

careersnz
mana rapuara aotearoa



ANNUAL REPORT

FOR THE YEAR ENDED 30 JUNE 2013

2012/13



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Careers New Zealand Annual Report for the year ended 30 June 2013
Presented to the House of Representatives pursuant to section 150(3) of the Crown Entities Act 2004

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BOARD CHAIR OVERVIEW



I am pleased to present Careers New Zealand's Annual Report for the financial year ended 30 June 2013.

In 2012/13 Careers New Zealand formally embarked on implementing our new strategy aimed at increasing the value, impact and sustainable contribution that our organisation can make to the education to employment journey that all New Zealanders follow. Our aim is to work with, and through, the many other key stakeholders that contribute to this journey in order to develop a contiguous careers system that can support all New Zealanders to maximise their skills and career potential.

In terms of overall direction, in 2012/13 Careers New Zealand has taken deliberate steps to facilitate improved coordination, quality and impact of the various elements of the careers system. For example we have targeted our support to key career influencers. We have continued to develop and implement our careers benchmarks and also our information, advice and support resources. This is a multi-year strategic business plan, initially outlined in the Statement of Intent for 2012/13 to 2014/15. The initial work undertaken in 2012/13 has paved the way for the next steps where we will continue to build an enhanced careers system and empower and enable career influencers (such as whānau, aiga, family, teachers, peers and employers) whilst also continuing to provide a key source of impartial,

up to date careers information, advice and resources via the website, and professional career capability building via our careers consultants.

The comprehensive platform of career support that we are building is already recognised internationally as a leading example of the type of career network/system that most countries aspire to have. It is a critical base for the future development of the commitment of all the stakeholders along the education to employment continuum which ultimately will contribute to the on-going social and economic development of New Zealand.

The improvements in our business are also being accompanied by increased focus on evaluating both the efficacy and effectiveness of our interventions. This is particularly important with the implementation of networks that involve many stakeholders and many overlapping initiatives such as in the Career Capable Communities and Career Networks initiatives introduced in 2012/13. These programmes are carefully planned to focus our scarce resources where they are needed most and to maximise impact and value for money. Our ability to measure that impact is critical and is improving each year.

As a small highly professional organisation Careers New Zealand is challenged to find ways to maximise the impact and reach of our skills. The most effective way to maximise our efficacy is to work with and through other stakeholders, using our skills to up-skill them, and our influence through collaborating with them to build wide sustainable relationships across the education to employment continuum, in particular with business and industry. Careers New Zealand's success depends to a large extent on our ability to work with and through others and engender in them the same passion, commitment and focus on providing robust career support for New Zealanders that our people hold. In this way we can make a major contribution to the social and economic advancement of New Zealand, all New Zealanders and their whānau.

A handwritten signature in dark ink, appearing to read 'Murray Ward'.

Murray Ward, Board Chair

CHIEF EXECUTIVE FOREWORD



The Careers New Zealand Statement of Intent for 2012/13 set aspirational and future-focused goals for the organisation. It challenged the organisation to develop new models of working that moved our interventions further up the 'value-chain' in order to reach more New Zealanders, make more impact and build a more sustainable and accessible career support model for our country. It was built on the work towards career capability development that had begun some years earlier.

But the 2012/13 year challenged this process to be wider, quicker, more focused and more deliberate in its form and function. It has thus been a very challenging year and many lessons have been learned along the way. For example some of the models of intervention/support that appeared to have promise have proven to need modification and re-direction in order to best meet the needs of our clients. The need to quickly respond to lessons learned as we progressed through the year has also required that our people be even more agile and flexible than previously. This has heaped challenge upon challenge, because we are not only asking them to think, act and operate in quite different ways but also to do this within a very dynamic and fast moving environment on often rapidly changing initiatives.

We have made excellent progress towards embedding the new ways of working using a career system focused approach and working by facilitating connections and building relationships to include and involve the many key stakeholders that contribute to the education to employment journey that New Zealanders follow.

At the same time our organisation has worked to enhance the scope and efficacy of the core careers support functions that we provide. These include the provision of what is considered to be one of the most comprehensive and effective careers support websites in the world, the development of Career Benchmarks (which have also been described as world-leading practice) and the intensive professional support and development provided by Careers New Zealand staff to careers professionals in other agencies.

The progress in 2012/13 reflects the focus established in the 2012/13 – 2014/15 Statement of Intent to improve the careers system, to make greater use of technology and reach more people, and to increase efficiency so that Careers New Zealand can provide a complete and contiguous world class careers service within the constraints of a tight economic environment. In the next few years Careers New Zealand will build on what has been achieved in 2012/13.

A key recent achievement has been enhancing the profile of the organisation both with other agencies, and arguably more importantly, with all New Zealanders. We have worked hard at forming sustainable productive relationships with other agencies so that Careers New Zealand can ensure that together we are building an integrated careers information and support network. We have particularly focused on building our relationships with communities and community organisations. Excellent examples of this are the Memorandums of Understanding signed with Waikato Tainui and Wakatū Incorporation.

In 2012/13 Careers New Zealand has strongly focused on improving education and career outcomes for young Māori and Pasifika. Our young people are the future of New Zealand, and they are particularly key to Auckland's workforce and our economic growth. The future of these important young people will continue to be integral to Careers New Zealand's systems thinking and support.

Introduction

Section

1

Careers New Zealand has also continued to build and strongly hold a core of professional career practice and the use of this expertise in support of the career system. Our strengths are our people, their commitment and system view, and our services and products. Our expertise and the aspirational vision for our career system are highly regarded both in our own country and internationally. Together, built on the skills and commitment of our people we represent a centre of excellence in Aotearoa that can support and enable all New Zealanders to achieve their full career potential.



Graeme Benny, Chief Executive

Responsible partners - Treaty of Waitangi

The Treaty of Waitangi is a founding document of New Zealand. Careers New Zealand's commitment to the Treaty's principles is expressed through:

1. Acknowledging that we have the responsibility to develop and exercise good leadership of the careers system and to be the centre of expertise connecting and integrating education and employment for the benefit of tangata whenua and all New Zealanders.
2. Sharing our expertise, information, resources and advice with tangata whenua so as to build capability of key career influencers in iwi who are supporting individuals developing their career self-management skills and abilities.
3. Sharing our expertise so as to empower tangata whenua to develop the Māori workforce and seek all the opportunities that New Zealand has to offer.

Government frameworks through which Careers New Zealand's expression of Treaty principles is practised include but are not limited to:

- Ministry of Education's Ka Hikitia (Māori education strategy)
- He Kai Kei Aku Ringa – the Crown Māori Economic Growth Partnership
- Better Public Services results 5, 6 and 9
- Careers New Zealand's outcome framework.

In 2012/13 Careers New Zealand has continued its support for results that inherently seek stronger education outcomes for Māori learners. The results focus on increasing Māori participation and achievement in areas where they are not achieving at the same rate as or better than other learners.

An important aspect of developing good policies and practices is for Careers New Zealand to increase its understanding of how the careers system can better serve Māori. In 2012/13 Careers New Zealand has increased its focus on developing, understanding and strengthening relationships with iwi, whānau and local communities to promote engagement and input and to provide support as required.

Complementing our focus on stronger education outcomes for Māori, Careers New Zealand began building relationships in the context of supporting He Kai Kei Aku Ringa – the Crown Māori Economic Growth Partnership.

By sharing our knowledge and expertise with iwi, Careers New Zealand has been supporting the development of a skilled and successful Māori workforce. We support growing a more productive, innovative and internationally connected Māori economic sector to deliver prosperity to Māori and resilience and growth to the national economy.

Overview of Careers New Zealand

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WHO WE ARE

Careers New Zealand is a Board-governed Crown entity established under the Education Act 1989. Our role is to:

- help improve connections between education and employment;
- research and develop careers knowledge; and
- share our expertise with key career influencers and New Zealanders seeking to manage their own careers better.

OUR BUSINESS FOCUS

In 2012/13 Careers New Zealand refined its business focus and output groups as:

- careers system leadership;
- supporting key influencers; and
- providing information, advice and resources¹.

The careers system is the interaction between organisations and individuals contributing to New Zealanders' education, skills development, career development and employment. Careers New Zealand supports and strengthens the careers system by facilitating better connections within the careers system.

Key career influencers include friends, families/ whānau/ aiga, community leaders and the careers sector. The careers sector is made up of educators, professional careers influencers and businesses directly, indirectly and collaboratively helping New Zealanders to manage their individual careers well.

Careers New Zealand provides information, advice and resources directly or via www.careers.govt.nz to learners and key career influencers.

MAIN PROGRAMMES

Careers New Zealand's main programmes supporting the implementation of the business focus and provision of output groups in 2012/13 are as follows:²

- Career Capable Communities: regionally focused system leadership and sector development in South Auckland, Rotorua, Porirua and Christchurch (see pages 19-21).
- Working with other networks and communities, with iwi/Māori organisations and with businesses to build the local careers system and to improve matching of local labour skills supply and demand (see pages 21-27).
- Providing support for the implementation of the Career Education and Development Benchmarks and assisting schools and tertiary educators with self review against the Career Education and Development Benchmarks (see pages 27-28).
- Capability-building programmes to support the skills development of key career influencers (see pages 29-34).
- Online resources and advisory services to support career self-management, career influencers and businesses (see pages 35-43).

¹ See pages 8 and 9 in Careers New Zealand Statement of Intent 2012/13. Careers New Zealand's development and continuity of business focus is reflected in the Statement of Intent 2013/14: in the outcomes framework on page 4 and summarised on pages 8 and 14.

² See page 10 for more information about the main programmes.

Table 1 below shows the people using our expertise, advice, information, resources and interactive online tools throughout New Zealand's careers system.

Table 1: Careers System Stakeholders

| All New Zealanders making choices about their careers |
|---|
| > People in secondary and tertiary education and training. |
| > People entering and returning to the workforce. |
| > Under-employed workers. |
| > Those considering a change in career. |
| Key career influencers supporting the successful transition of New Zealanders through education to employment |
| > Career practitioners in the education and private sector. |
| > Families/whānau/aiga, community groups and iwi. |
| > Employers, industry, regional organisations and economic development agencies. |
| Businesses and industries |
| > Employers helping their staff manage and develop their skills and careers. |
| > Industries attracting the skills needed. |

Careers New Zealand's main programmes and stakeholder relationships in the careers system contributed to the following all of government priorities in 2012/13:

- Boosting Skills and Employment – more young people make successful transitions into work and learning (see www.ssc.govt.nz).
- Improving Interaction with Government (see www.ssc.govt.nz).
- Business Growth Agenda – Skilled and Safe Workplaces (see www.mbie.govt.nz).
- Rebuilding Christchurch (Budget priority; see www.treasury.govt.nz).
- Education sector outcomes (see Careers New Zealand Statement of Intent 2012/13).

Overview of Careers New Zealand

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PRODUCTS AND SERVICES

Careers New Zealand's main programmes in 2012/13 were achieved through the provision of a range of products and services, as shown in Table 2 below.

