

careersnz
mana rapuara aotearoa



STATEMENT OF INTENT

FOR THE YEARS 2013/14 – 2015/16

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 3-year vision and strategies and 1-year operating intentions of Careers New Zealand – an education sector Crown entity. Careers New Zealand is the government's expert on careers, providing leadership and expertise across the careers system, raising the overall quality of career development services, developing career resources and providing services directly to the public to help them make smart decisions about education, training and work.

Signed on behalf of the Board of Careers New Zealand:



Murray Ward
Board Chair
Careers New Zealand

14 May 2013



Bill Noble
Board Deputy Chair
Careers New Zealand

14 May 2013



Careers New Zealand Statement of Intent 2013/14 – 2015/16

PAGE	CONTENTS
2	Board Chair's overview
3	Chief Executive's foreword
4	Careers New Zealand outcome framework
6	The benefits of an excellent careers system
7	Careers New Zealand: Overview, vision, mission, and values
8	Careers New Zealand: Who we are and what we provide
11	Environmental factors influencing why we do what we do
14	System level approach
17	Medium-term to long-term strategic focus
20	High-level outcomes
20	Outcome, impacts, and outputs
20	Outcome
21	Impacts
23	Outputs
23	Focus: Careers system leadership
24	Focus: Supporting key influencers
24	Focus: Information, advice, and resources
25	Inputs – Resources, Finance, and ICT
28	Statement of Forecast Service Performance 2013/14
34	Financial Information
35	Forecast financial performance 2013/2014
42	Governance and accountability
43	Risk management
44	Appendix 1 Statutory functions
45	Appendix 2 Education sector agencies' roles and functions
47	Appendix 3 Key trends related to all-of-government and sector goals
51	Appendix 4 Contributing to wider government goals
53	Glossary

Board Chair's overview



For New Zealand's economy to be internationally competitive, New Zealanders must be gaining higher qualifications, raising their skill levels and competently managing their careers. They need to be reaching their potential, effectively matching their career interests and abilities with the needs of businesses and industry.

However, New Zealand has high youth unemployment and a shortage of people with critical job skills. This reflects global trends.¹ Contributing to this are unacceptable rates of youth not achieving the basic qualifications that are the foundation for higher skills.

The cost of not being in education, employment, and training is high for individuals, their families and for the country. For a single cohort of youth in this situation, the estimated one to three year costs in forgone earnings and to public finances exceed \$2 billion.² Multiply this over time by waves of young people in this situation and the costs are enormous.

Our national prosperity depends on a workforce with skills matching the increasing demands of business. To support this we need an excellent careers system. As government's centre of careers expertise, Careers New Zealand is pivotal in knitting the fragmented careers system together. Working across the education, social services, employment, and economic development sectors is now part of Careers New Zealand's core business. Careers New Zealand connects educators and industries through a programme of Career Capable Communities and Career Networks to improve matching of labour skills supply and demand.

Over the last three years, Careers New Zealand has transformed its business model from focusing on one-on-one high-cost interventions to achieving a wider reach through its website with 3.5 million New Zealand-based visits a year. The information, resources and support are designed to help people be confident, competent, self-managing career decision-makers.

The team at Careers New Zealand has a challenging but exciting year ahead where the fruits of the new business model will gain momentum and recognition in communities around New Zealand.

A handwritten signature in dark ink, appearing to read 'Murray Ward'. The signature is fluid and cursive, written in a professional style.

Murray Ward
Board Chair

¹ McKinsey and Company, Education to Employment: Designing a system that works.

² New Zealand Research Institute (2012) The Cost of Poor Transitions for Youth – report by G. Pacheco.

Chief Executive's foreword



Careers New Zealand has been improving its service delivery to meet changing labour market needs and to reach more New Zealanders. We aim to be New Zealand's one-stop-shop for individuals making career decisions, career advisory professionals, key career influencers, and careers system leadership. Young people remain a priority, particularly those in low socio-economic communities with high proportions of young Māori and Pasifika.

I am confident that we have the right structure and mix of talented people to help us to achieve the challenges we have set ourselves.

Our online service focus includes the development of next-generation personalised career tools. This includes using multi-source data and tailoring it to individual circumstances and skills. We are considering virtual education-to-employment exploration tools, which we would develop with industry partners. Connecting education and employment is central to being the careers one-stop-shop.

Our conversations with employers and industry inform the development of the information and tools we make available. Businesses want workers with 'soft skills'. So we help people to understand their 'marketable identity' which includes 'soft skills'.

Although we are a small organisation we make a strong impact with limited resources. We have proven how agile and responsive we are to changing market conditions. In the year ahead, we will rise to the challenge though strategically focusing on our three core business strengths of:

1. Careers system leadership – integrating communities, and sharing our resources to address local and national education-to-employment needs
2. Supporting key influencers – providing training, development, and online resources to key people influencing others' careers
3. Providing information, advice and resources to New Zealanders – our website and phone services to all New Zealanders, educators, and employers

Focusing on the entire education-to-employment continuum we can make a marked contribution to supporting New Zealanders to match their skills to business needs, and increasing New Zealand's economic productivity.

A handwritten signature in black ink, appearing to be 'Graeme Benny'. The signature is fluid and cursive, written over a light background.

Graeme Benny
Chief Executive

CAREERS NEW ZEALAND

OUTCOME FRAMEWORK

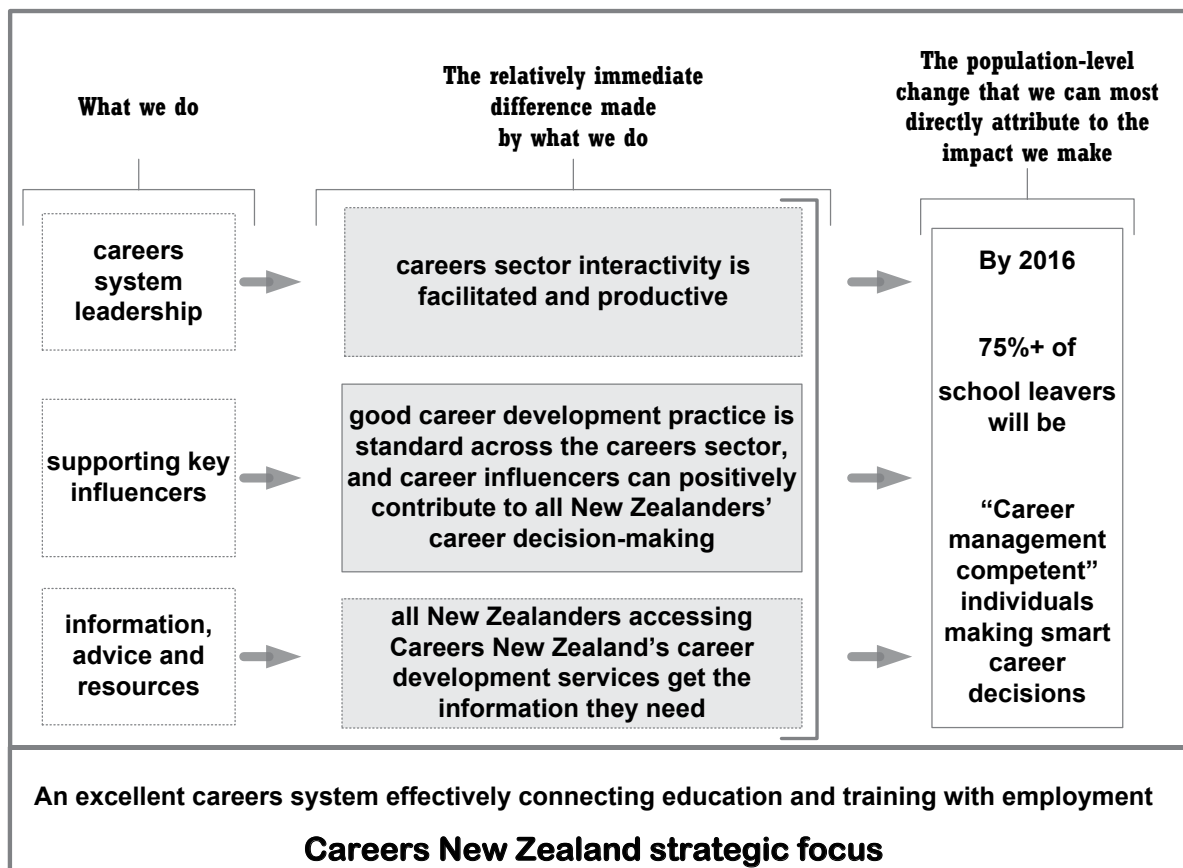
PAGE 23



PAGE 21



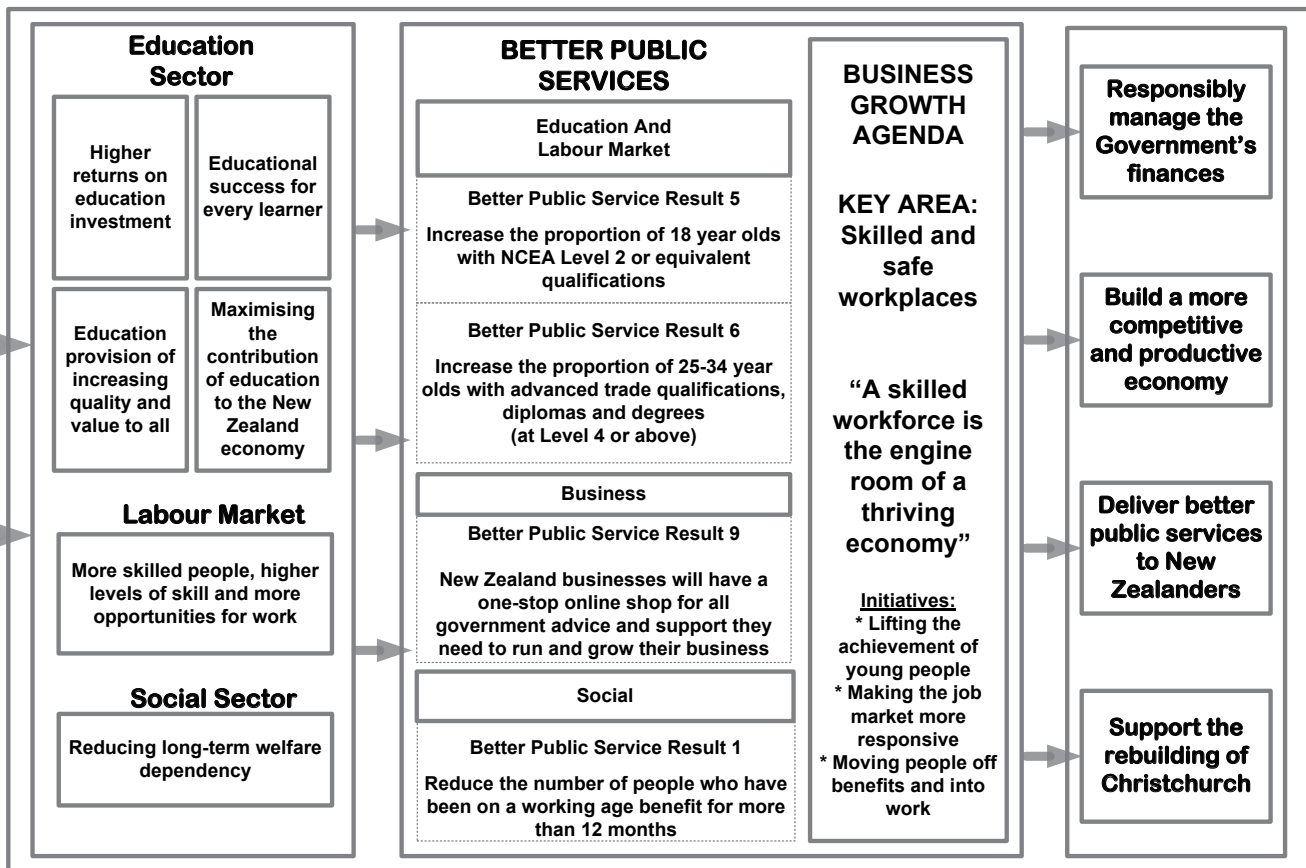
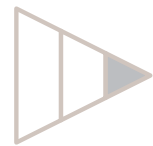
PAGE 20



Career management competence: making well-informed choices and decisions about work, life, and learning, acting on career opportunities, and articulating one's marketable identity.

