

Appendix 1

Country Name: **NEW ZEALAND**

Country team:

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Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)
<p>New Zealand is located southeast of Australia. The bulk of the population of 4.41 million live on the two largest islands – the North Island and South Island.<sup>1</sup> New Zealand is a highly urbanised country, with 78 percent of the population living in an urban area, and 1.4 million people living in our largest city, Auckland.<sup>2</sup></p> <p>New Zealand's ethnic make-up is increasingly diverse. Although the European population remains the largest ethnic group (67.6 percent of the population), the Māori population (14.6 percent), Pacific peoples population (6.95 percent), and Asian population (9.2 percent) have risen in recent years. There are increasing numbers of people that originate from the Middle East, Latin America and Africa.<sup>3</sup> The Māori, Pacific and Asian populations are expected to grow significantly by 2026.<sup>4</sup></p> <p>New Zealand's unemployment rate of 6.5 percent is below the OECD average of 9.2 percent. However, unemployment amongst 15-24 year olds (17.4 percent) is considerably higher, and the NEET (Not in Education, Employment or Training) rate amongst this demographic is 9.8 percent. Most of the annual employment growth in the past year has been in the Auckland region and the primary sector.<sup>5</sup></p> <p>New Zealand is a well-educated country by OECD standards. Forty-one percent of the population aged 25-64 have a tertiary qualification, significantly higher than the OECD average of 27.5 percent. However, there is a persistent tail of underachievement in Māori and Pacific groups, at both the tertiary and secondary levels.<sup>6 7</sup> Consequently, Government has identified lifting the educational achievement of Māori and Pacific learners as a key priority and has a number of programmes to lift system performance within these target populations.</p>	

<sup>1</sup> [http://www.stats.govt.nz/browse\\_for\\_stats/population/estimates\\_and\\_projections/national-pop-estimates.aspx](http://www.stats.govt.nz/browse_for_stats/population/estimates_and_projections/national-pop-estimates.aspx)

<sup>2</sup> [http://www.stats.govt.nz/browse\\_for\\_stats/population/estimates\\_and\\_projections/SubnationalPopulationEstimates\\_HOTP30Jun10.aspx](http://www.stats.govt.nz/browse_for_stats/population/estimates_and_projections/SubnationalPopulationEstimates_HOTP30Jun10.aspx)

<sup>3</sup> <http://www.stats.govt.nz/Census/2006CensusHomePage/QuickStats/quickstats-about-a-subject/culture-and-identity/ethnic-groups-in-new-zealand.aspx>

<sup>4</sup> <http://www.stats.govt.nz/~media/Statistics/Browse%20for%20stats/NationalEthnicPopulationProjections/HOTP2006-26/NationalEthnicPopulationProjections2006-26HOTP.pdf>

<sup>5</sup> <http://www.dol.govt.nz/publications/lmr/lmr-hlfs.asp>

<sup>6</sup> [http://www.educationcounts.govt.nz/statistics/maori\\_education/schooling/participation-and-attainment-of-maori-students-in-national-certificate-of-educational-achievement](http://www.educationcounts.govt.nz/statistics/maori_education/schooling/participation-and-attainment-of-maori-students-in-national-certificate-of-educational-achievement)

<sup>7</sup> [http://www.educationcounts.govt.nz/statistics/pasifika\\_education/progress\\_against\\_pasifika\\_education\\_plan\\_targets#12](http://www.educationcounts.govt.nz/statistics/pasifika_education/progress_against_pasifika_education_plan_targets#12)

Careers New Zealand, a Government agency funded through Vote: Education, offers an all-age service, via face-to-face, online, and phone mediums.<sup>8</sup> Career services are also funded for all secondary schools, to support the legal requirement for all schools to offer career education for Year 7-13 students (ages 11-18). New Zealand schools are self-managing and make their own decisions about how career education funding is used in schools. Career services are also offered by universities and other tertiary education providers. The Career Development Association of New Zealand (CDANZ) is the professional body for individuals working in career development, whilst most school-based careers advisers belong to the Career and Transition Educators Association (CATE).

