

More ladders, fewer snakes:
Two proposals to
reduce youth disadvantage

August 2011

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NEW ZEALAND'S YOUTH ARE MATERIALLY DISADVANTAGED RELATIVE TO THE OECD AVERAGE

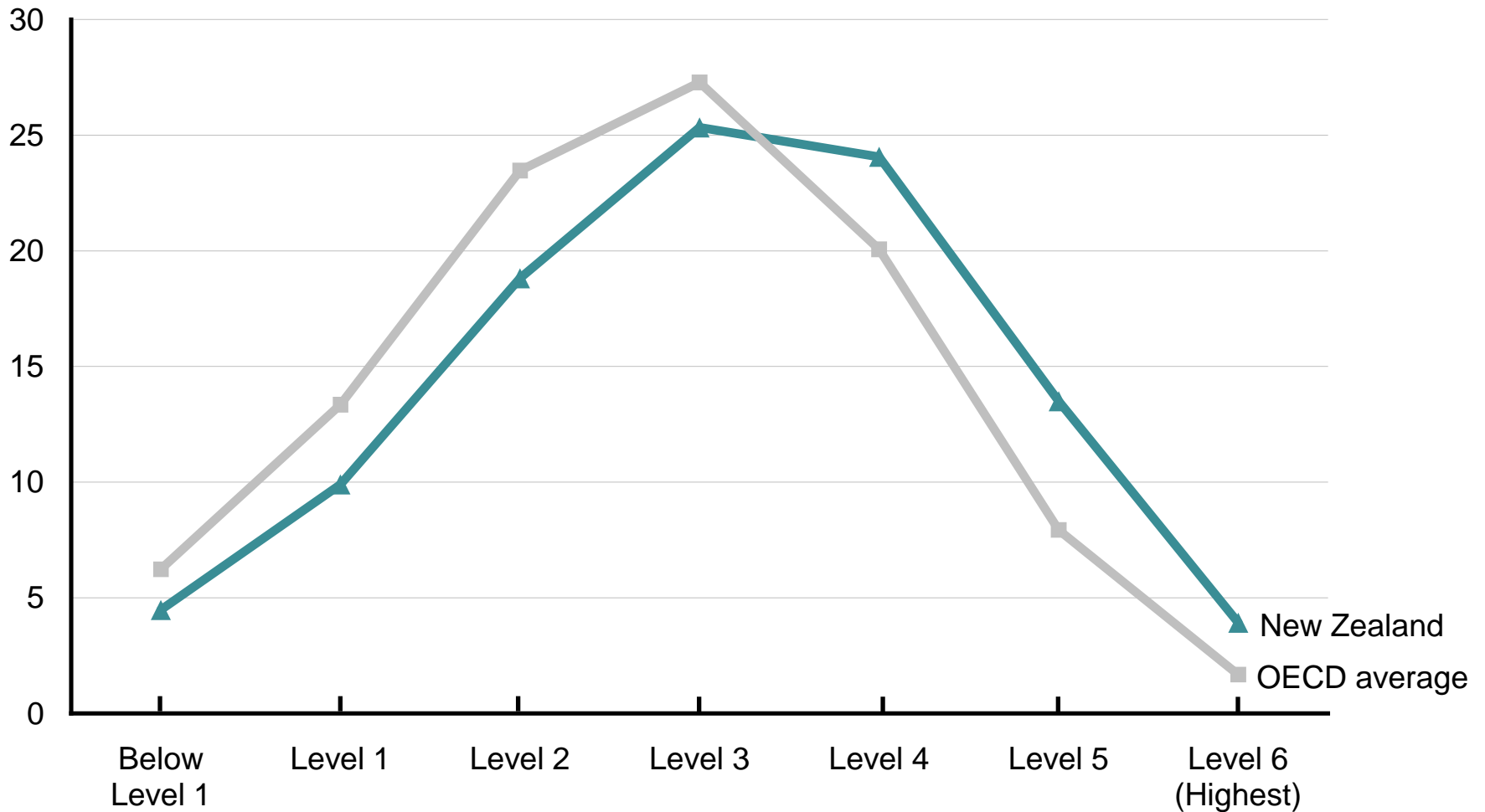
- ⌘ Unemployment, crime, health and safety, and teenage births
- ⌘ No convincing sign of improvement trends
- ⌘ Education appears to be the exception; high PISA scores at age 15
- ⌘ Disadvantage is concentrated in Māori and Pacific ethnic groups



