

## The Five Principles of Te Kaupapa Whaioranga

### MANA ATUA, MANA TANGATA

1 Decision-making must be democratic, equitable and inclusive.

### MANA WHENUA

2 Tertiary education should foster a sense of belonging, innovation and creativity.

### MANA MOTUHAKE

3 Staff and students must have authority and influence over their work. Tertiary education institutions and their people must act as a critic and conscience of society.

### AHU KĀWANATANGA

4 Staff and students must be able to collaborate and share their collective work with their communities.

### MANA TIRITI

5 Tertiary education should promote participation, protection and partnership for all people.

Our public tertiary education system **belongs to all New Zealanders.**

We must ensure that tertiary education provision receives adequate **funding at all levels, in all communities,** and for all learners, whatever their current skill, aptitude and knowledge levels.

We must ensure that within our tertiary education institutions all staff and students have responsible **autonomy and academic freedom.**

READ TE KAUPAPA WHAIORANGA: TEU.AC.NZ/BUEPRINT

# the BLUEPRINT for Workforce Development TE KAUPAPA WHAIORANGA



## Te Kaupapa Whaioranga: the blueprint for workforce development

Tertiary education is a public good – the system belongs to all of us, we all contribute to it, and we are all responsible for it. The tertiary education sector, working with businesses, service providers and industry has a vital role to play in preparing graduates for the world of work, upskilling those currently in the work-force and providing pathways to higher-level qualifications that can lead to greater opportunities for employment. Workforce development – investing in skills and education for the current and future workforce – contributes to social cohesion and economic prosperity:

*“Skills affect people’s lives and the well-being of nations in ways that go far beyond what can be measured by labour-market earnings and economic growth... Skills also relate to civic and social behaviour as they affect democratic engagement and business relationships... Adults with high levels of foundation skills are much more likely to feel that they have a voice that can make a difference in social and political life.”<sup>1</sup>*

The OECD identifies four characteristics of effective vocational education and training (VET) systems: provision that matches labour market need; high quality delivery; reliable, competency-based qualifications; and supportive conditions to enable these to be implemented. <sup>2</sup> Within this framework, VET systems that perform well meet skill and knowledge needs that can be broadly classified as:

- 1 OECD 2012. *Better skills, better jobs, better lives: a strategic approach to skills policies.* Pg10-11.
- 2 OECD 30 July 2014. <http://www.itf.org.nz/assets/2014-Conference-Presentations/Deborah-Roseveare.pdf>

foundation skills; socio-emotional skills; and technical and professional skills (that may be specific to an industry, service or business).

The ideal elements of a VET system as identified by the OECD's survey and subsequent analysis provides a useful reference for assessing the effectiveness of the New Zealand system.

Currently New Zealand's VET system<sup>3</sup> offers a wide range of education and training, using different provider types to meet the needs of a range of industries and services. Some good examples of collaborative engagement by ITOs with ITPs and other providers, working with industry, business, service providers, social partners and communities exist.

The work undertaken by Service IQ has resulted in implementation of a comprehensive consultation strategy to inform planning for their *Workforce Development Plan*. The Auckland construction and infrastructure sector has also developed a *Workforce Roadmap* that sets out the workforce skills required for the next five years for this particular sector. However the system as a whole is hampered in a number of ways.

- a. Collaboration is seen as the best way for the VET system to match labour market needs; however the current competitive funding model in New Zealand forces providers to focus on their own survival rather than on meeting the needs of our society as a whole.

---

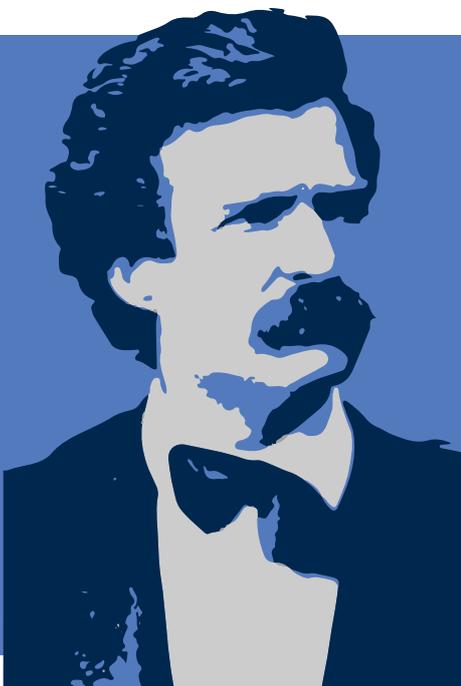
3 The vocational education and training system includes institutes of technology and polytechnics, wānanga, industry training organisations, secondary schools, trades academies, workplaces, and private training providers. Some would argue that universities also have a role in VET provision.

