across various industries, with a particular focus on those industries with consistently low completion rates;
- Provide an overview of the ‘keys’ to success to enable greater participation and completion rates of those aged 16-21 engaged in the Modern Apprenticeships programme; and
- Provide examples of successes and what is working around New Zealand in order to provide effective working models that could be piloted in other communities in order to positively influence completion rates and improve access to the Modern Apprenticeships programme.

This summary highlights the findings of the research:

- That the Modern Apprenticeships programme has contributed to the increase of industry trainees and is addressing skill shortages in the trades, but is a programme marred by disparate numbers based on gender and ethnicity.
- Current participation levels of those ‘under-represented’ are unacceptable and illustrate programme design and delivery inadequacies to address barriers to access, participation and completion. Furthermore, there is a distinct opportunity for the Co-ordination process to provide a more effective mechanism for young people to access to the programme and support.
- That current ‘completion’ rates are not entirely the fault of ‘life-stage’ choices by young people but symptomatic of programme design and delivery of support by industry, the workplace and Modern Apprenticeships Co-ordinators.

- The culture of industry toward ‘workplace diversity’ needs to be challenged.
- Increased support needs to be applied to areas of low completion rates by industry.
- Increased education and training needs to be applied to ensure Co-ordinators are skilled in ‘mentoring’ and supporting young people.

That the keys to success are not the only ingredients to procure success but have emerged as factors that positively influence and lift community expectation and results. They are based on the following principles:

- Effective co-ordination is able to be improved in the ‘short to medium’ term by revisiting the ‘quality and quantity of intervention and support’ provided by Modern Apprentice Co-ordinators.
- Specific ‘keys to success’ have been found in the case study examples which provide different models of support and mentoring, but illustrate similar drivers:
 - i. They are ‘Young-people’ centred;
 - ii. They are ‘Real’ and credible;
 - iii. They are ‘Relational’ and belong to the community they work in;
 - iv. They think ‘outside the square’ and go the extra mile; and
 - v. They have ‘raised expectations’ for those they work with.

Recommendations have also been included to address these issues at both strategic and local levels to improve access, retention and completion of Modern Apprenticeships across thematic lines discussed in the paper.

Recommendations

These specific recommendations are divided into two groups; those requiring immediate action and those requiring medium to long-term focus. **The following table illustrates those actions requiring immediate action:**

Recommendation	Intervention Logic
Review all Modern Apprenticeships Co-ordinator contracts in line with the key factors for success highlighted in this report.	Contractual obligations shape behaviour and encourage particular outcomes.
Change the Modern Apprenticeships Co-ordinator contract criteria to include a % completion target.	Improving current completion rates is a high priority for all stakeholders and investors; therefore the inclusion of % based targets provides an incentive.
Reserve a % of contracts for Apprenticeship Trusts and other community driven solutions, based on geography rather than industry.	Community-driven initiatives provide additional strengths and protective factors to the programme enabling greater support because they are collaborative in nature and have a vested interest in the young person qualifying and contributing within the community.

Recommendation	Intervention Logic
Target high risk industries ¹ with traditionally low completion rates, to provide extra support and incentives to improve retention and completion rates.	Increasing the quantity and quality of support to young people and employers where industry conditions are particularly harsh and young people are at risk of flight may pre-empt personal and workplace issues escalating through effective communication and problem-solving.
Target successful industries with very low diversity to address gender and ethnicity discrepancies by applying additional support.	Whilst industry culture and diversity is unlikely to change overnight, the signal from the Tertiary education sector should be that additional support is essential to educate and facilitate effective diversity policies that are real and transformative.
Deliver a national symposium/hui for all Modern Apprenticeships Co-ordinators to identify best practice, attend training and enhance networks.	Sharing best practice, provision of workforce development training and networking opportunities will enhance the necessary tools and relationships required to be an effective professional in the sector.

Medium to Long-term Recommendations

The following recommendations in relation to the thematic analysis and challenge are as follows:

THEME	RECOMMENDATION	AREA OF FOCUS
Programme design, Operational issues and Completion rates	Review and take action on the anomalies in 'completion rate' results across Co-ordinating organisations, with particular concern around the performance of some ITO Co-ordinators.	Raising completion rates
Programme design, Operational issues and Completion rates	Review the 'tracking' system used in measuring completions to reduce distortions. Track the 'individual' over time not the training plan.	Raising completion rates
Programme design, Operational issues and Completion rates	The accountability measures in place for Co-ordinators and their organisations require national 'quality' standards to be measured (and addressed if not met). It is clearly not working for Co-ordinating Organisations to manage this given the disparate results.	Accountability and reporting

¹ High-risk is those industries with high numbers of transient youth, poor conditions and low completion rates.

THEME	RECOMMENDATION	AREA OF FOCUS
Programme design, Operational issues and Completion rates	Re-visit the appointment criteria for Co-ordinators, to ensure appointments have an understanding and desire to mentor and support young people. Industry experience does not always translate into effective facilitation and support.	Promoting quality mentoring
Programme design, Operational issues and Completion rates	To further promote the key purpose of the Co-ordinator role as the mechanism for young people to access, effectively participate and complete the programme.	Promoting quality mentoring
Representation Issues	Review current structural and operational barriers that contribute to the continued under-representation of young people by gender, ethnicity and ability.	Internal review
Representation Issues	Review the 'age-cap' and 'support levels' for those under-represented based on culturally appropriate methodology and evidenced-based research to examine cultural differences and the Trades.	Change, based on evidence-based research
Representation Issues	Review current literature and recommendations based on the under-representation by gender in the Trades particularly the HRC (2003) and MOW (2008) reports ² .	Change, based on evidence-based research
Representation Issues	Review key messages with Co-ordinators, ITOs and employers to ensure a deeper understanding of the benefits of workplace diversity. Actively market these messages.	Strengthening the sector
Representation Issues	The introduction of incentives for Co-ordinators who carry high-risk Modern Apprentices and for those who actively work with those under-represented groups to: recruit, retain and complete the programme. An assessment of the young person should be undertaken to assign additional support based on level of need.	Strengthening the sector
The nature of young people	There needs to be a continued focus on building a deeper understanding of the scope and opportunities available with the Modern Apprenticeship programme with young people, their families and with schools.	Building better understanding of pathway choices for young people

² See References p49

THEME	RECOMMENDATION	AREA OF FOCUS
The nature of young people	Provision of compulsory specialised 'youth development and mentoring' training for Co-ordinators	Encourage 'youth development' approach
The nature of young people	Provide an increase in education and support for those Modern Apprentices with literacy and numeracy issues (i.e. study nights, exam support and support to aid understanding in the workplace) taking into account rural needs and access to services.	Increased support for young people
The nature of young people	Increased support for 'study skills' which includes: how to make notes, how to retain information and how to prepare for exams.	Increased support for young people
Industry, Employers, recruitment and retention of young people	Further investigate and invest in establishment of models (based on Case Study examples) in industry areas where retention and completion are consistently low.	Increased support for young people in order to challenge culture and practice within certain industries
Industry, Employers, recruitment and retention of young people	Further investigate, and invest in establishment of models (based on Case Study examples) in industry areas where access and participation levels have under-representation of young people based on gender and ethnicity.	Increased support for young people in order to challenge culture and practice within certain industries
Industry, Employers, recruitment and retention of young people	Increased communication of key messages challenging cultural practice within certain industries	Marketing and labour market strategy
Industry, Employers, recruitment and retention of young people	Continue to foster 'key' relationships in the community, in the workplace and with potential employers.	Relationship management
Industry, Employers, recruitment and retention of young people	Continue to support initiatives that support improved career advice and support to young people investigating career pathways.	Careers support and advice
Tension between ITOs and other Co-ordinators	Address the tension between ITOs and other Co-ordinators by further defining roles and responsibilities. Promote examples of collaboration and successful partnerships (such as the case Studies appended)	Marketing and role-modelling
Tension between ITOs and other Co-ordinators	Facilitate the opportunity to share 'best practice', administer training and network amongst Co-ordinators by providing a national hui/symposium.	Skill enhancement, networking and forum to address issues.

Methodology

As outlined above, the aim of this project was to examine the current challenges facing the Modern Apprenticeships programme and identify successful models used to tackle the issues. On completion of the literature review it became necessary to focus on the lynchpin of programme design and success, the effect of Modern Apprenticeships Co-ordinators.

In the context of other key reviews of the programme and the timeframe for this research, the project deliberately focussed on Modern Apprentice Co-ordinators, obtaining their views, experiences, challenges and successes in order to derive themes and principled behaviour. Jeffcoat (2006), Mahoney (2009) and Vaughn et al (2008) and the range of literature reviewed were used as reference points in the analysis.

The team used a 'qualitative' approach to address the research questions:

1. What are the challenges facing the programme?
2. What influences completions and participation?
3. What constitutes effective support of Modern Apprentices?
4. What areas require improvement?
5. How can areas of under-representation be addressed and improved?
6. What would the 'ultimate' programme support model look like?

In selecting participants, all 34 Industry - Modern Apprenticeships Co-ordinating representatives were contacted. Of these, fifteen responded and thirteen actively participated in feedback and in-depth interviews. Respondents were representatives of all types of Co-ordinating organisations: Private Training Establishments, Industry Training Organisations, Tertiary Education Institutes and others.

Survey forms and interviews were used to elicit participants' perspectives and views on the programme (Appendix 4). The data was then sorted as themes emerged and accordingly analysed.

The process and results are meant to be pragmatic and emancipatory, providing a pathway forward for communities who wish to positively affect participation and completion levels locally and nationally. The process used was also to highlight areas that stakeholders need to work on collectively and collaboratively to affect change.

The Research Team was Bry Kopu (The BMK Group Ltd), Jan Francis and Mo Petit (Mayors Taskforce for Jobs), Marcus Akuhata-Brown (Tukaha Global Consultancy Ltd) and Manu Caddie (Ahi International Ltd). Whilst Ms Kopu undertook all of the investigatory work the over-arching team provided awhi, support and advice throughout the process.

Acknowledgements: The team would sincerely like to thank Te Puni Kōkiri and all of those who agreed to participate in this project. The generosity in sharing ideas and experience enabled a greater understanding of the challenges and passion many of you have for the roles you do. Thank you.

Introduction: Understanding Modern Apprenticeships

Modern Apprenticeships is a work-based education initiative that is promoted as combining the apprenticeship tradition with the latest thinking in workplace learning.³ Administered by the Tertiary Education Commission Te Amorangi Maatauranga Matua (TEC) the programme is aimed primarily at young people aged 16-21 years who are seeking both employment and the opportunity to gain a nationally recognised qualification.

The Background:

The background driver for the establishment of the Modern Apprenticeships programme in 2000 and national roll out in 2001 was in response to a notable under-representation of young people engaging in industry training. The Industry Training Act (1992) was introduced to advance previous systems and apprenticeships by increasing the quality, quantity and relevance of structured industry training⁴. However, by the turn of the century it had failed to effectively engage young people, with only 10% of the 56,000 industry trainees aged between 16-19 years and 24% aged 20 to 24 years.⁵

At that time barriers impinging on young peoples' access to industry training were identified as: 'employer resistance' to hiring young people, public perception that the 'old' apprenticeships system had disappeared altogether⁶, and that the training support systems at the time were insufficient for young people engaged in workplace learning.⁷

The Latest Figures

As at 31 December 2008, there were a total of 12,149 Modern Apprentices nationwide. This is 1,299 or 10.7% more than there were at the same time in 2007.

A total of 6,267 Modern Apprentices have successfully completed their apprenticeships since the programme began in 2000, with each graduate gaining at least one National Certificate at level 3 or 4 on the National Qualifications Framework.

There were also 34 participating industry groups.

Source: Tertiary Education Commission (2009)

³ Retrieved September 2009, <http://www.tec.govt.nz/templates/standard.aspx?id=473>, Industry Training Statistics (2009)

⁴ Jeffcoat, p 13, The Act also placed The National Qualifications Framework and Industry Training Organisations as key lynchpins of the industry training strategy.

⁵ *Ibid.*

⁶ *Ibid.* Informed by the Cabinet Economic Development Committee paper, DEV (00) 4, 24 February 2000.

⁷ Mahoney (2009), p6.

KEY MESSAGES from TEC

The purpose of the Modern Apprenticeships Programme is to provide a means for young people to access high quality, mentored, employment-based education and training towards national qualifications at levels 3 or 4 on the National Qualifications Framework.

Modern Apprenticeships co-ordination is a mechanism for young people to access Modern Apprenticeships and for encouraging employers to take on young people as Modern Apprentices.

