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Enslydende til

Destination New Zealand: Jørgen Aaboe (AMU-H), Jesper Risom Andersen (AMU-H), Dorthe Møller Andersen (AMU-H), Erik Bjørlik (AMU-H), Jørgen Jensen (AMU-H), Søren Mandrup Pedersen (SMP), Jens Jørgen Pedersen (tbc), Jens Bech Andersen (AF-V), Tage Andersen (HR), Kim Bruno Jensen (HR), Gitte Lykkehus (KtS), Birger Hørning (KtS)

Destination Australien: Henrik Helms (DEL), Svend Erik Døssing (D'D), Ambrosia Hansen (DEL), Charlotte Have (ABC), Bjarne Ytzen Jørgensen (AMU-H), Claus Larsen (HR-CFU), Jan Monnerup (EUC), Ejgil Skov (EUC), Peter Drescher (KtS), Gitte Drescher (KtS), Li Jianzhong (tbc, Ch)

Vedlagt fremsendes rejseplaner og program vedr. studietur til:

Bangkok - Thailand Auckland - New Zealand Adelaide & Sydney - Australien

Det er lykkedes at lave fælles afgang og fælles opsamling mellem de to rejsegrupper fra henholdsvis KUA-projektet («Kommunikation mellem Uddannelsesinstitutionerne og Arbejdsmarkedsovervågningen») og KBL-projektet («Kompetencebaseret Læring på Arbejdspladsen»).

Det betyder, at størsteparten af os rejser sammen til Bangkok, derefter deles gruppen i 2 til henholdsvis Auckland og Adelaide, og endeligt samles så mange som det nu har været muligt for i Sydney forinden alle er returneret i Danmark.

Udover vedlagte rejseplan som er lavet fælles for de 2 grupper, udarbejdes der også fælles forberedelsesmateriale til turen i form af en materialesamling der tilsendes i næste uge. Til-

svarende vil rapporterne for de 2 ture tilgå alle deltagere, og vi håber på den måde at skabe fornuftig synergi mellem 2 parallelle ture og 2 parallelle problemstillinger.

KUA-projektet holder fællesmøde inden turen. Det er aftalt til mandag d. 11. Oktober 1999 kl. 13.00 - ca. 14.30. Her vil vi gå tættere ind i programmet og materialerne til forberedelse. Søren Mandrup Petersen og Jens-Jørgen Pedersen er turledere.

KBL-projektet aftaler selv evt. møde inden deres tur. Henrik Helms og Charlotte Have er turledere på denne tur.

Vi ser frem til en overordentlig spændende tur, og glæder os til at se dig!

Venlig hilsen

Jens-Jørgen Pedersen
tbc-Consult

OBS: Send SENEST FREDAG d. 8. okt, på fax, kopi af s. 2, 3, 4 og 5 i dit pas, hvis du er på Australsk jord på turen!!! Vi har travlt med at få udstedt VISUM. Fax 8684 1169

Studietur til: Bangkok - Thailand, Auckland - New Zealand, Adelaide & Sydney - Australien

Destination New Zealand:

Jørgen Aaboe, Jesper Risom Andersen, Dorthe Møller Andersen, Erik Bjørlik, Jørgen Jensen, Søren Mandrup Pedersen, Jens Jørgen Pedersen, Jens Bech Andersen, Tage Andersen, Kim Bruno Jensen, Gitte Lykkehus, Birger Hørning

Destination Australien:

Henrik Helms, Svend Erik Døssing, Ambrosia Hansen, Charlotte Have, Bjarne Ytzen Jørgensen, Claus Larsen, Jan Monnerup, Ejgil Skov, Peter Drescher, Gitte Drescher, Li Jianzhong (China)

25/10-99	
10.30	Seneste check-in i Lufthavnen i Billund
11.15	Afrejse Billund med Maersk Air DM356
12.00	Ankomst København
14.35	Afrejse København med Thai Airways TG951
26/10-99	
06.00	Ankomst Bangkok
	Hotel til kort break. HUSK at tage en tandbørste og andet fornødent med i håndbagagen; bagage i øvrigt køres fuldt igennem til slutdestination – der er videre transport om aftenen.
09.00	Afgang til UNESCO PROAP: UNESCO Principal Regional Office for Asia and the Pacific ACEID, Asia-Pacific Centre of Educational Innovation for Development).
	Pause på The Grand Palace
14.00	Seneste check-in i Lufthavnen i Bangkok
17.00	Afrejse Bangkok med Thai Airways TG991
	<i>(Birger Hørning, Peter Drescher og Gitte Drescher støder først til i henholdsvis Auckland og Adelaide)</i>

<p>27/10-99</p> <p>06.15</p> <p>KBL 10.15</p> <p>KUA 13.30</p>	<p>Ankomst Sidney, KBL videre med Ansett AN107 08.35 til Adelaide</p> <p>Ankomst Adelaide Indkvartering på Torrens Valley Institute of TAFE 100 Smart Road, Modbury South Australia, 5092 Tel: +61 8 8207 8173 Fax: +61 8 8207 8170 (lokal transport)</p> <p>Ankomst Auckland Indkvartering på New President Hotel 27-35, Victoria Street Auckland Tlf.: +9 303 1333 Fax.: +9 303 1332 (2 minivans 27/10 – 31/10)</p>
<p>27-31/10-99</p> <p>28/10-99</p> <p>29/10-99</p> <p>30/10-99</p>	<p>KBL og KUA individuelle programmer:</p> <p>KBL-gruppens program i Adelaide</p> <p>Skolebesøg i »Torrens Valley«</p> <p>Skolebesøg på »University of South Australia«</p> <p>Til fri disposition</p>
	<p>KUA-gruppens program i Auckland</p> <p>27/10-99 Besøg på »New Zealand Qualifications Authority«: »National Qualifications Framework« (parallelt til NVQs i GB).</p> <p>28/10-99 Formiddag: Ministry of Education & Ministry of Labour Eftermiddag: ETITO, »Electro Technology Industri Training Organisation«</p> <p>29/10-99 Formiddag: »Auckland Institute of Technology« Eftermiddag: »Skills New Zealand« (bevilgende mynd. for NQF)</p> <p>30/10-99 Til fri disposition</p>

<p>31/10-99</p> <p>KBL: 11.05 KBL: 12.05 KBL: 14.25</p> <p>KUA: 12.15 KUA: 14.15 KUA: 15.40</p> <p>KUA & KBL</p>	<p>Seneste check in i Lufthavnen i Adelaide Afrejse Adelaide med Ansett AN130 Ankomst Sidney</p> <p>Seneste check-in i Lufthavnen i Auckland Afrejse Auckland med Thai Airways TG992 Ankomst Sydney</p> <p>Indkvartering Cambridge Park Inn (31/10-02/11-99) 212 Riley Street Surry Hills Sydney NSW 2010 Tlf.: +2 9212 1111 Fax: +2 9281 1981 (2 minivans 31/10 – 2/11)</p> <p><i>(Birger Hørning, Tage Andersen, Jens Bech Andersen, Gitte Lykkehus og Kim Bruno Jensen rejser videre)</i></p>
<p>01/11-99</p>	<p>Skolebesøg »OTEN« (fjernundervisning) i Sydney</p> <p>Aften: Der er foreløbig bestilt 6 billetter til Operaen (»Turandot«) på selvbetalervilkår – er flere interesserede, så giv besked til TBC.</p>
<p>02/11-99</p> <p>16.30 17.05 22.20</p>	<p>Seneste check-in i Lufthavnen i Sydney Afrejse Sydney med Thai Airways TG992 Ankomst Bangkok</p>
<p>03/11-99</p> <p>00.20 06.05 08.00 08.45</p>	<p>Afrejse Bangkok med Thai Airways TG950 Ankomst København Afrejse København med Maersk Air DM353 Ankomst Billund</p>

Husk!

