

Event backgrounder: Launch of *Got a Trade? Got it Made!* Week

To:	Hon Chris Hipkins, Minister of Education
From:	section 9(2)(a) Acting Manager, ITO Investment, Delivery Directorate
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You are launching *Got a Trade? Got it Made!* Week on Monday 20 August

1. This event backgrounder provides you with information to support your launch of *Got a Trade? Got it Made!* (Got a Trade!) Week on 20 August 2018 at the Grand Hall.
2. You will be giving a speech at the event and handing out awards to nine industry training ‘ambassadors’ in recognition of their achievement in vocational-based careers.
3. We recommend that you release this event backgrounder in full once it has been considered by you and after the launch.

Background on *Got a Trade!*

4. Got a Trade! is a collaboration between the Industry Training Federation (ITF) and nine ITOs¹ to raise awareness of training and career opportunities in New Zealand’s trades and services.
5. Launched in 2014, the campaign to date has encompassed a range of activities including events, exhibitions, workplace tours, school visits, paid advertising, digital marketing, and public relations.
6. The fourth annual Got a Trade! Week is planned for 20-24 August 2018. Got A Trade! Week is an opportunity to highlight and increase understanding of the many career opportunities in the trades and services, along with celebrating the talents and achievements of young people making headway in their chosen vocation.
7. The campaign aims to:
 - raise awareness of training and career opportunities in New Zealand’s trades and services;
 - reposition trades and services as ‘Plan-A’ career paths in the minds of young people, aged 16-24 years, and their key influencers (including parents, teachers and careers advisors);
 - highlight opportunities for Māori and Pasifika, and women in trades;
 - showcase the range of opportunities to learn on-the-job; and
 - encourage conversations that celebrate trades and services.

¹ Participating ITOs: BCITO, Careerforce, Competenz, Connexis, HITO, MITO, Primary ITO, ServiceIQ, and The Skills Organisation.

8. The campaign also celebrates the achievements of young people that are making headway in their chosen vocation. For 2018, ambassadors have been selected from a range of industries to highlight potential career options for other young people.
9. Their stories are also highlighted on the Got a Trade! website and you will be presenting these ambassadors with an award at the launch on 20 August.

Got a Trade! supports school leavers to enter a trades-based career

10. Got a Trade! supports transitions from secondary school into trades and services careers. The Vocational Pathways were developed in conjunction with ITOs to help students and their families better understand how NCEA links to careers in six broad industry sectors.
11. However, the academic focus of senior secondary school remains dominant despite university being the destination for only 30 percent of school leavers. The Got a Trade! campaign is about showcasing the opportunities that exist out there for the other 70 percent.
12. ITOs are also working with schools to promote vocational work-based learning through trades academies, Gateway programmes and '3 + 2' programmes.
13. Got a Trade's SpeedMeet events provide an opportunity to help young people meet employers looking for new apprentices.
14. The SpeedMeet concept involves employers, jobseekers, and secondary school students coming together via short six-minute mini-interviews. At the end of each meeting the employer and student decide whether they want to find out more and mutual matches are formed. From there, job opportunities may be secured.
15. This year SpeedMeet events will take place in Christchurch, Auckland, Whakatane, Whangarei, Wellington, Gisborne, and Hastings during September.

We have previously supported Got a Trade! activities through funding

16. In 2015, we approved funding of \$60,000, via the Joint Ventures and Amalgamation Projects (JVAP) fund, for the ITF to investigate the ongoing sustainability of Got a Trade! activities. This project recommended the Got a Trade! campaign focus on activities and publicity platforms which have the greatest positive impact in line with the campaign's objectives.
17. We have also supported the expansion of SpeedMeet events with funding of \$60,000 in 2017.

Focus areas for engagement

18. The ITF has asked that you address the following topics in your speech:
 - the careers system and perception of trades and services careers;
 - breadth of careers advice;
 - celebrating employers who commit to training young people; and
 - promoting vocational education pathways.
19. We elaborate on some of these topics within this paper to provide you with supporting material for the speech content.

The careers system

20. An effective careers system enables people to make good education and career decisions for them now and in their future. A lack of reliable and trustworthy information and support makes these decisions more difficult. People may experience personal and social costs through skills mismatches and unsatisfactory employment prospects.
21. Our current careers system is not visible or understood by many New Zealanders. Many New Zealanders do not know where to get good careers and learning advice, what resources are available, and how to use the resources effectively. Government, education organisations, parents, employers, community, and advisors all have a role to play in an effective careers system.

