

Education and Training Survey

September 1996 quarter

Highlights...

■ PARTICIPATION IN EDUCATION OR TRAINING

Forty percent of New Zealand's working-age population aged 15-64 years participated in education or employment related training in the 12 months to the September 1996 quarter (representing 937,300 out of 2,341,900 people).

■ STUDY TOWARDS A QUALIFICATION

Over the year to the September 1996 quarter, 319,000 people studied towards an educational qualification. A further 149,500 people said they were still at school. Together, they comprised 20.0 percent of the working-age population aged 15-64.

■ IN-HOUSE TRAINING

In the same 12 month period, 350,100 wage and salary earners participated in training provided by their employer. This represents 26.4 percent of all wage and salary earners and 14.9 percent of the working-age population aged 15-64 years.

■ EXTERNAL TRAINING

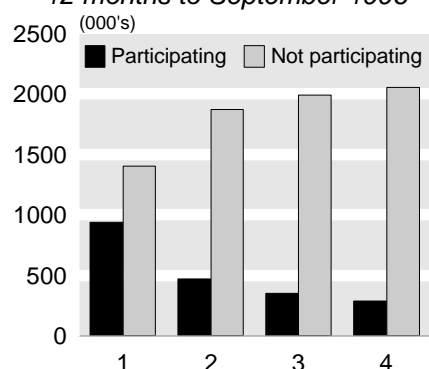
Meanwhile, 286,500 people, or 12.2 percent of the working-age population aged 15-64 years, participated in employment related training that was not provided by an employer.

■ EXISTING EDUCATIONAL QUALIFICATIONS

Excluding those still at school, 45.0 percent of people reported they had at least one existing post-school qualification in the September 1996 quarter (987,200 out of 2,192,400 people).

Participation by Type

12 months to September 1996



1 Education or training; 2 Educational qualification; 3 In-house training; 4 External training.

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Commentary...

■ PARTICIPATION IN EDUCATION OR TRAINING

Of the 1,672,500 people who were employed in the September 1996 quarter, 711,200 (or 42.5 percent) had participated in education or employment related training in the previous 12 months. Participation by industry group varied between 21.7 percent of those in the agriculture, hunting, forestry and fishing industry; and 63.6 percent of those employed in the electricity, gas and water industry.

Thirty-seven percent of those who were unemployed in the September 1996 quarter had participated in education or employment related training in the previous 12 months (representing 41,000 of the 110,900 people who were unemployed).

With one exception, the participation of wage and salary earners in education or employment related training increased as their income increased. Participation was highest for those earning \$39,001 or over, followed by those earning under \$14,000 (163,500 and 157,200 people respectively). The majority of those earning \$39,001 or over were aged 35-44 years (91,900 people or 34.8 percent), while the majority of those earning under \$14,000 were aged 15-24 years (137,000 people or 44.9).

■ STUDY TOWARDS A QUALIFICATION

An estimated 149,500 people over 15 years of age were still at school in the September 1996 quarter. Of the 2,192,400 people who had left school, 14.6 percent had studied towards an educational qualification in the previous 12 months.

More people studied towards business and administration subjects than any other for their highest qualification in the year to the September 1996 quarter (70,500 people or 22.1 percent of all subjects). This was the case for both males and females (31,500 and 39,000 people respectively).

Over 70 percent of those studying towards their highest educational qualification in the last 12 months were employed at the time (229,100 people). Of these, 37.4 percent had employers who provided assistance; mainly in the form of paying for fees and materials (56,800) or providing paid time away from work (49,200).

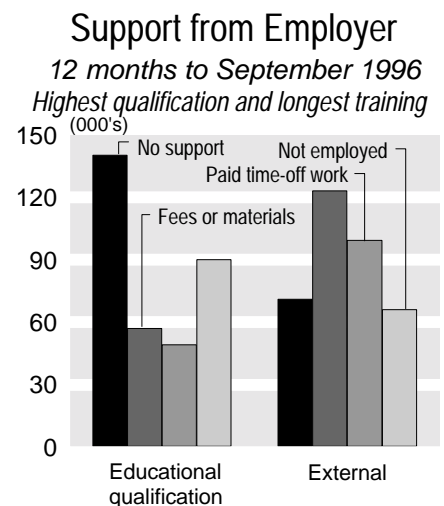
Around two-thirds of those studying towards an educational qualification reported some difficulty in participating. The majority of these people said 'cost' made it hard to study for their qualification (127,100 people).

