

Strengthening support for apprenticeships

August 2025

Tūhura: Te Māramatanga ki ngā Tukanga –
Insights to Action



CONCO>E TŪHURA

The Next Generation Of Construction
& Infrastructure Vocational Education

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The background of the slide is a photograph of a construction site. It features a complex network of dark metal scaffolding or rebar against a sky with soft, orange and yellow clouds, suggesting a sunset or sunrise. A silhouette of a construction worker wearing a hard hat is visible in the upper right, looking out over the structure. A large, solid orange shape, resembling a stylized arrow pointing to the right, is overlaid on the left and center of the image, serving as a background for the text.

**1. Demand is high but
completion is low**

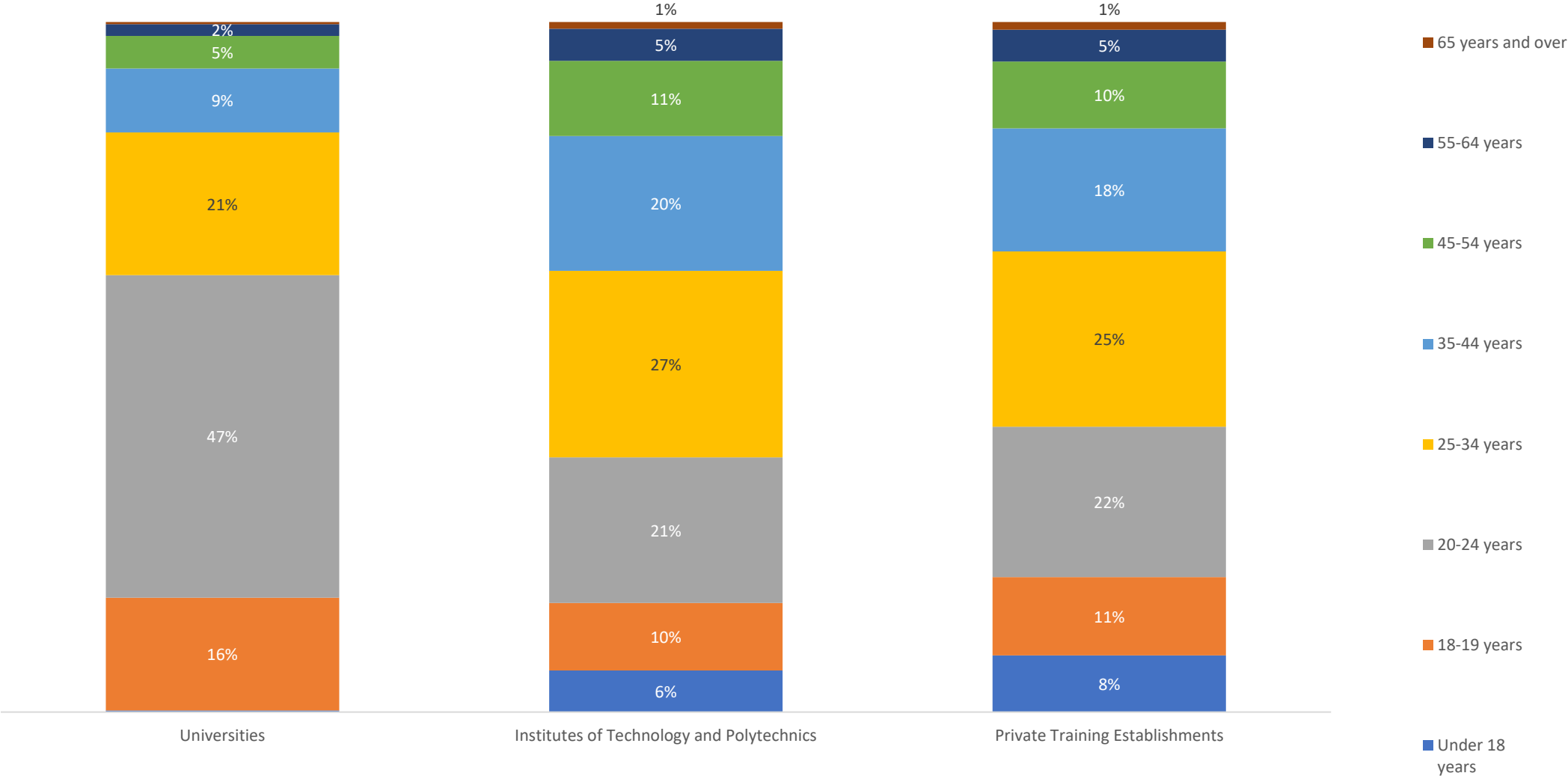
