

Statement of Intent

2011/12 – 2013/14

CAREER SERVICES

STATEMENT OF INTENT

2011/12 - 2013/14

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This Statement of Intent has been prepared in accordance with the requirements of sections 141 and 142 of the Crown Entities Act 2004.

It describes the three-year vision and strategies of Career Services, the government agency that provides independent career information and guidance services to support government's education, training and employment goals.

The Statement of Intent includes an Output Agreement with the Minister of Education.

Signed on behalf of the Board of Career Services.



Arthur Graves
Board Chair
Career Services
18 May 2011



Bill Noble
Deputy Board Chair
Career Services
18 May 2011



BOARD CHAIR'S OVERVIEW



Career Services' leadership of the careers system and as the holders and distributors of careers knowledge will enable more New Zealanders to manage their career choices

An effective, coherent careers system is an essential component of economic growth. The key focus for Career Services over the next three years will be lifting the quality of the New Zealand careers system.

We are stepping up our leadership role in New Zealand's careers system, providing the knowledge, benchmarks and training to practitioners to enable them to provide the best possible careers education, advice and guidance. We will increasingly act as the conductor at the centre of the system, linking the various elements together.

As the leading provider of career support services in New Zealand, Career Services' expertise, knowledge and resources are critical in helping New Zealanders make informed career decisions. We are the "go to" place for people seeking information to make career decisions. Smarter decision-making will help raise the skill levels and career aspirations of New Zealanders, which will supply a more qualified workforce for employers, leading to higher productivity and, in turn, economic growth.

Our challenge is to reach more New Zealanders (especially those in our key target groups) within our existing funding levels. We will achieve this by building the capability of others (e.g. in the secondary, tertiary, community and business sectors) through our leadership of the careers system. This will help others to assist people to identify their skills and abilities and how they can make good decisions about work and learning.

We will continue to provide information and resources through our website, 0800 Advice line and direct delivery to New Zealanders, utilising technology to maximise our reach e.g. through our phone and web guidance services.

We have a particular focus on young people, especially young Māori and Pasifika. Our commitment to a range of government initiatives, particularly the Youth Guarantee and Whānau Ora, will assist young people to make more informed decisions and make successful transitions into further learning and employment. This is the first step towards the self-management of a career.

Career Services' leadership of the careers system and as the holders and distributors of careers knowledge will enable more New Zealanders to manage their career choices, at whatever age or stage of their career. I remain confident that Career Services will continue to work towards the Government's goals; offer value for money; meet its reporting requirements; and maintain the systems and processes necessary to uphold the standards of integrity and conduct required of staff in the state services.

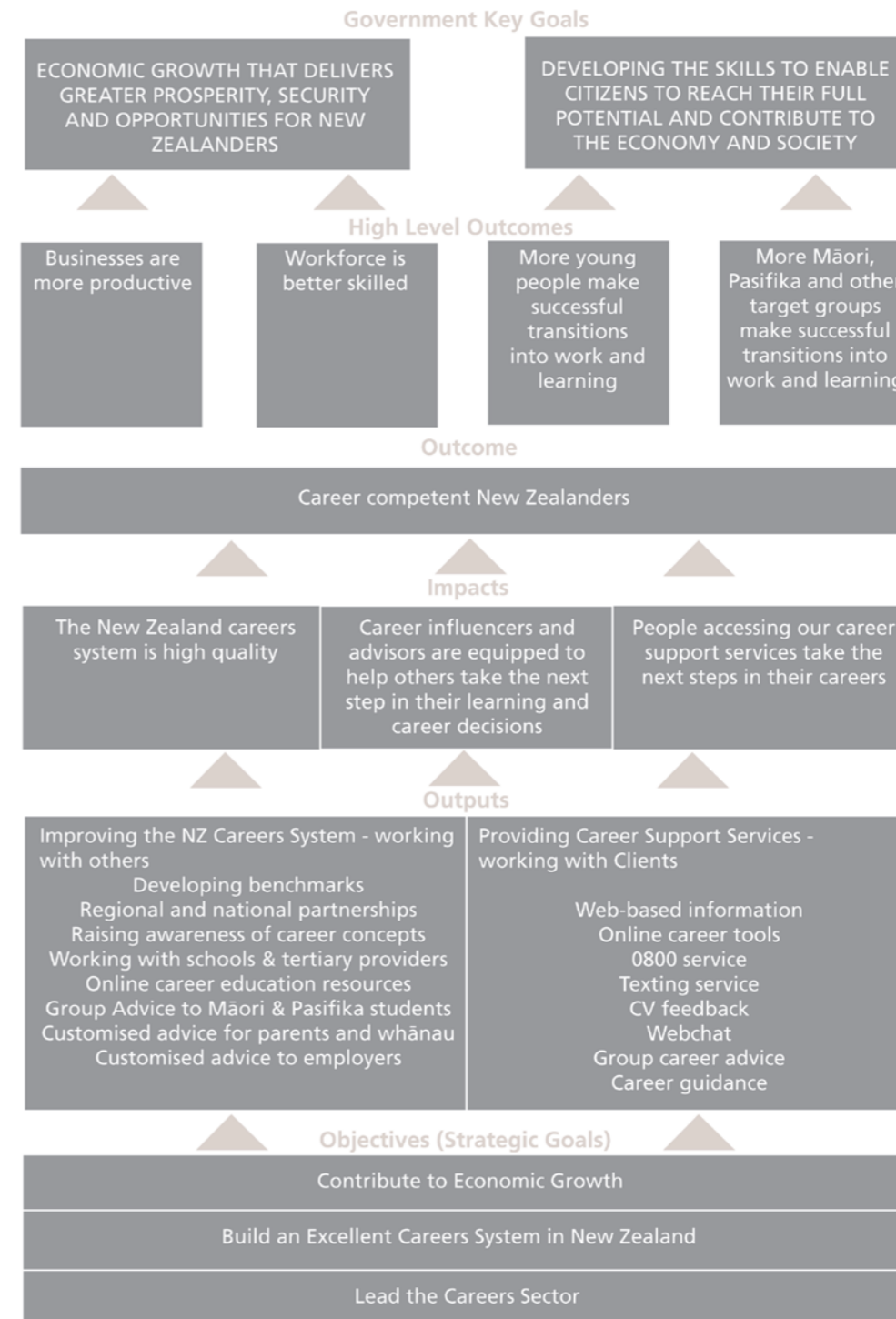
Arthur Graves
Board Chair
Career Services

THE NEXT THREE YEARS

RESULTS FRAMEWORK

Figure 1 below summarises our services (as outlined in our Output Agreement) and the impact of those services, and shows how these give effect to our objectives and contribute to high level outcomes and Government's key goals. The pages that follow give more detailed information about each level in the framework.

Figure 1: Results Framework



GOVERNMENT'S KEY GOALS

Links to Economic Growth and Skills Development

A more highly qualified population with the skills employers need will lead to increased productivity for businesses. This, in turn, contributes to economic growth.

- Figure 2 below shows how being career competent links to economic growth. Career competence means knowing how to make smart decisions about work and learning that take into account:
 - a person's skills, abilities and interests
 - the work and learning opportunities available
 - a person's understanding of how to plan a career and take the next steps towards it.

Figure 2: Link between Career Competence and Government's Goals



Career Services' Contribution to Government's Key Goals

We contribute to the following Government goals:

Education Sector

- Youth Guarantee
- The Tertiary Education Strategy
- Every young person has the skills and qualifications to contribute to their and New Zealand's future
- Māori enjoying education success as Māori
- Ka Hikitia
- Relevant and efficient tertiary education provision that meets student and labour market needs
- Pasifika Education Plan

Labour Market

- More productive workplaces and sectors
- More people in quality work

Social Development

- Whānau Ora
- More people get into work and stay in work
- More young people stay on track

Economic Development

- Enterprising and innovative businesses

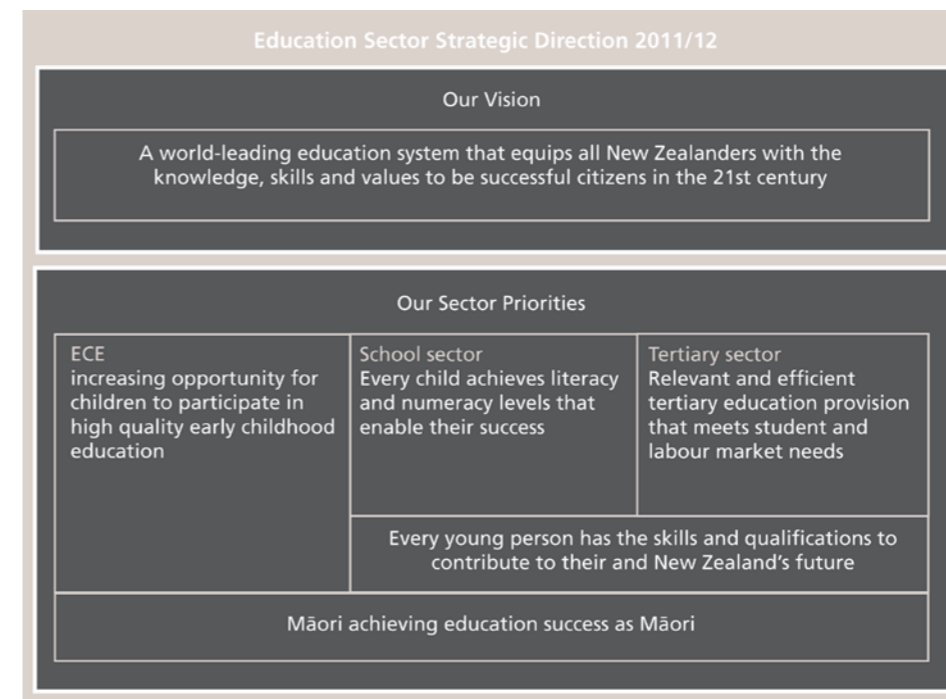
Cross-Sectoral

- Value for money
- Better public services

There are six agencies directly involved in the management of the education sector: the Ministry of Education, the New Zealand Qualifications Authority, the Tertiary Education Commission, the New Zealand Teachers Council, the Education Review Office and Career Services. These agencies are working towards the government priorities both individually and collectively (see Figure 3 below).

As well as the common priorities in Figure 3, the agencies have joint activities in the following areas of relevance to Career Services:

Figure 3: Shared Education Sector Outcomes



Youth Guarantee: Agencies will work together to implement the Youth Guarantee. This includes examining the regulatory settings and funding models, and ensuring young people have the information and guidance they need to make good education choices. It also includes building capacity in schools and tertiary institutions.

Relevant and efficient tertiary education: Agencies will work together in the provision of relevant, efficient tertiary education provision that meets students and labour market needs. This will involve looking at value for money in the student support, fees and tuition subsidies areas, continuation of the targeted review of qualifications, working with the polytechnics to strengthen their businesses, and a new quality assurance framework for the tertiary sector.

Māori enjoying success as Māori: Agencies will work together to ensure that Māori children and young people enjoy success in the education system. This involves agencies ensuring that Māori are able to access education services across the sector and are provided with information to enable good decisions about appropriate services and programmes. Agencies will involve families, whānau and iwi in the education of their children and young people.

Value for money: Agencies will collaborate to ensure efficiencies and effectiveness of education spending by sharing services such as IT, helpdesk services, administration services and accommodation. Agencies will ensure that, before they make decisions on resources and services, consideration is given to those provided by other agencies with a view to sharing services and resources where possible.

Better public services: Agencies will work together to lift the quality of public services and improve front line services. This includes streamlining services and information to the public and may include such initiatives as links between agency web sites and shared services where possible to make it easier for members of the public to access information and assistance.

Shared technologies: Agencies will work together to exploit information and communications technologies (ICT) to ensure effective and efficient investment and use through joint investment in systems and their interoperability. In particular, maximising the value of the Government's investment in Ultra-fast Broadband through joint investment and use of shared sector services (such as authentication and authorisation, integration services) based on common models for data and information. There will also be opportunities for agencies to have more direct contact with schools via the internet with the school network upgrades.

