

SECONDARY SCHOOL PATHWAYS AND TRANSITIONS TO VET AND EMPLOYMENT

FOOD AND FIBRE RESEARCH AND INSIGHTS FORUM | MARCH 2025

RESEARCH AIMS

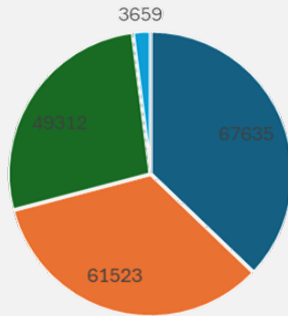
1. Understanding effectiveness of school-to-industry ecosystem.
2. Evidence-based review of current transition programmes.

PHASES

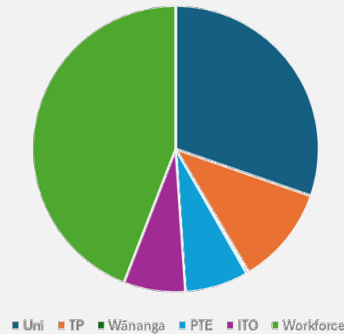
1. Data Inquiry and Interim Report (March 2024)
2. Policy Review and International Comparison (October 2024)
3. Future Focus and Case Studies (March 2025...)



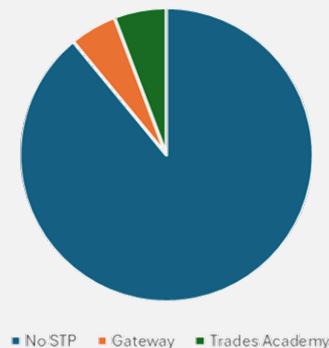
2024 School Rolls



2022 Leaver Destinations



STPs Y11+



THE DATA STORY

What we looked at

We used IDI matched data to analyse attraction, enrolment, retention and earning outcomes for learners that completed Secondary Tertiary Programmes (STP) in Food and Fibre, or achieved in F+F subjects as part of NCEA.

We focused on Trades Academy, as the ‘official’ STP, but also STAR and Gateway as part of the secondary-tertiary landscape.

Limitations

MoE evaluations stopped in 2018.

IDI: We know when a learner has done Gateway, but not which assessments relate to their Gateway programme.

VP awards are not part of the IDI.

Our scope was looking at STPs. So we only indirectly stumbled “off-grid” STP-like activity, or the general use of Food and Fibre standards in/by schools (where VP is a reasonable proxy)

An underserved “middle”

Only 6% (10,500) of Year 11-13 students in Trades Academies

31% progress to degree-level study

Up to 60% lack structured pathway options.

VOCATIONAL PATHWAYS : BACK TO THE GRAB BAG?



Primary Industries - Ahumahi Matua

The Primary Industries is all about the food and fibre sector.

Jobs in the food and fibre sector involve hands on work growing and harvesting plants, crops and animals that help feed us and the world. There are many jobs in the farming, horticulture, fisheries, forestry and connected industries that have opportunities for school leavers and for those with an interest in moving into this sector.



"What I enjoy about my current situation is the independence I have and the ability to make decisions."

Figure 2: Service Industries and Creative Industries are the most commonly attained Vocational Pathways Awards