Pas, valuta og forsikring på egen foranledning og ansvar. Man betaler selv måltider, samt transport til og fra Billund, og evt. private arrangementer undervejs.

Indsend ASAP fotokopi af s. 2, 3, 4 og 5 (billedsiden og 3 sider fremefter) i dit pas, til TBC, Skellerupvej 60, 8600 Silkeborg, evt. fax TBC ASAP 8684 1169. Så sørger vi for turistvisum til alle som skal være i Australien i hele eller dele af perioden. New Zealand kræver ikke visum, ej heller Thailand.

UNESCO - Bangkok

ACEID – the Asia-Pacific Centre of Educational Innovation for Development

The UNESCO office in Bangkok was established in 1961 as the Asian Regional Office for Primary and Compulsory Education. The Office was later extended to cover all divisions of the education sector and the countries of the Pacific region. Further growth included the incorporation of activities relating to the culture, communication and social science sectors, which led to the eventual renaming of the office to PROAP (Principal Regional Office for Asia and the Pacific) in 1987. Today, PROAP is the site of regional programmes for Education, Culture, Social and Human Sciences and Communication/Information/Informatics throughout Asia and the Pacific. PROAP is thus mandated to be the principal regional focal point for these areas of competence, serving as a forum for common issues, as a channel through which information, expertise and extra-budgetary opportunities can be made available to Member States, and as a base for the major networks of the region.

PROAP is also the officially designated UNESCO representative office to Japan, Lao DPR, Myanmar, Republic of Korea and Thailand, with responsibility for UNESCO programmes in these countries. PROAP works closely with the thirteen field offices which have been established across the Asia-Pacific region to service the growing needs of the world's most populated region. Covering programmes in all UNESCO's spheres of competence, PROAP's activities have contributed to the creation of an interacting community of scholars and mosaic of networks throughout the Asia-Pacific region.

Mission Statement

The basic mission of PROAP, as UNESCO's regional office serving the 43 Member States in Asia and the Pacific, is to:

Contribute to sustainable human development in a culture of peace, underpinned by tolerance,

democracy and human rights, through programmes and projects in UNESCO's fields of competence - education, the natural and social sciences, culture and communication.

In articulating its mission, PROAP recognizes the immense size of the Asia-Pacific region, including 63 per cent of the world's population, and its diversity and cultural pluralism, with its great potential and its persistent problems. It is committed to consolidating the dynamism and recent economic growth the region has experienced, but recognizes its ethical mission to complement this growth by addressing the threats to the peace, security and equitable development of this region: a widening disparity of opportunity, wealth, and empowerment, between and within nations, leading to social injustice, discrimination, and deprivation of human rights; and an alarming degradation in the quality of individual lives, of communities and societies, and of natural environments in many areas of the region.

PROAP will therefore work with the region's Member States, within the framework of UNESCO's medium term strategy, and in close collaboration with UNESCO headquarters, field offices and national commissions in the region, the United Nations family and other international agencies, NGOs, and others, to strive towards a future for the region where:

- Lifelong learning without frontiers will be available to all;
- Literacy and education, recognized as effective means to overcome poverty, will be given the highest priority;
- Educational systems will be renovated and diversified;
- The promotion of access, sharing, and transfer of knowledge, science, and universal values will be ensured;
- Girls and women will be guaranteed equity in all areas;
- Creativity, communication and the free flow

of information will be supported everywhere;

- Multi-disciplinary approaches to the problems of environment, population, health and conflict resolution will be in place; and

A common respect and care of the environment and the diverse cultural heritages of the region will be universally manifested.

ACEID

ACEID -- the Asia-Pacific Centre of Educational Innovation for Development -- is the organizational hub of APEID and operates as its secretariat from UNESCO's Principal Regional Office in Asia and the Pacific, Bangkok, Thailand. ACEID promotes educational innovation for development amongst the member countries and Associated Centres by initiating and responding to requests for programme activities.

Mission Statement

ACEID's Fundamental Mission Is:

to contribute to sustainable human development (underpinned by tolerance, human rights and a culture of peace) through the design and implementation of education programmes and projects which stress educational innovation for development, mainly at the post-primary level of education.

ACEID Seeks To:

- to stimulate and foster educational innovation and research in support of development, in its widest sense;
- to encourage and promote educational innovations and research for development in the countries of the region;
- to facilitate and support inter-country and regional co-operation in education;
- to develop and operate, in co-operation and partnership with appropriate institutions in various countries,
- information and dissemination services relating to educational innovations and research, educational reforms and re-appraisals;
- to nurture a visionary and futuristic orientation regarding the reform of education

and schooling for the twenty-first century;

- to stimulate and promote, in educational systems and among educational workers at the grassroots level, an awareness of the possibilities of change and innovation.

Strategies

In pursuing its mission ACEID lays particular stress on:

- Fostering educational innovation and research in support of development understood in its widest sense;
 - Forging effective partnerships in education, with particular reference to the establishment and servicing of networks between countries which facilitate the free and open flow of information between those involved;
 - Providing visionary and futuristic orientation;
- In addition to working closely with Member States, within the overall framework of UNESCO Offices, UN agencies and NGOs.

Modalities

The principal methods of ACEID employs in fulfilling its mission and objectives are:

- advisory missions;
- meetings;
- exchange of views and experiences;
- personnel training; and studies.

Programme areas

ACEID programme areas are in post-primary education and training. The Centre has prioritized the promotion of educational innovation in respect of these programme areas:

- Secondary education
- Teacher education
- Higher education, and distance education
- Technical and Vocational Education
- Science Education and Educational Technology
- International and Moral/Values Education
- Research and Innovation
- Environmental Education
- Education of Girls and Disadvantaged Populations

Torrens Valley Institute

A N O V E R V I E W

The Torrens Valley Institute of TAFE operates across four campuses: Brookway Park (Horticulture Studies), Cheltenham (Horse Industry Training Courses), Gilles Plains and Tea Tree Gully. We provide educational services to the north-east suburbs of the city of Adelaide and we offer a variety of high quality courses to part time and full time, local and international students.

We offer over 100 award courses ranging from entry level Certificates to Advanced Diplomas, which may be accepted for transfer into university courses leading to degree qualifications. Our Advanced Building, Dental, Horticulture and Veterinary & Applied Science faculties provide a state-wide focus. Students come from all over South Australia and, in some instances, from interstate and overseas to enrol in these specialist courses.

In addition to the award courses, we offer comprehensive leisure and interest courses for the community through our Adult Community Education program.

The joint Public/TAFE library at our Tea Tree Gully campus is a wonderful way of encouraging institute and local community cooperation. As an adjunct to our Hospitality program, we operate a 100 place training restaurant, "Celia's" which is open to the public.

A message from the director

Torrens Valley Institute is one of a network of institutes that collectively make up TAFE SA. It is committed to providing quality vocational education and training to meet the needs of students and employers in the north eastern Adelaide region. In addition the institute offers an extensive range of customised fee-for-service and adult and community education courses.

Our courses are delivered in a variety of ways. This means students have a greater say deciding on what they will learn, where they will learn (at work, on campus or at home) when they will learn (flexible attendance) and how they will learn (including on-line, print based, video and audio learning materials.)

