

Industry Training Federation Briefing to the Incoming Minister

November 2005



***INDUSTRY
TRAINING
FEDERATION***
LEADING A SKILLED FUTURE

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Introduction

The purpose of this brief is to provide an overview of the main tertiary education and training issues from the perspective of Industry Training Organisations (ITOs) and the Industry Training Federation (ITF). The role and function of the ITF is discussed in Appendix One.

The vision of the ITF is: A skilled workforce for New Zealand's prosperity.

Industry Training is a partnership between industry and government in which both parties invest to develop systematic training in skills that boost industry productivity. More broadly Industry Training is an organisational development strategy that considers skill use alongside skill development and that has training as one of its core elements. The legislated ITO leadership role recognised the broadening of the demands by organisations of the services ITOs can deliver.

The Industry Training Strategy has been successful in building systematic training for industries, developing learning cultures in organisations, and of connecting industry to the tertiary and secondary education systems. The achievements of Industry Training are outlined in Appendix Two.

As a key interface between industry and the education sector, the initial functions of ITOs were set out in the Industry Training Act 1992 and were expanded in the Industry Training Amendment Act 2002. The broad roles of ITOs are to:

- Develop national standards and qualifications;
- Develop arrangements for the delivery of Industry Training including purchasing of training delivery, monitoring of training, and the assessment of training; and
- Provide leadership to their industry through identifying current and future skill needs.

Additionally, various Government initiatives and policies rely on ITOs providing their resources, expertise, or infrastructure.

The strength and core characteristic of Industry Training is that each ITO creates its range of services to meet the demands of its industry. That means there are different ways of realising the core ITO roles of standard setting, arranging training, and leadership. ITOs create different sets of additional services to create and use skill and support industry productivity.

A key difference between ITOs and providers is that there is always a work place context to the decision to learn - in every case the employer must be part of the training arrangement, including contributing resources. With providers individuals can directly access the education services on offer. Both parts of the system have strengths that contribute to the goal of meeting the skill needs of industry.

ITOs are intimately involved in working with businesses to seek, develop and use skill within their industry context – they are inside the “black box” of business. ITOs are increasingly bundling education services with: industry recruitment services to overcome labour and skill shortages; good practice guides; networking business with the wider tertiary and secondary education systems; diversity enhancement programmes and other initiatives to attract and develop non-traditional labour sources for industries.

ITOs possess rich, engaged information from being inside the “black box” of business. ITOs can have a role in providing that detailed business intelligence to connect the macro-level data of government agencies with grounded reality. For example, ITOs are deeply engaged with several Department of Labour initiatives, Trade and Enterprise sector groups, and advising the Immigration Service on the suitability of migrant labour skills. ITO information can add richness to the Assessments of Strategic Relevance where the TEC seeks to prioritise education service purchasing decisions.

Closer working partnerships between ITOs and providers are now emerging with innovative ways to effectively deal with securing best value, best quality and best delivery options to facilitate the productivity goals of industry.

Within this change the need to consider the optimal provision of the tertiary sector to meet industry learning needs is becoming more important. Optimal provision will include a better understanding of how and when a well supported workplace learning setting maximises education outcomes. Using the workplace as a learning space should be a consideration of all parts of the sector.

The ITF supports an integrated and strategic approach to tertiary education policy which focuses on creating and using the skills that will increase New Zealand’s prosperity. The last three years has seen a movement towards this approach but the ITF believes more work can be done to maximise the advantages this could provide to productivity and national development. The area that the ITF would most like to see further work is in redeveloping the tertiary education funding and skill recognition framework to reflect this more integrated approach to skill supply and demand.

In the next three years the ITF will increase our advocacy for industries’ learning needs. The ITF will seek opportunities to engage on the creation and use of skill to build a productive skilled workforce for New Zealand’s prosperity.

A handwritten signature in black ink, appearing to read 'John Meeuwsen', with a long horizontal flourish extending to the right.

John Meeuwsen
ITF Chair

Summary

Meeting industry skill needs

1. The ITF seeks consultation on a wider range of funds and programmes that contribute to industry learning needs.

Industry contribution to industry skills formation

2. The ITF recommends research into how to best measure the actual contribution of industry to industry skill formation including to Industry Training.

Overlapping provision of Industry Training and vocational education

3. The ITF recommends that Student Component and STM rates be reviewed to ensure equity and transparency, achieve value for money, build incentives for collaboration and a focus on the optimal provision of learning outcomes to meet industry skill needs.