<b>Section 2</b>	<b>Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and maximum 1,600 words in this section).</b>	
<b>Theme 1: Political, economic and social changes and the changing role of career guidance and career guidance policies</b>		
Strength 1	Weakness 1	
<p><b>Rise in internet usage leading to enhanced web-based technology services:</b> New Zealand has one of the highest rates of internet penetration in the world, with 83 percent of the population having access to the internet.<sup>9</sup> The development of web based services has been a key driver at Careers NZ<sup>10</sup>, with online webchat guidance an example of this. Quantitative and qualitative data testifies to the success of this medium from both a client and practitioner perspective.<sup>11</sup> Many career development providers have a social media presence, and websites to provide information and tools for their users. The Ministry of Education are managing the Government's rollout of ultra-fast broadband and rural broadband in schools.</p>	<p><b>Impact of global financial crisis since 2008:</b> The global financial crisis and subsequent recession in New Zealand has led to unemployment rising from 3.4 percent in December 2007 to an average of 6.5 percent between 2009 and now.<sup>12</sup> Youth unemployment is higher at 17 percent.<sup>13</sup> The NEET rate of 15.7 percent amongst 18 and 19 year olds is much higher than the best performing OECD countries,<sup>14</sup> suggesting many New Zealand youth are not effectively transitioning from school to work or further study. Career development practitioners need the skills and competencies to effectively access and engage with youth from diverse backgrounds, using a range of media (e.g. online guidance/social media/whānau<sup>15</sup> settings).</p>	
Strength 2	Weakness 2	

<sup>8</sup> <http://www2.careers.govt.nz/about-career-services/about-us/>

<sup>9</sup> <http://data.worldbank.org/indicator/IT.NET.USER?page=1>

<sup>10</sup> [http://www2.careers.govt.nz/fileadmin/docs/Statement\\_of\\_intent\\_2011-14.pdf](http://www2.careers.govt.nz/fileadmin/docs/Statement_of_intent_2011-14.pdf)

<sup>11</sup> England, G., Shutkowsky, B., and Urbahn, J. (2011). *Getting Switched on Online*. Paper presented at Career Development Association of New Zealand Research Symposium

<sup>12</sup> <http://www.stats.govt.nz/~media/Statistics/Browse%20for%20stats/HouseholdLabourForceSurvey/HOTPJun11qtr/HouseholdLabourForceSurveyJun11qtrHOTP.pdf>

<sup>13</sup> <http://www.dol.govt.nz/publications/lmr/lmr-hlfs-jun-11.pdf>

<sup>14</sup> <http://www.oecd.org/dataoecd/34/19/40089993.pdf>

<sup>15</sup> Whanau describes the extended family many Māori identify with, as per:

<http://www.maoridictionary.co.nz/index.cfm?dictionaryKeywords=whanau&n=1&idiom=&phrase=&proverb=&loan=&search.x=27&search.y=7>

<p><b>Broad political support to reducing ethnic disparities in youth education and employment:</b> Successive Governments since 1999 (centre-left Labour led Government from 1999-2008; centre-right National led Government from 2008-current) have been committed to reducing ethnic disparities in education and employment through a range of policy initiatives. Often, these involve multiple Government agencies working in collaboration. Currently, <i>Ka Hikitia</i><sup>16</sup> and the <i>Pasifika Education Plan</i><sup>17</sup> are two key policy initiatives focusing on raising Māori and Pasifika educational attainment led by the Ministry of Education, whilst the Ministry of Pacific Island Affairs and the Department of Labour are leading <i>Career Futures for Pacific Peoples</i>.<sup>18</sup></p>	<p><b>Current ethnic disparities in youth education and employment:</b> Despite the political commitment to reducing ethnic disparities, the hard data illustrates Māori and Pacific youth have higher rates of unemployment and NEET, and lower rates of labour market attachment and educational attainment. The Māori youth unemployment rate is 25 percent and the Pasifika unemployment rate is 27 percent, both significantly higher than the general youth unemployment rate.<sup>19</sup> In terms of education, the proportion of Māori school leavers gaining university entrance and Pasifika tertiary participation rates are two key indicators that illustrate there is still considerable work to be done in narrowing such disparities.<sup>20 21</sup></p>
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<sup>16</sup> <http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia.aspx>