Source: Modern Apprenticeships Programme Manual for Co-ordinators (Feb, 2008)

So, it is within that context that the Modern Apprenticeship Programme was legislated⁸ and then developed to address industry gaps. Key features include:

- High value, quality workplace learning
- Targeted primarily at 16-21 year olds
- Based on industry training agreement and an individualised training plan, signed by the employer, apprentice and Co-ordinator
- Leads to national qualifications in a wide range of industries at levels 3 and 4 of the National Qualifications Framework.
- Covers both industry-specific and generic skills
- Grows the apprenticeship concept beyond the traditional industries
- Complements existing tertiary education and industry training options
- Supported by Modern Apprenticeships Co-ordinators⁹

What distinguishes the Modern Apprenticeship programme from other Industry Training?

The Modern Apprenticeship programme sits under the umbrella of 'industry training', which seems to lead to some confusion between Modern Apprenticeships and Industry Trainees within the community.¹⁰ Whilst both pathways have similar goals, use tools such as training plans and require employer commitment, it is only the Modern Apprenticeships programme that has specialised Co-ordination support for young people.

The Modern Apprenticeship Coordination services are contracted out on an annual basis by the Tertiary Education Commission (TEC) to either an: Industry Training Organisation (ITO), Private Training Establishment (PTE), Tertiary Education Institute (TEI), or other organisation (such as an NGO).

⁸ The Modern Apprenticeship Training Act, 2000, commenced 01 January 2001.

⁹ TEC: Modern Apprenticeships Co-ordinator Manual. (February 2008)

¹⁰ This was a common discussion point with the interview participants participating in this paper and is also noted in Jeffcoat (2006) Confusion was found to lie mainly with trainees themselves, employers, schools and with the wider public largely because of the complex nature of the training environment.

Modern Apprenticeships Co-ordinators facilitate the Modern Apprenticeships process.

The role of a Modern Apprenticeships Co-ordinator

All Modern apprenticeships Co-ordinators (Co-ordinators) are required to facilitate the Modern Apprenticeships process, *specifically* by providing the services listed below:

Table 1: Key responsibilities of Co-ordinators¹¹:

Specific task	Purpose
Marketing and Promotion	Undertake local marketing i.e. schools, employers and apprentices
Recruiting and Screening	Assist employers with potential Modern Apprentices
Support the Training Activity	To support achievement of credit and national certificate achievement (via developing and monitoring training plans, liaison with key stakeholders, support on and off-job training)
Visit each Employer and Modern Apprentice	To provide support <i>at least</i> once every quarter (@ 3 month intervals) and more often if required
Mentoring and Problem-solving	To mentor Modern Apprentices and support and assist in problem-solving process for employers and Modern Apprentices
Work collaboratively	To provide a professional and well-rounded service
Address Key skills	Identify areas of support and additional training
Facilitate opportunities	For under-represented groups

¹¹ Based on information within the Modern Apprenticeships Co-ordinator Manual (February 2008)

Quality is strongly influenced by the Modern Apprenticeships Co-ordinator.

Young people, Pacific and Maori peoples and those in Auckland are most affected by current economic downturn.

Research reveals, the quality and value-added by the coordinator role varies across industry and is strongly influenced by the individual MAC themselves (Jeffcoat, 2006, see also OECD Report, 2008 and Mahoney, 2009). Areas of weakness have been identified within the research process and include:

- Recruitment process
- Perception of duplication
- Quality of interventions
- Contribution to 'completion rates'¹²

Why focus on Modern Apprenticeships in 2010?

The rationale for continued focus toward the Modern Apprenticeships programme is threefold: to maximise the opportunities available within the current economic climate, to explore the keys to success and identify operational and structural barriers to young people accessing and completing the programme. It is also valuable to view the current programme in context of the economy and the effects of global recession on the youth labour market.

The effect of the Economy on Young People

After several years of strong economic growth, the New Zealand economy entered recession in 2008. The Department of Labour, states the economy remains in recession¹³ and the latest figures report that the unemployment rate has climbed to 6.5 percent and the seasonally adjusted number of people unemployed has risen to 150,000 (a 53.1 percent increase since the same period of last year). The unemployment rate for 15-19 year olds is 25.1 percent, and for 20-24 year olds is 10.9 percent. Maori unemployment is 14.2 percent, Pacific unemployment is 12.3 percent, Asian unemployment is 8.5 percent and European/Pakeha unemployment is 4.5 percent¹⁴.

¹² The 2006 TEC Research paper interviewed over 2000 respondents and found that Co-ordinators played a relatively minor role in introducing young people to the programme, there was also variable differences found with individual Co-ordinators.

¹³ Sourced October 2009, www.dol.govt.nz/publications/lmr/lmr-labour-market-outlook-summary

¹⁴ Based on Statistics New Zealand's Household Labour Force Survey (September Quarter 2009), sourced CTU Monthly Economic Bulletin November 2009, No 108.

Although the path of the recession is difficult to predict, most experts agree that young people are likely to be hit particularly hard because of their relative limited work experience and lack of skills, which is sound explanation for the New Zealand youth unemployment rate to be much higher than the national average.

As part of the National Monitoring Series, the Department of Labour (DoL) also released the *Youth in the labour market Report*¹⁵; this report joins a range of commentary concerned about the vulnerability of young people in the current economic climate. Although the path of the recession is difficult to predict, most experts agree that young people are likely to be hit particularly hard because of their relative limited work experience and lack of skills, which is sound explanation for the New Zealand youth unemployment rate to be much higher than the national average.

Another explanation for this higher rate could be that as businesses react to changes in the economy they tend to stop hiring new staff, making it more difficult for school-leavers to find a job. Conversely, those young people in employment find their relative inexperience and low-level skills put them further at risk of cutbacks. It also makes it very risky for employers to take on young people who lack a proven work record when older more experienced workers are applying for new vacancies (Youth Tracker 2009).

Findings from interviews for this paper has also backed this notion of young people at risk in the current economy, with all participants saying the recession has affected the MA programme in various ways with placements more difficult and 'termination of contract' cited as part of company cut-backs.

We work with pre-trades courses to assist students into employment. We are all quite concerned about the prospect of finding 11 jobs in this environment.

Interestingly, another MAC said

In twelve months we have had 14 terminations (till June 2009) with seven moving to alternative industries unable to be reinstated within the engineering industry and seven emigrating to Australia to pursue careers in engineering.

¹⁵ This report provides a detailed examination of youth labour market performance over the last five years in order to capture the impact of the economic climate on the youth labour market.

Key attributes of our case study examples include:

‘Thinking outside of the square’ and taking the time ‘to care’

See how WELTEC’s Belinda Weepu engaged a community organisation and ‘Community Max’ (a Work and Income product) to procure a positive outcome for one Modern Apprentice being made redundant.

See Appendix 1 for more information.

It was not known whether their move was instigated because of company cut-backs or young people realising their skill base and pursuing opportunities abroad.

One of our case study Co-ordinators Belinda Weepu, said she had really struggled to assist one young person into another job after being laid off and used ‘community max’¹⁶ to ensure the young person was employed and contributing in the community. This use of Work and Income products illustrates how thinking ‘outside the square’ can benefit the community/environment, and provide a legitimate pathway for young people to train *and* be independent of other forms of income support (such as the ‘unemployment benefit’) and remain ‘in-touch’ with their ITO.

Modern Apprenticeships and Skill Shortages

The context of labour demand and skill shortages have been a major feature of the New Zealand (and global) experience for some time. The Department of Labour, identified there are skill shortages across all major occupations but particularly severe across the Trades. As one would expect the Modern Apprenticeship programme is but one of several strategies to address these labour market deficiencies, and earlier this year was identified in many cases as playing an important role in targeting skill shortages¹⁷. Without a multi-faceted approach, skill shortages will continue to be a significant barrier to further expansion of many New Zealand businesses.

In reviewing this area, it would appear that Modern Apprenticeships do have an important role in the current economy to both provide necessary skills and training but also employment for young people in order to reduce risk of disengagement and social exclusion.

¹⁶ ‘Community Max’ is a Work and Income initiative that provides subsidised employment for 6 month period hosted by a community organisation. For more information see: www.workandincome.govt.nz [keyword: community max]

¹⁷ The Department of Labour: Youth in New Zealand labour market: 2009 national monitoring series and OECD Report 2008

RESEARCH TEAM COMMENT:

A range of themes emerged from the literature review and respondents for this paper, that are powerful influencers of success to recruitment, retention and completion of Modern Apprenticeships.

What are the challenges? Emergent themes from the research:

A range of themes emerged from the literature review and respondents for this paper, that are powerful influencers of success to recruitment, retention and completion of Modern Apprenticeships.

Two important pieces of research undertaken by the Ministry of Education (Mahoney, 2009) and the Tertiary Education Commission (Jeffcoat, 2006) have informed this paper and provided a context on which to build and explore further issues of participation and completion. Both research papers revealed that whilst the Modern Apprenticeship scheme does appear to have been successful in facilitating more young people to participate in formal learning, there are a number of issues that could be addressed to ensure that government's investment leads to good outcomes for all Modern Apprenticeship learners.

Mahoney (2009) analysed key factors that influence completion rate success to which the respondents similarly raised issues and provided a deeper insight into Modern Apprenticeships programme highlights and deficiencies. During the process of interviews, themes emerged across all participants from varying sectors, coordination type and locations. The themes below have been re-framed as current and future challenges to be addressed, they are:

1. Programme design and Operational issues
2. Non-Completion
3. Industry
4. The Nature of Generation Y
5. Employers
6. Recruitment and Retention of young people
7. Industry Training Organisations and other Co-ordinators
8. Representation Issues

RESEARCH TEAM COMMENT:

The 'age-cap' issue strikes at the central core of the programme which seeks to provide a pathway for those 16-21 years, who prior to the introduction of Modern Apprenticeships were not accessing industry training or the Trades. Therefore, the concern of the team is that if the 'age cap' was lifted in the future, would the same scenario develop with 'employer resistance' and preference of hiring older people, as it had in the 1980s and 90s?

The team strongly believes in increasing access to pastoral care and support across industries with traditionally poor outcomes and with under-represented groups. In addition, there may be a case to adjust the 10% exemption criteria to address gender and ethnic diversity. However, the team is cautious about changing the age-parameter of the programme without further research.

Challenge One: Programme design and Operational issues

A reoccurring theme with participants (to varying levels) was issues with the design of the programme. More specifically:

Age-cap of 21 years for Modern Apprentices

The 'age-cap' was raised by several participants citing different reasons for their particular frustration with the programme parameters. Whilst acknowledging the programme roots and current policy, the 'cap' doesn't appear to directly align with the Tertiary Education Strategy 2007-2012 priority area to improve the educational achievements of young people by age 25. Many felt that whilst there are policy exceptions¹⁸, in reality the system didn't really work because funding is not always forthcoming for those requiring support. The challenges raised are as follows:

I know a range of young people who require my support beyond their 21st birthdays. They are young people who share similar backgrounds and it is just not appropriate to end their support when they already struggle (for a range of external and internal factors) the threat of failure increases without MAC support.

One size doesn't fit all and not all young people are the same. I work with a range of young people from communities that share different cultural values and references. Committing to an apprenticeship before a certain age isn't really an option for many young people. Expecting them to sign up under 20 years is inviting failure.

We would take on more Modern Apprentices but because of the age-cap we can't. [Why?] Because the structure and support is good, people understand the programme and the perception of 'modern

¹⁸ Current policy exceptions allow a number of individuals access to the programme who don't traditionally meet the criteria. For those wishing to enter aged 22 years and older it is set at 10% of the individual Co-ordinating Organisation and a maximum of 10% of the total number of Modern Apprentices.

RESEARCH TEAM

COMMENT:

If we are to continue to encourage young people into the industry training we need to be flexible and provide the necessary support. All of the Case Study examples provide 'after-hours' tutoring or 'night-classes' and do not differentiate by age. Their philosophy, if Apprentices require additional support - it is provided. This appears to be a significant lever in supporting young people in their study and of course towards achieving their qualifications.

The research team fundamentally agrees with TEC in their assertion that 'a particular strength of industry training is that it allows those with no or few qualifications to engage in tertiary education in a workplace setting. In that context, the notion of the 'prestige pathway' appears to be a dated concept and not in sync with the reality of the multitude of options available to many young people and the contradictory dialogues presented by parents and schools about trades and non-academic pathways.

If New Zealand is really serious about engaging young people as apprentices then surely there is an onus on employers and their respective ITOs to invest in developing latent 'leadership' skills within their industries.

apprentices' is positive - this is also needed for those aged 21years +.

