

## Cabinet Paper material

### Proactive release

Minister & portfolio Hon Chris Hipkins, Minister of Education  
Name of package Budget 2020: Targeted Training and Apprenticeship Fund  
Date considered 2 June 2020  
Date of release 18 September 2023

#### These documents have been proactively released:

**Cabinet Paper: Budget 2020: Targeted Training and Apprenticeship Fund**

Date considered: 2 June 2020

Author: Office of the Minister of Education

**Cabinet Social Wellbeing Committee Minute SWC-20-MIN-0055**

Date considered: 27 May 2020

Author: Committee Secretary

**Cabinet Minute CAB-20-MIN-0247**

Date considered: 2 June 2020

Author: Secretary of the Cabinet

#### Material redacted

Some deletions have been made from the documents as the information withheld does not fall within scope of the Minister's portfolio responsibilities, and is not relevant to the proactive release of this material.

You can read the Official Information Act 1982 here:

<http://legislation.govt.nz/act/public/1982/0156/latest/DLM64785.html>

In Confidence

Office of the Minister of Education

Chair, Cabinet Social Wellbeing Committee

## **BUDGET 2020 – TARGETED TRAINING AND APPRENTICESHIP FUND**

### **Proposal**

1. In Budget 2020 the COVID-19 Response and Recovery Fund provided \$320 million for a new *Targeted training and apprenticeship fund* which is part of a wider \$1.6 billion Trades and Apprenticeships Training package. This new Fund will make a range of targeted vocational education and training programmes free for all learners from 1 July 2020 until 31 December 2022.
2. This paper seeks agreement from Cabinet for the targeted areas from 1 July 2020 and the process for decisions from 2021, and outlines the type of programmes that will be targeted.

### **Executive Summary**

3. Budget 2020 announced the *Targeted training and apprenticeships fund* (the Fund) that will support learners to train in targeted vocational areas without having to pay fees, starting from 1 July 2020.
4. This initiative included a range of key policy settings for how the Fund would operate. These included that the Fund would be limited to funding sub-degree provision at levels 3 to 7, that it would support provider-based and workplace-based learning, and that it would be targeted at specific industry and skills areas, such as construction and agriculture.
5. I propose that the Fund initially targets vocational programmes within the following broad areas for 2020:
  - 5.1. Primary industries, including agriculture, horticulture and viticulture, fisheries (including aquaculture) and forestry;
  - 5.2. Construction, including building, plumbing, and civil engineering;
  - 5.3. Community support, including youth work, care for elderly, care for people with disabilities, counselling, interpreting, and community health;
  - 5.4. Manufacturing and mechanical engineering and technology;
  - 5.5. Electrical engineering; and
  - 5.6. Road transport (vehicle operations).
6. I seek agreement from Cabinet to the initial vocational learning areas targeted by the Fund for 2020, and authorisation to enable me to confirm the detailed policy changes to tertiary system settings needed to implement the Fund by 1 July 2020.

7. Further work will be undertaken later in 2020 to refine the targeted areas with wider input from industry and agencies, and to consider whether a refined implementation approach would be more appropriate from 1 January 2021.
8. I therefore propose that the newly formed *Employment, Education, and Training Ministers Group* are delegated with powers to confirm any changes to the targeted areas for the Fund from 1 January 2021.
9. To implement the Fund by 1 July, I intend to make changes to existing settings for funding tertiary education organisations (TEOs). These changes will require TEOs not to charge fees to learners (or employers) for participation in 'eligible' programmes of study, and will enable the Tertiary Education Commission (TEC) to make payments to TEOs replacing these fees. These payments would be based on the current fees charged by TEOs.

### **Purpose of the *Targeted training and apprenticeship fund***

10. The global COVID-19 pandemic has had, and will continue to have, a significant impact on the New Zealand economy and on our society. Unemployment is likely to rise, particularly in industries worse affected by COVID-19, and also the regions heavily reliant on these industries. As we emerge from this health crisis, it is important to invest in workforce skill through training programmes, especially for people who no longer have work and may need to retrain for a different industry.
11. To position for the economic recovery, the COVID-19 Response and Recovery Fund provided \$320 million in operational funding for Vote Tertiary Education to establish a new *targeted training and apprenticeship fund* (the Fund).
12. The Fund will make a range of training and apprenticeship programmes free for learners. It will be targeted towards particular industry skill needs where demand from employers (including those in the community services sector) will continue to be needed, or is expected to grow, during the economic recovery.
13. As the Fund will remove fees for learners in targeted programmes, it will reduce student loan debt for those in provider-based study that would have otherwise borrowed to cover these fees. The Fund will also remove fee costs associated with on-the-job training that trainees or employers would usually have met, as industry trainees are not usually eligible to borrow through the Student Loan Scheme,