Table 2: General Product and Service Range

| Product and Service range | General Description | Community directly served |
|---|---|---|
| Careers system leadership | | |
| Career Capable Communities | | |
| Career Capable Communities | Regionally focused approach to system leadership and sector development. | Low socioeconomic communities with high proportions of Māori and Pasifika; and communities within scope of the Canterbury recovery. |
| Networks and Communities | | |
| Career Networks | Networks facilitated by Careers New Zealand, forming localised groups of key education to employment leaders within the community. These networks help to shape the local careers system. | Local community in which the network is situated. Networks vary in size and focus depending on the location and the needs identified by the community. |
| Career Summits | Local gatherings of key education to employment leaders within the community. | Local community in which the summit takes place. Careers New Zealand partners with other similar initiatives where feasible. |
| Local Development Strategies | Working with local councils and economic development agencies to strengthen local career systems; developing partnerships with Māori businesses and organisations. | Local community; Māori organisations and businesses. |
| Supporting key influencers | | |
| Career Education and Career Development Benchmarks | | |
| In depth assistance for education providers | Services that assist schools and tertiary education providers to develop their careers education and guidance programmes and to develop a whole-of-organisation approach (a system) to improving learners' career self-management competence. These services are underpinned by the Career Education and Career Development Benchmarks. | Careers staff, teaching staff involved in careers education and guidance, and all staff developing a whole-of-organisation approach to careers programme development and implementation (focus on low socioeconomic communities). |

| Product and Service range | General Description | Community directly served |
|--|---|--|
| Professional development assistance | Services assisting influencers in the professional development of their provision of career education and guidance. | Schools staff, careers education and guidance practitioners, and community organisations and youth services. |
| Assisted Self review | Service assisting educators to use the Career Education and Development Benchmarks in self review of their career education and guidance programmes. | Staff of intermediate, secondary and tertiary education providers (focus on low socioeconomic communities). |
| Capability Building | | |
| Capability building with families/ whānau/ aiga/ iwi | Workshops designed to assist in the development of career influencers' knowledge of careers information and guidance related skills, and employment outcomes of education related choices. | Families, in particular Māori and Pasifika in low socioeconomic communities. |
| Providing information, advice and resources | | |
| Online resources and advisory services | | |
| Provision of self help careers information and tools (online) | A wide range of online resources and interactive tools designed to help individuals managing their own careers and to help those assisting others in their career management. This includes labour market information presented online in a careers management context. | All New Zealanders, and in particular young learners, educators, careers practitioners and employers. |
| Direct advisory services | One to one (phone, online and face-to face) services providing a greater depth of assistance and help to individuals needing support with their career management. | All New Zealanders. |

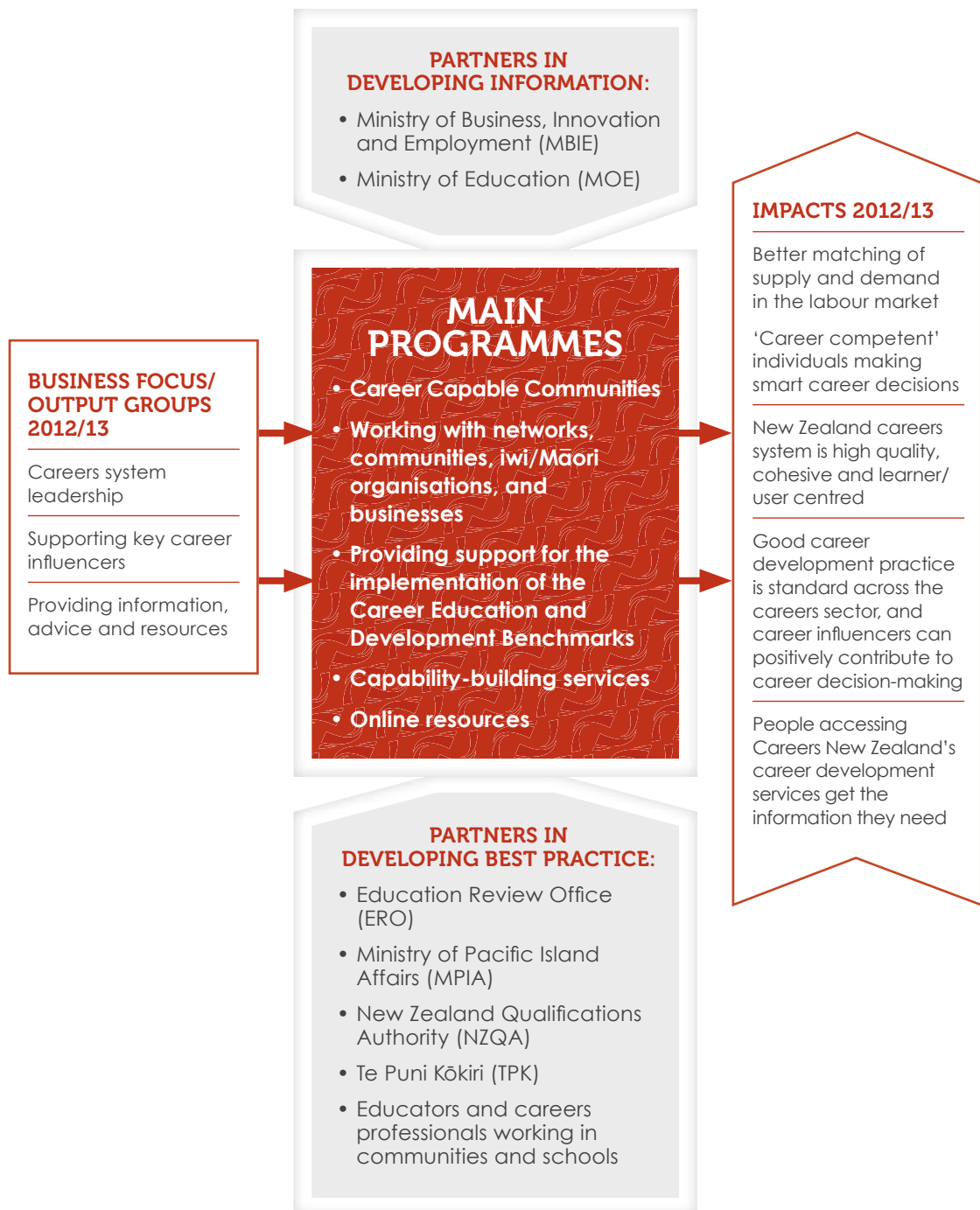
Overview of Careers New Zealand

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Diagram 1 below shows the relationship between Careers New Zealand's output groups, strategic relationships, main programmes and impacts.

Diagram 1: Outputs, Programmes, Impacts & Partners³



³ Table 3 describes the main programmes contributing to the impacts.

Impacts

The five main programmes contribute to the achievement of the three impacts identified in Careers New Zealand's Statement of Intent 2012/13. Together these three contribute to positive individual career self management and labour market outcomes.⁴

Diagram 2 below provides an overview of how impacts will be measured out to 2015/16.

Diagram 2: Impact measurement over time



⁴ See Careers New Zealand Statement of Intent 2012/13 page 5

Impacts

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The three tables that follow show:

- high level impacts from the Statement of Intent 2012/13;
- progress measures for 2012/13;
- what will be achieved by 2015/16;
- specific actions achieved in 2012/13; and
- an overview of actions and impacts.

Table 3: High Quality Careers System

IMPACT AREA: HIGH QUALITY CAREERS SYSTEM

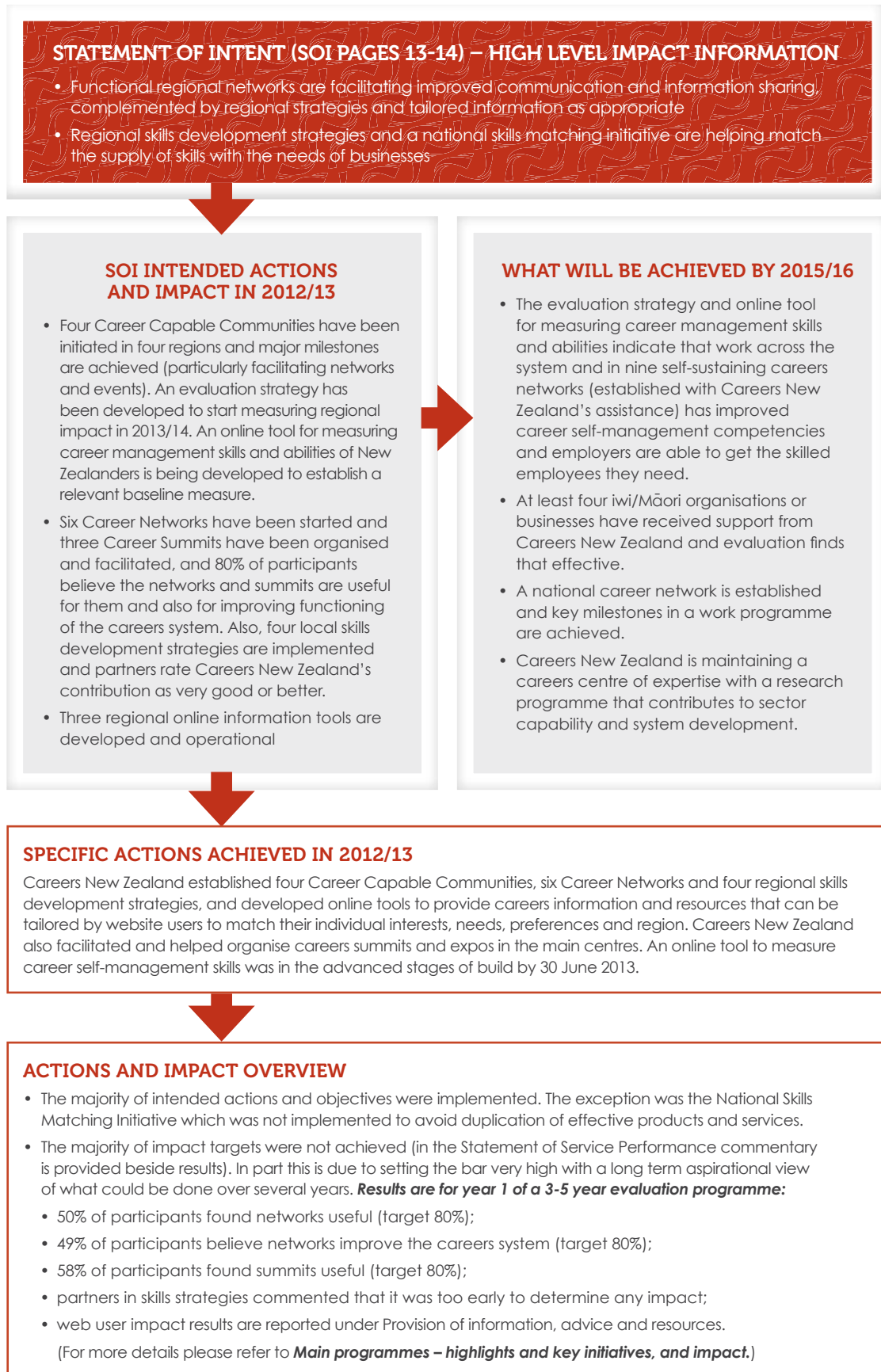


Table 4:

IMPACT AREA: GOOD CAREER DEVELOPMENT PRACTICE

STATEMENT OF INTENT (SOI PAGES 13-14) – HIGH LEVEL IMPACT INFORMATION

- Careers New Zealand is contributing to the improvement of education providers' careers education programmes. The quality of that improvement is focused around the Career Education and Development Benchmarks, working with education providers using the Career Education and Development Benchmarks, and increasing knowledge about information and resources available via www.careers.govt.nz.