I could have workshops full of young apprentices if the age range was widened to include those up to 25 years.

It is also interesting to note that the latest figures show that young people engaged as Industry Trainees aged 22-24 years only represent 11% of the total and those <21 years make up the largest chunk of any age group at 18% (TEC, 2009). This relatively small number of trainees could also provide additional leverage for extending the programme out to 25 years. Note – this is currently possible but support funding would not be available (unless applied through the exemption process) which could be a disincentive.

Modern Apprenticeships a 'prestige pathway'?

The OECD Report (2008) was critical of the MA programme design in that it adopted a 'prestige pathway' approach which tends to limit the programme to a chosen few, noting the under-representation issues by gender and ethnicity it had already produced by 2006.

However, interestingly the issue of 'prestige pathways' was raised by participants in relation to the recruitment and retention of young people to the programme where it was felt a range of factors had led to the recruitment of young people who were not suitable or capable to meet industry and training standards or even workplace standards. In short, the 'prestige' notion of the programme was actually diminished by the inclusion of young people (whom from the outset weren't suitable):

The 'prestige' notion of the programme is not being handled well and the upshot of this is we currently expect a reasonable percentage of non-completion as part of providing a high level of support to apprentices and employers who we know struggle.

We actively recruit anyone of the minimum required calibre, but those with the ability to become industry leaders of tomorrow are under-represented and we strive to redress this.

RESEARCH TEAM COMMENT:

The research team are sympathetic to those Modern Apprentices who have been adversely affected by the economic downturn and have lost employment. Secondly, the team also acknowledges the challenge for Co-ordinators when trying to reinstate apprentices with alternative employers, however the new 12 week reinstatement period appears to be a sensible timeframe.

However, what does seem to require review is the issue that the 'training plan' is tracked rather than the individual, which can lead to incorrect skewing of results e.g. if a young person is unable to complete their apprenticeship with one employer, they then take a break and is recorded as a 'termination'. The young person then signs up to the programme again and this time completes. The statistics show a termination and complete - so appears 50:50 odds at completion in that industry. When in reality it is the same person.

MACs felt *in a bind* somewhat when they are engaged to support young people (recruited by an employer) who may not quite possess the necessary qualities to meet the required standards. They acknowledged that in the absence of skilled labour many employers had lowered their standards with the job applicants that presented themselves. Some take pro-active steps or apply a 'stand-down' to sort those serious and those 'window-shopping'.

Managing Terminations - 12 wk period of reinstatement not enough time

In the current economic climate the Government implemented new changes to address potential terminations to include a new 12 week period (previously six weeks) for employees and Co-ordinators to locate a new workplace, sign up the new employer to the Training Plan and still receive funding. Many of the participants said the 12 weeks assisted them but it still wasn't sufficient time, a common response was:

Taking on apprentice is a BIG commitment and twelve weeks just isn't sufficient time to ensure the employee and employer match is right.

Another perspective was:

The measurement of terminations is an issue for us, in reality close monitoring, personalised training plans along with pastoral care and learning assistance interventions see us achieving a high completion rate if the individual is tracked rather than their training agreements.

Follow if you can the apprentice and what they are up to rather than the training plan

Operational Issues

Operational frustrations were mainly around lack of qualitative reporting (to provide a human face to the quantitative reports) and insufficient resourcing of MACS to provide the level of support required to mentor some Modern Apprentices.

Secondly, annual Co-ordinator contracts pose several major problems: one is continuity of support for MAs

RESEARCH TEAM

COMMENT:

With regard to ‘operational issues’ the team believes the current system of recording participation, termination and completion requires a review. As one respondent said, “track the person, rather than their training agreements”. This would provide a more accurate account of the Modern Apprentice’s achievement, industry attainment and timeframe of achievements.

Given the quantitative nature of the reports, an increased effort by TEC should be on providing a more human face to the programme, by increased ‘case study’ examples and good news stories.

The team also acknowledges that 100% completion rates are unrealistic but firmly believe that some completion targets should be expressly stated contractually and be a requirement of funding.

across their multi-year programme, frustration in planning and relationship maintenance.

More funding being applied per MA would enable us to apply adequate resources (mentoring and support) to our apprentices - current levels are barely adequate given the typical demographic of those young people we deal with.

Reports frustrate me! I look at the numbers and believe there is an individual story behind each one and I think this is lost when it hits TEC.

We draw more value from the in-house reports than those produced for TEC. We believe there should be more qualitative stuff happening.

Quality of MAC care can be patchy. Where the MAC only delivers to the TEC contract and we don’t deliver a further level of assistance, pastoral care and support our apprentices receive little value.

Challenge Two: Non-Completions

The issue of ‘completion’ or ‘non-completion’ is a major concern for the Mayors Taskforce, because of the high level of investment required; and the latent potential of the Modern Apprenticeships programme to positively influence the economy and young people’s independence and well-being.

The Tertiary Education Commission states the combined investment into Industry Training by Industry and the Government was \$268.7 million in 2008¹⁹ and that from 2001 until 31 December 2008, there have been 6,267 Modern Apprentices successfully complete the programme. However, on average:

- The 5 year completion rate is 33 %
- The 6 year completion rate is 39%²⁰

The attainment of skills and qualifications in order to complete the programme underpins the entire programme. Therefore the question must be asked: are these current completion rates acceptable given

¹⁹ This figure is an Industry Training figure that includes the Modern Apprenticeships programme. Sourced: TEC (2009)

²⁰ Mahoney, P. ITF Presentation (2009)

RESEARCH TEAM

COMMENT:

Completions are central to the programme success and so too is the achievement of qualifications in a 'timely fashion'.

Given the current completion rates, the fundamental question raised by the research team is: Is this acceptable, given the investment into the programme by industry and the Government?

the investment into the programme by industry and the Government?

In 2006, Jeffcoat arrived at the decision that the non-completion issue was not due to any design or delivery failings but rather the result of the natural life stage of where young people were 'at'²¹. However, recent statistical analysis undertaken by Mahoney (2009) reveals the following factors as predictors of Modern Apprenticeships Completion listed from the *strongest to weakest*:

1. Industry Classification
2. Volume of learning
3. Previous qualifications
4. Ethnic Group
5. Interaction Effect: Co-ordinator Type
6. Location of employment
7. Age of learner
8. ITO size
9. Number of programmes per learner
10. NQF level of the learner
11. Gender of Learner
12. Start Year

These factors provide an interesting insight into the programme and highlight some of the challenges experienced by the respondents and Modern Apprentices. On review, there appears to be several programme delivery and design issues at the heart of the dysfunction, these issues are discussed below.

Life Stage issues and Modern Apprenticeships Support

The design of the programme targets 16-21 year olds, who will invariably have 'life-stage' issues that may affect their ability to complete their apprenticeships, hence the rationale for delivering specialised support in the form of Modern Apprenticeships Co-ordinators.

But what has become clear, is that not all Co-ordinators are created equal. In fact what has set our case study examples apart is their commitment and ability to think outside the square and genuinely care about the Apprentices they serve. That is not to say that other Co-ordinators don't, but the notion of

²¹ This assertion was arrived at because of what 'terminated apprentices' and employers reported. Jeffcoat, p 89.

RESEARCH TEAM COMMENT:

What has become clear is that not all Co-ordinators are created equal.

In fact what have set our case study examples apart are not only their results but their commitment and ability to think outside the square and ‘genuinely’ care about the Apprentices they serve.

The research team asks are these results by Co-ordinator type acceptable and what has led to such varied outcomes by organisation?

programme delivery and design culpability becomes clearer when overlaid with the findings of Mahoney (2009). Alongside industry, age, location, previous qualifications and ethnicity (all largely immutable factors) the interaction effect by ‘coordinator type’²² is a strong predictor of completion.

Please see the table below to see how Co-ordinators by organisation perform.

Table 2: Modern Apprenticeships Completion rates after 5 and 6 years by Start Date and Coordinator Type ²³

Coordinator Type	2002 Starters	5year (%)	6year (%)	2003 starters	5 year (%)
ITOs	2002	25	32	2153	26
PTEs	916	42	49	854	40
TEIs	386	39	45	366	39
Others	353	36	41	320	47
Total	3657	32	39	3693	33

From the table above, it becomes clear, that the interaction effect with particular types of co-ordinators procures very different results. Where learners Co-ordinators are ‘PTEs’ they complete consistently higher than average rates across the cohorts while learners coordinated by ‘ITOs’ have consistently lower than average rates. The research team asks, is this acceptable and what has led to such varied outcomes by organisation?

Possible explanations include:

- ‘Quality of intervention’ is not measured nationally or obviously compared across industry or by Co-ordinator type.
- Incentives for Co-ordinators are based on quantity not quality.

²² Whether the MAC is a representative of an Industry Training Organisation, Industry Training Organisation, Private Training organisation or Other

²³ Mahoney (2009), p18

RESEARCH TEAM COMMENT:

This area is of critical concern for the Mayors Taskforce and requires attention immediately to address:

- ***Anomalies across Co-ordinator type***
- ***Accountability measures***
- ***Incentives***
- ***Appointment criteria***
- ***Introduction of 'youth development' and 'mentoring' resources and training***

- Tendering of Co-ordination contracts is not transparent or obviously based on previous performance.
- The programme tracks the 'training plan' for completion rate success not the individual (as discussed above).
- Co-ordinators are often recruited and described as having strong industry experience but this doesn't necessarily translate into the specialised skill-base required to 'mentor' young people and see them through challenging times.
- The culture of acceptable 'completion time frames' varies by industry and Co-ordinator²⁴.

What is clear is that this area is of critical concern for the Mayors Taskforce and requires attention from the Tertiary Education Commission immediately to address:

- The anomalies in results across Co-ordinating organisations- particularly revisiting ITO performance and suitability in some cases where entrenched culture and values are present.
- The 'completion rate' accountability measures in place for Co-ordinators and their organisations.
- The introduction of incentives for Co-ordinators who carry high-risk Modern Apprentices and for those who actively work with those under-represented groups to: recruit, retain and complete the programme.
- The appointment criteria for Co-ordinators
- Provision of specialised 'youth development and mentoring' resources and training for Co-ordinators.

²⁴ One respondent said "there was an accepted culture of taking up to eight years to complete apprenticeships... and to him that was plainly unacceptable!"

Challenge Three: Industry

Industry is a powerful predictor of completion for the following reasons identified by participants:

Apprenticeship tradition and culture of learning within the workplace

The length of history a particular industry has with an 'apprenticeship tradition' was identified as both a contributor to success and conversely a barrier for others. Moreover, it often indicated the 'culture of learning' within the workplace as positive and supportive or having the opposite effect:

We do not have a long history of apprenticeships and it is the single most important barrier to the successful implementation of Modern Apprenticeships in the industry. A huge cultural shift is required to firmly cement the notion of apprenticeships as a meaningful career pathway in our industry.

We have a long positive history of apprenticeships, with a culture of workplace learning that people expect to be upheld as they enter and progress in our industry.

We have several very large employers who have the training infrastructure in place and therefore offer a supportive learning environment for on the job training.

Our future tradesmen are only going to be as good as the tradesmen they work with during their apprenticeship. The quality of 'on-job' training is vital!

Our industry has a strong tradition of Maori Trainees and this continues today with 46% identifying as Maori.

Working Conditions (positive and negative)

Industries requiring young people to work unsavoury hours, or within harsh conditions, were isolated, paid poor wages and with limited career progression pathways were obviously going to make it extra difficult to recruit and retain young people.

Industry that is less incentivised by good wages, conditions and opportunities would be those most affected by young people moving on (terminating) and

"Our future tradesmen are only going to be as good as the tradesmen they work with during their apprenticeship. The quality of 'on-job' training is vital!"

The culture of learning within the workplace heavily influences outcomes for trainees.

RESEARCH TEAM

COMMENT:

Given the fixed nature of 'industry' it is necessary to look at strengthening those areas where conditions, culture and accessibility are on-going challenges. The most challenging industries with corresponding low completion rates include: Agriculture, Horticulture and Forestry. These areas could certainly warrant a review for additional support given the conditions and accessibility to enter these industries.

In addition, those areas with little or no workplace diversity should also be challenged and supported to encourage those under-represented groups to enter and achieve.

perhaps from bad recruitment choices in the beginning.

Our industry is very 'people' oriented with customer service high in their priority and so they want their staff to have positive experiences to pass it on. But assisting workplaces with training infrastructure and up-skilling supervisory staff would provide better support, on-job training and assessment.

Accessibility

For some of our programmes we have no entry level but those seeking one pathway will have to attend a [specialised] pre-apprenticeship training programme.