### ***The Fund will start from 1 July 2020***

14. As announced through Budget 2020, the Fund will be available to support provision for eligible programmes from 1 July 2020. This quick action will support a more rapid economic response to COVID-19 and to ensure that learners do not defer study in targeted areas (as they may have done if an implementation date was the start of the next academic year).
15. A 1 July 2020 start date comes with a range of risks and challenges due to the limited timeframe for planning and implementation.

### **Key policy settings for the Fund**

16. The key policy settings that I propose for how the Fund will operate are outlined below. Many of these details were reflected in the initiative approved through the Budget 2020 process. The Fund will:

- 16.1. support targeted provision from 1 July 2020 until 31 December 2022;
  - 16.2. cover sub-degree level provision, that is eligible to be funded by the TEC and delivered at tertiary education providers, or in the workplace, towards qualifications or micro-credentials at levels 3 to 7;
  - 16.3. be available for apprenticeship-based learning, beyond the targeted areas, to support apprentices in jobs, and to align with broader coverage of the proposed Apprenticeship Support initiative (which aims to support employers with costs of apprentices);
  - 16.4. for provider-based learning and workplace-based learning (excluding apprenticeships), be only available for provision in specific targeted industry and skill areas;
  - 16.5. support learners<sup>1</sup> enrolling in eligible programmes, regardless of prior study;
  - 16.6. be additional to existing Fees Free policy entitlements (i.e. it will not count as study towards the existing 'first-year' Fees Free policy); and
  - 16.7. make study and training free to learners by covering course fees, compulsory course costs, and compulsory student services fees payable by learners (or in some cases employers) to TEOs.
17. The setting above will mean that all learners undertaking a targeted programme (or any form of apprenticeship) will benefit from the Fund, including those that have prior study. By not excluding those learners who have previous higher-level qualifications will ensure this Fund supports all people whose employment situation was adversely affected by COVID-19 to gain new skills to support their employment options during the recovery<sup>2</sup>.
  18. Furthermore, this support for targeted training and apprenticeships is additional to the existing Fees Free entitlements. Learners would not use their 'first year' Fees Free entitlement on these eligible vocational programmes, and benefiting from this new Fund would not impact their ability to take up the Fees Free entitlement in the future.

*I propose that the Fund will cover all apprenticeships*

19. I propose that the Fund cover apprenticeships outside the targeted industry areas, as we need to support employers who continue to invest in skills development during the period affected by COVID-19. Employers outside the targeted industry areas will be supported through the proposed *Apprenticeship Support* initiative, and I propose that this Fund also take a broader approach to supporting apprentices.
20. Extending fees support to all apprentices will mean that industries where employment is likely to be adversely affected from the impact of COVID-19, such as food and hospitality, will be supported, if they are able to maintain employed apprentices. Supporting apprentices in these broader areas will help to maintain their job and training, where the industry can sustain it.
21. However, I propose to maintain the targeting to specific areas outside of employed apprentices. As the Fund needs to support those without employment into study and training areas that support skill needs.

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<sup>1</sup> All learners that are eligible for government tuition subsidies.

<sup>2</sup> This support for sub-degree vocational programmes is unlikely to be taken up by significant numbers of people with degree-level qualifications, and of those that do, it is likely they have not been able to continue in, or find, employment with their existing qualification, due to the impact of COVID-19.