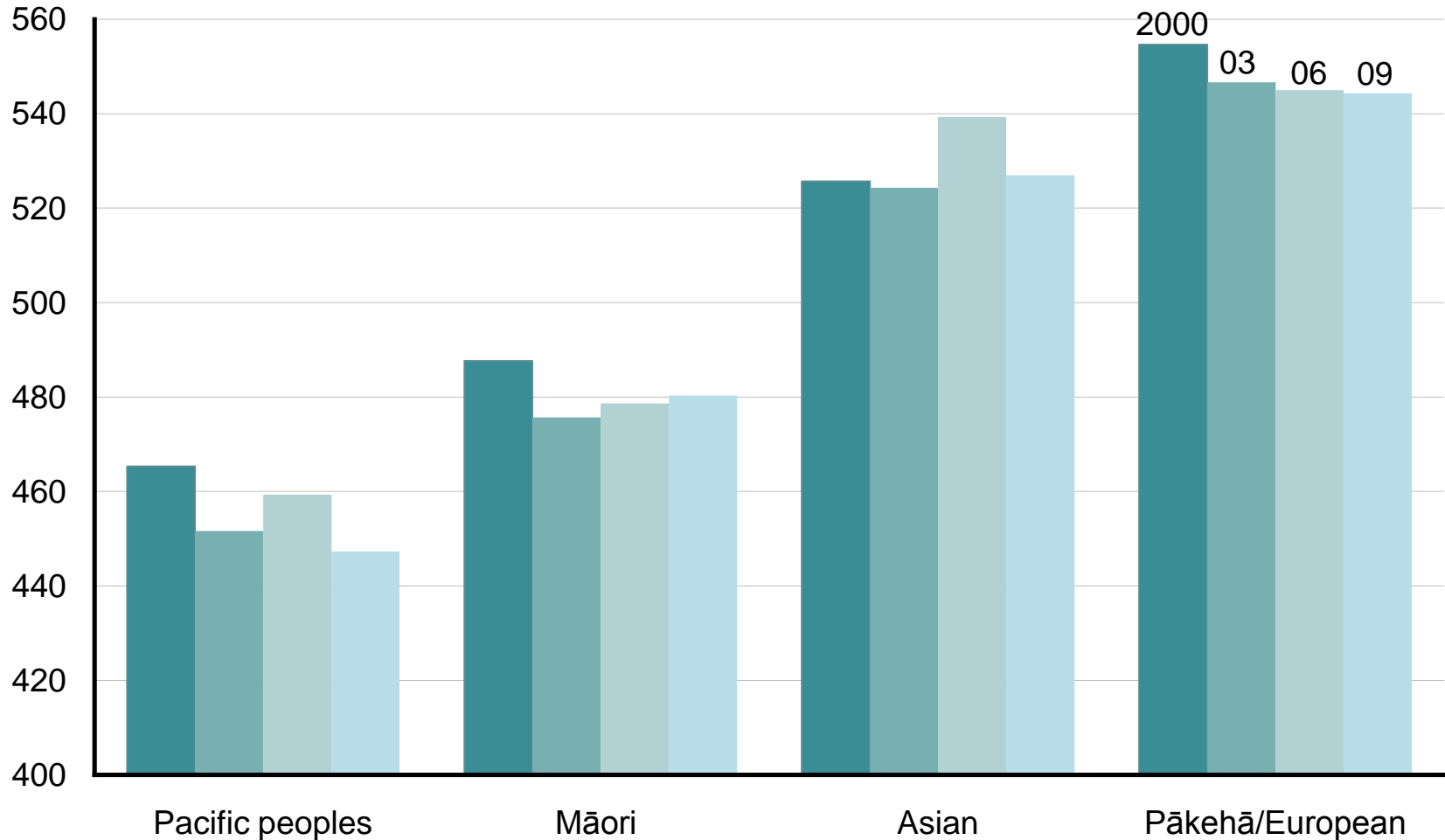
SUMMARY OF NEW ZEALAND YOUTH DISADVANTAGE

	Compared with OECD	Trend	Disadvantage concentrated in ethnic groups?
Education	Better	Flat	Yes
Unemployment	Worse 15-19 Same 20-24	Increasing Flat	Yes
Crime	Worse	Violence steeply increased 2004-09 before fall in 2010	Yes
Health and safety	Worse	Mixed	Yes
Teenage births	Worse	Increasing 2002-08 before fall in 2009	Yes