All-of-Government and Sector Goals

SEE APPENDIX 4



The benefits of an excellent careers system

An excellent careers system contributes to government and sector goals for individuals moving through education and (re-)joining the labour market, the Business Growth Agenda, and growing a more productive economy:



Careers New Zealand: Overview, vision, mission, and values

Overview: We are New Zealand's Centre of Expertise for careers

We are leading the building of an excellent careers system and supporting key career influencers. Through this, we contribute to New Zealanders competently managing their individual careers, collectively growing a more productive economy.

Overview: the careers system

The system is the interaction between organisations and individuals contributing to New Zealanders' education, skills development, career development and employment.

Overview: the careers sector

The sector is made up of educators, professional career influencers, and businesses working to improve and support New Zealanders' individual career management competence.

OUR VISION

Mana Rapuara Aotearoa – Leading careers in New Zealand

OUR MISSION IS TO:

- be the New Zealand government expert on career education and the careers system
- lead, drive and build capability in the New Zealand careers sector
- build New Zealanders' ability to make smart decisions about work, education and training
- demonstrate the benefit of smart career decisions to the social and economic advancement of New Zealanders and New Zealand

OUR VALUES

Manaakitanga

Our relationships are productive and proactive, and critical to our success. We are considerate to each other and responsive and hospitable to others.

Resilience

We are confident, resourceful, optimistic and ready to meet any challenge.

Making a difference

As leaders of the careers sector we improve social and economic outcomes for New Zealanders. We add value, we are innovative and decisive.

Careers New Zealand: Who we are and what we provide

WHO WE ARE AND WHAT WE PROVIDE

Careers New Zealand is a board-governed Crown entity established under the Education Act 1989.³ Our role is to:

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

Careers New Zealand's main services are organised into three output groups:

- Careers system leadership
- Supporting key influencers
- Information, advice, and resources

Each output group is integrated with the other two: we provide leadership while sharing our expertise and developing the capability of others, and information and tools that our clients and the community can easily access. This helps to build communities' collective self sustaining career management capability.

Our strategic priorities

The strategic priorities that we focus on are:

- Career Capable Communities: regionally focused system leadership and sector development in Auckland, Rotorua, Porirua, and Christchurch
- 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
- providing support for the implementation of the Career Education and Development Benchmarks
- capability-building programmes to support the skills development of key influencers of careers
- providing a one-stop careers shop

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 today Government has 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
2. sharing our expertise, information and resources and advice so that it can be transferred to Māori, and building capability of key career influencers in iwi so that they can support Māori in the self-management of their careers
3. sharing our expertise so as to empower Māori to develop the Māori workforce and seek all the opportunities that New Zealand has to offer while developing Māori resources for the benefit of iwi and New Zealand.

³ See Appendix 1: Statutory functions; Appendix 2: Other education sector agencies' roles and functions; Glossary for definitions and references to relevant legislation

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

- Careers New Zealand’s outcome framework
- Ministry of Education’s Ka Hikitia (Māori Education Strategy)
- He Kai Kei Aku Ringa – the Crown Māori Economic Growth Partnership
- Better Public Service results 5, 6, and 9⁴

Careers New Zealand is supporting Better Public Service 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.

Careers New Zealand is increasing its understanding of how the careers system can better serve Māori, and increasing the focus on developing, understanding, and strengthening relationships with iwi, whānau, and local communities.

Complementing our focus on stronger education outcomes for Māori, Careers New Zealand is 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, we are 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.

WHO WE SERVE

Throughout New Zealand’s careers system, people using our expertise, advice, information, resources, and interactive online tools include:

All New Zealanders making choices about their careers	<ul style="list-style-type: none"> · people in secondary and tertiary education and training · people entering and returning to the workforce · underemployed workers · those considering a change in career
Key career influencers supporting the successful transition of New Zealanders through education to employment	<ul style="list-style-type: none"> · career practitioners in the education and private sector · families/whānau/aiga, community groups, iwi · employers, industry, regional organisations, and economic development agencies
Businesses and industries	<ul style="list-style-type: none"> · supporting employers to help their staff manage and develop their skills and careers · supporting industries to attract the skills needed

⁴ See All-of-Government and Sector Goals in Framework diagram (page 5) and in Appendix 3

Careers New Zealand: Who we are and what we provide

To provide all New Zealanders and key career influencers with practical, useful, timely careers resources and support, we develop information with:

- Ministry of Business, Innovation and Employment (MBIE)
- Ministry of Education (MoE)⁵

Our partners in researching client engagement and developing best practice include:

- Education Review Office (ERO)
- Ministry of Pacific Island Affairs (MPIA)
- New Zealand Qualifications Authority (NZQA)
- Te Puni Kōkiri (TPK)
- Educators and careers professionals working in communities and schools

The ideal sustained long-term objectives of our partnerships and our work are that all New Zealanders will be able to:

- make informed decisions about the best education-to-employment options
- match their skills and aspirations to the needs of New Zealand business
- develop their confidence and skills to become work-ready and manage their careers throughout their lives

WORKING ACROSS GOVERNMENT AND CONTRIBUTING TO WIDER GOVERNMENT GOALS

As part of achieving our ideal sustained long-term objectives, we are working with MBIE and education sector agencies contributing to Better Public Services and all-of-government goals.⁶ Specific Better Public Service results and all-of-government goals to which we are contributing are:

- Boosting Skills and Employment - More young people make successful transitions into work and learning
- Improving Interaction with Government
- Business Growth Agenda – Skilled and Safe Workplaces
- Rebuilding Christchurch
- Education sector outcomes

⁵ In the future we will consider opportunities that might be gained from work by Network for Learning, a Crown-owned company supporting schools to access rapid broadband. We will also consider opportunities that might arise from working with Education New Zealand.

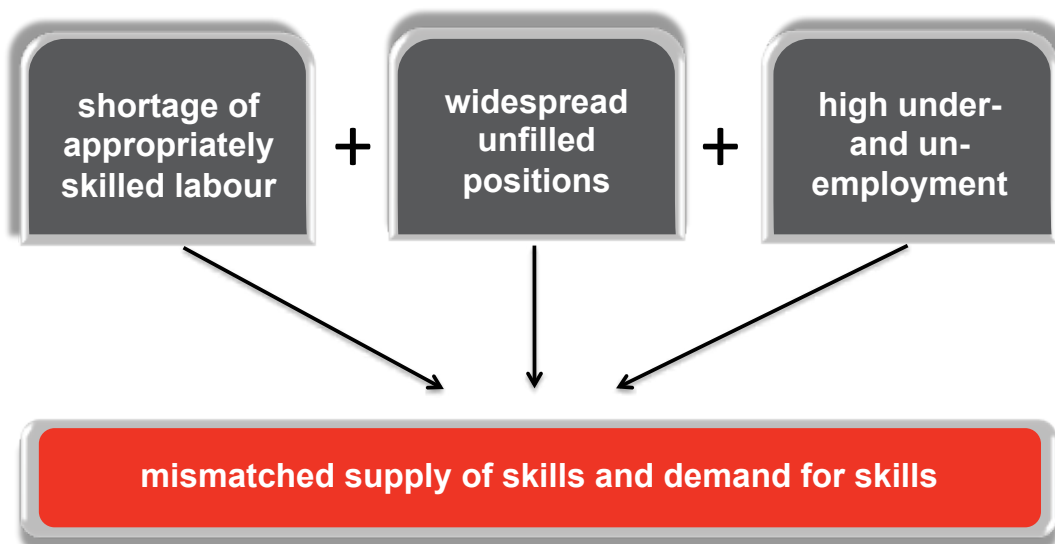
⁶ See All-of-Government and Sector Goals in Framework diagram (page 5) and in Appendix 3. Our actions are listed in Appendix 4.

Environmental factors influencing why we do what we do

The main environmental factors that we envisage will be influencing Careers New Zealand's work in the next three to five years are discussed below. These environmental factors are economic and social drivers and governmental and technological enablers.

ECONOMIC AND SOCIAL DRIVERS

Since the 2008/09 global recession, there are stronger expectations for government to deliver better public services. The uncertain global economy is having a complex on-going impact on labour force supply and demand. Businesses need more skilled labour suited to the work that needs to be done to make the economy more productive. Meanwhile the supply of skills is not sufficiently matched to what is needed. There are two main supply-side characteristics of mismatched labour supply and demand. One is that people are not making informed career decisions that align their skills acquisition with business needs. Another is that an unacceptable proportion of youth are not gaining basic qualifications needed to achieve higher skills in demand by businesses.



Government has a particular focus on young people, as they are the future labour force. The economic costs are very high when young people are not:

- making smart career choices
- transitioning seamlessly through the careers system
- gaining jobs that match their skills and talents, and furthering their potential

Research has been done to estimate the current one to three year costs of young people not in education, employment, or training (NEETs):⁷

- estimated cost of forgone earnings: \$1.5 billion
- estimated cost to public finances: \$1.113 billion

Beyond these initial costs are longer-term costs, resulting from poor formative labour market experiences. These include lower incomes over time and social outcomes strongly linked with unemployment.

⁷ New Zealand Research Institute (2012) The Cost of Poor Transitions for Youth – report by G. Pacheco

Environmental factors influencing why we do what we do

GOVERNMENTAL AND TECHNOLOGICAL ENABLERS

To meet the challenges presented by the global recession's impact on our society and economy, Government is improving the way public services are delivered. This is reflected in the Better Public Service results, the Business Growth Agenda and all-of-government goals. As at May 2013, Government has been considering amendments to e.g. the Crown Entities Act 2004 that will facilitate more efficient operation by agencies such as Careers New Zealand.⁸ Other enabling actions of particular relevance to Careers New Zealand include:

- undertaking the State Services Commission's Performance Improvement Framework review process⁹
- support for the Ministry of Education's review of New Zealand's careers information, advice, guidance and education (CIAGE)
- contributing to the state sector Optimise^{HR} programme¹⁰

In addition, the world of online and mobile communications technology is allowing agencies such as Careers New Zealand to improve the quality and reach of information. Use of ICT is a recognised strength of Careers New Zealand.

OPPORTUNITIES WHERE CAREERS NEW ZEALAND WILL MAKE A DIFFERENCE

Opportunities where Careers New Zealand will make a difference are driven by the demand for skills by employers, industries and regional economic development plans. Careers New Zealand has a focus on building working relationships with Māori and Pasifika communities and organisations, to build economic development through supporting increased workforce skills among their populations.

Many New Zealanders need the careers system to function more effectively and work better for them. This means providing them with information and supporting development of the skills they need to make smart career decisions. In an excellent careers system these skills will align with the needs of New Zealand employers, businesses, and industries.

Matching the supply of skills with the needs of employers is generally accepted internationally to be a key factor in improving economic productivity.

To achieve a better match, we are facilitating connections between tomorrow's workforce (today's learners) career influencers (educators, careers professionals, families/whānau/aiga, and others), and where skilled labour is needed (businesses and employers).

Opportunities to achieve better education-to-employment connections exist:

- at **regional and national levels**, through facilitating connections between educators and employers (for example through Career Capable Communities) and improving supply and demand labour market information, and supporting key career influencers
- at the **local and community levels**, through Career Networks, skills development for key career influencers in the community and with iwi
- at the **organisation level**, through embedding Career Benchmarks and supporting their implementation to lift the quality of career education and careers practice in New Zealand

The diagram that follows shows

- the current skills supply and demand mismatch
- our focus on positively changing the careers system and improving results for government and outcomes for New Zealanders
- where the environmental factors have an influence.