Torrens Valley has a high standard of student amenities including child care centres, several student lounges, a gymnasium, quality cafeterias and access to residential accommodation. An employment referral service is provided for students and graduates.

Through its industry sponsored student grant scheme the institute provides some financial assistance for those students able to prove financial hardship.

The institute is also home for the Centre for International Education and Training which, in partnership with SAGRIC International, provides customised courses and programs for international fellowship holders particularly from our regional neighbours.

Virginia Battye

Our Mission

»The Torrens Valley Institute of TAFE will meet client needs for high quality, flexible and responsive education and training by . . .

- enabling students to become empowered lifelong learners
- encouraging industry and community partnerships
- incorporating social justice and equity principles
- empowering staff to take initiative and respond creatively«

Vision for Flexible Learning

All educational programs offered by Torrens Valley Institute will meet the learning needs of clients by offering appropriate levels of choice in:

- learning outcomes/subjects
- learning sequence
- learning materials
- assessment methods
- recognition of prior learning
- entry and exit times
- learning methodology
- learning times
- learning location

This will include:

- Learning design and methodology which most appropriately provides information, learning activities, feedback and clarification and assessment
- Pre-learning information which includes learning methodology and is appropriate for marketing, information and counselling
- Learning orientation to the program, learning methodology and the Institute

Learning will be supported by an appropriate level of:

- Learning support and customer service systems including facilities, services and learning resources
- Learner management systems which include communication, resources and record keeping
- Evaluation systems for content and learning methodology
- Staff development opportunities which allow sharing of skills, knowledge and resources
- Promotion and marketing of learning opportunities
- Liaison across TAFE SA/Department for Employment, Training and Further Education

Information Technology will be used to enhance:

- Communication between staff, between learners and between staff and learners
- Information resources for staff and learner
- The management of learning
- The management of learner's records
- Learning activities
- Assessment and evaluation
- The development of employment related key competencies

The University of South Australia

The University of South Australia is the State's largest university with 25,000 students, 2,000 staff, six campuses and an annual budget of more than 200 million dollars. The University is a national leader in collaborative industry research, has been recognised nationally for the quality of its teaching and community service and has the State's largest intake of international students

Flexible learning

The University of South Australia is recognised internationally for its leadership in the fields of distance education and flexible learning. The policies and skills, infrastructure and support mechanisms of the University's Flexible Learning Centre underpin exemplary distance education programs in fields as diverse as nursing and information technology for more than 4000 students worldwide. By further embracing the opportunities for educational delivery provided by communications technologies, the University has moved progressively and strategically towards flexible delivery of internal courses. Flexible teaching and learning strategies emphasise student-centred, individualised learning and give students greater control over the time, place and preferred style of their educational activities.

The Flexible Learning Centre

The Flexible Learning Centre (FLC) is a service unit which, along with other service units within the University, works to improve the teaching and learning environment for students and staff. The Centre, the Registry, Library and Information Technology Services are within a Service Division managed by the Pro Vice Chancellor: Access and Learning Support. The Centre also carries out fee-for-service activities with a number of clients outside of the University.

The Director of the Flexible Learning Centre is assisted by a management team of

Coordinator: Academic Development
Coordinator: Research and Scholarship
Coordinator: Online Services
Coordinator: Teaching and Learning Services
Manager: Counselling and Advisory Services
Manager: Budget and Planning
Manager: Delivery Services
Manager: External Students Centre
Manager: Production Services
Manager: Information Technology
Senior Executive Officer

The Underdale campus is the site of the main building of the Centre and this facility provides courseware production, online teaching support, and specialises in services for off-campus students of the University.

FLC campus teams

The FLC has teams of staff on each metropolitan campus to provide services for staff and students. As part of the annual planning process, Divisions of the University prioritise their service needs and after negotiation with the Centre a service contract with each division is established. (At Whyalla, the delivery of staff and student support services will be negotiated with the Dean.) The service contract is delivered primarily by teams of FLC staff on each campus.

Campus teams comprise all FLC staff on the campus, and generally include:

- a divisional liaison person who is a member of the professional development group and is responsible for communication between the division and the FLC at both local and central levels
- student advisers (careers, counselling, international students, external students, disability support/counselling)
- learning advisers
- an administrative officer.

Et tilbud til eleverne er:

Online workshops

Online learning support services are provided by the University to complement the academic programs you are participating in. These interactive workshops will help you develop and enhance the learning skills you require for successful study.

- General support workshops
- Subject specific support workshops

UniSAnet Project

The University has established an online presence in the area of teaching and learning known as UniSAnet.

The UniSAnet facility, accessed via the World Wide Web, will provide a set of services to be phased in over time, in response to different levels of academic staff and student need. It will become the masthead for all online dimensions of the University's teaching and learning program, incorporating existing developments and providing for the progressive inclusion of a range of services for students, including:

- home pages for all academic staff linked to subjects they teach and courses on offer,
- access to course content and related study resources
- teaching and learner support mechanisms including interactive communication capacity between teacher and students and among students, and
- administrative services related to teaching and learning.

UniSAnet accommodates innovative online teaching and learning resources already developed by individual academic staff. However, a standard set of authoring and communication tools will be adopted across the University and form the basis for putting further materials online.

UniSAnet will have a staged implementation:
Online Support

The Flexible Learning Centre enables all staff to register and lodge teaching and learning resources on a university server (UniSAnet) which is maintained so that students may access it on a 7 day/week, 24 hour basis.

The Centre also provides a number of templates that enable staff to develop and update online materials without a knowledge of authoring software. Templates that are currently available can be accessed through information from the Bookshelf.

However, where staff have such authoring skills, materials may be readily incorporated into templates so that an appropriate university style is readily achieved.

Templates also contain interactive communication facilities.

ABOUT OTEN-DE

The Open Training and Distance Education Network (OTEN-DE) is a leader in open and distance education and training. OTEN-DE delivers a wide range of training and education courses through distance education and flexible delivery to technical and further education students, schools and outside organisations. It provides custom-designed workplace training for business clients and develops computer and satellite-based learning programs, and has a range of off-the-shelf training products which are available to other organisations. It is a national leader in the use of technology to develop and deliver high quality education and training. Students of all ages, from country regions and cities, from across the state and beyond, rely on OTEN-DE for educational access. As an institute of open learning OTEN-DE provides services without boundaries.

Students can access courses in many ways: in the workplace, at home, at school or at college, in combined arrangements with other TAFE NSW Institutes, or with other providers and enterprises. Its doors are open for all.

There are teachers, resources and services for delivering over 600 fully accredited subjects and modules. Together they unite to make OTEN-DE the largest provider of distance learning in Australia.

Snapshot

- Largest provider of distance education & training in Australia
- Services 32 000 students enrolled in 660 fully accredited TAFE subjects and modules
- Provides all learning materials for school delivery of distance education in NSW
- Distance education delivery to 2,080 full-time students who cannot attend school.
- Provides single courses to 4,602 students whose schools cannot provide a wider curriculum choice.

- Manages statewide TAFE NSW library systems and collection services.
- Provides corporate departmental library & information services
- Offers traineeships and apprenticeships
- Supports V.E.T. for Schools via distance delivery
- Develops and maintains a huge range of resources across all media
- Develops custom-designed workplace training for business clients
- Has videoconferencing facilities, TV studios and multimedia production facilities.
- Produces TVED - educational programs broadcast nationally on SBS every weekday
- Collaborates with national and international partners in training initiatives
- Supports the TAFE NSW training for the Sydney Olympics.