SOI INTENDED ACTIONS AND IMPACT IN 2012/13

- The three Career Education and Development Benchmarks guides are published. 50% of secondary schools are using the Career Education Benchmarks and 50% of public tertiary education organisations are either using or intending to use the Career Development Benchmarks.
- 60 schools receive intense support and 100% of them find Careers New Zealand's contribution helped improve their career education programmes. 80 schools are assisted with self-reviews using the Career Education Benchmarks and 100% of them establish plans to improve their careers programmes. 180 schools receive professional development support and 100% are satisfied that Careers New Zealand helped improve their careers education programmes, as are 40 tertiary education organisations also assisted.

WHAT WILL BE ACHIEVED BY 2015/16

- A regular cycle of review will be in place to ensure that the Career Education and Development Benchmarks are up to date.
- Within Career Capable Communities all public schools will have a Career Education Benchmark of 'adequate' or better.
- At least 90% of public tertiary education organisations will have used the Career Development Benchmarks to raise the quality of their career services.
- 50 schools and six tertiary education organisations receive support to improve their career education and service programmes, and 80 schools and 30 tertiary education organisations will be assisted in using the Career Education and Development Benchmarks for self review.
- Capability support will be extended to 20 community groups and 10+ large employers

SPECIFIC ACTIONS ACHIEVED IN 2012/13

Careers New Zealand published the Career Education Benchmarks for schools (years 7 and 8) and the Career Development Benchmarks for tertiary education providers. Support was provided for schools intensively, for assisted self-reviews and for professional development. The overall volume of provision was high but not distributed as planned. Support was also provided for tertiary education organisations, but not as many as planned were provided within formal arrangements.

ACTIONS AND IMPACT OVERVIEW

- The majority of intended actions were implemented. Most of the targets were activity focused due to the newness of work being undertaken. As described in **Main programmes – highlights and key initiatives, and impact** most responses to surveys of clients suggest that Careers New Zealand is generally making a positive difference when working with schools and tertiary education providers.
- 79% of schools receiving assistance were satisfied that Careers New Zealand contributed to improving their career education services immediately or in the future (target 100%).
- 83% of tertiary education organisations receiving assistance were satisfied that Careers New Zealand contributed to improving their career education services immediately or in the future (target 100%).

(For more details please refer to **Main programmes – highlights and key initiatives, and impact**.)

Table 5:

IMPACT AREA: ACCESSIBLE CAREER DEVELOPMENT SERVICES AND INFORMATION

STATEMENT OF INTENT (SOI PAGES 13-14) – HIGH LEVEL IMPACT INFORMATION

- Careers New Zealand provides wide access to significant amounts of information and resources, a range of integrated online tools, and responds to tens of thousands of New Zealanders seeking advice and guidance. The quality of impact is measured by how satisfied clients are with accessibility and usefulness of help.

SOI INTENDED ACTIONS AND IMPACT IN 2012/13

- www.careers.govt.nz receives 3.5 million New Zealand-based visits and 87% of website users find the website easy to use, up-to-date and relevant to their needs and enhanced their careers decision-making skills.
- The online portfolio My Career Space receives 70,000 registrations.
- 50,000-55,000 people (including 6,000 Māori and Pasifika) receive direct advice and guidance and 85% of those have made a career decision aided by our services or they have all the information they need to make a decision.

WHAT WILL BE ACHIEVED BY 2015/16

- Careers New Zealand integrates the latest education and employment information for New Zealanders.
- Careers New Zealand's online services are providing up-to-date information through tools designed to personalise the experience for individual users.
- Nearly all New Zealanders using www.careers.govt.nz are making smart career decisions as a result of using the website.
- Most New Zealanders using Careers New Zealand's website and advisory services are better able to manage their careers.

SPECIFIC ACTIONS ACHIEVED IN 2012/13

The website has continued to be updated with the latest and most integrated education and employment information available, bringing useful new tools to New Zealanders that allow career planning to be supported by accessible information about education-employ pathways and potential future employment and income outcomes. High quality advice and guidance services continue to be provided via the 0800 free phone, web chat, messaging and texting. One-on-one face-to-face support is provided when appropriate for the client.

ACTIONS AND IMPACT OVERVIEW

- A high volume of information and advisory services support was provided. Although the numbers of clients and web users are significant the majority of targets were not reached for various reasons (explained in the Statement of Service Performance). In general, the wide range and quality of services was considered helpful.
- 3.474 million New Zealand based visits were recorded (target 3.5 million).
- 58% of website users found that website easy to use, up-to-date and relevant to their needs and enhanced decision-making skills (target 87%).
- 57,081 registrations were recorded on My Career Space (target 70,000). The online portfolio is being upgraded and will improve its integration with website tools and facilitate a more personalised experience.
- 38,348 people used direct advisory services – target band 50,000-55,000. This is expected and aligned with Careers New Zealand's changing strategic focus. Services are still provided as needed. A greater than anticipated proportion of the 38,348 were Māori and Pasifika: 8,822 (target 6,000).
- 69% of advisory services clients made a career decision aided by our services or obtained all the information they needed to make a decision later (target 85%).

(For more details please refer to **Main programmes – highlights and key initiatives, and impact.**)

Highlights

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PROGRESS SUMMARY⁵

Improving the careers system is the major focus of on going work concentrating careers products and services (i.e. Careers New Zealand's activities and resources) to develop four Career Capable Communities. Essentially 2012/13 was the first year of a three to five year programme.

Highlights for 2012/13 are summarised in the table below and further detail is provided in the pages that follow.

| Main Programme | Highlights |
|---|---|
| Careers system leadership | |
| <p>Career Capable Communities (CCC)</p> <p>Focus on overarching long term impact of concentration of resources on careers system improvement.</p> | <ul style="list-style-type: none"> · CCC approach developed. · Four CCCs established. · Evaluation programme established and will be carried out over the next 3 – 5 years. |
| <p>Networks and Communities</p> <p>Focus on impact of building connections and relationships in the careers system.</p> | <ul style="list-style-type: none"> · Six career networks established. · 80% of participants were likely to recommend networks to others. |
| Supporting career influencers | |
| <p>Career Education and Career Development Benchmarks</p> <p>Focus on improving quality and connections within the careers system.</p> | <ul style="list-style-type: none"> · Tertiary benchmarks launched. · Year 7 and 8 benchmarks launched. · 69% of secondary schools were using the Career Education Benchmarks and a further 19% intended to use them. |
| <p>Capability-building services</p> | <ul style="list-style-type: none"> · 246 schools received professional development services. · 93 schools were assisted to self-review against the benchmarks. · 48 schools received in-depth support. · Over 80% of schools assisted were satisfied that Careers New Zealand has or will improve their career development services. · Supported families through NCEA and the Whānau, PAVE Pasifika, Planning for Success and other programmes. |
| Providing information, advice and resources | |
| <p>Online resources and advisory services</p> | <ul style="list-style-type: none"> · 6.2 million web visits in total (includes almost 3.5 million from New Zealand). · 38,000+ advice clients. |

⁵ Unless stated, annual survey services were provided by IPSOS (Wellington).

CAREERS SYSTEM LEADERSHIP

Career Capable Communities

| Action | Overall progress | Phase 2012/13 | Comment | Contributes to impact ⁶ |
|---|------------------|--|--|--|
| <ul style="list-style-type: none"> Facilitating, developing and strengthening careers system connections and relationships. Regionally focused use of limited resources to provide a concentration of products and service. Developing and maintaining products and services that support improvements in the careers system and support career influencers. | On track. | Establishment – year 1 of three to five. | Early phase, different stages of establishment. General outlook is that a system and capability focus is seen positively by communities. These communities do expect more from Careers New Zealand in terms of facilitating community-based results over time. | <ul style="list-style-type: none"> New Zealand careers system is high quality, cohesive and learner/user centred. Good career development practice is standard across the careers sector, and career influencers can positively contribute to career decision making. People accessing Careers New Zealand's career development services get the information they need. |

Career Capable Communities (CCCs):

- focus significant Careers New Zealand resources in South Auckland, Rotorua, Porirua and Christchurch;
- focus on large populations needing significant improvement in educational and employment outcomes (within these, generally Māori and Pasifika are overrepresented and work is tailored to fit the cultures of the communities); and
- are being evaluated for the difference that they make.

In 2012/13 Careers New Zealand appointed four Community Engagement Facilitators to widen and advance Careers New Zealand's interaction with educators, businesses and families in each CCC region. This contributes to improving how communities access education to employment information (e.g. on www.careers.govt.nz), improving transitions for young people from school through study and training and into work, and helping businesses and educators to develop common understandings of the current, emerging and future opportunities for young people. The latter in particular contributes to skilled workplaces now and in the future.

⁶ Source of impacts: Diagram 1, right hand side of image: Impacts 2012/13

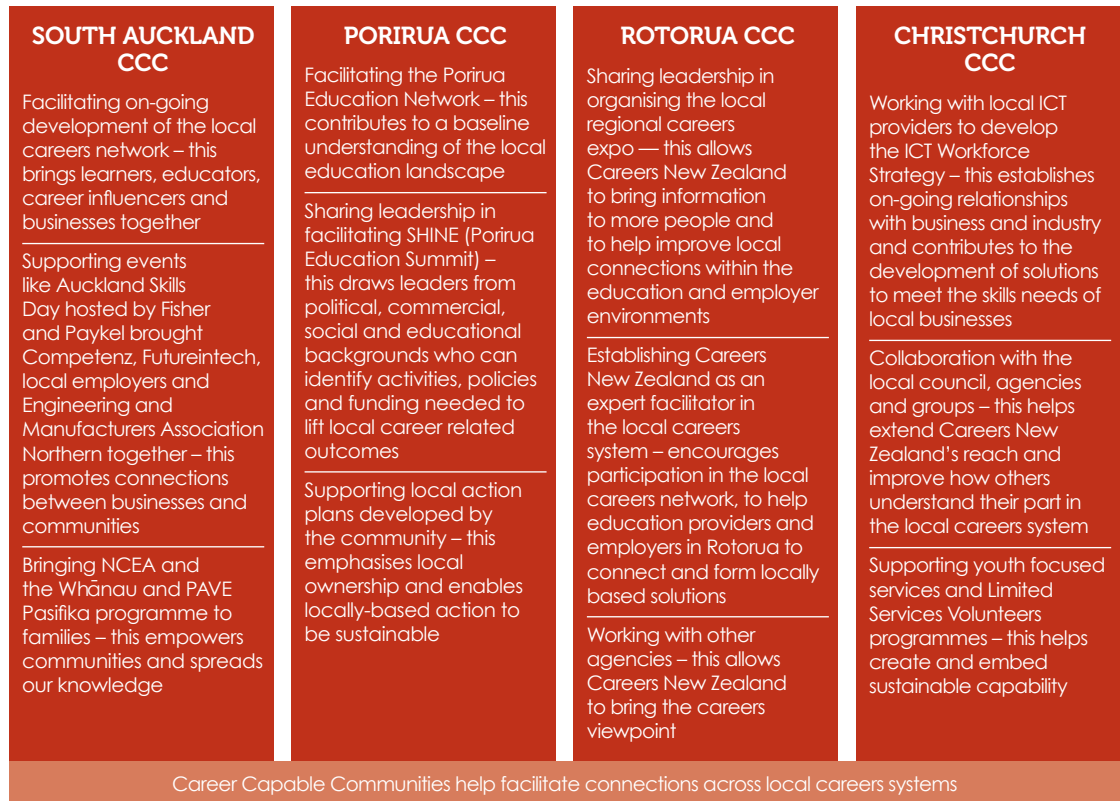
Highlights

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Highlights and Key Initiatives

The following diagram highlights some **key types of activities** that Careers New Zealand has been involved in that support communities to develop their careers systems. These activities can only happen when over time, relationships are built, information is shared and different parts of the careers system are keen to connect. Careers New Zealand is a **facilitator of connections** and a **provider of expert information** about careers capability building and career self-management.