Pasifika Education Plan: Agencies will work together to lift education success rates for Pasifika people. They will ensure Pasifika children and young people are able to access education services and are provided with information to enable good decisions about appropriate services and programmes.

Career Services also operates in the labour market and social development sectors, working with the Department of Labour and the Ministry of Social Development on government priorities with a careers dimension. We also contribute indirectly to the work of the Ministry of Economic Development. Figure 4 overleaf sets out the Government goals and initiatives we contribute to.

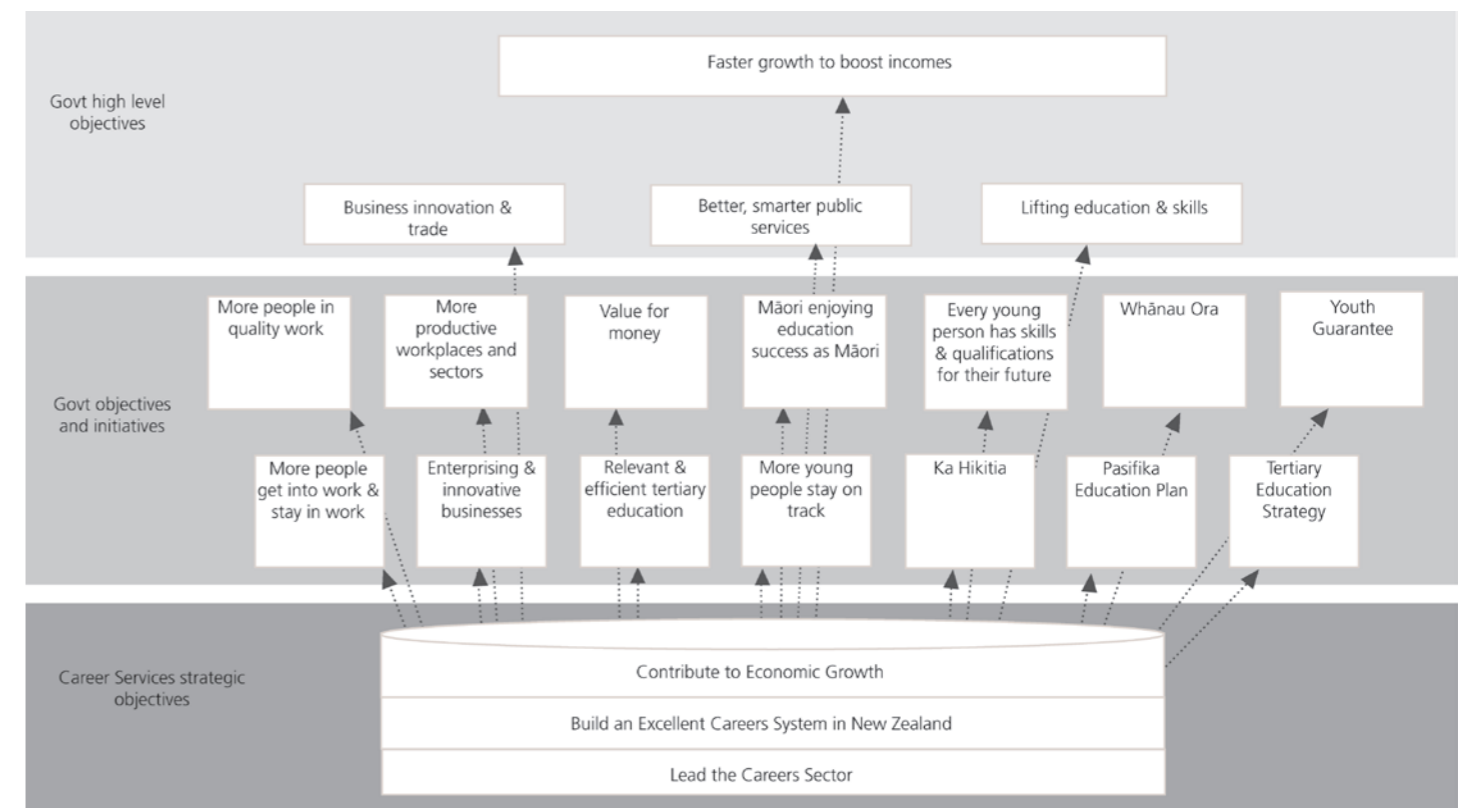
Contributing to Population-wide outcomes

Career Services contributes to a number of population-wide outcomes, such as raised skill levels and a reduction in the number of young people not engaged in education, employment or training. However, many other factors such as socio-economic status and teaching quality also influence these outcomes, and their achievement is not directly attributable to Career Services alone.

A detailed table setting out how we contribute to government priorities in each sector is included in Appendix 1. The table includes:

- the priorities we contribute to
- how we contribute
- measures we are accountable for
- measures we contribute to and the other factors that affect them.

Figure 4: Contribution to Government Goals



HIGH LEVEL OUTCOMES

Our work contributes to four high level outcomes:

Businesses are more productive

Businesses that can draw on a pool of motivated, skilled staff are more innovative and productive. Career education improves people's confidence and motivation and supports learning decisions.

MEASURE	TARGET
Labour productivity growth (GDP per hour worked – from OECD tables)	Productivity increases over time

Workforce is better skilled

Career decisions are part of a lifelong process. People who are career competent know how to capitalise on their skills and make best use of learning opportunities to be more productive and progress in their careers.

MEASURE	TARGET
% people in the workforce with tertiary or trade qualifications	Increasing over time

More young people make successful transitions into work and learning

Work and learning options for young people are increasingly complex. Young people need the skills to navigate successfully through the plethora of options on offer. Career education provides young people with the competency to identify their skills, abilities and aspirations, set goals and understand the steps to take to reach those goals.

MEASURE	TARGET
Number of young people not in employment, education or training	Decreasing over time
Tertiary and trade qualification completions	Increasing over time

More Māori, Pasifika and other target groups make successful transitions into work and learning

MEASURE	TARGET
Number of young Māori not in employment, education or training	Decreasing over time
Tertiary and trade qualification completions by Māori	Increasing over time
Number of young Pasifika not in employment, education or training	Decreasing over time
Tertiary and trade qualification completions by Pasifika	Increasing over time

The tailored sections on the Career Services website and the group career planning services support career decision-making for Māori, Pasifika, recent immigrants and refugees and people out of work.

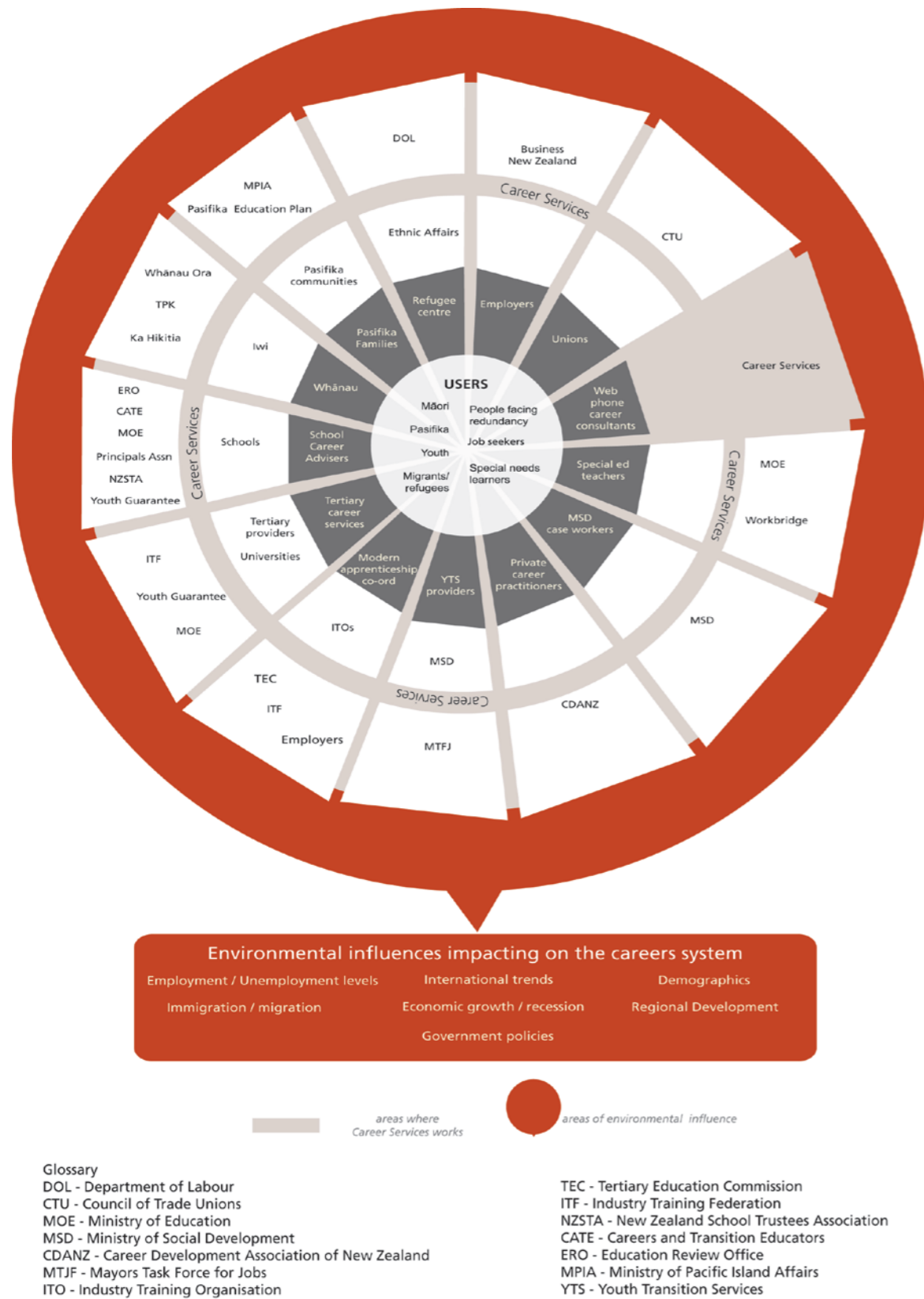
Rationale for targeting

Young people need access to quality information and advice to make good transitions into work and further learning. The advice and guidance provided by others in the careers system (eg schools and tertiary providers) is variable in quality. Career Services ensures everyone who needs it can access well-researched, accessible online information and tools to help them develop career plans and CVs and make career decisions. We package our information to suit different audiences: young people, Māori, Pasifika, new migrants, redundant workers, etc. Redundant workers and new migrants need specific targeted careers assistance to overcome the challenges of getting into work. Through our needs assessment process, we will focus our more intensive services on people who are currently out of work. In this way, we will reach our key target groups, who are disproportionately affected by unemployment.

We will know that New Zealand has an effective and coherent careers system when:

- there is no fragmentation or duplication in the careers system
- the careers system delivers good value for money
- New Zealanders are confident in their ability to make career decisions
- all careers advice and guidance meets quality standards
- young people make successful transitions into work and learning
- iwi, hapū and whānau are career competent
- Māori, Pasifika, migrants and refugees make successful transitions into work and learning
- more people have the skills employers need
- people in work understand how to progress their careers.

Figure 5: The New Zealand Careers System



IMPACTS

The New Zealand careers system is high quality

Career Services is developing benchmarks for schools, to support the delivery of quality career education. Over the next three years, we will extend these benchmarks to other parts of the education sector, and investigate possibilities for benchmarks for other sectors. We will work with the Education Review Office to measure how many schools are meeting the benchmarks.

Career influencers and advisors are equipped to help others take the next steps in their learning and career decisions

Career Services is increasingly focusing on building the capability of others. We will evaluate whether the people and organisations we work with feel equipped to help others take the next steps in their career decisions, and the extent to which the people they help are taking those steps.

