



Tertiary Education Commission
Te Amorangi Mātauranga Matua

Speaking for Your Industry

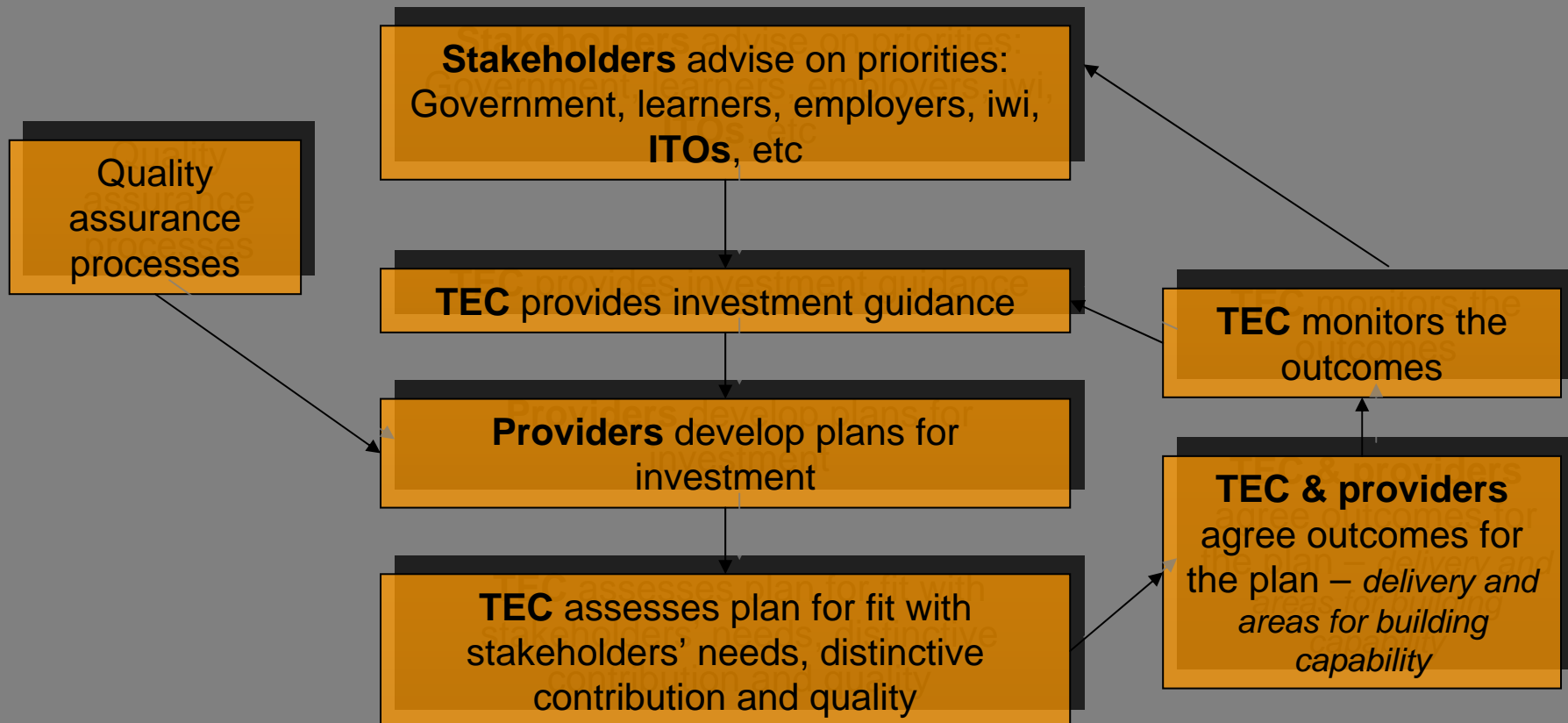
**ITOs as Industry Stakeholders in the new
Tertiary Education Environment**

Industry Training Federation Conference

26 July 2007



ITOs and Investing in a Plan





Stakeholder Needs

- Stakeholders = learners and the communities, businesses, industries, groups and organisations in which they live and work
- Key relationships are between providers and stakeholders
- TEC Stakeholder Engagement Managers
- Industry skills leadership – ITOs
- Regional facilitation by ITPs (Institutes of Technology and Polytechnics)
- Investment plans must be linked directly to the tertiary education needs of stakeholders