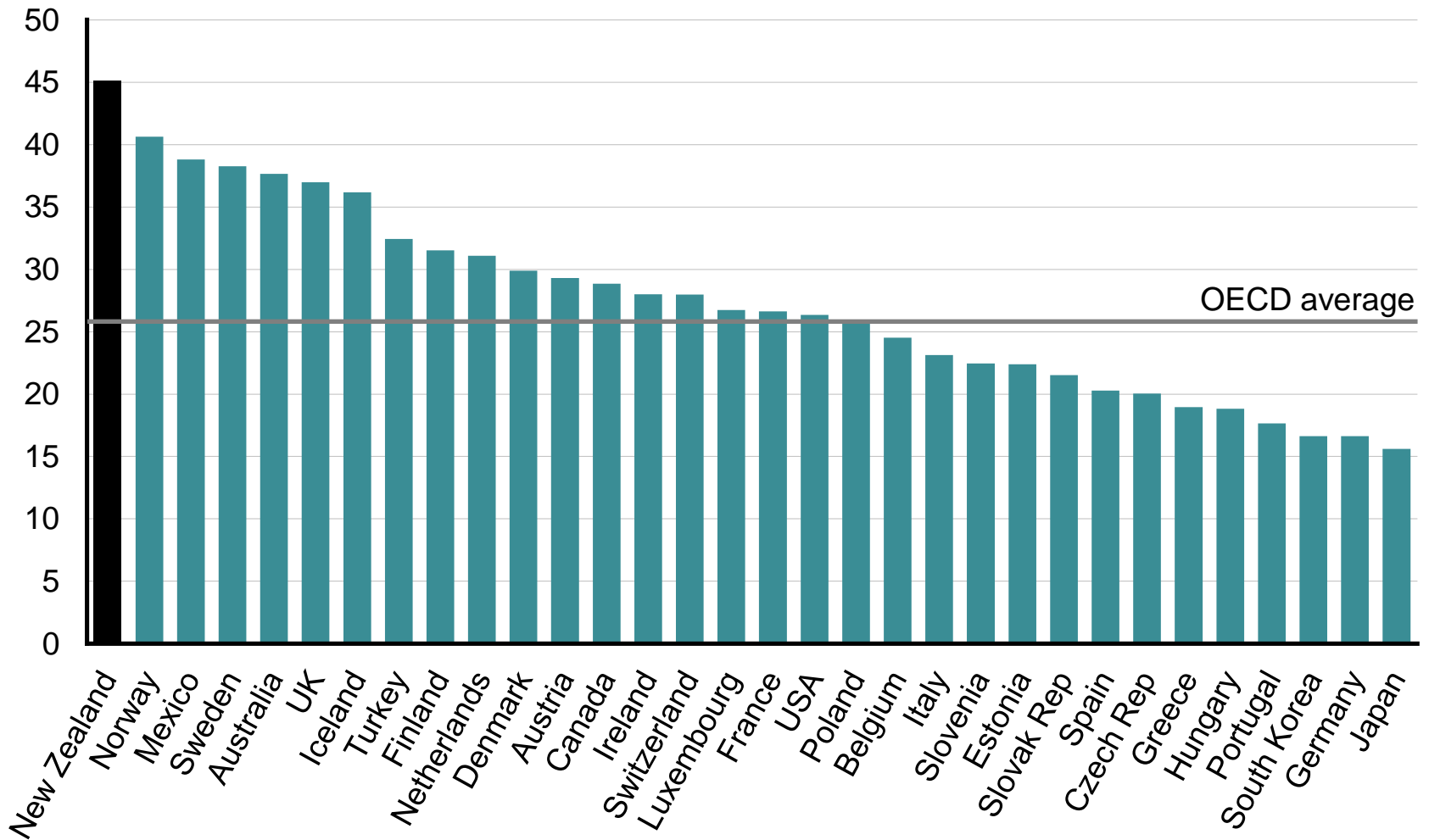
PERCENT AT EACH PROFICIENCY LEVEL ACROSS READING, MATHEMATICS AND SCIENCE, 2009



MEAN PISA RESULTS ACROSS READING, MATHEMATICS AND SCIENCE BY ETHNICITY



YOUTH AGED 15-24 AS PERCENT OF TOTAL UNEMPLOYED, 2009



SHARE OF LABOUR FORCE COMPARED TO SHARE OF UNEMPLOYED, AGED 15-19, 2010



SCHOOL-TO-WORK TRANSITION

¶ Decentralised education with competition among units to encourage performance

- Secondary school success = academic rankings
- Tertiary success = attracting students and funding with attractive courses