⁸ Government has been, at May 2013, considering amendments to the Crown Entities Act 2004, Public Finance Act 1989, and the State Services Act 1988 to make improvements to planning, budgeting, and performance reporting.

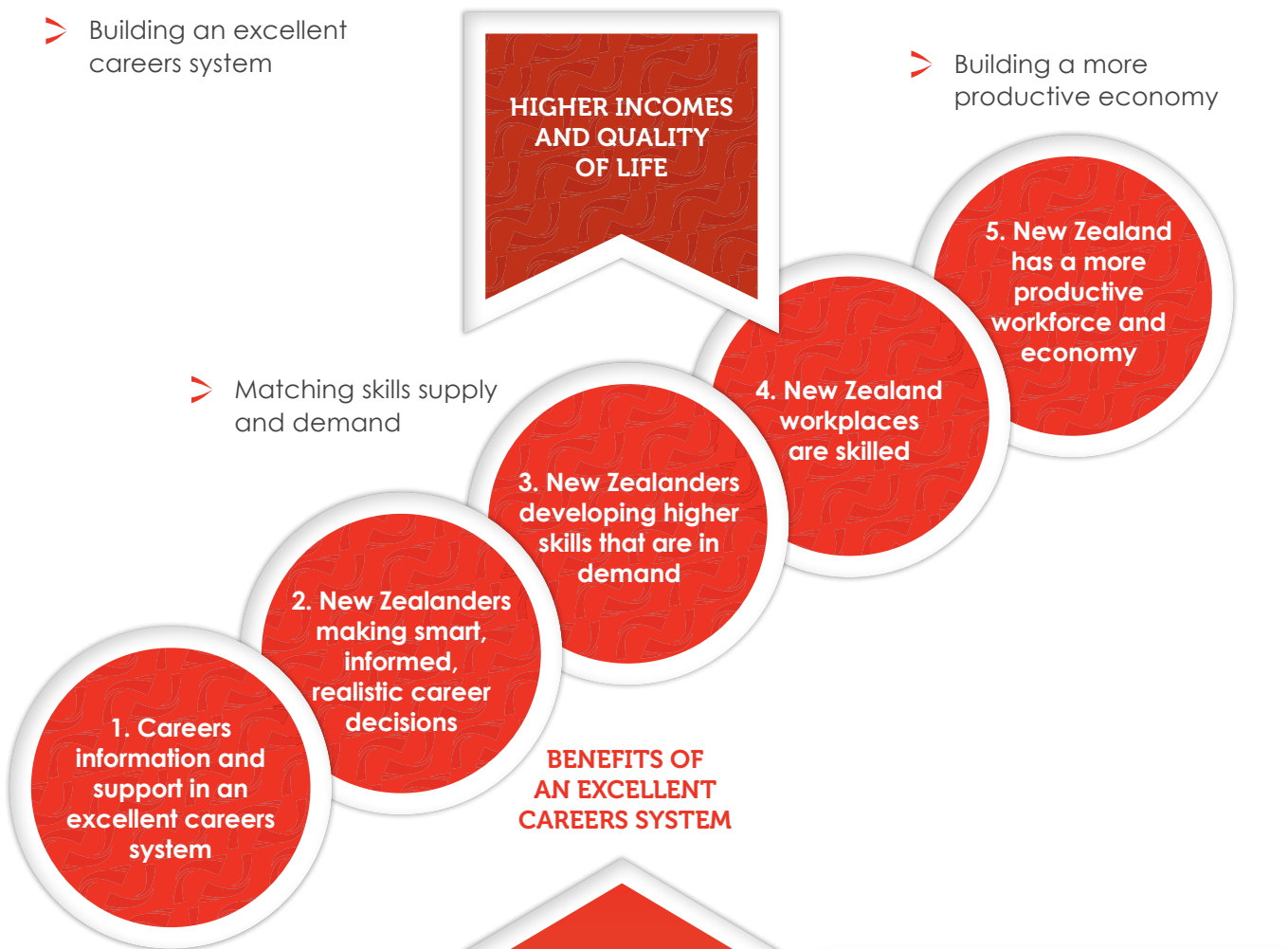
⁹ Started in 2012/13, expected to be completed in early 2013/14

¹⁰ Optimise^{HR} is a shared government services approach to human resource administration

> Building an excellent careers system

> Building a more productive economy

> Matching skills supply and demand

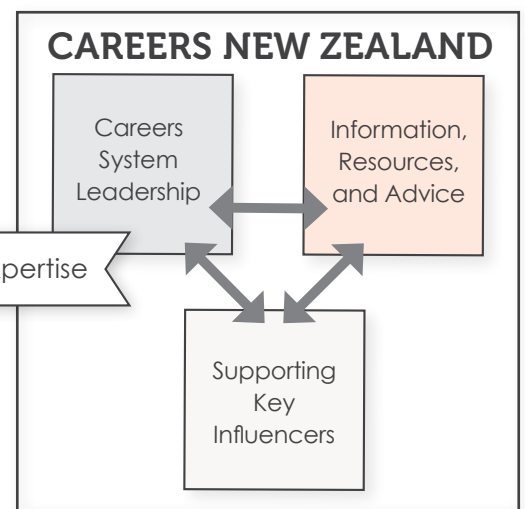
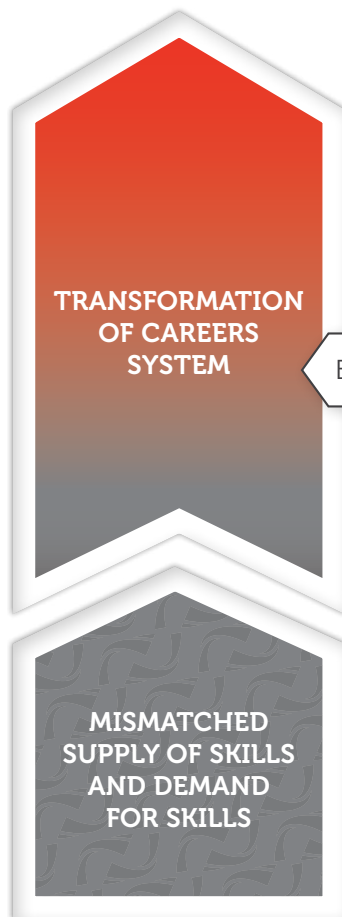


ENVIRONMENTAL ENABLERS

- Governmental
- Technological

ENVIRONMENTAL DRIVERS

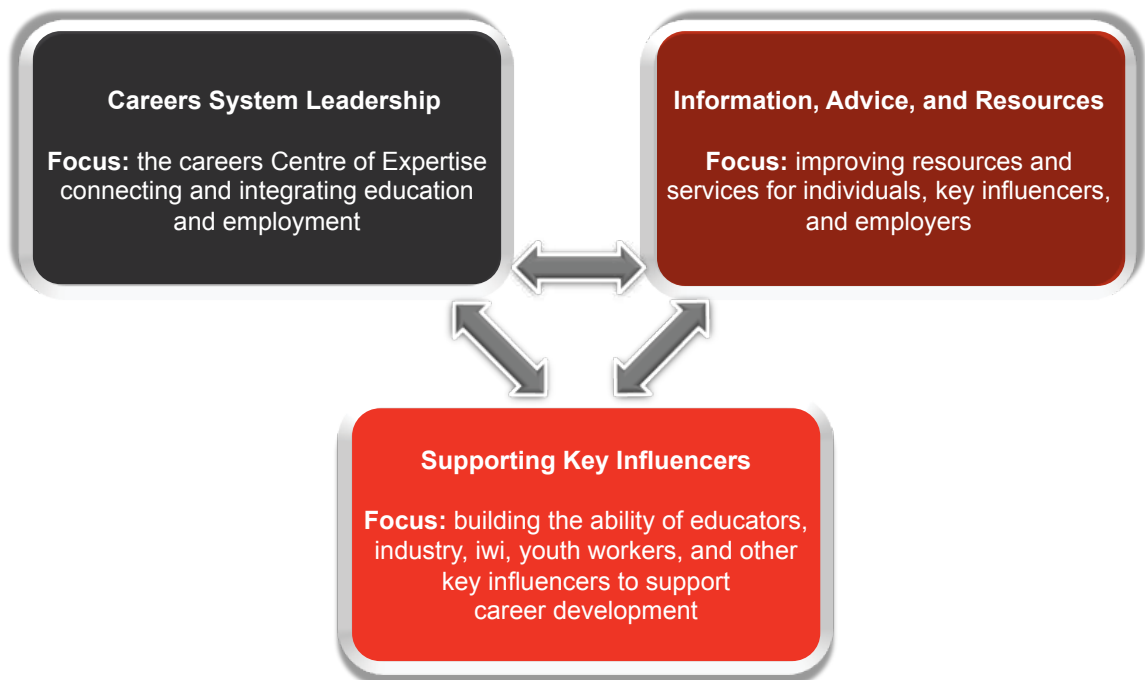
- Economic
- Social



System level approach

A range of interacting organisations and individuals make up the careers system. They focus on the delivery of education, skills development, career development support and employment for New Zealanders. Careers New Zealand works collaboratively across the careers system with central government, local government and the education and business sectors.

Improving the careers system, facilitating improved connections between education and employment, can contribute significantly to matching skills supply with demand. Careers New Zealand has a significant role to play in the recovery and growth of the economy by better connecting education with employment. Our strategic business model has a strong focus on system level solutions. The core components of Careers New Zealand's strategic business model are shown in the diagram below.



In the careers system, education providers and businesses need to integrate how they meet New Zealanders' education and training needs for the foreseeable skills demand of employers, businesses, and industries.¹¹ Developing workable solutions requires the participation of local and central government agencies, iwi, regional and community organisations and groups influencing change in education, the labour market, and industry. We work with these influential parties to improve integration of the careers system.

The diagram over the page shows how we see a fully functional joined-up and integrated careers system.

¹¹ McKinsey and Company, Education to Employment: Designing a system that works.

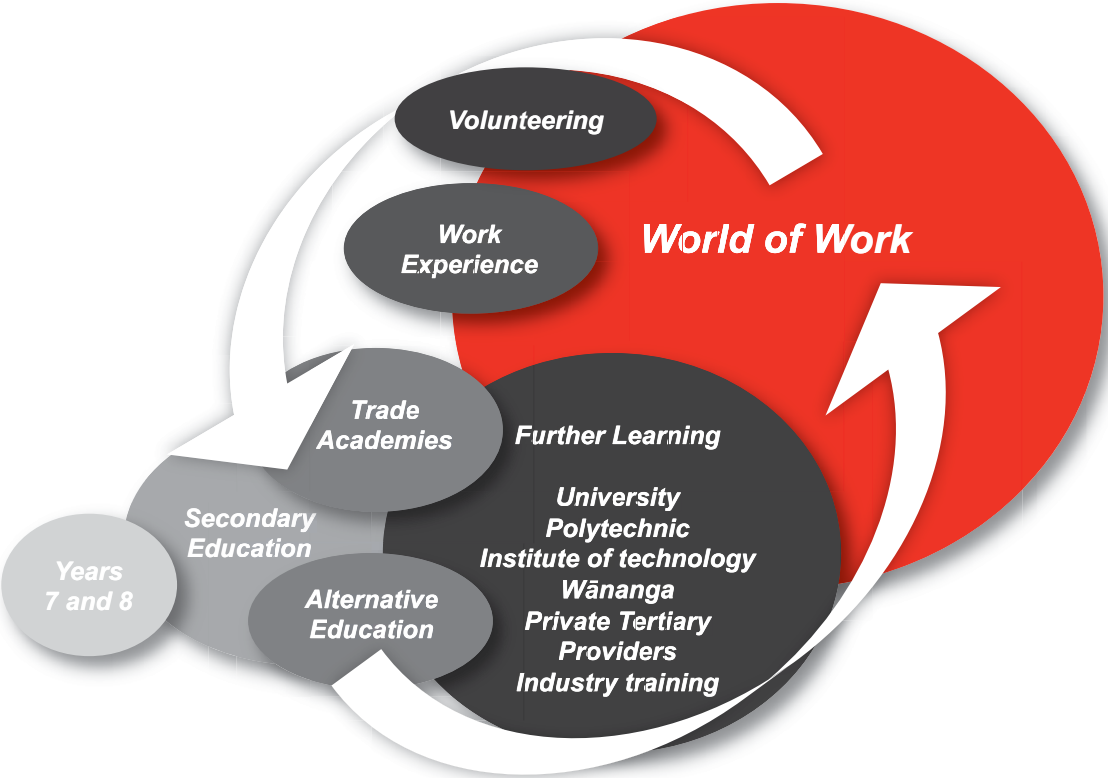
INDIVIDUALS – AT THE CENTRE OF THE CAREERS SYSTEM

We see individuals at the centre of a system of influencers, careers information and support. In the careers system, New Zealanders gain qualifications and skills in school and tertiary education and training and then apply these in the workforce. Throughout New Zealanders' careers, their choices are influenced by many individuals and organisations.



