

Tertiary Education Report: Careers System Strategy Workstream Implementation Update

Date:	7 March 2019	TEC priority:	Medium
Security level:	Budget Sensitive	Report no:	B-19-00158
		Minister's office No:	

ACTION SOUGHT		
	Action sought	Deadline
Hon Chris Hipkins Minister of Education	Note the update and workstreams to support the implementation of the Careers System Strategy. <div style="background-color: black; color: white; padding: 10px; text-align: center; font-size: 1.2em; font-weight: bold;">Section 9(2)(f)(iv)</div>	
Enclosure: Yes/No	Round Robin: Yes/No	

CONTACT FOR TELEPHONE DISCUSSION (IF REQUIRED)				
Name	Position	Telephone		1st contact
Section 9(2)(a)	Programme Director, TEC	Section 9(2)(a)		✓
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THE FOLLOWING DEPARTMENTS/AGENCIES HAVE SEEN THIS REPORT							
<input type="checkbox"/> DPMC	<input type="checkbox"/> MPI	<input type="checkbox"/> ENZ	<input type="checkbox"/> ERO	<input type="checkbox"/> MBIE	<input checked="" type="checkbox"/> MoE	<input type="checkbox"/> MFAT	
<input type="checkbox"/> MPP	<input type="checkbox"/> MSD	<input type="checkbox"/> NZQA	<input type="checkbox"/> NZTE	<input checked="" type="checkbox"/> TEC	<input type="checkbox"/> TPK	<input type="checkbox"/> Treasury	

Minister's Office to Complete:	<input type="checkbox"/> Approved <input type="checkbox"/> Declined <input type="checkbox"/> Noted <input type="checkbox"/> Needs change
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- Seen
- Overtaken by Events
- See Minister's Notes
- Withdrawn

Comments:

Recommendations

Hon Chris Hipkins, Minister of Education

It is recommended that you:

1. **note** the update and workstreams to support the Careers System Strategy.

2.

Section 9(2)(f)(iv)

3. **agree** that the TEC release this briefing in full once final decisions have been communicated and agreed through Budget 2019.

AGREED / NOT AGREED



Tim Fowler

Chief Executive,
Tertiary Education Commission

7 March 2019

Hon Chris Hipkins

Minister of Education

___ / ___ / 2019

Purpose

1. In late 2018, you asked for one combined Careers System Strategy (the Strategy). This report provides this to you and includes an update on the Strategy.
2. The **Section 9(2)(f)(iv)** is now integrated within the Tertiary Education Commission's (TEC) Careers System Strategy.
3. This report provides details on the six workstreams. It also includes our joint approach to implement an effective careers system as a key contributor to a productive labour market, and longer term social and economic outcomes for all New Zealanders.
4. We recommend that you release this briefing in full once final decisions have been communicated and agreed through Budget 2019.

Background

5. The Strategy seeks to ensure that every New Zealander has the opportunity to acquire the capability to have a fulfilling career and sustainable income for as long as they choose. In a nutshell, we need to "turn on the light" for all New Zealanders to illuminate their pathway for lifelong learning.
6. The Strategy is a collaborative approach, across many government agencies to ensure the New Zealand careers system is fit for purpose for all New Zealanders. This is an ambitious but critically important task.
7. Our focus is on all New Zealanders from ages 7 to 74 – starting in years 2-3 at primary school, ramping up in the 11-12 age bracket (Year 7), and providing appropriate advice and support all the way through the learning and working pathway – for young and old, employed and unemployed.
8. We briefed you on the Strategy in September 2018, our joint approach to support the Careers System in October 2018, and the **Section 9(2)(f)(iv)** in November 2018.
9. We have aligned our work across the Strategy to your education work programme in the NCEA review and the Review of Vocational Education (RoVE) as well as the broader government priorities through the Future of Work.
10. **Section 9(2)(f)(iv)**

Why do we need to improve the Careers System?