■ IN-HOUSE TRAINING

During the year to September 1996, 350,100 wage and salary earners participated in training provided by their employer. For the majority, their longest episode of training lasted either 2-5 days (158,700 people), or one day or less (147,200 people). Together, these two accounted for 87.4 percent of the longest episodes of in-house training.

Subjects that provided or upgraded skills in professional and technical areas accounted for a quarter of the longest episodes of in-house training (88,100 people). This was followed by health and safety (56,700 people), service and sales (50,600 people), computing (43,600 people), and managing others (37,700 people). The Technical Notes contain more information on subjects of training.

Comparatively few people (23.2 percent or 81,300 people) reported any difficulty in participating in in-house training. Of those who did report a difficulty, the majority said 'time' made it hard to do their training (51,300 people).



EXTERNAL TRAINING

There were 286,500 people who participated in employment related training that was not provided by an employer in the 12 months to the September 1996 quarter. Episodes of external training tended to be longer than for in-house training - 60,900 people participated in episodes of external training over 10 days in duration, compared with 20,100 people participating in in-house training of the same duration.

Most people were employed while they were participating in their longest episode of external training (220,600 people or 77.0 percent), with 67.7 percent (149,300 people) reporting their employer had assisted them in some way. The most common form of assistance was employers paying for fees or materials (123,000 people).

As with in-house training, subjects that provided upgrades in professional and technical skills accounted for around a quarter of the longest episodes of external training (76,200 people). This was followed by computing (51,700), and service and sales (33,200).

Over a third reported some difficulty in participating in external training.

EXISTING EDUCATIONAL QUALIFICATIONS

In the September 1996 quarter, 987,200 people reported they had at least one existing post-school qualification. This compares with 1,205,200 people who said they had no post-school qualification and 149,500 people who were still at school. Excluding those people who were still at school, 43.4 percent of the working-age population aged 15-64 years said they had not spent any years in post-school education.

Advanced vocational qualifications and skilled vocational qualifications were the most common levels for highest existing post-school qualifications (223,800 and 211,400 respectively). Advanced vocational qualifications include undergraduate diplomas/certificates and NZ diplomas/certificates, while skilled vocational qualifications include trade certificates and apprenticeships.

Overall, the most common broad fields of study were engineering and technology (176,000) and business and administration (174,800). The former were most common in skilled vocational qualifications (73,100), while the latter were most common in bachelors degrees and basic vocational qualifications (35,700 and 32,000 respectively).

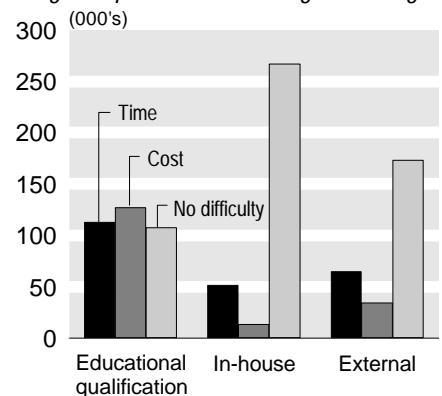
TRAINING DESIRED

In the 1996 September quarter, there were 532,000 people who reported there were employment related courses they would like to do to improve their job skills but did not. This represents 22.7 percent of the working-age population aged 15-64 years of age.

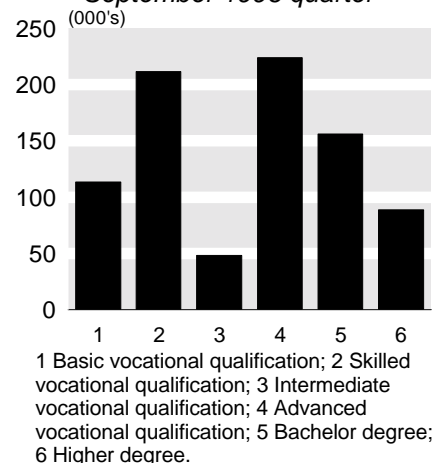
The majority of these people wanted to do courses that provided upgrades in computing subjects (125,600 people). This was followed closely by professional or technical subjects (117,900 people). Together, these two subjects accounted for 45.8 percent of all the courses people would like to participate in but did not.

Only 2,700 people (0.5 percent) reported there was nothing stopping them attending the last course they wanted to go on. The most common reasons for not attending the course of choice were 'time' and 'cost' - 280,300 and 239,700 people respectively listed these reasons (note that respondents could choose more than one reason in answering this question).