Vision

To be a globally recognised leader in the development and delivery of innovative, accessible, resource based distance education products and services.

Mission

This vision will be achieved by taking advantage of OTEN-DE's:

- Unique capacity to provide lifelong educational pathways with particular responsibilities for isolated and disadvantaged learners.
- Cumulative experience in distance education and flexible materials development and delivery
- Critical mass of collective technological and educational expertise
- Extensive range of learning resources
- Purpose-built multimedia facilities and infrastructure.

The Organisation

What we look like

OTEN-DE is located in a purpose-designed building at Strathfield with a school Distance Education State Office located at Bathurst. Integral to the city site design is an integrated technology platform, incorporating video conferencing and satellite technology. With its emphasis on flexibility of delivery and high technology, the Strathfield site has enabled OTEN-DE to expand its course delivery through multimedia, cable TV and the Internet.

Open Learning Program

Open Learning Program delivers teaching and support services for students enrolled in TAFE courses. The Open Learning Program (OLP) is the TAFE delivery arm of OTEN-DE offering some 250 TAFE NSW courses to 32,000 students across NSW, Australia and overseas. The subjects and modules offered reflect a mix of nationally accredited courses. In addition, there are 50 commercial courses.

OLP uses telephone, video, audio, fax, email, broadcast TV, satellite, online support and print in the delivery of its courses. Practicals are held at TAFE colleges or on-site.

Teaching Sections

OLP has over 120 full time teaching staff, 200 part time and almost 700 off site teachers who have a wealth of technical, educational, industry experience and syllabus expertise. The teaching sections are grouped into four areas, Access Programs, Business Services, Production Industries and Service Industries. There are also specialist staff who support Aboriginal students, people with disabilities, non-English speakers, inmates, and juvenile justice students.

Schools Program

OTEN -DE delivers distance education to 6,682 school students. The majority of enrolments are full-time primary and secondary students who are prevented from attending school on a regular basis due to special circumstances. More than 20% of OTEN-DE school students live in geographically isolated areas.

Others are: Vocationally talented, travelling within Australia or overseas, from the ACT, Lord Howe and Norfolk Island and Papua New Guinea, experiencing medical conditions, experiencing disability difficulties, pregnant, home carers or residents of juvenile institutions.

The balance of school student enrolments are part-time, single subject students whose school does not offer the subject of their choice.

Distance Education Centres

Primary and secondary school education is delivered by Distance Education Centre (DEC) staff with the support of OTEN - DE learning materials and staff. There are 18 DECs across the state; some are autonomous while others are integrated with a host school.

Open High School

Languages Other Than English (LOTE) are delivered as single subjects by the Open High School located in Sydney. In 1998 OTEN - DE developed materials in 11 languages across 39 courses.

The Access Program

Five clusters of rural schools enable students to complete secondary schooling at their local school through the Access Program. Telematic teaching using telephone, computer and facsimile machines allows a teacher in one place to interact with up to six other class groups in schools separated by hundreds of kilometres. Approximately 400 students in 21 small high schools were enrolled in this program in 1998.

Country Areas Program

The Country Areas Program (CAP) is a Commonwealth Targeted and Quality Schooling Program that involves 216 government schools and 24 Catholic systemic and independent schools. The program is directed at students in primary and secondary schools who are educationally disadvantaged by geographic isolation.

Flexilearn & Acceler8

Some of OTEN-DE's subjects are available by Flexilearn and Acceler8 - special arrangements where home study is combined with workshops. An increasing number of modules will also be available on the internet.

Vocational Resource Development

The Vocational Resource Development Unit produces education and training resources in a variety of media for internal and external clients. This highly talented group includes materials development officers, instructional designers, editors, graphic and web designers, technical illustrators and multimedia specialists. In addition there are on-site production staff, including producers, directors, writers, technical maintenance and service personnel.

Vocational Resource Development offers a design and development service to both internal and external clients. We can design, develop and produce a wide variety of education and training resources in most media. Examples of our recent products can be seen in the Technology Showcase.

FLEXILEARN & ACCELER8

Some of OTEN-DE's subjects are available by Flexilearn and Acceler8 - special arrangements where home study is combined with workshops. An increasing number of modules will also be available on the internet.

Learning Design at OTEN-DE

Learning design at OTEN-DE focuses on customer needs and the achievement of students' desired learning outcomes using educationally efficient and cost effective teaching and learning strategies.

TAFE PLUS

TAFE PLUS provides flexible training solutions in all industries through short courses, customised training programs, consultancy services and resource materials.

TAFE PLUS is the commercial arm of TAFE NSW. With access to all TAFE NSW resources, including specialised trainers and practising professionals, TAFE PLUS can respond promptly to your organisation's changing needs as well as to legislative and industry-wide developments.

TAFE PLUS offers a range of services on a competitive, commercial-fee basis. These include:

- short courses which are highly concentrated and focus on specific skills in a range of commercial and industrial applications. Short courses are available to corporate clients as well as individuals needing to update their skills
- custom designed training programs for organisations and industry associations to focus on specialised training needs
- consultancy services to assess and design training programs
- training resources which can be used for self-paced or in-house training

TAFE PLUS short courses

Our short courses for individuals are highly focused, can be skill or competency-based and are developed as a result of industry demand. They range in length and can be delivered in many formats - for example, from half a day to a full week or weekend program.

Customised programs

TAFE PLUS can design new short courses, adapt existing mainstream (TAFE NSW) courses, and incorporate your specialist requirements to deliver a comprehensive training program.

Courses can be delivered in a range of ways:

- in your workplace
- face-to-face at a TAFE campus or other venue
- evenings or weekends
- by distance learning

Elements from competency-based National Training Packages can also be included in a program.

Consultancy services

TAFE PLUS consultancy services assist organisations and industry bodies with training strategies designed to increase their skill base and productivity levels. These services include:

- training needs analysis
- skills auditing
- workplace assessment
- training planning
- training package development
- ongoing monitoring and advice

TAFE PLUS works with your organisation or industry body as a business partner. We help identify 'gaps' in your training, to ensure you are meeting (or exceeding) industry standards. We can help you determine the best way to meet training objectives and corporate strategies.

Training Resources

TAFE PLUS training resources are available in print, video, audio, multimedia, or computer-based formats.

Training solutions

CHOICE

ACCESSIBILITY

FLEXIBILITY

Quality

What does TAFE PLUS provide?

CHOICE in training content. TAFE PLUS can package any existing or proposed courses and/or modules to your specifications.

ACCESSIBILITY to TAFE PLUS information networks and to regional staff. This means you can contact specialists at many geographic locations or industry-based TAFE NSW Educational Services Divisions (ESDs).

SPECIALIST INDUSTRY ADVICE AND CONSULTATION for individual employers or industry bodies. This is the key to ensuring that your specific or industry-wide training needs are met and are consistent with competencies identified. TAFE PLUS will consult with you to ensure that the training package you need contains all of the essential and desired options and structure. TAFE NSW has industry focused training consultants and ESDs that are constantly monitoring developments within industries.

FLEXIBILITY in delivery. TAFE PLUS will train you where, when and how you prefer, for example:

- in your workplace
- face-to-face at a TAFE campus or other venue
- evenings or weekends
- by distance learning

in almost any format, including:

- fast-track
- practical hands-on workshops
- multimedia
- simulations
- offshore

Any combination of the above can be organised. TAFE PLUS will consult with you to establish the best way to ensure your training needs are met, as, when and how you need them.

