



## Tertiary Education Report: Update on Careers System Strategy Engagement Process

<b>Date:</b>	25 September 2019	<b>TEC priority:</b>	Medium
<b>Security level:</b>	Budget Sensitive	<b>Report no:</b>	B-19-01192
		<b>Minister's office No:</b>	

ACTION SOUGHT		
	Action sought	Deadline
<b>Hon Chris Hipkins</b> Minister of Education	<p><b>Note</b> TEC has completed the first phase of targeted engagement on the careers system strategy (the CSS) and has the full support of education unions and career practitioner associations</p> <p><b>Note</b> that <i>Drawing the Future</i> research campaign will commence on 14 October 2019</p> <p><b>Agree</b> that this briefing will be not be proactively released until Budget announcements have been made.</p>	As soon as practicable
<b>Enclosure:</b> No	<b>Round Robin:</b> No	

CONTACT FOR TELEPHONE DISCUSSION (IF REQUIRED)			
Name	Position	Telephone	1st contact
S 9(2)(a)	Manager Strategic Engagement, TEC	Section 9(2)(a)	✓
Ian Lee	Deputy Chief Executive, Strategy & Design Directorate TEC		
Tim Fowler	Chief Executive, TEC		

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 See Minister's Notes  Withdrawn

**Comments:**

## Recommendations

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**Hon Chris Hipkins**, Minister of Education

*It is recommended that you:*

1. **note** we have completed the first phase of targeted engagement on the careers system strategy (the CSS) and have the full support of education unions and career practitioner associations
2. **note** that *Drawing the Future* research campaign will commence in primary and secondary schools on 14 October 2019
3. **note** officials will work with your office regarding opportunities for you to participate in events for *Drawing the Future* and *Inspiring the Future* campaign between October 2019 and April 2020
4. **agree** to discuss with officials potential careers initiatives to consider as part of Budget 2020

**AGREED / NOT AGREED**

5. **agree** that this briefing will be not be proactively released until Budget announcements have been made

**AGREED / NOT AGREED**



**Ian Lee**

Deputy Chief Executive,  
Tertiary Education Commission

27 September 2019

**Hon Chris Hipkins**

Minister of Education

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## Purpose

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1. The Ministry of Education (the Ministry) and the Tertiary Education Commission (TEC) provided an update on the Careers System Strategy (the CSS) and Career Action Plan on 17 July 2019 [B-19-00773], including the proposal to begin targeted engagement with key stakeholders on the CSS.
2. This briefing updates you on progress of the careers initiatives *Inspiring the Future* and *Drawing the Future*, including our recent successful engagement with unions and sector bodies. We would like to discuss with you opportunities for your involvement in these initiatives.

## Background on *Inspiring the Future* and *Drawing the Future*

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3. *Inspiring the Future* is a programme that seeks to broaden horizons and tackle unconscious career biases, by introducing role models from the world of work to young people in schools. This is an opportunity to raise aspirations, support children's growing understanding of personal identity and help bring learning to life.
4. *Inspiring the Future* originated in the UK and has been implemented in several other countries such as China, Bangladesh, Switzerland and Australia. It was designed by teachers for teachers and now has ten years of research to support its effectiveness.
5. Our initial focus is on primary school children, to introduce and encourage aspirational thinking about their future career decisions and goals.
6. The first step in implementing *Inspiring the Future* is a research campaign into the career aspirations of 7 to 12 year-olds, called *Drawing the Future* (sample template provided in Appendix A). This research has been conducted in 20 other countries around the world and the published report was presented at the World Economic Forum in Davos 2018.
7. The purpose of *Drawing the Future* is to help identify patterns of unconscious ethnic, gender, and socio-economic bias that often limit both the career aspirations and choices of young people. We plan to conduct this research in New Zealand, to get up-to-date and relevant statistics that will help to benchmark our results against the international body of work, help us to focus attention on problem areas, as well as provide a baseline for future trend analysis.
8. Following the release of the *Drawing the Future* research report, *Inspiring the Future* will be introduced. Volunteers from the community will be invited to schools via an online platform, to talk about the job they do now, the journey they took to get there, the key skills they have picked up along the way, as well as any challenges and obstacles they may have overcome.
9. Education and employers, the company behind the Inspiring the Futures programme, offers extensions to the programme including Inspiring the Future – Women, and Inspiring the Future – Apprenticeships that align to Reform of Vocational Education (RoVE) objectives. Funding for extending the Inspiring the futures programme could be considered through the Budget process.

