

## Tertiary Education Report: Update on Careers System Strategy and Career Action Plan

<b>Date:</b>	17 July 2019	<b>TEC priority:</b>	Medium
<b>Security level:</b>	In Confidence	<b>Report no:</b>	B-19-00773
		<b>Minister's office No:</b>	

### ACTION SOUGHT

	Action sought	Deadline
<p><b>Hon Chris Hipkins</b> Minister of Education</p>	<p><b>Note</b> that this briefing outlines a revised approach to implementing the Careers System Strategy.</p> <p><b>Note</b> that Tertiary Education Commission and Ministry of Education will prioritise five key areas of the Careers System Strategy from existing baseline funding.</p> <p><b>Note</b> that Tertiary Education Commission is beginning targeted engagement with iwi and the career, business and education sectors on the reprioritised Careers System Strategy, in particular the implementation of Inspiring the Future.</p> <p><b>Note</b> that the Ministry of Education has been consulted on this briefing.</p> <p><b>Agree</b> that the Tertiary Education Commission will release this briefing with some information withheld.</p>	
<b>Enclosure:</b> No	<b>Round Robin:</b> Yes	

### CONTACT FOR TELEPHONE DISCUSSION (IF REQUIRED)

Name	Position	Telephone	1st contact
Nina Ive	Manager Strategic Engagement, TEC	S 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
  - Noted
  - Seen
  - See Minister's Notes
  - Declined
  - Needs change
  - Overtaken by Events
  - Withdrawn

**Comments:**

## Recommendations


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**Hon Chris Hipkins**, Minister of Education

*It is recommended that you:*

1. **note** that this briefing outlines a revised approach to implementing the Careers System Strategy;
2. **note** that Tertiary Education Commission and the Ministry of Education will deliver most of the Careers System Strategy from within existing baseline funding and will prioritise the following five key areas:
  - a. Careers.govt.nz refresh
  - b. Inspiring the Future
  - c. Alliances and Partnerships
  - d. Market Segmentation and Research
  - e. Support for career professionals in schools.
3. **note** that Tertiary Education Commission is beginning targeted engagement with iwi and the career, business and education sectors on the reprioritised Careers System Strategy, in particular the implementation of Inspiring the Future;
4. **note** that the Ministry of Education has been consulted on this briefing and has provided input; and
5. **agree** that the Tertiary Education Commission will release this briefing with information, including Budget sensitive information, withheld.

**AGREED / NOT AGREED**



**Tim Fowler**

Chief Executive  
Tertiary Education Commission

17 July 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 Strategy) on 7 March 2019 [B-19-00158] including the integration of the Ministry's In-School Career Action Plan.

2. S 9(2)(f)(iv)

## Six work streams of the Careers System Strategy

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3. The Strategy was designed around key themes to address weaknesses and resulting poor outcomes in the careers system: to provide a foundation of information and tools, to build partnerships to leverage this foundation, to target 'under-served' segments of the community with solutions driven by customer insights, and to support schools/kura to provide high quality career education.

4. TEC and the Ministry have reorganised baseline funding to continue to focus on the delivery of the following:

- a) Careers.govt.nz refresh
- b) Inspiring the Future
- c) Alliance and partnerships
- d) Market segmentation and research
- e) Support for career professionals in schools.

5. Implementation planning and technical scoping of an online career planning solution (formerly known as MAPS) is currently being completed following a registration of interest (ROI) process. At this stage, TEC has found three potential suppliers that meet some or most of the requirements from the ROI for an integrated career planning solution. Further analysis is required before a business case can be created. A further update to you will be provided once options generated from the ROI are fully assessed.

6. S 9(2)(f)(iv)

## The focus of careers.govt.nz refresh is to broaden the audience to reach New Zealanders at different stages of their career and education journeys

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7. Careers.govt.nz is our major information channel for learners, job seekers and employers, with over four million user sessions per year. One of our legislative functions is to ensure a reliable foundation of career information and tools. Until it is superseded by an alternative online career planning solution, it must provide relevant content to an expanded audience base of New Zealanders aged 7 to 74 years.

8. TEC has developed a content strategy to guide all new content being developed over the next 12 months and drive associated marketing and communications activity. The TEC completed a refresh of existing content on the careers site including archiving, merging and rewriting content that was out of date, duplicated or not 'on-message'.

9. Over the next year, the content strategy will guide improvement of the user experience of the site and new content to support TEC and government initiatives and priorities. This will include content series on:
- a) Future of work
  - b) Lifelong learning
  - c) Ōritetanga/learner success
  - d) Food and fibre
  - e) Construction
  - f) Teaching
  - g) Other priorities as they arise.
10. Market segmentation research due later in 2019 will provide key insights to reaching new target audiences.