System level approach

Our business model supports learners making transitions through school to higher education, and all New Zealanders entering or re-joining the work force. The diagram below conceptualises journeys through the careers system through: Years 7 and 8 to secondary education; secondary education to tertiary study and training; study and training to employment.



Together, the two preceding diagrams show the interactions that are possible between individuals, key influencers, employers, and many others as people journey through the careers system from education to employment. For enduring improvements in the proportion of young New Zealanders who are career management competent and making smart career decisions,¹² we must implement a medium-to-long term strategy.

¹² Careers New Zealand outcome framework: By 2016 75%+ of school leavers will be "career management competent" individuals making smart career decisions.

Medium-term to long-term strategic focus

FOUR-YEAR OUTLOOK

Over the next four years we expect to see improvements that flow from our business model and our outputs. These will make an impact in three areas:

- *Careers sector interactivity is facilitated and productive* - sector interactivity improves communication which is necessary for making the careers system integrated and high quality. Careers New Zealand has the pivotal role of brokering interactivity and communication.
- *Standardising good career development practice across the careers sector* - a high performing careers sector is vital for the building of an excellent careers system. Developing the capability of key career influencers is a core part of our business model and outcome framework.
- *New Zealanders get the information, advice, and resources that they need* - Relevant, accessible careers information and support is critical for good quality decision making. Careers New Zealand provides a website that is the authoritative source on education, training and employment for New Zealanders. With 3.5 million New Zealand-based visits annually, www.careers.govt.nz is one of New Zealand's most popular and reliable sources of careers information and support.

In four years we expect to see positive changes in the following areas as a result of work that we are doing:

Area of strategic impact	Careers New Zealand work to make improvements
Local career systems	Four Career Capable Communities, ultimately, improve career management competence of local population
School and tertiary education careers programmes	On-going assistance with implementing Benchmarks, and further development and refinement of their criteria improve careers programmes: <ul style="list-style-type: none"> · all public schools in Career Capable Communities (and 80% nationally) will have raised their careers education programmes to the level of 'adequate' in the Benchmarks · 90%+ public tertiary education providers and 50% of private training establishments will have raised the quality of their career education programmes
Skills supply and demand matching	Nine Career Networks (including four in the Career Capable Communities) improve the connection between communities, local education providers and employers On-going integration of education and labour market data to develop and provide accessible and useful careers information, with better communication between educators and businesses, improves the alignment of skills supply with the needs of businesses and the economy A national skills-matching initiative contributes to improved matching of skills supply and demand in designated industries and/or areas
Ability of key career influencers	Continued professional development support, development of information and resources, and assistance in self-review using the Career Benchmarks improves the capability of key career influencers At least four relationships with Māori organisations / businesses have been established and are building the capability of key career influencers
Individual career self-management	All of the work related to system building and supporting key career influencers, and continuous improvement of our online services improves the career decision-making of individual New Zealanders

Medium-term to long-term strategic focus

Careers New Zealand will continue to develop its services and resources to support employers and businesses who are also integral members of the careers system, in addition to community organisations and families/whānau/aiga.

We are creating a one-stop careers shop for New Zealanders. Working with government agencies and industries, Careers New Zealand integrates education and labour market data so that New Zealanders have user-friendly information and resources. These allow people to compare employment outcomes and earning potential of investing in tertiary education and to access easy-to-follow job summaries. Over the next three to five years, we will continue our development of innovative personalised next-generation web based tools and resources.

The diagram over page shows our role in integrating data, and generating accessible meaningful careers information, advice, and resources:

NEW ZEALANDERS



INTEGRATES AND PUBLISHES
EDUCATION-TO-EMPLOYMENT
INFORMATION AND DATA



Statistics NZ

Ministry of Education

MBIE

NZQA



Industry sources

High-level outcomes

Better Public Service results and outcomes are achieved through the joint effort of multiple agencies. Our outcome framework shows how Careers New Zealand outputs contribute to the higher level outcomes in the education, labour, and social sectors, as well as Government's high level priorities.

Government's high level priorities reflect the need for a fully integrated well-functioning careers system.¹³ Our contribution to improving the higher level results (i.e. statistics in Appendix 3) is via our careers-focused outcome. This is influenced by the impact of our leadership in system building, support for key influencers, and our information, advice, and resources.

Outcome, impacts, and outputs

OUTCOME

Career management competence is about possessing the skills needed for successful interaction in the labour market. Government measures of economic productivity and growth point to New Zealand's need for more people achieving higher qualifications and gaining higher skill levels.



The population-level change that we can most directly attribute to the impact we make

To measure this, we ask 15-24 year olds a range of questions about their career confidence and readiness

A significant proportion of young New Zealanders, particularly Māori and Pasifika, have either low or no qualifications. To reduce the proportion, we have set a 2016 target outcome of 75%+ of school leavers being career management competent. This also means 75%+ for Māori and 75%+ for Pasifika.

Current data about career management competence is based on subjective measurements. We are developing tools for individuals and career influencers to objectively measure their career management competence and capability respectively. The career competence tool for measuring individuals' competence will be developed and tested during 2013/14. We will then begin to establish baseline data to measure improvements in New Zealanders' career competence over time. The baseline data will also enable us to set meaningful targets for increases in career management competence. Development of the tool measuring career influencers' capability will begin in 2013/14, with baseline data gathering expected during 2014/15.

Results from Careers New Zealand's first annual 2011/12 survey of 15-24 year olds show the continuing need to focus on career decision-making. The survey found that 71% of young people judge themselves to be very or extremely confident of their ability to make decisions about learning, training, or jobs. This reflects independent research showing that 30.1% of university students had never set career development goals or plans.¹⁴

The young people who, to date, have not considered their careers will include those who are already entering or have entered the workforce. Improving career management competence is supported by schools and tertiary education providers implementing the Career Benchmarks. This contributes to engagement and retention of learners, and their achievement of higher qualifications.

¹³ See Appendix 3 Key trends related to all-of-government and sector goals

¹⁴ Ako Aotearoa and the Australian Council for Educational Research (2011) Student Engagement in New Zealand Universities edited by Ali Radloff

Outcome, impacts, and outputs

IMPACTS



The relatively immediate difference that what we do makes

To measure this, we ask people about the difference that our products and services are making for them

To ensure that our work is facilitating productive sector interactivity, we are measuring the impact of our leadership work. This includes:

- external evaluation of our three to five year Career Capable Community (CCC) programmes
- evaluation of the results of the Career Networks

The following table describes how we intend to evaluate medium to long term impacts of CCCs and networks:

Impact	Measures	Method
· Improved career systems within identified communities	Improvement seen in key metrics over time (e.g. % young people not in employment, education or training; % young people with NCEA)	Set of baseline metrics is being identified for each CCC and data collection will be repeated annually
· CCCs effectively address the community's career-related needs	70% of CCC stakeholders agree that the CCCs are effective in addressing the community's career-related needs (increasing to 90% by 2015/16)	Annual survey, as part of the external evaluation of the CCC programmes over the next 3 years
· Key players in the careers system are identified	70% of CCC stakeholders agree that key players are represented (increasing to 90% by 2015/16)	Survey of CCC stakeholders
· Networks facilitate communication and identify local solutions	70% of network stakeholders agree that the networks are facilitating communication and identifying local solutions (increasing to 90% by 2015/16)	Survey of network stakeholders
· Measurable increase in career management competencies in the community over time	Career management competencies within CCCs increase over time	CCC career management competency baselines to be established in 2014/15, once competence assessment tool is developed

Outcome, impacts, and outputs

Standardising good career development practice across the careers sector

Career influencers need to be able to review their capability objectively as part of on-going professional development. Careers New Zealand is scoping the development of a self-measurement resource to enable this. We are also scoping similar resources for New Zealanders in general to be able to measure their own career competence.

Impact	Measures	Method
<ul style="list-style-type: none"> Improvements in careers education in secondary schools 	<p>By 2015/16, 15% of secondary schools have whole-school high quality career education programmes</p> <p>(In ERO's small-scale study of 44 schools in 2012, 9% of those schools had whole-school high quality career education programmes)</p>	ERO evaluation (dependent on agreement with ERO on measuring progress)
<ul style="list-style-type: none"> Improved ability of career influencers to help others with career decisions 	% of career influencers whose ability improves over time	Competency measurement tool to be developed in 2013/14 and baselines established by 2014/15

New Zealanders get the information, advice, and resources that they need

- continuous improvements to our online services
- delivering accessible, meaningful information that helps people make smart career decisions, as well as meeting the needs of industry and career influencers

We measure the impact of careers information, advice, and resources as follows:

Impact	Measure	Method
<ul style="list-style-type: none"> New Zealanders assisted to make career decisions 	<p>85% of users have made a decision as a result of our support services, or have all the information they need to make a decision</p> <p>(82% in 2011/12)</p>	Annual survey

OUTPUTS

Across the three focus areas of our approach, our outputs are aligned with the future state we are working towards.



Outputs are grouped to support the three impact focus areas, that reflect how our products and services are making a difference

To measure this we monitor the volume and quality of specific products and services, which may range from the introduction of a large strategic leadership programme to sector development products and capability building for key influencers and families

COMPLEMENT OF OUTPUTS CONTRIBUTING TO THE MEDIUM-TERM TO LONG-TERM STRATEGIC FOCUS

Focus: Careers system leadership

We lead the sector by providing:

- standards and guidelines through the development and review of Career Benchmarks
- evaluation, research, and review of new initiatives, resources, and tools
- advocacy for career decision-makers and influencing education-to-employment related policy and planning across the system

Our flagship programme for systems change is Career Capable Communities (CCCs), initially operating in four regions from 2012/13 – 2016/17: South Auckland, Porirua, Rotorua and Christchurch. These are supported by at least one Career Network in each CCC.

We are building on existing relationships with iwi and Māori organisations and businesses. We are developing opportunities to build new relationships. The purpose is to equip iwi and Māori organisations to develop the career potential of their rangatahi and provide the skills needed by their iwi, organisations, and businesses to fuel Māori economic development.

As part of our leadership, we connect with wider government through Ka Hikitia (Māori Education Strategy); Pasifika Education Plan; Tertiary Education Strategy; Youth Guarantee; Youth Pathways; and Better Public Services. We have cross-sector interagency actions in networks, and collaborative planning and product development (for example data sharing for updated education/employment information on www.careers.govt.nz).