Evaluation Programme

Career Capable Communities (CCCs) is a large scale programme of work intended to run from 2012/13 to at least 2016/17. The CCCs are in effect the sum of concentrated Careers New Zealand resources, products and services supporting the development of how communities (including educators and businesses) connect to improve career pathways. This is essentially the development of local careers systems.

This is a complex outcome, and the integrated direct impacts that will drive the achievement of this are also complex. In order to measure the impact of CCCs Careers New Zealand has developed an evaluation programme. The evaluation programme will run alongside the CCCs for at least four years. The programme will make use of qualitative and quantitative methods to determine changes that answer a body of questions. This in turn will determine whether CCCs are making a difference in key areas.

- Improved career system function facilitating better provision of careers products and services that support key career influencers (incl. families/whānau/aiga) and learners.
- A high quality careers sector and the prevalence of high quality careers education programmes in schools and public tertiary education providers.
- Prevalence of confident and smart career decision making skills amongst learners.

Table 6: Evaluation programme 2012/13 to 2016/17:

| Year | Evaluation action | Status |
|---------|---|--|
| 2012/13 | · Establish four CCCs and develop a plan for regional evaluation. | Complete. |
| 2013/14 | · Develop a specialised online tool for measuring the competence of young people's career self management skills. · Partner with an external expert in evaluation to start implementing the programme of evaluation in 2013/14 (one CCC per year: 2013/14 to 2016/17). | Online tool being developed. Request for external evaluation proposals to be submitted to Careers New Zealand via the Government Electronic Tenders Service, and service provider contracted. |
| 2014/15 | · Monitor and evaluate. | To be advised. |
| 2015/16 | · Monitor and evaluate. | To be advised. |
| 2016/17 | · Monitor and evaluate. · Determine system-level impact of CCCs. · Consider ongoing monitoring. | To be advised. |

Networks and Communities

The majority of Careers New Zealand's work with networks and communities is in the regionally focused Career Capable Communities programmes. Of the six careers networks facilitated by Careers New Zealand, at least one network was in each of the four Career Capable Communities.

Three careers summits and three expos were also facilitated, drawing together learners, educators and employers. The Otago 'summit' was a series of mini-summits during the month long Otago Careers Festival.

Careers New Zealand worked closely with community organisations and youth focused service providers, and has also been strengthening its relationships with iwi/Māori organisations to, ultimately, improve career outcomes for Māori.

Highlights

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| Action | Overall progress | Phase 2012/13 | Comment | Contributes to impact |
|--|------------------|---|--|--|
| <ul style="list-style-type: none"> Developing and strengthening local networks, bringing different parts of the community together (learners, educators, businesses, community services, local and central agencies). | On track. | Establishment Evaluation of impact mirrors that set out in Table 6. Networks are an important part of the Career Capable Communities. | Early phase, different stages of establishment. General outlook is that a strong focus on clear goals and action plans will be needed. Careers events (summits and expos) were successfully facilitated by Careers New Zealand. General outlook is that communities continue to expect a strong action and outcome focus from events. | <ul style="list-style-type: none"> New Zealand careers system is high quality, cohesive and learner/user centred. |

Career Networks

Careers New Zealand had six careers networks at various phases of development in 2012/13. The networks are: Capable Auckland, Capable Western Bay of Plenty, Capable Whangarei, Capable Rotorua, Porirua Career Education Network, and Hornby Connect (Christchurch).

RESULTS

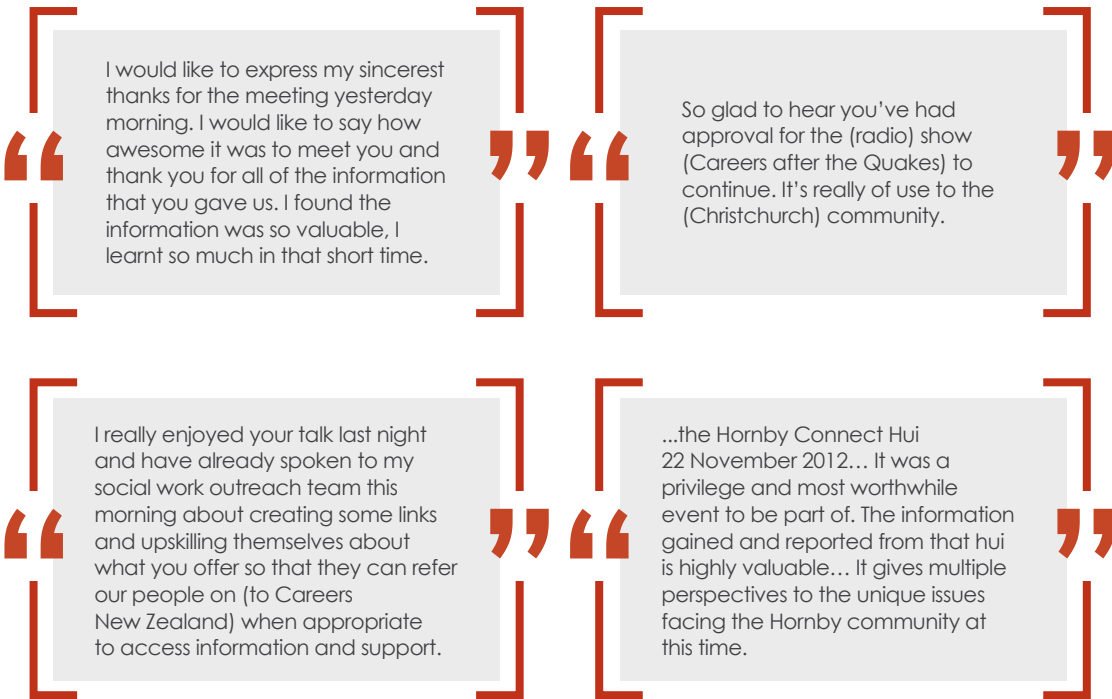
External survey results showed that:

- The networks are useful for improving connections, though for two networks it was too early in the establishment of the network to be able to gauge the early impact of setting up a network.
- Networks were considered by participants to be facilitating the sharing of good practices between key players, and that Careers New Zealand was effective in supporting network aspirations.
- Generally, participants are satisfied with their involvement in the careers networks, and that this is driven by the connections that the networks facilitate (areas for future focus include clear goals and actions plans).
- People attending the Otago Careers Festival responded that the event improved their understanding of various careers-related matters and improved their confidence (in managing their own careers and in helping others to manage their careers).

Overall, this is a positive indication that Careers New Zealand's activities focused on networks and bringing different parts of the system together are indeed facilitating better connections between learners, educators and employers and businesses. These activities are mainly provided in the Career Capable Communities, and the wider long term success of networks and building of system relationships will be understood through the evaluation of the Career Capable Communities. (Please refer to the evaluation programme table on page 21 and action/impact information for Career Capable Communities on page 19). General areas for development for improved facilitation of networks and summits are clear goals, practical action plans and follow-up.

As a specific example, Hornby Connect (Christchurch) has been well adopted by the community. A good cross section of the community, organisations such as youth services, and local businesses (e.g. manufacturers) and agencies (e.g. the city council) are involved in the network in strengthening education and employment outcomes for Hornby youth.

The following feedback from the Hornby Connect careers network in Christchurch reflects the difference that Careers New Zealand makes:⁷



For the networks overall, about three quarters of those surveyed responded that it was likely or very likely that they would recommend Careers New Zealand as a facilitator and recommend participation in a careers networks or summit. Careers New Zealand was seen to be involving a good mix of community representatives. Network participants were also benefiting from increased focus on education to employment matters and the sharing of information.

Responses also included a variety of areas on which Careers New Zealand could focus. Feedback showed network and summit participants thought that the future focus should be moving towards:

- building more connections;
- improved sharing of information;
- more involvement of businesses; and
- developing clear goals and plans.

⁷ Information has not been included in this document that could be used to identify individuals who have contacted Careers New Zealand and/or responded by way of third party survey. Names of individual Careers New Zealand staff have also been withheld.

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In particular, participants said they would like to see opportunities brought by networking and summits translated into substantial action and some said this was something that Careers New Zealand must be involved in driving in the near future. This can be summarised by one comment received from a network participant:

“ There is an energy and good on Careers NZ for creating that, but that now needs to be harnessed and translated into action. ”

Auckland Careers Blueprint

Careers New Zealand collaborated in a public-private partnership with Fuji Xerox, Employers and Manufacturers Association Northern and BusinessNZ to improve the connection between learners and industries.

Careers New Zealand with its partners in this work showcased the publication of *A Career Capable Auckland: Realising Our Potential in December 2012*, outlining the challenges that lie ahead for Auckland in developing a skilled labour force.

This work has indirectly contributed to planning and development of Careers New Zealand's online tools and resources on www.careers.govt.nz.

Careers Summits

AUCKLAND SUMMIT

In August 2012 Careers New Zealand facilitated the Auckland careers summit bringing educators, community representatives and businesses together. An informal online survey shortly afterwards found that participants were enthusiastic about the summit, generally thought it was a useful step in the right direction, and expressed interest in what the summit could lead to. Some had made connections that they intended to maintain.

In the external annual survey conducted at a later date, the majority of respondents rated Careers New Zealand's contribution to the summit as either somewhat or reasonably useful. The majority of participants also said that Careers New Zealand's contribution to the summit had improved connections for them to a varying extent. There was a moderate level of uncertainty around next steps, but again the majority thought the initial action plan had the potential to start improving connections between education and employment from a little to a reasonable amount. The need for clearer goals and action plans is a theme throughout Careers New Zealand's initiatives (new in 2012/13) to facilitate connections and build relationships.⁸

(For overall results of the summits see page 26.)

⁸ Based on annual survey information, provided by Ipsos (Wellington). Results are indicative due to sample size.

PORIRUA SUMMIT

The Porirua careers summit ('SHINE') brought together 200+ people focused on developing the local economy and providing work for Porirua's young population. (See information above in Porirua's Career Capable Community Programme).

The majority of respondents to the annual survey considered Careers New Zealand's contribution to the summit useful to a large extent. Half of the respondents also considered Careers New Zealand's contribution to improving connections between education and employment in the community useful to a large extent. However, a third replied that they were unsure about whether the initial plan of action would actually improve connections between education and employment. Again, when facilitating these types of events this is an area where Careers New Zealand needs to ensure that clear goals and practical plans for real improvement are developed. Otherwise, the majority of participants were variously optimistic.