People accessing our career support services take the next steps in their careers

Our integrated suite of career support services aims to help people move through the stages of understanding their skills and aspirations, understanding education, training and work options and knowing how to manage their careers. Our annual evaluation will measure whether the people we work are taking the next steps in their careers.

OUTPUTS

We have two outputs to give effect to the strategic objectives:

- Improving the careers system
- Providing career support services.

Improving the New Zealand Careers System

This means:

- leading the careers system
- lifting the quality of career education, advice and guidance across the careers system
- building the knowledge and skills of people who influence others, such as teachers and whānau
- supporting skills development and workplace productivity
- getting more people into quality work.

Providing Career Support Services

This means:

- providing self-help career services for all New Zealanders
- developing innovative services to reach and improve decision-making for young people, Māori and Pasifika, recent migrants and refugees, learners from low socio-economic areas, learners with special education needs and people wishing to enter/re-enter the workforce.

While Career Services provides an all age service, we prioritise key target groups in need of additional assistance to improve their transitions into employment, education and training.

We provide direct services primarily via the web. Our 0800 service is available to all New Zealanders. Our intensive guidance services are focused on helping those in our target groups who are out of work to get into and stay in quality work as quickly as possible.

OBJECTIVES

In response to government's goals and the operating environment (see p17), we have identified three strategic objectives for 2011/12 – 2013/14:

1. Contribute to Economic Growth
2. Build an Excellent Careers System in New Zealand
3. Lead the Careers Sector

Through our leadership of the careers sector, and by delivering quality career services, we will build an excellent careers system in New Zealand. This will lead to better transitions for individuals (particularly those in our key target groups) into work and learning, improved productivity of workplaces and faster economic growth.

Career Services acts as a central hub in the New Zealand careers system. Increasingly, we are setting benchmarks, developing partnerships and leading the development of networks to lift the quality of career education throughout the system. We are the point of coherence between government's economic, social, labour market and education goals.

Figure 6: How our three strategic objectives interlink



Rationale for Selecting these Strategic Objectives

The New Zealand careers system is not working well enough. There is fragmentation. Too many young people leave school or tertiary education and training without a clear pathway into quality employment. Too many fail to complete their qualifications. Too many enter into training programmes with no reasonable likelihood of successful employment.

The education system does not deliver equitable outcomes for all groups. To improve equity of outcomes we work with schools to improve their ability to provide quality career education. Career education provides the link between education, qualifications and skills, and productive, satisfying, economically viable work. We make a key contribution to the goals of the Ka Hikitia and the Pasifika Education Plan, and play a key role in the Youth Guarantee programme.

Career Services is the only agency with a holistic view of the factors and parties involved in career development in New Zealand. We are uniquely placed to provide the leadership needed to see the gaps, suggest how the gaps should be filled and get the parts working well together. Our activities and work in partnership with others will lead to better career outcomes and better lives for individuals and their families, more prosperous communities and economic growth for New Zealand.

By working primarily through others we increase the reach and the impact of career development, and achieve a greater return on government's investment – not just in careers, but across the education sector.

Figure 7 on page 15 sets out some of the major components of the New Zealand careers system, with our target users at the centre. Career Services is currently undertaking a programme of:

- defining and mapping the careers sector and system
- identifying which parts are operating well and where there is need for improvement
- identifying overlaps and gaps
- making judgements as to the effectiveness and efficiency of the system and its component parts.

Over the next three years, we will:

- implement a plan to fill gaps and improve the effectiveness and efficiency of the system and its component parts
- develop relationships with all key players in the careers system, with a particular focus on those working with our key target groups
- develop enduring relationships with key employer groups
- work with influential groups to take career education to previously untouched sectors of the population, particularly those within our key target groups
- ensure key players in the careers system are working collaboratively to improve the efficiency and effectiveness of the system.

The net result of this work will be better services for New Zealanders, a more efficient education sector and benefits to the wider economy.

How our role is evolving

Currently we are able to reach around 10 – 20% of all New Zealanders aged 13 to 65, through our online and direct services. (As our web users are anonymous, we are unable to estimate accurately our reach to people in our key target groups, but we are investigating ways to do this.) In order to extend our reach to a greater proportion of the population, we need to work through others. We believe that the best way to reach more young people, including Māori and Pasifika, is by working through schools and tertiary providers. We will also work with iwi and whānau to reach more Māori, and through families, churches and community organisations to reach more Pasifika people.

Leadership of the careers sector is an area of increasing focus for us. In particular, we will be building more partnerships with other organisations – national and regional bodies, iwi, employers and other government agencies. This will enable us to determine where efficiencies can be made across the careers system and to help other organisations make those efficiencies.

Capability building has always been one of our core functions. Over recent years, we have focused our efforts mainly on building capability in schools. We are now in the process of expanding this role to other parts of the education sector, such as tertiary providers, and beyond the education sector, for example to community providers and government agencies. This will mean building sustainable relationships with organisations over time and building their ability to help others make well-informed work and learning decisions. Over the next three years, capability building will form an increasing part of our services. We will continue to deliver services directly to our end users. However, we will focus less on the higher cost individual guidance services and more on group advisory services. Our web-based services and resources will continue to be the main way we reach our clients.

Figure 7 (opposite) shows how Career Services is central to the careers system in New Zealand, and outlines the service we provide to the various groups involved in the system.

OUR VALUE TO NEW ZEALAND

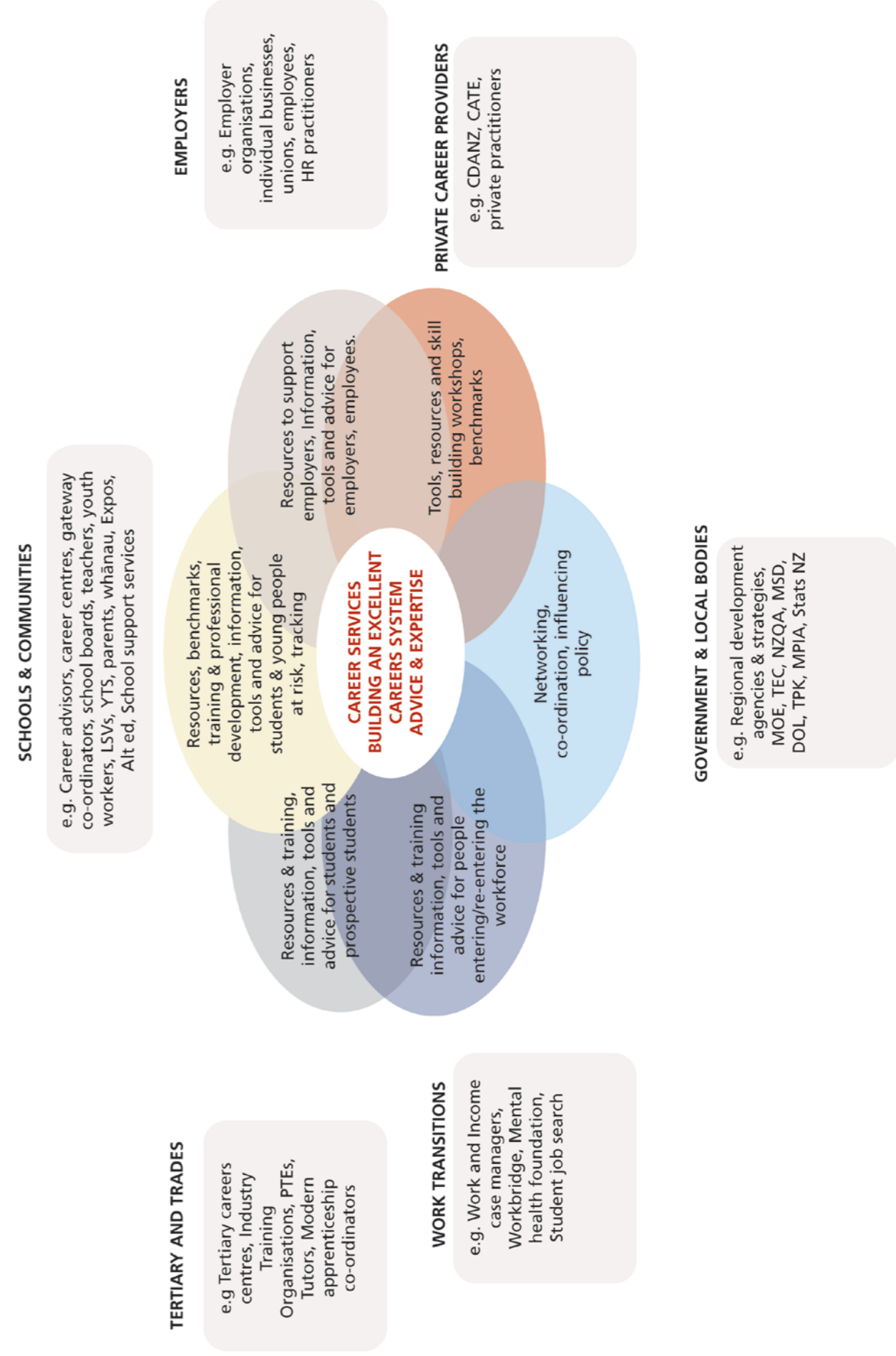
We provide a **public good**, in the form of **unbiased advice and information** that is provided free of charge.

We are the **central hub for expertise** and information about careers, providing free resources for schools, career practitioners, parents and others.

We offer an **all age service**, with targeted services for key target groups.

We offer **value for money**, as demonstrated through our performance improvement actions.

Figure 7: Career Services role in the Careers System



GOVERNANCE AND MANAGEMENT

Career Services Board

Career Services is governed by a Board reporting to the Minister of Education. The Board has seven members. Current Board members are:

NAME	DATE OF ORIGINAL APPOINTMENT	EXPIRY DATE OF PRESENT TERM
Arthur Graves (Chair)	1 September 2006	19 September 2011
Bill Noble (Deputy Chair)	20 September 2010	19 September 2013
Carl Pascoe	1 January 2005	31 December 2010
Tina Wehipeihana-Wilson	1 January 2005	31 December 2010
Chris Meade	20 September 2010	19 September 2013
Markerita Poutasi	20 September 2010	19 September 2013
Murray Ward	20 September 2010	19 September 2013

Board members represent the school and tertiary sectors, business and industry, and community development organisations. Māori representation is included. The Board has a Finance and Risk Committee to oversee financial performance and monitor strategic risks. The Board is guided by a governance manual, which sets out its obligations and responsibilities. Board members also undertake an annual self-appraisal process.

An appointments process is underway to replace Board members whose terms have expired or are due to expire during the current financial year.

OPERATING ENVIRONMENT

Table 1 below summarises the major external and internal factors affecting our services.

Table 1: Environmental Factors

EXTERNAL FACTORS	
Economic Climate	<ul style="list-style-type: none"> New Zealand is facing a double dip recession and dealing with the major negative economic impact of the Christchurch earthquake. Debt is high; growth is low.
Labour Market	<ul style="list-style-type: none"> Employment is expected to improve. Skills will again be in demand. Too many skilled New Zealanders are living overseas.
Government Priorities	<ul style="list-style-type: none"> Government is focused on boosting growth and creating jobs. Lifting education and skills is a key plank in the Government's economic strategy. Government expects to see "better, smarter public services". All agencies need to consider how to make cost efficiencies eg through shared procurement processes and shared services.
Key Government Initiatives	<p>Career Services has a key role to play with respect to:</p> <ul style="list-style-type: none"> economic growth. the Youth Guarantee. the Tertiary Education Strategy. Ka Hikitia. Pasifika Education Plan. Whānau Ora.
Welfare Working Group	<ul style="list-style-type: none"> Young people who enter the benefit system before they turn 18 are likely to stay there a long time. Numbers of people on sickness or invalid's benefits have grown (although the proportion is low compared with the OECD average). Career Services can help people move off and stay off benefits.
Mayors Taskforce for Jobs	<ul style="list-style-type: none"> The Mayors Taskforce has made recommendations to government on supporting youth transitions. Career Services has a key role to play in supporting youth transitions.