11. We know that we will continue to face the impact of global megatrends such as globalisation, digitisation, and the aging populations. Much has been written about the Fourth Industrial Revolution, including the September 2018 Future of Jobs report by the World Economic Forum, and the latest deep dive on international industries in the January 2019 Towards a Reskilling Revolution report (ref TEC AM 19/00060). By looking at the future as shaped by these megatrends, we will have a better chance of being prepared for the challenges that lie ahead.
12. We know that education provides the key to address challenges and making the most of opportunities created by these megatrends. The right skills, informed by the right information, empowers young people and old alongside communities to take charge and ownership of their future. Working alongside, and with employers, we have a key role in helping New Zealanders

understand education pathways, the world of work and the jobs of the future. Longer working lives and changing skill demands increase the need for continuous learning throughout life.

13. We know that an effective careers system is a key contributor to a productive labour market and longer term social and economic outcomes for all New Zealanders.
14. The system will need to develop learners and workers who have the versatility to move through multiple careers throughout their lifetime. We require a cohesive, seamless and unified careers system that will provide greater employment security and better life outcomes, reducing social inequalities.
15. An effective careers system enables people to make good education and career decisions for themselves now and in the future. As part of an effective labour market a careers system should:
 1. enable people to access and use information, and to develop the skills they need to successfully plan and manage their lifelong learning and career pathway;
 2. support better skills matching in the labour market; and
 3. develop employee resilience to adapt to the changing nature of work (Future of Work).
16. The Careers System will also help to ensure the labour market is better able to adapt, absorb and adjust to economic shocks and make the most of new opportunities.
17. Our current careers system is underperforming. Not all learners are being supported to build the knowledge base, skills and capabilities they require for this changing world of work.
18. We have identified six careers system weaknesses that impact on its efficiency and effectiveness:
 1. **low system leadership** through fragmented strategies and drivers
 2. minimal focus on building **aspiration** earlier in age when it is most likely to be effective
 3. poor **line of sight** to future careers paths
 4. poor **connections** to employers and whānau
 5. **fragmented** and **duplicated information** and resources to support education-to-employment decisions
 6. low or inconsistent **capability**, relevance, information and knowledge, particularly in the schooling system
19. These weaknesses in turn lead to:
 1. **poor** educational **choices** and careers development
 2. **skills mismatches** in the workplace, and
 3. **continuing inequality** for “under-served” populations, resulting in significant economic and social impacts for current and future generations of New Zealanders
20. Complications arise from existing weakness, changing nature of work and the complexity of the system. Complications are defined as:
 1. **Current challenge:** weaknesses in the current Career System results in poor education and career choices, skills mismatches for all New Zealanders and continued inequality for “under-served” populations
 2. **Future challenge:** Increasing percentage of the population will be “under-served” through Future of Work changes, changing demographics, globalisation and digitisation

3. **System complexity:** reaching higher needs or ‘under-served’ groups requires cross system capability and coordinated solutions; limited time and resources has meant a ‘scatter-gun’ approach to the problem has not been successful
21. Integrating career education within the wider education system is critical. We have identified five key features that are required for an effective careers system in schools. this includes:
1. **Leadership:** supporting leadership by principals and their management teams to create a careers ‘eco-system’ within schools.
 2. **Support to achieve career education integrated with the curriculum:** This enables students to see connections between their learning and the world outside school.
 3. **Personal career development support:** promoting the value of personalised and timetabled career development support and mentoring to support students to make learning choices that are right for them.
 4. **Workforce capability:** supporting capability of teachers and careers professionals to meet the career development needs of students, now and into the future.
 5. **Engaged tertiary providers, employers, and whānau:** support for involving family, iwi, the community and employers in career education within a school.

We need new approaches and capability to ensure effectiveness and sustainability across the Careers System

22. Components of the Strategy are focused on areas most likely to address system weaknesses and poor outcomes. While these components are particularly focused within the education system, they will in many cases provide tools and information that are relevant and accessible to all users of the careers system from the age of 7 to 74.