This system works well for us. It is the notion that Trainees do not have to quit in order to gain a qualification 'they can earn as they learn' and it relates to their roles or those they are aspiring to.

Obviously, entry requirement (or lack of) into certain industries is either a barrier or opportunity for career pathways for some young people. Standards are set by industry and this in turn affects the trainees who can (not) participate.

Given the fixed nature of 'industry' it is necessary to look at strengthening those areas where conditions, culture and accessibility are on-going challenges. The most challenging industries with corresponding low completion rates include: Agriculture, Horticulture and Forestry. These areas could certainly warrant a review and additional support given the conditions and accessibility to enter these industries.

In addition, those areas with little or no workplace diversity should also be challenged and supported to encourage those under-represented groups to enter and achieve.

“Young people really are a new generation. I work with them on their level not the other way around”.

“Often there is no support available from family and employers and we are it!”

Refer to Case Study Example: Ray Haley’s perspective on working with young people.

Challenge Four: The nature of Young People as ‘Generation Y’

Beginning a career in New Zealand is very different to what it was thirty and even twenty years ago. There are increasing options for today’s employees and it is vital that employers seek to understand these ever changing times in relation to young employees. Options facing young people include:

- Education options - with more pathways and choices than ever,
- New and emerging career options - there are more careers on offer and we are competing worldwide to attract and retain staff.
- Young people are more employable than ever
- Shorter careers - and more of them.

Tenure has dropped from 12 years (in 1960s) to just 4 years today. It is predicted that the average school leaver will have at least six distinct careers in their lives²⁵.

Participants were critically aware of young people as ‘Generation Y’ and the fact they were working with young people whose values, frameworks and reference points were often very different than their own. The approach taken in dealing with these realities varied across the board, but on the whole treated young people with honesty and respect.

²⁵ See McCrindle: Bridging the Gap An employer’s guide to managing and retaining the new generation of workers. The NZ Edition (2008)

“Ours is a very young industry with nearly 10,000 industry trainees and 440 Modern Apprentices, the majority of whom are all under 30 years old.

We have had to really examine how we approach recruitment, deliver training and ensure we retain these young people within the industry”.

Kate Flower, National Operations Manager –
Hospitality Standards Institute

A pro-active example of an organisation trying to come to grips with a new wave of employees is Hospitality Standards Institute. National Operations Manager, Kate Flower says:

“Ours is a very young industry with nearly 10,000 industry trainees and 440 MAs, the majority of whom are all under 30 years old. We have had to really examine how we approach recruitment, deliver training and ensure we retain these young people within the industry”.

In order to maximise their efforts, they have invested heavily in developing a greater understanding of ‘Generation Y’ to assist their industry to work smarter and more appropriately with young people. Examples of how they have pro-actively and positively approached ‘Gen Y’:

- Delivered organisation-wide training to assist in developing a greater understanding of ‘Generation Y’
- Re-branded all of their tools for communication and marketing to be more ‘youth friendly’ via images and appropriate language.
- Established a dedicated ‘schools team’.
- Revamped the training packages into ‘bite-sized’ modules and acknowledged success immediately upon completion (by providing certificates after each module).
- Established networking opportunities to provide peer support opportunities and mentoring.
- They communicate with young people using up to date technology and use social networking sites such as facebook and twitter.

Attitude and commitment

A perceived barrier to successful outcomes for Modern Apprentices was the observation of ‘Gen Y’ attitudes toward work, responsibility and commitment. The positive ‘attitude’ required to navigate through workplace learning was often seen as lacking or in contradiction to the values of employers/workplaces.

I work with 80% of the apprentices in my area, & of them 70% have 'literacy and numeracy' issues. They also lack 'study skills'. This is a significant challenge for young men as they are working on average 60 hours a week and then have to work on these issues as well.

Ray Haley (Refer to Case Study One)

Today's young males have immense difficulty in understanding their responsibility at work, to perform and produce. There is no free lunch!

Maturity is taking longer for males and the social problems that employers need to deal with are often quite unreasonable.

Whilst entry level skills are important, our employers hire on personality. Attitude is vital!

Social Researcher Mark McCrindle²⁶ has done a significant amount of work in the area of 'bridging the gap' between employers and the new generation of workers. Essentially, he believes it is imperative to build a better understanding of young people and re-thinking leadership and management techniques to procure improved outcomes.

Prior learning, Literacy and Study Skills

Prior learning is a major issue for young people- particularly in relation to basic foundation skills often required to complete a Modern Apprenticeship. Mahoney (2009) notes that: a modern apprentice's previous qualifications (or lack of) are very strong indicators of completion- ranked #3 noted in the list above. Jeffcoat (2006) also noted that difficulty with the 'written work' is one of the most significant reasons for apprentices terminating (behind 'life-stage' issues and employment related problems with management).

We can organise to have them up-skilled in those areas that would facilitate their completion. In the eyes of the employer good practical skills are a real plus; they look for technology subjects at school and evidence of other related skills.

Literacy, numeracy and study skills are also key issues that need to be addressed with many of the Modern Apprentices. Obviously this core skill is fundamental to completing assessments and progressing through qualifications.

²⁶ See McCrindle (2008)

RESEARCH TEAM COMMENT:

As McCrindle says:

“Sometimes it’s not they’ve failed their training- it’s that their training has failed them!”

It appears that the issue of prior learning (or lack of) needs to be addressed and appropriate referrals for specialised support put in place.

See how our Case Study examples pro-actively address these issues with: ‘night classes’, exam support and ‘specialised care’ in the appended reports.

On Transient Youth:

The ‘transient’ nature of some young people in some industries seemed to be an accepted part of industry culture but signals the need for increased Co-ordinator and employer support- particularly for those working in areas of low retention and completion.

I work with 80% of the apprentices in my area, of them 70% have ‘literacy and numeracy’ issues. They also lack ‘study skills’. This is a significant challenge for young men as they are working on average 60 hours a week and then have to work on these issues as well.

Attitude and behavioural problems often mask other problems. I am passionate about ‘literacy’ as it often the cause of some of the acting out. Some workplaces are supportive others are not.

Far too many applicants are accepted on to the programme that have failed at school and then make the problem one the employer or system has to sort out. It is the wrong way round.

Transient population

Many participants noted the transient nature of young people entering their industry. This issue was of particular concern to those industries where conditions, remuneration and isolation were an intrinsic part of the industry (agriculture, forestry and hospitality).

This factor is significant within our industry as work is seasonal and young people transient.

We wish there was more leniency with ‘transient’ population groups. Our trainees jump to other industries and back again, given the conditions and seasonal nature of work.

We have analysed the issue of why people leave our industry and the key factor is we seem to attract ‘transient’ groups from within the youth population.

To counter the issue of transience, the development of sound relationships where ‘loyalty’ is valued and fostered with employees could impact positively on staff retention. In addition to workplace loyalty, increased support to those ‘Modern Apprentices’ assessed ‘at-risk of flight’ should receive extra pastoral care and support in times of stress, challenge and programme disruption.

RESEARCH TEAM COMMENT:

This is an area for TEC, ITOs, Co-ordinators and employers themselves to work on.

The team believes, if there is to be any movement in this area there needs to be a closing of the gap between the values and expectations of employees and employers. Both groups could work on communication and be trained to better connect with each other in the workplace.

Challenge Five: Employers

Participants indicated ‘employers’ were significant influencers with Modern Apprentices. The majority of them said the employer really can make or break the opportunity – good ones were like ‘gold’ and bad ones made their jobs that much more difficult.

Understanding of the Modern Apprenticeships programme

A very common theme that emerged was that employers have a very limited understanding of the MA programme. This was an area suggested should be a focus for improvement.

Employers not really understanding the MA programme is ‘competency-based’ not ‘time-based’ qualification.

Employing quality stock at the beginning is vital, so too are robust training systems within the company to underpin the qualification and off-site learning. Neither of these are commonly performed well.

Generally employer support is quite poor. The buy-in, both at management and shop floor is very poor - and learning occurs through experience rather than by structured learning.

In time of ‘labour shortages’ employers taking on young people and engaging them as MAs but not really understanding the level of ability required to complete the qualification without major assistance.

Attitude of employers

Employers #1 priority is work and they often resist the training component required. I have one young person who has to secretly access additional training and support after-hours. That employer just isn’t interested in training.

My industry is very conservative. We have a zero tolerance for certain behaviours and if these standards are breached, then it is the young person who has to change quickly (or move on) not the workplace.

Several MACs identified a dearth of young people recruited to become the 'industry leaders' of tomorrow.

Our industry is young so we work quite hard as an ITO to remind employers to take some responsibility with their employees. We do a lot of work in the area of changing attitudes toward young people as employees.

If there is to be any movement in this area there needs to be a closing of the gap between the values and expectations of employee and employer. Both groups could work on communication and be trained to better connect with each other in the workplace.

Challenge Six: Recruitment and retention of Young people

One of the key issues that emerged regularly within the scope of this project was the notion of recruiting the *right* people to the programme from the outset. Often MACs explained that they were engaged in the process after a young person was employed and they believed there were often mismatches with young people and their abilities to complete the MA programme. Conversely, several MACs identified a dearth of young people recruited to become the 'industry leaders' of tomorrow.

Employers should send them (young people) away if they do not fit the requirements, instead of lowering the bar and then having the responsibility of allowing for: extra tutoring costs, loss of driving licences, paying court fines, maturity problems, and general lack of 'life-skills'. We are often setting these young people up to fail at the most important time in their lives!

Many employers are blindly optimistic when employing young apprentices, they think they are performing an act of social responsibility by taking them on , but in reality they are often setting these young people up to fail as they have in school. Employers should forget about 'social responsibility' recruit for success and everyone will experience success. It is better for the employer to have a vacancy than sub-standard apprentices. Following this process would reduce terminations and make the TEC statistics look much better.

This point raises the issues of 'social responsibility'

“STAR and Gateway are great ‘tasters’ to the trades, but in our area STAR funding is used for topics not offering pathways into any paid, gainful employment. The emphasis of the ‘trades’ is questionable’.”

“We have set up a dedicated schools team. We believe this is a great investment for us. Gateway and STAR provide an entry to our industry and this is invaluable for young people to assess is this something they would like to pursue.”

and the type of investment in the community the programme fosters. Whilst there is a very pragmatic tone to the last participant’s argument, it does seem to contradict the priority area of the TEC strategy to provide quality opportunities to all New Zealanders.

Sub-theme: The role of secondary schools in the recruitment of young people to industry based training.

Interventions relevant to labour market needs?

Secondary-schools really did receive a mixed bag of brickbats and bouquets. MACs believed school-based interventions such as STAR, Gateway and work experience provided great opportunities but that often STAR topics that weren’t always relevant to industry or the labour market, and is illustrated below:

There is little relevant technology content relating to the labour market.

STAR and Gateway are great ‘tasters’ to the trades, but in our area STAR funding is used for topics not offering pathways into any paid, gainful employment. The emphasis of the ‘trades’ is questionable’.

Conversely, other MACs identified schools as a great way to engage with young people to share important career options:

We have set up a dedicated schools team. We believe this is a great investment for us. Gateway and STAR provide an entry to our industry and this is invaluable for young people to assess is this something they would like to pursue.

We have good relationships with schools and often take on ‘school-leavers’. Gateway is a really good model’.

Quality Careers advice in schools?

Another area criticised by MACs was the quality of careers advice young people and their families receive from school-based careers advisers.

Careers advice (in schools) regarding the trades is not well informed! This should be contracted out to professionals who know what they are talking about.

“Haphazard school-based careers guidance and poor advice from careers advisers (for example, about industry and trades) inhibits young people’s ability to make career decisions “

(Source: NZCER, 2008)

We spend a lot of time with teachers to provide demos and resources in order to equip them with up to date information and options within our industry. It is a time-consuming process but worth it.

Other research findings have also found that haphazard school-based careers guidance and poor advice from careers advisers (for example, about industry and trades) inhibits young people’s ability to make career decisions (NZCER, 2008). This is also compounded with other structural and systems employed by schools (intentionally or not) in ‘filtering’ opportunities available to students or not²⁷.

When asked how participants deal with inappropriate or mismatched trainees, answers were similar to these comments:

We have a 3-6mth ‘stand-down’ before we sign young people up. This period of time allows us to assess both the employee and employer for suitability. We have found employees not suited but also employers who are not supportive as well.

An awful lot of effort has gone into the recruitment of young people. We have implemented certain systems to counteract seasonal drop-offs and now sign young people up after the Xmas period.

Face to face support and regular!