## Initial areas of vocational learning to target with the Fund

22. As outlined above, I propose that the Fund be targeted at specific areas of vocational learning (at the qualification or programme level) and for provision outside of employed apprentices.
23. A targeted approach will encourage new learners, including workers displaced by COVID-19 who want to reskill or upskill, to undertake study in areas that will give them better employment options as New Zealand recovers from COVID-19. This targeted approach will also help to ensure that our businesses have the skills they need to grow.
24. While it would be ideal to seek input from industry to confirm these targeted areas, this is not feasible given the intention to implement the Fund from 1 July 2020. I therefore propose that Cabinet agrees that the Fund initially targets vocational programmes within the following broad areas for 2020:
  - 24.1. Primary industries, including agriculture, horticulture and viticulture, fisheries (including aquaculture) and forestry;
  - 24.2. Construction, including building, plumbing, and civil engineering;
  - 24.3. Community support, including youth work, care for elderly, care for people with disabilities, counselling, interpreting, and community health;
  - 24.4. Manufacturing and mechanical engineering and technology;
  - 24.5. Electrical engineering; and
  - 24.6. Road transport (vehicle operations).
25. These industries and associated workforce needs are expected to be less affected by the economic downturn caused by COVID-19 than other areas of the economy and are likely to be a critical part of New Zealand's economic recovery.
26. The Ministry of Business, Innovation and Employment's (MBIE) *Refreshed Industry Strategy* (due to be considered by Cabinet) has highlighted that primary industries, construction, and manufacturing are likely to be key to supporting the economic recovery. Some other industries were seen as potential high-value growth areas, such as digital technology, but are likely to need higher-level qualifications than what would be targeted by this Fund.
27. There are other vocational learning areas that the Fund could be targeted towards that are not currently in scope. However, I consider that focusing the Fund on the targeted areas above will encourage people into areas of learning that will give them better employment options during the recovery, especially for those who need to re-train from industries adversely affected by COVID-19.
28. Furthermore, there are some industries where skills demand is strong, such as information and digital technology, health, and education, which generally require degree-level or higher qualifications, and are therefore outside the scope of this Fund.
29. **Annex one and two** provide further information on these broad targeted areas. These annexes include example qualifications within each areas, estimates for the number of learners likely to be covered, and a detailed list of specific study and training areas within scope of the Fund.

### *Supporting women into vocational education*

30. Several of the industries targeted by the Fund tend to be male-dominated, such as building. While industries where women tend to make up a greater proportion of learners and workers are also targeted, such as community support and aged care, a greater proportion of the Fund is likely to go to supporting male learners.
31. Additional areas at sub-degree level with higher participation rates of women include management and commerce (including tourism), creative arts, te reo Māori, hospitality, hairdressing, and beauty services. These areas have not been identified as key industries for New Zealand's economic recovery. For some industries, such as tourism and hospitality there is also concern about disruption to these businesses due to the impact of COVID-19.
32. I therefore do not propose that these additional areas are targeted within provider-based provision given these areas are not expected to have significant skill needs to support the economic recovery. Apprenticeships in these areas however, where the learner already had or could secure employment, would be covered by the Fund; this would include apprenticeships in hairdressing, beauty, and baking.
33. There is a range of work underway across the tertiary sector to help rebalance participation across vocational education and training. For example, the Building and Construction ITO (BCITO) are highly active in encouraging women into historically male-dominated trades. Furthermore, through the TEC's careers advice, and the Ministry of Education's trades-focused events in schools, we are helping to raise the awareness of the great opportunities within the trades for women of all ages. While the number of women apprentices has increased by 44 per cent since 2015, they still only account for 13 percent of all apprentices.
34. Through these, and other initiatives, we will help to tackle this long-standing inequity by encouraging supporting women into vocational areas where we would expect them to have better employment prospects during the recovery.
35. Focusing the Fund on the vocational areas proposed in paragraph 24, combined with the economic conditions that may impact other industries which women may have considered (such as tourism), we could expect to see more women enrolling in these targeted vocational areas, such as building and plumbing.

### *Further work will inform the targeted areas from 2021*

36. There is a range of work underway across government to better understand how industries' workforce needs are being impacted by COVID-19 and the economic downturn, and what skills are going to be needed to support our national recovery. The accelerated establishment of Workforce Development Councils (WDCs) and Regional Skills Leadership Groups (RSLGs) will provide a stronger industry and regional voice on skill needs. That voice will be a critical input into government decision making.
37. I therefore propose that the initial targeted areas outlined in paragraph 24 are refined for 1 January 2021 onwards, drawing on updated labour market information, and input from key industry groups, including WDCs and RSLGs, and that the newly formed *Employment, Education, and Training Ministers Group* confirms these targeted areas.
38. I do not expect the focus of the Fund to change significantly. However, by drawing on updated labour market information and by involving industry groups, we can ensure the Fund is targeting the right skills needs within each target industries, and could support some specific skills needs in other industry areas.