23. The Strategy is built on four key themes:

1. Provide a foundation of information & tools

- Enhance and integrate information and tools, to both enable more efficient self-service and to support service providers
- Solutions that provide information and tools to help guide better education and career decisions for all include:
 - Inspiring the Future (Primary Futures in 2019)
 - Enhanced careers website (2019)
 - New careers website ^{S 9(2)(g)(i)} in conjunction with Managed and Accessible Pathways launch ^{S 9(2)(g)(i)}

2. Build partnerships to leverage this foundation:

- Where information and tools alone are insufficient, partnerships with business and industry and the Ministry in schools, MSD, MBIE and ACC, are required to provide additional support, grow skills, capability and knowledge and in some cases interventions, that TEC cannot provide
- TEC will partner with the Ministry and schools in introducing Inspiring the Futures (primary futures)

3. Target ‘under-served’ segments with tailored solutions driven by customer insights:

- Target selected segments across education and the workforce, including ‘under-served’ segments, where TEC can make the most difference
- Use customer insights to understand these segments to facilitate delivery and develop more bespoke solutions

4. Section 9(2)(f)(iv)

We have six workstreams that will bring the four themes to life

24. The following six workstreams have been identified to enable information, guidance and education across New Zealand’s careers system.

25. **Workstream 1: Managed and Accessible Pathways (TEC Lead)** - Accurate and relevant information helps guide learning and work decisions. However, the current provision is not consistent or integrated and does not enable users to have line of sight over their career pathway.

26. The Managed and Accessible Pathways (MAPS) system is:

- a suite of information products, tools and resources to plan, manage and navigate individual pathways from schooling throughout a career for all New Zealanders.
- accessible by all New Zealanders, with focused content and functionality for learners and "under-served" customer segments.
- based around five applications; interest discovery, skills and capability, qualification search, job search and pathways.
- linked through individual profiles and accessed through a new careers website

27. **Workstream 2: careers.govt.nz (TEC Lead)** - The careers.govt.nz website is our current channel for providing careers information for key audiences – learners, job seekers and employers. We will supersede it with MAPS, but until then it must meet the needs of our audience.

28. The careers.govt.nz website refresh will deliver:

- improved quality and relevance of content and, where possible, aligned with the Strategy.
- the website will be technically maintained until replaced by MAPS.
- obsolescence management will be undertaken, including transitioning products and information that are no longer within the TEC remit to “owner” organisations.

29. **Workstream 3: Inspiring the Future (TEC Lead)** - The aspirations of young people are shaped and impacted by gender and other unconscious bias. Inspiring the Future is a world-leading programme and online match-making tool enabling schools to connect with inspirational volunteers from the world of work. We will secure the UK programme and packaged support materials, contextualise for New Zealand education settings and equip educators with support resources and programme implementation detail.

30. The first components of the Inspiring the Futures programme we will implement are:

- **Drawing the Future:** a research exercise where children (7–12 years old) draw a picture of their future job to deliver insights into key influences on children’s career aspirations and to provide content to support a marketing campaign.
- **Online match-making tool:** a technology solution to enable schools and volunteers to effectively match needs and connect.
- **Primary Futures:** an in-school programme connecting primary schools and volunteers from the world of work to expand aspirations of primary school learners.

31. **Workstream 4: Alliances and Partnerships (TEC Lead)** - The Careers System is made up of a diverse group of leaders, channels and activities across the public and private sector. Furthermore, a range of products and services are delivered to a wide range of customer groups.

32. The Alliances and Partnerships workstream will:

- develop a long term strategic plan by which we can identify, evaluate and maintain effective and appropriate strategic relationships.
- use that strategic plan to engage with a large number of different leaders across the public and private sector.
- identify the TEC resourcing, capabilities and skills required to develop and maintain those strategic relationships.

33. **Workstream 5: Market Segmentation and Research (TEC Lead)** - Meeting the needs of the “under-served” customers in the Careers System will require focused research to identify how they consume information, and what information and tools are most relevant and effective for them.

34. The Market Segmentation and Research workstream will:

- conduct focused user centred research to inform the development of products and services.
- focus on specific market segments to explore their key influencers, motivations and decision making process.
- inform the design, build, partnership, delivery, marketing and communications approach used for all elements of the Careers System Strategy.

35.

Section 9(2)(f)(iv)

36.

Section 9(2)(f)(iv)

Section 9(2)(f)(iv)

Next Steps

37. Section 9(2)(f)(iv)

38. Section 9(2)(f)(iv)

39. Section 9(2)(f)(iv)

40. The TEC is working through the design and implementation strategies for the other five workstreams within its remit. The TEC will work with the Ministry where focus groups and consultation processes have been established to support your education work programme. Further detail on timeframes and implementation is attached as Appendix B.

Appendix A: Section 9(2)(f)(iv)