Comparative performance

		% apprentices		Completion rate	
New Zealand	Building	46%	(2023)	51%	(2017 cohort)
	Civil engineering			39%	(2017 cohort)
	Electrical and elec eng & tech			58%	(2017 cohort)
Australia	Building	29%	(2023)	58%	(2017 cohort)
Germany	Crafts	28%	(2023)		
	Construction			75%	(2019)
Canada	Electricians, carpenters, plumb	64%			
	Carpenter	24%		47%	(2021)
	Construction electrician			57%	
England	Construction	7.3%	(2022/23)	53%	(2024)
Scotland	Construction	25%	(2023/24)	74%	(2019)
Ireland	Construction	20%	(2023)		
	Carpentry			65%	(2019)
	Electrical			73%	
The Netherlands	Technology & built environment	28%	(2023)	70%	(2022/23, all)

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2. Financial barriers remain significant

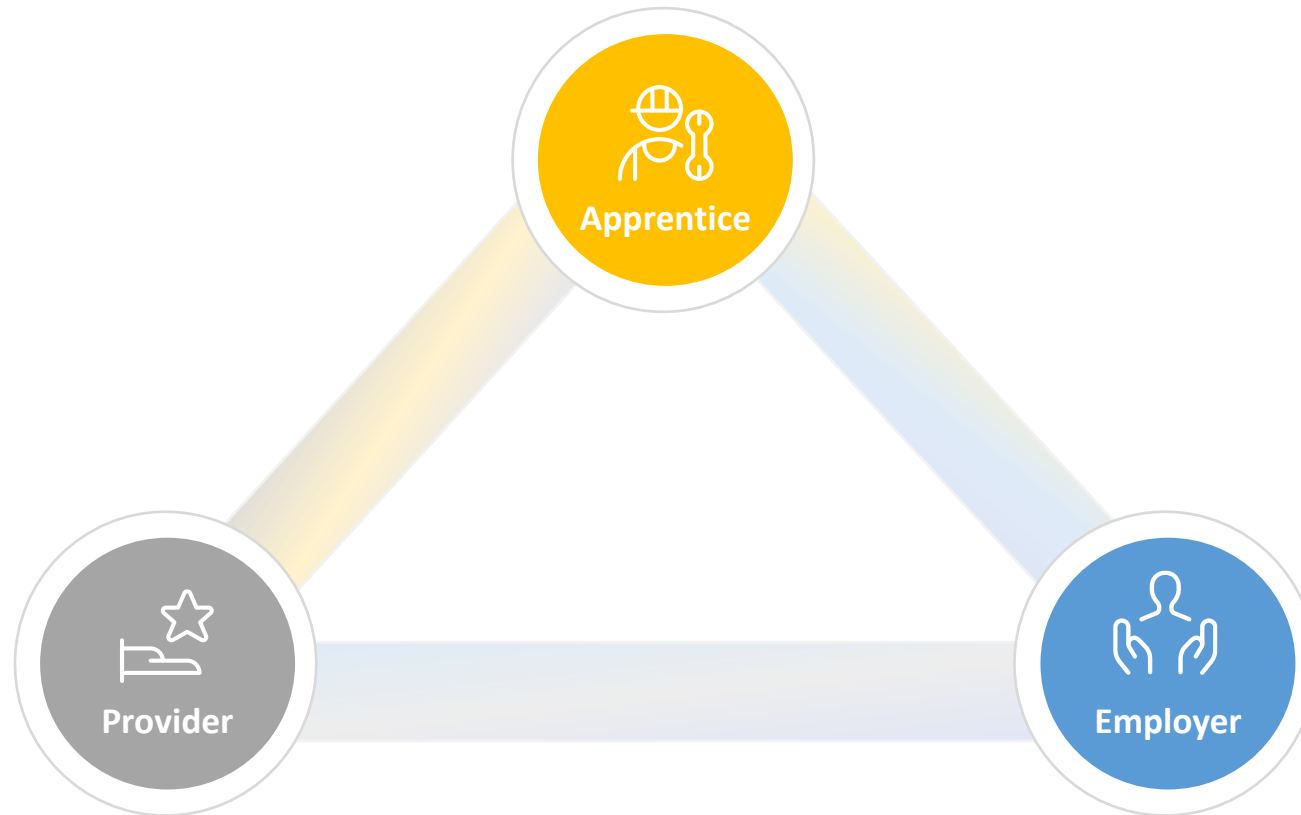
Age profile of tertiary education learners, by provider, 2023