## Implementation of the Fund by 1 July

*Existing tertiary policy settings need to be amended to enable a 1 July implementation*

39. To implement the Fund by 1 July 2020, changes need to be made to existing policy settings for funding TEOs. These changes will:
  - 39.1. Require TEOs not to charge fees to students and trainees (or employers) in eligible programmes;
  - 39.2. Enable the TEC to make payments to TEOs replacing the current fees that would have been charged for the eligible programmes;
  - 39.3. Set the criteria for eligible programmes and learners, including that the Fund is available only for sub-degree level programmes, that it applies to both provider-based and workplace-based provision, and that it can be accessed by learners of all ages (outlined in paragraph 16);
  - 39.4. Set out what the targeted vocational areas are, with operational agencies confirming a list of eligible qualifications and micro-credential within these areas of provision;
  - 39.5. Amend current Fees Free settings to ensure that programmes targeted by this Fund do not count as study towards the existing 'first-year' Fees Free policy.
40. I seek authorisation from Cabinet to make necessary amendments to the policy settings for funding TEOs to implement the policy framework for this new Fund as set out above, and in paragraph 16.

## Risks and mitigations

*There will be complexities to work through with TEOs and learners*

41. There is significant complexity involved to administer refunds for learners and employers who have already paid fees covering the period from 1 July 2020, but become eligible for free provision from 1 July 2020. TEOs will need to identify and refund the relevant learners and employers who have already paid. This complexity increases administration costs for TEOs and the TEC.
42. To mitigate this risk, agencies will provide clear information on expectations, maintain simple eligibility rules and work with TEOs to ensure they have both the data required to process refunds and a clear understanding of their options.
43. Changes to the existing Fees Free entitlements, with this Fund being additional, also compound the administrative complexity. Work to give effect to these changes will take several months, which could create some confusion for learners who enquire about their existing Fees Free entitlements. This will be managed through carefully targeted communications to learners. The learners affected by system changes will be those accessing the targeted programmes free in 2020. Therefore, they will still have access to free study in 2020.

*The Fund may impact on the administration of the student loan system*

44. There may also be some impacts on student loans, with TEOs needing to seek loan reversals from the Ministry of Social Development (MSD) for provision from July 2020 that was already paid for through student loans for fees prior to 1 July 2020.

45. The TEC and MSD will work together with TEOs on processes for managing these situations. There are currently processes in place to manage loan reversals, however, a July implementation date for this Fund will increase the number of Loan reversals in 2020. This will only be an issue for the second half of 2020, as there will be clarity for courses that start from 1 January 2021 on whether fees will apply.

## Consultation

46. The following agencies were consulted in preparing this paper, and in work around developing the policy settings for the Fund: Department of the Prime Minister and Cabinet, the Treasury, Ministry of Social Development, Ministry of Business, Innovation and Employment, Tertiary Education Commission, New Zealand Qualifications Authority, and Inland Revenue. The Ministry of Primary Industries was informed.

## Financial Implications

47. Through the Budget 2020 process, \$320 million from the COVID-19 Response and Recovery Fund was appropriated to provide additional operational funding for Vote Tertiary Education to provide fees-free support for the *targeted training and apprenticeship fund*. This included estimating what fee payments for targeted provision would have already been met through existing funding, as was for 'first-year' Fees Free eligible learners. This reduced the amount of additional funding needed, as this was already part of budgeted funding from within Vote Tertiary Education.
48. Baseline funding and the additional \$320 million funding, provided through Budget 2020, are likely to be sufficient to fund the proposed parameters of the fund. This is unless volumes in the targeted provision, and in all tertiary education provision, are higher than forecast. If economic conditions in New Zealand over 2020-2022 are more positive than the Treasury forecasted in the Budget Economic and Fiscal Update, then tertiary education volumes are not likely to be higher than the forecast.
49. The Ministry of Education will assess the cost of the Fund based on actual enrolments and take-up of targeted training and apprenticeships in 2020, and updated enrolment estimates for 2021, which will inform any additional funding needs that could be considered in the future.