Education Sector	<ul style="list-style-type: none"> • Tertiary completion rates are too low. • Too many young people have disengaged from education and training. • There are changes in train to alternative education and the qualifications framework. • International education offers opportunities. • Youth Guarantee.
Population	<ul style="list-style-type: none"> • The population is growing, ageing and becoming more ethnically diverse. • Auckland is growing faster than other regions (mostly through higher birth rates).
International Thinking	<ul style="list-style-type: none"> • Inequality affects all members of society. • Wellbeing indicators should be used alongside traditional economic indicators.
INTERNAL FACTORS	
Impact of our services	<ul style="list-style-type: none"> • 77% of people using our services say we have made a difference to them. • 78% of users report that they had either made a decision after using our services, or had all the information to make one.
Our Productivity	<ul style="list-style-type: none"> • We have delivered more services, at a lower cost to taxpayers, through maximising our use of technology. • We have achieved this by delivering more group work, shorter guidance sessions and more technologically enabled services.
Target Populations and Reach	<ul style="list-style-type: none"> • Our reach into target populations, such as young people, Māori and Pasifika, is better than for the general population, but there is room for improvement.
Budget constraints	<ul style="list-style-type: none"> • Our budget is smaller in 2011/12 and out years, as we will no longer be able to carry a deficit and income from third party contracts has reduced.

Responding to the Christchurch Earthquake

In the aftermath of the Canterbury earthquake, Career Services established an internal earthquake recovery group to coordinate business continuity and set up services to support Canterbury people. Our Christchurch team is currently sharing premises with other government agencies while we examine longer term accommodation options.

We are delivering tailored career support services to staff affected by redundancies and have established a webpage to support people whose work and education have been affected by the earthquake.

An ongoing programme of work is being developed to proactively support the career-related needs of Canterbury, as they continue to unfold.

WHAT WE DO

To improve the New Zealand careers system, we:

- **develop benchmarks** to lift careers system quality
- develop cross-sectoral **regional and national partnerships** to improve integration and efficiency of the careers system and supply access to our intellectual property (Includes leading “Capable Auckland”)
- **raise awareness** of the importance of career competence to the achievement of regional and national economic and social goals
- provide customised advice and professional development assistance to **schools, tertiary providers** and others who work with young people in an education setting
- provide good practice **online career education resources** for teachers and careers advisers
- provide customised career planning **advice in a group setting** to secondary school Māori and Pasifika students
- provide customised advice to **parents, families, whānau** and others who support young people to make career decisions
- provide customised advice to **organisations** going through restructuring.

To provide career support services, we offer:

E-services

- up-to-date, comprehensive and independent **web-based information** about jobs, courses and training, and the labour market
- **online career tools** such as ‘CV 4 Me’ (a CV Wizard), skill matching quizzes and ‘My Career Space’ (where people can save their CVs and other career-related information).

Advisory services

- an **0800 service**, which provides general career information; advice about careers, jobs, skill shortages and training courses; needs assessment; and referral to in-depth guidance for our target groups if their needs can’t be met in other ways
- a **texting** service for requesting career information. (External evaluation results showed that two thirds of participants surveyed would not have contacted Career Services if the texting service didn’t exist.)
- **CV feedback** for people who have used our online CV 4 Me tool
- live **webchat**, so anyone in New Zealand can get instant online answers to their career-related questions
- customised career planning advice in a **group setting** to prospective tertiary students, migrants and refugees and other groups.

Guidance services

- individual **career guidance** to people wishing to enter or re-enter the workforce. This is delivered by professional career consultants either:
 - online
 - telephone, or
 - face to face.

The online and telephone options ensure targeted clients can access in-depth personal career guidance without having to visit one of our offices. This makes our services more accessible to people who live in remote locations, have care giving responsibilities or have a disability.

STATUTORY FUNCTIONS

We are a Crown Agent, established on 23 July 1990 under the Education Act 1989. We have a national office in Wellington and a network of local offices around the country.

STATUTORY FUNCTIONS	HOW WE IMPLEMENT THESE
(a) To establish and maintain a database of information about occupations and about post-compulsory education and training:	Through our comprehensive website, which includes information about occupations (including video clips of people in those occupations and links to current vacancies).
(b) To make that information available to the public and to institutions, private training establishments, students, and other interested bodies and persons:	
(c) To provide	Through providing professional development and capability building sessions to careers advisors, school staff, tutors and others in the community to build their capability to support others in making smart career decisions.
(i) Training and assistance to persons who advise about occupations	
(ii) Career advice and associated counselling relating to post-compulsory education and training:	Through our 0800 contact centre, online advisory services, group career advisory sessions and individual guidance services (delivered online, by phone and face to face).

(d) To liaise with, and monitor the needs of, institutions, private training establishments, students and other bodies and persons with respect to	Through our capability building work with schools, tertiary providers and community organisations, and increasingly, through leading the careers sector (including developing benchmarks for quality career education).
(i) Information, training, and advice relating to occupations	
(ii) Career advice and associated counselling relating to post-compulsory education and training.	
(e) To provide support services for the purpose of promoting transition education that prepares students for employment, or further education and training, or both.	Through our website, our capability-building work with schools and other providers, and our 0800 contact centre.

OUR PARTNERS

Improving the New Zealand Careers System

We work in partnership with central and local government agencies, schools, tertiary providers, community-based organisations, business leaders, unions, influencer groups and end users of our service.

We operate across the education, labour market and social development sectors, working with the Ministry of Education, the Department of Labour, the Ministry of Social Development, Te Puni Kōkiri, the Ministry of Pacific Island Affairs and other government agencies on actions and policies where a career component is important.

We reach:

- **schools** through professional development for staff, tailored career resources (including electronic resources) and ongoing professional advice to school management to support school-wide career education
- **tertiary providers and ITOs** through professional development for staff, tailored career resources (including electronic resources) and ongoing professional advice to management to support provider-wide career education
- **iwi, hapū and whānau** through working alongside people to build their ability to support their rangatahi in making career decisions
- **regional leaders** through regional development initiatives (such as Capable Auckland and Mayors Taskforce for Jobs) and partnerships

- **parents, churches, youth mentors and others in the community** through capability building sessions and targeted sections of the website
- **employers** through tailored packages and online resources to support staff's career progression; and through advice and tailored programmes to support workers facing redundancy
- **professional organisations and industry sector organisations** through networking and partnerships.

OUR CLIENTS

Providing Career Support Services

We deliver services to people of all ages, to help them make smart career decisions. Our web-based and phone-based services are available to all New Zealanders.

Our more intensive services are targeted to people who are seeking to enter/re-enter the workforce.

We give priority to young people, Māori, Pasifika, recent migrants and refugees, learners from low socio economic areas, learners with special education needs, workers facing redundancy, and people seeking to enter or re-enter the workforce. Our focus is on getting people into long term productive employment.

We provide career services to:

- **young people** (with a focus on people in low socio-economic areas) through texting, group guidance, one-to-one guidance, tailored sections of the website, My Career Space and CV 4 Me
- **young Māori and Pasifika** through group career planning workshops, one-to-one guidance and tailored sections of the website
- **workers who have been made redundant** through information, advice and guidance, including tailored sections of the website
- **migrants and refugees** through tailored sections of the website, group career planning sessions and one-to-one advice and/or guidance where needed.

EXTENDING OUR REACH

We extend our reach to these groups through:

- marketing and awareness raising activities (eg participating in Career Expos aimed at young people)
- working through others, eg reaching young people through schools, youth workers, parents, families and whānau; reaching migrants and refugees through community organisations; reaching Pasifika populations through churches and community groups
- direct contact with schools, employers, tertiary providers and community organisations.

OPERATING INTENTIONS

Our Approach to Delivering Services

The most cost effective way to ensure as many New Zealanders as possible have access to high quality career information and advice is to build the capability of the whole careers system. We are trialling new approaches for building the capability of schools and tertiary providers. Over the next three years, capability building will become our primary focus.

We add value and achieve the best career outcomes for New Zealanders by:

- building the foundations through developing career education programmes in schools
- developing career education programmes for tertiary providers
- working directly with hapū and whānau to build their career competencies
- building the skills of parents, teachers, youth mentors and career professionals so they can assist others – particularly young people – to make good learning and career decisions.

We are continuing to build on the considerable progress we have made in terms of reaching many more people at a reduced unit cost. New services such as webchat guidance have been introduced, and phone guidance is now an established part of our service offer.

Our approach is to make limited resources stretch as far as they can. We support young people and adults making immediate career decisions, while building their ability to self-manage their career development over the long term.

Our integrated service delivery approach works on the basis that e-services and phone services (eg the careers website, our 0800 service, webchat and texting) are the main points for people to access career information and advice.

- The vast majority of users are able to find what they need through the website.
- Most remaining questions and requests for further assistance can be resolved through our 0800 service. As well as providing information and advice over the phone, this includes feedback on CVs and follow-up calls to check people have the information they need.
- People can move seamlessly between different delivery modes – someone using the website who isn't sure what to do next can access expert advice through webchat or by phone.
- If it's clear that someone needs more intensive assistance, and they are in one of our target groups, they may be directed to a group career planning workshop or one-to-one guidance session.

The benefits of this approach include:

- delivering better services to New Zealanders by improving the quality of the whole career system
- reaching more New Zealanders through building the skills of others: schools, tertiary providers, parents, families, iwi, hapū and whānau and community organisations to support career decision-making
- reaching more New Zealanders through our low cost channels
- capitalising on new media and technological advances
- responding quickly to changing needs (such as support for workers who have been

affected by the Christchurch earthquake) and changing user expectations about how services are delivered

- freeing up regional staff to focus on leadership and capability-building work
- channelling people to the most cost effective ways of meeting their needs
- ensuring people have taken action and have the support required to make job and learning choices
- allowing people to access advice appropriate to their needs, regardless of location
- helping people make good short-term career decisions, while building the career competencies that will set them up for life.

Career Development Matrix

In order to be effective, our career development work must operate within three key domains or levels of influence:

- Influencing society
- Working through others
- Working directly with individuals and groups.

Each plays a different yet complementary role in influencing the individual.

Our work with clients and with their influencers is dependent on effective use of research and articulated through clear national quality standards, information and resources. As New Zealand's expert on careers, we lead and promote engagement with career development by:

- synthesising and contextualising research
- establishing effective practice benchmarks for individuals and organisation
- providing good quality, impartial information and resources that can be easily accessed by all New Zealanders.

Our approach helps New Zealanders to have effective career discussions and make good career decisions – without necessarily requiring a direct intervention through Career Services.

Figure 8: The career development matrix



Evaluation

Our ongoing external evaluation programme is aimed at ensuring our services are meeting users' needs. The programme is based on:

- identifying the contribution career planning makes to the economy and society
- continuing to build on a core of information about the effectiveness of our services, whether we are meeting people's needs and how we can improve services
- examining users' total experience with our integrated services: web, phone, face to face
- each year, having a more in-depth investigation into a particular area of our services eg economic value or services to Māori whānau.

Improving the New Zealand Careers System

Each year, we will evaluate:

- whether assistance to schools, tertiary providers and other organisations meets their needs
- how well the skills building sessions prepare people to help others with career decisions
- how well group sessions enable students to make effective learning and career decisions.

Each year, we survey young people and their influencers (such as parents) about their awareness of Career Services and whether they have used our e-services.

In 2011/12, we will also survey the general New Zealand population about:

- whether they feel confident in making decisions about work and learning.

Career Support Services

Each year, we will evaluate:

- how well our e-services, advice and guidance help prepare people to make decisions and take the next steps in their career
- whether people accessing e-services find them easy to use.