## Phase one engagement with education unions and career professionals

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10. Targeted engagement was very important to ensure successful adoption and implementation in schools. Feedback received from education unions and career professional associations helped to appropriately tailor the initiatives to a New Zealand curriculum and cultural environment.
11. The engagement was designed in two phases, so that feedback from phase one could be incorporated into our communications and implementation planning before engaging with a wider audience (phase two), including iwi and business sectors.
12. TEC Chief Executive Tim Fowler invited senior representatives from five education unions to discuss the revised CSS. In addition, the Deputy Chief Executive responsible for the CSS met with the two professional careers associations. These meetings all took place at the end of August 2019.
13. The following stakeholders met with TEC:
  - Principals' Federation (NZPF), Whetu Cormick
  - NZ School Trustee Association (NZSTA), Lorraine Kerr and Elise Adams (CEO)
  - Post Primary Teachers' Association (PPTA), Jack Boyle
  - NZ Educational Institute Te Riu Roa (NZEI), Lynda Stuart
  - Career Development Association of NZ (CDANZ), Jenny Miller
  - Career and Transition Association (CATE) Warwick Foy
14. The response from each organisation was consistent and positive. All offered their support and involvement, including using their networks to distribute information and help to promote the initiatives. Support from these stakeholders is a key milestone in ensuring the success of these initiatives.
15. One education union did not respond to the invitation (SPANZ). We will continue to include them in our invitations to engage during phase two, however we do not see their lack of engagement as a barrier to progressing with implementation and roll out of the CSS key deliverables.

## Phase two engagement will include iwi, business, regional and local government

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16. Following the success of the initial engagements, phase two allows us to build on these discussions with a wider group. We plan to host three events in Auckland, Wellington and Christchurch during the week of 21 October 2019, concluding with a webinar.
17. We will extend the invitation to phase one stakeholders to forward to their associates in each of the regions, as well as business, iwi, local government and regional agencies.
18. The desired outcome of the meetings is support for the overall strategy, in particular for *Inspiring the Future*, which will require significant regional buy-in for it to be a national success. These meetings are seen as a key step in gathering grass-root support from groups who can provide volunteers such as corporates, Food and Fibres advisory group members and in skills shortage areas such as construction and other trades.

19. Phase two engagement will be a key step in the development of our strategic partnerships and alliances work stream.

## **Implementation of Drawing the Future in October 2019 provides the first of many opportunities for your involvement**

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20. We ran our first trial event at Brandon Intermediate School in Porirua in September 2019. This included *Drawing the Future* with around 20 children on the first day and *Inspiring the Future* volunteer event with around 50 children on the second day.

21. This was our first opportunity to trial the format of the events as they have been run in other countries to highlight opportunities for us to make adjustments to contextualise it to the New Zealand environment. We also took the opportunity to film and photograph the activities to support our phase two engagement and promotion of *Drawing the Future* to schools in October.

22. The feedback from everyone involved has shown the events to be a great success. The school was able to build on their existing careers work, the children were inspired about many new and different career pathways; and the volunteers were happy to give back to their community. The TEC also received valuable feedback on ways to implement *Drawing the Future* on a nationwide scale.

23. For the *Inspiring the future* event we sourced a variety of volunteers, local to the community with achievements in differing areas. A sample of the volunteers included:

- Twenty three year old Samoan female who works in tech and has won the Prime Minister's Award.
- Female plumber.
- Female astrobiologist who won Wellingtonian of the Year in 2015, and has an asteroid named after her!
- Male landscape architect who designs kids' playgrounds for Wellington City Council.
- Male Māori educator who is ex-army.

24. In term four, we will invite all primary and secondary schools to participate in *Drawing the Future*. There will be a host of media opportunities targeting the education sector, business sector and general public.

25. The key milestones and activities are highlighted below, with a high level time line included provided in Appendix B). We will work with your office on opportunities for you to participate in some of the following initiatives.