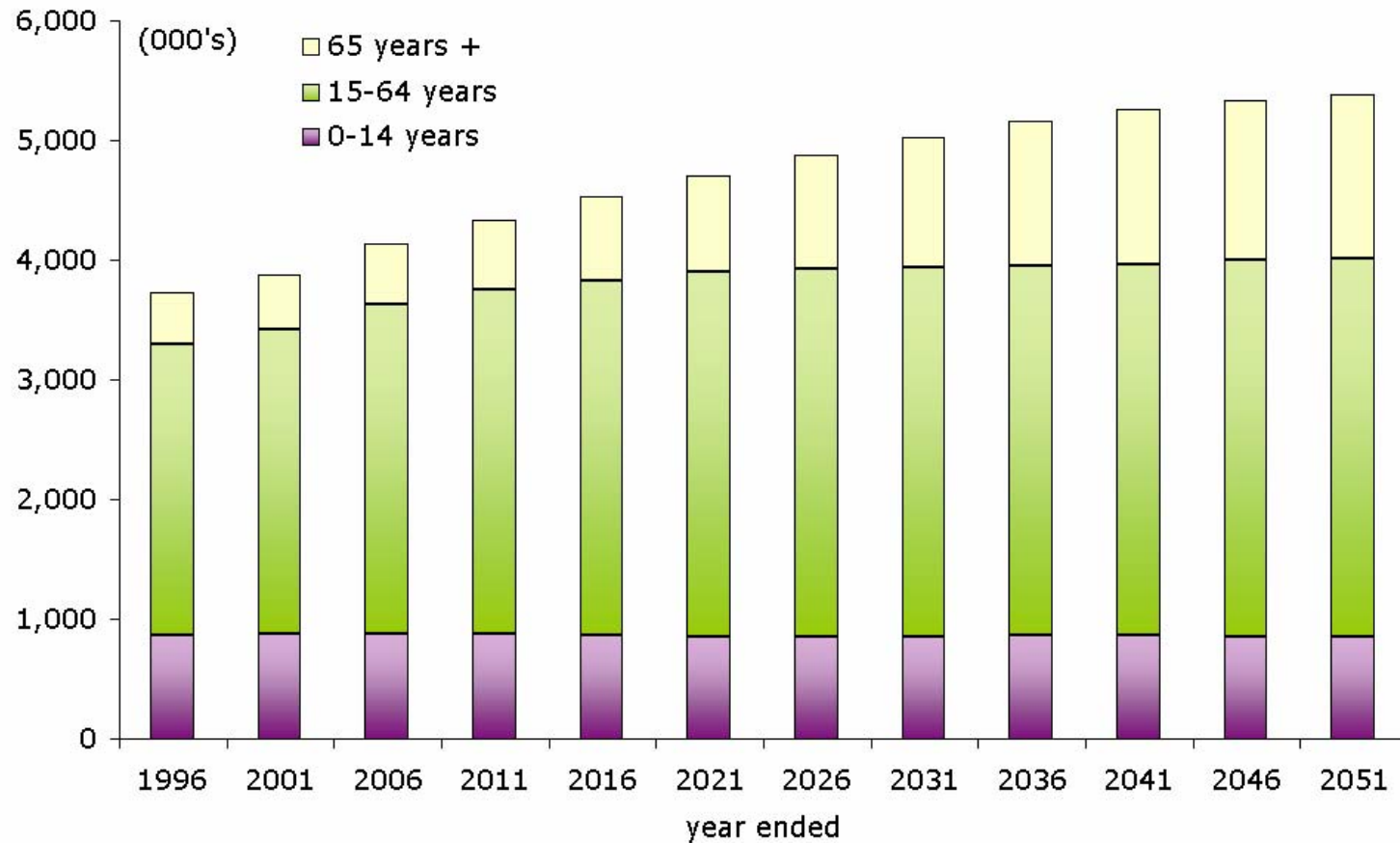


Informing your Industry

- They are key stakeholders in tertiary education
- How will you ensure a clear articulation of your industry's tertiary education needs?
- Matters to consider:
 - Who speaks for the industry?
 - Regional vs national education needs
 - What are education matters and what are other issues? (e.g. employment practices, demographics, social issues)
 - Who are your future workforce and learners?