At the end of each year, we re-examine evaluation priorities in light of survey results and new service developments. For 2010/11, we focused particularly on:

- following up with a group of young Māori and Pasifika students who attended group guidance sessions to find out what progress they had made with respect to their career plans, six months after the guidance session
- repeating the Career Decision-Making Abilities evaluation that was conducted in 2008, tracking secondary students as they exit school, across a range of factors related to their career-related decisions.

For 2011/12, we will focus on:

- identifying and quantifying the contribution career planning makes to the economy
- examining ways to measure how well prepared school leavers are for making career decisions
- further investigating the effectiveness of our capability-building services.

ORGANISATIONAL HEALTH

Introduction

The key drivers that shape Career Services' intent to maintain and enhance organisational health are our strategic priorities, the need to deliver productivity and performance improvements, be responsive to economic and societal changes and meet good employer expectations.

As a smaller agency we must strive for excellence and efficiency in the services we deliver directly, and also focus on relationships with others and technology to build awareness and to deliver career services to New Zealanders.

In 2011/12 and beyond, we will build on the approaches from recent years.

Productivity, performance improvements and capability

We focus on six drivers of productivity to effect performance improvements and build organisational capability for the future. The planned actions for 2011/12 and beyond are:

PRODUCTIVITY DRIVER	ACTIONS FOR 2011/12 AND BEYOND
Leadership and management capability	<ul style="list-style-type: none"> Build individual and collective leadership capability at all levels. Provide active leadership of the career system and develop capacity for partnerships with others.
Encouraging innovation and use of technology	<ul style="list-style-type: none"> Continue to grow capability for development of new and enhanced web based services. Improve information technology infrastructure for effective delivery of services and internal communications. Leverage shared services to improve efficiency and reduce cost.
Investing in people and skills	<ul style="list-style-type: none"> Shape the workforce to create the required people capability. Grow workforce capability to effectively: <ul style="list-style-type: none"> deliver services to the diverse range of New Zealanders and priority client groups such as youth, Māori and Pasifika peoples develop and deliver new services build the capability of others Train staff in new and enhanced products, services, standards, technology, systems and processes.
Organising work efficiently and effectively	<ul style="list-style-type: none"> Improve work processes for efficient and effective delivery of services. Continue to support flexible work practices. Align performance and accountability mechanisms with strategic objectives.

Strong networks and collaboration with external partners and internally

- Actively work with agencies to ensure a careers perspective in public policy and work together to deliver on government priorities.
- Identify and establish key external partnerships to extend our reach.
- Support internal national networks to facilitate sharing of knowledge and consistent quality of practice.

We measure what matters

- Develop our careers knowledge base to monitor effectiveness of our work, and identify trends and opportunities for future improvements.
- Further develop our evaluation framework to measure effectiveness and impact of our services.
- Measure staff engagement annually and use the results to improve engagement and productivity of staff.

Measures

To measure organisational health we monitor:

- productivity and performance improvement
 - Reaching more New Zealanders, output targets met or exceeded to required standards – quality, quantity and timeliness
 - Achievement against performance improvement actions
- staff capability:
 - Individual staff performance and capability
 - Effectiveness of training
- retention and capacity:
 - Staff engagement and organisational climate
 - Staff turnover is within acceptable levels (below 20% per annum)
 - Vacancies are filled successfully

Good employer

Career Services recognises that a diverse workforce is required to effectively deliver services to the diversity of New Zealanders. We aim to provide equal employment opportunities to make the most of the talents of all of our people.

We assess our status as a good employer against the elements and criteria set out by the Human Rights Commission. Over the next three years we continue to ensure that all elements are in place and working well. We measure staff perceptions through a climate and engagement survey.

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

Priorities and strategies over the next three years

Our key priority and vision is the development of a world class ICT service by enabling the business through the use of innovative, cost-effective and agile ICT tools, systems and practices. This will be achieved through the consistent use of best practice ICT service delivery models. We are also looking at developing and leveraging a knowledge management (KM) capability including the provision of standard operating procedures, utilisation of KM tools and the provision of robust information management moving from a silo-based structure to an enterprise wide knowledge and information base.

Strategies to enable our ICT vision include:

- collaboration with other agencies on shared services projects where return on investment is proven and Career Services' business requirements will be met (current examples of this include the data centre which is a shared service with the Tertiary Education Commission and the New Zealand Qualifications Authority)
- uptake of All of Government ICT services (we are currently a member of the All of Government Education Sector Alignment Group – AoGESA) with a mandate to enable these services where applicable
- ensuring robust ICT programme management and best practice service delivery (for example we are implementing ITIL which is an international best practice ICT service delivery model)
- national and International collaboration in the Careers ICT space (this includes developing relationships with entities that have touch points in the careers space (for example, we are sharing knowledge and tools with the Association of Local Government Information Managers)
- exploring public / private partnerships in ICT innovation where there may be benefit. For example in the provision of a Career Avatar for youth we have the opportunity to work with some of Wellington's leading gaming companies with funding sourced from external revenue sources.

Enhanced use of technology

Career Services will continue enhancing the use of technology and new media over the next three years to extend the reach of our services to many more New Zealanders via web based, telephone and social media applications. We will maximise the government's investment in the ultra fast broadband network rollout across urban and rural communities.

An ongoing programme of development will include new and enhanced career learning tools and methods via:

- career learning interventions that leverage social media and online communities where our target groups are active such as Facebook, Twitter, Trade Me Jobs and other online communities
- the development of customised self help e-learning modules for target audiences, topics will include work preparation and transition skills
- co-creation and collaboration of data, video and text content.

We will continue to support New Zealanders getting the right career information, tools and resources they need through our enhanced task based web information architecture.

We support individuals, and key influencers of others, to be able to explore work, training and career information and resources in order to take positive steps into work and learning through improved career knowledge and decision making.

We provide careers leadership and expertise in a range of online forums and bulletin boards/ communities to reinforce 'best practice' career tools and models for influencers of our target groups. Through our online tools and resources we will provide exemplars, case studies and 'real stories' so others can implement best practice career resources in school, work and learning communities.

The internet and new media are crucial mechanisms for communicating with young people. We will maximise the use of video, webinars, web collaboration and new technologies to work interactively with key groups, especially young people, in a cost effective manner.

INTERNATIONAL CONTRIBUTION

Career Services has a recognised role in the international careers community. We are held in high regard internationally for our all age integrated service delivery model, our work with Māori, our role in working alongside policy agencies, our multi channel delivery model and the sophistication of our IT-based services. As a result, we are regularly called upon to host foreign delegations, contribute expertise to countries that are developing their career systems, present at conferences and be part of international working groups.

Other specific examples include:

- Follow-up work from the 2009 International Symposium – New Zealand is leading the Transformational Technology workstream
- Supporting Pacific nations through the Pacific Careers Network
- Hosting the director of the International Centre for Career Development and Public Policy, Dr John McCarthy.

Pacific Careers Network

The Pacific Careers Network (PCN) was established at the 2009 International Careers Symposium, which Career Services hosted. The PCN is hosted by the South Pacific Board for Educational Assessment (SPBEA) with support from Career Services. The vision for the Network is to:

"Provide Pacific people with a better quality of life".

Over the next three years, Career Services will:

- continue to support SPBEA with Network activities.
- continue to provide specialised support for PCN members in achieving country-specific career development needs. For example, we are currently working directly with Niue to assist with their schools work, and we are providing professional support to the Cook Islands national careers advisor.

CONSULTATION WITH AND REPORTING TO THE RESPONSIBLE MINISTER

Career Services will consult with the Minister on:

- areas of work that are closely aligned with government's objectives
- any major capital investments
- proposals for major changes to the scope of our business.

Quarterly reporting cycle

Career Services will provide the Minister of Education with quarterly reports that contain:

- a summary of key results and highlights
- any emerging issues
- a description of any major new projects
- evaluation results
- significant variances and risks.

More detailed reporting (financial reporting and performance reporting against our output measures) will be provided separately to the Ministry of Education.

Reports will be provided to the Minister on:

- 31 October 2011 for the quarter ending 30 September 2011
- 17 February 2012 for the quarter ending 31 December 2011
- 30 April 2012 for the quarter ending 31 March 2012
- 17 August 2012 for the quarter ending 30 June 2012

GOVERNMENT FUNDING

Career Services is funded by the Government through Vote Education – Non-departmental Output Expense – Provision of Information and Advisory Services (M26). The purchase of outputs within this appropriation is solely by the Minister of Education and is detailed in the Output Agreement between the Minister of Education and the Board of Career Services. During 2011/12, Career Services received \$15.082 million (GST excl.) through Vote Education.

Scope of Appropriation

This appropriation is limited to providing a range of stakeholders with information, capability building and advisory services related to education policies and programmes. This includes careers information, advice and guidance services. Services from Career Services for Government Ministers are also included.

SUMMARY OF OUTPUTS

Career Services provides the following services:

SERVICES	INDICATIVE COST (\$000 GST EXCL)
Improving the New Zealand Careers System	\$ 5,137
Providing Career Support Services	\$9,945
TOTAL	\$15,082

Note: At the time the Statement of Intent (SOI) was prepared Career Services was in the middle of implementing a revised strategic direction which may affect the resource allocation mix. As the figures used in the SOI were prepared prior to the conclusion of this exercise it must be noted they may not fully reflect the future resource allocation. We will update the Minister if there are any significant changes.

OTHER CONTRACTS

We also have a number of contracts with other government departments (primarily the Ministry of Social Development) and private organisations, such as businesses going through a period of redundancy. These services and resources are purchased directly on a commercial basis. All commercial revenue will be based on the sale of services and resources that comply with Career Services' legislated functions.

OUTPUT AGREEMENT / FORECAST SERVICE PERFORMANCE

Improving the New Zealand Careers System

We contribute to economic growth. We increasingly provide leadership for the New Zealand careers system, including raising awareness of the value of career management skills, providing benchmarks to drive excellence in the world of career advice and guidance, and leading regional initiatives such as Capable Auckland.

We build the capability of schools, tertiary providers and other organisations that engage with our key target groups, so they can support people in making smart career decisions. We support schools to deliver career planning sessions for their Māori and Pasifika students. Customised advice to schools includes:

- cluster meetings (with a focus on priorities)
- presentations to staff to promote career education
- professional development for school staff
- induction of new staff with career responsibilities (with a focus on priorities)
- pre and post-intensive work to scope, prepare schools for a whole school approach and assist in embedding and sustaining developments.

We work with iwi, hapū and whānau to develop their abilities to support rangatahi to make smart career decisions, and we work with parents and communities to build their ability to support others with making learning and career decisions.