The products, services, and leadership we provide to build and improve the careers system include:

- opportunities for influential education, labour market, and business sector professionals to build proactive outcome orientated networks
- careers focused support for Youth Guarantee and Vocational Pathways
- opportunities for employers to work more closely with careers sector stakeholders, to exchange information and develop skills supply strategies

Outcome, impacts, and outputs

Focus: Supporting key influencers

We facilitate organisations' self-review of their needs, policies, resourcing, roles, and processes for supporting people's career development and transitions. This may encompass training and the facilitation of planning for career programmes within organisations.

We provide:

- assistance to implement Career Benchmarks in education settings
- assistance to youth mentors and community organisations
- capability building support for parents, whānau, and employers
- online resources and e-learning tools

Focus: Information, advice, and resources

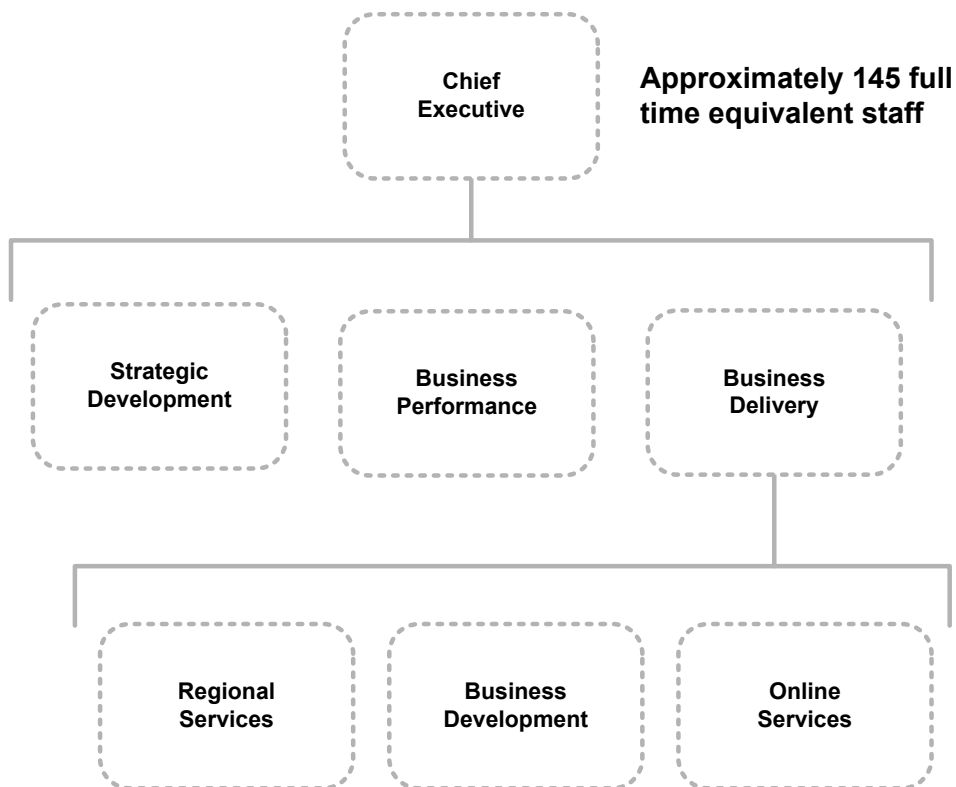
In 2012/13 we developed and launched a number of innovative resources and tools that are going to be essential in the building of the careers system and developing the sector. Our website continues to be an important channel that receives 3.5 million New Zealand-based web visits annually. Our website is a highly cost-effective method of making a substantial impact, by supporting delivery of our products, services, and integrated education-to-employment information.

We will continue to develop and provide advice to individuals and groups, being a one-stop careers shop for all New Zealanders, with a focus on the following:

- labour market information that will help with career decision-making
- self-help career information and tools related to developing on-going individual career management competence
- resources for employers and career influencers

Inputs – Resources, Finance, and ICT

The diagram below outlines our organisational resources and the main business groups and subdivisions, supporting the Chief Executive:



Approximately 145 full time equivalent staff

Forecast Cost of Service 2013/14

Budget 2013/14 OUTPUT agreement funding \$15.082 million

Other revenue \$0.200 million

Interest \$0.140 million

Total Revenue \$15.422 million

Personnel \$10.797 million

Depreciation \$0.660 million

Other expenditure \$3.965 million

Total expenditure \$15.422 million

Our long-term strategy is to maintain and develop skilled staff expert in their work and for them to have the tools they need to develop and deliver leadership, support, and resources at all levels of the careers system.

Inputs – Resources, Finance, and ICT

Organisational Capability

Our strategic goals now emphasise leading and building the effectiveness of the careers sector as a whole. Careers New Zealand has moved away from a small number of direct interventions, to focus more on online tools and to building capability at a community and organisational level. Our system-focused operating model means changing the way we work. We are aligning our workforce and resource allocation accordingly.

Two key indicators for measuring our organisational health are staff turnover and staff engagement. Targets for 2013/14 are as follows:

Indicator	June 2008	June 2009	June 2010	June 2011	June 2012	March 2013	Target 2013/14
Annualised turnover (permanent staff)	14%	15%	11%	17%	20%	24%	<20%
Employee Engagement Indicator (from Best Workplaces survey)	84.3	74.4	75.1	73.6	65.5	-	>65.5

Performance Improvement Framework (PIF) review

In February 2013 we started a PIF self-review process. The PIF is a review well recognised as an organisational improvement model. The PIF reviews our fitness-for-purpose today and for the future, and provides a benchmark for future performance improvement. We expect the final report to be published in August 2013. The Senior Leadership Team and the Board will use the report to strengthen the organisation for its future performance challenges and position it to provide the greatest possible value to New Zealanders.

Summary of current capability

With a new focus on building an excellent careers system and creating career capable communities, we are building the skills of staff. Regional staff will continue to make the shift to from being advisors and guidance experts working with individuals, to being educators, consultants and change agents working on the system.

Actions to improve organisational capability

Careers New Zealand consistently attracts, utilises, and develops talent.

Careers New Zealand is building a learning and development framework. Our roles are broad rather than deep, and that provides excellent learning opportunities that equip staff for a range of future opportunities.

We are continuing to share education sector learning and development opportunities and infrastructure. For example, an education sector Aspiring Leaders programme is underway. This initiative exposes Careers New Zealand participants to a wider perspective, at reduced cost. Online learning and development programmes developed in education sector agencies are now available sector-wide.

Working environment

To attract and retain staff, Careers New Zealand aims to provide development opportunities and an attractive working environment with a positive workplace culture. Staff are offered flexible working arrangements, development opportunities, and family-friendly policies.

Assessing resources and integrating planning

Careers New Zealand continues to identify relevant and appropriate resources for introducing initiatives. Workforce planning is integrated with business planning.

Employment practices

Careers New Zealand's employment practices meet the responsibilities laid out in section 118 of the Crown Entities Act 2004 to be a good employer. We aim to have a diverse workforce capable of delivering effective services to our priority client groups and to provide an employment environment where each individual can contribute to the best of their potential. We monitor staff engagement and turnover and workforce composition in the context of Equal Employment Opportunities (EEO). The 'good employer' elements inform our framework for EEO initiatives.

Employees who have declared a disability participate productively in Careers New Zealand and enjoy the same or similar (to the extent that a disability may permit) employment-related opportunities as their colleagues.

Information and communications technology

A robust ICT platform is essential for our development of innovative, agile, cost-effective services that increase our efficiency, results, and reach. Working with our hosting partner, we aim to have platform availability of no less than 99.5% in any given month.

Our ICT strategies include:

- using ICT to streamline our business processes, and increase productivity
- introducing ICT technologies to reduce:
 - significant upfront investments
 - large support teams
 - risk of underutilised infrastructure and specialised skill sets
- use of virtualisation, wireless networking, and smart devices to reach as many people as possible through flexible and mobile working practices
- using all-of-government ICT services where savings will be realised.

Statement of Forecast Service Performance 2013/14

GOVERNMENT FUNDING

Careers New Zealand 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 this Statement of Intent. During 2012/13, Careers New Zealand 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. For Careers New Zealand, this includes careers information, advice and guidance services, and services for Government Ministers.

Statement of Forecast Service Performance 2013/14

Measures by: Output type and Service or Product	Estimated actual 2012/13	Forecast 2013/14 delivery	Data source
Output: Careers System Leadership: Career Capable Communities (CCCs) 3-5 year programmes			
CCC programmes successfully being implemented in 4 communities (Auckland; Rotorua; Porirua; Christchurch)	4	4	CCC Quarterly Reports
Action plans developed and being implemented (as determined with communities) for each CCC	New measure	By 30 Jun. 2014	CCC Action Plans and Quarterly Reports
Services are delivered within project deadlines	Project targets being met	Project targets being met	CCC Quarterly Reports
Percentage of community stakeholders who say the services delivered in CCCs are meeting community needs	New measure	75%	Annual stakeholder survey
Output: Careers System Leadership: Career Networks			
Career networks successfully established and maintained (including within the CCCs).	6	7	Internal database
Networks' local objectives are specified and progress monitored	Changed measure	By 31 Dec. 2013	Network reports
Stakeholders report that the career networks are useful and supporting the aspirations of the group	New measure	75%	Annual stakeholder survey
Output: Careers System Leadership: Develop and maintain relationships with iwi and Māori organisations or businesses to support them to enhance career development			
Iwi and Māori organisations or businesses find the relationships useful	New measure	100%	Annual stakeholder survey
Project deliverables are identified with each Memorandum of Understanding and progress is made against each	New measure	By 30 Jun. 2014	Internal reports
Number of relationships developed/maintained	New measure	2	Memorandum of Understanding

Statement of Forecast Service Performance 2013/14

Measures by: Output type and Service or Product	Estimated actual 2012/13	Forecast 2013/14 delivery	Data source
Output: Careers System Leadership: On-going development of Career Benchmarks, supported by online and phone services			
Percentage of employers who have used the guides who find them useful	New measure	80%	Internal survey
Employer guides developed, tested and launched, in addition to the 3 previously published for the education sector	New measure	By 30 Jun. 2014	Internal survey
Output: Supporting key influencers: School systems improvement and professional development			
Schools assisted with career system improvement	45	50	Internal database
Schools assisted with self-review using Benchmarks	75	80	Internal database
Schools provided with professional development assistance	180	200	Internal database
Percentage of schools assisted with career system improvement who are satisfied that Careers New Zealand's input helped them (or will help them) deliver improved career development services (Actual result for 2010/11 was 100% and in 2011/12 96% of schools found the in-depth assistance met their needs)	100%	100%	Survey of schools
Percentage of schools assisted with self-review who established a plan for improvement	100%	100%	Survey of schools
Percentage of schools assisted with professional development who are satisfied Careers New Zealand's input helped them (or will help them) deliver improved career development services	100%	100%	Survey of schools

Measures by: Output type and Service or Product	Estimated actual 2012/13	Forecast 2013/14 delivery	Data source
Output: Supporting key influencers: Assistance for tertiary education organisations			
Capability measurement process/ tool developed; baseline measure established	New measure	By 30 Jun. 2014	
Tertiary education organisations receiving in-depth assistance Previously this measure was included under " <i>assistance for tertiary organisations, other career-related organisations and career influencers</i> "	Changed measure	6	Internal database
Tertiary education organisations assisted with self-review using Benchmarks	New measure	30	Internal database
Tertiary education organisations receiving professional development assistance	New measure	100	Internal database
Percentage of universities and polytechnics using Career Development Benchmarks – Tertiary Previously this measure was "50% of public tertiary organisations are committed to or using the benchmarks"	Changed measure	80%	Survey
Percentage of Private Training Establishments (PTEs) using Career Development Benchmarks - Tertiary	New measure	20%	Survey
Percentage of tertiary organisations assisted that are satisfied that Careers New Zealand's input helped them (or will help them) deliver improved career development services	100%	100%	Annual survey