A background image of a construction site at sunset or sunrise. The sky is a mix of blue and orange. In the foreground, there is a large, solid orange shape that tapers to the right, serving as a backdrop for the text. Behind this shape, the silhouettes of a construction worker wearing a hard hat and the complex metal framework of a building under construction are visible.

3. Pastoral care is important

Learners bring their potential to the job – their aspirations, motivations, persistence, and sense of self-worth are all qualities that grow and develop as the learner acquires new skills and knowledge.



Education providers develop and deliver learning materials and assessment opportunities, along with organising, planning, and providing support for learners and employers.

Employers and workplaces provide opportunities for learning a practice that enables learners to become and be qualified or skilled in their field of interest.

A silhouette of a construction worker wearing a hard hat, standing on a complex steel framework of a building under construction. The background shows a sunset sky with orange and blue hues. A large orange triangle is overlaid on the right side of the image, containing the text.

4. Training quality is inconsistent

Construction apprentice, male, New Zealand European, 20-24 years old, Canterbury

“One of my first jobs as an apprentice was at a commercial building site where one of the first people I met ended up having a go at me for asking another labourer to move a wheelie bin... yeah, so to start off, it wasn't the best.

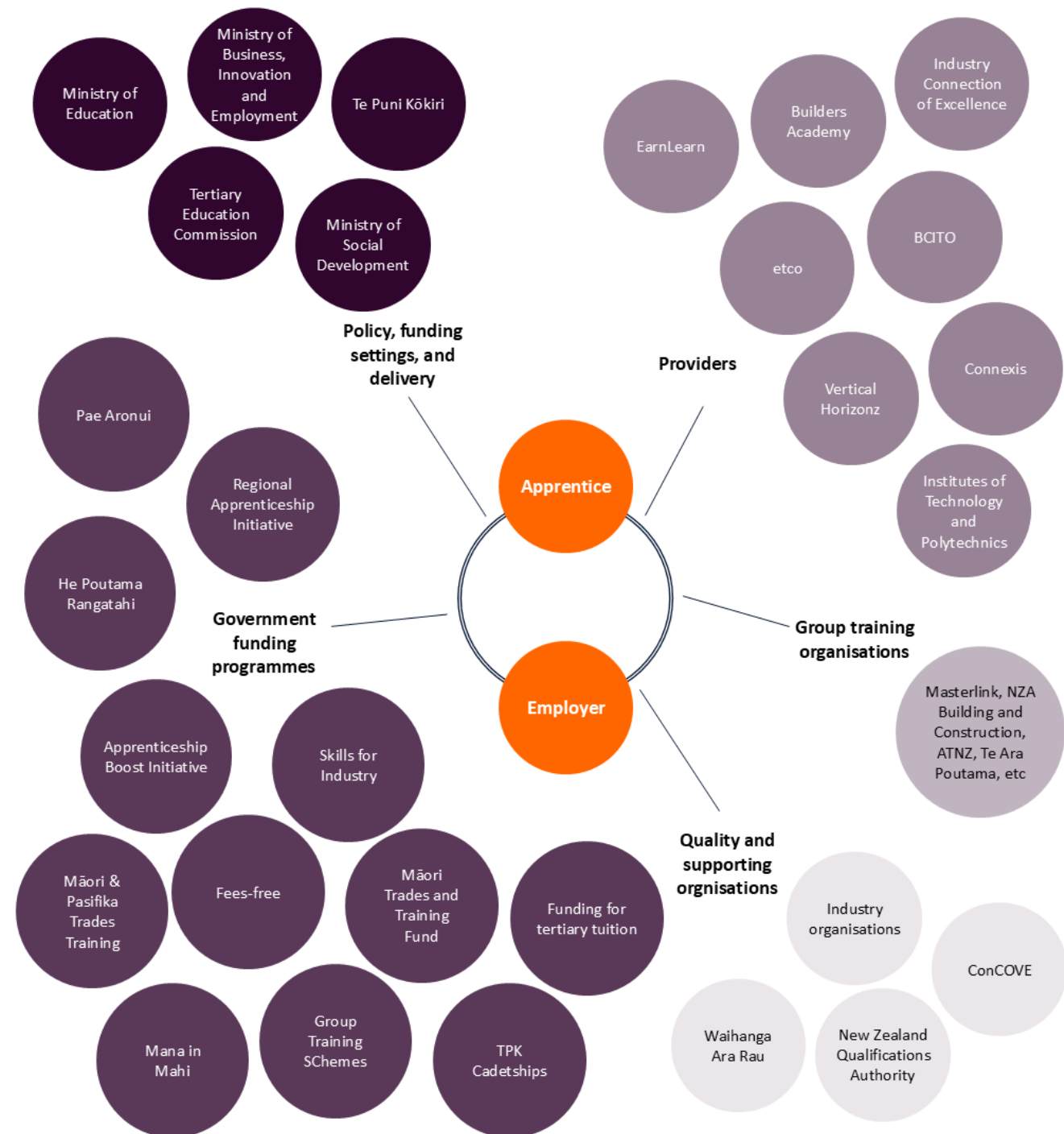
Within the last few years, I've been employed through a bunch of different companies... some of them I moved on because they couldn't provide me with the work.