RESULTS/MEASURES	TARGET 2011/12	TARGET 2013/14	HOW IT WILL BE MEASURED
Results			
% New Zealanders who know how to make decisions about work and learning	Baseline established [new measure]	Target to be set that improves on the baseline	Independent survey
% people who have helped someone make a decision as a result of attending a capability building session	65% [62% in 2009/10]	70%	Independent annual evaluation
% of schools that found customised advice from Career Services improved their understanding about career education	85% [83% in 2009/10]	88%	Independent annual evaluation
% of schools receiving intensive assistance that are able to deliver more effective career education programmes	95% [94% in 2009/10]	97%	Independent annual evaluation

% of tertiary providers and others who are able to deliver more effective career education programmes	80% [new measure]	85%	Independent annual evaluation
% of Māori and Pasifika students attending group sessions who have made a decision or have all the information they need to make a decision	85% [83% Māori & 88% Pasifika in 2009/10]	90%	Independent annual evaluation
Quantity/ Timeliness			
Number of people attending capability building sessions	7,000 [4,361 in 2009/10]	8,000	CRM (in-house database)
% of secondary schools receiving customised advice	40% (200 schools) [355 schools in 2009/10]	45%	CRM
Number of schools worked with intensively to assist them to develop and implement career education plans and meet quality benchmarks (once these are developed)	60 [59 in 2009/10]	60	CRM
Number of students attending group career planning sessions aimed at Māori and Pasifika students	6,000 [5,895 in 2009/10]	8,000	CRM
Number of tertiary providers, community organisations, ITOs and other agencies receiving assistance	15 [new measures]	20	CRM
Benchmarks for career education in schools developed, promulgated and promoted	By 31 Dec 2011 [new measure]	25% of schools are meeting the benchmarks	Internal reporting processes
Quality			
% of people who found the capability building sessions met their needs	97% [96% in 2009/10]	98%	External evaluation
% of schools that found our assistance met their needs to a reasonable or large extent	82% [81% in 2009/10]	85%	External evaluation
% of schools that found the intensive assistance met their needs	80% [78% in 2009/10]	85%	External evaluation

% of Māori and Pasifika students who found the group sessions met their needs	84% [83% in 2009/10]	85%	Independent annual evaluation
% tertiary providers and others who found our assistance met their needs	80% [new measure]	85%	External evaluation

Notes on Measures:

Results

The first measure is new, aimed at capturing Career Services’ impact on society through our leadership of the career system. A key focus of this output will be developing and promulgating benchmarks for people and organisations who deliver career advice, beginning with schools. Over time further benchmarks will be developed, eg for tertiary providers and career professionals. Future measures will focus on uptake and how well organisations are meeting the benchmarks. Some of this information will need to be supplied by third parties, such as Education Review Office and will be dependent on their support.

Quantity

We have capacity to work intensively with around 60 schools to help them develop and implement career education plans. Schools are selected on the basis of need, willingness and the success factors identified through the evaluations of the Creating Pathways and Building Lives pilot, with a focus on low decile schools. We may have to work with some schools for two to three years before they are able to implement school-wide career plans.

We will also report on the numbers of students at those schools we are working with, and the number of people benefiting indirectly from capability building with other organisations (eg students at a tertiary provider).

The schools supported to meet the benchmarks will be the same schools we work with intensively (see Capability building).

The career planning services for Māori and Pasifika students were previously included under our ‘guidance’ output. We have shifted them to ‘capability building’ to reflect our work in building the capability of schools so they can deliver these services themselves in future. In Year 1 of working with a school, we will work alongside them to show them how we deliver the service; in Year 2, we will support them to deliver the service themselves and in Year 3 and onwards, we would provide support through our schools hotline, if needed.

We expect numbers of people attending capability building sessions to increase over time. We will also report on the number of regional and national career and workforce development initiatives we have developed.

Quality

The quality measures were introduced in 2009/10 and are designed to gauge participants’ perceptions of the quality of our services. We would expect some improvement over time, as we review our services to respond to client feedback obtained through the independent evaluations.

Providing Career Support Services

We provide web-based information and tools (such as quizzes and wizards) to help people understand their skills and ambitions, find out more about the labour market, explore training and job opportunities and develop career plans and CVs. We provide My Career Space, where people can save their CVs and quiz results.

We provide information and advice about training courses, work and study options through our 0800 Advice Line and our offices. We also provide texting services, webchat, feedback on CVs and follow-up to see if people have all the information they need and understand it.

We provide face to face, online and telephone guidance with a career consultant for people in our target groups who are seeking to enter or re-enter the workforce. This helps them understand their learning and career options and develop the career decision-making skills that will get them into employment. In 2011/12 we will explore other online guidance options, including avatars.

MEASURES	TARGET 2011/12	TARGET 2013/14	HOW IT WILL BE MEASURED
Results			
% of people who feel more confident about making decisions about work and learning as a result of our services	60% [changed measure. 60% said we had helped them a large or reasonable amount in making decisions about career/job options in 2009/10; 64% said we had improved their confidence in their future options]	65%	Independent annual evaluation
% of people who have made a decision aided by our services or who have all the information they need to make a decision	80% [78% in 2009/10]	85%	Independent annual evaluation
% of people who have taken the next step regarding work and/or learning within three months of accessing our services	50% [new measure]	55%	Independent annual evaluation

Quantity			
Web hits	3,200,000 [2,612,689 in 2009/10]	3,500,000	Google Analytics
Number of My Career Space registrations	50,000 new registrations [36,337 in 2009/10]	70,000	Data generated by My Career Space
Number of information, advice and guidance services delivered individually or in a group setting	60,000 [66,093 in 2009/10]	50,000	Through phone system and CRM
Quality			
% of people who say website is easy to use and up-to-date	85% [82% said it was easy to use in 2009/10]	87%	Independent annual evaluation
% of people who find the information, advice and guidance they receive meets their needs	85% [84% in 2009/10]	87%	Independent annual evaluation

Notes on Measures

Results

Result measures for information, advice and guidance have been combined, as the same results are expected from all services.

Percentage of people who have taken the next step regarding work and/or learning within three months of accessing our services is a new measure aimed at gauging the effectiveness of our services.

Quantity

The number of unique website visitors can be estimated from a combination of Google Analytics data and our annual evaluation. This will be reported in the fourth quarter.

Quantity measures for advice and guidance have been combined, but a disaggregated figure will be reported in the six-monthly reports. Figures include an estimated 10,000 people receiving advice through our local offices, as well as those accessing services from our 0800 Advice Line services. We expect advice and guidance numbers to decrease slightly over time as more people rely on our website and other organisations (including schools) to find the information they need.

The number of people receiving information, advice and guidance excludes Māori and Pasifika students attending group career planning sessions (now included under capability building), people who receive information at Expos (reported separately in our six monthly reports) and people who use self-help web based services (estimate of number of individuals will be reported in our six-monthly reports).

Quality

The quality measures were introduced/updated in 2009/10 and are designed to gauge participants' perceptions of the quality of our services. We would expect some improvement over time, as we review our services to respond to client feedback obtained through the independent evaluations.

Performance Improvement Actions

ACTION	SHORT TERM DELIVERABLES 2011/12	MEDIUM TERM IMPACT MEASURES (1 – 5 YEARS)
Results		
Increase efficiency and improve services to the public through Career Services' new emphasis on capability building	By 30 Jun 2012: Develop and implement processes for measuring the number of people we have assisted indirectly through building the capability of others. Evaluate the impact of capability building services on people reached indirectly.	By 30 Jun 2016: We can report significant savings across the careers system.
Improve the effectiveness of our services over the medium term	Effectiveness of services, as measured by the % of people who have made a career-related decision or who have helped others to make a career-related decision increases between 10/11 and 11/12 results.	Effectiveness of our services as measured by the % of people who have made a career-related decision or who have helped others to make a career-related decision increases between 09/10 and 11/12 results.
Make further savings to administration expenditure and other overheads	Business processes examined to seek savings through streamlining by 30 June 2012. Ongoing participation in all-of-government services, such as Education Commons Network and all-of-government education sector alignment group, with a view to realising further IT-related savings.	Reductions in operating and capital expenditure made as a result of changes.

Evaluation Results

Our 2009/10 evaluation results showed that our services are making a difference and meeting people's needs.

- Nearly 80% of our users said we made a difference to them
- 84% of our users said that we met their needs
- 87% are likely to use us again

We are helping people make decisions, and giving them the skills they need to help others make decisions.

- 78% of our users have either already made a career decision or have the information they need to make one, after using our services
- 62% of key influencers had already helped someone make a career decision after attending one of our capability-building workshops
- 84% of schools said we had helped improve their ability to deliver effective career education programmes

Other findings

- Significant improvements in the look and feel of the website have helped users to find the information they need easily
- Phone guidance sessions proved the most effective individual guidance method in helping people make decisions

Other evaluation findings

As a follow-up to an earlier survey, we conducted a targeted awareness (online) survey in October 2010 to test whether young people and their influencers are aware of our services.

We found:

- 62% of people surveyed were aware of Career Services and had used our website (52% were aware of us in 2009 and 53% had used our website)

Evaluation of secondary school students

A follow-up survey with Māori and Pasifika students six months after our initial contact with them revealed several positive findings including:

- 95% of students had either made a decision or had the information they needed to make one
- over 90% of students said that we helped them to make a decision
- almost all students had maintained or improved their levels of confidence and motivation.

A survey of exiting secondary school students from eight schools revealed that:

- two-fifths are very confident in making career decisions
- having a clear career direction was the greatest driver of overall confidence in career decision-making

- Māori school leavers were significantly more likely than NZ European students to say that they have used our services in the last 12 months. (It should be noted that only one of these was a school we had worked with intensively in the preceding year.)

Annual evaluation

Preliminary results for 2010/11 show that:

- 43% of web users, 40% of advice recipients and 44% of guidance recipients have already made a career-related decision aided by our services
- 41% of people who attended a capability building session have already helped someone else make a decision.

Evaluation and survey findings are used to inform the development and delivery of our products and services, thus improving results for our clients.

RISK MITIGATION STRATEGY

Career Services' risks are monitored regularly by the Finance and Risk Committee of the Board and by the Senior Management Team. Risk severity and likelihood levels will be monitored and revised (where necessary) each quarter. Any significant risks, and appropriate strategies to address them, will be reported to the Minister and the Ministry of Education as they arise.

RISK	MITIGATION STRATEGY
Financial e.g. changes to our funding and loss of interest on our investments due to the recession	We monitor, reforecast and adjust expenditure throughout the year.
Governance e.g. Board changes, with two Board members' current terms expiring over the year	We ensure good governance of the organisation through Board procedures, such as the annual self-appraisal and conflicts of interest register.
Policy Not contributing sufficiently to achieving government's priorities	We ensure the services we deliver contribute to Government's priorities, by working closely with the Minister's Office and Ministry of Education.
Service Delivery e.g. an inability to meet increased demand for services due to the economic recession or one-off events like the Christchurch earthquake	By channelling users to lower cost services such as the website and Advice Line (where appropriate) we can ensure everyone can access some career information and advice.
Quality e.g. not adequately meeting the needs of clients	We gather evidence about what works best and what our clients want, as well as monitoring our performance and making adjustments where needed.
Legal Not meeting legal obligations	We operate a legislative compliance programme.

Capability
Insufficient capability and resources to deliver the services detailed in our Output Agreement

Our human resources systems ensure we have the relevant capability.

FINANCIAL STRATEGY

Career Services continues to operate in a tight financial environment. The prospective financial statement is prepared based on the assumption that Career Services will not have extra government funding and will have significantly less third party revenue in future years. Career Services intends to absorb the increasing operating cost in the 2011/12 and 2012/13 financial years. In those years, a break-even result is budgeted. Career Services management will endeavour to make operating expense savings and identify more cost-effective ways of operating the business without compromising the quality of service.