¶ No robust test that courses lead to work for graduates

¶ Most institutions do not track what happens to students after they leave

¶ Weak connections with employers

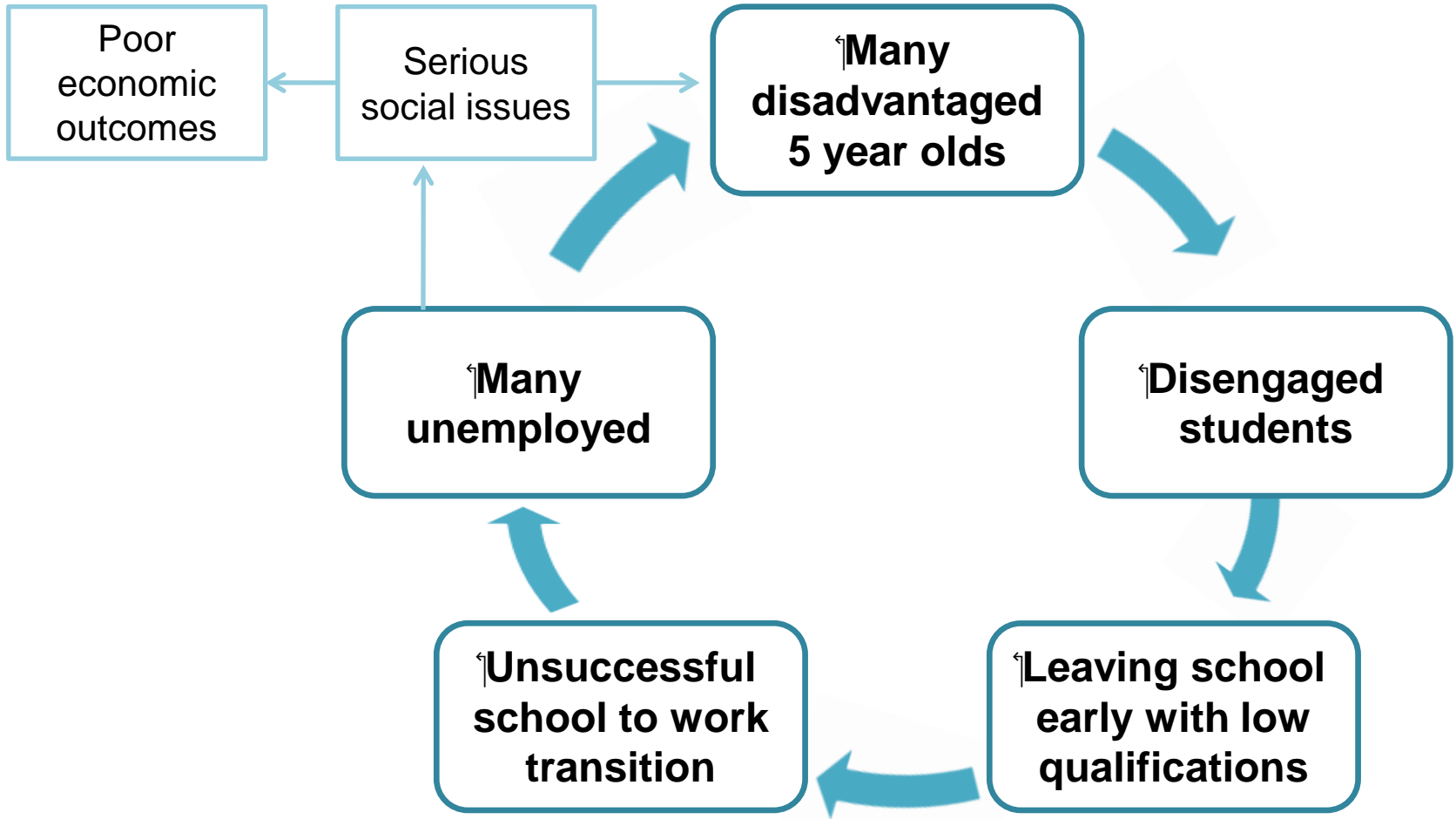
¶ Mismatch between workforce demand and training