## **Inspiring the Future is proven and is successful overseas in raising aspirations and tackling unconscious bias in young people**

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11. We provided an update to you on 3 April 2019 [B-19-00469] on the Inspiring the Future programme. Since then we have signed a three year partnership agreement with Education and Employers UK to use their model, brand identity and resources to implement two of the key initiatives under the Inspiring the Futures banner. We will adjust as needed to suit the New Zealand education and career systems.

- a) **Drawing the Future** is a research campaign into the career aspirations of 7- to 12-year-olds. It has been conducted in 20 other countries around the world and the published report was presented at the World Economic Forum in Davos 2018.

The purpose of Drawing the Future is to identify patterns of unconscious ethnic, gender, and socio-economic bias that often limit both the career aspirations and the career choices of young people. Using this research campaign to get up-to-date and relevant statistics will help to benchmark results and will help us to focus attention on problem areas.

- b) **Inspiring the Future (for primary schools)** seeks to tackle unconscious career biases, by bridging the world of work with the world of school. This is an opportunity to raise aspirations, support children's growing understanding of personal identity and help bring learning to life. We're focussing on primary school children because that's where we can make a difference and introduce the aspirational thinking that can support career decisions and goals when these students enter secondary school. Research completed by Education and Employers - the UK initiators of this programme - highlight the following benefits:
  - i. Young people who take part in careers activities such as jobs fairs and job shadowing are in adulthood **more positive about schooling** and its helpfulness.<sup>1</sup>

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<sup>1</sup> The Careers & Enterprise Company 2017, Jordan Rehill, Elnaz T. Kashepakdel and Anthony Mann (Education and Employers)

- ii. Children's aspirations are **shaped by their gender and who they know**. Following participation in the programme, the pattern of jobs chosen by seven-year-olds mirror those selected by 17-year-olds.<sup>2</sup>
- iii. The more children and young people encounter employers while in school (**four or more encounters**), the more they earn and the greater their chances of entering employment or training as young adults.
- iv. Those who most need support can be reached through this school-based programme. Children and young people who have most to gain from employer engagement currently have **the least access to it**.<sup>3</sup>

## **Alliances and Partnerships are required to successfully deliver career information and services to New Zealanders**

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12. The Careers System Strategy development and implementation requires the involvement of a large number of leaders within government agencies and education communities, along with leaders across local government, unions and the private market. The Alliances and Partnerships workstream will develop a long-term strategic plan.
13. Between July and September 2019, TEC will undertake a two-phased engagement with iwi and the career, business and education sectors to socialise the Strategy and seek feedback.
14. The first phase will be led by the TEC Chief Executive, and will focus on engaging with NZ School Trustees Association, NZ Principals Federation (NZPF), NZEI, Secondary Principals' Association NZ, Post Primary Teachers Association, Career and Transition Education Association and Careers Development Association of NZ . This engagement will socialise the Strategy, gather feedback and then, if necessary, make adjustments before engaging with the second phase of stakeholders.
15. The second phase of engagement will be led by TEC and focus on a wider group of key stakeholders (including government agencies, iwi, education communities, local government, unions, business and original contributors to the development of the Careers System Strategy). The phase two stakeholder list will be provided to you once finalised.
16. The phase two engagement will consist of a series of regional meetings to present the Careers System Strategy and its implementation, and discuss in a group setting. Feedback will be sought, which will determine follow-up meetings with individual stakeholders at their executive meetings, or one-on-one meetings to discuss their concerns and suggestions for next steps.
17. All engagement will include mechanisms to provide feedback and TEC will produce a report of the key themes to provide to the sector.
18. In the meantime, TEC will continue to work with the Ministry on detailed implementation planning for Inspiring the Future. This plan will:
  - a) Include appropriate contextualisation and localisation of the Inspiring the Future products for a New Zealand educational context (e.g., te reo Māori support, and alignment with the National Curriculum).
  - b) Include mechanisms for identifying primary school and kura leaders and kaiako, along with career sector professionals, who may wish to take part in this work, ensuring they represent a diverse range of New Zealand schooling contexts.

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<sup>2</sup> Nick Chambers, Dr Elnaz T Kashefpakdel, Jordan Rehill, Christian Percy 2018

<sup>3</sup> Contemporary transitions, Anthony Mann, Elnaz T. Kashefpakdel, Jordan Rehill and Prue Huddleston, 2017

- c) Manage the risks associated with the limited resources the Ministry has available to support implementation.
- d) Engage school leaders through NZPF to maximise the opportunity for school adoption. This was an approach used by Education and Employers in the UK.