Training Resources

Whether you are delivering in-house or external training to clients or employees, TAFE PLUS can supply you with training resources (including trainer guides), or offer them to you under licence.

TAFE PLUS has all the resources to ensure that you have a 'Total Solution' for your Vocational Educational Training needs.

The New Zealand Qualifications Authority

The New Zealand Qualifications Authority co-ordinates qualifications in secondary schools and in post-school education and training, maintains national standards, ensures recognition of overseas qualifications and administers national secondary and tertiary examinations.

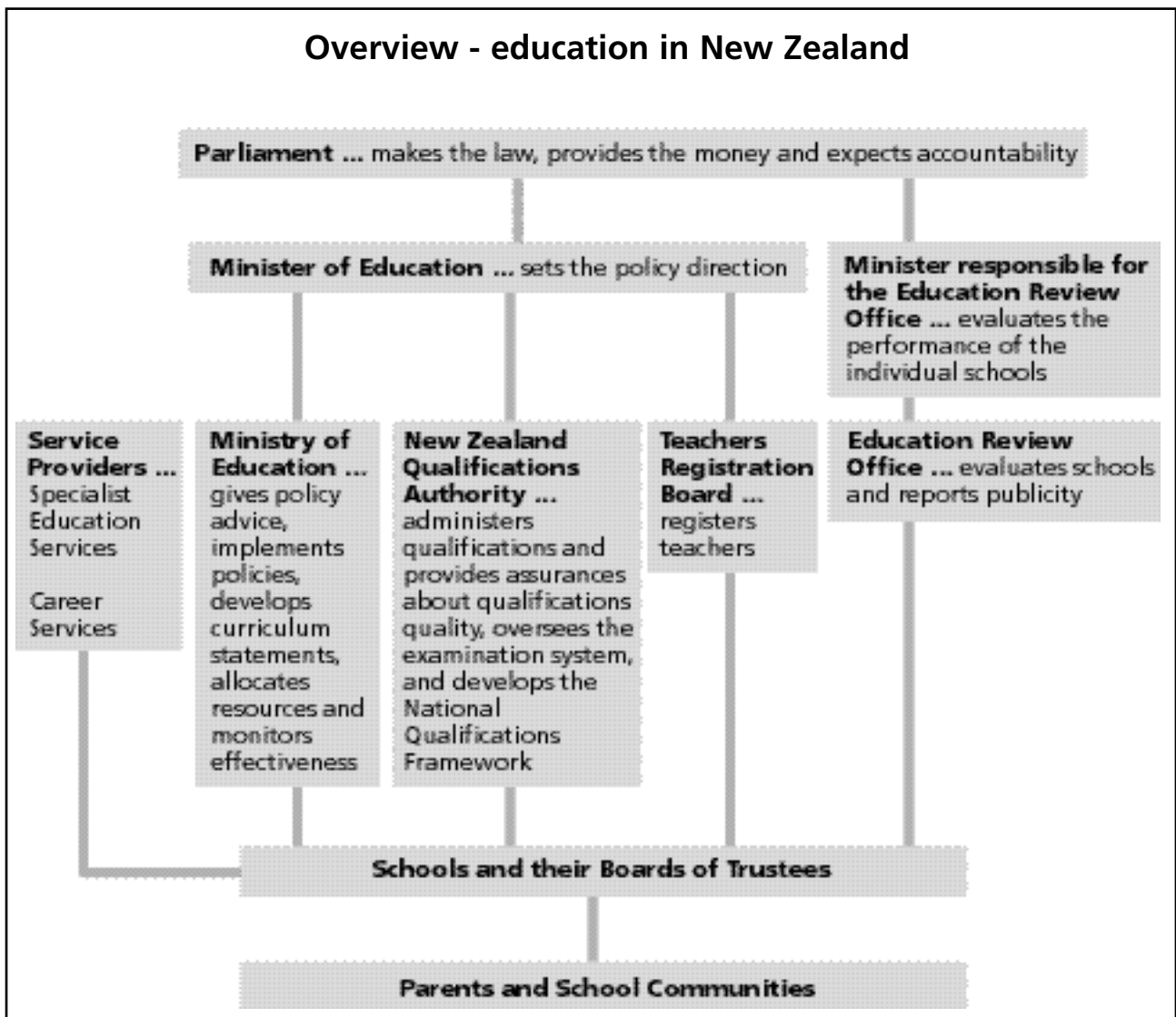
Role of NZQA

The New Zealand Qualifications Authority was established to co-ordinate national qualifications. It took over the functions of several agencies

that had run schools, trades and vocational examinations. It also assumed new responsibilities, notably to develop a national qualifications framework and to approve non-university degrees.

The Qualifications Authority deals with the provision and quality of qualifications; it does not write the curriculum and it does not provide funds for education and training.

The New Zealand Qualifications Authority is a Crown Entity established under the Education



Act 1989. The Authority is appointed by the Minister of Education, and is accountable through the Minister to Parliament. The Mission of the Qualifications Authority is to promote improvement in the quality of education in New Zealand through the development and maintenance of a comprehensive, accessible and flexible National Qualifications Framework (NQF). In essence, the NQF is a means by which national qualifications have a high credibility both throughout New Zealand and overseas, and are related to each other in ways that assist people to upgrade their qualifications without having to repeat unnecessarily previous study and assessment.

Maori

The Qualifications Authority is committed to the principles of the Treaty of Waitangi. The Treaty of Waitangi was signed in 1840 between the representative of Queen Victoria and Maori, the indigenous people of NZ. Today the Treaty of Waitangi has become the basis for negotiations between government representatives and Maori.

The Authority has a team called Te Tari o Te Pou (the Office of Te Pou) which is dedicated to dealing with Maori issues. The staff of Te Tari o Te Pou facilitate the development of Maori unit standards and national qualifications, and provide advice and information to Maori education and training providers and Maori learners.

All Maori staff are part of the NZQA Maori network. The Network meets monthly and provides a chance to raise Maori issues across the Authority. A main priority for the Network is also professional development.

A Responsiveness to Maori Management plan gives all staff opportunities to learn about Maori language, culture and values within the context of the Authority.

Framework Explained

The National Qualifications Framework (NQF) is a system designed to recognise the attainment of knowledge, understanding and skills by all people in New Zealand. Framework qualifications are quality assured and nationally recognised.

Learners who register on the Framework are able to accumulate credits over time and at their own pace as they work towards a qualification.

Approving and Administering Standards

All qualifications currently registered on the Framework are composed of registered unit standards - statements that describe what a learner knows or can do. Because the unit standards are nationally agreed, learners' achievements can be recognised in a number of contexts. Their knowledge and skills will be transferable between qualifications and providers.

Standards specify learning outcomes. Having qualifications based on learning outcomes is what makes Framework qualifications different from other qualifications systems (which are often focused more on outputs such as courses, or inputs such as curricula or teaching hours). Outcomes models have been endorsed by international bodies involved with funding education systems (eg: the World Bank, Asian Development Bank and the OECD).

The Framework is built on a process of consensus. Standards are drafted by expert groups (engineers for engineering standards, geographers for geography standards and so on). The draft standards are then circulated to stakeholders for comment and contribution. Once standards are agreed to and registered, they are subject to review by stakeholders and experts on a regular basis. This allows for standards to be refined and updated over time.

Each unit standard has a defined credit value and sits at a specified level on the Framework. Credits may be accumulated from different learning institutions or workplaces towards a single qualification. All organisations accredited to assess against standards recognise Framework credits awarded by others.