Statement of Forecast Service Performance 2013/14

Measures by: Output type and Service or Product	Estimated actual 2012/13	Forecast 2013/14 delivery	Data source
Output: Supporting key influencers: Assistance for community organisations and youth mentors			
Number of community organisations and youth mentors assisted	Changed measure	20	Internal database
Assistance provided met needs and improved their career development services Previously this measure was included under "assistance for tertiary organisations, other career-related organisations and career influencers"	80%	80%	Survey
Output: Supporting key influencers: Capability building with employer groups			
Capability building support provided	New measure	4 employer groups/ clusters	Internal database
Support provided helps group membership to improve their career development practice	New measure	75% find the support useful	Employer survey
Output: Supporting key influencers: Capability building with families/whānau/aiga/iwi (including the Pasifika-focused PAVE project)			
Number of family clusters (for example clusters around churches or schools) supported through capability-building	New measure	10 clusters	Internal database
Percentage of families/whānau/aiga who say the assistance met their career development needs	New measure	80%	Annual survey

Measures by: Output type and Service or Product	Estimated actual 2012/13	Forecast 2013/14 delivery	Data source
Output: Information, Advice, and Resources: Provision of self-help career information and tools			
NZ-based web visits	3.6 million	3.6 million	Google Analytics
Measure for 2012/13 is % of users surveyed who respond that the website is easy to use, up to date and relevant to their needs and that they enhanced their career decision-making skills. (Previously this measure was a percentage of users reporting that the website is easy to use and up to date: achieved 68% in 2011/12, 63% in 2010/11.)	68% Changed measure	70%	Survey
Output: Information, Advice, and Resources: Direct advisory services to individuals			
Total services delivered	37,000	30,000	Internal database
Percentage of people aided by our services who have made a career decision or have all the information they need to make a decision (achieved 82% in 2011/12)	82%	75%	User survey
Output: Information, Advice, and Resources: Resources for employers			
Employer resource development programme established and implemented	New measure	Needs analysis by 30 Sept. 2013 Programme implemented by 30 Jun. 2014	Internal milestones

Financial Information

FINANCIAL STRATEGY

Financial strategy is an integral part of the overall organisational strategy at Careers New Zealand. Careers New Zealand's financial strategy over the next three years is based on the following key elements:

- Achieving a break-even or better operating result.
- A robust capital expenditure management framework including planning, budgeting, reporting, appraisal and monitoring processes to maintain sustainable equity ratios, adequate working capital requirements and acceptable rate of return on capital projects.
- Robust budgeting processes with regular updates three times each year.
- A conservative investment strategy for term investments with established financial institutions.
- Established and documented internal controls including policy and procedures, financial delegations and a planned internal audit programme.
- Regular reporting and monitoring requirements including the Careers New Zealand Finance and Risk Committee of the Board, the management, the Minister of Education and cost centre managers.
- The development and implementation of shared services across support services to improve efficiencies and save operating expenses, for example, co-locating with other government agencies.

CAPITAL EXPENDITURE INTENTIONS

	Actual 2011/12 \$000	Estimated Actual 2012/13 \$000	Forecast 2013/14 \$000	Forecast 2014/15 \$000	Forecast 2015/16 \$000
FORECAST CAPITAL EXPENDITURE					
Office equipment	25	-	15	15	15
Computer systems	230	110	420	80	310
Motor vehicles	-	61	75	75	75
Leasehold improvements	152	30	20	-	-
Total Property, Plant and Equipment	407	201	530	170	400
Intangible Assets	238	353	370	530	200
Total Intangibles	238	353	370	530	200

All capital expenditure requirements are reviewed at least annually.

The most significant component of the capital expenditure programme relates to maintaining our computer environment.

The \$0.900m investment in fixed assets in FY2013/14 is the maximum possible spend for the capital programme. 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.

We are involved in a number of shared services initiatives which may affect our capital requirements in future years.

FORECAST FINANCIAL PERFORMANCE 2013/2014

The following tables describe Careers New Zealand's forecast financial performance. They should be read in conjunction with the accompanying notes.

	Actual 2011/12 \$000	Estimated Actual 2012/13 \$000	Forecast 2013/14 \$000	Forecast 2014/15 \$000	Forecast 2015/16 \$000
STATEMENT OF COMPREHENSIVE INCOME					
Revenue					
Output agreement funding	15,082	15,082	15,082	15,082	15,082
Other revenue	444	209	200	200	200
Interest	137	140	140	140	140
Total revenue	15,663	15,431	15,422	15,422	15,422
Expenditure					
Personnel	10,386	10,119	10,797	10,723	10,635
Depreciation	514	625	660	680	700
Other expenditure	4,297	4,587	3,965	4,019	4,087
Total expenditure	15,197	15,331	15,422	15,422	15,422
Surplus (deficit)	466	100	-	-	-
PROSPECTIVE BALANCE SHEET					
Current assets	3,234	2,925	3,000	3,000	3,000
Non-current assets	1,725	1,741	1,941	1,941	1,941
Total assets	4,959	4,666	4,941	4,941	4,941
Current liabilities	1,918	1,525	1,800	1,800	1,800
Non-current liabilities	-	-	-	-	-
Total liabilities	1,918	1,525	1,800	1,800	1,800
Closing equity	3,041	3,141	3,141	3,141	3,141
WC	1,036	1,400	1,200	1,200	1,200
WC ratio	1.69	1.92	1.67	1.67	1.67
Surplus/(deficit)	466	100	-	-	-

Financial Information

	Actual 2011/12 \$000	Estimated Actual 2012/13 \$000	Forecast 2013/14 \$000	Forecast 2014/15 \$000	Forecast 2015/16 \$000
PROSPECTIVE CASH FLOW STATEMENT					
Operations					
Operating receipts	15,425	15,291	15,282	15,282	15,282
Receipts from interest	137	140	140	140	140
Operating payments	(14,890)	(15,130)	(15,092)	(15,092)	(15,092)
Net operating	672	301	330	330	330
Investments					
Fixed assets	(595)	(554)	(900)	(700)	(600)
Net investment	(595)	(554)	(900)	(700)	(600)
Financing					
	-	-	-	-	-
Net change	77	(253)	(570)	(370)	(270)
Opening cash	2,897	2,974	2,721	2,151	1,781
Closing cash	2,974	2,721	2,151	1,781	1,511

PROSPECTIVE STATEMENT OF CHANGES IN EQUITY

Taxpayers' equity as at 1 July	2,575	3,041	3,141	3,141	3,141
Net surplus/(deficit)	466	100	-	-	-
Taxpayers' equity as at 30 June	3,041	3,141	3,141	3,141	3,141

Notes

The prospective financial statements are based on policies and approvals in place as at March 2013 and are GST exclusive. The forecast for 2013/14 is prepared under NZ GAAP.

They set out Careers New Zealand activities and planned performance. Use of this information for other purposes may not be appropriate.

Note that 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 Careers New Zealand reasonably expects to occur, associated with the actions Careers New Zealand 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 \$0.900 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

Careers New Zealand is a Crown Entity in terms of the Crown Entities Act 2004 and was established under the Education Act 1989.

Careers New Zealand 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, Careers New Zealand has designated itself as a public benefit entity for the purposes of the New Zealand equivalents to the International Financial Reporting Standards (NZ IFRS).

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

The forecast financial statements that follow comprise the forecast activities of Careers New Zealand for the years ended 30 June 2014 to 30 June 2016.

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 a 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 Careers New Zealand is the New Zealand dollar.

Judgement and estimations

The preparation of financial statements in conformity with NZ IFRS requires judgements, 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 on-going 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 rate method.

Financial Information

Cost allocation

Direct costs are charged to the specific output based on the estimated productive hours.

Indirect costs are allocated to the specific on the basis of time estimated 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 estimated by task and activity that make up the outputs.
- Direct costs are costs that are causally linked to outputs.
- Indirect costs are all other costs, which include financial and administration costs, computer systems and depreciation.

Financial instruments

Careers New Zealand 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. Careers New Zealand 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 prepayments. Receivables and prepayments are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. Receivables and prepayments are recognised initially at fair value plus transaction costs and subsequently measured at amortised cost using the effective interest rate method. Receivables and prepayments issued with a duration of 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 gains and losses are recognised in the income statement.

A provision for impairment of receivables is established when there is objective evidence that Careers New Zealand 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 rate method.

Financial liabilities

Financial liabilities are recognised initially at fair value less transaction costs and subsequently measured at amortised cost using the effective interest rate method. Financial liabilities entered into with a duration of 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 Careers New Zealand 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 Careers New Zealand 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 with estimated residual value.
- Leasehold improvements – over the useful life of the lease.
- Fixed assets costing more than \$2,500 are capitalised. All other assets costing less than \$2,500 are to be expensed as minor assets 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.

Financial Information

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

Careers New Zealand 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 Careers New Zealand 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 but not yet taken at balance date and sick leave.

Careers New Zealand 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 Careers New Zealand 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 cash flow statement. 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 Careers New Zealand.

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 Careers New Zealand 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.

Governance and accountability

GOVERNANCE

Careers New Zealand is governed by a Board reporting to the Minister of Education. Board members represent the school and tertiary sectors, business and industry, community development organisations, Māori and Pasifika. The Board is guided by a governance manual, which sets out its obligations and responsibilities. Board members also undertake an annual self-appraisal process.

Current Board membership

Name	City	Date of original appointment	Expiry date of present term
Murray Ward (Chair)	Auckland	20 September 2010	19 September 2013
Bill Noble (Deputy Chair)	Hamilton	20 September 2010	19 September 2013
Dale Karauria	Wellington	1 September 2012	31 July 2015
Chris Meade	Auckland	20 September 2010	19 September 2013
Markerita Poutasi	Auckland	20 September 2010	19 September 2013
Rob Strathdee	Wellington	02 November 2011	2 November 2014

REPORTING TO THE MINISTER OF EDUCATION

Careers New Zealand will consult with the Minister of Education on:

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

Careers New Zealand will provide quarterly reports to the Minister of Education with:

- 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.

Risk management

We are regularly monitoring all organisational risks and reporting through our Finance and Risk Committee to the Board. The organisation reports regularly to the Chief Executive and Senior Leadership Team on all operational risks. In the event that our monitoring identifies an issue or risk, we proactively assess the severity and likelihood, and immediately develop a risk management/mitigation intervention and plan. Should they arise, we will bring any critical or significant risks and appropriate strategies to address them to the attention of the Minister and our monitoring agency, the Ministry of Education.

Risk	Mitigation
<p>FINANCIAL</p> <p>For example, changes to our funding and loss of interest on our investments due to the economic recession.</p>	<p>We monitor, reforecast and adjust expenditure throughout the year.</p>
<p>POLICY</p> <p>Not contributing sufficiently to achieving the Government's priorities.</p>	<p>We ensure the services we deliver contribute to Government's priorities by working closely with the Minister's office and the Ministry of Education.</p>
<p>SERVICE DELIVERY</p> <p>For example, stretched organisational resources meaning that strategic change in priority areas is not sufficiently supported by our range of career services.</p>	<p>We ensure that careers system changes are supported by fully accessible careers information, advice, and resources online (for individuals, career practitioners, and employers) and also where appropriate through our 0800 Advice Line phone number.</p>

Appendix 1 Statutory functions

We are a Crown Agent, established on 23 July 1990 under the Education Act 1989.