<sup>17</sup> <http://www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation/PasifikaEducationPlan.aspx>

<sup>18</sup> <http://www.minpac.govt.nz/career-futures-for-pacific-peoples/>

<sup>19</sup> <http://www.dol.govt.nz/publications/lmr/lmr-hlfs-jun-11.pdf>

<sup>20</sup> [http://www.educationcounts.govt.nz/statistics/maori\\_education/36805#table2](http://www.educationcounts.govt.nz/statistics/maori_education/36805#table2)

<sup>21</sup>

[http://www.educationcounts.govt.nz/statistics/pasifika\\_education/progress\\_against\\_pasifika\\_education\\_plan\\_targets#12](http://www.educationcounts.govt.nz/statistics/pasifika_education/progress_against_pasifika_education_plan_targets#12)

**Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities**

Strength 1	Weakness 1
<p><b>Increasing support from big business and thinktanks for improved CIAG:</b> The career development sector has had considerable support from Business New Zealand (an influential national organisation representing business interests) and influential business commentators. Business New Zealand sees the career development sector as playing a key role in responding to the changing needs of employers and the labour market. More recently, the New Zealand Institute – an independent private thinktank – recommended improving the school to work transition as one of their two key proposals in a discussion paper looking at ways to reduce youth disadvantage.<sup>22</sup></p>	<p><b>Lack of engagement with small and medium-sized enterprises:</b> New Zealand is predominantly a nation of small and medium-sized enterprises (SMEs). Just over 97 percent (463,278) of enterprises in New Zealand employ 19 or fewer people, and SMEs predominate in most industries.<sup>23</sup> Consequently, most businesses do not have a dedicated human resources department. This provides both challenges and opportunities for career development practitioners to engage with SMEs and investigate ways to work with businesses to enhance the human capital of their staff.</p>
Strength 2	Weakness 2
<p><b>Potential of the New Zealand Curriculum (NZC) Key Competencies:</b> In 2007, a revised curriculum was launched for use in New Zealand schools. The <i>Key Competencies</i><sup>24</sup> are essential components of the NZC and are closely related to the development of <i>Career Management Competencies</i>.<sup>25</sup> These align with the overarching vision of the NZC, for “young people who will be confident, connected, actively involved, lifelong learners”. The commitment to lifelong learning as part of managing career, life, and work is a shared theme, with the attitude of being a lifelong learner starting from entry to school.</p>	<p><b>Lack of engagement with national Human Resources organisation(s):</b> Although the Career Development Association of New Zealand (CDANZ) has developed links with some branches of the Human Resources Institute of New Zealand (HRINZ) in an effort to raise awareness of career development practices and principles, this needs further focus at a national level.</p>

<sup>22</sup> [http://www.nzinstitute.org/index.php/social/mediarelease/two\\_proposals\\_to\\_reduce\\_youth\\_disadvantage1/](http://www.nzinstitute.org/index.php/social/mediarelease/two_proposals_to_reduce_youth_disadvantage1/)

<sup>23</sup> [http://www.med.govt.nz/templates/StandardSummary\\_160.aspx](http://www.med.govt.nz/templates/StandardSummary_160.aspx)

<sup>24</sup> Ministry of Education (2007). *The New Zealand Curriculum*, p.12.

<sup>25</sup> Ministry of Education (2007). *Career Education and Guidance in New Zealand Schools*, p.11.

**Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners**

Strength 1	Weakness 1
<p><b>Engaging with diverse communities:</b> Significant work has been done in the New Zealand career development sector to identify how best to work with diverse ethnic communities, especially the Māori community. Examples of these include the collaboration between Careers NZ, Te Puni Kōkiri (Ministry of Māori Development), and the Ministry of Education in the ‘Whānau Decision Making Project’ and Dr Lynette Reid’s typology of Māori career decision making. Findings include that some whānau felt a career development practitioner with similar strengths in Māori cultural values was critical, and that the whānau plays an important role in Māori career decision making. Building the capability of whānau to assist in this process is therefore crucial.</p>	<p><b>Lack of professional development opportunities and suitably qualified career practitioners within secondary schools:</b> Research indicates a lack of the skills required to assist young people make successful transitions from school to further education and training or employment. Schools are self-managing and schools’ Boards of Trustees set the broad career education policies for their schools, including the required qualifications for careers advisers. Shifts in expectations of senior secondary schooling, however, in particular the development of more coherent and meaningful pathways to further education or employment, will require a different response from career practitioners in schools. Greater focus on developing career management competencies among young people and working with key influencers may influence the skills and experience required by practitioners in schools. Working with family and whānau is emerging as a particular focus to help engage young Māori and Pasifika students.</p>
Strength 2	Weakness 2
<p><b>Building the capability of key influencers in the career development system:</b> Careers New Zealand has recognised the importance of developing and enhancing the skills and competencies of individuals, agencies and organisations involved in the wider career development system, in order to more effectively promote the social and economic benefits of career management, and indirectly impact at-risk groups such as disengaged youth. This is supported by recent research<sup>26</sup> that illustrates how employers, business and industry representatives have an increased influence</p>	<p><b>Tertiary ‘churn’ and incomplete study:</b> High numbers of New Zealand students change or withdraw from tertiary courses (tertiary churn), especially in their first year of study. New Zealand has high numbers of incomplete tertiary courses. For example, New Zealand has a completion rate of just over 50% for low level tertiary qualifications.<sup>27</sup> With more students attending tertiary study but often not completing low level foundation qualifications,<sup>28</sup> and therefore not progressing onto more meaningful qualifications, there is an opportunity to</p>

<sup>26</sup> Ibid.

<sup>27</sup> [http://www.educationcounts.govt.nz/\\_data/assets/pdf\\_file/0004/9868/Tertiary-Student-completion.pdf](http://www.educationcounts.govt.nz/_data/assets/pdf_file/0004/9868/Tertiary-Student-completion.pdf)

<sup>28</sup> Low level qualifications are levels 1-4 on the NZ Qualifications Framework

on the sector, and networking with business and industry is therefore increasingly crucial. This is a significant departure from the traditional one-to-one model of career guidance.

contribute to improving these negative indicators.

**Theme 4: Evidence-based practice; evidence-based policies**

**Strength 1**

**Cross-sector collaboration:** Numerous agencies contribute to the evaluation and subsequent development of career education and guidance in New Zealand. The development of the Career Education Benchmarks<sup>29</sup> is an example of this, with an external reference group established with representation from Careers and Transition Education Association (CATE), Post Primary Teachers Association, School Support Services, the Industry Training Federation, NZCER, Ministry of Education, Principals and the School Trustees Association. Such collaboration will be crucial to effective assessment and evaluation of CIAG.

**Weakness 1**

**Lack of empirical research on long-term impacts of CIAG:** The Government lacks empirical research around the long-term impacts of CIAG (and lack of/inappropriate CIAG) on people’s education or employment over time. We are interested in exploring outcome-based research that would measure what impact on both NEET figures and tertiary churn could be attributed to CIAG. Longitudinal studies are recognised as important in addressing this. The Career Development Association of New Zealand (CDANZ) and Careers New Zealand have gone some way towards developing robust indicators and measures to clearly identify the impact of CIAG on clients, informing the development of new strategies to improve careers practice.