FORECAST FINANCIAL STATEMENTS

Financial performance indicators (GST exclusive)

	Estimated Actual	Forecast
	2010/11	2011/12
Total Revenue	\$15,703,000	\$15,532,000
Total Expenditure	\$15,952,000	\$15,532,000
Profit/(Deficit)	(\$249,000)	\$0
Working Capital	\$1,068,000	\$1,068,000
Working Capital Ratio	1.51	1.51

	Actual	Estimated Actual	Forecast	Forecast	Forecast
	2008/09	2009/10	2010/11	2011/12	2012/13
	\$000	\$000	\$000	\$000	\$000
Statement of Comprehensive Income					
<i>Revenue</i>					
Output agreement funding	16,169	15,082	15,082	15,082	15,082
Other Revenue	1,179	726	700	700	750
International Conference		751			
Interest	285	164	120	100	110
Total Revenue	17,633	16,723	15,902	15,882	15,942
<i>Expenditure</i>					
Personnel	11,595	11,012	11,000	11,000	11,000
Depreciation	803	566	710	700	700
Other expenditure	5,625	5,395	4,442	4,182	4,242
Total Expenditure	18,023	16,973	16,152	15,882	15,942
Surplus (deficit)	(390)	(250)	(250)	-	-
Prospective Balance Sheet					
Current assets	4,118	3,167	3,000	2,890	3,040
Non-current assets	1,564	2,128	1,890	1,950	1,750
Total Assets	5,682	5,295	4,890	4,840	4,790
Current Liabilities	2,580	2,450	2,300	2,250	2,200
Non-current Liabilities	42	35	30	30	30
Total Liabilities	2,622	2,485	2,330	2,280	2,230
Closing Equity	3,060	2,810	2,560	2,560	2,560
WC	1,538	717	700	640	840
WC Ratio	1.60	1.29	1.30	1.28	1.38
Surplus/(deficit)	(390)	(250)	(250)	-	-

	Actual 2008/09 \$000	Estimated Actual 2009/10 \$000	Forecast 2010/11 \$000	Forecast 2011/12 \$000	Forecast 2012/13 \$000
Prospective Cash Flow Statement					
<i>Operations</i>					
Operating Receipts	17,668	16,374	15,782	15,782	15,832
Receipts from Interest	285	164	120	100	110
Operating Payments	(17,270)	(16,577)	(15,680)	(15,500)	(15,600)
Net Operating	683	(39)	222	382	342
<i>Investments</i>					
Fixed Assets	(364)	(800)	(350)	(500)	(250)
Net Investment	(364)	(800)	(350)	(500)	(250)
<i>Financing</i>					
Financing	-	-	-	-	-
Net Change	319	(839)	(128)	(118)	92
Opening Cash	3,596	3,915	3,076	2,948	2,830
Closing Cash	3,915	3,076	2,948	2,830	2,922
Prospective statement of changes in equity					
Taxpayers equity as at 1 July	3,450	3,060	2,810	2,560	2,560
Net surplus/(deficit)	(390)	(250)	(250)	-	-
Taxpayers equity as at 30 June	3,060	2,810	2,560	2,560	2,560

Notes

The prospective financial statements are based on policies and approvals in place as at March 2011 and are GST exclusive. The forecast for 2011/12 is prepared under New Zealand Generally Accepted Accounting Practice (NZGAAP).

The prospective financial statements set out Career Services activities and planned performance. Use of this information for other purposes may not be appropriate. Note actual results are likely to vary from the information presented here, and that the variations may be material.

These forecast financial statements have been prepared on the basis of assumptions as to future events that Career Services reasonably expects to occur, associated with the actions

Career Services reasonably expects to take, as at the date that this information was prepared.

These statements comply with FRS 42: Prospective Financial Statements.

The Statements have been prepared with the following assumptions:

1. Output Agreement funding will remain the same as previous year
2. The \$1.15 million investment in fixed assets is the maximum possible spend for the Capital programme. As in previous years, there is no undertaking or guarantee that Capital purchases will meet this level. Actual Capital expenditure will be based on specific business case approval by the Chief Executive
3. Other contract revenue is likely to vary from the information presented. As these contracts are contestable there is no guarantee this can be achieved.

ACCOUNTING POLICIES*Reporting entity*

Career Services is a Crown Entity in terms of the Crown Entities Act 2004 and was established under the Education Act 1989.

Career Services is funded primarily by government through Vote Education. Its primary objective, therefore, is to provide services that support government's key priority areas rather than to make a financial return. Accordingly, Career Services has designated itself as a public benefit entity for the purpose of the New Zealand equivalent to the International Financial Reporting Standards (NZ IFRS).

These statements have been prepared in accordance with the Crown Entities Act 2004.

The trademark of the entity is Careers New Zealand and it is referred to, in this document, as Career Services, our legal name.

The forecast financial statements, which follow, comprise the forecast activities of Career Services for the years ended 30 June 2011 to 30 June 2014.

Statement of compliance

The financial statements have been prepared in accordance with generally accepted accounting practice. They comply with NZ IFRS and other applicable Financial Reporting Standards, as appropriate for public benefit entities.

Measurement basis

Measurement and recognition rules applied in the preparation of the financial statements and schedules are consistent with generally accepted accounting practice. The financial statements have been prepared on an historical cost basis.

The financial statements are presented in New Zealand dollars and all values are rounded to the nearest thousand dollars (\$000). The functional currency of Career Services is New Zealand dollar.

Judgment and estimations

The preparation of financial statements in conformity with NZ IFRS requires judgments, estimates and assumptions that affect the application of policies and reported amounts of assets and liabilities, income and expenses. The estimates and associated assumptions are based on historical experience and various other factors that are believed to be reasonable under the circumstances. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period or in the period of the revision and future periods if the revision affects both current and future periods.

Revenue

Revenue is recognised when earned and is reported in the financial period to which it relates. Interest income is recognised using the effective interest method.

Cost allocation

Direct costs are charged to specific outputs based on the productive hours recorded on staff time sheets.

Indirect costs are allocated to outputs on the basis of time recorded by staff on output activities and other appropriate cost drivers such as actual usage, staff numbers and floor area.

Definition of Terms:

- Productive hours are hours recorded by task and activity which make up the outputs.
- Direct costs are costs which are causally linked to outputs.
- Indirect costs are all other costs which include financial and administration costs, computer systems and depreciation.

Financial instruments

Career Services is party to financial arrangements as part of its everyday operations. These financial instruments include bank accounts, short-term deposits, debtors and creditors. All financial instruments are recognised in the Balance Sheet and all revenue and expenses in relation to financial instruments are recognised in the Income Statement.

Designation of financial assets and financial liabilities by individual entities into instrument categories is determined by the business purpose of the financial instruments, policies and practices for their management, their relationship with other instruments and the reporting costs and benefits associated with each designation.

All foreign exchange transactions are translated at the rates of exchange applicable in each transaction. Career Services does not carry any balances in foreign currencies.

Financial assets

Cash and cash equivalents include cash on hand, cash in transit, bank accounts and deposits with a maturity of no more than three months from date of acquisition.

Other financial assets have been designated as receivables and pre-payments. Receivables and pre-payments are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. Receivables and pre-payments are recognised initially at fair value plus transaction costs and subsequently measured at amortised cost using the effective interest rate method.

Receivables and pre-payments issued with duration less than 12 months are recognised at their nominal value. Allowances for estimated irrecoverable amounts are recognised when there is objective evidence that the asset is impaired. Interest, impairment losses and foreign exchange gain and losses are recognised in the Income Statement.

A provision for impairment of receivables is established when there is objective evidence that Career Services will not be able to collect all amounts due according to the original terms of receivables. The amount of the provision is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted using the effective interest method.

Financial liabilities

Financial liabilities are recognised initially at fair value less transaction costs and subsequently measured at amortised cost using effective interest rate method.

Financial liabilities entered into with duration less than 12 months are recognised at their nominal value. Amortisation and, in the case of monetary items, foreign exchange gains and losses, are recognised in the Income Statement.

Property, plant and equipment

Property, plant and equipment are shown at cost less accumulated depreciation and impairment losses.

Where an asset is acquired for nil or nominal consideration, the asset will be recognised initially at fair value, where fair value can be reliably determined, with the fair value of the asset received, less costs incurred to acquire the asset, also recognised as revenue in the Income Statement.

Additions

The cost of an item of property, plant and equipment is recognised as an asset if, and only if, it is probable that future economic benefits or service potential associated with the item will flow to Career Services and the cost of the item can be measured reliably. In most instances, an item of property, plant and equipment is recognised at its cost. Where an asset is acquired at no cost, or for a nominal cost, it is recognised at fair value as at the date of acquisition.

Disposals

Gains and losses on disposals are determined by comparing the proceeds with the carrying amount of the asset. Gains and losses on disposals are included in the Income Statement.

Subsequent costs

Costs incurred subsequent to initial acquisition are capitalised only when it is probable that future economic benefits or service potential associated with the item will flow to Career Services and the cost of the item can be measured reliably.

Depreciation

Depreciation is provided on a straight line basis at rates that will write off the cost of the assets to their estimated residual values, over their useful lives. The useful lives and associated depreciation rates of major classes of assets have been estimated as follows:

- Office equipment, three to five years
- Computer systems, three to four years
- Motor vehicles, four years
- Leasehold improvements, over the useful life of the lease
- Office equipment, computer systems, office furniture and fittings less than \$2,500, leasehold improvements less than \$5,000 are expensed in the year of purchase

The residual value and useful life of an asset is reviewed, and adjusted if applicable, at the end of each financial year.

Intangible assets

Intangible assets are initially recorded at cost. The cost of an internally generated intangible asset represents expenditure incurred in the development phase of the asset only. The development phase occurs after the following can be demonstrated:

- Technical feasibility
- Ability to complete the asset
- Intention and ability to sell or use
- Development expenditure can be reliably measured.

Expenditure incurred on research of an internally generated intangible asset is expensed when it is incurred. Where the research phase cannot be distinguished from the development phase, the expenditure is expensed when it is incurred.

Intangible assets with finite lives are subsequently recorded at cost less any amortisation and impairment losses. Amortisation is charged to the Income Statement on a straight line basis over the useful life of the asset. Assets with indefinite useful lives are not amortised, but are tested at least annually for impairment.

Intangible assets with finite lives are reviewed at least annually to determine if there is any indication of impairment. An intangible asset with an indefinite life is tested for impairment annually. Where an intangible asset's recoverable amount is less than its carrying amount, it will be reported at its recoverable amount and an impairment loss will be recognised. Losses resulting from impairment are reported in the Income Statement, unless the asset is carried at a revalued amount in which case the impairment loss is treated as a revaluation decrease.

Software assets that are not an integrated part of the related hardware have been accounted for as Intangible Assets at cost. Amortisation of intangible assets is provided on a straight line basis, over their useful lives. The useful lives are all finite and have been estimated at three to four years.

Inventories

Inventories held for distribution or consumption in the provision of services that are not supplied on a commercial basis are measured at the lower of cost and current replacement cost.

Publications inventories are valued at the lower of cost and net realisable value.

The write down from cost to current replacement cost or net realisable value is recognised in the Income Statement.

Leases

Career Services leases office premises. As all risks and ownership are retained by the lessor, these leases are classified as operating leases. Operating lease costs are expensed in the period in which they are incurred.

Provision for employee entitlements

Short-term benefits

Employee entitlements to salaries and wages, annual leave, and other similar benefits are recognised in the Income Statement when they accrue to employees. Employee entitlements to be settled within 12 months are reported at the amount expected to be paid. The liability for long-term employee entitlements is reported as the present value of the estimated future cash outflows.

Employee benefits that Career Services expects to be settled within 12 months of balance date are measured at nominal values based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to, but not yet taken at balance date, and sick leave.

Career Services recognises a liability for sick leave to the extent that absences in the coming year are expected to be greater than the sick leave entitlements earned in the coming year. The amount is calculated based on the unused sick leave entitlement that can be carried forward at balance date, to the extent that Career Services anticipates it will be used by staff to cover those future absences.

Long-term benefits

Entitlements that are payable beyond 12 months, are calculated as the present value of the estimated future cash outflows.

Goods and services tax (GST)

All items in the financial statements are stated exclusive of GST, except for receivables and payables, which are stated on a GST inclusive basis. The net amount of GST recoverable from, or payable to, the Inland Revenue Department (IRD) is included as part of receivables or payables in the Balance Sheet. The net GST paid to, or received from the IRD, including the GST relating to investing and financing activities, is classified as an operating cash flow in the statement of cash flows. Commitments and contingencies are disclosed exclusive of GST.

Taxation

Government departments are exempt from the payment of income tax in terms of the Income Tax Act 2004. Accordingly, no charge for income tax has been provided for.

Commitments

Future expenses and liabilities to be incurred on contracts that have been entered into at balance date are disclosed as commitments to the extent that there are equally unperformed obligations.

Other liabilities and provisions

Other liabilities and provisions are recorded at the best estimate of the expenditure required to settle the obligation. Liabilities and provisions to be settled beyond 12 months are recorded at their present value.

