



# NEW ZEALAND

Population: 4,471,000 | Income Level: High Income | Policy Decisions: National | Level of Career Development Initiatives on Scale of 1-5: 4

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## EMERGING TECHNOLOGIES

Please describe how technologies are CURRENTLY used to support workforce preparation, placement, and development policies for young people in your country.

A range of technologies are currently being utilized to support young people. The majority of key stakeholders and providers across the education to employment system have an online presence. There is a drive for websites to be more mobile responsive, including having apps that appeal to young people. For greater engagement and immediacy of information exchange, many individual career practitioners and organizations also have a social media presence e.g., LinkedIn, Facebook, Twitter and blogs. YouTube and other platforms are increasingly being used for presenting information to learners and job seekers. Internet telephone services (e.g. Skype) are communication channels for employers interviewing prospective employees, and for coaching job seekers. Support for job seekers is also provided through SMS and chat platforms.

The Ministry of Education (MoE) has the primary responsibility for policy and funding for compulsory schooling and tertiary education, including career education and development for young people. They fund Pond, the Network for Learning portal, an online environment aiming to unite New Zealand teachers, school administrators and students with providers of educational content and services (<http://www.n4l.co.nz/pond>), the Virtual Learning Network, an online interactive and e-learning environment for educators (<http://www.vln.school.nz>), and are currently developing a new website that will eventually become the portal to

### Top 3 Barriers for Youth Employment:

1. A lack of engagement from employers.
2. Disconnect between jobs available and education received
3. A fragmented career development system and support process for young people.

all government education content ([www.education.govt.nz](http://www.education.govt.nz)). The website includes a parent portal, and there are plans to develop a site in te reo Māori (an official language of New Zealand).

MoE gives funding to Careers New Zealand as the national provider of career expertise, to make online information, tools and support for career seekers, parents and communities, career practitioners and employers ([www.careers.govt.nz](http://www.careers.govt.nz)) available. In 2013-14 the website had 3.6 million New Zealand-based web visits (increasing approximately 10% per year), and 24,500 New Zealanders received direct advisory services by phone and web chat (<http://www.careers.govt.nz/about-careers-nz/our-publications/annual-report/>).

Secondary schools have individual websites for courses and work planning suggestions for students and parents, and are increasing the use of devices in the classroom (through Government and parent funding). Universities have graduate recruitment interfaces e.g., CareerHub (<https://nzunicareerhub.ac.nz/Content/Employers.aspx>).

The Ministry of Business, Innovation and Employment (MBIE) website has information on the labor market, and has co-produced with Careers New Zealand the 2015 Occupational Outlook publication, and an app (<http://mbie.govt.nz/occupation-outlook/>).

The Ministry of Social Development (MSD) offers a number of services to provide young people with skills and to help them find work through an online job bank (<http://job-bank.workandincome.govt.nz/find-a-job/search.aspx>).

Other examples of Government use of technology are: the use of videos to profile inspirational Māori people ([www.maorifuturemakers.com](http://www.maorifuturemakers.com)). This is an app designed for mobile devices to help parents and employers better understand the National Certificate in Educational Achievement (NCEA), which is the core qualification for secondary students (<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/mobile-app/>).

There are private enterprises providing career and employment information to young people e.g., SchoolConnect ([www.schoolconnect.co.nz](http://www.schoolconnect.co.nz)), TradeMe ([www.trademe.co.nz](http://www.trademe.co.nz)), and Seek ([www.seek.co.nz](http://www.seek.co.nz)). Most large employers have a website that includes recruitment information for career seekers.



## EMERGING TECHNOLOGIES

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How does the use of technology connect with existing structures or provisions of career guidance?

The use of technology for access to career information as a key component of career guidance provision is strong, and career guidance has been shifting to reflect advances in technology.

Careers New Zealand has shifted its delivery focus to developing the capability of influencers and improving the education to employment system. Career advice and guidance is offered through its Advice Line (a contact center) using technology platforms. Career practitioners employed or contracted across the sectors operate a range of online platforms in conjunction with traditional methods of face-to-face guidance or counseling. Schools increasingly use online resources to complement individual and class delivery of career education and guidance.

There is a lag in ensuring that career industry professional standards are in place to guarantee those training career practitioners, and those providing career guidance services, are fully embracing technology as a channel for service provision rather than just for the provision of information. There has also been limited progress in utilization of e-learning for career practitioner development.