### *Flow on to student support savings*

50. With no fee payments made by students undertaking targeted training at providers, there will be savings from the impact of this Fund on reducing student loan capital borrowing and the operating costs of student loan borrowing. Estimates of these reduced borrowing costs will be calculated when the list of eligible qualifications is finalised. Forecasts for student loans costs within Vote Social Development and Vote Revenue will then be updated in revised forecasts. While student support operating savings have not been used to off-set the costs of the Fund, they do reduce the net-cost of the Fund to government.

## Legislative Implications

51. There are no direct legislative implications stemming from the policy decisions in this Cabinet paper.

## Human Rights

52. There are no direct human rights implications stemming from the policy decisions in this Cabinet paper.



## Gender Implications

53. The targeted training and apprenticeship fund is likely to benefit more male learners. This is because it is focussed at sub-degree level provision, whereas female students are more likely to study degree-level qualifications. The Fund is also targeted at several industry areas that generally have more male participation than female participation.
54. There are however some areas within the community support category (such as aged care), which have a higher proportion of female learners.
55. Furthermore, initiatives are underway across the tertiary sector aimed at encouraging more women into vocational areas where skills demand is expected to be strong, such as building and construction.
56. See paragraphs 30 to 35 for more detail.

## Disability Perspective

57. There are no direct implications for disabled communities stemming from the policy decisions in this Cabinet paper. Those with disabilities will be able to access the support, like other learners within tertiary education.

## Publicity

58. I have announced the high-level objective and purpose of this Fund, along with the broad target areas, as part of Budget 2020 announcements on Thursday 14 May, and intend to announce further detail, including on the priority industries that this Fund will target, once Cabinet has confirmed these details, in advance of the Fund starting on 1 July 2020.

## Proactive Release

59. I propose to release this paper and its annexes proactively. The release will be subject to redactions as appropriate under the Official Information Act 1982.

## Recommendations

The Minister of Education recommends that the Committee:

1. **note** that Budget 2020 has provided \$320 million for a new *Targeted training and apprenticeship fund* (the Fund) which will make a range of targeted vocational education and training programmes free for all learners from 1 July 2020 until 31 December 2022

*Changes to tertiary education funding settings to implement the key policy settings for the Fund*

2. **authorise** the Minister of Education to make necessary amendments to the policy settings for funding tertiary education organisations to implement the policy framework for this new Fund, and to ensure that learners' existing 'first year' Fees Free entitlements are not impacted by this Fund
3. **agree** that apprenticeships outside the targeted areas will be eligible for fees support through the *targeted training and apprenticeships fund* in alignment with other initiatives to support people to stay in apprenticeships in all industries

*Initial areas of vocational learning to target with the Fund in 2020*

4. **agree** that the Fund initially targets vocational programmes (outside of apprenticeships) within the following broad areas for 2020:
  - i. Primary industries, including agriculture, horticulture and viticulture, fisheries (including aquaculture) and forestry;
  - ii. Construction, including building, plumbing, and civil engineering;
  - iii. Community support, including youth work, care for elderly, care for people with disabilities, counselling, interpreting, and community health
  - iv. Manufacturing and mechanical engineering and technology;
  - v. Electrical engineering; and
  - vi. Road transport (vehicle operations)
5. **note** that further work will be undertaken later in 2020 to refine these priorities, drawing on updated labour market information and input from key industry groups, including Workforce Development Councils and Regional Skills Leadership Groups
6. **agree** that the newly formed Employment Education and Training Ministers Group confirms this refined set of targeted areas which will guide what tertiary education provision the Fund covers from 1 January 2021 onwards
7. **note** that there are risks to the financial implications of this Fund if there are volume increases within tertiary education enrolments that are higher than estimated within Budget 2020 processes.