Eight Levels of Progression

The Framework has eight levels of progression. Levels 1-3 are of approximately the same standard as senior secondary education and basic trades training. Levels 4-6 approximate to advanced trades, technical and business qualifications. Levels 7 and 8 equate with advanced qualifications of graduate and postgraduate standard.

Framework qualifications:

National Certificates - at all levels but normally found at levels 1-4
National Diplomas - at levels 5 and upwards

Standards-Setting Bodies

The expert groups which set standards and take part in the accreditation of education and training providers are known as standards-setting bodies (SSBs), National Standards Bodies (NSBs), Industry Training Organisations (ITOs), Standards Implementation Bodies (SIBs), Whakaruruhau or advisory groups. NSBs represent fields of learning eg humanities, science, business, while ITOs represent industries eg forestry, manufacturing, tourism.

Accredited Organisations

Only accredited organisations are able to assess learners against Framework standards, and award credits. Accreditation means an education provider or workplace has sufficient expertise in teaching and assessing, and adequate quality management systems to deliver what is promised to the learner. It is the organisation that is accredited, not its programmes.

The Framework system gives education and training providers much freedom to develop their own programmes. The unit standards state the outcomes that programmes should generate, not how they must be learned or assessed. Education and training programmes can be designed in whatever size or form is appropriate to the learners and the organisation. This flexibility leads to new types of learning and a range of assessment opportunities. These give learners greater access to learning and enable providers to use resources more effectively. Much framework assessment occurs in the workplace.

Assessment

Assessment can be done by the representative of an accredited provider (a school, private training establishment, wananga, government training establishment or a tertiary institution) or by a registered assessor. Registered assessors are individuals registered by an Industry Training Organisation (ITO) or National Standards Body (NSB) to assess within their area of responsibility. A wide range of evidence may be used to compare a candidate's performance against a unit standard as part of the assessment process. As well as traditional tests, projects etc, an assessor can use evidence of prior achievements or evidence from the candidate's workplace to test performance against a standard.

Moderation Methods

Consistency among assessors is gained through moderation systems which ensure that assessors have a common view on what 'meeting the standard' means. Moderation methods can include assessor training, regional panels, moderator visits, examples of learner work, common assessment tasks, meetings of assessors and moderation of assessment activities before they are used with learners.

Record of Learning

Once a learner is assessed and awarded credit, the learning institution notifies NZQA and the credit is then added to the NZQA database along with other credits achieved by the learner. Once a year, or more often if requested, the learner receives a record of all standards and qualifications he or she has achieved in the past year. This is called the Record of Learning and is an official document, useful as a credential to future employers or education providers.

Maori

The National Qualifications Framework allows for the formal recognition of the traditional knowledge of New Zealand's indigenous people, the Maori. New Zealand is the first country in the world to establish an entire education field that formally recognises traditional knowledge. It could have major implications for the range

and types of programmes that can be offered by training providers.

Maori experts are involved in the development of unit standards in fields of practice such as Reo Maori (Maori language), Whakairo (carving), Raranga (weaving) and Tikanga (customs and practices). In the past these subjects have been viewed as »hobbies« or »recreational activities«.

Maori experts are also involved in the development of unit standards that provide a Maori dimension to general subjects such as business and management, tourism, funeral services and film and electronic media.

These experts sit on advisory groups called whakaruruhau. They draw on their own networks to develop unit standards and qualifications. There are currently 14 whakaruruhau in the Maori field. There are whakaruruhau in some of the other NQF fields. Some industry training organisations also have Maori advisory groups.

The chairperson of each whakaruruhau sits on the National Standards Body Maori (NSB Maori). The main task of the NSB Maori is to look after the interests of unit standards and qualifications in the Maori field.

The Auckland Institute of Technology

Mission

The pursuit of Excellence and Equity in Vocational and Community Education.

Goals

- To provide learning opportunities of quality and relevance which help prepare people for vocational roles.
- To provide a fulfilling work environment and acting always within the requirements of good employment practice.
- To provide equal opportunities for all people whatever their gender, ethnic origin or special needs.
- To engage in activities including teaching, consultancy and research to enhance the attainment of the other objectives and to respond to trade, professional and community needs.

Values

The Auckland Institute of Technology values:

- Quality in the educational programmes provided and in the environment, both physical and professional, in which staff and students work.
- Creativity, innovation, scholarship, research and excellence in teaching.
- People and their needs as individuals.
- Equity.
- Effectiveness, efficiency and accountability.
- The Auckland Institute of Technology respects the principles of the Treaty of Waitangi.

AIT to be AUT

The Auckland Institute of Technology has earned university status.

The Institute's name will change to the Auckland University of Technology from 2000. The chairman of AIT's Council, Tony Lanigan, said all those who had worked for the past five years to achieve university status for the benefit of students were delighted.

»The decision recognises the high calibre education AIT has to offer and that it meets the characteristics of a university as set out in the Education Amendment Act 1989,« Dr Lanigan said.

The change to university status will benefit students by encouraging international recognition and portability of their qualifications, as well as accessibility to international contracts and post-graduate programmes.

AIT President John Hinchcliff said university status will not change or compromise the style of education that has characterised the institution's history and ethos – providing education that is student-centred, vocationally and professionally relevant.

»Our focus will still be to offer study at all levels from foundation courses to doctorates, maintaining the ability for students to »staircase« their way to a higher level, providing classes for interactive learning and enhancing students' learning experience with professional placements. AUT will provide research that enhances learning and development of the professions« Dr Hinchcliff said.

AIT is already one of the largest tertiary providers in New Zealand with 25,000 students enrolled this year. Its arts, health studies, business and science and technology faculties currently offer between them 350 different programmes at doctorate, masters, under-graduate, diploma and certificate level.

In June, the institute signed an alliance with the University of Auckland, which formalised the

collaborative relationship the two institutions already had been developing. At the heart of that agreement was recognition of the benefits of a differentiated system of tertiary education in New Zealand, in which research-led universities and universities of technology had distinctive contributions to make to developing an internationally competitive, knowledge-based society.

History

Take a quick look back in time and see how we've changed.

- 1895 The Auckland Technical School opens with a roll of 30.
- 1907 The roll climbs to 1150 students.
- 1913 The Auckland Technical School changes its name to Seddon Memorial Technical College. Seddon Tech, as it was known, grew into the largest secondary school in New Zealand with a roll of 1,800 day and 2,500 evening students.
- 1960 The Education Department created separate college and polytechnic divisions and the Auckland Technical Institute became a tertiary institution. From that time on a wide range of new academic programmes was offered in addition to traditional trades courses.
- 1981 The Teachers Training College on Auckland's North Shore is closed and the assets transferred to the Institute. The North Shore Akoranga campus has since grown into the nation's largest Health Studies faculty.
- 1989 The Institute of Technology. With the passing of the Education Act, AIT is able to award bachelor degrees.
- 1990 Today, AIT is the largest institute of technology in New Zealand with more than 25,000 students enrolled annually in a wide range of programmes.

Department of Labour

The Labour Market Policy Group is a business unit of the Department of Labour, New Zealand. It provides advice and analysis on the operation of the labour market, including:

- strategic advice and analysis of macro economic and labour market issues;
- policy advice and analysis on the interface between the Department's specific policy portfolios (employment, industrial relations, occupational safety & health, immigration), and the labour market as a whole;
- monitoring and investigating changes in the labour market;
- facilitating the development of an evaluation strategy for the Department;
- advisory/research services to the National Advisory Council on the Employment of Women (NACEW);
- Accident Rehabilitation and Compensation Insurance policy advice.