¶ Inconsistent delivery of career guidance

¶ Poor course selection results in high failures to complete



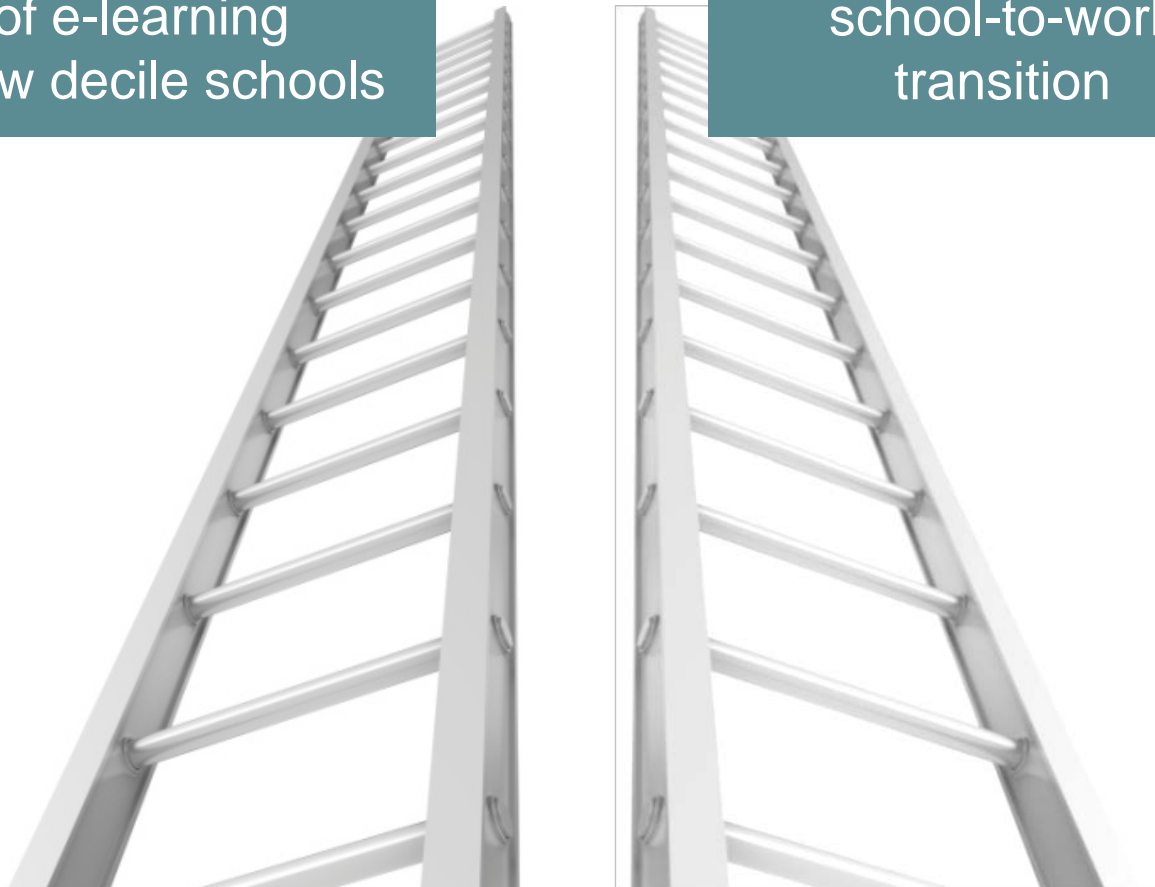
VICIOUS CYCLE



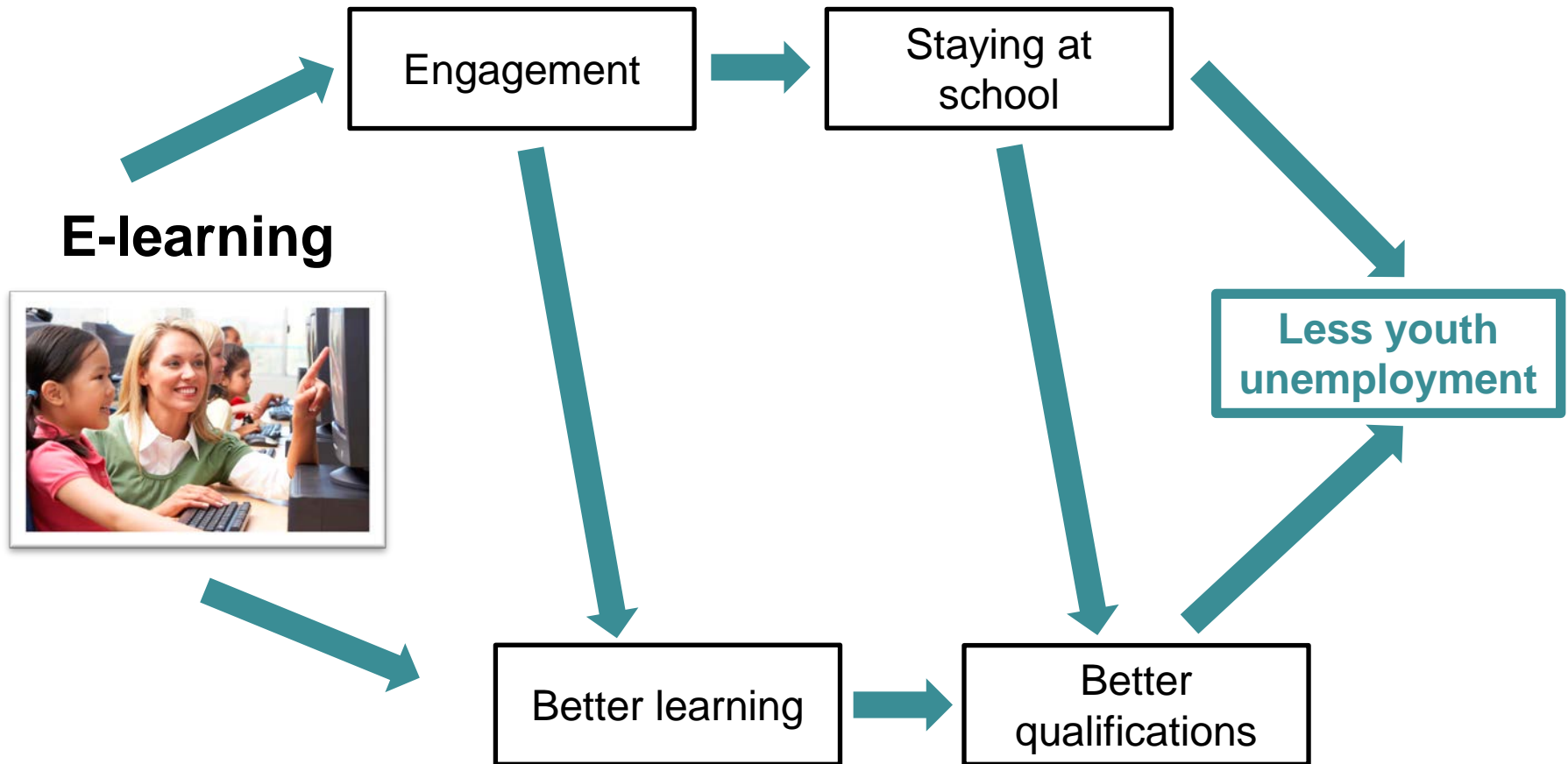
TWO PROPOSALS TO REDUCE YOUTH DISADVANTAGE