2015 International Symposium Goal:

**“ Access other countries’ perspectives and strategies related to catalysts for affecting change and progress”**

What are the challenges your country faces related to Emerging Technologies?

The New Zealand Government has a five-year goal for New Zealanders to easily complete their transactions with the Government in a digital environment ([www.ssc.govt.nz/bps-results-for-nzers](http://www.ssc.govt.nz/bps-results-for-nzers)). As of 2013, 82.8% of the population had access to the internet (<http://data.worldbank.org/indicator/IT.NET.USER.P2>). A nationwide roll-out of ultrafast broad-band began in December 2010 and will be completed by 2019 (see [www.med.govt.nz](http://www.med.govt.nz)). The challenges in this context are:

- Digital competency: there are economic and social implications if the emerging workforce of young people, and their key influencers, are not digitally competent to navigate their way through the crowded online space to make informed career decisions.
- Access and affordability: there are access and affordability issues for young people and their families, in both rural and urban communities. Some young people are not able to access digital information and career development services outside of the school or tertiary setting.
- Development of critical interpersonal skills: the increased use of technology to provide career support and information to young people can be to the detriment of the development of interpersonal and employability skills e.g., having the confidence and communication skills for face-to-face job search strategies like approaching employers directly and going to Job Fairs. It can also be one size fits all and disengaged from the individual's personal journey.



## WHY ROI MATTERS

Please describe how the value and impact of policies for workforce preparation, workforce placement, and development of young people is assessed (if at all) in your country.

The Government policies for workforce preparation and placement, and development of young people, are focused on the following measures:

- Retention and qualification completion data reported by the Ministry of Education and education agencies (New Zealand Qualifications Authority and the Tertiary Education Commission).
- Employment and unemployment (including skills shortages) figures reported by the Ministry of Social Development.
- Not in education or employment (NEET) figures reported by the Ministry of Business Innovation and Employment.

Those funded to provide services to implement policies to improve the measures above have agreements that include assessment of immediate and short term impacts and outcomes. Assessments would be at both the program level and individual participant level.

Regarding career development of young people, the value and impact is largely inferred from the outcome figures above. School management needs to follow the National Administration Guidelines, which includes "provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training". They are on an external review cycle with the Education Review Office who publish reports on each school (<http://ero.govt.nz/>).

Educators and employers have identified the need to develop and assess the career management competencies – "soft skills" and "employability" of young people. For example, following a Youth Employability Symposium in 2013, a collaborative project is underway to develop a youth employability passport. This is led by COMET, a local council-controlled organization ([www.cometauckland.org.nz](http://www.cometauckland.org.nz)).

As the Government's agent for delivering career services, Careers New Zealand measures and reports its performance annually as part of its statutory accountability requirements. Although this is predominantly quantitative service performance at the output level, Careers New Zealand has tended to complement this with qualitative evaluation of services or programs. This has provided a well-rounded analysis of the quality of outputs, with some deeper analysis of the impact of the agency's work. In recent years, Careers New Zealand has been investigating options to measure the career competence of young people at a population level, although this remains a work in progress.

How is the value of career guidance provision in supporting such policies measured?

There are considerable costs as a result of poor outcomes as listed above. One indicative cost is for those young people not in education, employment or training (NEET). In the November 2012 report, The cost of poor transitions for youth (<http://www.aut.ac.nz/business/working-paper-series>), the short term costs over three years of the 95,100 young people aged 15-24 who are NEET are calculated at \$2.6 billion (\$27,488 per capita) and \$23.5 billion during their lifetime (\$247,394 per capita). This research was commissioned through public private partnership between Fuji Xerox, Careers New Zealand, EMA Northern and Business New Zealand.

Career development support is mainly delivered "just-in-time" by school careers advisers, external independent advisers, tertiary career centers and community agencies without any clear collaboration or integrated system. Career guidance provision is also only one intervention for a young person on their learning to work journey. As a result, apportioning impact and outcomes is challenging. Currently the value of career guidance provision is measured two ways – through evaluation and research.

Service providers evaluate the immediate term and short-medium term impacts and outcomes of their intervention through formal and informal participant and stakeholder feedback. Evaluations are either contracted externally or run in-house. There are challenges in sharing the data from evaluations.



## WHY ROI MATTERS

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The Education Review Office (ERO) undertakes a review cycle with each school which may include a review of career development. ERO has also assessed the quality of career development across schools e.g. Secondary Schools: Pathways for future education, training and employment (ERO, July 2013); Careers Information, Advice, Guidance and Education (CIAGE) in Secondary Schools (ERO, 2012).