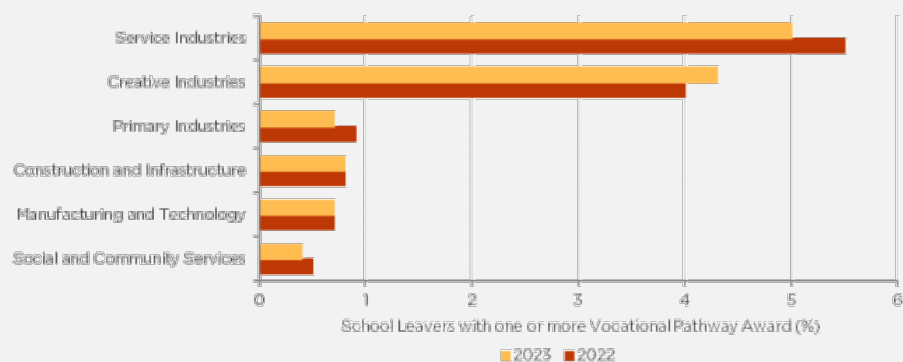
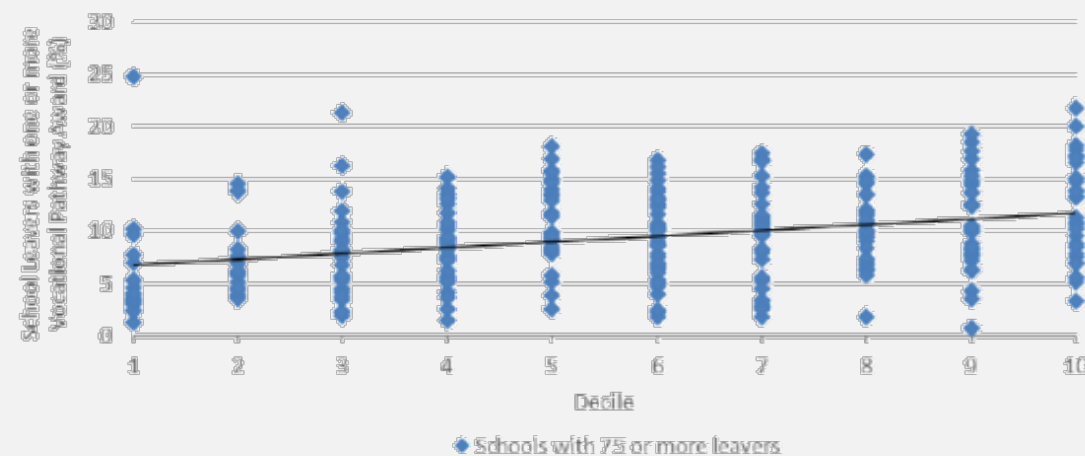
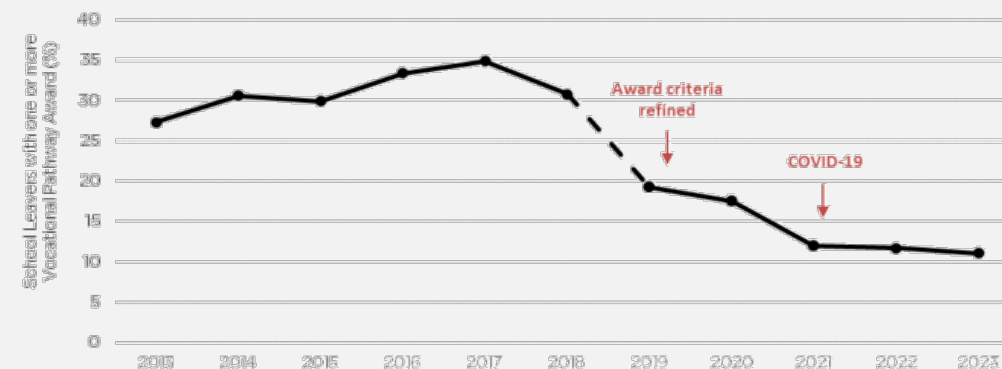
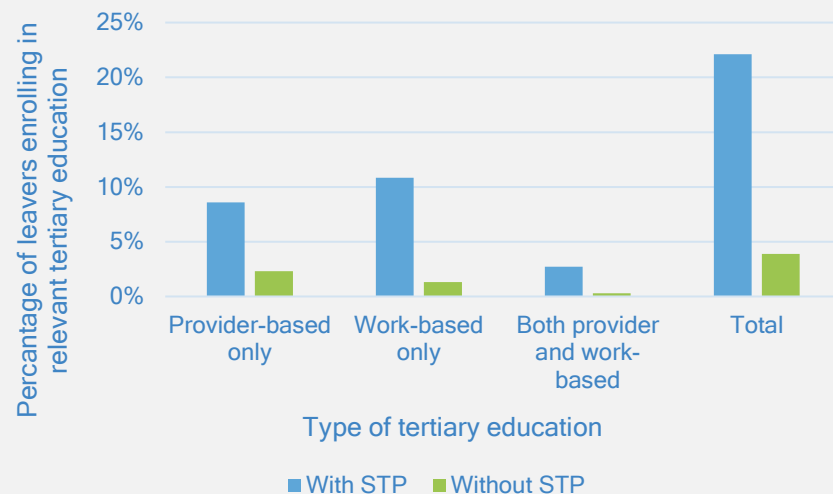