Positive feedback includes these email extracts about support provided by Careers New Zealand staff:

“ Thanks so much to you, (staff member name removed) and your team for the wonderful help you gave... We certainly couldn't have done it without that support. ”

“ ...I have had a number of emails this morning with really positive feedback. People really felt the buzz and feel the time is right to be working together. ”

“ By working with CNZ, we've especially been able to develop links with wider community and around transition e.g. leaving school and going into training, employment and community. ”

“ (Careers New Zealand's) facilitation of this summit was absolutely essential and greatly appreciated. (Careers New Zealand's) contribution was vital, and the forum would have collapsed without it. ”

OTAGO 'MINI-SUMMITS'

The Otago careers summit was made up of three mini-summits within the Otago Careers Festival throughout May 2013. Careers New Zealand chaired coordination of the Otago Careers Festival bringing together more than 70 events.

The festival attracts an estimated 6,000 people, and covers a range of themes from job search to regional economic and workforce development. It is a tangible activity building the regional careers system by connecting education, training and employment sectors and interacting with communities.

Respondents to an external survey of 1,160 people indicated that the festival improved people's careers research skills (75%), understanding of local education and training (64%) and job opportunities (74%), and confidence when thinking about careers (72%) and in helping family and friends (66%).⁹

Organisers include the Mayors Taskforce for Jobs, Otago Community Trust, Otago Chamber of commerce, Otago University, Otago Polytechnic, MSD, and the Otago/Southland Employers Association. Key business sector participants include employers from the health technologies and biotechnologies sector, manufacturing and engineering sector, and ICT and creative content sector. Among the lessons learned is that event holders find it difficult to engage successfully with schools careers staff to promote their festival events. This is an area where Careers New Zealand can support both event holders and schools to connect better for the benefit of learners and everyone involved.

⁹ Post-event report (June 2013) was prepared by SEQUEL Events.

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RESULTS

Feedback received from surveys shows:¹⁰

- The summits are considered by participants to be useful for establishing connections and for being involved in the careers system.
- The summits are run well by Careers New Zealand, and are a unique opportunity for people from across the community to connect (although there was some feedback showing more directive involvement by Careers New Zealand in facilitating and focusing participants was wanted, and that establishing clear plans and goals was needed).
- Careers New Zealand's contributions and resources are valued, including the established resources such as www.careers.govt.nz.

Careers Expos

Careers New Zealand collaborated with the Ministry of Education to coordinate careers expos in four main centres. The expos follow the Vocational Pathways format. Learners at expos could access information onsite (also by using an 'iPad kiosk' provided by Careers New Zealand) to match NCEA Standards to jobs in Vocational Pathways.¹¹

Anecdotal information suggests that tertiary education providers are supportive of the pathways focus, giving them the opportunity to market themselves under a particular vocational pathway.

AUCKLAND
6-8 June
2013

HAMILTON
4-5 August
2013

WELLINGTON
23-24 June
2013

CHRISTCHURCH
16-18 May
2013

Local Development Strategies

Four local development strategies or partnerships were established: in Flaxmere, Gisborne, Hamilton and Nelson. These include two relationships with iwi/Māori organisations (Waikato Tainui and Wakatū Incorporation).

RELATIONSHIPS WITH IWI/MĀORI ORGANISATIONS

Careers New Zealand has been involved in establishing and developing strategic relationships, and working with other agencies to improve education to employment outcomes for Māori. These include the following:

Relationships newly established in 2012/13:

- Development of strategic ongoing relationships with Waikato Tainui and Wakatū Incorporation, with whom Memorandums of Understanding are in place to support the building of capability to help improve Māori career outcomes.
- Providing secretariat support to the Export Industry Skills Analysis Advisory Group – 12 primary industry organisations focused on increasing Māori in-work training and involvement in the labour market. Te Ohu Kaimoana Chief Executive Peter Douglas is leading the industry group.

Work based on existing relationships with agencies:

- Working with Te Puni Kōkiri (TPK) to promote Māori Future Makers (www.maorifuturemakers.com), TPK's online resource for educators, whānau and senior Māori school students. Māori Future Makers features role models studying or working in science and technology careers.
- Contributing with NZQA and the Ministry of Education to the provision of NCEA and the Whānau and to learners in schools while supporting school staff leading careers guidance and developing careers programmes.

¹⁰ Survey information about general impact was provided by internal and external sources. General results are indicative only. Performance reported in the Statement of Service Performance uses information provided by Ipsos (Wellington).

¹¹ Informal internal feedback reported a parent seeking more information contacting Careers New Zealand to mention how her Year 11 and Year 13 children got a lot out of information and advice provided by Careers New Zealand at a careers expo.

RESULTS

Survey results showed:

- The early nature of newly established relationships means organisations were not able to comment, as they thought it was too early to gauge the impact of working with Careers New Zealand.
- There was some evidence that organisations working closely with Careers New Zealand for the first time were positive about the relationship, but were maintaining caution until the relationship proved fruitful.

RELATIONSHIPS WITH BUSINESSES¹²

Careers New Zealand has developed ongoing relationships with business and industry to help connect educators, the careers sector and employers. These include examples above in the Career Capable Communities, the Otago Careers Festival, the careers expos, and iwi/Māori organisations. In Canterbury, a practical cost effective way of bringing careers information to a wide audience has been via Careers New Zealand's Careers after the Quakes radio series in Canterbury. The radio series has engaged and drawn the attention of businesses and employers, and also job seekers, careers professionals and educators.¹³

Career Education and Career Development Benchmarks

| Action | Overall progress | Phase 2012/13 | Comment | Contributes to impact |
|---|------------------|---|--|--|
| <ul style="list-style-type: none"> · Develop career education benchmarks for Years 7 and 8. · Develop career development benchmarks for tertiary organisations. | On track | <p>Products developed and launched.</p> <p>Services starting to be delivered.</p> | Overall, the Career Education and Career Development Benchmarks have been well received. | <ul style="list-style-type: none"> · Good career development practice is standard across the careers sector, and career influencers can positively contribute to career decision making. · People accessing Careers New Zealand's career development services get the information they need. |

The Career Education and Career Development Benchmarks are self-review tools for helping schools and tertiary education providers to assess the quality of their career education and development programmes and services.

¹² See also www.careers.govt.nz/employers for resources published in February 2013.

¹³ After two years the well received programme was requested by Radio New Zealand for archiving, to be stored as reference material for historians looking back at the earthquakes.

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Diagram 3: Timeline of development

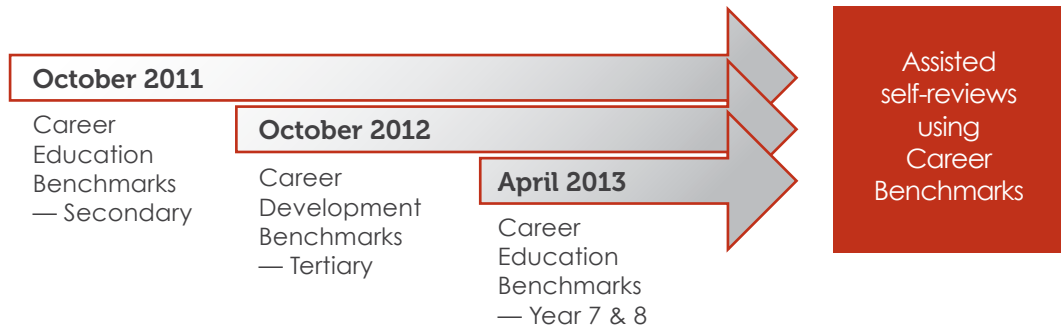


Table 7: Working with the Career Education and Development Benchmarks

| Career Education Benchmarks – Secondary | Career Development Benchmarks – Tertiary | Career Education Benchmarks – Year 7 & 8 |
|---|--|---|
| <p>Support is being provided to schools in implementing the Benchmarks – Secondary and associated professional development activities. In the Career Capable Communities this is contributing to educators’ knowledge of Vocational Pathways and the skills needed by employers, businesses and industries. In Christchurch, Careers New Zealand, manufacturers and schools are considering how career pathways from school to employment might be improved or developed.</p> | <p>The Career Development Benchmarks – Tertiary were introduced in Invercargill (19 October 2013). Careers New Zealand is working closely with tertiary education providers to introduce the Benchmarks – Tertiary. This contributes to better career support for learners in tertiary education and training, and improving connections in the careers system between education, training and employment.</p> | <p>The Career Education Benchmarks – Year 7 & 8 were launched on 5 April 2013. Roll out of the Benchmarks – Year 7 & 8 is focusing on schools in South Auckland, Rotorua, Porirua, Christchurch, and Ministry of Education priority areas (West Auckland and Northland).</p> <p>Forty-seven schools across the country road-tested the Benchmarks – Year 7 & 8. Ninety one per cent of participants involved in road testing agreed that the student career management competencies identified were what schools should be focusing on at this level.</p> |

CAPABILITY BUILDING

| Action | Overall progress | Phase 2012/13 | Comment | Contributes to impact |
|--|------------------|--|---|--|
| <ul style="list-style-type: none"> Support for Career Education and Development Benchmarks. Provision of online information and tools that allow people to self manage careers effectively with the help of career influencers. Support for parents, families/whānau/aiga, educators and community based influencers. | On track | <ul style="list-style-type: none"> Products completed. Services starting to be delivered. Product development and testing. Early phase of service provision. | <ul style="list-style-type: none"> Overall, the Career Education and Career Development Benchmarks have been well received. Generally, education providers are at different stages of using these guides, and require different levels of interaction with Careers New Zealand. Careers New Zealand is working with government agencies and communities to develop services focused on improving careers for Māori and Pasifika. | <ul style="list-style-type: none"> Good career development practice is standard across the careers sector, and career influencers can positively contribute to career decision making. People accessing Careers New Zealand's career development services get the information they need. |

Careers New Zealand provides support (Assisted Self-Review service) to education providers using the Career Education and Development Benchmarks. The year ended 30 June 2013 is the first in which Assisted Self Reviews have been widely provided by Careers New Zealand.

An Assisted Self-Review is prerequisite for Intense Support, a higher level of agreed service by Careers New Zealand.¹⁴ Intense Support involves working with Careers New Zealand to develop sustainable, well planned school careers programmes and establish the ongoing good use of the Career Education Benchmarks.

In addition to the development of the Career Education and Development Benchmarks, Careers New Zealand provided services supporting the professional development of key influencers (e.g. teachers and community leaders) and to help family/whānau/aiga develop their ability to support young people to make smart career decisions. For instance Careers New Zealand works with others to provide education and careers focused services for Māori and also with community organisations and networks to provide careers information for Pasifika families.¹⁵

¹⁴ Intense Support is known from 2013/14 as In depth Support

¹⁵ See Statement of Service Performance for information related to work with schools, tertiary education providers, and direct advice and guidance.

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Career Education Benchmarks – Year 7 & 8

The Career Education Benchmarks – Year 7 & 8 have only recently been published. In development and road testing trials 82% of participants already thought at that stage that their schools would use the Benchmarks. Since the document release in April 2013, there is yet to be a body of data collected to inform evaluation. Some comments have been supplied by early adopters of the Career Education Benchmarks – Year 7 & 8:

“It was refreshing to attend a professional development session that provides such clear guides, activities, practical examples and resources to guide us in our development of effective career education programmes.”

“Please keep up the outstanding work and sharing with our schools.”

“(The workshop) provided the best insight and the perfect resource, incorporating practical innovative information to support a total review of our current career program.”