Statutory functions	How we implement these
<p>(a) To establish and maintain a database of information about occupations and about post-compulsory education and training; and</p> <p>(b) To make that information available to the public and to institutions, private training establishments, learners, and other interested bodies and persons</p>	<p>Through our comprehensive website which includes information about occupations (including video clips of people in those occupations and links to current vacancies). Our work in improving the careers system is a key to ensuring improved use and application of the information we have available.</p>
<p>(c) To provide:</p> <p>(i) Training and assistance to persons who advise about occupations; and</p>	<p>Through providing professional development sessions to career advisors, school staff, tutors and others in the community to build their capability to support others in making smart career decisions.</p>
<p>(ii) Career advice and associated counselling relating to post-compulsory education and training</p>	<p>Through our 0800 Advice Line, online advisory services, group career advisory sessions and individual guidance services (delivered online, by phone and face to face).</p>
<p>(d) To liaise with, and monitor the needs of, institutions, private training establishments, learners and other bodies and persons with respect to:</p> <p>(i) Information, training, and advice relating to occupations; and</p> <p>(ii) Career advice and associated counselling relating to post-compulsory education and training</p>	<p>Through our careers programme development and support work with schools, tertiary providers and community organisations and, increasingly, through leading the careers sector (including developing Benchmarks to support improvements in the quality of career education).</p>
<p>(e) To provide support services for the purpose of promoting transition education that prepares learners for employment, or further education and training, or both.</p>	<p>Through our website, our capability building work with schools and other providers and our 0800 Advice Line.</p>

Appendix 2 Education sector agencies' roles and functions

Collaboration across the education sector fosters the synergy needed to achieve a greater impact on learner achievement. Careers New Zealand works closely with the education agencies directly involved in the leadership and management of the education sector.

The collaboration ranges from formal oversight by chief executives to informal exchanges of information between our teams.

Where initiatives will have an impact on multiple agencies (for example, online moderation, Youth Guarantee or changes to tertiary education information), we seek contributions from all relevant agencies. These contributions include input to project direction and governance, resources to undertake work, or changes in the agency's own processes in support of the initiative.

In its drive to improve the efficiency and effectiveness of the public sector, the Government is identifying and integrating similar or related services. Education sector agencies have been working together for some time using a range of shared services and will continue to identify opportunities to continue this on a sector and all-of-Government basis. Careers New Zealand takes an active role in both education sector and cross-sector initiatives.

The seven education sector agencies have clearly delineated roles, responsibilities and functions within the wider education system. They have well developed policy tools and levers to effect change within their areas of responsibility. These roles and functions are defined in the Education Act 1989 and the Crown Entities Act 2004. A description of the roles and function of the agencies other than Careers New Zealand follows.

The **Ministry of Education** is a core government department and the lead advisor on the entire education system. The Ministry also fulfils a sector leadership role across education sector agencies. It has substantial operational responsibility across the early childhood and schooling areas, providing funding, setting standards, developing national guidelines and curriculum standards, managing the school property portfolio and providing services to schools, early childhood services, learners and communities. The Ministry advances the Government's priorities through a range of levers, including funding, intervention, regulation and information.

The **Tertiary Education Commission** (TEC) has the statutory responsibility of funding and monitoring the tertiary sector while maintaining the academic freedom and institutional autonomy of tertiary providers. TEC's primary lever for achieving the government's priorities for education is funding and the associated accountability. Through the Investing in a Plan mechanism, TEC buys a series of educational outcomes across the tertiary sector, while leaving the decisions as to how these outcomes are achieved to the providers. TEC also has some powers to intervene in underperforming tertiary education providers.

The **New Zealand Qualifications Authority** (NZQA) has responsibilities extending across senior secondary and tertiary education, through its primary roles of developing and maintaining New Zealand's educational qualifications framework, administering the National Certificate of Educational Achievement (NCEA) and quality assuring the non-university education sector.

NZQA advances the Government's priorities through its management of regulatory and quality assurance levers across the tertiary education sector, including private providers where the Government has no other levers. Through these levers, NZQA has the ability to determine which tertiary education providers are able to offer which qualifications and the standards to which those providers will be held. NZQA more directly determines the educational standards that are needed to achieve success against the national qualification NCEA.

The **New Zealand Teachers Council** is the professional body for the teaching profession and has a greater level of autonomy from the Crown than the other education sector agencies. The Council is responsible for setting and maintaining the standards by which teachers can gain and maintain membership of the teaching profession. They also engage in research and other professional projects to support the teaching profession and support the maintenance of professional standards through competence and discipline processes and judicial bodies. The Council advances the Government's priorities through these regulatory levers, ensuring the quality of the workforce in the schooling and early childhood education sectors.

Appendix 2 Education sector agencies' roles and functions

Education New Zealand (ENZ) is a new Crown entity, established (on 1 September 2011) to lead the Government's drive to grow international education and to manage the Government's investment in international education promotion and offshore activities. Its role is to give effect to the Government's international education policies through a range of marketing, promotional and representational functions.

The **Education Review Office (ERO)** is a core government department. It advances the Government's educational priorities through evaluations of the quality of education and care in schools and early childhood services and of the implementation of government education priorities in these sectors. Its independence from schools and early childhood services, as well as from the agencies that set the policies and standards, allows it to provide assurance and information to Government about the quality of education services and sector performance. Creation and provision of information leading to improvement at the institution and system level is one of ERO's levers. Its independence also provides an accountability lever, in that ERO can make authoritative judgements on action to be taken by schools or early childhood services or interventions by other education agencies.

Appendix 3 Key trends related to all-of-government and sector goals

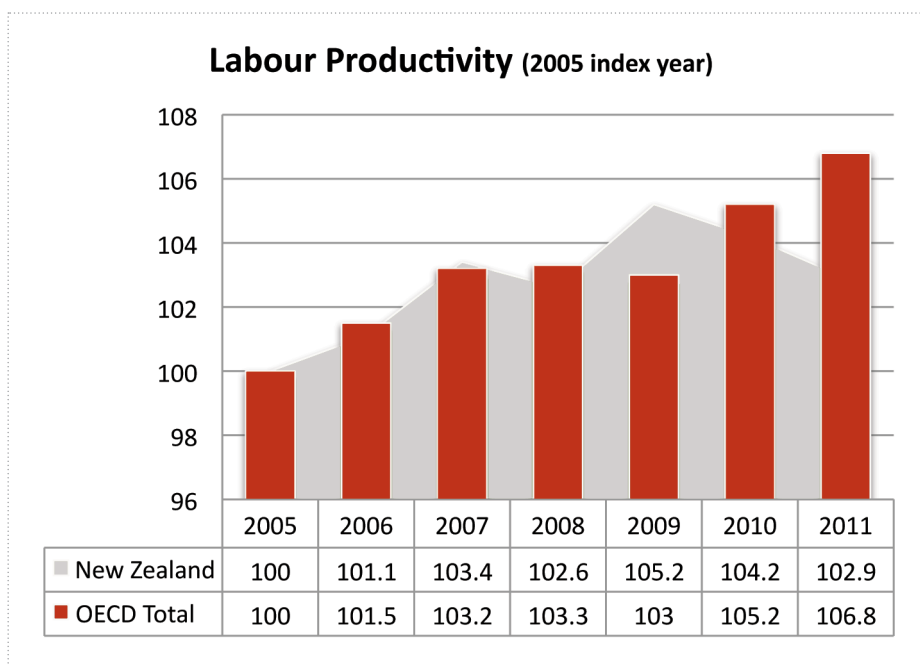
KEY TRENDS

Key trends reflect the state of the economy and show progress against all-of-government and sector goals. These act as signals that we can use to broadly grasp the careers related needs of New Zealanders and labour market needs of businesses. These contribute to informing our strategic focus: An excellent careers system effectively connecting education and training with employment.

TRENDS THAT CONTRIBUTE TO INFORMING OUR STRATEGIC FOCUS

Labour Productivity Index¹⁴

- Relevant because it gauges the GDP output of labour per hour. A more highly skilled workforce is associated with a more productive economy. Relative to OECD economies, New Zealand's productivity is below average.
- This signals there is scope for our country to improve economic productivity, for which a more skilled workforce is needed.

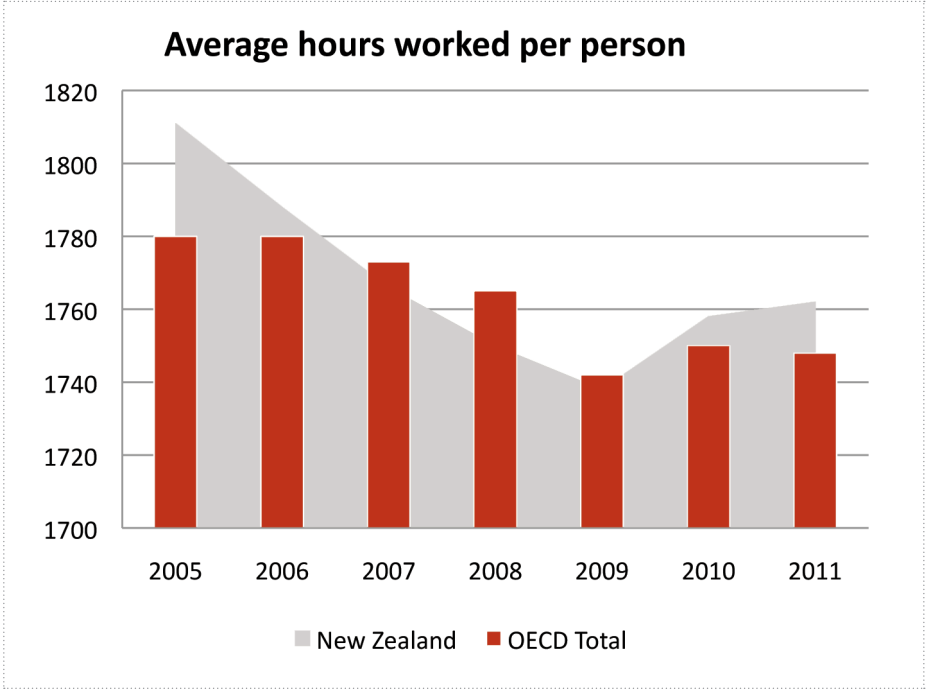


¹⁴ OECD data

Appendix 3 Key trends related to all-of-government and sector goals

Average Hours Worked Per Person

- c. Average hours worked per person¹⁵ is relevant because when combined with the Labour Productivity Index, these measures show that on average New Zealanders have been working more hours to produce less value than the OECD averages.
- d. This signals that work needs to be done to make the workforce more highly skilled to get more value out of hours worked, to support stronger economic growth.



¹⁵ OECD data

The Value of Skilled Labour

- e. Relevant because the results show that there is definitely scope for improvement in the proportions of New Zealanders achieving higher qualifications and gaining higher skill levels, which are needed to support economic growth and productivity.
- f. This signals that work needs to be done not only to improve the proportions, but also to motivate young people to make smart career decisions early on that will lead them into high value occupations that will increase national economic productivity.

Better Public Services	
Results	All-of-Government Targets
Boosting Skills and Employment More young people make successful transitions into work and learning	
Increase the proportion of 18 year olds with NCEA Level 2 or equivalent qualifications	In 2017, 85% of 18 year olds will have achieved NCEA Level 2 or have gained an equivalent qualification
Increase the proportion of 25-34 year olds with advanced trade qualifications, diplomas, and degrees (at Level 4 or above)	In 2017, 55% of 25-34 year olds will have a qualification at Level 4 or above
Improving Interaction with Government	
New Zealand businesses will have a one-stop online shop for all government advice and support they need to run and grow their business	Business costs from dealing with government will reduce by 25% by 2017, through a year-on-year reduction in effort required to work with agencies
Reducing long-term welfare dependence	
Reduce the number of people who have been on a working age benefit for more than 12 months	Reduce the number of people continuously receiving working-age benefits, which will become the new Job Seeker Support, for more than 12 months by 30%, from 78,000 in April 2012 to 55,000 by 2017

Appendix 3 Key trends related to all-of-government and sector goals

Indicators of priority population qualification completions + youth Not in Employment, Education, or Training (NEET)

- g. Relevant because this focuses on the time after school when early career decisions lead young people on paths to acquiring skills that are in demand. Results to date show that, in particular, higher proportions of Māori and Pasifika young people are not acquiring the skills needed to help improve overall labour force productivity.
- h. This signals that more work needs to be done to ensure the careers sector and system is capable of positively influencing young people, in particular Māori and Pasifika, to stay in school and achieve higher qualifications that are needed to build New Zealand's economic productivity.