The Labour Market Policy Group's policy role is supported by its monitoring, research and evaluation activities. The Group routinely monitors and reports on all major labour-market and macro-economic trends and forecasts. The Group's research programme currently includes:

- research into regional variations in labour market indicators;
- wage dispersion trends and explanations;
- productivity issues;
- the impact of the minimum wage on employment and unemployment;
- analysis of labour market outcomes for migrants;

Accident Compensation Corporation (ACC) claim patterns and claimant behaviour.

Research findings are published in the Labour Market Bulletin. The purpose of the Bulletin is to make the Labour Market Policy Group's research more widely available, and to encourage further debate on issues related to the labour market and labour market policies.

Electrotechnology Industry Training Organisation (ETITO)

New Zealand's electrotechnology companies use ETITO to facilitate and support their training. A wide and diverse range of industry sectors work with ETITO – electrical appliance servicing, industrial measurement and control, motor rewinding, electronic manufacturing, electronics technology, security, telecommunications and call centres.

The Electrotechnology ITO

- oversees the development of industry standards and qualifications
- arranges training and assessment
- manages government training subsidies
- promotes careers in electrotechnology.

What ETITO can do for you

You can gain access to an industry specific training system that:

- Upskills your workforce.
- Results in national qualifications based on industry designed standards.
- Matches standards to the work your company does.
- Can be delivered and assessed on and off the job, as you require.
- Attracts a government subsidy through a Training Agreement.
- Links to further training and qualifications.
- Is kept current through regular industry review.
- Is portable from one workplace to another.

Career informations for Schools and Students

An industry of the future

Fact: electronics is the world's number one employer.

It is one of New Zealand's fastest growing industries and skilled workers and new entrants are in short supply.

Career Prospects

Right now there are career opportunities in electrotechnology for people with the right attitude, skills and qualifications. Not just for university graduates, but for people of all interests, talents and abilities. These jobs are well-rewarded with strong career prospects.

What is Electrotechnology?

It covers a huge area of skills and jobs and includes the following sectors:

- electrical engineering (electrician)
- electronic manufacturing (everything from whiteware to circuit boards)
- electrical servicing and repair
- industrial measurement and control (of processes in manufacturing areas, such as steel and dairy production)
- telecommunications
- electronics technology
- the security industry
- call centres.

Spoilt For Choice

There is so much diversity within the industry that it is possible to transfer your skills easily across a number of different sectors throughout your career.

You can be self-employed, work in small firm, or work with a big company like Tasman Pulp and Paper, Fisher and Paykel, Tait Electronics or PDL. Check out the range of work below.

Types of Work

Once again, it is hugely varied. Here's just a sample to give you some idea.

- registered electrician
- designing, installing and maintaining telecommunications systems
- designing, installing and maintaining electronic security systems
- assembling electronic components and goods for sale and export
- designing new software
- administration, training and supervisory roles in all the above areas

Our new training system is the perfect way to start a career in electrotechnology.

A Great Career Choice For Women

The electrotechnology industry is a world leader in more ways than one. It is a modern and progressive industry which actively recruits, trains and promotes women as a valued part of the workforce. With the right training anyone can get ahead.

All Our Training is Nationally Recognised

All our training was designed by this industry for this industry. It is based on national standards leading to nationally recognised qualifications - National Certificates and National Diplomas registered on the National Qualifications Framework. To get an overview of our training system click here: [how our training system works](#).

Start At School

Get your career off to a flying start by studying towards one of our National Certificate qualifications while you're still at school. Our school programmes cover a wide range of foundation skills in electricity and electronics which you can use to head into specialist areas once you get a job.

Earn As You Learn

Apprenticeships and traineeships are alive and well in the electrotechnology industry. This means you learn on the job and earn while you're doing it. First you must find an employer who will take you on as an ETITO apprentice or

trainee.

How do I get an apprenticeship or traineeship?

To help your chances of gaining an apprenticeship or traineeship with an employer you can complete some of our introductory National Certificate level 2 unit standards at school or with a polytechnic or private training establishment. See your careers advisor or electronics teacher for advice.

How Do Apprenticeships and Traineeships Work?

The system is very practical. Apprentices and trainees are supervised by their employers as they always have been, but the emphasis is on reaching industry standards not just serving time. National standards specify the level of performance required from you. All training and assessment is designed to help you meet these requirements.

Training and assessment is a combination of on and off-job learning. Much of it now takes place in workplaces, where practical skills are often best learned and tested.

Off-job training can be completed with any accredited provider including polytechnics, private training establishments and secondary schools.

Higher Level Learning

For those who are ambitious, you can move on to higher level qualifications. For information on higher level electrotechnology qualifications, contact your local polytechnic or university.

Training and assessment

The Competency Based Training System

The national qualifications in Electrotechnology are made up of competency standards. Competency standards list explicitly what a person has to know, or be able to do to be considered competent in an area of skill and knowledge. Each standard has credits attached.

When enough credits are achieved a national qualification is awarded.

Electrotechnology qualifications are part of the National Qualifications Framework.

Assessment

This competency-based system is designed to establish a person's competence in actual practice and not just through an exam or time served. A person must demonstrate that they are competent by being assessed against the industry's standards.

Whenever possible, assessment is carried out as part of a person's normal working day and is based on the job they do in the workplace. This might involve direct observation by a workplace assessor on the job; or completed projects, assignments, job cards, log books or reports. When standards are met and credits achieved, the information is held on a national database and forms part of a record of lifelong learning. This is the official proof of achievement

Workplace Assessors

On-job assessment is a convenient and practical option for employers of any size, anywhere in the country. Assessors may be employers, supervisors, production managers or training personnel. ETITO provides training for assessors and gives them assessment guides and tools to help with workplace assessment.

Quality Assurance

Every industry sector works with ETITO to develop a system called moderation which ensures that assessments are fair and consistent and meet industry and NZQA standards.

RECOGNITION OF PRIOR LEARNING

A Flying Start To A Qualification

People already in the workforce with on-job experience can get their current skills assessed and credited towards an ETITO National Qualification. Credit is not an automatic right. People must be assessed as being currently competent in the area concerned. All or part of a National Qualification may be awarded. Training can be arranged so a person can complete whatever standards they need to gain the qualification they seek.

PICK AND MIX TRAINING PACKAGES

For Mature Learners

People already in the workforce who want to upskill in selected areas can pick and mix unit standards to suit them and their firm's requirements. ETITO can help incorporate these standards into a personal or company training plan. Contact us on connect@etito.co.nz

THE TRAINING PROCESS

Here's how the process works:

- Match standards to your workplace or career requirements.
- Register training agreements to access the government subsidy.
- Train to chosen industry standards.
- Assess competency against the standards.
- Report standards met and credits achieved.
- Achieve a National Certificate or Diploma.

Contact ETITO personnel for assistance in designing the training solution for you.

TRAINING AGREEMENTS

Training agreements are the key to accessing government training subsidies. They are registered with ETITO.

A training agreement between an employer and an employee states the training programme an employee is undertaking. It is linked to (but separate from) the employment contract and outlines the responsibilities of both parties.

WHO PAYS?

Industry training is funded from government training subsidies and industry contributions. To get the government subsidy, industry must pay for some of the training costs. Commonly, either the company or the training employee will pay these.

Costs of training vary, depending on the national qualification sought.

Skill New Zealand

Introducing Skill New Zealand

Skills Development for Work

Skill New Zealand oversees a range of initiatives designed to build a highly skilled and adaptable workforce. Our aim is to contribute to New Zealand's competitive advantage in the global market. We prepare school leavers to start their working lives, assist unemployed people to reenter the workforce, and facilitate training to raise the skills of people currently in employment.