There continues to be limited empirical research that measures the long-term impacts of career development interventions in New Zealand. Where there has been research, it is largely quantitative and focused on high-need young people and includes soft rather than hard measures.

Examples of research commissioned by Government in 2014 that provide some evidence of the value that career guidance makes or could make are:

1. Pacific Adolescent Career Pathways (<http://www.mpia.govt.nz/pacific-adolescent-career-pathways/>)
2. Tamakaiwānanga – Māori Boys at Secondary School (<http://www.tpk.govt.nz/en/a-matou-mohiotanga/education>)

Research is also conducted by tertiary education organizations with career development pro-grammes, by the faculty staff, and by students as part of their assessment requirements. The Career Development Association of New Zealand runs an annual national symposium for research and leading practice in career development to grow the research base and improve the quality of practice (<http://www.cdanz.org.nz/for-members/events/>).

**What are the challenges your country faces related to measuring Return on Investment (ROI)?**

Successive Governments (Labor-led from 1999-2008 and National-led from 2008 to current) have been committed to reducing ethnic disparities in education and employment through a range of policy initiatives. Career development services in the broader sense have been funded variably throughout this time to support policy initiatives.

There is a step change in improving the data gathering and sharing that can inform policy and practice, in effect providing more granular baselines for measuring progress. A recent example is the provision of iwi (iwi is a Māori tribe descended from a common named ancestor or ancestors) education profiles which provide an iwi-by-iwi breakdown of how Māori students are performing in the education system (<http://www.educationcounts.govt.nz/topics/national-education/iwi-education-profiles>).

However, as outlined above, the measures for interventions in education and employment are not directly attributable to career guidance. Specific to career development, collaborative initiatives are underway to establish agreed understandings of, and tools for assessing and documenting the development of, the career management competencies (including “soft skills” and “employability skills”).

There has also been a reliance on international research and reports that evidence the impact of career guidance, however some may be dated and/or need to be tested in the New Zealand context. Careers New Zealand, through their work connecting educators and employers, has piloted a “career capable community” approach in four high need communities. An example of collateral from the approach in Auckland is the 2012 report, A Career Capable Auckland: realizing our potential. The report outlines Auckland’s challenges in developing a skilled workforce, and recommends actions that will add value to the region’s economy. These include helping young people through the transition between school and the workplace or further study, and actively supporting people who are disengaged, under-employed, and migrants. (<http://www.careers.govt.nz/about-careers-nz/about-us/a-career-capable-auckland-realising-our-potential/?search%5Bq%5D=a+career+capable+auckland>).



## ENGAGING EMPLOYERS

Please describe the formal and informal roles and mechanisms that employers play/participate in to support workforce preparation, workforce placement, and development of young people in your country.

The main approach for Government is to work through key employer bodies who are resourced to work on behalf of employers. Two examples are Business New Zealand and the Industry Training Federation.

Business New Zealand is the largest business advocacy body tasked with optimizing the link between what businesses want and the relevant training and education available. They are active advocates of young people being equipped to “pursue a fulfilling career by possessing commercially desirable skills” (<http://www.businessnz.org.nz/business-issues/education-and-skills>).

The Industry Training Federation is the member organization for the 20 Industry Training Organizations (<http://www.itf.org.nz/>). These organizations have approximately 145,000 workers within 30,000 workplaces, and are involved with Industry Training in New Zealand. The system allows for a formal process to increase and develop skills in the workplace which is linked to our National Qualifications System.

Individual business enterprises or employers are encouraged to participate in the following ways. Within compulsory schooling employers may:

- Be elected onto the Board of Trustees as a parent representative.
- Provide work experience/exploration either unfunded or through a funded program.
- Participate in career awareness events such as large careers events as stall-holders, speakers or sponsors.

At the tertiary education level employers may:

- Register to recruit graduates through university fairs and employment hubs
- Offer formal internships and co-ops for students to gain relevant experience to their course of study
- Fund scholarships to attract young people into their industry or field.

Across the system employers:

- Provide paid part-time work that is commonly sought by young people while at school or to help fund their tertiary study (not necessarily in their field of interest)
- Offer apprenticeships and trade-training positions for young people and adults
- Attend job fairs or festivals (e.g., <http://www.jobfest15.co.nz/>)
- Engage in Government and community initiatives to improve the system for young people
- Contribute funds to employer bodies to advocate on their behalf.