Contingent assets and contingent liabilities

Contingent liabilities and contingent assets are recorded in the Statement of Contingent Liabilities and Contingent Assets at the point at which the contingency is evident. Contingent liabilities are disclosed if the possibility that they will crystallise is not remote. Contingent assets are disclosed if it is probable that the benefits will be realised.

Taxpayers' funds

This is the Crown's net investment in Career Services.

Changes in Accounting Policies

Accounting policies are changed only if the change is required by a standard or interpretation or otherwise provides more reliable and more relevant information.

Other financial information**Borrowing policy**

Borrowing is governed by the Seventeenth Schedule, Section 15 of the Education Act 1989.

Pricing strategies

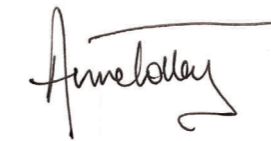
All services and resources delivered by Career Services are sold on a commercial basis. For the current Output Agreement and other services and resources delivered in the commercial sector, prices are set on either time-based, product or project pricing. Commercial services are sold in a contestable market. Non-contestable services, as supplied via the Output Agreement, are delivered on the basis that the Crown as purchaser may have access to full disclosure of costs.

Projected result

The contract for Crown purchase has been calculated on the basis of cost. The majority of other contract work revenue is derived from contestable contracts with other government organisations on a cost-recovery basis.

MINISTERIAL SIGN-OFF

In witness whereof this document has been executed this 18th day of May 2011.

Signed by


Hon Anne Tolley
MINISTER OF EDUCATION

Signed by


Arthur Graves
Board Chair
Career Services



Graeme Benny
Chief Executive
Career Services

PAYMENT SCHEDULE

Payment in advance will be made by the Ministry of Education on the first working day of each month. All amounts are GST inclusive.

July 2011	\$1,507,262
August 2011	\$1,507,262
September 2011	\$1,507,262
October 2011	\$1,507,262
November 2011	\$1,507,262
December 2011	\$1,135,838
January 2012	\$1,135,838
February 2012	\$1,507,262
March 2012	\$1,507,262
April 2012	\$1,507,262
May 2012	\$1,507,262
June 2012	\$1,507,262

Appendix 1: Contribution to Government Priorities

GOVERNMENT PRIORITY	HOW WE CONTRIBUTE	MEASURES WE ARE ACCOUNTABLE FOR	MEASURES WE CONTRIBUTE TO	INDICATORS ARE ALSO AFFECTED BY:
Youth guarantee/ every young person has the skills and qualifications to contribute to their and New Zealand's future	<ul style="list-style-type: none"> Ensuring the careers component of implementing the Youth Guarantee is properly addressed. Working directly with schools, tertiary providers and others in the community, to help them support young people in making decisions about subject choices, tertiary training and work. Delivering services to young people themselves, (web-based, phone-based and face-to-face). 	<ul style="list-style-type: none"> the measures outlined in the Statement of Forecast Service Performance (page 32). 	<ul style="list-style-type: none"> Better school retention rates (% who stay to Year 13) Motivated learners (% school leavers with NCEA 2) 	<ul style="list-style-type: none"> School performance and pastoral care; parental commitment; availability of jobs and post-school education and training; performance of truancy services; impact of poverty
Māori enjoying education success as Māori/Ka Hikitia	<ul style="list-style-type: none"> Rolling out the next phase of the whānau decision-making project (with the Ministry of Education): co-designing and co-delivering career guidance programmes for rangatahi (young people) with their whānau in selected Kura Kaupapa and Alternative Education schools. 	<ul style="list-style-type: none"> Māori accessing our services (where known) evaluation measures relating to Māori (see Statement of Forecast Service Performance, pages 37 - 39). 	<ul style="list-style-type: none"> Better school achievement rates (% Māori school leavers with NCEA Level 2) 	<ul style="list-style-type: none"> school performance parental commitment job availability, availability of education and training courses
Relevant and efficient tertiary education provision	<ul style="list-style-type: none"> Access to quality information and advice so more students enrol in courses they can succeed in that lead to long term quality employment. Capability-building with tertiary providers so they can support students better. Ensuring tertiary students have access to accurate information and guidance to help them make career decisions, and to promote engagement in tertiary education . 	<ul style="list-style-type: none"> the measures outlined in the Statement of Forecast Service Performance (pages 37 - 39). numbers of tertiary providers we assist evaluation results of services delivered to tertiary providers. 	<ul style="list-style-type: none"> raised skill levels in the population (% people with a post-secondary qualification) reduction in non-completion of qualifications 	<ul style="list-style-type: none"> tertiary policies performance of the compulsory education sector

GOVERNMENT PRIORITY	HOW WE CONTRIBUTE	MEASURES WE ARE ACCOUNTABLE FOR	MEASURE WE CONTRIBUTE TO	INDICATORS ARE ALSO AFFECTED BY:
Pasifika Education Plan	<ul style="list-style-type: none"> Delivering career education Fono and So'o to young people throughout the country. Providing information sessions to students through expos such as SPACPAC and PASIFIKA. Providing information and advice sessions for Pasifika communities through families and churches about how best to support their young people. Working with government agencies, tertiary providers and other organisations to provide relevant, up-to-date information and advice to support Pasifika parents and communities 	<ul style="list-style-type: none"> numbers of Pasifika accessing our services (where known) evaluation results of services delivered to Pasifika (see Statement of Forecast Service Performance (pages 32 - 34). 	<ul style="list-style-type: none"> Better school achievement rates (% Pasifika who achieve NCEA Level 2) 	<ul style="list-style-type: none"> school performance parental commitment job availability of education and training courses dedicated information for young Pasifika and their families
Value for Money	<ul style="list-style-type: none"> Extending our reach by improving the careers system and building the capability of others – working in partnership with others across the education sector and in workplaces. Developing more partnerships at both the local and national levels. Continuing our involvement in all-of government initiatives, including the Education Commons Network and the All of government Education Sector Alignment Group with a view to finding cost savings through shared services and networked services. 	<ul style="list-style-type: none"> increasing number of services over time (see Statement of Forecast Service Performance (page 32 - 34). evaluation results relating to client outcomes (see Statement of Forecast Service Performance (page 32 - 34). 	<ul style="list-style-type: none"> efficiencies through all-of-government initiatives 	<ul style="list-style-type: none"> commitment of partnering agencies.

GOVERNMENT PRIORITY	HOW WE CONTRIBUTE	MEASURES WE ARE ACCOUNTABLE FOR	MEASURE WE CONTRIBUTE TO	INDICATORS ARE ALSO AFFECTED BY:
Better, smarter public services	<ul style="list-style-type: none"> Mapping and identifying possibilities for efficiency gains in the New Zealand careers system. Ensuring money is not wasted on services that could be performing better by gathering evidence about what our users want, which aspects of our services work best and how our services can be improved. 	<ul style="list-style-type: none"> improved client outcomes over time our Performance Improvement Actions 	<ul style="list-style-type: none"> improved public perception of state sector services 	<ul style="list-style-type: none"> sector buy-in
More productive workplaces and sectors	<ul style="list-style-type: none"> Providing accurate labour market and industry information on our website, to help New Zealanders make better informed career decisions, which in turn means more people can find employment suited to their skills and abilities. This should lead to more productive workplaces and sectors as people work more effectively and efficiently. Workers with good career management skills are likely to be more productive as they continually train and lift their skills, contributing more effectively to the workplace and leading ultimately to a more prosperous New Zealand. 	<ul style="list-style-type: none"> the number of visits to the labour market information on our website. evaluation measures relating to our work with employers. 	<ul style="list-style-type: none"> GDP [new] OECD estimates of labour productivity, based on GDP per hour worked [new] 	<ul style="list-style-type: none"> economic factors, range of jobs available, immigration, performance of the tertiary education sector.

GOVERNMENT PRIORITY	HOW WE CONTRIBUTE	MEASURES WE ARE ACCOUNTABLE FOR	MEASURE WE CONTRIBUTE TO	INDICATORS ARE ALSO AFFECTED BY:
More people in quality work	<ul style="list-style-type: none"> Providing quality career information and advice, that encourages people to seek the qualifications and training to enter higher skilled occupations. Developing people's career competencies so they are better placed to take advantage of opportunities to boost their incomes, and more resilient in times of change. 	<ul style="list-style-type: none"> Number of Māori accessing our services (where available) 	<ul style="list-style-type: none"> % higher skilled people employed (managers, professionals, technicians and trade workers employed - Household Labour Force Survey). Better job resilience in times of change (% long term unemployed people) 	<ul style="list-style-type: none"> economic changes number of jobs available.
Whānau Ora	<ul style="list-style-type: none"> Building partnerships with Whānau Ora providers to ensure better services to Māori. Providing more career options and career direction to Māori will lead to better education and other social outcomes, in line with iwi, hapū and whānau aspirations. 	<ul style="list-style-type: none"> evaluation measures relating to the number of New Zealanders who made a job-related decision after using our services. 	<ul style="list-style-type: none"> Increase in Māori employment rates Improvement in school retention rates for Māori 	<ul style="list-style-type: none"> the education system, provider performance, commitment of communities and providers, socio-economic status of communities. availability of jobs, post-school education and training opportunities, socio-economic status of people (particularly young people)
More people get into work and stay in work	<ul style="list-style-type: none"> Providing young people with accurate, impartial information on making career decisions and identifying appropriate learning and career pathways. Providing job and labour market information for people of all ages and at all stages of their careers. 			

GOVERNMENT PRIORITY	HOW WE CONTRIBUTE	MEASURES WE ARE ACCOUNTABLE FOR	MEASURE WE CONTRIBUTE TO	INDICATORS ARE ALSO AFFECTED BY:
More young people stay on track	<ul style="list-style-type: none"> Assisting young people to better understand their skills and abilities and the occupations and training opportunities associated with these. Ensuring young people are better informed about training and study options to prepare them for the world of work. This will also raise their confidence and motivation. 	<ul style="list-style-type: none"> evaluation measures outlined in the Statement of Forecast Service Performance (pages 32 - 34). evaluation measures of confidence and motivation levels of young people 		
Enterprising and Innovative Businesses	<ul style="list-style-type: none"> Providing accurate labour market and industry sector information as part of the capability development of management. Researching ways to meet the needs of employers and employees. This could involve developing and piloting online resources that help employees make smart career decisions. 	<ul style="list-style-type: none"> the number of visits to the labour market information on our website. 	<ul style="list-style-type: none"> Improvement in businesses' strategic and management capabilities (Statistics NZ Business Operations Survey data) [new] Merchandise export and tourism data show export growth in key sectors [new] 	<ul style="list-style-type: none"> economic factors (including the global economy), regulatory and tax systems, and the training and development opportunities available

GLOSSARY

Benchmark

Refers to a written standard that sets out good practice with respect to career education.

Career

A person's progress through work and education throughout their lives.

Career competencies

Career management competencies are the understandings, skills and attitudes that people use to develop and manage their careers. Career management competencies equip people to better understand themselves, make informed decisions about learning and work options, act on their decisions and participate effectively in work and society. (Career Education and Guidance in Schools, Ministry of Education, 2009).

Career education

"Career education consists of planned, progressive learning experiences that help students develop career management competencies that will assist them to manage their lives. Career education includes elements that stand alone and elements that are part of regular classroom teaching." (Career Education and Guidance in Schools, Ministry of Education, 2009).

Career guidance

Career guidance provides individualised interactions to help students move from a general understanding of life and work to a specific understanding of the life, learning and work options that are open to them. It helps individuals or small groups to better understand themselves and their needs, confront challenges, resolve conflicts, develop new perspectives and make progress. Career guidance is carried out by staff with specialist training. (Career Education and Guidance in Schools, Ministry of Education, 2009).

Careers sector

The careers sector is a subset of the careers system and refers to career practitioners (such as careers advisors in schools and tertiary organisations) and associated professional bodies, such as CDANZ and CATE.

Careers system

"Careers system" refers to those key organisations that impact on New Zealanders' lifelong process of making decisions about work and learning.

Young people

People aged under 25.