Retention

Retention of trained and qualified staff is a significant issue and central to the alleviation of skill shortages and continued growth in New Zealand. This was discussed with participants and essentially mirrored those of Jeffcoat (2006) when he examined the main reasons for MAs leaving their apprenticeships:

- Personal life stage issues as the main reason for withdrawing (e.g. partner related/lifestyle issues)

²⁷ Roberts et al (2008) also found that: School curriculums are powerful tools in organising and clustering student types into academic or non-academic pathways... which then led into core subject attainment (or not) and then into post-school activities. Perceptions about what is appropriate for these clusters then act as a filter to direct students into various pathways. Students are exposed to a range of negative stereotypes on those that take vocational studies, the value of the subjects and robustness of assessment. Those taking these subjects are also perceived as not ‘having what it takes’ to succeed in academic subjects.

RESEARCH TEAM COMMENT:

Unfortunately, it is a reality that the contracting environment sets up a 'competitive' environment as opposed to one that fosters a 'collaborative' approach.

The frustration with funding and duplication exists within the complex environment of 'industry training' where 'overlapping' provision exists with industry training delivery and Modern Apprenticeship Co-ordination support.

- Priorities to work/life balance differ from the expectation of their employer (particularly in the areas of Agriculture/Horticulture and Retail- NB: the highest dropout industries)
- The written work

MACs believed, and this is also backed up by Jeffcoat (2006), that the dominant reason for terminations was in relation to natural life stages of the young person and the nature of their transiency in the labour market. It was suggested that with the development of good relationships, on-going pastoral care and improved mentoring to support young people, challenging times could potentially be worked through with their MAC, avoiding termination of contract.

Challenge Seven: Tension between Industry Training Organisations and other Co-ordinators

This challenge emerged quite clearly in the interviews with participants and was essentially put down to the perception of 'duplication' and frustrations parties have with 'territorial attitudes' and the 'funding' allocated by TEC. Examples indicative of the frustrations are listed below:

ITOs try to undermine MACs from other organisations.

ITOs present as arrogant and have forgotten they are also there to serve the young people not just the industry or employer.

I have tried to work really collaboratively with ITOs but they are VERY territorial and arrogant.

Interestingly, one ITO, COMPETENZ state in their Industry Newsletter (May, 2009) their views on the programme:

The apprenticeship funding system disadvantages employers.

Industry Training could be vastly improved if that money was better spent.

MACs duplicate the work of ITOs at a cost of \$45 million. Meanwhile COMPETENZ (and other ITOs) visit

RESEARCH TEAM COMMENT:

On the issue of ‘industry training’ relationships there appears to be a real and genuine frustration with duplication and the funds allocated to different tertiary providers. In this environment, abatement of tension and collaboration between players is unlikely without government intervention.

But what shouldn’t be lost within that debate is what is best for young people and what ‘they’ want or need to achieve.

those same companies to service apprentices and trainees.

While there is some validity in potential duplication, the results from Mahoney (2009) illustrate that ‘coordinator type’ is a strong predictor of success, and ITOs consistently have produced less than average results. The team acknowledge, that whilst ITOs have valuable ‘industry knowledge’ it doesn’t follow that they are automatically the best choice as Coordinators.

The area of ‘overlapping provision and duplication’ needs to be addressed by the Government not only to address the apparent ‘relationship’ issues but ultimately to ensure providers are selected because they facilitate the best outcomes for young people.

Challenge Eight: Representation Issues

Based on the latest figures released by TEC²⁸, of the 12,149 Modern Apprentices, a disproportionate number were male (90.61%) and Pakeha (76.84%). These figures suggest that there continues to be a number of barriers and blockages to participation in the programme and labour market and obviously present a challenge to New Zealand as a whole, to meet current and future labour force requirements.

Table 3: Ethnicity Breakdown as at 31 December 2008²⁹

Ethnicity	Male	Female	Total	%
Pakeha	8,584	751	9,335	76.84%
Maori	1,535	262	1,797	14.79%
Pacific Peoples	337	41	378	3.11%
Other	360	36	396	3.26%
Not stated	193	50	243	2.00%
TOTAL	11,009	1,140	12,149	100.00%

²⁸ Tertiary Education Commission: Industry Training Statistics 2008 (October 2009)

²⁹ *ibid.*

RESEARCH TEAM COMMENT:

The current under-performance and under-representation of Maori and Pacific youth in education and labour force participation requires immediate and long-term planning. Failure to address the structural, cultural and gender barriers preventing the full participation of groups will only be exacerbated by population change.

The issue of under-representation of Maori and Pacific youth is compounded when placed in context of higher rates of unemployment and NEET³⁰, and lower rates of employment, labour force participation and educational achievement. The Department of Labour identifies this issue as a significant challenge for the future given notable differences in youth ethnicity and total population statistics. In the 15-19 group Maori comprise 18% of all youth compared with 14% of the total population. In the future it is predicted the Pacific and Maori youth populations will grow by 59% and 25% respectively³¹.

What does the literature say?

There is a range of literature examining the notable under-representation of young women, Maori and Pasifika youth entering, participating and completing their Modern Apprenticeships, relative to their population shares.

McGregor and Gray (2003) assert the low participation levels of young women in Modern Apprenticeships are the result of a number of historical issues that include:

- Strongly entrenched gender barriers that make it particularly unattractive to women
- Parents have viewed apprenticeships as pathways for non-academic men
- Secondary schools have promoted tertiary or academic pathways as a priority for young women.

They also state the inequities of modern Apprenticeships reflect pervasive imbalances throughout many industries in relation to gender, ethnicity and people with disabilities. Addressing barriers to recruitment and combating discriminatory attitudes and practices are current policy challenges. Nicky Murray (Murray, 2003) also describes the disparity as illustrating a lack of commitment to equity in the design of the initiative.

³⁰ NEET is a universal term for those young people not in employment, education or training.

³¹ For more detailed information on these statistics please see: The Youth in the New Zealand labour market, The Department of Labour (2009)

RESEARCH TEAM COMMENT:

Overall, the findings allude to a definite 'gender and cultural bias that needs to be addressed in order to realise better outcomes for all young people.

It was common to identify deficiencies of the applicant rather than there being underlying structural or cultural barriers to their entry.

This suggests that part of the problem of addressing disparities within the programme is that to some degree it is actually not recognised as a problem within the system - but rather one relating to the individual.

Unfortunately in 2009, there has been little change in the imbalances described in the research. Overall, the findings allude to a definite 'gender and cultural bias that needs to be addressed in order to realise better outcomes for all young people'³².

Under-representation fails to mesh policy goals with reality

The Tertiary Education Strategy: 2007-2012 (2006) states 'educational opportunity' is about both equity of access and achievement. It goes on to say, we know there are areas of disparity in both access and achievement for some groups of New Zealanders. Tertiary organisations need to identify, understand and respond to the diverse needs of their local communities. This will take a more sophisticated approach to ensuring an equitable, responsive tertiary education system.

Ensuring maximum opportunities are for all New Zealanders is not just about lifting the participation rates of under-represented groups. It is also about ensuring that the spread of achievement across levels of study and discipline areas supports all New Zealanders to fully participate in economic, social and cultural life.

Over the period of the strategy tertiary organisations need to address the disparities that exist for populations such as Maori, Pasifika peoples; peoples with disabilities; migrants and refugees; students from lower socio-economic backgrounds and those needing to up-skill in order to re-enter the workforce.³³

In discussing the issue of under-representation with participants, one aspect of the tension or challenge appears to be in the meshing of policy goals with the reality of the labour-market (and workplace). Whilst the strategy has all the right intentions it doesn't seem to nicely match up or align with the priorities of Industry or employers.

³² Please see: McGregor & Gray (2003), OECD (2008) and Roberts et al (2008). All examine the interconnections between gender, gendered ideas and careers decision-making with a particular focus on the how and why young people navigate or avoid trades-related pathways.

³³ Ministry of Education: Tertiary Education Strategy 2007-2012, incorporating Statement of Tertiary Education Priorities 2008-2010

RESEARCH TEAM COMMENT:

The impression gained from many MACs was that it wasn't their responsibility to address these disparities, deferring to employers as the decision-makers.

"The reality of the workplace is that the differences between ethnic groups and gender are just not valued. The diversity and 'educational opportunity' just isn't a reality for many young people."

"The employer makes the final decision."

"Young women are often not suited to the trades we support because of the male-dominated environment and physical requirements. Less than 12% of applicants are women and 70% of them do not complete."

The reality of the workplace is that the differences between ethnic groups and gender are just not valued. The diversity and 'educational opportunity' just isn't a reality for many young people.

This is a very male-dominated industry - full stop!

MACs also took a more literal approach when asked about disparities across gender and ethnicity lines stating:

We do not differentiate between gender and ethnic background.

The employer makes the final decision.

Ethnicity not really an issue, only in work ethic and in need to commit to trade.

We do pretty well with Maori and Pacific people as we are viewed traditionally as an 'accessible' industry for them. However, we are not complacent and are always searching for new ways to engage young people. We haven't found the easy or magic answer yet.

Young women are often not suited to the trades we support because of the male-dominated environment and physical requirements. Less than 12% of applicants are young women and 70% of those do not complete.

Our outcomes are pretty good. Our challenge is young women choose not to enter. We have done research and gained feedback and essentially it comes down to women exercising choice.³⁴

We have a pretty even gender split in our industry and ethnicity stats also indicate we are pretty accessible to all ethnic groups. We have developed strategies and have noticed a culture change with attitude to entering previously quite male-dominated areas of our industry.

The impression gained from many MACs was that it wasn't their responsibility to address these disparities, deferring to employers as the decision-makers. Participants were then quizzed further on barriers to the MA programme (for those under-represented) and it was common to identify

³⁴ The assumption of young women exercising 'choice' to avoid certain pathways needs to be examined more closely. Academic research into 'gender disparity' in the trades alludes to a very complex set of values and beliefs based on 'gender stereotypes' and 'hetero-normative discourses' that strongly influences young people's decisions and career pathways. These values etc... transcend into behavioural practise within industry and the workplace more than likely influencing retention and completion. Please see: McGregor (2003) and Roberts (2008).

RESEARCH TEAM COMMENT:

Another important issue raised, was the need for more flexibility in programme design if it is to be more responsive and accessible for Maori and Pacific peoples. The issue of 'age' as a design issue has been discussed above, but when it is overlaid with the lens of cultural values and experience it is not surprising 'ethnicity' is a strong predictor of Modern Apprenticeship recruitment and completion.

deficiencies of the applicant rather than there being underlying structural or cultural barriers to their entry. This suggests that part of the problem of addressing disparities within the programme is that it is actually not recognised as a problem within the system - but rather one relating to the individual. An example, to illustrate the issue is below:

"I was just in a workplace this week signing off one of my MAs and I saw a young Maori guy who had thought he wanted to sign up 18 months ago. He could have been half way through the programme but he just wasn't committed enough. All he had to do was produce his 'birth certificate'. After weeks he didn't, so he couldn't sign up as a Modern Apprentice. Surely everyone has a birth certificate".

There were several assumptions in that conversation all of which may or may not have been on the button³⁵. However, what is known is that if young people possess enhanced 'life-skills', 'resources' and 'support' (from whanau/family, peers and significant others) the scenario may have led to a different outcome.

Further research required to explore the effect of cultural values and career pathways

Another important issue raised, was the need for more flexibility in programme design if it is to be more responsive and accessible for Maori and Pacific peoples. The issue of 'age' as a design issue has been discussed above, but when it is overlaid with the lens of cultural values and experience it is not surprising 'ethnicity' is a strong predictor of Modern Apprenticeship recruitment and completion.

This issue was raised by only one MAC as she shared her experience with her Pacific and Maori MAs. An extremely passionate account materialised as she strongly believes there is an opportunity to improve Tertiary Education outcomes if the age range for Modern Apprenticeships was raised to 25 years (for those requiring it). From her experience, age, maturity and culture are inherently linked and directly impact on

³⁵ The assumption that the young person had a *birth certificate* but couldn't get it together is one possible scenario another is that the young person has to send away for one (as there is no local office), he has to either use a phone or internet to get a form if he has access to these. He then has to get an authorised signatory to confirm his identity and then he has to get a cheque or credit card in which to pay for it. All of which sounds easy, but without resources this really is an obstacle course.

RESEARCH TEAM COMMENT:

With increased cultural diversity an imminent reality; these issues will need to be addressed sooner rather than later so that policy goals encourage meaningful changes in recruitment, support and realisation of positive outcomes across all industries.