Authorised for lodgement

Hon Chris Hipkins

Minister of Education

## **Annex one: Proposed initial target areas for the Fund for 2020**

Industry area	Example qualifications NZC - NZ Certificate; NZA – NZ Apprenticeship	Approximate Equivalent full-time students <sup>3</sup> (EFTS); provider-based students and apprentices only (2019) <i>Trainees outside apprentices are additional to these numbers. Study load in these levels of study is under half an EFTS per learner. Learner numbers are higher than EFTS</i>
Primary industries including agriculture, horticulture and viticulture, fisheries (including aquaculture), and forestry	<ul style="list-style-type: none"> <li>• NZC in Apiculture (Level 3)</li> <li>• NZC in Horticulture (Level 3)</li> <li>• NZC in Dairy Farming (Level 4)</li> </ul>	4,000
Construction including building, plumbing, and civil engineering	<ul style="list-style-type: none"> <li>• NZC in Carpentry (Level 4)</li> <li>• NZC in Plumbing (Level 4)</li> <li>• NZ Diploma in Engineering - Civil (Level 6)</li> <li>• NZA in Civil Infrastructure Trades</li> </ul>	14,000
Community support, including youth work, care for elderly, care for people with disabilities, counselling, interpreting, and community health	<ul style="list-style-type: none"> <li>• NZC in Health and Wellbeing (Level 3 and Level 4)</li> <li>• NZC in Youth Work (Level 4)</li> <li>• NZA in Mental Health and Addiction Support</li> </ul>	3,600
Manufacturing and mechanical engineering and technology (also includes process and resource engineering)	<ul style="list-style-type: none"> <li>• NZC in Mechanical Engineering (Level 3)</li> <li>• NZA in Mechanical Engineering</li> <li>• NZA in Engineering - Fabrication</li> </ul>	3,000
Electrical engineering	<ul style="list-style-type: none"> <li>• NZC in Electrical Engineering Theory (Level 3)</li> <li>• NZC in Electrical Engineering (Electrician for Registration)</li> </ul>	5,200
Road transport (Automotive vehicle operations)	<ul style="list-style-type: none"> <li>• NZC in Commercial Road Transport (Heavy Vehicle Operator) (Level 3)</li> <li>• NZC in Passenger Service (Level 3) with strands in School Bus, Urban Bus, and Long Distance Bus</li> </ul>	300

<sup>3</sup> Note that the number of equivalent full-time students is based on 2019 data. Over 2021-2022, it is expected that volumes will grow in provider-based delivery, and reduce in industry training, due to the economic downturn.

**Annex two:** List of study and training areas within the targeted areas of the Fund (sub-degree Level 3-7 only)

<b>Construction</b>		<b>Primary industries</b>	
Civil Engineering	Construction Engineering	Agriculture	Agricultural Science
	Structural Engineering		Wool and Fibre Science
	Building Services Engineering		Beekeeping
Architecture and Urban Environment	Water and Sanitary Engineering	Horticulture and Viticulture	Animal Husbandry
	Transport Engineering		Crop Production
	Road Construction		Equine Trades
Building	Geotechnical Engineering	Forestry Studies	Wool and Fibre Harvesting
	Ocean Engineering		General Land Skills
	Civil Engineering not elsewhere classified		Agriculture not elsewhere classified
	Architecture	Fisheries Studies	Viticulture
	Urban Design and Regional Planning		Forestry Studies
	Landscape Architecture		Solid Wood Processing
	Interior and Environmental Design	Environmental Studies	Fisheries Studies not elsewhere classified
	Architecture and Urban Environment not elsewhere classified		Aquaculture
			Seafood Harvesting (Fishing)
	Building Science and Technology	Other Agriculture, Environmental and Related Studies	Land, Parks and Wildlife Management
	Building Construction Management		Environmental Sustainability
	Building Surveying (Inspection)		Environmental Studies not elsewhere classified
	Building Construction Economics (including Quantity Surveying)	Manufacturing and mechanical engineering and technology	Pest and Weed Control
	Bricklaying and Stonemasonry		Agriculture, Environmental and Related Studies not elsewhere classified
	Carpentry and Joinery		Manufacturing Engineering
	Ceiling, Wall and Floor Fixing	Manufacturing, Engineering and Technology	Printing
	Roof Fixing		Textile Making
	Plastering		Garment Making
	Furnishing Installation	Process and Resources Engineering	Plastics Processing Technology
	Floor Coverings		Footwear Making
	Glazing		Wood Machining and Turning
	Painting, Decorating, Sign Writing and Other Finishes	Mechanical and Industrial Engineering and Technology	Cabinet Making
	Plumbing, Gasfitting and Drainlaying		Furniture Upholstery and Renovation
	Scaffolding and Rigging		Furniture Polishing
Electrical Engineering	Building not elsewhere classified		Manufacturing Engineering and Technology not elsewhere classified.
	Electrical and Electronic Engineering and Technology		Chemical Engineering
	Electrical Engineering		Mining and Resources Engineering
	Electronic Engineering	Mechanical and Industrial Engineering and Technology	Wood Based Manufacturing
	Computer Engineering		Materials Engineering
	Communications Technologies		Ceramics, Industrial Glass and Rubber Manufacturing
	Communications Equipment Installation and Maintenance		Food (excluding Seafood) Processing Technology
	Power Line Installation and Maintenance		Seafood Processing
	Electrical Fitting, Electrical Mechanics		Process and Resources Engineering not elsewhere classified
Road Transport	Refrigeration, Heating and Air Conditioning		Engineering and Technology
	Electronic Equipment Servicing		Mechanical Engineering
	Electrical and Electronic Engineering and Technology not elsewhere classified		Industrial Engineering
Community support	Automotive Vehicle Operations		Toolmaking
	Social Work		Metal Fitting, Turning and Machining
	Youth Work		Sheetmetal Working
	Support for the Older Person		Boiler-making and Welding
	Care for People with Disabilities		Metal Casting and Pattern Making
	Community Client Care		Precision Metalworking
	Counselling		Plant and Machine Operations
	Translating and Interpreting		Mechanical and Industrial Engineering & Technology not elsewhere classified
	Community Health		
	Paramedical Studies		