- b. The ideal of ensuring high-quality delivery with reliable, competency-based qualifications is hampered by a focus on inputs and outputs rather than learning outcomes. It is also negatively affected by educational performance indicators which measure a limited range of variables.
- c. The current funding model pushes much of the financial risk onto individual students and institutions.
- d. Finally engagement with social partners (unions, industries, businesses and communities) is variable and to a large extent, public understanding of the vocational education and training (VET) sector and the role it plays in workforce development is limited or out-dated. This means providers are often not working in a supportive environment, which is so important for effective operation.

We need to be confident that New Zealand's approach to workforce development is the best it can be; to ensure this, we need a more co-ordinated and collaborative approach.

Our approach to a workforce development strategy needs to ensure that provision aligns to current labour market needs and can respond quickly to changing and future needs. The strategy must support education and training that includes foundation, socio-economic and technical skills, so that learners have the broadest possible range of skills and knowledge to draw upon. Workforce education and training should be provided using staff who have both teaching skills and current technical expertise.

The qualification system should be developed and refined in consultation with unions, other social partners,



**There is nothing training cannot do. Nothing is above its reach. It can turn bad morals to good; it can destroy bad principles and recreate good ones; it can lift men to angelship.**

**– Mark Twain**

employers and workers, to ensure that it meets the needs of the labour market and the community. Importantly, the overall strategy must be developed (and refined in the future) with full input from government, employers, unions and other relevant stakeholders – including students.

We have some of the elements for a good system for workforce development, but the gaps identified above and the changing environment in which the VET system and workforce development exist means it is timely to look at the system overall. We propose these first steps towards re-shaping the system:

## Funding that supports a cohesive workforce development strategy

- a. Implement a public funding model that encourages collaboration in the sector rather than a situation of competition (this relies on clear roles for each participant within the system).
- b. Ensure that public funding models recognise the value of 'hard to measure' but important outcomes such as developing knowledge about sustainable processes and increasing equity between different socioeconomic groups.

Some potential measures could include individual income growth and improved employment status (this would need post-completion data).

At the organisational or business level, the measures could include increases in productivity and profitability, an expanded workforce, and better trained workforce (this would need organisational or business-level data collection).

At the community level, measurements of lifecycle gains and intergenerational benefit could help provide a better picture of the impact and value of workforce development.<sup>4</sup>

- c. The funding model and system overall needs to ensure that the financial costs of investment in workforce development are spread more equitably i.e. that employers in particular (along with Government) accept a greater responsibility – recognising the benefits a skilled and knowledgeable workforce brings to individual businesses, organisations and industries, as well as society as a whole.

---

4 Nana, G. July 2014 *Funding for quality – a focus on outcome* <http://www.itf.org.nz/assets/2014-Conference-Presentations/1515-Dr-Ganesh-Nana.pdf>. Also see NZ Treasury's work on raising the living standards of New Zealanders <http://www.treasury.govt.nz/abouttreasury/higherlivingstandards>





## Decision-making that supports a cohesive workforce development strategy

Refining our VET system to implement a more cohesive workforce development strategy means making decisions about who needs to be involved and who should be involved in this work. It makes no sense to ‘lock out’ particular groups as the more involvement in decision-making, the more likely a refined system will reflect the diversity of our communities, businesses, industries and service providers.

- a. Implement data collection systems that mean much more detailed information can be obtained at a regional level. What might apply to the Auckland region is likely to bear no relationship to what is needed in the Southland region.
- b. Develop better systems for engaging with unions as the democratic representative of workers in workplaces, industries and nationally. Unions and other social partners should be involved in standards setting and development, as well as being engaged at the workplace level.<sup>5</sup>
- c. Government should work with the sector to develop a broad communication strategy aimed at the general public – its purpose being to better inform individuals, communities and employers about the importance of the vocational education and training (VET) sector and the role it plays in workforce development.

---

5 The model used in Germany is one way of doing this. Meinecke, U. 2013. *The role of trade unions in the German system of VET*

[http://www.imove-germany.de/cps/rde/xchg/imove\\_projekt\\_international/hs.xsl/news.htm?content-url=/cps/rde/xchg/imove\\_projekt\\_international/hs.xsl/9797.htm](http://www.imove-germany.de/cps/rde/xchg/imove_projekt_international/hs.xsl/news.htm?content-url=/cps/rde/xchg/imove_projekt_international/hs.xsl/9797.htm)

Design credits:

Ian Barnard for blueprint background

[www.ianbarnard.co.uk/free-blueprint-style-background-vector/](http://www.ianbarnard.co.uk/free-blueprint-style-background-vector/)  
Vector.me for the pen image [vector.me/browse/129044/set\\_of\\_realistic\\_pencil](http://vector.me/browse/129044/set_of_realistic_pencil)

United States Library of Congress for image of Mark Twain  
[http://en.wikipedia.org/wiki/Mark\\_Twain#mediaviewer/File:Mark\\_Twain,\\_Brady-Handy\\_photo\\_portrait,\\_Feb\\_7,\\_1871,\\_cropped.jpg](http://en.wikipedia.org/wiki/Mark_Twain#mediaviewer/File:Mark_Twain,_Brady-Handy_photo_portrait,_Feb_7,_1871,_cropped.jpg)