Figure 1: Fewer school leavers with Vocational Pathways Awards in 2023



TRADES ACADEMIES - EVIDENCE OF SUCCESS

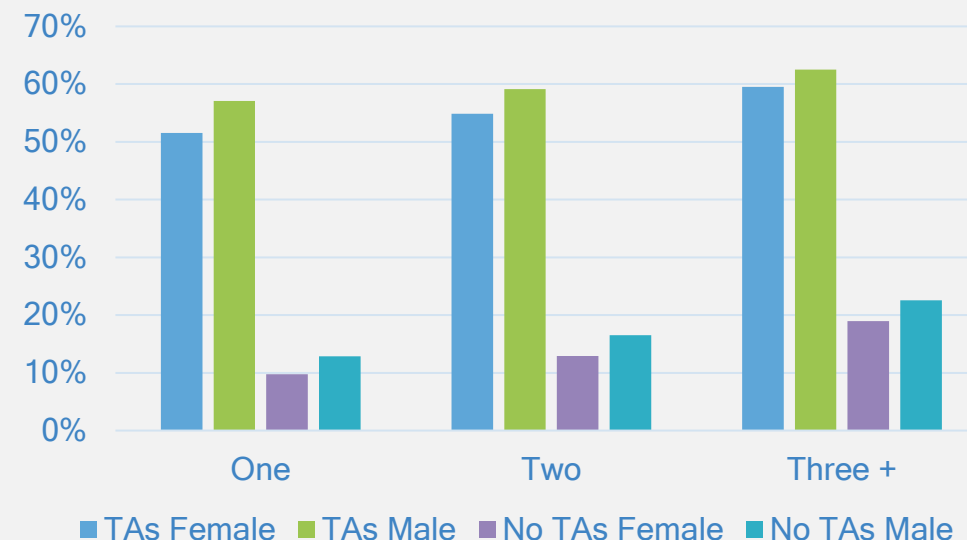
2015-2019 school leavers enrolling in food and fibre tertiary education options



2015-2019 School leavers: retention in Food and Fibre industry.



Percentage of school leavers in years 2015 to 2018 entering the food and fibre industry 1, 2, and 3+ years after leaving school, by gender - having completed a Trades Academy programme



Trade Academy graduates:

- 60% enter Food and Fibre industry (vs 18% non-participants)
- 46% remain in the industry 3+ years (vs 21%)
- Average income \$33,249 after 3 years (vs \$23,670)

POLICY REVIEW: A VISION FOR DUAL EDUCATION

1. Dual enrolment a universal option from Y12 (or age 16?)
2. Integration of work, study, and school.
3. A “structured interface”, not “handover” or “clutter of schemes”
4. Strategic leadership and system stewardship - especially through careers tools.
5. A shared framework for education-industry interface.

BENEFITS AND OUTCOMES

1. Better retention in education
2. Improved skill development
3. Stronger industry connections
4. Enhanced career pathways



INTERNATIONAL EXAMPLES


1. Australian School-based Apprenticeships
2. Canadian Co-op Education
3. UK University Technical Colleges

Common Themes:

- Strong industry participation|
- Paid work experience options
- Clear pathways and qualification frameworks
- Integration of academic and vocational learning
- Systematic rather than program-based approach
- Focus on structured transitions rather than just work exposure



IMPLEMENTATION PATHWAY

1. Recommence MoE evaluations. 
2. Develop a shared framework that underpins a **structured interface** between schools, tertiary organisations and employment
3. Consolidate the current interface schemes.
4. Universalise opportunity for dual enrolment from Y12
5. Allow learners to be paid on work-placements
6. Ensure that employers are key partners for careers advice and tools.
7. Promotion, ambassadors, partnerships.