Note: Some of these areas, such as social work and architecture have limited sub-degree provision

- 4.3 community support, including youth work, care for elderly, care for people with disabilities, counselling, interpreting, and community health;
  - 4.4 manufacturing and mechanical engineering and technology;
  - 4.5 electrical engineering; and
  - 4.6 road transport (vehicle operations);
- 5 note that further work will be undertaken later in 2020 to refine these priorities, drawing on updated labour market information and input from key industry groups, including Workforce Development Councils and Regional Skills Leadership Groups;
- 6 agree that the newly formed Employment Education and Training Ministers Group confirms this refined set of targeted areas which will guide what tertiary education provision the Fund covers from 1 January 2021 onwards;
- 7 note that there are risks to the financial implications of this Fund if there are volume increases within tertiary education enrolments that are higher than estimated within Budget 2020 processes.

Vivien Meek  
Committee Secretary

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- 5 **noted** that further work will be undertaken later in 2020 to refine these priorities, drawing on updated labour market information and input from key industry groups, including Workforce Development Councils and Regional Skills Leadership Groups;
- 6 **agreed** that the newly formed Employment Education and Training Ministers Group confirms this refined set of targeted areas which will guide what tertiary education provision the Fund covers from 1 January 2021 onwards;
- 7 **noted** that there is a range of work underway across the tertiary sector to help rebalance participation across vocation education and training, and to raise awareness of opportunities for women within the trades;
- 8 **noted** that there are risks to the financial implications of the Fund if there are volume increases within tertiary education enrolments that are higher than estimated within Budget 2020 processes.

Vivien Meek  
Committee Secretary

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**Present:**

Rt Hon Jacinda Ardern  
Rt Hon Winston Peters  
Hon Kelvin Davis  
Hon Grant Robertson  
Hon Dr Megan Woods  
Hon Chris Hipkins  
Hon Andrew Little  
Hon Carmel Sepuloni (Chair)  
Hon Nanaia Mahuta  
Hon Stuart Nash  
Hon Jenny Salesa  
Hon Damien O'Connor  
Hon Kris Faafoi  
Hon Dr David Clark  
Hon Tracey Martin  
Hon Aupito William Sio  
Hon Poto Williams  
Hon Julie Anne Genter  
Jan Logie, MP

**Officials present from:**

Office of the Prime Minister



# Cabinet

## Minute of Decision

*This document contains information for the New Zealand Cabinet. It must be treated in confidence and handled in accordance with any security classification, or other endorsement. The information can only be released, including under the Official Information Act 1982, by persons with the appropriate authority.*

### Report of the Cabinet Social Wellbeing Committee: Period Ended 29 May 2020

On 2 June 2020, Cabinet made the following decisions on the work of the Cabinet Social Wellbeing Committee for the period ended 29 May 2020:

Out of scope

SWC-20-MIN-0055

**Budget 2020: Targeted Training and  
Apprenticeship Fund**  
Portfolio: Education

CONFIRMED

Out of scope

Out of scope

Michael Webster  
Secretary of the Cabinet

Proactively Released