

Tertiary Education Report: Inspiring the Future programme

Date:	3 April 2019	TEC priority:	Medium
Security level:	In Confidence	Report no:	B-19-00469
		Minister's office No:	

ACTION SOUGHT		
	Action sought	Deadline
Hon Chris Hipkins Minister of Education	Note this briefing provides further information on Inspiring the Future as requested.	7 April 2019
Enclosure: No	Round Robin: No	

CONTACT FOR TELEPHONE DISCUSSION (IF REQUIRED)			
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Tim Fowler	Chief Executive	Section 9(2)(a)	✓
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THE FOLLOWING DEPARTMENTS/AGENCIES HAVE SEEN THIS REPORT

- DPMC
 MPI
 ENZ
 ERO
 MBIE
 MoE
 MFAT
 MPP
 MSD
 NZQA
 NZTE
 TEC
 TPK
 Treasury

- Minister's Office to Complete:**
 Approved
 Declined
 Noted
 Needs change
 Seen
 Overtaken by Events
 See Minister's Notes
 Withdrawn

Comments:

Recommendations

Hon Chris Hipkins, Minister of Education

It is recommended that you:

1. **note** that this briefing provides you with further information on Inspiring the Future programme as requested on 25 March 2019, and
2. **forward** this briefing to your Associate Education Ministers, Hon Kelvin Davis (Māori Education), Hon Jenny Salesa, Hon Tracey Martin.



Tim Fowler

Chief Executive,
Tertiary Education Commission

05/04/2019

Hon Chris Hipkins

Minister of Education

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Purpose

1. This briefing provides the information on Inspiring the Future you requested on 25 March 2019.

We are preparing to implement the Inspiring the Future programme

2. Inspiring the Future (ITF) is a free and easy way for schools and volunteers from the world of work to connect. It opens young minds to the vast range of career opportunities beyond their daily experience, and raises their aspirations as to who they can become.
3. Successfully implemented overseas, the ITF programme:
 - is a core part of the Careers System Strategy
 - raises young people's aspirations and tackles unconscious career biases
 - make the greatest impact for those who have not been well served by economic and social systems
 - will support government priorities.

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

The Careers System Strategy addresses key system weaknesses

5. As the government agency responsible for the Careers System Strategy, our focus is on supporting all New Zealanders, aged 7-74, to raise their skills and aspirations to meet the current and future demands of work. However, we face some fundamental challenges:
 - almost half (1.4m) of New Zealand's working population is low skilled with low income,
 - 225,000 children are living in intergenerational hardship and may need effective interventions to break the cycle, and
 - New Zealand has the highest rate of skills mismatch in the OECD.
6. These challenges are intergenerational - children living in hardship have more barriers to achieving in education, which continues the cycle of low-paid work, fewer opportunities and choices in the future; mega trends (ageing population, workplace digitisation and globalisation) will exacerbate these challenges and entrench inequality.
7. The current career system weakness that contribute to the poor outcomes above include:
 - Poor and inconsistent careers information
 - Poor linkage between world of work and schools
 - Weak line-of-sight between education and jobs for learners and workers
 - Low expectations and biases that inhibit young people's self-perceptions and aspirations.
8. The Careers System Strategy seeks to mitigate these weaknesses by providing a foundation of high-quality careers information and tools, partnering across the system to get information and support to those who need it, support schools/kura to provide high quality career education.
9. The key outputs of the Careers Strategy include (B-19-00158 refers):
 - Inspiring the Future (ITF)
 - Career Pathways (Managed Accessible Pathways - MAPs)
 - Refreshed Careers website
 - Section 9(2)(f)(iv)

ITF raises young people's aspirations and tackles unconscious bias

10. Young people's aspirations are shaped by unconscious biases about characteristics such as gender, ethnicity, and class.¹ Not only do these biases limit their perceptions of their own potential but research shows that children's career aspirations have little in common with projected workforce needs, which can lead to poor outcomes for both learners and employers.
11. Recent research shows the important role of career education in primary schools.² Employer and employee engagement in schools can help break through young people's unconscious biases and expose them to previously unconsidered career possibilities. In the long term, this can improve social mobility, reduces their likelihood of becoming NEET (not in education, employment or training), and increases the amount they earn in adult life.³
12. ITF is designed to give primary school children a wide range of experiences of education and transitions to the World of Work, enabling them to:
 - **develop knowledge about work** by exploring a number of sectors, careers, and learning pathways,
 - **discover where their interests lie** so they don't limit their opportunities with mismatched subject choices in school, and
 - **develop skills for work and life** including non-academic skills such as enterprise and entrepreneurship, and social-emotional skills such as communication, leadership and teamwork.