The role of ITOs

The ITOs' leadership role

4. The ITF recommends that a funding regime to support the ITO leadership role be established.

Funding for ITOs to meet expanding stakeholder expectations

5. The ITF recommends that the principle should hold that where additional roles of ITOs are expected then funding to purchase those roles should follow.

Recognising ITOs' contribution to Gateway

6. The ITF recommends that funding for ITOs to support the Gateway programme be considered in the programme design.

Funding system changes

Funding cycles

7. The ITF recommends further work towards making the ITO funding allocation cycle triennial and funds applied on a 12 month basis.

Inflation adjustment of STMs

8. The ITF recommends that STM payments are adjusted annually to reflect movements in CPI.

Training for owners and the self-employed

9. The ITF recommends that ITOs be able to deliver Industry Training to owners and the self employed.

Removing the 10% above level 4 cap

10. The ITF recommends that the 10% cap on STM use above level 4 be removed and that the TEC monitor the effect.

Modern Apprenticeships

Meeting demand

11. The ITF supports the move to 14,000 Modern Apprentices. However, industry skill needs may mean this target needs to be reviewed as the extent of industry demand becomes known.
12. The ITF supports the expansion of the Modern Apprenticeships Programme to all industries.

Contractual issues

13. The ITF recommends that the TEC amend its Modern Apprenticeship contracts to consider the impact of co-ordinator over-delivery on ITOs.
14. The ITF recommends aligning the timing of payments for Modern Apprenticeship training with payments for Industry Training.

Rationalisation of ITOs

15. The ITF recommends that the focus of government policy remain on quality outcomes, and that any rationalisation in the numbers of ITOs be based on industry requirements.
16. The ITF suggests that making changes to funding incentives and allocation processes would assist industry-driven rationalisation.

Research into workplace learning

17. The ITF suggests that the Ministry of Education could take more of a role in increasing understanding of the work place as a learning space by undertaking and contracting research work in this field.

ITO involvement in NZQA quality processes

18. The ITF will continue to work with NZQA to ensure a wider stakeholder consultation policy for industry relevant education and training.

Key Policy Issues

Meeting industry skill needs

19. Every part of the tertiary education sector has a role to play in meeting the skill needs of the economy. Industry Training is unique because its success is due to its industry-led nature. ITOs were established to increase the relevance and responsiveness of vocational education to industry needs, thereby improving the skill levels and use of skill by enterprises and employees.
20. The purchasing role of ITOs is a unique feature of the New Zealand Industry Training system by international comparisons. This role allows industry to have a direct voice in what training is delivered for industry. The role ensures that the other roles of ITOs, such as standard setting, achieve industry skill objectives rather than being of marginal value as is the case in comparable jurisdictions.
21. Differing constraints and resources mean it is also essential that ITOs maintain the flexibility to purchase from providers who can best meet the needs of enterprises, regardless of whether they are a private or public provider.
22. Industry is intimately involved with creating national qualifications, is a key to training delivery in the workplace, and puts in at least two dollars of value for every dollar invested by government¹. It is an integral part of Industry Training that trainees must be employed in the industry.
23. It still appears that policy changes are considered in silos, usually as they impact on a set of Tertiary Education Organisations, rather than on the totality of tertiary provision. As policy change continues the ITF hopes to see more system-wide analysis of policy setting changes, not only on sets of TEOs but on sets of non-TEO stakeholders such as industry.
24. The ITO leadership role means that ITOs will advocate more for the range of learning needs of their industries. ITOs will want to have a say in new initiatives and decision making that is likely to impact on their industries. ITOs also need to be adequately resourced to express industry learning needs well.
25. A consequence of the ITO leadership role is that the ITF will seek to be consulted on a wider range of funds and programmes that contribute to industry learning needs.

¹ Calculations based on Ministry of Education figures.

26. At a time of skill shortages and of a greater focus by business and government on the need for more productivity, it is inconsistent to have significantly tighter caps on Industry Training (including Modern Apprenticeships) than on the Student Component (EFTS) system.
27. In 2005, for example, ITOs made bids of \$141m for a \$119m fund. Matching the bids would have seen another 31,000 New Zealanders getting increased skills and qualifications².
28. The ITF believes that the target of 250,000 industry trainees has been a useful proxy for indicating a growth path to meet industry skill needs. ITF research shows that having 250,000 people participating in Industry Training by 2007 is a realistic target. However, industries are driven by their skill needs which may mean more intensive training in some areas or a greater focus on collaboration and enabling strategies. Consequently the ITF will advocate for the more complex skill needs of industry.