Action should not just be limited to TEC policy makers and employers - it really is a 'community' issue that needs to have an evidence base and leadership to support real change.

young people from Maori and Pacific Island backgrounds- in their ability to vision a trades pathway, commit to that pathway and complete before the age of 21.

Age is vital. Maori and Pacific peoples' will start later and commit then. They will not start at 16 years and be successful.

This is an interesting premise that requires further research to explore the inter-connections between age, maturity, decision-making and ethnicity for indigenous and Pacific peoples' in the context of industry training and Modern Apprenticeships. Ideally, a Kaupapa Maori and Pasifika approach to research methodology would build a deeper understanding of these issues.

With increased cultural diversity an imminent reality³⁶; these issues will need to be addressed sooner rather than later so that policy goals encourage meaningful changes in recruitment, support and realisation of positive outcomes across all industries. Action should not just be limited to TEC policy makers, and employers - it really is a 'community' issue that needs to have an evidence base and leadership to support real change.

What has contributed to the success of the MA programme?

How to best measure 'success' was a topic explored within the scope of this paper as many participants described a huge sense of pride in their work as well as the many positive 'outcomes' they witnessed as young people achieved milestones within the programme. Many felt the need for more in-depth qualitative research, as well as an investigation of the effect of Modern Apprenticeships on 'credit' achievement (in addition to the 'exit' model as used by Mahoney 2009). The rationale was that the MA programme often produced skilled young people who had achieved substantial credits but who failed to complete their qualification for one reason or

³⁶ According to the Youth in Labour Market Report (2009), by 2026 the youth population is expected to grow by 11%, but its composition will change. The Maori and Pacific youth population is predicted to increase by 59% and 25% respectively, while European youth increase marginally.

RESEARCH TEAM COMMENT

For many, committing to an Apprenticeship appears to be a credible pathway. This is illustrated in the continued growth of numbers, increased variety of career choices and investment to the programme by industry and the Government.

Increased awareness of the programme should remain a focus for the tertiary sector and industry with the provision of 'quality information' and support to those influential in young people's lives (parents, schools and in-school careers advisors) to ensure young people are supported to make good decisions when investigating potential pathways.

Recognition of achievement by communities should also be a priority by hosting local Industry Graduations. These events are designed to further raise the perception levels of the programme and provide similar kudos to graduates as 'capping' ceremonies are to university graduates.

another. Respondents identified young people transferring to another industry or employer, moving town or even overseas because they had gained transferrable skills, work history and a greater sense of where they want to go/or not. Some of the participants believed these positive outcomes could be measured as well.

(1) The programme appears to be attractive to Young People and Employers

Continued growth of numbers participating in the programme and the inclusion of 34 industries, strongly indicates a degree of success. Obviously with increased industries participating the programme offers a greater variety of investment and career pathways to young people. The notion of choice and opportunity to gain a level Qualification across these industries could certainly be a draw card to the programme.

Satisfaction levels with programme participants appear to be very high, with 95% of surveyed employers saying they would recommend the programme to young staff and 94% said they would suggest it to another employer. Of the Modern Apprentices surveyed, 95% said they would recommend the programme to other youth (Jeffcoat 2006).

Furthermore, it was found the MA programme had:

- Influenced employers to hire and train more young people in the trades;
- Attracted young people to the programme and industries where previously there were none; and
- Resulted in a spill-over effect to wider training culture and practices³⁷.

³⁷ These findings form part of the Jeffcoat research project commissioned by TEC in 2006, to evaluate whether the main policy objectives driving the modern Apprenticeship Programme were being achieved. The research involved approximately 2500 interviews with those involved in the Modern Apprenticeship Programme including: MAs (current and terminated), Industry Trainees, Employers, MACs and ITOs. It was also qualified that the programme wasn't necessarily the sole influencer on rates of employment given increased demand for skilled participants within the labour market.

“The value of mentoring young people is immense and appeared to be a significant factor impacting on levels of satisfaction with the programme.”

Source: Jeffcoat (2006)

(2) Government Focus

The Government commitment to youth has a continued focus and investment. TEC has asserted they are focussed on ensuring New Zealanders get the best value for investment in tertiary education. A greater focus for the future for TEC will be to ensure all trainees get the best results from the training they receive. They state they will place a greater emphasis on performance, including completions, achievement and participation.³⁸ Ensuring young people transition smoothly is also critically important for the government.³⁹ New policy initiatives include the development of: specialised trades academies, expanded opportunities for school-based apprenticeships and enhanced trades and technology-based learning opportunities.

(3) Modern Apprentice Coordinator Effect

It appears the potential success of the programme is inherently linked to the ability of the MAC to provide: quality, meaningful and effective interventions at key points in the apprentices learning and employment. Within the scope of this research, participants have expressed the key role of the MAC to provide guidance, mentoring and quality support to young person in order to facilitate positive outcomes as employees and trainees within the workplace.

*The value of mentoring young people is immense and appeared to be a significant factor impacting on levels of satisfaction with the programme.*⁴⁰

Research has also shown that it is not just the young people who benefit from solid relationships with MACs but it is the employer as well. For many employers, the time consuming nature of taking on an apprentice is costly (time and money) combined with increased obligations and compliance issues, the programme could have failed dismally if it weren't for the support of MACs.

³⁸ TEC (2009)

³⁹ DOL (2009)p11

⁴⁰ Jeffcoat (2006)

RESEARCH TEAM COMMENT

The number of graduations has grown each year and there are over thirty ceremonies held throughout the country each year involving more than 50 local authorities. Overall, this initiative and investment in local communities has played a very positive part in acknowledging achievement amongst graduates, their whanau/families, work colleagues and the wider community (via the media).

(4) Increased recognition of Industry Training Graduates and achievements

The promotion and celebration of the many and varied achievements of young people by ITOS, Training institutes, consortiums and the Mayors Taskforce has been a revived practice in many local communities by hosting Industry Training Graduation Ceremonies and Awards. These events provide the kudos and profile within communities to lift the perception of the Trades and of the Modern Apprenticeship programme as a whole. Since 2005, the Mayors Taskforce has engaged a specialist, Sally Gray, to work with the relevant ITOs and local authorities around New Zealand to encourage uptake of the Industry Graduations. The number of graduations has grown each year and there are over thirty ceremonies held throughout the country each year involving more than 50 local authorities. Overall, this initiative and investment in local communities has played a very positive part in acknowledging achievement amongst graduates, their whanau/families, work colleagues and the wider community (via the media).

So, what are the keys to success in tackling the challenges?

On review, it becomes clear that the majority of influencers determining completion success⁴¹ are largely 'fixed'... or unchangeable (i.e. Industry, previous qualifications/ ethnicity/ location/ age/ gender). Once a young person has signed up, the combined effect of these immutable factors means there is a strong probability of achieving particular results. Obviously there will always be exceptions to the rule, but on the whole we can expect that the influence will have a particular effect on completions positively or negatively.

The research suggests the 'keys to success' in tackling a large proportion of the issues with the Modern Apprenticeships programme is with the

⁴¹ Using Mahoney (2009): Completion Rate Analysis

FIVE KEYS TO SUCCESS:

- 1) They are 'Young-people' centred;**
- 2) They are 'Real' and credible;**
- 3) They are 'Relational' and belong to the community they work in;**
- 4) They think 'outside the square' and go the extra mile; and**
- 5) They have 'raised expectations' for those they work with.**

All of our Case Study examples prefer 'face to face' contact and getting out in the community to make things happen rather than waiting for others to change.

provision of quality Modern Apprenticeship Co-ordination.

Effective co-ordination is able to be improved in the 'short to medium' term by revisiting the 'quality and quantity of intervention and support' provided by Modern Apprentice Co-ordinators. The specific 'keys to success' have been found in the case study examples which provide different models of support and mentoring, but illustrate similar drivers:

- They are 'Young-people' centred;
- They are 'Real' and credible;
- They are 'Relational' and belong to the community they work in;
- They think 'outside the square' and go the extra mile; and
- They have 'raised expectations' for those they work with.

By being 'Young-people' centred, means that everything they do has the young person's interests at heart. Primarily they understand that putting the young person first means looking at the world from a young person's perspective and advocating for the best outcomes possible.

By being 'real' and credible means they present themselves in a way that is honest and upfront. They also accept and respect young people as they are - through differences in expression and communication, lifestyle and background.

Being 'relational' means they genuinely care about building relationships with the people they work with. Relationship management is an intrinsic feature of their work. They all live, work and belong to the communities they work with.

By 'thinking outside the square' means they rarely do the minimum required of them. They are people who go the extra mile and think of ways to assist others to achieve by using all of the resources available to them.

By 'raised expectations' means that they challenge the culture of mediocrity and aspire to achieve

RESEARCH TEAM COMMENT

From our perspective the nurturing of the 'relationship' between all stakeholders is pivotal. The programme is greatly assisted by those Co-ordinators who have intimate knowledge of the people, services and vision of a community. Underpinning that is also the practise of the Co-ordinator to work in a way that fosters positive youth development.

The key success factors reiterate the Taskforce belief in community based solutions which draw on collective skills, knowledge and experience.

greater results in others. Whether this is motivating young people, working with employers or with colleagues, these examples signal to others they are in the business to encourage others to complete their qualifications but also meet their full potential.

There is little doubt that this was the intentional design of the Co-ordinator role, but in reality there appears to be variable levels of support, mentoring, quality intervention and results.

Conclusion

The question remains for the team that if New Zealand is serious about continuing to recruit, train and employ young people within the Modern Apprenticeships programme then a number of issues must be addressed to lift 'completion' rates and improve access to under-represented groups.

Effective change is rarely the sole responsibility of one person, one group or one agency. Real change requires a 'whole' community approach to address the many layers of opportunity and dysfunction that exist. Therefore, the team believes:

The Government needs to apply increased policy leverage, contract accountability and financial incentives in order to positively impact on outcomes. Specific recommendations are listed in the following section.

Industry transformation is also required on many levels. There is a need to examine pathway entry into Trades, dominant culture and practice-powerful factors which influence and impact on accessibility, retention and completion rate success.

In order to accelerate workplace learning and employment opportunities for young people, Modern Apprenticeships Co-ordination support must be flexible, 'youth-centred' and 'relational'.

It is noted that there is a distinct opportunity for both the Tertiary Education Commission and 'local' communities to provide leadership in

strengthening the positives of the programme and challenging the structural and operational barriers described in this paper. The key success factors reiterate the Taskforce belief in community based solutions which draw on collective skills, knowledge and experience.

Recommendations

These specific recommendations are divided into two groups; those requiring immediate action and those requiring medium to long-term focus.

Table 4: Immediate action required

Recommendation	Intervention Logic
Review all Modern Apprenticeships Co-ordinator contracts in line with the key factors for success highlighted in this report.	Contractual obligations shape behaviour and encourage particular outcomes.
Change the Modern Apprenticeships Co-ordinator contract criteria to include a % completion target.	Improving current completion rates is a high priority for all stakeholders and investors; therefore the inclusion of % based targets provides an incentive.
Reserve a % of contracts for Apprenticeship Trusts and other community driven solutions, based on geography rather than industry.	Community-driven initiatives provide additional strengths and protective factors to the programme enabling greater support because they are collaborative in nature and have a vested interest in the young person qualifying and contributing within the community.
Target high risk industries ⁴² with traditionally low completion rates, to provide extra support and incentives to improve retention and completion rates.	Increasing the quantity and quality of support to young people and employers where industry conditions are particularly harsh and young people are at risk of flight may pre-empt personal and workplace issues escalating through effective communication and problem-solving.
Target successful industries with very low diversity to address gender and ethnicity discrepancies by applying additional support.	Whilst industry culture and diversity is unlikely to change overnight, the signal from the Tertiary education sector should be that additional support is essential to educate and facilitate effective diversity policies that are real and transformative.
Deliver a national symposium/hui for all Modern Apprenticeships Co-ordinators to identify best practice, attend training and enhance networks.	Sharing best practice, provision of workforce development training and networking opportunities will enhance the necessary tools and relationships required to be an effective professional in the sector.

⁴² High-risk is those industries with high numbers of transient youth, poor conditions and low completion rates.

Medium to Long-term Recommendations

The following recommendations in relation to the thematic analysis and challenge are listed below.