The ITF programme will deliver three components in 2020

13. In 2020, the ITF programme will deliver: a) Drawing the Future, b) Primary Futures, and c) an online match making tool:

A. Drawing the Future

14. Drawing the Future is a research campaign into the career aspirations of 7–12 year olds. It provides an opportunity for us to explore who primary-age children want to become and what shapes (and often limits) their career aspiration and dreams for the future.
15. Drawing the Future asks them to draw what they want to be when they are older, and asks some key questions about the influences on that decision:
 - Whether they personally know anyone who is in this career
 - How do they know about this job? (e.g. family, TV, social media etc.)
 - Demographic information (e.g. age, gender, language spoken etc.)
16. We will use the insights from Drawing the Future research to inform the implementation of Primary Futures and as a part of the marketing campaign for the programme.
17. The 2017 UK Drawing the Future campaign included 13,000 children. The findings include:
 - 21.3% of children want to be a sportsman/sportswoman when they are older, followed by teacher and vet,
 - over four times the number of boys wanted to be engineers compared to girls, and
 - two and a half times more girls wanted to be doctors than boys, and four times as many girls wanted to be vets.

¹ Education to Employment UK

² *Career-related learning in primary: The role of primary teachers and schools in preparing children for the future* (UK Teach First)

³ Education to Employers UK

B. Primary Futures

18. The Primary Futures programme is delivered in schools to expand the aspiration and awareness of primary school learners to the wider range of career opportunities in the World of Work. The programme provides a range of resources for schools to plan and deliver events and provides access to an online match-making tool to facilitate connection with participating volunteers.
19. Appendix 1 provides a graphic showing the customer journey through the programme.
20. We will deliver a national marketing campaign to raise awareness and attract volunteers.

C. Online match-making tool

21. The online match-making tool is the customer relationship management system that enables the connection between schools and volunteers to deliver the Primary Futures programme as well as other potential future ITF components.
22. We are currently exploring technology options for the match-maker tool.

The programmes are locally controlled and delivered

23. Schools own and deliver the programmes, working closely with their local communities, and supports schools to control which volunteers they work with and how. It does that via the online match-maker tool, connecting volunteers with schools, quickly, simply and at scale.
24. Schools can easily search a database of willing volunteers in their region against criteria such as type of workplace, related school subject, industry sector, gender and ethnicity. It provides young people, wherever they live and whichever school they attend, opportunities to meet people from different backgrounds doing jobs across a vast range of careers.

Volunteers are eager to engage with schools but need coordination support

25. For many employers and workers, sharing their passion for their industry and work with curious young people presents an enjoyable and rewarding way to give back to their communities. The problem they face is that these engagements can take significant time and effort to coordinate and structure effectively, and neither businesses nor schools have much time to spare. Inspiring the Future solves this problem by removing the transaction costs of time and effort, making it easy for volunteers to find suitable opportunities to engage with schools.
26. People can volunteer to attend an event at a local primary school. The events are determined by the school, but may include informal chats about their job and career pathway, taking part in career speed networking session or giving careers insights into their industry. The programme also provides the opportunity to link up with schools for workplace visits, job shadowing and mentoring.

Delivering ITF enables other future opportunities

27. The ITF programme will initially focus on primary schools (Primary Futures). Once this foundation is laid, the ITF programme can be expanded, as per the UK model, to:
 - secondary schools,
 - women,
 - apprenticeships, and
 - governance
28. Appendix 2 outlines the suite of Inspiring Futures initiatives in the UK.

ITF supports government priorities

29. The ITF will make the greatest impact for those who are less well served by the education system, and who have been negatively affected by social and economic factors.
30. ITF will contribute to government priorities and initiatives such as:
- **Preparing for the Future of Work** – the World of Work is changing and will continue to change, creating both challenges and opportunities. For New Zealand to be successful a closer connection between education and work will prepare young people for the future, and help employers better understand the next generation of employees.
 - **Strengthening Vocational Education** – employers have raised the lack of connection between young people and the World of Work as an issue through the Reform of Vocational Education (RoVE) consultation process. ITF will provide a platform for employers to engage with schools to support pathways into industries and foster a deeper understanding of what young people need to succeed.
 - **Improving education** – ITF can help to develop work-relevant curriculum through projects and activities from the events held in schools.