Industry contribution to industry skills formation

29. Industry is required to make a cash contribution to the cost of Industry Training. During 2004, the official cash contribution alone was 37% (\$46,624,978) of the government investment.
30. The TEC's report, *Industry Training 2004*, acknowledges that research indicates that the actual cash contribution is higher and that non-cash contributions are likely to have exceeded the cash contribution.
31. Ministry of Education advice in 1997 suggests that industry contributes \$2 value for every \$1 that government contributes.
32. At a higher level firms contribute to industry skill formation through both formal (assessed) and informal (non-assessed) learning arrangements. Research conducted by Business New Zealand and the ITF in 2003 indicated that for the industry subset of Business New Zealand members a mean of 3.7% of payroll was spent on training. In addition, businesses did more informal than formal training. This finding was supported by the 2002 Ministry of Economic Development 'Firm Foundations' report which found very high levels of in-house training compared to externally sourced training.
33. Informal (non assessed) training needs to be considered better in policy discussions as, based on the Business New Zealand/ ITF research in 2003, it is likely to involve a direct spend of at least one billion dollars.

² Based on the average subsidy per trainee

34. Policy would be better informed by better understanding the real contribution of industry to skill formation, including the total contribution of industry (cash and in-kind) to Industry Training.
35. The ITF recommends research into how to best measure the actual contribution of industry to industry skill formation including to Industry Training.

Overlapping provision of Industry Training and vocational education

36. The funding system discourages collaboration. The funding system no longer underpins the different ways that tertiary education is delivered. Of particular concern to ITOs is the lack of clear delineation about what the Student Component (EFTS) and the Standard Training Measure (STM) funding systems pay for. This lack of clarity causes tension between ITOs and providers and shifts the focus away from delivering the best outcomes for industry and learners.
37. For example, some providers mimic the enterprise-focused delivery of Industry Training, accessing employer capital and labour resources to deliver the education service. However, these providers are funded at levels up to three times higher than ITOs. This is an inefficient use of New Zealand's limited resources.
38. That said the ITF encourages provider delivery of the skills required for industry. The issue is not patch protection; the issue is competition based on government subsidy that creates incentives against collaboration and optimal provision to meet industry skill needs.
39. The recent TEC review of overlapping provision was the first to attempt to address the issue. It made a start but it did not deal with the funding system interface which TEC advice had identified as the issue.
40. There is a need for role clarity between ITOs and other providers and appropriate resourcing for those roles. This does not automatically imply a greater investment by government.
41. The ITF recommends that Student Component and STM rates be reviewed to ensure equity and transparency, achieve value for money, build incentives for collaboration and a focus on the optimal provision of learning outcomes to meet industry skill needs.

The role of ITOs

The ITOs' leadership role

42. ITOs are getting on with the leadership role. They are further developing their leadership role and enhancing information to their industries. This should then increasingly influence providers and the TEC allocation of funding more broadly as the TEC is able to understand better where current and future skill needs are.
43. The TEC needs to be clear on how it intends to use ITO Strategic Training Plans as this will guide their construction. The Plans were one source of evidence for the PTE Assessment of Strategic Relevance process, however better clarity would be useful.
44. ITOs have not been funded for their leadership role. A small IDF allocation of \$1 million across all ITOs has helped with the development of capability. No new funding has been made available for sustaining this role.
45. The ITF recommends that a funding regime to support the ITO leadership role be established.

Funding for ITOs to meet expanding stakeholder expectations

46. There are increased expectations of ITOs in such areas as skills leadership, engagement with small enterprises, and supporting secondary school learning environments. The ITF does not accept that a move to a single STM rate was related to financing the additional expectation of skills leadership. The fund that is stated to have this intention saw some ITOs receive a lower nominal rate of funding and many ITOs a real decline in funding per learner. Therefore ITOs find it difficult to accept the proposition that the role has been adequately resourced.
47. The ITF recommends that the principle should hold that where additional roles of ITOs are expected then funding to purchase those roles should follow.

Recognising ITOs' contribution to Gateway

48. The Gateway programme would falter without the qualifications, infrastructure, assessors, moderators, and training and assessment resources of ITOs. ITOs are funded to develop resources that meet the needs of industry, not to meet the needs of secondary school students and of their teachers. Of course ITOs are engaged because industries see the encouragement of industry relevant learning at school as important. The expansion of Gateway, however, is causing some ITOs to consider the level of commitment required to make it work.

