

Education Employment Linkages: An Introduction to the Research Programme

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Details

This PowerPoint presentation accompanied a contributed paper by Professor Paul Dalziel, presented to the 31st annual conference of the Australia and New Zealand Regional Science Association International (ANZRSAI), at the TelstraClear Pacific Events Centre, Manukau City, 23-26 September 2007.

Introduction

- On 22 March this year, FRST announced that it is funding a \$2 million five-year research programme on education employment linkages for youth in New Zealand.
- The purpose of this presentation is to introduce the EEL programme (more details are available at its web site, www.eel.org.nz).
- I start with a recent example of an emerging policy issue in education employment linkages in the Canterbury region.

The Canterbury Example

- Over the last four years I have been involved in a series of research reports on the high tech sector in Canterbury.
 - the electronics industry (e.g. Tait Electronics)
 - the software industry (e.g. Jade Software)
- This nationally important industry cluster in the Canterbury region reports ongoing skill shortages in key occupations.
- A recent research report funded by the Tertiary Education Commission estimates employment growth over the next five years of **3.6 per cent** per annum in the electronics sector and **10.7 per cent** per annum in software.

Skill shortages in IT is a national issue

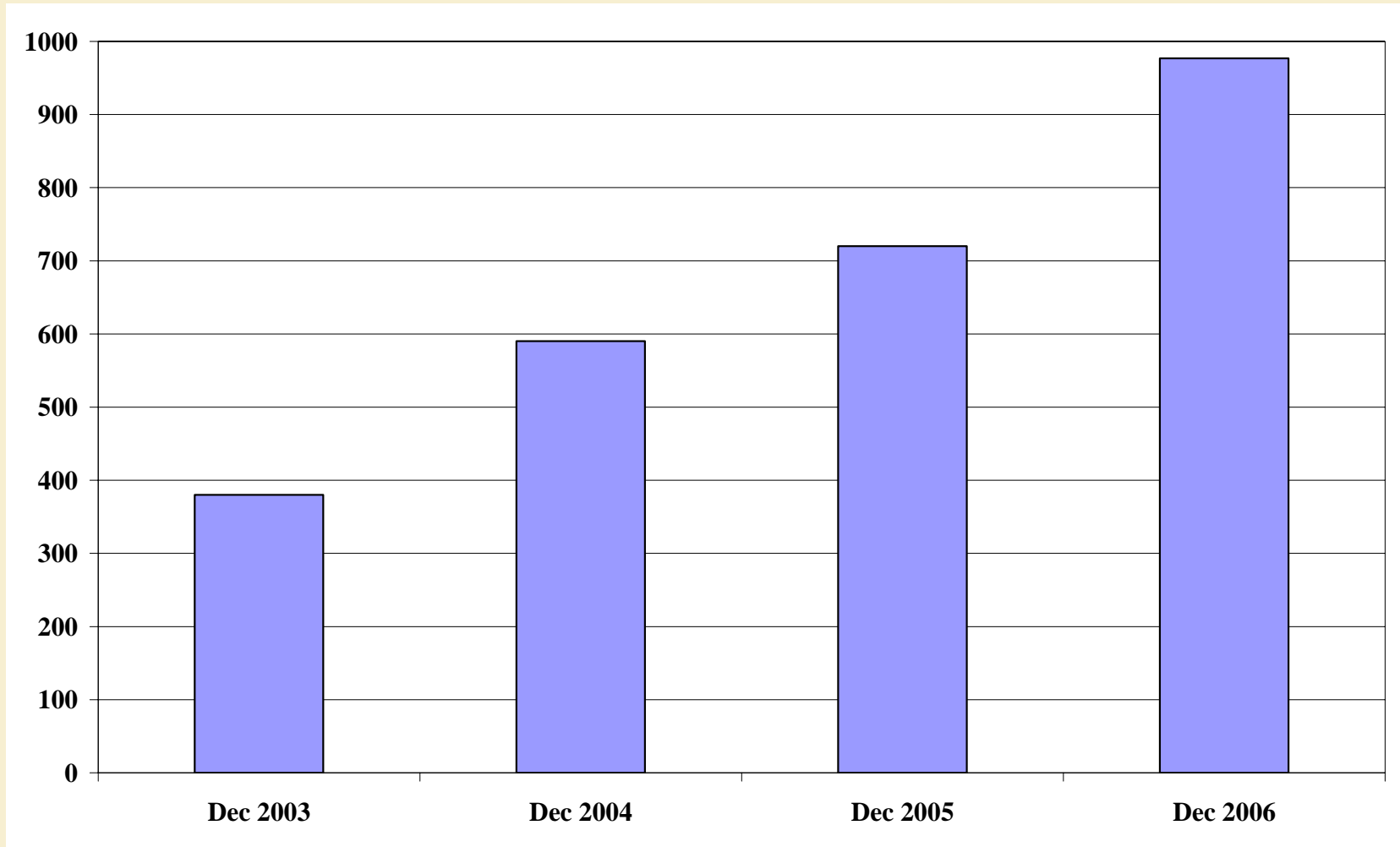
“The number of employed IT professionals has increased from approximately 8,400 in June 2001 to over 28,000 in June 2006. Employment growth of IT professionals of 27.3% per annum was well above 2.8% growth for all occupations.