Table 5: Medium to Long-term action required

THEME	RECOMMENDATION	AREA OF FOCUS
Programme design, Operational issues and Completion rates	Review and take action on the anomalies in 'completion rate' results across Co-ordinating organisations, with particular concern around the performance of some ITO Co-ordinators.	Raising completion rates
Programme design, Operational issues and Completion rates	Review the 'tracking' system used in measuring completions to reduce distortions. Track the 'individual' over time not the training plan.	Raising completion rates
Programme design, Operational issues and Completion rates	The accountability measures in place for Co-ordinators and their organisations require national 'quality' standards to be measured (and addressed if not met). It is clearly not working for Co-ordinating Organisations to manage this given the disparate results.	Accountability and reporting
Programme design, Operational issues and Completion rates	Re-visit the appointment criteria for Co-ordinators, to ensure appointments have an understanding and desire to mentor and support young people. Industry experience does not always translate into effective facilitation and support.	Promoting quality mentoring
Programme design, Operational issues and Completion rates	To further promote the key purpose of the Co-ordinator role as the mechanism for young people to access, effectively participate and complete the programme.	Promoting quality mentoring
Representation Issues	Review current structural and operational barriers that contribute to the continued under-representation of young people by gender, ethnicity and ability.	Internal review
Representation Issues	Review the 'age-cap' and 'support levels' for those under-represented based on culturally appropriate methodology and evidenced-based research to examine cultural differences and the Trades.	Change, based on evidence-based research

THEME	RECOMMENDATION	AREA OF FOCUS
Representation Issues	Review current literature and recommendations based on the under-representation by gender in the Trades particularly the HRC (2003) and MOW (2008) reports ⁴³ .	Change, based on evidence-based research
Representation Issues	Review key messages with Co-ordinators, ITOs and employers to ensure a deeper understanding of the benefits of workplace diversity. Actively market these messages.	Strengthening the sector
Representation Issues	The introduction of incentives for Co-ordinators who carry high-risk Modern Apprentices and for those who actively work with those under-represented groups to: recruit, retain and complete the programme. An assessment of the young person should be undertaken to assign additional support based on level of need.	Strengthening the sector
The nature of young people	There needs to be a continued focus on building a deeper understanding of the scope and opportunities available with the Modern Apprenticeship programme with young people, their families and with schools.	Building better understanding of pathway choices for young people
The nature of young people	Provision of compulsory specialised 'youth development and mentoring' training for Co-ordinators	Encourage 'youth development' approach
The nature of young people	Provide an increase in education and support for those Modern Apprentices with literacy and numeracy issues (i.e. study nights, exam support and support to aid understanding in the workplace) taking into account rural needs and access to services.	Increased support for young people
The nature of young people	Increased support for 'study skills' which includes: how to make notes, how to retain information and how to prepare for exams.	Increased support for young people
Industry, Employers, recruitment and retention of young people	Further investigate and invest in establishment of models (based on Case Study examples) in industry areas where retention and completion are consistently low.	Increased support for young people in order to challenge culture and practice within certain industries

⁴³ See References p 49

THEME	RECOMMENDATION	AREA OF FOCUS
Industry, Employers, recruitment and retention of young people	Further investigate, and invest in establishment of models (based on Case Study examples) in industry areas where access and participation levels have under-representation of young people based on gender and ethnicity.	Increased support for young people in order to challenge culture and practice within certain industries
Industry, Employers, recruitment and retention of young people	Increased communication of key messages challenging cultural practice within certain industries	Marketing and labour market strategy
Industry, Employers, recruitment and retention of young people	Continue to foster 'key' relationships in the community, in the workplace and with potential employers.	Relationship management
Industry, Employers, recruitment and retention of young people	Continue to support initiatives that support improved career advice and support to young people investigating career pathways.	Careers support and advice
Tension between ITOs and other Co-ordinators	Address the tension between ITOs and other Co-ordinators by further defining roles and responsibilities. Promote examples of collaboration and successful partnerships (such as the case Studies appended)	Marketing and role-modelling
Tension between ITOs and other Co-ordinators	Facilitate the opportunity to share 'best practice', administer training and network amongst Co-ordinators by providing a national hui/symposium.	Skill enhancement, networking and forum to address issues.

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Case Study Introduction:



Our case studies provide examples of three different community models which are successful, although delivered differently. They illustrate the keys to success as outlined in this paper as well as practical working examples of collaboration, creativity and vision (of both individuals and their communities) - providing a potent mix for success.



It should be noted that a number of Industry Training Organisations are working in pro-active and responsive ways but it is the 'local' community solutions discussed in the case studies that provides potential models for other communities requiring extra support to accelerate workplace learning, completion rate outcomes and 'skilled' local labour.



Pictures: (top to bottom)
Ray Haley and Modern Apprentices attending 'night-classes' in Otorohanga

Modern Apprenticeships Co-ordinator at WelTec, Belinda Weepu

The Southern Group Training Trust in the heart of Invercargill

Quick Stats about Otorohanga District:

29.1 % of people aged 15 years and over have a post-school qualification (compared with 39.9 % nationally).

37.2% have no formal qualifications compared with 25.0% for New Zealand as a whole.

9,075 people normally live in Otorohanga District.

Its population ranks 62 in size out of the 73 districts, with 0.2% of New Zealand's population.

Sourced: November 2009
www.stats.govt.nz

“Rural communities have to develop, retain and maintain an educative knowledge base”

Recommendation from the community

Appendix 1:

Case Study One: Community Model Otorohanga Apprenticeship Support Scheme

The Otorohanga Apprenticeship Support Scheme is based in Otorohanga, at the heart of the King Country and serves the immediate surrounding areas including: Te Awamutu, Te Kuiti and Taharoa. Recently, they have also taken on Apprentices from Cambridge who travel to Otorohanga once a week.

The scheme has received much media attention of late because it is a very successful ‘community driven’ scheme established out of need and led by some of the most passionate and determined people in New Zealand: Mayor Dale Williams and Apprenticeship Support Coordinator, Ray Haley.

Key Drivers

Key drivers of the programme’s establishment in 2006 were to reverse the trend of school leavers exiting the area and to improve the completion rates of those in apprenticeships. The recommendation from the community itself was that ‘rural communities have to develop, retain and maintain an educative knowledge base’ (Meade 2009).

Key features of the design include:

- It is a genuine community ‘bottom-up’ solution to an identified community issue
- Community buy-in was implicit
- It is collaborative in design and practice. Key players include community leaders, the council, local businesses, Wintec, MSD, ITOs and the High School.
- Is a strengths-based model that looks to enhance the community’s many strengths and attributes
- An independent Community Advisory Board was established to provide on-going governance, strategy and support to operations.

Key Staff

Apprentice Support Coordinator, Ray Haley was interviewed on several occasions for this project and provided no doubt about his passion and commitment to the scheme and what their community has achieved together. He is a very modest person but is clearly an important lynchpin to the scheme

“The most important aspect of what we do is care”

Ray Haley

The Otorohanga Apprenticeship Support Scheme works primarily across these industries: Automotive, Engineering, Plumbing, Retail, Extractive, Building and Electrical. However, all trades are welcomed.

Today, 52 Modern Apprentices receive:

- **Weekly study groups where students of ALL trades have a safe place to study and gain assistance with problems**
- **A controlled environment for all students to sit tests**
- **Mentoring**
- **Pastoral care**
- **Training programmes**
- **Literacy and Numeracy support**
- **One-on-one support**
- **Assistance with practical evidence gathering**
- **Employer and apprentice support on and off the job**
- **Employer assistance with apprentice sign-ups**

Sources: Meade (2009) and Ray Haley (July and November, 2009)

success, not because of his extensive industry knowledge (which he has), not because he has extensive networks (which he has), not because he understands and gets young people (which he does) but because he says “hey that didn’t work - let’s try it the RAY way!” which is genuine, real and relies on ‘kanohi ki te kanohi’ or ‘face to face’ interaction and intervention.

Ray’s background in automotive, engineering, mining, workplace management and teaching serve him well in his role as coordinator. He is credible and really *gets* young people and the challenges they face with industry training.

What sets this programme apart?

“The most important aspect of what we do is ‘care’”.

Ray believes “this aspect of youth work needs to be real and tangible - extending beyond a signature on a training plan that resembles every other apprentice in the industry”. Each plan should be individualised and tailored to meet the needs of the trainee so they are empowered in their learning to fully understand their own potential.

Flexibility and the desire to work *with* young people

“Young people really are a new generation. I work with them on their level not the other way around”. Critical is building solid relationships and pastoral support and care. “Often there is no support available from family and employers and we are it!”

Building study skills and study night

This is very important to the development of most modern apprentices. Ray believes up to 70% of the apprentices he works with have numeracy/literacy issues and study skill deficiencies. These skills are critical to success, and this is where the weekly ‘night class’ provides support in an environment that is non-judgemental, discrete and looks nothing like school. Learners can choose to work in quiet spaces or in group situations providing an opportunity for peer support and mentoring. Ray felt so strongly about the dearth of ‘literacy and numeracy’ skills he himself completed a paper on the topic so as to be better informed and better equipped to support apprentices.

The community has raised expectations of their young people, their employers and of the programme.

Mediocrity is not acceptable. Outcomes have improved from 30% to 80% in the short time the programme has been in operation.

‘Young people’ are at the centre of the programme and staff work for *them* and *with them* to realise their potential and aspirations.

For information on the Otorohanga model please phone 07 8736158 or email: jmr@actrix.co.nz for a copy of the detailed investigation and guide into the Otorohanga Apprenticeship Model: *Investigating Effective Apprenticeship Support for Further Development.*

Funding

The Trust is funded directly from employer contributions and other community funding sources as it is not a Modern Apprenticeships Co-ordinating Organisation. The issue of *sustainability* is an on-going concern for the Trust as they do not receive any funds from the Tertiary Education Commission for their contribution and support of Modern Apprentices. This is an area of concern for the Mayors Taskforce given the success the programme has had.

Future Directions

The team have been approached by several local authorities to investigate the model and in recent weeks the Waipa District Council plans to establish another ‘branch’ in Cambridge to serve the young people engaged as apprentices industries located there.

Conclusion

In summary, The Otorohanga Apprentice Support programme has been successful on various levels in tackling the challenges facing the Modern Apprenticeships programme. The keys to success include:

It is ‘local’ and underpinned by community support.

It is ‘relational’: building and maintaining relationships is paramount with all stakeholders.

It is a ‘strengths-based’ model in that it looks at enhancing abilities rather than looking at the deficits that young people have.

The community has raised expectations of their young people, their employers and of the programme. Mediocrity is not acceptable. Outcomes have improved from 30% to 80% in the short time the programme has been in operation.

Finally, ‘young people’ are at the centre of the programme and staff work for them and with them to realise their potential and aspirations.

Case Study Two: Tertiary Training Institute Model

Wellington Institute of Technology (WelTec)

“Entering and completing a Trade is an amazing way to transform a young person’s life. I look it as a staircasing opportunity to build independence and perhaps enter management and establishment of their own businesses”.

The Wellington Institute of Technology has had an important role in the Wellington region for over 100 years, delivering quality trades, technical and professional education to meet the learning needs of students and the workforce. Their core focus is on the mid-level skills vital to the New Zealand economy, and on industries such as manufacturing, tourism, construction, engineering, service industries and the trades⁴⁴.

In 2001, WelTec became a Modern Apprenticeships Co-ordinating Organisation with an allocation to serve up to 32 Modern Apprentices. Today, their Modern Apprenticeships Co-ordinator is Belinda Weepu - an extremely passionate woman and advocate for her organisation and the Modern Apprenticeships programme.

Belinda has been in her role for two years and states professional highlights include the signing up of 7 Pacific Island Apprentices, and 2 young women to the programme. She strongly believes the programme provides genuine opportunities to ‘staircase’ young people with small steps into leadership roles as managers and business owners. She states the support and genuine care her colleagues within WelTec demonstrated from the Chief Executive to Tutors, is amazing and similarly contributes to the positive development and success of their Modern Apprentices.

⁴⁴ Sourced October 2009: www.weltec.ac.nz

Although Belinda brought 'key' relationships to her role, her suggestion to other Co-ordinators in order to engage more effectively with communities of interest is to...

“Get out there and meet people in person. Build and nurture relationships for your young people!”

What sets this programme apart?

Relationships and Networks

Pivotal to Belinda's work and results is her ability to connect, build and maintain networks to facilitate positive outcomes. To this role she also brings a local knowledge of the area and has intimate connections with Pacific communities in order to effectively connect young people to opportunities.

She also believes the link between schools, employers, training and relevant ITOs is critical to enable true collaboration in order to support the transition of young people to be fully employed in their community.

Belinda attributes her success in recruiting significant Pacific Island youth, Maori and Young women to the WelTec programme because:

1. She is proactively recruiting under-represented groups;
2. She is making face to face contact with Pacific and Maori communities in order to build relationships; and
3. She is actively targeting employers and working with them to engage young people with diverse backgrounds.