We have co-designed a careers system strategy

22. Earlier this year we set out to co-design, with a wide set of stakeholders, a careers system strategy that supports a broad range of parties. This includes New Zealand businesses, learners and their support networks, people preparing to work, people already in the workforce, and those that have disengaged from education and are not in employment.
23. There are several challenges to be addressed through the Careers System Strategy and our design and implementation plan. These are:
 - improving the consistency of careers services, advice, tools and products offered by a range of government agencies and private sector providers;
 - developing a shared understanding about what the careers system should deliver;
 - working with the changing nature of work, with potential technology disruption in the future;
 - balancing the system's focus on 'jobs' with an increased focus on 'skills' so that we have skilled New Zealanders in jobs that enable them to progress over their lifetime;
 - giving learners, employees, jobseekers, employers, industry, and community a strong voice in driving the careers system; and
 - ensuring all New Zealanders have a sufficient level of literacy and numeracy to engage in the world of work and upskill in the changing economic environment.
24. The strategy is a mix of self-managed aspects and collaboratively-led interventions to address concerns related to information, advice, support and cohesion across the education-to-employment pipeline.
25. We want to ensure that we can enable and support lifelong learning opportunities and give our young people the opportunity to understand and experience the world of work. The focus should be on lifelong learning and lifelong management of careers, starting at school and continuing through a person's career.
26. We will provide you shortly with a briefing on the Careers System Strategy and the implementation plan. This will coincide with your update from the Ministry of Education on the Careers System Action Plan for Schools.

Perception of trades and services careers

27. Research suggests there are significant stereotypes and barriers to overcome to shift the attitudes and behaviours of youth and their influencers to perceive skilled trades as a 'Plan A' career option.

28. The issue begins in the schooling system, where many students perceive trades and service training does not have the same esteem as university study.
29. Anecdotally, employers suggest new employees do not have the right skills or qualifications. However, employers and industry may not be effectively engaged in discussing their needs with TEOs.
30. There is work underway at the TEC and in other parts of the Education Work Programme (EWP) to review the way careers advice is made available and embedded through curriculum and learning. The focus will be on increasing personalisation, supporting informed decisions around education and training options, and providing information on a range of pathways aligned to skill needs sought by employers.

Breadth of careers advice

31. Careers advice and guidance in New Zealand has historically focussed on secondary school-aged young people.
32. However, effective career information and guidance systems are key to making lifelong learning a reality for all. They can help to make the best use of human resources in the labour market as well as in education by allowing better matches between skills and interests, and opportunities for work and learning.
33. The growing body of research internationally suggests that to increase the effectiveness of the careers system we need to:
 - provide regular opportunities for young people, from primary education onwards, to reflect on and discuss their prospective futures;
 - allow students and influencers to consider the breadth of the labour market, particularly occupations which are of strategic economic importance, newly emerging and/or likely to be misunderstood (such as the skilled trades);
 - provide easy access to trustworthy labour market information, and advice and guidance from well-trained, independent, impartial professionals in advance of key decision and transition points;
 - recognise that the ways in which young people think about jobs and careers are shaped by parental influence, their social background and sense of identity; and
 - target young people from the most disadvantaged backgrounds for the greatest levels of intervention.
34. The focus of the Careers System Strategy work is on all New Zealanders from ages 7 to 74 years with careers discussions starting in primary school, ramping up in the 11-12 age bracket (year 7), and continuing throughout the learning and working pathway.
35. Many employers see themselves as recipients of skills developed through the education system, rather than as an active participant in the development of those skills.
36. However, we want more industries and employers to actively participate in skills creation. This means getting employers engaged in the design and delivery of educational programmes, so that those programmes are informed by and likely to meet their needs. Where this works well, education and training is an investment for employers, supporting employers' goals.
37. In line with our new mandate to strengthen the connection from education to employment, we will help employers reach into both the schooling and tertiary systems.

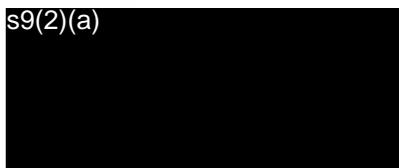
Celebrating employers who commit to training young people

38. The Youth to Work Strategy works to improve local solutions to pathway development, access, retention, and achievement of youth outcomes within education, training and employment.
39. This strategy is driven by local Mayors Taskforce for Jobs (MTFJ) groups across the country. Each group is different but usually includes the mayor, employers, local iwi, government agencies, youth organisations, representatives from the educational and training sector and young people themselves.
40. The MTFJ recognises and celebrates youth and employer achievements by establishing community events and activities that acknowledge young people, employers and those contributing to a positive change.
41. It runs industry training graduations to recognise the achievements of recent graduates and provides an opportunity for the trainees and apprentices to celebrate with their families, friends and employers. The graduations are a time for celebration as well as thanks to local employers for their ongoing commitment to youth and training.
42. The awards to ambassadors is a new initiative for the Got a Trade! campaign and highlights the achievements of trainees/apprentices and the support of their employers.

Promoting Vocational Pathways

43. The Vocational Pathways is a framework to guide young people through education to employment. The pathways show students how their learning is relevant and how it can lead to future employment opportunities.
44. The six pathways show the relevance of learning for young people by indicating how their achievements are valued by broad sectors of the workforce. Each has been colour-coded for ease of recognition to help students and teachers plan study programmes.
45. Vocational Pathways helps students figure out the skills they need to build a career doing something they enjoy. They help educators, families, whānau, and employers work in partnership with students, so students can build on their skills and talents to find work for which they have a passion.

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Acting Manager, ITO Investment
Tertiary Education Commission

6 August 2018

Hon Chris Hipkins

Minister of Education

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