Young People Not in Employment, Education, or Training + Māori and Pasifika Focus											
Broad Targets	Current trends										
More young people make successful transitions into work and learning											
Decreasing percentage of young people not in employment, education or training	<table border="1"> <caption>Percentage of young people not in employment, education or training</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>7%</td> </tr> <tr> <td>2009</td> <td>10%</td> </tr> <tr> <td>2010</td> <td>10%</td> </tr> <tr> <td>2011</td> <td>10%</td> </tr> </tbody> </table>	Year	Percentage	2008	7%	2009	10%	2010	10%	2011	10%
Year	Percentage										
2008	7%										
2009	10%										
2010	10%										
2011	10%										
More Māori and Pasifika make successful transitions into work and learning											
Decreasing percentage of young Māori not in employment, education or training	<table border="1"> <caption>Percentage of young Māori not in employment, education or training</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>18%</td> </tr> <tr> <td>2009</td> <td>24%</td> </tr> <tr> <td>2010</td> <td>24%</td> </tr> <tr> <td>2011</td> <td>21%</td> </tr> </tbody> </table>	Year	Percentage	2008	18%	2009	24%	2010	24%	2011	21%
Year	Percentage										
2008	18%										
2009	24%										
2010	24%										
2011	21%										
Decreasing percentage of young Pasifika not in employment, education or training	<table border="1"> <caption>Percentage of young Pasifika not in employment, education or training</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>14%</td> </tr> <tr> <td>2009</td> <td>19%</td> </tr> <tr> <td>2010</td> <td>16%</td> </tr> <tr> <td>2011</td> <td>16%</td> </tr> </tbody> </table>	Year	Percentage	2008	14%	2009	19%	2010	16%	2011	16%
Year	Percentage										
2008	14%										
2009	19%										
2010	16%										
2011	16%										
Increasing number of Māori (18–24 years) completing tertiary or trade qualifications	<table border="1"> <caption>Number of Māori (18–24 years) completing tertiary or trade qualifications</caption> <thead> <tr> <th>Year</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>5,500</td> </tr> <tr> <td>2009</td> <td>7,000</td> </tr> <tr> <td>2010</td> <td>7,500</td> </tr> <tr> <td>2011</td> <td>7,500</td> </tr> </tbody> </table>	Year	Number	2008	5,500	2009	7,000	2010	7,500	2011	7,500
Year	Number										
2008	5,500										
2009	7,000										
2010	7,500										
2011	7,500										
Increasing number of Pasifika (18–24yrs) completing tertiary or trade qualifications	<table border="1"> <caption>Number of Pasifika (18–24yrs) completing tertiary or trade qualifications</caption> <thead> <tr> <th>Year</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>2,500</td> </tr> <tr> <td>2009</td> <td>4,000</td> </tr> <tr> <td>2010</td> <td>4,500</td> </tr> <tr> <td>2011</td> <td>4,500</td> </tr> </tbody> </table>	Year	Number	2008	2,500	2009	4,000	2010	4,500	2011	4,500
Year	Number										
2008	2,500										
2009	4,000										
2010	4,500										
2011	4,500										

Appendix 4 Contributing to wider government goals

HOW CAREERS NEW ZEALAND CONTRIBUTES TO BETTER PUBLIC SERVICES – BOOSTING SKILLS AND EMPLOYMENT

- Implementing Career Capable Communities projects to improve decision-making about education, training, and work at a community level.
- Building stronger linkages and networks between education providers and communities through Career Capable Communities projects, developing Career Networks and assisting education providers to implement Career Education and Development Benchmarks.
- Providing information about Vocational Pathways, Trades Academies, Service Academies and fees-free tertiary places and skills-based learning through online and phone services.
- Providing information about qualifications (including labour market links, and graduate outcomes and earning potential) through our online and phone services.
- Developing online tailored regional information to align information about skills and qualifications with local labour market needs.
- Assisting schools and tertiary education organisations to implement Career Education and Development Benchmarks.
- Providing professional development and resources for careers advisors, teachers and others.
- Informing whānau, aiga and families e.g. about NCEA, and matching subject choices to career aspirations.

HOW CAREERS NEW ZEALAND CONTRIBUTES TO BETTER PUBLIC SERVICES – IMPROVING INTERACTION WITH GOVERNMENT

- Looking for ways to mine the data we collect on customer insights (for example search engine terms) and making this information publicly available
- Using evaluation results and data on how users are interacting with our online services to drive improvements to services.
- Responsive design work, so that users can use our website more easily on tablets and mobile phones.
- Making significant use of data from other agencies, converting it into user-friendly accessible information.

HOW CAREERS NEW ZEALAND CONTRIBUTES TO THE BUSINESS GROWTH AGENDA – SKILLED AND SAFE WORKPLACES

- Assisting schools to implement Career Education Benchmarks.
- Providing professional development for careers advisors, teachers and others.
- Participating in the CIAGE Review and contributing to implementing the results of the review.
- Providing information about making work and learning decisions through our website and 0800 Advice Line.
- Providing information about Youth Guarantee and Vocational Pathways through our website and other channels.
- Publishing outcomes information about tertiary education on our website.
- Reflecting the revised qualifications framework and changes to industry training in the information we supply through our website and other channels.
- Developing the ability of key career influencers (including Work and Income case managers and Limited Service Volunteer tutors) to assist them in supporting people on benefits to move into education, training and employment.

Appendix 4

HOW CAREERS NEW ZEALAND CONTRIBUTES TO REBUILDING CHRISTCHURCH

The Capable Christchurch initiative is our main mechanism for supporting the Canterbury recovery. Through the Hornby Connect Career Network we have identified a range of local priorities to inform further actions that will:

- encourage collaboration between schools, tertiary education organisations, community organisations and local businesses
- engage parents/whānau
- develop relationships with local iwi and Pasifika communities
- communicate career information and job opportunities to youth

HOW CAREERS NEW ZEALAND CONTRIBUTES TO EDUCATION SECTOR OUTCOMES

Outcome	Contribution
Education provision of increasing quality and value to all	Careers New Zealand supports the quality of the education system infrastructure by providing career-related resources and support to education providers, to lift the quality of career education across the sector.
Every learner has achieved education success	Careers New Zealand develops and maintains career education benchmarks and provides resources to support the capability of career educators and key influencers who support students to make smart career decisions.
The education system is a major contributor to economic prosperity and growth	Careers New Zealand works with businesses, industry and community groups so that people have wider access to the information they need to make successful transitions into learning and work, so they are active contributors to New Zealand's economy. High quality careers advice supports New Zealanders to effectively pursue their educational and career goals, and maximise their contribution to New Zealand's economic prosperity and growth.
Investment in education has provided higher returns	Joint work by the Ministry of Education, the Tertiary Education Commission, the New Zealand Qualifications Authority and Careers New Zealand to provide young people with clear pathways to and through tertiary education, apprenticeships and jobs is helping maximise the contribution that investing in education makes to New Zealand's economic growth and prosperity.
Priority groups experience improved outcomes	Careers New Zealand engages with communities to ensure that careers advice is provided in a meaningfully and culturally accessible way. Careers New Zealand also supports equity by providing targeted initiatives for priority communities. This work helps ensure that all New Zealanders can confidently engage with the education system to achieve their career goals.

Glossary

Advisory services	We provide direct assistance to individuals via our 0800 Advice Line phone number and online channels. We also work with key careers influencers, and employers.
Benchmarks	see: Career Education and Development Benchmarks
Better Public Services	Government has set agencies ten challenging Better Public Service results to achieve over the next five years. Each result area has a published plan. For more information see www.ssc.govt.nz .
Business Growth Agenda	An ambitious programme of work supporting New Zealand businesses to grow, in order to create jobs and improve New Zealanders' standard of living. For more information see www.mbie.govt.nz .
Career	The sequence and variety of (paid and unpaid) work roles that someone is involved in over a lifetime.
Career Capable Communities (CCCs)	<p>CCCs are communities in which we concentrate a mix of products, services, and leadership to build the local careers system. The appropriate mix of products and services is determined in conjunction with communities. The aim is to establish enduring positive changes that deliver results on a large scale.</p> <p>We focus on communities where we can make the biggest difference. In particular, these are low socioeconomic communities with high proportions of Māori and Pasifika learners.</p>
Career Education and Development Benchmarks	<p>The Benchmarks are a self-review tool for intermediate, secondary, and tertiary education providers to assess and improve the quality of their career education programmes and services.</p> <p>We assist schools and tertiary education providers to develop effective whole-of-organisation career programmes, and to self-review against the Career Benchmarks. These were developed and published across 2011 to 2013. Our next Benchmarks document, to be developed in 2013/14, will provide guidance to assist employers with staff skills development.</p>
Career management competence	Making well-informed choices and decisions about work, life, and learning, acting on career opportunities, and articulating one's marketable identity.
Career Networks	We facilitate Career Networks, which are localised groups of key education-to-employment leaders. They shape locally tailored careers system and sector action plans. The groups' members are influential people in the locality, and are able to garner wide local support and drive momentum to build and improve the local careers system and develop the sector. All CCCs have at least one network, although networks are not confined to CCCs.
Centre of Expertise	Careers New Zealand maintains a core of career guidance expertise.

Glossary

Crown agent	In the Crown Entities Act 2004, a Crown agent is a type of Crown entity that must give effect to government policy when directed by the responsible Minister. Careers New Zealand is one of these types. See the Act at www.legislation.govt.nz .
Crown entity	In the Crown Entities Act 2004, a Crown entity is an entity listed in one of five types of categories. Careers New Zealand is a type of 'statutory entity' known as a Crown agent. See the Act at www.legislation.govt.nz .
Crown Entities Act 2004	The general rules for the establishment, governance, operation, and accountability of Crown entities are set out in various Acts of Parliament, of which the Crown Entities Act 2004 is central. See the Act at www.legislation.govt.nz .
Education Act 1989	Careers New Zealand's functions are set out in Part 22 of the Education Act 1989. See the Act at www.legislation.govt.nz .
Impact	The contribution made to an outcome by a specified set of outputs, or actions, or both – Section 2(1) of the Public Finance Act 1989. Impact normally describes relatively immediate results directly attributable to an agency's outputs.
Influencers	People who influence the careers of others; key influencers include e.g. educators, family/whānau/aiga, and those in business helping shape the professional development and careers of others.
National Certificate of Educational Achievement (NCEA)	The main national qualification for secondary school students in New Zealand. Standards that secondary school students achieve as part of NCEA can be used as building blocks for other qualifications. For more information see www.nzqa.govt.nz .
Outcome	A state or condition of society, the economy or the environment, including a change in that state or condition – Section 2(1) of the Public Finance Act 1989.
Outputs	Final goods and services – that is they are supplied to someone outside the entity. They should not be confused with goods and services produced entirely for consumption within the Crown entity.
Skilled and safe workplaces	A work stream of the Business Growth Agenda aiming to improve the safety of the workforce and build sustained economic growth through a skilled and responsive labour market. For more information see www.mbie.govt.nz .
Soft skills	An individual's specific qualities and strengths. For example: responsibility; adaptability; work ethic; attitude; time management; communication; team player; learning from constructive criticism; confidence; etc.
Statutory entity	A corporate body established by or under an Act. For Careers New Zealand, see the Crown Entities Act 2004 at www.legislation.govt.nz .

Vocational Pathways	A set of tools designed to make it easy for young people to see vocational options and to plan their education according to the jobs they are interested in. For more information see www.minedu.govt.nz .
Youth Guarantee	A programme for 16 to 17-year-olds who have left school, but who want to move into jobs or tertiary study. Youth Guarantee courses are linked to Level 1-3 qualifications on the New Zealand Qualifications Framework, and each course has a clear, job-based outcome. For more information see www.minedu.govt.nz .