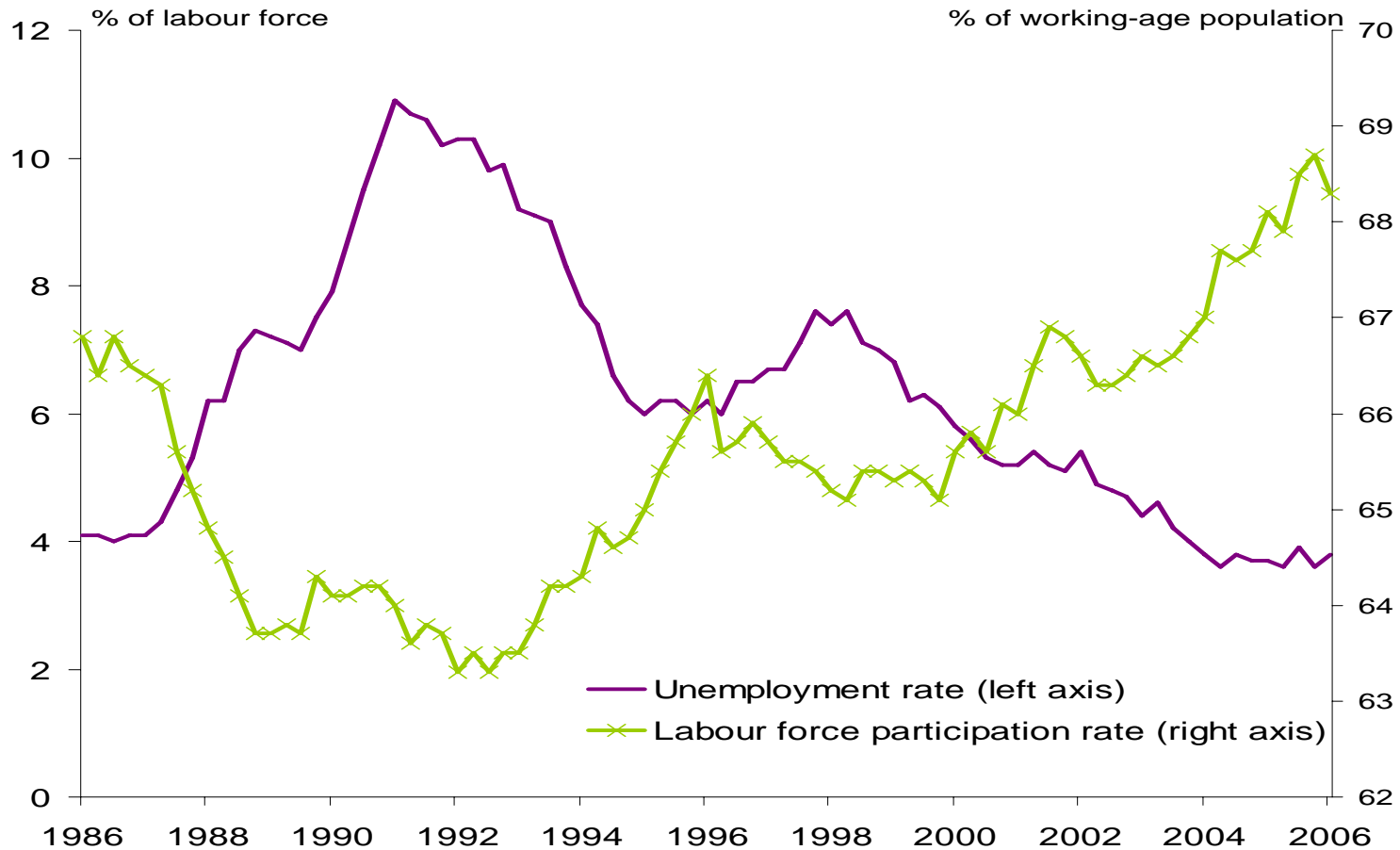


Informing your industry - age structure of the NZ workforce





Informing your industry – employment participation





Big Questions for your industries

- How will your industries have a voice in the provision of their tertiary education?
- What is the optimal way to structure and provide tertiary education for your industry?
 - entry level education leading to employment in the industry
 - on-going professional development for those working in the industry



Getting your industries engaged

ITOs work with employers, employees, industry organisations and unions to:

- Encourage industry-wide discussion about your workforce tertiary education needs
- Identify the causes of skills shortages – workplace practices, population demographics, education gaps, social issues
- Talk directly with tertiary education providers
- Develop national industry skills strategies
- Contribute to regional facilitation processes



Getting your industries engaged - make decisions

ITOs work with their industries to develop consensus views about:

- What are your industry's tertiary education needs:
 - Curriculum
 - Modes of delivery
 - Preferred education providers
- How it should be funded
 - Capped funding
 - How will your industry best benefit from government investment in tertiary education?
 - What tertiary education and training would be best funded by the employer or the learner?



National and Regional Processes

National Industry Skills Strategies

- National perspective
- Whole of industry
- Whole tertiary education sector
- Informs TEC and other TEOs
- Detailed evidence base about the industry
- Owned by and informs industry
- BAU in ITO-industry interactions
- Outputs varied – skills strategies, training plans, collaborative cross-industry views

Regional Facilitation

- Regional perspective
- Across industries
- Regional providers
- Informs TEC and TEOs
- Higher level evidence about the region
- Owned by and informs region
- New regional interactions
- Standardised output – regional statement but varied processes, connections and relationships



2008 - 2010

2008 – 2010 Investment Cycle

- 2008 Investment plans for about 100 TEOs: all ITOs, ITPs, Universities, Wananga and larger PTEs
- 2009 – 2010: all other providers on to plans
- Engagement and decisions on plans focus on key shifts and changes
- Network of Provision decisions within \$ caps (sub-sector and individual TEOs)
- Decisions based on current knowledge
- Processes and principles developed and trialled



Making Investment Decisions

Processes and Principles

- “Case Conferences” – Investment and stakeholder engagement teams
- Evidence of need and supply
- Evidence of current capability and/or need to build it
- Sub-sector distinctive contributions and areas of specialisation of individual TEOs
- Industry specific provision needs: required content, mode of delivery, quantity, geographical location
- Industry specific current provision: alignment with needs, quality, relevance to industry



Other Points

- 7 year time frame:
 - cycle 1 – develop processes (2008- 2010)
 - cycle 2 – bed down (2011 – 2013)
 - cycle 3 – evidence based decision-making (2014 – 2016)
- TEC-DoL - labour market information
- TEC - information about current provision
- TEC-ITF, DoL-ITF – data analysis and reporting
- National Qualifications vs local qualifications
- Collaboration and shifting thinking