Accelerate roll-out
of e-learning
to low decile schools

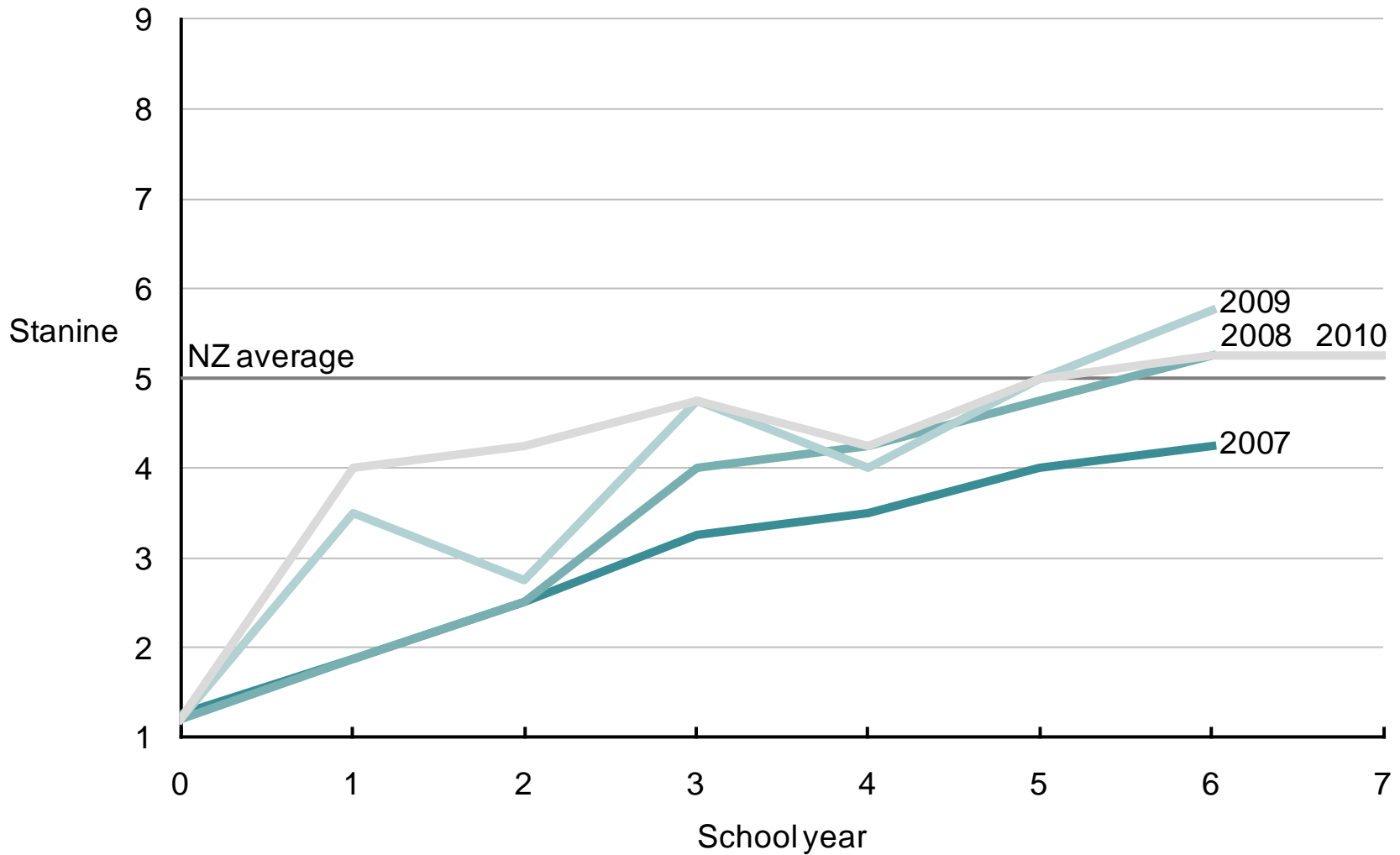
Improve the
school-to-work
transition



E-LEARNING DELIVERS ENGAGEMENT, BETTER LEARNING AND LOWER UNEMPLOYMENT



VALUE ADDED SNAPSHOT FOR READING AT PT. ENGLAND SCHOOL



ACCELERATE THE ROLL-OUT OF E-LEARNING

¶ Provide turnkey technology solutions for schools to install, including:

- Fast broadband connectivity
- School IT systems
- E-learning tools
- User devices

¶ Abstract and communicate of the principles that should be used within the schools to deploy e-learning, with guidance as to how these should be customised to match circumstances

¶ Support at a district level to ensure the professional skills required are available where and when they are needed

¶ Prioritise the lowest decile schools (1-3) where improvements can make the biggest difference

IMPROVE THE SCHOOL-TO-WORK TRANSITION

Build pipelines to work instead of operating the schools, tertiary training and employment as silos. Establish vocational and technical pathways to work that begin at a younger age. From year 7, learning about work should be introduced and work skill development begun

Develop a national view of future workforce requirements and match supply of youth skills to future workforce needs

Increase employer involvement in education and training

Provide better career guidance and transition support to all students as they move from school through study or training and into the workforce. Establish individual education and training plans for all students informed by interests, aptitude and opportunities