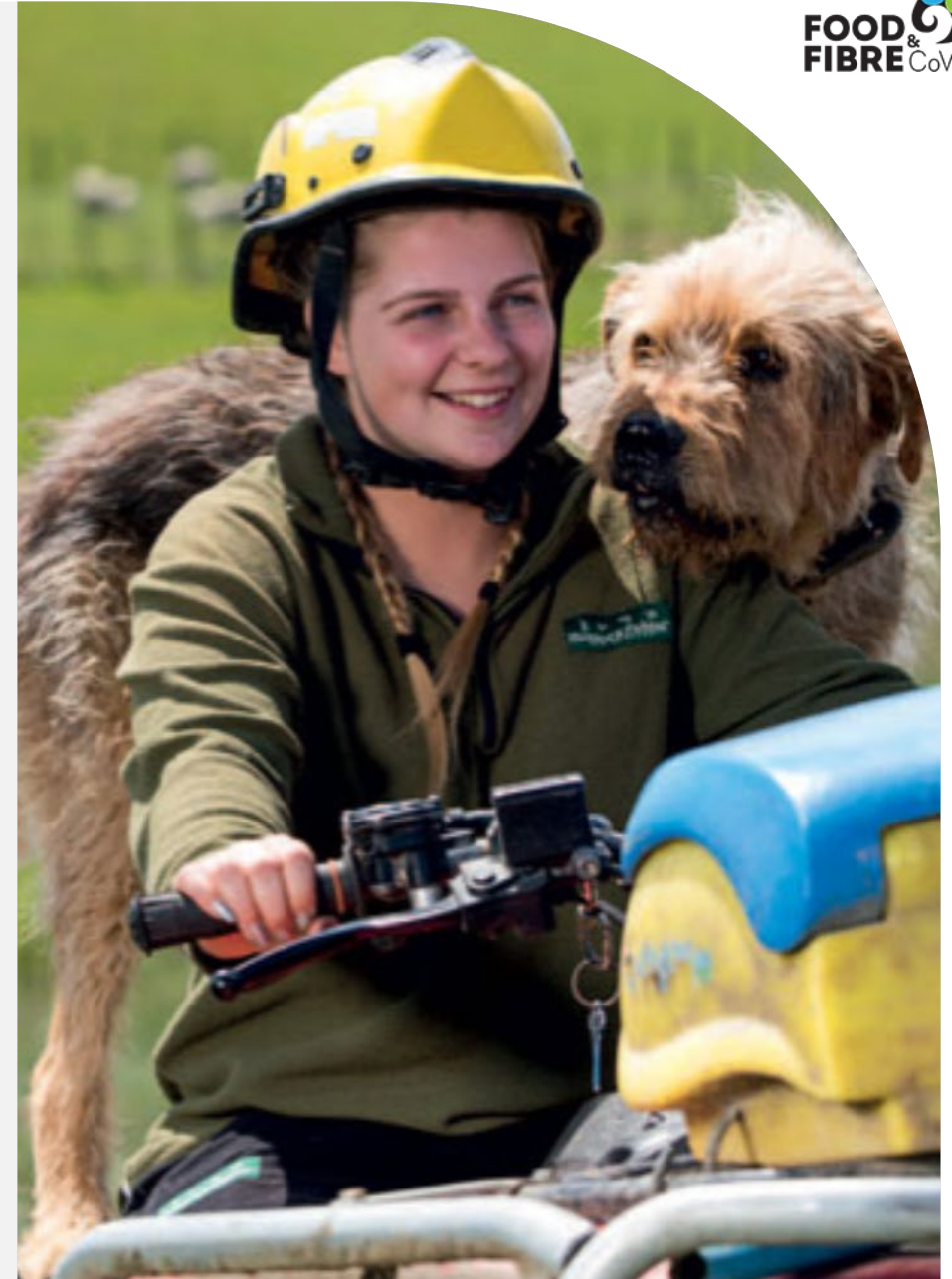


SECONDARY SCHOOL PATHWAYS PROGRAMMES: VET EXCELLENCE FRAMEWORK.

The policy review has informed the development of a further and new rubric on Food and Fibre CoVE's Excellence Framework.

The rubric sets out progressions (acceptable, good, excellent) according to the following outcomes:

1. **Strategic Integration**
Pathway programmes (including funding streams) are strategically integrated into school operations, and culture.
2. **Access and Equity**
Pathway programmes provide equitable access and support for all learners.
3. **Learning Integration**
Learning across school and pathway settings is coherently integrated to support progression.
4. **Industry and Employer partnerships**
Engagement with industry and employers builds trust and creates authentic learning experiences.



FINAL STAGES.

1. Preparing case studies with a 'future focus' - examples of innovation and interesting practice that demonstrate effective interface programmes, that could be adopted more systemically.
2. We also want to stress test the hypothesis that dual programmes can be operationalised with existing system policy ingredients and outside any 'scheme'.





THANK YOU!!!

Geraldine Santa Parade, 6 December 2024