**Strength 2**

**Commitment to raising the standard of evidence and evaluation:** At Careers New Zealand, external evaluation of services is carried out on an annual basis, whilst targeted research on pilot projects and specific client groups – such as work with Māori and Pasifika secondary school students – are ways of assessing and evaluating what models work best. In addition, more informal ‘in-house’ evaluation with clients/projects enables practitioners to measure the impact of their work. Organisations such as the New Zealand Council for Educational Research (NZCER) and Ministry of Education have made significant contributions to the careers sector, with the evidence from these organisations’ research having had a positive impact on the development of strategies and programmes across the wider sector.

**Weakness 2**

**Lack of consistently agreed objectives for evaluating CIAG:** Whilst organisations such as Careers NZ are demonstrating a commitment to raising the standard of evidence and evaluation, there is currently a lack of agreed ways to collect, measure, and analyse data across the careers sector. Furthermore, there is a lack of coherence or linking across data (different datasets and different types of data). This is critical for the credibility and effectiveness of the careers sector in New Zealand.

<sup>29</sup> <http://www2.careers.govt.nz/educators-practitioners/career-education/planning/guidelines-and-effective-practice/career-education-benchmarks/>

<b>Section 3</b>	<b>Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)</b>
Political, economic and social changes and the changing role of career guidance and career guidance policies	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1    2    3    4</p>
Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1    2    3    4</p>
The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1    2    3    4</p>
Evidence-based practice; evidence-based policies	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1    2    3    4</p>

<b>Section 4</b>	<b>Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say to which of the themes each initiative is most closely linked.</b>
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**High-level key public policy/practice initiative 1: Developing vocational pathways:**

Education and industry are working together to develop vocational pathways that will help lift achievement so that more students achieve a meaningful qualification. The pathways will provide clear direction for the 70 percent of New Zealand students who do not go on to university.

Five initial pathways, covering some 76 percent of the workforce, will describe, at a broad and foundational level, the outcomes, standards and competencies valued by industry. Students will be able to follow these vocational pathways at schools, tertiary organisations or trades academies.

Those students who have clear strengths and aspirations will be able to focus their study



choices on the things that employers in their chosen field have identified as valuable. At the same time, the pathways will be broad so that we do not close off options for those students who are less clear about their future.

Linked most closely to Themes 1 and 3

**High-level key public policy/practice initiative 2: Developing trade and service academies across the secondary/tertiary interface:**

Trades Academies are programmes developed and provided by tertiary education providers, schools, industry training organisations and employers, working together in partnership. Students are able to learn skills directly relevant to them in a tertiary environment or in the workplace, while still enrolled in school.

Service Academies are military-focused programmes, delivered within secondary schools in association with the New Zealand Defence Force. They target senior students at risk of disengaging from school and help students gain the motivation, qualifications and skills they need to either return to conventional education, or move on to further education or employment.

Linked most closely to Themes 1 and 3

**High-level key public policy/practice initiative 3: Strengthening Career Information, Advice, Guidance and Education (CIAGE):**

The Ministry of Education are undertaking a review of all government funding that supports the delivery of CIAGE to ensure that provision reflects best practice, and is high quality, consistent, co-ordinated and impartial, across the secondary and tertiary sectors.

The review will focus on 16-17 year olds as the target group for Youth Guarantee but take into account how CIAGE at earlier ages supports retention and achievement in education at later stages.

The review will be informed by previous work done by Careers NZ on improving the careers system.

Linked most closely to Theme 4

<b>Section 5</b>	<b>Future Focus – what are the key elements of your team’s overall vision for career policy, practice and research in your country? (write no more than 30 words).</b>
<ul style="list-style-type: none"><li>• Enhanced collaboration between key organisations to build an excellent New Zealand careers system.</li><li>• The overarching Youth Guarantee strategy, Capable Auckland, and the Career Education Benchmarks provide opportunities for improving outcomes for priority groups.</li></ul>	