49. Consultation with the ITF and ITOs needs to take place as the Gateway programme evolves, and particularly as it expands. There is a risk that service levels could be compromised without ITO involvement in the planning process. The ITF will seek that involvement.
50. The ITF recommends that funding for ITOs to support the Gateway programme be considered in the programme design.

Funding system changes

Funding cycles

51. ITOs are allocated funding for 12 month periods, although the funding is applied on a 6 month 'use it or lose it' basis. A longer time frame for funds allocation to three years, and an annual operational funding cycle would better support strategic planning and arranging training delivery. Longer funding cycles would support collaboration with providers as they need longer term contracts to justify investment in delivery capability. Additionally, this should also decrease the administrative costs of both ITOs and the TEC.
52. The ITF recommends further work towards making the ITO funding allocation cycle triennial and funds applied on a 12 month basis.

Inflation adjustment of STMs

53. The Student Component is adjusted annually for CPI movement however the STM rate is not. This creates a reduction in the real per learner payment at the same time as expectations from government, industry and learners are increasing. The cumulative effect of the divergence between EFTS and STM rates also exacerbates the overlapping provision issue.
54. The ITF recommends that STM payments are adjusted annually to reflect movements in CPI.

Training for owners and the self-employed

55. In some industries, such as agriculture and construction trades, where there are many small to micro firms, there is a good case for Industry Training to be available for the owners and self employed. While the workers are able to access Industry Training, business owners are not.
56. In larger organisations managers are employees so are eligible for inclusion in Industry Training. Bringing the management of small to micro enterprises into Industry Training should have productivity benefits as management becomes better at using skills developed in employees. The

expansion of eligibility for Industry Training would be a cost-neutral policy change, although it may need legislative change.

57. The ITF recommends that ITOs be able to deliver Industry Training to owners and the self employed.

Removing 10% above level 4 cap

58. The 10% cap on Industry Training above level 4 has yet to be breached although training at higher levels is increasing. However, the cap risks stifling innovation by ITOs at higher levels of the NQF as movement towards the cap increases. One of the biggest generic demands in Industry Training is for “management” education. This usually includes units at levels 5 or 6 of the NQF.

59. Industry Training is about firm and industry performance - as some industries will have trained many of their employees at lower levels, they now want to put more emphasis on higher level skills to build business and industry productivity. For employees there is also an interest in stair casing and pathways to higher skilled, higher paid roles.

60. The ITF recommends that the 10% cap on STM use above level 4 be removed and that the TEC monitor the effect. This would be a cost-neutral policy change.

Modern Apprenticeships

Meeting demand

61. The skill needs of industry are being served by the Modern Apprenticeship Programme. The ITF believes that moving to 14,000 Modern Apprentices over the next three years will meet a good proportion of the additional demand for this Programme. However, the goal remains meeting industry skill needs so this target may need to be reviewed as the extent of industry demand becomes known.

62. To meet industry skill needs all industries need to have the ability to bid for Modern Apprenticeships. The ITF understands TEC is progressively expanding the range of industries that can access the Modern Apprenticeship Programme. The ITF supports this process.

Contractual issues

63. The TEC operates separate contracts with Modern Apprenticeship co-ordinators and ITOs. This leads to some tension regarding over-delivery of contracts. For example, if a co-ordinator makes the decision to sign up more Modern Apprentices than they are contracted for, this obligates the

- ITO to organise training for more people than the ITO receives funding for. The contracting relationships in the fund need to ensure ITOs are not forced to deliver education services for which they are not funded.
64. The ITF recommends that the TEC amend its Modern Apprenticeship co-ordinator contracts to consider the impact of co-ordinator over-delivery on ITOs.
65. The payments to ITOs for Modern Apprenticeships are out of sequence with payments for non-Modern Apprenticeship training. Alignment of payment would assist planning and service delivery.