<b>Option</b>	<b>Activity</b>	<b>Expected timing</b>	<b>Media Opportunity and audience</b>
1.	Drawing the Future - Campaign begins	Term 4 Primary Schools 14 October 2019  (first day for entries)	Photo opportunity at a school, to promote the why and how of Drawing the Future – Press Release
2.	Drawing the Future - campaign complete	15 November 2019  (last day for entries)	Photo opportunity either at school, or at TEC showing the hundreds/thousands of entries and thanking schools for taking part (Ed Gazette, editorial, press release)
3.	Drawing the Future - research report	26 January 2020	World Economic Forum in Davos – international opportunity to show NZ's work in this area. Also an opportunity for the Prime Minister to attend Inspiring the Future event in Davos.  NZ press release of results and introduction to Inspiring the Future
4.	Drawing the Future –  entries exhibition	26 January 2020	Display of entries in exhibition space at Bowen House. Minister can invite colleagues for the exhibition opening, and give a small presentation with Q&A session. Potential for prize giving to stand out entries. The exhibition will be open to the public, including the public and schools on Parliament tours.
5.	Inspiring the Future –  pilot schools	End of February 2020	Media opportunity at a school for a trial event – showing volunteers interacting with children and announcing pilot during term one.
6.	Inspiring the Future –  launch	End of April 2020	Media opportunity and PR for official launch with web platform

## **Other key deliverables of the Careers System Strategy: careers.govt.nz refresh and Career Planning Solution (CPS)**

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26. Each of the engagements have provided an opportunity to discuss the CSS and other key deliverables such as the careers.govt.nz refresh, and the longer term requirement for a Career Planning Solution (CPS).
27. A CPS will support New Zealanders with individualised career pathways that allow them to identify, discuss and consider their interests and aptitudes, map them through to the acquisition of skills and connection to potential careers, and identify gaps and opportunities.
28. Since our last update (17 July 2019) we have begun due diligence on the CPS. This involves due diligence into three vendors who were selected as meeting some or most of our requirements. This due diligence will be completed during October 2019.
29. We have also started to explore proof-of-concepts for the CPS, within the dairying and construction industry segments. This early work will be used to inform our longer term solution and help with cross-agency collaboration and co-design.

Note the CPS is a longer term solution, necessary to provide a foundation of information and tools for all New Zealanders and will replace the existing careers.govt.nz site. Its progress will depend on a budget bid for Budget 2020.

30. In addition, the supporting market research work stream is underway and is already providing valuable insights such as a whānau/learner centric approach to designing the solutions.

## **Our future approach will be an integrated TEC strategy**

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31. The CSS provides a building block towards a broader TEC Organisational strategy centred on providing the opportunity for life-long learning to support learners, communities and employers to succeed in the future. The CSS initiatives help connect the world of work into schools, broaden and lift aspirations, provide a foundation of career knowledge and tools, and is complementary and supportive of RoVE, the Tertiary Education Strategy, parity initiatives, and the Government's overall well-being agenda.

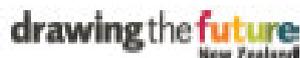
## **Next Steps**

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32. Inclusion of the CSS at your next officials' meeting to discuss CSS initiatives to consider as part of Budget 2020, including the CPS.
33. We will continue to keep you updated on these initiatives as they progress.

# Appendix A: Drawing the Future template

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## Drawing template

When I grow up I would like to be: \_\_\_\_\_

Please draw a picture of the job you'd like to do when you grow up. If you draw more than one picture (maximum of two), please say which one is your top choice.

PLEASE DRAW IN THIS BOX ONLY



Do you know anyone who does this job?  Yes  No

If yes, who are they? \_\_\_\_\_

If no, how do you know about this job? \_\_\_\_\_

Why would you like to do this job? \_\_\_\_\_

Gender: \_\_\_\_\_

Age: \_\_\_\_\_

Favourite school subject: \_\_\_\_\_

School name: \_\_\_\_\_

Class: \_\_\_\_\_

Do you have:  older brothers/sisters?

younger brothers/sisters?

no brothers/sisters?

Ethnicity:

Māori

New Zealand European

Pacific

Asian

Indian

Other ethnicity (please state): \_\_\_\_\_

\_\_\_\_\_

## Appendix B: Careers System Strategy key milestones