IMPROVING OUTCOMES FOR YOUTH WILL PROVIDE THREE KINDS OF BENEFIT

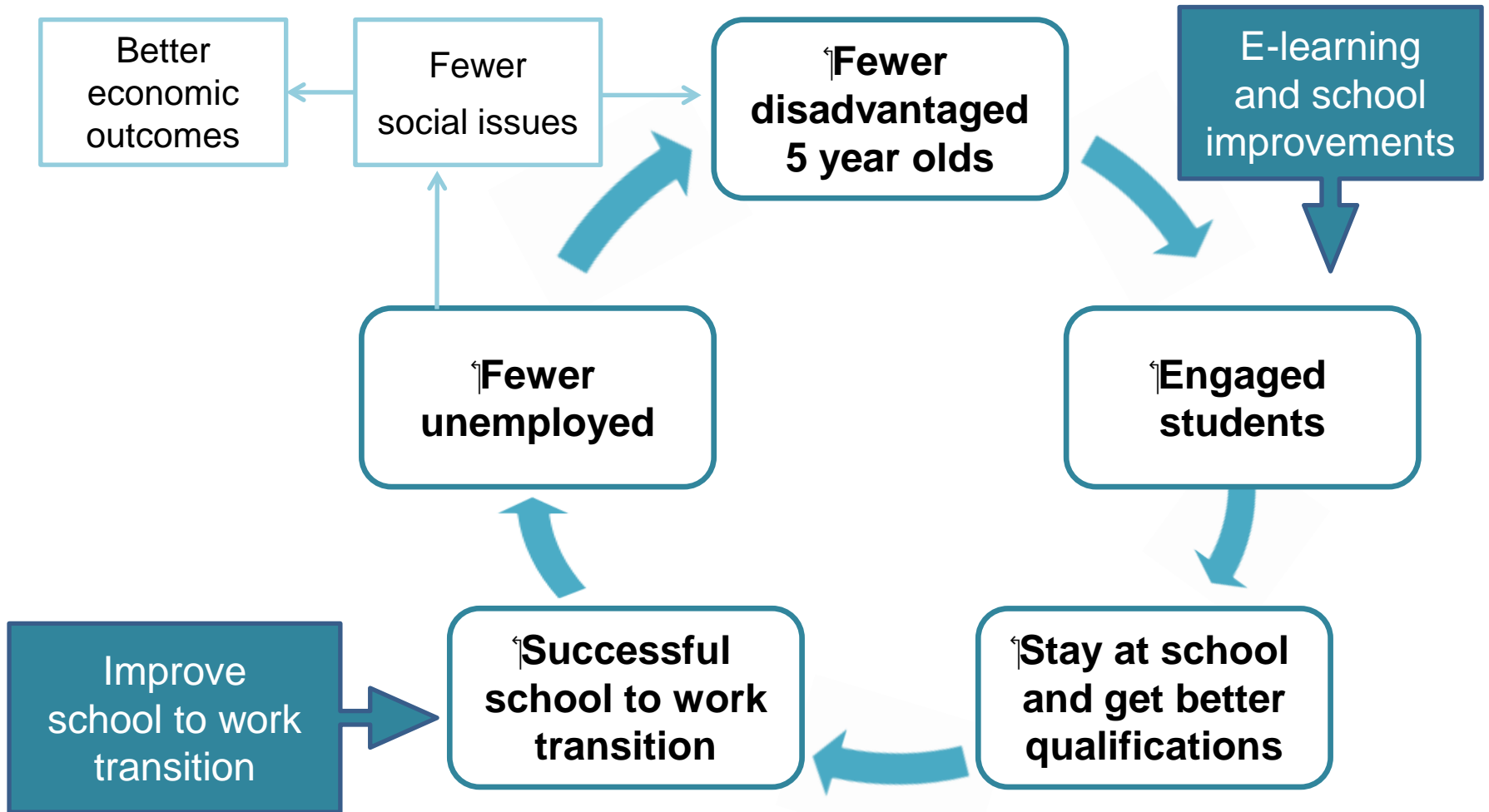
↳ Less harm and lower costs
while the youth are young

↳ Establishing the youth on
better trajectories for the
remainder of their lives

↳ A better start in life for their
children and fewer social issues
in the next generation



VIRTUOUS CYCLE



Too many snakes, not enough ladders