Rationalisation of ITOs

66. The *Tertiary Education Strategy 2002/07* comments that by 2007, there “will be fewer ITOs, a significant increase in collaborative partnerships between ITOs and improved integration between ITOs and the rest of the tertiary education system.”
67. Consolidation and collaboration has been occurring. There has been a drop in the number of ITOs from 51 in 1999 to 41 in 2005. ITOs are highly collaborative, for example working together to develop their leadership role. Further examples of collaboration include the groupings of construction related ITOs and the service related ITOs which both have regular collaboration meetings and joint projects.
68. The ITF supports improved collaboration and integration between ITOs and between parts of the tertiary education sector. However, this does not mean there is an ideal number of ITOs, nor size of an ITO. There is no evidence that fewer ITOs per se will enhance Industry Training outcomes. Previous advice to the government from Skill New Zealand stated there was no relationship between the size of an ITO and performance.
69. There have been attempts at rationalisation that have been unsuccessful in the last 3 years, partly because the funding incentives and the formula approach to funding allocation act against rationalisation.
70. The ITF recommends that the focus of government policy remain on quality outcomes, and that any rationalisation in the numbers of ITOs be based on industry requirements, rather than a government directed approach. The ITF also suggests that making changes to funding incentives and allocation processes would assist industry-driven rationalisation.

Research into workplace learning

71. The ITF has worked to bring together a network of researchers in the vocational education field through setting up an annual VET Research Forum, organising sector input into the TEC NZCVER scoping project, and setting up a site for VET research in New Zealand.
72. The Ministry of Education could contribute more to the increasing understanding of the work place as a learning space by undertaking and contracting work in this field.

ITO involvement in NZQA quality processes

73. ITOs can contribute to a system of quality training provision through such areas as their knowledge of industry relevant skills, and assessment and moderation practices. This is of particular interest to an ITO where a course purports to meet an industry skill need and/or is based on national standards.
74. ITOs are not one of the automatically consulted stakeholders in industry relevant education and training, for example in course approvals or quality audit processes. The system would be strengthened if the principle was maintained that non-provider stakeholders were routinely part of consultation mechanisms.
75. The ITF will continue to work with NZQA to ensure a wider stakeholder consultation policy for industry relevant education and training.

Appendix One: The Industry Training Federation of New Zealand

Who we are

The Industry Training Federation (ITF) is the national body representing all 41 Industry Training Organisations (ITOs). The ITF was established in 1996 to provide a forum for ITOs to discuss common business issues and to provide the basis for working with government and government agencies.

The ITF is a genuinely representative organisation that consults extensively both internally and externally, is research-informed and is proactive. The ITF has formal working relations with a number of key government agencies as well as education sector groups and national employer and employee bodies.

Based in Wellington, the ITF provides a range of services to members. The key objectives of the ITF are to champion Industry Training by:

- leading the development and implementation of policy that enhances the performance of Industry Training;
- engaging in and disseminating research/evaluation that enhances efficiency, effectiveness and innovation;
- promoting general awareness of Industry Training to provide the basis for individual ITOs' communications; and,
- leading the development of good practice to support individual members.

The ITF vision is: *Industry Training that is valued, dynamic and comprehensive and that contributes to national prosperity.*

In pursuing this vision and these objectives, the ITF acts in accordance with its core values. These values are that the ITF is:

- Representative and consultative;
- Research informed and policy-led;
- Open and collaborative;
- Proactive and responsible; and
- Committed to the principles of the Treaty of Waitangi.

The ITF has a number of well-established relationships with key government agencies and sector groups. Currently, we have formal relationships with the Tertiary Education Commission, the New Zealand Qualifications Authority, the Institutes of Technology and Polytechnics of New Zealand, Business New Zealand, the New Zealand Council of Trade Unions (NZCTU), and the New Zealand Association of Private Education Providers (NZAPEP), amongst others.

The ITF also has informal arrangements with the Ministry of Education, Department of Labour, and key Maori stakeholders.

Our people

An elected Chair and Board lead the ITF. The Chair for 2005-2007 is John Meeuwsen. John Meeuwsen has been the CEO of the Sports, Fitness, and Recreation Industry Training Organisation (SFRITO) since 2003.

The ITF maintains a National Office in Wellington. The Executive Director, Darel Hall, manages the Senior Policy Analyst, Fiona Beardslee, the Project Manager – Communications, Donovan Ryan, and the Research Manager, Toni Fraser.

The National Office is the primary point of contact between the ITF and Ministers and politicians, agencies, stakeholders, and the media. The National Office also undertakes research, policy analysis, advocacy, and the development and dissemination of good practice resources on matters of interest to ITOs.

