

The Country Paper should not exceed 25 pages, including the cover page.
The finalized Country Paper should be submitted via email at ICCDPP2017@krivnet.ks.kr in Word (.doc file).

1. Country Name :

New Zealand

2. Members' information :

| Val O. Reilly

Immediate Past-President CDANZ, New Zealand's professional career development association

| Shane Heasley

President CDANZ, New Zealand's professional career development association

| Julie Thomas

General Manager, Careers New Zealand, Government careers agency

Introduction

We are now at a crucial crossroads where decisions must be made.

The structures of work opportunity are undergoing massive changes in most countries. Information and communications technology have significantly changed how organisations and businesses function. The local and national economies are affected by the global economy in ways that could not have been envisaged 30 years ago. Many people struggle to make a living. Incomes have been stuck for many years while the cost of living is steadily increasing. Wealth and income inequality is growing with wealth increasingly concentrated among a small percentage of the population. Youth unemployment and underemployment rates are universally high. Career pathways are very unclear. There remains a disconnection between education & training and the world of work, and between career development practitioners in all sectors and employers. The era of the 4th Industrial Revolution and Artificial Intelligence (AI) has arrived. Automation is increasingly encroaching and reshaping work in many economic sectors. The future of work is uncertain and unclear.

To deal with these issues above, we need to seek approaches and methods that meet individual career needs and produce measurable results that are practical and socially relevant for individuals and societies.

The career development sector addresses the challenges of bridging the supply and demand side of the labour market and enhancing the prospects of our economy and society. It equips individuals to make educational, training and work choices that will afford them decent work and future opportunity and helps employers to access qualified and productive workers.

How is the career development sector in your country facing the challenge of being relevant and current in the context of such massive change? How have the personal, social, and economic impacts of its programs and services been demonstrated and/or transformed in response to changes in the labour market? What can funders and policy makers realistically expect from programs and services provided within the sector? What can the public and employers realistically expect? What are the implications for policy and practice going forward?

The 2017 Symposium invites countries to examine the crossroads at which the relevance and impact of career development interact with the significant changes occurring in their labour markets and to explore constructive and impactful career development responses. Countries are expected to develop a Country Paper in which the following four themes will be addressed:



Theme 1

Understanding how work opportunities are changing



Theme 2

Ensuring that content and delivery of career development programs and services are relevant



Theme 3

Improving career practitioner training and practice



Theme 4

Reforming career services in education and labour to focus on career competencies and successful transitions

In reference to these themes, countries are encouraged to pay specific attention wherever possible to:

- Key elements in your country that are guiding policy development and implementation
- Examples of specific outcomes that are resulting from policy implementation and how these outcomes are measured
- Examples of promising implementation strategies.

General question

1. Please indicate the theme that you are the most interested in discussing (Please note that country teams will participate in all sub-themes discussions during the symposium.)
 - Understanding how work opportunities are changing
 - Ensuring that content and delivery of career development programs and services are relevant
 - Improving career practitioner training and practice
 - Reforming career services in education and labour market sectors to focus on career competencies and successful transitions

2. Please indicate your reasons for participating in this symposium.

The opportunity to connect meaningfully with international leaders in career development and to ensure NZ has continuity in participation in this important forum. To share insights and understand international career development initiatives, activities, and plans, and to consider the relevance of those to our country's career development industry, and population.

3. To what degree are the established career content, programs and services in your country in meeting the career needs of the population?

3/5

4. On a scale of 1(Lowest) – 5(Highest), how does career development provided in schools, produce 'career ready school leavers' in your country?

3/5

5. On a scale of 1(Lowest) – 5(Highest), what is the strength of the public policy evidence base for career development in your country?

3/5

Thematic questions

Questions to help you to organise your country responses to the four specific themes are outlined below:



Understanding how work opportunities are changing

6. What are the major changes that are taking place in access to, or maintenance of, or progression in employment and/or livelihood possibilities for youth and adults in your country?

A range of major changes are currently impacting on opportunities for young people and adults in New Zealand. In election year (to be held on 23 September), it is not possible to reliably predict impacts the election will have.

Some changes have occurred through unpredictable events. With the significant rebuild underway following the Canterbury (South Island) earthquakes in 2010 and 2011, in November 2016 a series of earthquakes occurred in the upper South Island and lower North Island. This included a devastating one of 7.8 magnitude, resulting in the loss of two lives and damage to buildings, infrastructure and the transport networks, and interruption to end of year national school examinations for some students. The direct fiscal costs were estimated at two to three billion dollars. In addition to the extensive damage to the road and rail networks, the earthquakes' wider impacts on people's livelihood included the interruption to tourism in the hospitality and retail sectors, and in primary production such as seafood and dairy (<http://www.treasury.govt.nz/budget/forecasts/hyefu2016>).

Other changes are being driven by Government reviews and initiatives. The three of particular note are:

1) Review of careers and education

The most significant review of careers and education since the 1989 "Tomorrow's Schools" education reforms is near completion. The Education Act 1989 provides a statutory framework for education and sets up the education sector statutory bodies and Crown entities such as Careers New Zealand. An independent taskforce, (<http://www.education.govt.nz/ministry-of-education/specific-initiatives/taskforce-on-regulations-affecting-school-performance/>) was established in 2013 by Government to consider the legislation and regulation in relation to the present educational systems, and proposed 20 recommendations in 2014, including that various parts of the Education Act 1989 needed revision. Public consultation on updating the Act took place in late 2015, with a Bill to amend the Act introduced to Parliament in August 2016. At the time of writing of the present country paper, the Education (Update)

Amendment Bill was at Select Committee stage in Parliament, and the report due in March 2017.