On average, about 4,000 new IT jobs were created each year between June 2001 and June 2006. ...

The Department of Labour has assessed the IT professional occupation as experiencing genuine skill shortage.”

Source: Department of Labour Job Vacancy Monitoring Programme Report, *IT Professionals*, December 2006.

Number of IT Vacancies (New Zealand)



Source: Department of Labour Job Vacancy Monitor, December 2006.

Technology teacher courses scrapped

Arwen Hann
Education Reporter

are many reasons why people don't
choose technology as a teaching

“The college has stopped running technology options for trainee teachers this year after receiving no applications for the course.”

Dean of secondary education, Neil Lancaster, said the college was disappointed it had to stop the course.

“We are disappointed, but there was just no demand in this area and it was not viable,” he said. “We are all too aware of the shortage of technology teachers, but there are no real pathways for people to follow.

“Providers are not interested in setting up a course which they don't think anyone will sign up for. There

vacancies made up nearly 20 per cent of all teaching vacancies in secondary schools.

A PPTA survey released as part of a report into the sector last year found 62% of schools that responded had difficulty recruiting technology teachers.

Technology is recognised by the ministry as an area of teacher shortage, and grants for graduates committed to teaching technology are offered by TeachNZ.

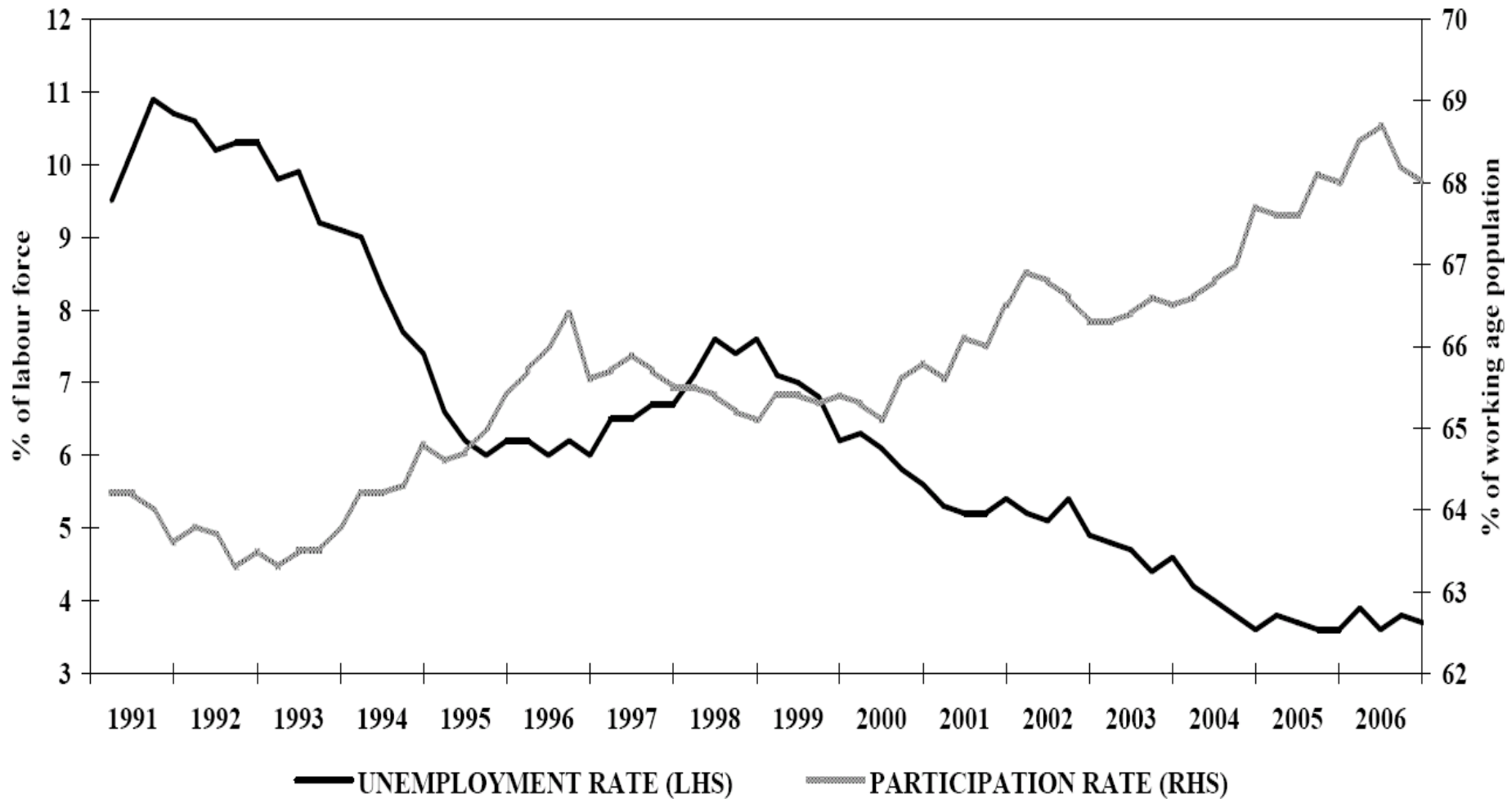
Christchurch *Press*, 29 January 2007, p. A2.

- Whose responsibility is it to think about this issue from a systematic point of view?
 - New Zealand Trade and Enterprise (a regional development issue)?
 - The Department of Labour (a labour market issue)?
 - The Tertiary Education Commission (a skills and training issue)?
 - Ministry of Youth Development (a youth participation issue)?
 - The relevant industry training organisation (ETITO)?
 - The University of Canterbury?
 - The Canterbury Development Corporation?
 - Local Industry Clusters?