It would be better if employers take the time to explain things. I've had a couple of people who have gone, 'I want you to do this, now do it'... but I've got no idea sort of how to do it... and so you just have to try and figure it out.”

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**5. Programmes are
fragmented and it's hard to
coordinate**

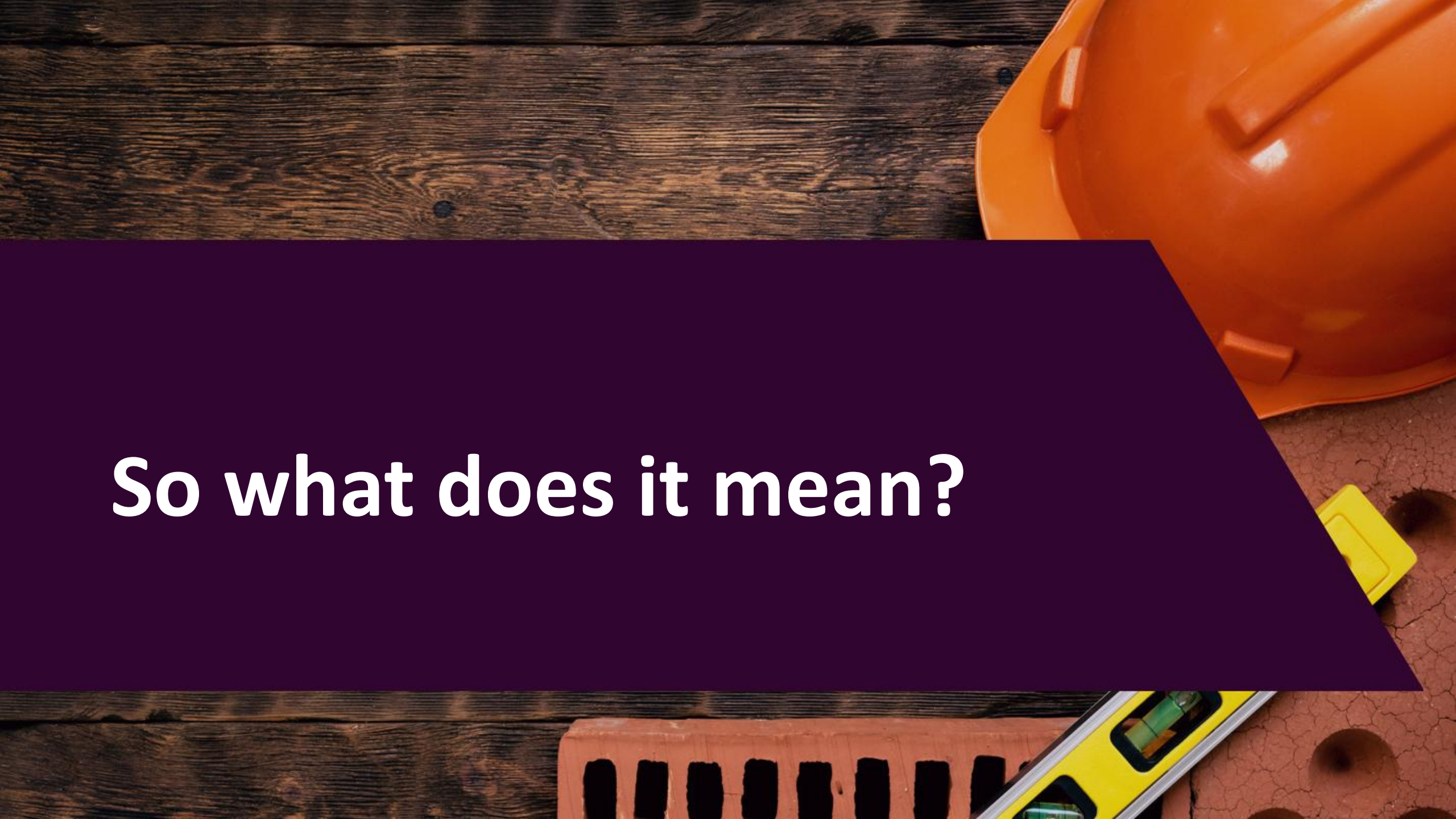
The apprenticeship support system



The funding of construction and infrastructure apprenticeships, initiatives, and roles of organisations

Initiative	Funding	Ministry of Education	Ministry of Social Development	Ministry of Business, Innovation and Employment	Te Puni Kokiri	Tertiary Education Commission	Education providers	Group training organisations and community providers	Employers	Learners
Apprenticeship training	\$148.2 ¹	●				●	●			
Apprenticeship Boost Initiative	\$52.9 ²	●	●						●	
Fees-free	\$17.6 ³	●				●				●
Group Training Schemes	\$16.0 ⁴	●				●		●		
Regional Apprenticeships Initiative	\$3.9 ⁵		● ●					●		
He Poutama Rangatahi	\$41.6 ²		● ●					●	●	
Māori Trades and Training Fund	\$30.2 ²		● ●					●		
Skills for Industry	\$24.8 ²		● ●				●		●	
Mana in Mahi	\$12.7 ²		● ●				●	●	●	●
Cadetships	\$12.2 ⁶				● ●			●		
Pae Aronui	\$7.0 ⁶				● ●			●		
Māori & Pasifika Trades Training	\$6.6 ⁷	●				●		●		●

KEY: Roles and responsibilities			
●	Policy and funding	●	Delivery and/or recipient of funding
●	Administration		Not specifically apprenticeships

The background of the image features a dark, textured wooden surface. In the top right corner, there is a bright orange hard hat. In the bottom right corner, a yellow spirit level is visible, resting on a reddish-brown surface that appears to be a brick or block. A large, dark purple triangular overlay covers the middle-left portion of the image, containing the text.

So what does it mean?

Implications

- A clear shared vision and understandings, more, coordinated, and systems-based performance measurement
- Better supported, more capable and more accountable employers
- Direct more funding and support toward apprentices.
- Value the pathway

The background of the slide is a photograph of a construction site. It features a complex network of steel beams and scaffolding. A worker wearing a hard hat is visible in silhouette, standing amidst the structure. The sky is a mix of blue and orange, suggesting a sunset or sunrise. A large, dark purple triangular shape is overlaid on the right side of the image, pointing towards the bottom right corner.

Discussion

Ngā mihi