Our Organisation

Skill New Zealand is a Crown Agency, with a National Office in Wellington and a network of regional offices that enables us to assist learners and industry around the country. We work with many stakeholder groups including industry, educators, Maori and Pacific Islands people. We purchase quality training on behalf of Government for these groups.

We also work closely with Work and Income New Zealand, the Ministry of Education, the Ministry of Maori Development, the new Zealand Qualifications Authority, Workbridge, the Department of Labour and senior schools.

Leadership Innovation and Diversity

Skill New Zealand is a leader in the development of work-related education and training. We contract a wide range of education and training providers to develop innovative and effective learning pathways under Training Opportunities and Skill Enhancement. The aim is to empower local communities to respond quickly to the education and training needs of their learners and employers.

This practical focus is underpinned by ongoing research into adult education and learning. This enables Skill New Zealand to provide strategic leadership and promote best practice in key education and training issues.

Training for Competitive Advantage

Skill New Zealand supports workplace learning that raises skills and boosts competitive advantage for business. Our aim is to improve access to structured training in the workplace throughout peoples working lives. We purchase training in most areas of industry through Industry Training Organisations and also oversee a range of complementary initiatives at enterprise level aimed at identifying skill needs and improving productivity. A key focus is on integrating capability skills such as literacy, numeracy and communication, into workplace education and training.

Breaking Down Barriers to Learning

A highly skilled, competitive economy requires all of its workforce to be able to contribute, not just some. Skill New Zealand develops and purchases a varied range of training for the most disadvantaged in the labour market. Our aim is to remove barriers to employment and further education and training. Particular attention is given to those under-represented in training, including Maori, Pacific Islands people, women, those with low or no qualifications and older workers with redundant or unrecognised skills.

Closing the Gap for Maori

Skill New Zealand is committed to reducing education and employment disparities for Maori learners. We achieve quality education and training outcomes for Maori learners in a variety of ways, including initiatives developed and run by Maori providers and organisations. In purchasing education and training for Maori, Skill New Zealand places great emphasis on creating learning environments that recognise Maori needs and integrate Maori capability skills, such as Te Reo, Tikanga and Te Mana Tangata.

Web-udgivelser om New Zealand

**TERTIARY EDUCATION & TRAINING
IN NEW ZEALAND – A GUIDE**

<http://www.minedu.govt.nz/Tertiary/Guide/>

A Guide to Schooling in New Zealand
[både i html- & pdf-format]

<http://www.minedu.govt.nz/Schools/Guide/>

**A FUTURE QUALIFICATIONS POLICY
FOR NEW ZEALAND:
A Plan for
the National Qualifications Framework**

<http://www.minedu.govt.nz/NQF/paper.htm>

COMPETENCE-BASED LEARNING

[tekst fra engelsksproget KBL-brochure]

»Competence-based Learning in the Workplace« is a collaborative development project between a number of private companies, Vocational Education and Training institutions, and research institutions in Denmark.

The focus of the project is the development of flexible ICT-based learning programmes for adults - learning programmes based on an evaluation of the existing competences of each employee and the need for further competence within the company as a whole.

The project involves testing five pilot projects in five companies in Denmark. Each pilot project includes the following activities:

- identifying the need for competences in the company.
- evaluating existing competences of individual employees.
- converting traditional courses into flexible and ICT-based learning.
- developing new organizational models which make room for these learning processes within the work routines of the companies.
- implementing the learning programmes in the companies.

In order to be able to carry out these activities, the teachers from the five Danish VET institutions who participate in the project develop their own skills, competences and qualifications within three areas:

- pedagogical aspects of flexible and ICT-based learning,
- technical aspects of ICT and learning
- layout and design

This is done through a process of action-learning while working on the pilot projects. In this project we expect to take full advantage of the flexibility of distance education, that is the asynchronism of time and space.

To inspire and support the efforts of the project group we plan to import experience and know-how from suppliers of distance education and flexible learning in e.g. EU, USA, Canada, Asia and Australia. We are looking for partners in the development of new kinds of distance education products and for collaborative networks for new innovative development projects in general. We are also interested in licence contracts on products which may be used in Europe and worldwide.

Lifelong Learning & Labour Market Surveillance

[tekst fra engelsksproget KUA-brochure]

Cooperation

Danish Vocational Training Centres have established a network together with Local Labour Market Authorities, coordinated by a Private Consultancy Firm.

The purpose is to establish a platform for innovation: to pool best practises, experiences and ressources, and jointly develop new methods and projects based on available best knowledge and know-how from the individual partners in the Network.

The cooperation is a network in the very best meaning of the network concept. It is based on the sharing of knowledge and confidence in everyday business, without too many bureaucratic obstacles. The approach is project based, from case to case.

Project 1998-99

»Labour market surveillance and improvements in the training systems for adults«

The Danish Network has taken up the challenge of further developing the links between labour market surveillance and training for adults. The links are understood as the communication between labour market systems and the training systems in the way of a series of questions:

- What is the need for which kind of competences in the future?
- How do we find out about it?
- How do we implement it into our training programmes and thus into the labour force?

Two perspectives, which are important to the group, are firstly the process of lifelong learning, and secondly the distance learning market and its potential as a truly global market, potentially taking over the local markets for development of qualifications.

Coming from a Danish background:

- in which there is consensus around the idea that skills must be updated and developed during the entire working life of a person
- in which vocational training for adults is considered to be also a public responsibility
- and in which the planning, development and adaptation of vocational training programmes take place in a close cooperation between the public authorities and the organizations of employers and organizations of employees

the Network would like to learn more about European, American and Asian different approaches and would like also to get the opportunity to exchange experiences with colleagues.

The Network

AMU-Center Horsens/Silkeborg

is part of the Danish labour market training scheme (AMU) within the scope of the Danish Ministry of Labour, with targeted labour market training for adults. The core of courses is short-term courses linked closely to the local labour market policy and the needs for business and industry. Fields of activities are: Transportation and logistics, Iron and Metalworking, Electronics, Building and Construction Industry, Process Industry, Wood Industry, Cleaning and Service, Textile and Clothing, and Information Technology.

Randers Business College

offers basic youth education as well as a range of further business education programmes. Most of these are specialised courses with periods of built-in industrial experience. The college is an independent institution under the Danish Ministry of Education, and educational planning and adult vocational training is a main activity area for the local business environment. Activities in the college are: Basic Commercial Educations, Advanced Educations, Distance Education, Retraining, System Exports and International Cooperation.

Kolding Technical College

offers technical upper secondary education to young people and a wide range of educations and supplementary training for adults, as an independent institution under the Danish Ministry of Education.

Kolding Technical College operates in the following main fields: Hotel and Restaurant Trade, Hairdressing, Dental Assistant, Graphical Design, Printing and Media, Farming, Technical Sciences, Metalwork, Craftmanship & Industry.

AF-Vejle and AF-Aarhus

are a part of the Danish Employment Service, and part of the work done by the Danish Ministry of Labour. The activities are run by a Regional Labour Market Board, which is a tri-partite body, comprising representatives of employers, employees and representatives from the municipalities and the county. One of the two main tasks is to ensure, that no enterprise with a need for staff should apply in vain to any of the jobcentres. The AF is as part of that activity responsible for local labour market surveillance.

TBC-Consult

is a private consultancy working with development of national and international mainstreaming projects in the area of Training, Business and Culture.