Career Education Benchmarks – Secondary

Schools have responded positively to using the Career Education Benchmarks.¹⁶ The majority of schools surveyed reported using the Career Education Benchmarks to review their career education programmes. Of those schools who had reviewed their career education programmes with the support of Careers New Zealand, the majority established plans for improving their programmes.

Over a third of schools surveyed thought that the use of the Career Education Benchmarks had helped them to improve their career education programmes by a ‘reasonable’ or ‘large’ amount. The main reason given by schools for thinking this is that the Career Education Benchmarks had increased their awareness and reminded them about what good career education looks like. The next most significant reasons were that the Career Education Benchmarks increased the focus on career education and provided a framework/guideline for career education.

Responses showed that the Career Education Benchmarks are flexible enough for schools confident in their career education programmes to pick what they focus on. However, in at least one school’s response a “proper self-review” of the careers programme was not a priority for the school. Nevertheless, the high voluntary use of the Career Education Benchmarks reflects the way the Career Education Benchmarks were developed with schools and education and careers professionals, through collaborative support.

¹⁶ Refers to 2013 survey services provided by Ipsos (Wellington). Results for schools provided with Intense Support and Assisted Self Reviews are indicative due to small sample size.

Quotes from interviews with schools:

“Success to me is achieving a Highly Effective in our (career education) benchmarks. When this happens (in one benchmark) we will focus on another benchmark next so we can get a (Highly Effective) on that also.”

“(Careers New Zealand) are vital, and help with the challenges that a careers counsellor faces.”

“(The Career Education Benchmarks) are honest and objective, and allow us to keep on-task.”

Career Development Benchmarks – Tertiary

The Career Development Benchmarks – Tertiary (Tertiary Benchmarks) are in the early stages of adoption by public tertiary education organisations. Those who had started using the Tertiary Benchmarks had indicated that they had been helped a reasonable or large amount by Careers New Zealand.¹⁷ They were also satisfied with the resources provided and interactions with Careers New Zealand, indicating that overall these had improved their ability to provide their learners with effective career development programmes.

Feedback suggests that Careers New Zealand’s expert support was important in making the most of the resources and that the nature of the working relationship had an impact on organisation confidence. Most of the organisations indicated that they would recommend Careers New Zealand’s support to other organisations.

Five public tertiary education organisations were interviewed (30-45 minutes) by an independent third party. The qualitative findings suggest that Careers New Zealand’s support is a significant factor for optimising an organisation’s introduction and use of the Tertiary Benchmarks. Two different organisations’ responses were compared, both indicating that they could describe how the Tertiary Benchmarks are useful for self-review and driving best practice. The education provider working closest with Careers New Zealand stated that in using the Tertiary Benchmarks with Careers New Zealand, they had successfully gone beyond their comfort zone, improved their confidence and put in place clear action plans around the use of the Tertiary Benchmarks and improving their careers programmes. This is indicative of the impact that support for and the use of the Tertiary Benchmarks is making.

¹⁷ Refers to 2013 survey services provided by Ipsos (Wellington). The total number of organisations in the population is 29, and the number of respondents is 14. Therefore results are, as stated, indicative only.

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Quotes from in-depth interviews: ¹⁸

“ We have a great relationship and this program would not have happened without Careers New Zealand. ”

“ We've gone beyond our comfort zone and Careers New Zealand have supported us the whole way. ”

“ I speak very highly of (Careers New Zealand), they are an awesome public service... the resources they provide are appropriate and of a very high quality, and their staff are very professional. ”

“ It is a success because of our relationship with Careers New Zealand. They are a partner and have helped us make the Benchmarks our own. ”

“ Careers New Zealand are the do-ers... they are professional, accountable, and aren't all just talk. ”

“ The relationship we have with Careers New Zealand is highly regarded. ”

¹⁸ Some responses indicated that there were relationship issues in previous years that affected the services provided. Over 2010/11 to the present, Careers New Zealand has undertaken significant organisational and strategic changes to improve the focus on building the careers system, supporting the careers sector, and providing the very best careers information, advice and resources. This is helping Careers New Zealand to develop and maintain a high standard of service today. Other findings indicated that more guidance from Careers New Zealand was wanted by some organisations. However, this is not possible due to funding constraints which mean Careers New Zealand must systematically help others to do what Careers New Zealand does and then move on to reach more organisations.

Capability Building – Families, Whānau, Aiga and Iwi

Highlights and Key Initiatives

Table 8: Supporting development of key career influencers

| Service | Description |
|---|--|
| NCEA and the Whānau | Careers New Zealand worked with NZQA (lead agency), Te Puni Kōkiri, the Tertiary Education Commission and the Ministry of Education to provide whānau with information about NCEA to help whānau to support their young people to choose education options and in considering careers paths (see www.nzqa.govt.nz). |
| Whānau Decision Making (WDM) Case Study | The former WDM project focused on developing whānau career management. Following evaluation of WDM Phase II in 2011/12, Careers New Zealand worked with Te Puni Kōkiri on the case study Effectiveness for Māori Measurement and Reporting Framework (publication due in 2013/14). |
| Rangatahi Programme (pilot) | This is a limited in-school workshop to develop customised careers programmes providing for year 10 and 11 Māori. |
| Planning for Success | This is a limited in-school workshop to develop careers programmes in schools with Māori learners. The programme runs over a three year period with three phases of provision. Phase 1 establishes a careers programme with a high level of leadership by Careers New Zealand. Phase 2 (completed in 2012/13) shares responsibilities with more onus on ownership by the schools. Phase 3 (to follow after phase 2 is reviewed) involves a minimal presence by Careers New Zealand. This programme is on a small scale and will be reviewed at its completion. |
| PAVE Pasifika (pilot) | This programme is heavily customised for developing career management capabilities of Pasifika communities (see www.careers.govt.nz). |
| NCEA ma le Pasifika (pilot in 2012/13) | Careers New Zealand with the Ministry of Pacific Island Affairs and the Ministry of Education supported NZQA (lead agency) to provide Pasifika families with information about NCEA to assist with understanding education options and planning for employment related outcomes. The programme design was informed by NCEA and the Whānau. |

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Previous research by NZQA has shown that NCEA and the Whānau had a positive impact for families that had participated in the programme.¹⁹ Careers New Zealand continues to work with NZQA and the Ministry of Education in the provision of this effective programme. NCEA ma le Pasifika is based on the same type of programme. Feedback from participants in the PAVE Pasifika (pilot) programme, NCEA ma le Pasifika and a community organisation was also positive:

“ This programme has helped me open my mind wider. And also I have a better understanding of why I was failing and what I want to pursue. ”

“ The workshop made me think about how I need to choose my subjects wisely, use every resource, learn, and focus on every subject. ”

“ This workshop helped me as a parent to know my responsibilities to my kids when it comes to making career choices. ”

“ ...feedback, written and verbal, from students and staff. Universally positive. Staff commented on how worthwhile it was and how relevant and engaging the sessions were. Students – can be summed up with one comment (by) a year 12 (student): “the presentations were good and it was fun and not boring.” And not just fun – lots said inspiring and informative. ”

¹⁹ NCEA and the Whānau Evaluation Report, NZQA (June 2012)

ONLINE RESOURCES AND ADVISORY SERVICES

Online Services (www.careers.govt.nz)

| Action | Overall progress | Phase 2012/13 | Comment | Contributes to Impact |
|---|------------------|-----------------|--|--|
| <ul style="list-style-type: none"> Provision of online information and tools that allow people to self manage careers effectively. Provision of online information and tools that support career influencers to help others to manage their careers. Direct provision of information and advice to help individuals to manage their careers effectively. | On track | Well developed. | Highly integrated products and services being provided. Improvement is on going. | <ul style="list-style-type: none"> People accessing Careers New Zealand's career development services get the information they need. Good career development practice is standard across the careers sector, and career influencers can positively contribute to career decision making. |

Careers New Zealand's website is used by learners, communities, informal career influencers, the careers sector and businesses. The website is New Zealand's conduit for integrated education to employment information in the context of career development, skills and support. Advisory services were also provided via online web chat and email. Careers New Zealand continued to provide 0800 free phone advice and face to face help when this was identified as the most appropriate way of providing support.

The age profile of people using www.careers.govt.nz shows that the website is being used by New Zealanders throughout their education, training and employment journey.²⁰ Not surprisingly, a fifth of web users were aged 15-17 years old, an age where people are considering their options for study, training and vocational pathways. As Graph 1 shows there is a demand by people in all age groups of learning and work for excellent and comprehensive careers information.

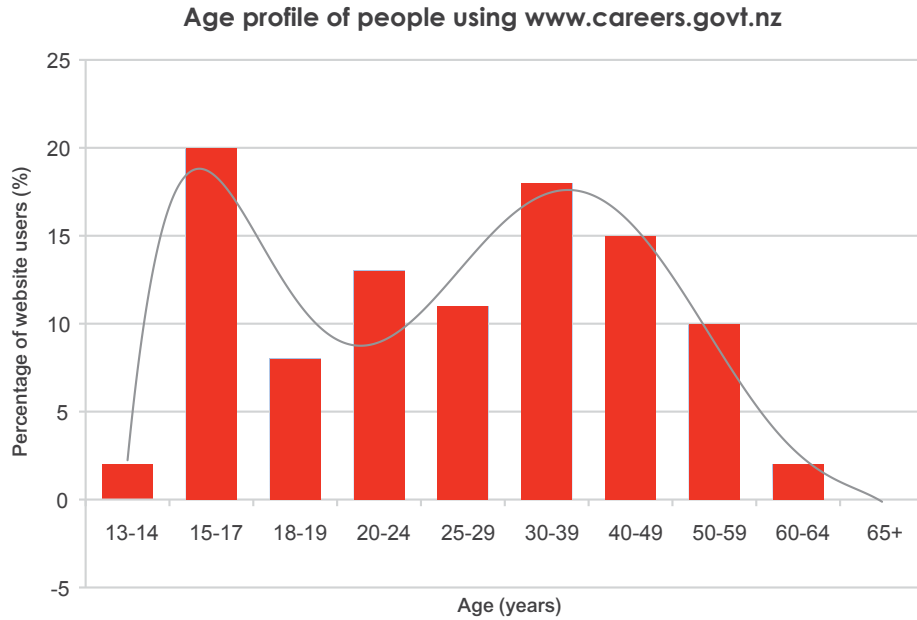
²⁰ Information provided by Ipsos (Wellington)

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Graph 1 Age profile of people who used www.careers.govt.nz to help themselves to manage their careers²¹

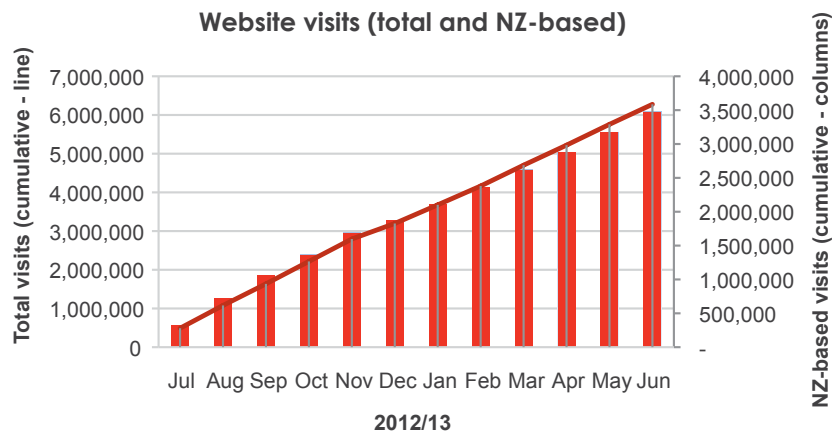


Highlights and Key Initiatives

Careers New Zealand's website is a critical government interface with the public. In total, careers information, advice and resources were visited in 2012/13 over 6.2 million times on www.careers.govt.nz. Graphs 2 and 3 show how many times the website has been visited, graph 4 shows visits via mobile devices, and graphs 5, 6 and 7 show specific web tools viewed which reflect the highly integrated approach to website and information design.