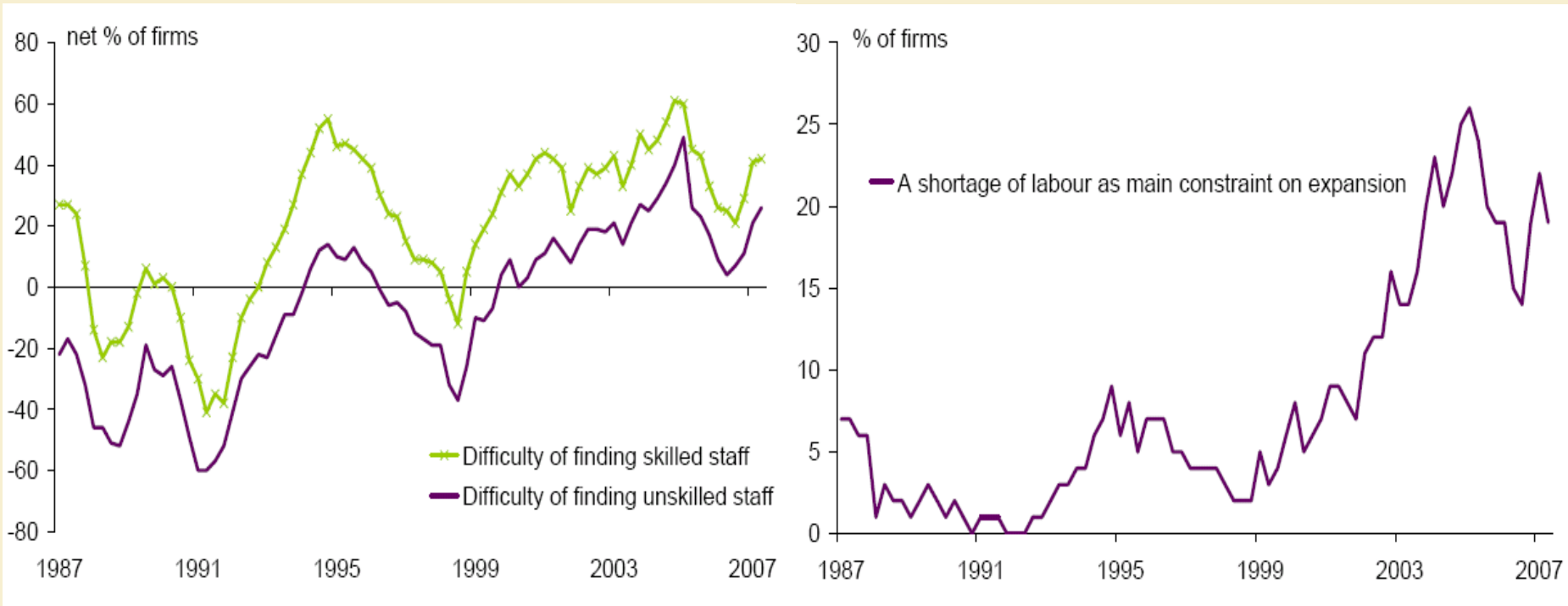
Background to the Policy Issue

- This story is a good example of the difficulties and opportunities for regions concerned about improving education employment linkages to support the growth of important local industry clusters.
- The background to this issue is that the labour market in New Zealand has changed dramatically over the last decade.
- In the early 1990s, policymakers were focused on problems of record post-war unemployment and low participation rates by international standards.
- Now the key problem is skill shortages.

Unemployment and Participation Rates



Skill and Labour Shortages



Source: NZIER data, published in the Department of Labour's *Skills in the Labour Market Report*, June 2007, p. 2.

Skill Shortages and Vocational Training

- The emergence of skill shortages has led to lots of initiatives to align vocational training more closely with local labour market analysis:
 - DoL Regional Job Vacancy Monitoring Programme
 - MSD Regional Employment and Skills Forums
 - Regional Skills Gaps Analyses
 - Tertiary Education Strategy, 2007-2012
 - TEC Regional Facilitation programme and ITPs
 - Regional Statement of Tertiary Education Needs

So what is next on the agenda?

- One of the implications of ongoing skill shortages is that we need to think about the next generation of workers.
- All western countries are faced with this issue in the face of aging populations.
- “In the next decade, the largest ever group of young New Zealanders will make the transition from secondary schooling into tertiary education and the workforce. ... This is a strategic opportunity to ensure our workforce can compete with the best in the global economy.” (*Developing the Second Tertiary Education Strategy, 2007/12, 2006, p. 11*)

School Leavers in Transition to Work

- Recent OECD work emphasises the importance of public policies to help young people **make good choices** during their transition years from school to work.
 - Education choices while still at school
 - Post-compulsory education and training choices
 - Part-time employment choices while in education
 - Career aspirations and career choices
- The OECD suggests this assistance needs to be an integral part of a country's *labour* policies (not remedial education).

Career Management

- Internationally, the buzz words now are ‘career management’ rather than ‘career advice’.
- How can we help a student think about how current choices might affect future choices?
- How does further education lead to better jobs, but also how do certain jobs lead to further skills?
 - Life-long learning and on-the-job training are important
- Work-Life Balance.
 - Work is not simply a means for earning income but is important to individual identity, development and well-being.

Is There a Problem?

The FRST-funded Labour Market Dynamics Research Programme led by Professor Paul Spoonley (Massey University) has reported that 43 per cent of people aged 15-34, and 46 per cent of Māori in this group, feel their current job is not very closely related or not related at all to their educational qualifications.

A recent Australian study (Voon and Miller, 2005) reported returns to required education, if correctly matched to employment, of 18.2 per cent for men and 14.9 per cent for women.