What policies exist, if any, to support employer engagement? Please refer to occupational and labor market information, work experience, interventions in education and training institutions, and career guidance.

Boosting skills and employment is one of the Government’s priorities within Better Public Services. The outcomes being sought are that more young people are in education, training or work, and that more young people contribute positively to their communities. (<http://www.minedu.govt.nz/theMinistry/BetterPublicServices.aspx> )

The Ministry of Education-led Youth Guarantee Vocational Pathway initiative has developed six industry pathways with the input of industry and employers. These are designed to help students and their parents understand the path their school qualifications can take them on (<http://youthguarantee.net.nz/start-your-journey/>). They also help employers to see the value of the current qualifications young people are gaining, and their role in offering relevant workplace learning experiences and encouraging young people to gain qualifications outside of school settings.

There is a wealth of labor market information available directly from industry and large employers, and through national and local Government organizations. Careers New Zealand is the main collator and distributor of labor market information to the public. However a gap has been identified regarding the provision of labor market information that is tailored and relatable for young people and their influencer. This includes the destination results from tertiary courses, and short-to-longer term projections of the occupation and skill needs nationally and regionally.



# ENGAGING EMPLOYERS

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## What are the challenges your country faces related to Engaging Employers?

There is an economic challenge for engaging employers. This is in part due to 97% of our 487,880 business enterprises being small-to-medium enterprises (SMEs) (69% were self-employed individuals and 28% employed less than 20 employees) who are often constrained in human resources, and reluctant to invest time on training and development for school students or leavers, or tertiary learners or graduates. (A Report on the Profile of NZ Businesses 2014, Research NZ <http://www.researchnz.com/special-reports.html>).

Employers report a disconnect between education outcomes and their workforce needs, and have specific requirements for the soft and technical skills relevant to their industry that don't always equate to a school-leaver's or tertiary graduate's "kete" (Māori for "basket/kit") of knowledge and skills. Employers understandably prefer the "best" young people rather than a young person who might be "under-skilled".

Local and national Government are very aware of the need to address persistent or projected skills shortages. The national Government is strengthening the funding levers for tertiary providers to increase the intake and completion rates for qualifications to address skills shortages. Local Government economic development agencies have also initiated approaches that are working well for young people. The EEL (Education Employment Linkages) Research Program was a collaborative project between New Zealand Council for Educational Research (NZCER - New Zealand's independent, statutory education and research organization) and Lincoln University Research Unit. The Towards a New Zealand System of Skill Ecosystems report recommends an ecosystem approach for designing interventions to improve regional skills development systems, and provides examples of successful ecosystem approaches (<http://www.eel.org.nz/documents/EELReport11.pdf>).

Given the above, there is an advocacy role for leaders in career development, working through the key influences of employers and educators to increase engagement. Using accessible language is also important. For example Careers New Zealand has made communicating in plain English a focus of its website – in 2014 winning the best public sector website award (<http://plainenglishawards.org.nz/>) – and in 2015 was listed as a good example by a voluntary organisation lobbying for plain English (<http://www.plainenglish.org.nz/useit.php>).

## Major Challenges:

1. Gaining agreement from all sectors on the need for an integrated career development system.
2. Growing the capability of those providing career development services across the system
3. Establishing evidence base of career development initiatives that improve work and learning outcomes for Māori and Pasifika young people.



## INTEGRATED POLICIES: CREATING SYSTEMS THAT WORK

Please describe how policies for workforce preparation (including entrepreneurship) and workforce placement are integrated or coordinated, if at all, in your country. Who and/or what is driving the integration or coordination? How are local communities and public service users involved, if at all, in those policies?

With three large Government ministries (each funding multiple Crown Entities) having shared or overlapping responsibilities for workforce preparation and placement, integration and coordination can prove problematic.

The main vehicle for improving this situation is Skilled and Safe Workplaces, one of 6 key areas in the Government's Business Growth Agenda. The group of ministers and their chief executives plan and report on initiatives across the education to employment system, under headings such as "Lifting the Achievement of Young People" and "Delivering Vocational Education and Training that Lifts Skills". Examples of initiatives having a positive impact directly on young people are the expansion of trades and service academies in schools, more fee-free tertiary training, and the Māori and Pasifika trades training initiatives. (<http://www.mbie.govt.nz/what-we-do/business-growth-agenda/skilled-safe-workplaces>).