## **Market Segmentation Research is designed to gather customer insights to drive the future of our product development and services**

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19. We identified 12 segments of the population from whom we need to gather customer insights. Our objective is to gather five key insights for each of the 12 segments:
- a) Key influencers in education and career choices.
  - b) Key trigger points that lead to education and career assessment or information needs.
  - c) Key barriers/constraints to education and training.
  - d) Key values and important cultural themes.
  - e) Key channels of communication and potential delivery partners.
20. In addition, there are two pieces of specific stakeholder research on Inspiring the Future and perception of the word career to help inform TEC on implementation design and messaging for the Strategy.
21. We undertook a procurement request for proposal (RFP) for market research. Seven vendors from the all-of-government panel were invited to respond to the RFP, and Colmar Brunton was appointed on 13 June 2019.
22. Recruitment for research is now underway and the first set of high-level insights will be available in July. Progressive monthly insights will be delivered to the TEC, until the final report of insights covering all 12 segments of the population concludes the project in December 2019.

## **The Ministry will prioritise activities to support career professionals in schools**

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23. The Ministry has reviewed the scope of the Careers Action Plan within available funding. The plan will be renamed as 'In-school support for career education'. Activities to support career professionals have been prioritised, including:
- a) redeveloping guidance resources to support career professionals in their day-to-day work, aligned to the outcomes of the NZ Curriculum, Progress and Achievement, and NCEA Review work programmes
  - b) continuing network support for the Careers and Transition Education Association
  - c) providing professional learning and development support where budgets allow.

## **Time frames and key milestones**

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24. At the conclusion of the stakeholder engagement period, Drawing the Future research would begin (likely September/October 2019). All primary and intermediate schools in New Zealand will be invited to participate to achieve a minimum of 1,000 validated drawings required for a statistically relevant sample. We hope to get significantly more than that.

25. We plan to participate in the 10-year anniversary of Inspiring the Future, a celebration being led by Education and Employers (UK) on the 15 October 2019. Nick Chambers, Chief Executive of the Education and Employers UK, is planning to conduct a 'round the world' media event to promote a decade of improving outcomes and raising aspirations with young people. We can work with your office on opportunities for you to participate in this event.

26. S 9(2)(g)(i)

27. The first experience of Inspiring the Future, will be with a small group of primary schools (five to 10), in approximately February 2020. They are likely to be schools who have participated in Drawing the Future and see the benefit of attracting volunteers from the workforce into their schools.

28. A progressive roll out to primary schools is proposed from April 2020 onwards following this early introduction. The roll out will be driven by a media campaign to show how the programme works. The campaign will include a video as well as a link to the web platform with resources and questions and answers for both schools and volunteers.

## Risks and impacts

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29. We consider the overall risk of the ITF programme as low.

30. We have identified the following risks and associated mitigations.

- a) Although the programme is not labour intensive for participating schools, it does require some commitment such as agreeing to host an event and selecting appropriate volunteers from the online platform. We will be using the engagement period and independent focus groups to help contextualise the programme for the New Zealand curriculum and minimise the administrative burden on schools as far as possible. TEC will have staff dedicated to supporting these events as per the Education and Employers role in the UK.
- b) Inspiring the Future has been adapted from a UK programme, which may raise concerns over its cultural appropriateness for New Zealand. We will use the engagement and research periods to ensure that the programme is adapted to the New Zealand cultural environment and education context.
- c) Extending explicit support for careers education to primary schools and kura, even on a voluntary basis via Inspiring the Futures, could be seen as the first step in extending a requirement onto schools that is not supported (at this point) by increased resourcing. This will be managed by ensuring that the primary sector peak bodies (e.g, the NZEI and NZPF) are fully briefed, and given the opportunity to inform detailed design, prior to schools being approached about being involved.

## Next steps

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29. You will be provided regular updates on the progress of the Strategy initiatives, as well as the interdependencies between other parts of the Government's work programme and key performance measures.

30. TEC will be seeking your availability for media opportunities around the Inspiring the Future 'round the world' event, as well as the announcement of Drawing the Future research results, Inspiring the Future pilot announcement and World Economic Forum event in Davos.



## Appendix A: Timeframes and milestones

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31. The following timeframes are proposed for the engagement period and Inspiring the Future activities.

Section 9(2)(g)(i)