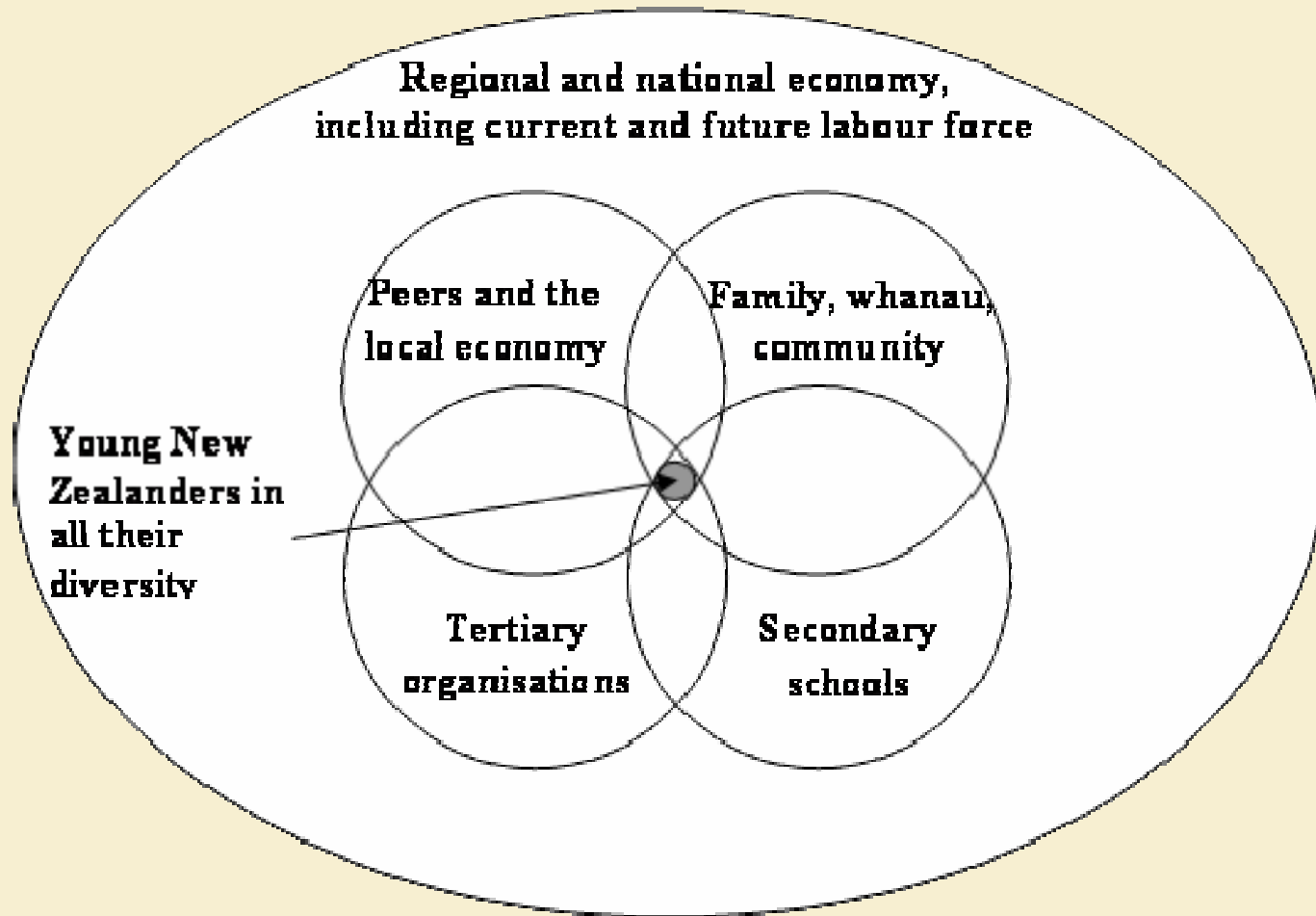
The Consequences of Poor Linkages

Symptoms include:

- Underinvestment in education.
- Misdirected investment in education.
- Unrealised individual potential.
- Education-employment mismatch.
- Skill shortages.