What Made Participation Difficult
12 months to September 1996
Highest qualification and longest training



Level of Attainment for Highest Existing Educational Qualification
September 1996 quarter



■ POPULATION SUB-GROUPS

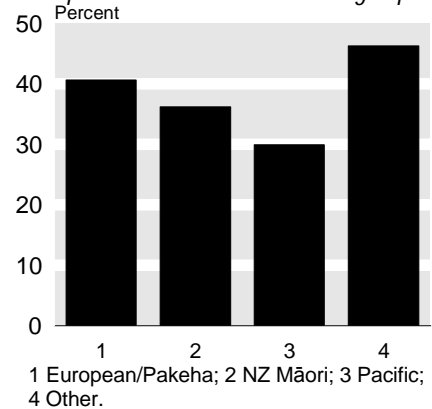
Women were just as likely as men to participate in education or employment related training in the 12 months to September 1996. Of the 937,300 people who participated, 459,400 were women and 477,900 were men. This represents 38.9 percent of women and 41.1 percent of men in the working-age population aged 15-64.

Participation in education or employment related training generally increased as age decreased. In the year to September 1996, only 15.7 percent of those aged 55-64 participated in education or employment related training (45,300 people), compared with 65.4 percent of those aged 15-24 years (350,900 people).

Meanwhile, figures for ethnic groups show participation in education or employment related training in the year to September 1996, was proportionately higher for those in the 'Other' ethnic group (55,900 people or 46.3 percent of those in the 'Other' ethnic group). This was followed by the European/Pakeha group (763,800 people or 40.6 percent), the NZ Māori group (83,900 people or 36.2 percent), and the Pacific group (30,100 people or 29.9 percent).

Participation in Education or Training by Ethnicity

12 months to September 1996
Proportion of total for each ethnic group



Technical Notes...

Background to the survey

The Education and Training Survey (ETS) was conducted as a supplement to the Household Labour Force Survey (HLFS) in the September 1996 quarter.

Respondents participating in the HLFS during the September quarter were eligible to respond to the ETS. However, the sample for the ETS is slightly different to the HLFS. For the ETS, the target population was restricted to those aged between 15 and 64 years inclusive (in the HLFS, people aged 15+ are in scope for the survey). In addition, the ETS used individuals as the object of sampling, whereas the HLFS uses households. The effective sample size for the ETS was approximately 22,250.

Another feature of the ETS is that no proxies were used (where one person responds for someone else in the household), as it was believed proxies would not be able to give accurate information in the detail required for the ETS. Without the use of proxies, the ETS response rate was 85.1 percent.

Other than these differences, the ETS was captured and edited in a similar way to the HLFS, using Blaise software as an interactive data capture and edit system.

The ETS asks people about their recent (defined as last 12 months) participation in study towards an educational qualification, recent participation in in-house training and recent participation in external training. This is followed by questions on employment related courses respondents would like to do, courses stopped before completion, existing post-school educational qualifications, length of time in education, length of time with employer and annual salary.

All the variables available from the ETS can be cross-classified with those available from the HLFS (for example; age, sex, ethnicity, region, labour force status).

Definitions

The definitions of education and training used in the ETS were developed with three main constraints; work done by the OECD in defining education and training, definitions used by the Australian Bureau of Statistics in defining education and training, and the definitions of education developed for the standard classification of qualifications (NZSCQ).

Employment related training is divided into in-house and external. *In-house training* is defined as that organised by an employer primarily to meet the needs of its own employees that is conducted in-house or

externally and is delivered by the company's own employees or external training providers.

External training is defined as that organised by training establishments, educational institutions, agencies or consultants other than the respondent's employer that is conducted outside the respondent's place of employment, and is delivered by people other than employees of the company.

Finally, an *educational qualification* (existing or recent study towards) is defined as an award for attainment of a formally recognised qualification from a recognised provider. It equips the learner with skills or knowledge that can be identified in terms of the standard attained (ie level) and the field (for post-school qualifications) to which it relates. Formally recognised means assessed under the auspices of the New Zealand Qualifications Authority (NZQA), or awarded overseas by a recognised authority.

Note that it is possible for people to be in more than one category at one time. For example, in the previous 12 months, the same person could have participated in in-house training, external training, or study towards an educational qualification.

Participation in education or employment related training means participation in at least one of in-house training, external training, or study towards an educational qualification.

Classifications

The New Zealand Standard Classification of Qualifications (NZSCQ) was used to code qualifications. This has two parts; one for the level of attainment of the qualification, and the other for the field of study of the qualification.