At the local Government level, there are 78 local authorities/councils representing each area of New Zealand focusing on infrastructure, economic and social issues. The main vehicle for integration and coordination is the Mayors Taskforce for Jobs, a nationwide network of New Zealand's sixty-seven Mayors working together towards the vision of all young people under 25 being engaged in appropriate education, training, work or other positive activities in their communities (<http://www.mayorstaskforceforjobs.co.nz/>).

Government is required through legislation to consult with key stakeholders and persons who may be affected by decisions. Although this affords transparency, some communities and groups would say they are over-consulted. Many communities and groups take the initiative to find solutions to their own problems through volunteering and grants.

To what extent do these sectors coordinate such policy or program initiatives? To what extent do they include career guidance/advice/information provision? How useful and efficient are these to support the policy initiatives?

There has been a tendency to see career development (including career guidance, advice and information) as an add-on to, or added part way through, policy development or the design of programme initiatives.

Career expert organizations such as Careers New Zealand ([www.careers.govt.nz](http://www.careers.govt.nz)), the Career Development Association of New Zealand (<http://www.cdanz.org.nz/>) and the Careers and Transition Education Association (<http://www.cate.co.nz/>) continue to advocate for the inclusion of career development or related concepts in policy and program initiatives. However, there are few career development practitioners with policy expertise, and few in policy roles with career development expertise.

Given the resource limitations of having career expert advocates present at all of the sector tables where career development has relevance, it continues to be critical to raise the awareness of the centrality of career development with key decision makers. The move to whole-of-Government thinking, and education sector joined up leadership, is building the understanding that, although agencies are using different lenses and concepts, we are talking about the same thing e.g., work-force preparation and career planning.





## INTEGRATED POLICIES: CREATING SYSTEMS THAT WORK

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In addition to the policies mentioned elsewhere, there are other significant national strategies and plans that include career development specifically for young Māori and Pasifika people:

- Ka Hikitia – Accelerating Success 2013-2017 works towards realizing the vision for Māori students to enjoy and achieve education success as Māori. The career development imperative is “Māori have gained the skills, knowledge and qualifications they need to achieve success in te ao Māori, New Zealand and the wider world” (<http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia/StrategyOverview/Introduction.aspx>).
- Pasifika Education Plan 2013-17 is aimed at raising Pasifika learners’ participation, engagement and achievement from early learning through to tertiary education. The career development imperative is “Pasifika people are a highly skilled workforce that fully contributes to New Zealand’s economy and society” (<http://www.minedu.govt.nz/PasifikaEducationPlan2013.aspx>).
- Māori Economic Development Strategy and Action Plan, He kai kei aku ringa, sets out a blue-print for Māori economic development through to 2040. The aim is to achieve a productive, innovative, and export orientated Māori economy that will support better paying jobs and higher living standards, and the plan includes education and on-job training (<http://www.med.govt.nz/>).

What are the challenges your country faces related to Integrated Policies: Creating Systems that work?

There are two main challenges for integrating policies to create systems that work.

The first is that there is no overarching policy or strategy for career development in the crowded landscape for policy making and funding decisions around interventions for young people. In addition to the three major Government departments taking the lead on the education to employment policies, and local Government with development strategies, the key stakeholder organizations are:

- Education sector: Approximately 500 secondary schools (schools with Year 9-13 students), eight universities, 18 polytechnics, three wananga, 271 private training establishments and 20 industry training organizations.
- Business sector: 487,880 business enterprises with a large number of organizations providing representation.
- Community sector: Hundreds of national and local organizations providing support services to young people and their families.
- Iwi/hapū : over 100 Māori tribes and sub-tribes who have mandates recognized by the New Zealand Government. Their responsibilities can span the above three sectors.

The second challenge is demographic in responding to the needs of key populations. New Zealand has an estimated population in 2014 of 4.5 million which is unequally spread between large cities (one third of the population is in the city of Auckland, with approximately 10% in Christchurch city and 10 % in the Wellington region), provincial towns and small rural communities. We also have both a young and aging population, and an increasingly diverse population i.e., 15% Māori, 12% Asian and 7% Pacific (Census 2013 and <http://www.dol.govt.nz/publications/lmr/labour-market-report/labour-market-report-nov-2014.pdf> )



Are there any other unique challenges within your country to which you would like to draw attention?