Despite the costs to individuals and for national goals, there has been previously no research programme devoted to understanding and improving education employment linkages by young New Zealanders.

The Need for a System View



Managing the Information



There is a lot of evidence that many young people feel swamped by the information they are given about career planning.

The problem today is not so much that students lack information – there is lots of information!

Challenges for Career Management

- The challenge is to help students (especially the anxious seekers) learn **how to make choices** that are good for them, not just once but as they grow in their career.
- A large amount of the ‘glossy’ information is produced by tertiary educators (universities, polytechnics, wānanga, PTEs), not by employers or independent analysts – so how do we help students evaluate that information?
- The government has put in place a number of very good ‘In-transit’ policies to assist young people make choices (including Career Services), but there is more to do...

The Education-Employment Linkages Project

- FRST has announced that it will fund a 5-year research programme on education-employment linkages for young New Zealanders.
- The research team involves four research leaders from the AERU research unit at Lincoln University, the New Zealand Centre for Educational Research and He Pārekereke at Victoria University:
 - Paul Dalziel (regional economic development, AERU)
 - Jane Higgins (sociology of youth in transition, AERU)
 - Karen Vaughan (careers education, NZCER)
 - Hazel Phillips (Māori and Pacific education, He Pārekereke)

The Three Institutions

- He Pārekereke at Victoria University was established in 1995, dedicated to academic training and leadership in education for Māori and Pacific Nations peoples.
- Established in 1934, the New Zealand Council for Educational Research is the prime independent educational research organisation in New Zealand.
- Since its foundation in 1962, the AERU at Lincoln University has been a major source of independent business and economic research in New Zealand.

The Aim of the Research Proposal

Our aim is to answer the question: *How can formal support systems best help young New Zealanders make good education-employment linkages to benefit themselves, their communities, and the national economy?*

- Effective systems in *school communities* for helping young New Zealanders make good education-employment linkages.
- Effective systems in *regional communities* for helping young New Zealanders make good education-employment linkages.
- Effective systems in *Māori and Pacific communities* for helping young New Zealanders make good education-employment linkages.
- Effective systems for conveying the needs of *employers* to young New Zealanders, to improve education-employment linkages.

The Elements of the Research Programme

		Objective 1 (K. Vaughan)	Objective 2 (J. Higgins)	Objective 3 (H. Phillips)	Objective 4 (P. Dalziel)
<i>1. International Context</i>		Integrated international literature review drawing on: Education Sociology Indigenous Studies Economics			
<i>Primary Research</i>	<i>2. What is happening?</i>	Mapping of current education employment systems in: School Communities Regional Communities Māori & Pacific Communities Employer-Led Channels			
	<i>3. Why is it happening?</i>	Interviews, surveys and focus groups of key informants in: School Communities Regional Communities Māori & Pacific Communities Employer-Led Channels			
	<i>4. How can we make it different?</i>	Case studies of how positive outcomes occur in: School Communities Regional Communities Māori & Pacific Communities Employer-Led Channels			
<i>5. Integration and Assessment</i>		Two pilots of best practice systems, assessing in each pilot site the integrated results of the four research streams.			

The External Reference Group

The programme is being guided by 7 government agencies:

- Ministry of Youth Development
- Ministry of Social Development
- Ministry of Education
- Department of Labour
- Te Puni Kōkiri
- Tertiary Education Commission
- Career Services

The research team meets with this group twice a year.

Māori Research and Innovation

The research undertaken in Objective 3 will be within a kaupapa Māori research framework. It will:

- place Māori understandings and experiences at the centre of the research;
- draw on matauranga Māori and relevant contemporary knowledge to document Māori success and to develop new knowledge;
- be guided by tikanga Māori for working with and in Māori communities; and
- have a strong emphasis on accountability to and reciprocal relationships with the Māori communities participating in the research.

Conclusion

Work on preparing the EEL research proposal began with a meeting at the NZCER in Wellington on 17 August 2005, followed by expressions of interest by the end of that week from the Ministry of Education, the Department of Labour and Career Services.

After nearly two years of preparation, the EEL research team is excited to launch the programme on its formal starting date of 1 July 2007.

www.eel.org.nz