Two new classifications were developed for the ETS. One was developed for providers of education and training (this is available on request to Statistics New Zealand), and the other for subjects of training. The latter is based on a similar classification used by the Australian Bureau of Statistics and on the New Zealand Standard Classification of Occupations (NZSCO). This contains the following:

PROFESSIONAL AND TECHNICAL: Include training that provides or upgrades skills in:

Professional occupations (ie that involve at least a three year degree/diploma) eg business; law; engineering; science, medicine; education; art

Technical occupations (in medical, science and engineering fields) eg research; development; testing and analysis; installation; operation and maintenance Registered nursing (do not include enrolled nurses)

MANAGING OTHERS: Include training that provides or upgrades skills in:

Delegation; negotiation; recruitment; planning; organisation

Budget planning; administration skills; forecasting etc

SERVICE AND SALES: Include training that provides or upgrades skills in:

Hospitality - eg waiting; bar service

Personal services - eg home aide, child and elderly care, nurse aide; hairdressing; beauty therapy; floristry

Protective services - eg policing; firefighting; security

Sales - eg demonstrating; sales assisting; customer awareness etc

COMPUTING: Include training that provides or upgrades skills in:

Word processing; basic programming; data processing

Use of general software packages - eg spreadsheets; databases; desk-top publishing

PC hardware, equipment etc

HEALTH & SAFETY: Include training that provides or upgrades skills in:

General health and fitness; first aid; occupational health and safety

Survival; safety training; fire training; defensive driving etc

TRADE: Include training that provides or upgrades skills in:

Building; machinery; electrical skills; printing

Food preparation; dressmaking, upholstery etc

CLERICAL AND OFFICE: Include training that provides or upgrades skills in:

Reception; typing; telephone; shorthand

Wage processing; cashiering, stock catering etc

SELF MANAGEMENT: Include training that provides or upgrades skills in:

Time management; project planning; stress management; motivation

Communication skills; written, oral and listening skills etc

ORIENTATION: Include training that provides or upgrades skills in:

Familiarisation with the workplace; structuring

Job roles; job requirements etc

In this release

Education and Training Survey statistics for the September 1996 quarter (with participation in education and training referenced to the previous 12 months), are presented in this release. These statistics are averages for the three month period and do not apply to any specific point in time.

Figures in this release have been rounded. This means that the sum of component items in tables may not be exactly equal to totals. All percentages have been calculated using unrounded figures.

..Indicates estimates less than 1,000. These have been suppressed because they are subject to sampling error too great for most practical purposes.

N/A Means 'not applicable'.

The survey's scope

The civilian usually-resident non-institutionalised population aged 15 to 64 inclusive is the survey population.

Groups excluded from the survey sample are: those living in non-private dwellings, long-term residents of old people's homes, hospitals and psychiatric institutions; inmates of penal institutions; members of the permanent armed forces; members of the non-New Zealand armed forces; overseas diplomats; overseas visitors who expect to be resident in New Zealand for less than 12 months; those aged under 15 years of age; those aged over 64 years of age; and people living on offshore islands (except for Waiheke Island).

Reliability of survey estimates

The ETS sample comprised around 22,250 private individuals, sampled on a statistically representative basis from rural and urban areas throughout New Zealand.

Two types of error are possible in estimates based on a sample survey: sampling error and non-sampling error. Sampling error is a measure of the variability that occurs by chance because a sample rather than an entire population is surveyed. Sampling errors are calculated for most cells in the published tables - these are available on request to Statistics New Zealand. For example, the estimated total number of

people employed in the September 1996 quarter who had participated in education or training in the previous 12 months (711,200) is subject to a sampling error measured at the 95 percent confidence level of plus or minus 22,000 (or 3.1 percent). This means that there is a 95 percent likelihood that the true value lies between 689,200 and 733,200.

In general, the sampling errors associated with sub-national estimates (such as an estimate of in-house training in a particular industry, or an estimate of external training for NZ Māori) are larger than those associated with national estimates. For example, the

estimate of Pacific group participation in study towards an educational qualification in the 12 months to the September 1996 quarter (12,000) is subject to a sampling error measured at the 95 percent confidence level of plus or minus 3,000. This means that there is a 95 percent likelihood that the true value lies between 9,000 and 15,000.

The ETS estimates are also subject to non-sampling error. Non-sampling errors include errors arising from biases in the patterns of response and non-response, inaccuracies in reporting by respondents, and errors in the recording and coding of data.

Next Release

The ETS was a one-off survey.