### **Rebuilding Canterbury and supporting the Auckland Plan**

As a result of the major earthquake four years ago, the Canterbury Earthquake Recovery Authority (CERA) was formed and is leading the Recovery Strategy (<http://cera.govt.nz/recovery-strategy/overview/read-the-recovery-strategy>). An example is the Skills and Employment Hub, a “one-stop-shop” initiative, to meet the anticipated high demand for labor as the rebuild programme expands and as the wider Canterbury economy recovers (<http://www.opportunitycanterbury.org.nz/>). The Auckland Council has also produced the Auckland Plan with significant strategies to be implemented. This includes youth employment and the launch of Youth Connections (<http://www.aucklandcouncil.govt.nz/EN/newsevents/culture/OurAuckland/mediareleases/Pages/newinitiativetolinkyoungpeopleintoemployment.aspx>). There are implications for Government agencies in directing resources to rebuild Christchurch city and surrounds, and to the largest city of Auckland.

### **Developing a national career development strategy**

There continues to be a fragmented approach to career development across the education to employment system in New Zealand. Additionally, there are questions around how career development services are valued.

Although a minimal level of career-specific qualification is recommended in the Career Education Benchmarks, and is a requirement to become a Professional Member of the Career Development Association of NZ (CDANZ), requiring staff to have a qualification is at the discretion of the employer. Also at the discretion of the School Principal is the allocation of the Career Information Grant.

CDANZ and Careers New Zealand are interested in examples of national career development strategies and leadership approaches, an example being national career councils. This would provide an impetus for setting career industry requirements around qualification pathways for career practitioners, establishing measures specific to career development, and sustaining funding for delivery and research.

Are there any additional examples of successful programs or policies you would like to share? Please provide references or links to any key reports that have discussed career development in your country.

There have been two successful programs for building the career capability of Māori whānau (families) in recent years. The Whānau Decision-Making pilot programs aimed to improve the capability of rangatahi (youth) and their key influencers to be better informed about career options and make career decisions that set them on the pathway to attaining better education outcomes. See the Case Study of Careers New Zealand’s Whānau Decision-Making Project (<http://www.tpk.govt.nz/en/search/?q=Effectiveness+for+Maori+measurement>). NCEA and the Whānau is a workshop for whānau run collaboratively by Government agencies and community organizations to help them support the dreams, aspirations and plans of their children. The Evaluation Reports can be made available on request (<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/ncea-and-the-whanau/>).

Two examples of work experience programs are Gateway and Work Inspiration. Gateway is a Government funded system to enable schools to provide senior students with opportunities to access structured workplace learning for students to attain knowledge and skills that are assessed. It has become a key part of the career education program in schools who refer to it as their “Gateway Program” (<http://www.tec.govt.nz/Funding/Fund-finder/Gateway/>). Careers New Zealand has recently purchased the license for Work Inspiration, an employer-led work experience program, following a successful pilot with Westpac (<http://www.westpac.co.nz/rednews/community/need-work-inspiration/>).

A successful community initiative is the Otago Careers Festival. The Festival runs career events across a one month period with multiple community sponsors. It is promoted through a website (<http://www.otagocareersfestival.co.nz/>), Facebook (<https://www.facebook.com/otagocareersfestival>), and media releases (<http://www.scoop.co.nz/stories/BU1405/S00013/otago-careers-festival-programme-launched.htm>).



## ADDITIONAL INSIGHTS

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What is the extent and nature of government funding to support these developments? From which sources and for what purposes (distinguishing system development, system maintenance, and service delivery)? Where possible, please quantify the government funding provided.

It is difficult in New Zealand to distinguish between system development, system maintenance and service delivery, or to quantify the Government funding provided, as funding may be inclusive of career development rather than specifically for career development.

The exceptions are Careers New Zealand and secondary schools where the estimated government funding is \$21m (\$NZ) per annum. Careers NZ currently receives \$15m (\$NZ) per annum of Government funding to work on system development and service delivery. The priority focus is young people (aged 11-24 years), however the website information and career advice is for all New Zealanders. Secondary schools have two sources of funding to meet their requirements around career development – the Careers Information Grant (CIG) based on the number of students and decile level of the school each year and the Career Advisers Allowance. For the 2010 calendar year the figures were approximately \$5.5 million for CIG and \$486,000 for the Career Advisers Allowance. However, no data exist for how the funding is specifically used in each school.

It is less clear how much of the Government funding on tertiary education is utilized on the provision of career services for students, with some student support services funded through student fees. Other Government agencies have contracted career planning programs that include young people e.g., Ministry of Social Development, Department of Corrections. However, no data is readily available.

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