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Appendix Two: Sector Achievements

1. Since its inception in 1992, Industry Training has increased the range, depth and breadth of systematic workplace training in New Zealand. There are ITOs across a diverse range of industries, from the tourism industry to dairy manufacturing, from boat building to baking, and from community support services to building and construction.
2. Numbers in training have increased from 16,711 in June 1992 to 107,324 as at March 2005. Almost 140,000 trainees participated in Industry Training over the course of 2004. The Modern Apprenticeship scheme has also grown rapidly, from 2,648 in training at the end of March 2002 to 7,760 in March 2005.
3. A significant feature of Industry Training in 2004 was the success of people with no or few previous qualifications: people with no previous educational qualifications achieved 19% of 2004's National Certificates. Additionally, 75% of the National Certificates achieved by trainees whose previous highest qualification was School Certificate were at Level 3 or above.
4. In 2004 20,334 National Certificates were completed (up 43% from the previous year) and 2.87 million NQF credits were awarded.
5. Industry Training makes a considerable contribution towards the government's strategic goals of supporting the economic and social development of Maori, and of developing an inclusive economy. Maori made up 17% of all trainees in 2004, whereas Maori comprised only 9% of the workforce³. Sixty five per cent of the National Certificates completed by Maori were at least at NQF Level 3. In 2004, Pasifika peoples represented 5% of all industry trainees and were 5% of the workforce.
6. These social outcomes are being achieved alongside the realisation of business goals. 31,260 employers participated in Industry Training in 2004 and the value placed by enterprises on Industry Training is reflected in the steady increase in industries' cash contribution to the cost of training.

Industry cash contribution to Industry Training, 1999-2004⁴

Year	1999	2000	2001	2002	2003	2004
Industry cash contribution	\$26.9m	\$27.9m	\$30.3m	\$38.2m	\$41.6m	\$46.6m

³ Statistics New Zealand, Workforce statistics are average for year ended December 2004.

⁴ Research indicates that the reported industry contribution almost certainly understates its actual cash contribution. In additions, industry non-cash contribution is likely to exceed this cash contribution.

Appendix Three: Members of the Industry Training Federation

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<p>Pharmacy ITO Jane Watson-Baker National Manager PO Box 11-640 WELLINGTON Ph (04) 802-0030 Fax (04) 382-9297</p>	<p>Plastics & Materials Processing ITO Bruce Howat, General Manager P.O. Box 76-378, Manukau City AUCKLAND</p>	<p>Plumbing, Gasfitting and Drainlaying ITO Elizabeth Valentine, General Manager P.O. Box 6606 WELLINGTON Ph (04) 384-4184</p>

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Power Crane Association Ian Grooby, Chief Executive PO Box 30-074 LOWER HUTT Ph (04) 569-9799 Fax (04) 569-6969 info@pca.org.nz www.pca.org.nz	Printing & Allied Industries Training Council Joan Grace, CEO P.O. Box 31 131 LOWER HUTT Ph (04) 569-2804 Fax (04) 5692108 jgrace@paitc.co.nz www.paitc.co.nz	Public Sector Training Organisation Jay Lamburn, Executive Director PO Box 10-243 WELLINGTON Ph (04) 495 1410 Fax (04) 495-1419 jay.lamburn@ssc.govt.nz sandra.batchelor@ssc.govt.nz www.psto.govt.nz
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NZ Sports Turf ITO Martyn Baker, CEO P.O. Box 347 PALMERSTON NORTH Ph (06) 354-0602 Fax (06) 354-0081 baker@nzstito.org.nz www.nzstito.org.nz	Te Kaiāwhina Ahumahi (The ITO for the Social Services) Titia Graham, Co-Executive Director, P.O. Box 2637 WELLINGTON Ph (04) 473-1922 Fax (04) 473-1923 Free Phone 0800 558 558 titiag@tkaito.co.nz www.tkaito.co.nz	

Appendix Four: Members of the Industry Training Federation Board

The ITF has an elected Board, made up of Chair John Meeuwsen, a Deputy Chair, the ITF Executive Director, three Chief Executive Officers of ITOs, three Board members of ITOs, and a Council of Trade Unions representative.

John Meeuwsen (Chair) Chief Executive Sports, Fitness, and Recreation ITO	Barbara Johnsen (Deputy Chair) General Manager Seafood ITO
Kevin Bryant Chief Executive Agriculture ITO	Greg Durkin Chief Executive Officer NZ Flooring ITO
Janet Lane Chief Executive Motor ITO	Derek Swarbrick Board Member COMPETENZ
Rosalie Webster (NZCTU Rep) Asst National Secretary Engineering, Printing, and Manufacturing Union	Bruce H Robertson Board Member Hospitality Standards Institute
Darel Hall ITF Executive Director	Murray Hobson Chairman ETITO