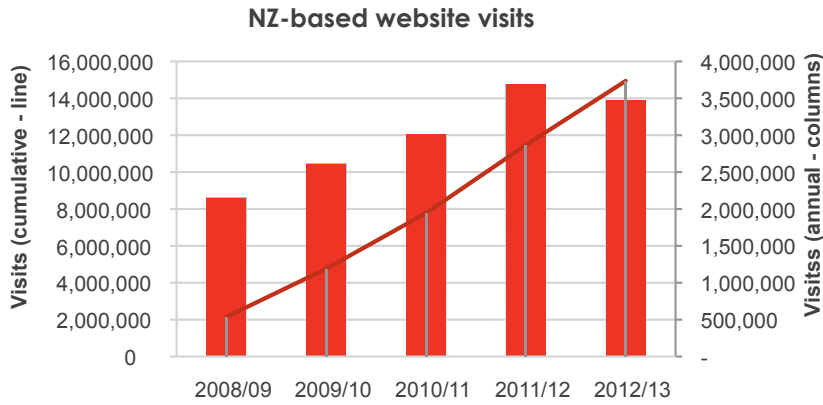
The website attracts millions of visits annually (internationally and NZ based).

Graph 2 2012/13 website visits



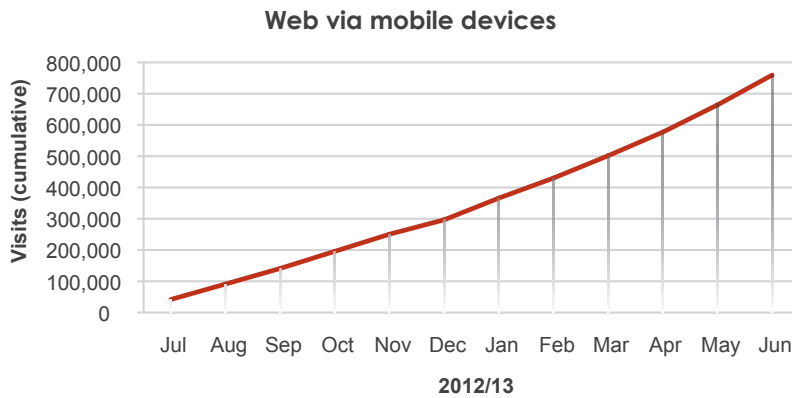
²¹ Curve is a trend line reflecting the distribution

Graph 3 Total annual visits 2008/09 – 2012/13



People are increasingly using mobile devices (phones, tablets and iPads) to visit www.careers.govt.nz. Accessibility and user-friendliness is an important factor in on-going design and development of the website and the resources it provides access to.

Graph 4 Visits using mobile devices



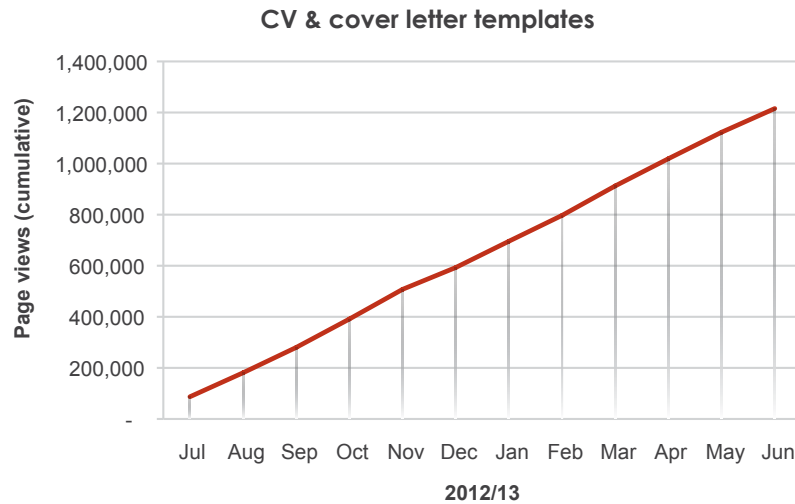
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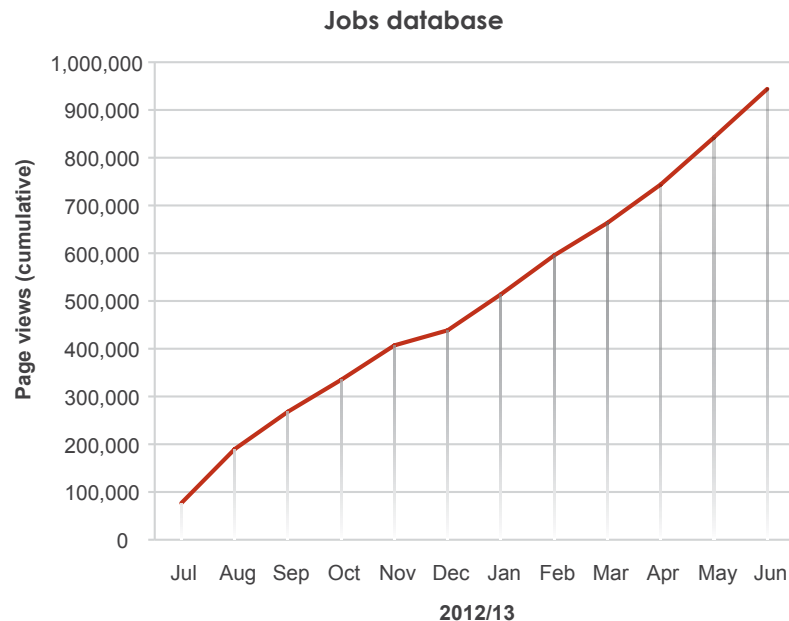
Many young people transitioning from education to employment need help with designing their CVs and cover letters and knowing what to put in them. There are a range of tools on www.careers.govt.nz, e.g. learning modules like *Know your CV* and *Know your skills*, that help people to understand what their skills and interests are and how to include them in their CVs and cover letters.

Graph 5 Page views of CV and cover letter templates



The databases on www.careers.govt.nz are part of an integrated approach to helping people know themselves better in the context of career management, to put vocational pathways in the context of likely employment outcomes, and to make options comparable. This information is based on the integration of education, labour market and employment data provided by the Ministry of Education, Ministry of Business Innovation and Employment (MBIE) and Statistics NZ. Other sources of data and information are also used from time to time.

Graph 6 Page views of Jobs database



My results – www.careers.govt.nz provides for individualised services e.g. in *CareerQuest* people can view interest-based jobs, and keep and compare their results in one place. This is within the overarching *My Career Portfolio* service, allowing secure log in and saving of work and sharing of results from *CareerQuest* and other self-help tools e.g. *Skill Matcher* and *Subject Matcher*.

Graph 7 Page views of CareerQuest:



Website continued - highlights and key initiatives

| External survey | User type: Managing own career | User type: Career influencer |
|---|--|------------------------------|
| How users of www.careers.govt.nz responded | Easy to use: 84% | Easy to use: 85% |
| | Up-to-date: 69% | Up-to-date: 73% |
| | Helpfulness: 78% | Helpfulness: 81% |
| Vocational Pathways integrated into www.careers.govt.nz | <ul style="list-style-type: none"> The Vocational Pathways have been integrated into www.careers.govt.nz. Visitors to the website can choose to look at jobs sorted by the five vocational pathways e.g. 'Construction and Infrastructure' at www.careers.govt.nz/jobs/construction-and-infrastructure/.²² | |
| Integrated education and labour market information | <ul style="list-style-type: none"> Careers New Zealand worked with MBIE, Statistics New Zealand, and education sector agencies to integrate education and labour market information, presenting it in a careers context. This is the first time in New Zealand that such information has been integrated and made so accessible. This information enables website users to compare the likely employment prospects and income outcomes over time from choosing different qualifications and levels of qualifications. This is nested within Careers New Zealand's comprehensive website, putting practical tools and information at the fingertips of website users who can use these to make smart career decisions. | |

²² Vocational Pathways is a resource providing learners and educators with a clear framework for vocational options, supporting better programme design and careers advice, and improving the links between education and employment.

Highlights

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Results

Population

The provision of careers information and resources through the web reached two main types of user: those managing their own careers and career influencers.

Managing own career

Of those managing their own careers the highest single proportion were of higher school age ($\geq 20\%$), with the majority spread over ages 20 to 59 - the next highest proportions being 30s-18% and 40s-15%. By ethnicity, 60% of web users were European, 13% Māori and 10% Pasifika. Almost a third (31%) of web users were located in Auckland, with 12% in Wellington region and 10% in Canterbury.²³

For many of these web users the website is their first point of contact with Careers New Zealand, and over half are returning to use the site again. These web visitors indicate they are using the website for information related to training, schooling and employment. The majority want information about jobs (36%), planning their careers (31%), tertiary study (28%), matching their skills to jobs (27%) and help with CVs and interviews (26%). Females and 13-17 years were most likely to respond that that the website helped them a reasonable to a large amount.

Of those with little career self management understanding when they came to the website, these web users said the website helped them a reasonable or large amount with deciding on next steps (62%), matching skills to jobs (64%), achieving career/job goals (65%), understanding the range of options in New Zealand (69%) and where to find more information (62%). For those who had a good level of career management understanding before coming to www.careers.govt.nz, their responses to the respective areas of help averaged 9 percentage points more.

Summary of impact for those managing their own careers

Responses from those using the website to manage their own careers show that Careers New Zealand is:

- reaching our priority audience of young people at the age of finishing high school and entering further learning or work;
- reaching an approximate representation of the population by ethnicity; and
- clearly helping people to improve their understanding of their skills and options, matching skills with jobs, and making career related decisions.

²³ Survey sample population 2,390

The following quotes by website users also show the positive difference that using www.careers.govt.nz has made and can continue to make.

Career influencers



Of those who visited www.careers.govt.nz about 40% were parents/caregivers and about 20% careers sector professionals. About half of all career influencers were returning to the website and approximately 40% were new to the website.²⁴ Key areas of focus for these web users were specific jobs (24%), tertiary study (23%), planning career education (21%), information about CVs and interviews (18%). Of the career influencers 81% found the website to be helpful a reasonable or large amount.

Of this group of web users at least a third had little understanding of supporting careers of others. They indicated that the website helped them a reasonable or large amount to be prepared to help someone else make a career decision (69%), access tools and activities to guide someone towards a decision (62%), be aware of the range of options (70%) and to increase their understating of where to find information on learning (69%). Of those who had a good understanding of influencing others' careers, when they came to www.careers.govt.nz a greater proportion of them found that the website helped them a reasonable or large amount.²⁵

Summary of impact for career influencers

Responses show that Careers New Zealand is reaching and improving the understanding of both experienced and inexperienced career influencers.