Although Belinda brought key relationships to her role, her suggestion to other Co-ordinators in order to engage more effectively with communities of interest is to get out there and meet people in person. Build and nurture relationships for your young people!

Pro-active Recruitment and Support

Given the current disproportion of Modern Apprentices by ethnicity and gender, Belinda believes it is necessary to take a pro-active stance in order to address the structural and often cultural barriers for under-represented groups. For example, what it is like to enter a workplace where you are the only one who is different, or if English is your second language. It is from this sense of responsibility to her community, organisation and the programme objectives that she differs from many of the Co-ordinators interviewed.

The Results:

Since beginning her role Belinda has supported twelve Apprentices to completion. She is also just about to sign up another young woman (to make 2) and she is currently supporting 26 Modern Apprentices. Of these: one is Asian, seven are Pacific youth and two are Maori youth.

Belinda actively works with schools and young people themselves to find suitable employers, other Co-ordinators become more active after young people are already employed. Belinda's approach appears to be a significant lever for success as potential issues and barriers are discussed and openly planned for, rather than left to fester or form the reason for termination.

Mentoring and Support

One of the striking things about Belinda when you speak with her is her passion for young people and her belief in the power of 'mentoring'. She witnessed the positive results of mentoring in her previous role at Victoria University and knew when the role came up at WelTec how she was going to operate to achieve similar positive outcomes.

'Mentoring' for Belinda is about working with the whole person and at their pace. Mentoring is also about facilitating the young person to grow and feel less isolation when entering and navigating their way around the world of work and training in order to complete their qualifications and be contributing employees.

Through sharing her experience of 'mentoring' within tertiary education environs, it does seem the overall treatment and approach to working with young people may be one of the 'key' factors that contribute to higher completion rate passes than that of other Co-ordinating organisations.

Thinking 'outside the square'

Another striking aspect to Belinda is her ability to 'think outside the square'. When faced with challenging economic times and the possibility of one disestablished Modern Apprentice unable to locate another employer in the industry, Belinda used her networks and nous to set up a 'Community Max' position.

The position, funded by Work and Income and hosted by a community organisation - who was unable to sign the necessary training agreement to take on the young person as a Modern Apprentice,

Future Directions

Belinda is currently working on an initiative to look at providing 'employment' opportunities for graduates of WelTec's 'pre-trade' courses to assist New Zealand Aid groups in the re-building of Samoa - following the devastation of the Tsunami.

This solution, if she can weave all of the players together will mean that graduates who may struggle to find employment in this economy will be able to use their skills and potential hours to work alongside other qualified builders in a useful and meaningful way to build their confidence, work history and transferrable skill base.

The key driver behind this idea is to ensure that young people with the aspiration of becoming a Modern Apprentice is kept alive.

"You need to be creative about maintaining young people's attention and ensure they don't get beaten down with too many NOs - it is really important that they keep their hands busy and focussed on the long term."

but working collaboratively with the ITO and employer the young person is able to complete his hours and take photos of his work for assessment. Once he is re-employed within the industry he will be able to credit these hours back to his qualification. This creative solution will mean the young person will still engage with his ITO, not lose the six months of 'hours' spent outside the programme and not be disadvantaged by 'external' factors outside his control in completing his qualification.

In another situation she has an employer who makes it very difficult for Modern Apprentices to attend training in work hours. So, Belinda co-opted a colleague to tutor two young Modern Apprentices and run 'night-classes', for FREE. The impact of this mentoring has enabled the young people to progress work more effectively toward their qualification.

Conclusion

There is a lot to learn from this case study example particularly in Belinda's approach to promoting the Trades to young women, rangatahi Maori and Pacific youth. This combined with her networks in her local community and willingness to get out there 'face to face' and promote the programme to appropriate employers - sets the benchmark for other Co-ordinators.

In summary, the WelTec model provides a service that is based on achievement and completion, it is 'youth friendly and centred' and it is about fostering and nurturing relationships. In addition, the support provided is tackling the challenges head on with integrity and enthusiasm and raising the aspirations of those participating on the programme.

Established in 1999, because of 'community' need this model has gone from strength to strength.

“Southern Group Training is currently working across 13 different industry sectors and achieving on average 74% completion rates”.

Quick Stats about Invercargill District:

50,328 people normally live in Invercargill District.

33.5 % of people aged 15years and over have a post-school qualification (compared with 39.9 % nationally).

35.5% have no formal qualifications compared with 25.0% for New Zealand as a whole.

The median income for 15 years and over is \$22,000 (compared with \$24,000 nationally).

Sourced: November 2009
www.stats.govt.nz

Case Study Three: Group Apprenticeship Model⁴⁵

Southern Group Training

Celebrating their 10th anniversary of assisting young people into the Trades, the Southern Group Training Trust is a very successful community-led initiative which now directly employs and/or manages over 300 apprentices in Southland.

Established in 1999 to address regional 'skill shortages'; the model was adapted from various Australian examples, overlaid with a New Zealand lens, and given a Southern context in order to meet the needs of a growing economy with workforce capacity issues. In 2001, the organisation became a Modern Apprenticeship Co-ordinating Organisation and this has continued to this day.

Key Drivers

The key drivers underpinning the organisation are:

- Provision of “excellence in service delivery” with a strong focus on treating young people as their number one priority
- Development of ‘a local solution’ to meet ‘local labour’ needs
- Developing, maintaining and growing strong industry and training connections in order to meet skill shortages

Key Staff

There are nine staff involved with the Modern Apprenticeships programme and they are led by an extremely knowledgeable and committed woman, Glenys McKenzie. Unrivalled for her passion and drive to grow this initiative from 1999 to 2009 the model works in part because there is community buy-in, quality recruitment of staff and an evidenced-based rationale used in planning and service delivery.

⁴⁵ It is noted there are a number of Apprenticeship Trusts operating around New Zealand they include: The Apprenticeships Trust (Albany), Porirua Apprenticeships Trust, The UNITEC Apprenticeship Training Trust, 4 Trades (Dunedin), and Skills4Work. Some of these are dedicated to supporting specific industry areas such as Carpentry and Building.

Group Training Concept Benefits:

For 'Modern Apprentices':

- *One consistent employer relationship and training plan*
- *Youth friendly staff and resources*
- *Mentoring, advocacy and support to achieve goals, manage training within optimum timeframes, and provide workplace support*
- *Arrangement of 'short-term' training placements to meet specific training needs*
- *Arrangement of alternative work placements when necessary to ensure continuity of training.*

For 'Host Companies':

- *All administration and paperwork is handled by someone else*
- *Reduced costs to employers and saves time with training new staff*
- *Mentoring and support is provided to both host companies and Modern Apprentices to assist with any issues that arise relating to the programme*
- *No payroll issues, as invoiced fortnightly*
- *Training components are monitored, with the goal of completing in an optimum timeframe*

What sets this model apart and how does the Group Training Model work?

The Design and Mechanics:

The Southern Group Training model directly employs young people as apprentices, as do other apprenticeships trusts, and then contracts them out to 'host companies' for the provision of practical training and workplace experience.

In order to make it a seamless and stress free process, Southern Group Training has oversight of all of the theory components which may be: night classes and/or block courses and/or distance learning and payment of the training fees. The onus on monitoring and completing paperwork is removed from the workplace and is taken care of by Southern Group Training. The investment by the 'host company' is minimal and is based on cost recovery only.

The service is completely self-funding and is distinctly different in that it removes the administrative tasks from the 'workplace' and positions the Modern Apprentice as the primary client.

Critical Success Factors

Glenys describes the two critical success factors as:

- Modern Apprentices make an informed decision that they want a career in the trades, have a positive attitude, with the required foundation education level, and want to succeed.
- Trade qualified Modern Apprentice Co-ordinators who are readily available, approachable, knowledgeable, and credible to guide and mentor young people along their chosen pathway.

“Our focus has always been on the apprentice. They are the future of New Zealand.

We will always need people who can build, maintain and repair the homes we live in, the offices, factories and workshops we work in, the vehicles we drive, produce and deliver the food and beverage we need to sustain us, the clothing we wear, and in general maintain and support the infrastructure so necessary for modern life.

Technology is rife in the world around us and we need bright young people in trade and industry to take us forward.

Our Modern Apprentices are the leaders of the future.”

How has the current economic climate affected the service?

Glenys says that while it has been harder to place Modern Apprentices, all who meet the requirements for an apprenticeship have one. “Because of our structure and contacts we have been able to re-locate apprentices if businesses have had insufficient ongoing work for them. The training plan remains intact and another ‘host company’ is sought.”

Length and quality of relationship with young people

Glenys was very passionate about the notion that Southern Group Training is ‘distinctly different’ from many providers involved in industry training because they have solid processes that are youth friendly and youth-centric. The relationship with the young person is pivotal to the success of the programme and often extends well beyond the attainment of qualifications. Many graduates are now formal (and informal) marketers and mentors to the new wave of Modern Apprentices coming through.

Conclusion

In summary, this service is based on the 5 keys to success in that it is a local model and based on improving community well-being. At the centre of the service is the ‘young person’. Organisational growth has resulted because of the vision and dedication to serve more young people and meet the growing demands of the local economy and labour market. Without a doubt this model appears to simplify the workplace training process, minimise risks and enhance pastoral factors that enable young people, with appropriate support, to achieve their qualifications on time.

Appendix 4: Questionnaires

Phase 1: Initial Questions 4 ALL Co-ordinators

Question	Your Answer
What is your industry (or industries you work with)?	
Why do you believe 'industry' is the strongest predictor of completion in New Zealand?	All MACs were given the link to the Mahoney (2009) report as discussion starter.
What do you think it is about <i>your</i> specific industry that influences 'completion' results?	
How would you describe the 'support' that Modern Apprentices receive within your industry?	
What are the particular strengths of that support?	
Conversely, what are areas of support that could be improved?	
'Gender and Ethnicity' are also indicators of completion success, in your opinion how can outcomes be improved for Maori and Pacific peoples within your industry?	
How can outcomes also be improved for young women within your industry?	
'Prior Learning' is also a strong indicator of completion. What are the entry level requirements for your industry?	
Overall completion rates are low in NZ, if you were able to design a programme that would obtain the BEST outcomes possible, what would you do?	
Are you happy for me to contact you to clarify any further questions?	

Phase 2: In-depth Questions for Co-ordinators

1. How long has the organisation been running? What has changed in this time? What has made it harder/easier?
2. Why was the organisation established? Has the primary purpose changed or stayed the same since it began?
3. What type of organisation are you/ legal status? (e.g. PTE, Charitable Trust, Incorporated Society, company, etc.)
4. What kind of planning processes does your organisation have in place?
5. How does your organisation source funding/generate income?
6. What are the key drivers of the organisation with involvement in the MAP? (inc quals of ind, access to training/empl/numbers)

On Staff Information

7. How many are employed with the MAP?
8. What type of roles do they have?
9. What type of qualifications do employees have?
10. What kind of staff turnover have you had? Why? How easy it to find good staff?
11. How critical is employing the right staff to work with young people? (Understanding the relationship/mentoring role etc...)

On Service Information (including Evaluation & Results)

12. How many industries are you serving?
13. What kind of monitoring and evaluation tools do you use (records)?
14. What outcomes have you achieved from the service?
15. What do you think are the critical success factors?
16. What are the biggest barriers to realising the potential of the participants?
17. What would improve the service?
18. Others have mentioned the measurement of completions and the potential for distortion over the period of an apprenticeship... what are your thoughts on this?
19. How has the current economic climate affected your service and operations?

On Participants

20. How do young people enter your service? (Self-referral, agency referral, entry criteria, etc.)
21. What is the target group for the service? Do you have stats on their demographic profile?
22. Do you actively recruit those groups largely under-represented within the trades?
23. What outcomes are priorities for this group? (e.g. qualifications, employment placement, sustained employment, developmental needs met, etc.)
24. What do you consider the best outcome for the young person?
25. What kind of role, if any, do whanau members (or other key stakeholders) have in the service?
26. Do you use a formal assessment tool to identify strengths, interests and needs? (please explain)
27. Do you use a formal planning tool to identify priority activities/resources for the client? (please explain)
28. How long do you usually have a formal relationship with the young person for?
29. What kind of external support would/does help clients/students succeed best?
30. Do you have any specific case study examples you would like to profile?
31. How do you approach Gen Y? Do you apply different rules etc... to procure better outcomes?

On Infrastructure for Supporting Positive Outcomes

32. Which agencies/organisations do you work most closely with?
33. What institutions support the role you do?
34. What role do local authorities play in supporting your work?