ITF is proven and successful overseas

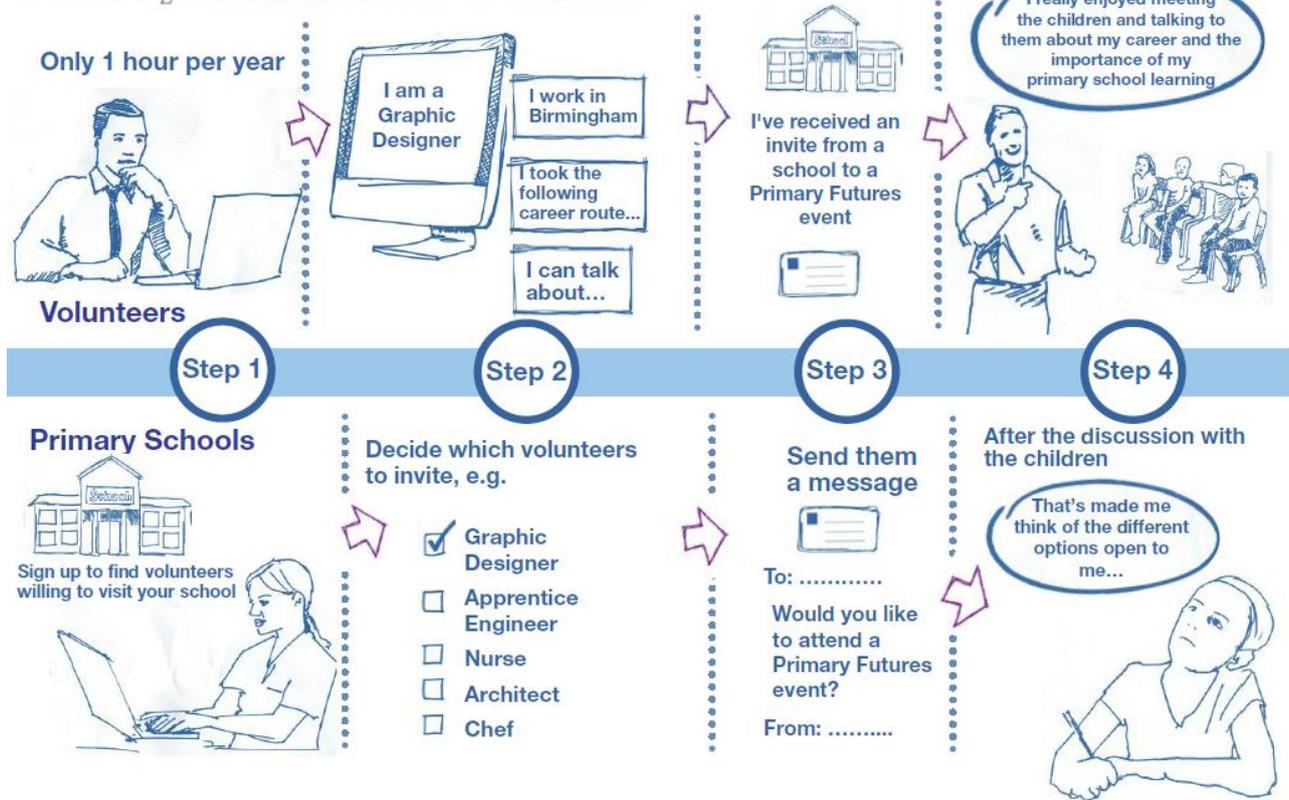
31. ITF was originally developed in the UK, and has since been implemented in Singapore, Australia and Ireland.
32. In the UK over 42,000 people from the World of Work have already volunteered - people from all levels and sectors: apprentices to chief executives, IT application designers to zoologists. Over 80% of English secondary schools have registered.
33. As a programme ITF has relatively high impact with low risk:
- ITF UK's experience suggests that it has high participation and impact
 - We can draw on Education and Employers's experience in successfully implementing ITF in the UK, ensuring that implementation is relevant to New Zealand
 - The technical level of IT solution is relatively simple.

Next steps

34. Planning and detailed design is well underway to ensure we can achieve the following milestones:
- public announcement and pilot programme launch in November 2019
 - full implementation of the programme in schools beginning in February 2020.
35. We are in the process of securing a formal partnership agreement with the UK's Education and Employers group to support the successful implementation of ITF in New Zealand.
36. We are working with the leaders of previous implementations overseas to get their insights and recommendations on the best timing for Drawing the Future.
37. We are in the process of developing a formal partnership with the Ministry of Education to ensure ITF's effective delivery in schools.
38. We will update you on progress and support your office in any Budget announcements, as well as announcements and events with the programme is ready to go live.

Appendix 1: Inspiring the Future – the Primary Futures customer journey

Primary Futures How it works



Appendix 2: Inspiring the Future initiatives in the UK