²⁴ Survey sample population 277

²⁵ Average of 8.25 percentage points more than those who had little understanding when they came to the website

Highlights

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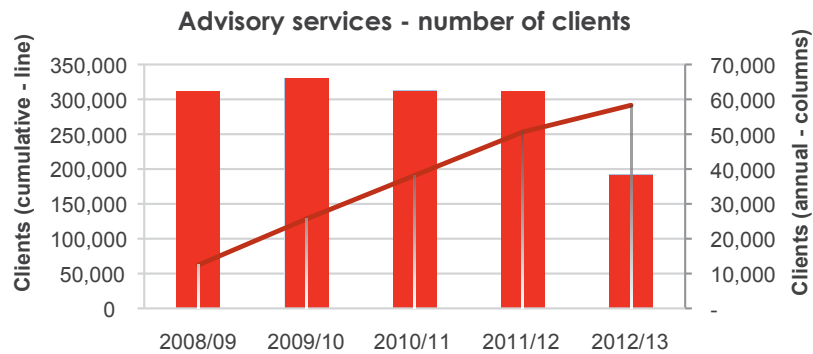
5

Advisory Services

Careers New Zealand provided direct careers advice and guidance to individuals either in a one-to-one or group setting. Careers New Zealand has made a significant on going contribution to the Limited Services Volunteer Programme, running career planning sessions at Burnham, Trentham and Hobsonville. The programme is co-sponsored by Ministry of Social Development (MSD) and the New Zealand Defence Force.

Group settings in schools were related to assisting schools in the development of their careers programmes using the Career Education and Development Benchmarks. Advisory services on a one-to-one basis were mostly provided through Careers New Zealand's 0800 free phone Advice Line and via webchat. When appropriate, individuals were able to access face-to-face career support in regional offices.²⁶

Graph 7 numbers of clients receiving careers advice and guidance



Results

Population

This population includes people who contacted Careers New Zealand by free phone/ texting (Advice Line), guidance (one to one by phone for over 20 minutes or in a Careers New Zealand office, or via webchat).²⁷

Advice Line

Of Advice Line users 84% would recommend Careers New Zealand to others and 67% said they had enough information to make a career related decision.²⁸

One to one by phone or in person

In this group 73% said they got enough information to make a career-related decision and 90% indicated that the service had helped them a reasonable or large amount.

One to one by webchat

Of those interacting via webchat with Careers New Zealand staff, 90% said that the service made a difference to how they felt about job/career study/training and 96% would recommend Careers New Zealand to others.

²⁶ See page 87 for performance information and explanation for decreasing annual numbers

²⁷ Results are indicative only. Population sample size was 165.

²⁸ People can contact Advice Line to get help and information to enable them e.g. to use resources and tools on www.careers.govt.nz to make a career-related decision later.

Overall impact

Overall, approximately half to three quarters of those surveyed indicated that Careers New Zealand's services helped them in understanding where to find more information and next steps to take, and in identifying good matches with their interests and skills and how to achieve career/job goals, and in improving their awareness of career options.

Of those who made a career related decision after using Careers New Zealand's services, 51% had decided to pursue a career of their choice and 9% had begun work in the career of their choice. Approximately 40% of respondents said the services received made quite a big difference/big difference to how they felt about their career or what they were doing in life/study/training/etc.

Summary of impact for individuals using advisory services

Responses show that the one to one career advisory services are largely effective for the majority of users, who generally go on to make career related decisions.

The following quotes from people who used Careers New Zealand's advisory services reflect the positive difference made:

“ This is a great idea. It is very easy and accessible. ”

“ Put my thoughts into perspective. Excellent advice. ”

“ I called via online chat service twice, both people I talked to were extremely knowledgeable and supportive, I would definitely use this service again. They listened to my background and what I wanted from a job and suggested pathways to get there that I had not thought of. ”

“ I had a very experienced (Career Consultant/Advisor) help me and talk me through...she helped me step by step to follow and make decisions and also gave me tools to explore. ”

“ I was inspired. I was directed to a few action plans. ”

“ The advice line helped to prepare myself for an interview giving guidelines for how face behavioural and competency questions during the interview. ”

“ Motivated me. Gave me a few new positions to consider pursuing. Got me widening the scope of my job search. ”

“ The (Advice line advisor) was able to answer my question in full and make everything clear and understandable – it has helped me to understand what and where I need to go/do to get where I need to be. ”

“ (Career Consultant) was a fabulous person to talk to. She was full of really good ideas that hadn't crossed my mind before and was very supportive. I felt excited at the idea of following up things she had suggested at the end of the chat and much more confident. ”

Governance

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BOARD MEMBERSHIP

The Board is overseeing Careers New Zealand's focus on the careers sector and in leading and co-ordinating the careers system and contributing to the government's Better Public Services and education sector outcomes.

Board members at 30 June 2013²⁹

MURRAY WARD – board chair

Term: 20 Sept. 2010 – 19 Sept. 2013

Murray Ward chairs the Careers New Zealand board. He is an Auckland-based professional company director and joined the board in September 2010. Murray has an IT background and a 30-year career with Datacom Systems Ltd. He is an independent director on a number of commercial companies, and chairs four of these. Murray's passion is golf – he sits on the board of New Zealand Golf.

BILL NOBLE, MNZM – board deputy chair

Term: 20 Sept. 2010 – 19 Sept. 2013

Bill Noble is deputy chair of the Careers New Zealand board. He was the principal of Fairfield Intermediate School, Hamilton, for more than 20 years. He worked as a New Zealand Education Institute councillor and industrial advocate, was on the national executive, chaired the professional committee for several years, and was National President. Bill has also served as National President of the New Zealand Association of Intermediate and Middle Schools. He is currently on the board of Trust Waikato and is an active member of Te Rapa Rotary.

CHRIS MEADE – board member

Term: 20 Sept. 2010 – 19 Sept. 2013

Chris Meade joined the board in September 2010. Chris is Executive General Manager, Human Resources, for Downer NZ, part of an Australasian infrastructure company with an annual turnover of \$1.2 billion in NZ. She has held various senior managerial positions at companies such as Meadowfresh, Fonterra, and Waitemata Health. Chris is a member of the Human Resources Institute of New Zealand, a member and past chair of the Employer Champions Group, and a member of the Major Companies Group.

DALE KARAUARIA (Ngāti Porou and Ngāti Kahungunu) – board member

Term: 1 Sept. 2012 – 31 July 2015

Dale Karauria joined the board in September 2012. Dale has over 15 years' experience in government roles, primarily focused on Māori development, education, training and employment policy. These include Senior Manager of Iwi and Māori Education Partnerships at the Ministry of Education, and Director of Māori Potential Policy at Te Puni Kōkiri. She also has a wide experience as a private sector consultant, and is currently a director of Dakota Visions Ltd, a consultancy providing strategic advice across the government sector.

MARKERITA POUTASI – board member

Term: 20 Sept. 2010 – 19 Sept. 2013

Markerita Poutasi is chief executive of the Pacific Co-operation Foundation, a public/private sector partnership delivering programmes in the Pacific and New Zealand. She is a board member of the BEST Pasifika Leadership Foundation. She has a legal background, and has worked as an associate Crown counsel on Treaty issues for the Crown Law Office, and as a solicitor specialising in Treaty issues, family law and civil cases.

Prof. ROB STRATHDEE – board member

Term: 2 Nov. 2010 – 2 Nov. 2014

Professor Strathdee is head of the School of Education Policy and Implementation at Victoria University of Wellington (VUW) and has spent his professional life investigating the importance of the transition from education or training to employment. Prior to joining VUW in 2004, he spent 4 years working in education in Western Australia. His research interests include skill development, workforce development, social networks and access and equality in tertiary education. Professor Strathdee has published extensively in these areas. Beyond his work life, Rob is a keen tramper and enjoys working on building projects.

²⁹ Board chair Arthur Graves reached the end of his tenure in September 2012, transitioning to incoming Chair Peter Hughes. Peter Hughes was invited in February 2013 to become Acting Secretary for Education at the Ministry of Education. Mr Hughes ended his board membership to avoid a potential conflict of interest. Murray Ward was appointed Chair in March 2013. There has been a vacancy for the seventh board position.

GOVERNANCE PHILOSOPHY

Role of the Board

Careers New Zealand is governed by a Board appointed by the Minister of Education. The Board is responsible for communicating with the Minister and other stakeholders to ensure their views are reflected in Careers New Zealand's planning, delegating responsibility for achievement of specific objectives to the Chief Executive, monitoring organisational performance towards achieving objectives, accounting to the Minister on plans and progress against these objectives and maintaining an effective internal control system.

Board membership

Board members are appointed by the Minister of Education. Appointments are made based on members having the appropriate skills and knowledge to enable the functions of the Board to be carried out competently.³⁰

Conflicts of interest

The Board maintains a register of interests and ensures Board members are aware of their obligation to declare interests as specified under the Crown Entities Act 2004 section 151(1).

Board Finance and Risk Committee

Careers New Zealand's Finance and Risk Committee is made up of the Board chairperson and two other nominated Board members. Until leaving in August 2012, Tina Wehipeihana-Wilson chaired the Finance and Risk Committee. Murray Ward then took over as chair of the committee. The committee is supported by the Finance Manager and the Accountant, who is its secretary. This committee meets regularly to provide an in-depth review of the financial reports and risk management. The committee also meets at least once a year with external auditors, independently of the officials, to obtain direct assurance concerning the financial systems and controls at Careers New Zealand.

Internal Audit

The Board has overall responsibility for maintaining effective internal control systems. Internal controls include the policies, systems and procedures that have been established to ensure that specific objectives are achieved. This responsibility is acknowledged through the Annual Report's signed statement of responsibility.

Careers New Zealand has an internal audit function, which is responsible for monitoring its internal control system and the quality and reliability of financial and other information reported to the Board. Internal Audit operates independently of operational management and reports its findings directly to the Board's Finance and Risk Committee. Internal Audit liaises closely with the external auditors, who review the internal control system to the extent necessary to support their audit opinion.

Accountability

The Board meets up to 10 times a year to monitor the progress made towards its strategic objectives and to ensure that Careers New Zealand's work and activities are aligned with the Board's direction. Board members also undertake an annual whole-of-Board self-review. This enables them to evaluate specific areas such as purpose, performance, conformance and culture to identify areas for development.

³⁰ As at September 2013, an appointments process has been initiated as four terms of membership have expired and one board member has gone abroad.

Governance

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Risk management

Management of risks to Careers New Zealand are the responsibility of the Board. Risks are monitored on a regular basis as part of the strategic planning process. This ensures that risk management processes and strategies are reviewed and clearly outlined in Careers New Zealand's Statement of Intent.

Legislative compliance

The Board is committed to carrying out its legislative duties as outlined in the Crown Entities Act 2004. The Board has delegated specific responsibilities to the Chief Executive to develop systems and programmes to identify compliance issues and ensure all staff are aware of their legislative requirements. The Board is also responsible for ensuring that Careers New Zealand is appropriately resourced and staffed to provide the services that are outlined in our Statement of Service Performance. Furthermore, the Board aims to be a good employer as defined in the State Sector Act 1988. Activities undertaken relating to the 'good employer' criteria are outlined in the EEO and good employer section of this Annual Report.