An implication of the Bill passing is the dissolution of Careers New Zealand (CNZ), with all assets, liabilities and information transferred to the Tertiary Education Commission (TEC), (<http://www.education.govt.nz/ministry-of-education/consultations-and-reviews/recent-consultations-and-reviews/outcome-of-careers/>). In relation to career development outcomes for the New Zealand population, it is too soon to predict the long-term impact of CNZ moving to the TEC. However, the focus of CNZ on career development as lifelong has generated discussion, particularly within the career development industry, about how that lifelong perspective will be conceptualised and maintained within a Crown Agency that leads Government's relationship with the tertiary education sector rather than an all-age perspective.

2) New Zealand Disability Strategy

Led by the Office for Disability Issues (administered by the Ministry for Social Development). The Strategy, developed in 2001 and updated in 2016, will influence the work of government agencies on disability issues for the next 10 years (<https://www.odi.govt.nz/nz-disability-strategy/>). The vision of the strategy is "New Zealand is a non-disabling society - a place where disabled people have an equal opportunity to achieve their goals and aspirations, and all of New Zealand works together to make this happen". The strategy details eight key outcomes that will contribute to achieving the vision. Outcome 1 is concerned with education, and aims to ensure people with disability receive an excellent education that supports them to achieve their full potential. Outcome 2 of the strategy is concerned with employment and economic security. Ministerial sign off on the Strategy was given in November 2016, with an Outcomes Framework, and a Disability Data and Evidence Plan¹ to be developed to support and inform progress in achieving the strategy's vision, and providing useful information to the government ministries in developing inclusive policy (<http://www.scoop.co.nz/stories/PA1611/S00550/new-disability-strategy-launched.htm>).

3) Change Lives Shape Futures Strategic Plan 2016 – 2017

The Department of Corrections, which manages offenders in the prison system, and those who have been released into the community (through the Probation Service) recognises the link between employment and lower rates of reoffending (http://www.corrections.govt.nz/working_with_offenders/community_sentences/employment_and_support_programmes/offender-employment.html). One of the four priorities in The Department's 'Change Lives Shape Futures Strategic Plan 2016 – 2017' is *Industry, Treatment, and Learning*. The focus of this priority is to holistically address risk factors that may lead to reoffending. In addition to addressing barriers of mental health and addiction, The Department also focuses on addressing literacy and numeracy needs of inmates, and providing opportunities for further education in trades and NZQA approved programmes. The purpose of this training is to improve the opportunities available to inmates after release, in recognition that 65% of inmates enter prison with literacy and numeracy skills below NCEA Level 1 (http://www.corrections.govt.nz/resources/strategic_reports/corrections_strategic_plans/change_lives_shape_futures_strategic_plan_2016-2017.html).

¹ Press Release: *New Disability Strategy launched* (NZ Government, 29 Nov 2016)

7. From your knowledge, what are the major drivers/factors behind these changes? -
*examples required

Impact of technology and technology advancements:

- The Government projects that 85 per cent of New Zealanders will have access to fibre broadband by the end of 2024. (<http://www.mbie.govt.nz/info-services/sectors-industries/technology-communications/fast-broadband>)
- The widespread use of technology requires investment in the infrastructure to support its use by individuals, communities, business, and educational organisations. (http://www.futureofwork.nz/technology_how_technology_is_impacting_work_in_new_zealand ; <http://www.mbie.govt.nz/info-services/sectors-industries/technology-communications/fast-broadband>).

International indices of education performance:

- New Zealand's education system performs well in international comparisons (<https://www.compareyourcountry.org/pisa/country/NZL>), and there are both social and economic imperatives to remain competitive.
- Education is a critical factor in developing the potential of the population, and internationally there is a market for our education programmes and services (<http://www.education.govt.nz/assets/Uploads/NZ-Education-System-Overview-publication-web-format.pdf>)

Global issues and immigration:

- In addition to New Zealand's appeal as a country, global issues are driving demand for NZ residence, thus increasing pressure on housing availability and affordability, and impacting some employment sectors and geographical regions more than others (e.g., <https://www.immigration.govt.nz/about-us/media-centre/news-notifications/new-zealand-residence-programme-changes>; <https://www.beehive.govt.nz/release/increase-seasonal-workers-rse>).

Affordability and value of qualifications:

- Increasing costs of higher education and uncertainties about employment outcomes for graduates have increasingly focussed interest on accountabilities of higher education institutions. In 2017, Universities New Zealand, the representative body for New Zealand's eight universities, reported the monetary value over a working life for a graduate compared to a non-graduate from investing in a degree is between \$1.3 to \$4 million (<http://www.universitiesnz.ac.nz/node/932>). In the last five years, the participation rate in tertiary (from informal, non-assessed courses through to degree and post-graduate level courses) by school leavers has remained at approximately 60 percent. Approximately 30 percent of school leavers each year enter degree (Level 7 or above) programmes (<http://www.educationcounts.govt.nz/statistics/indicators/main/education-and-learning-outcomes/1907>).

8. How are education, training and employment policies and practices in your country responding, if at all, to these changes?

Communities of Learning (COLs):

- As part of the Investing in Educational Success (a government initiative started in 2014 to lift student achievement and offer new career opportunities for teachers and principals), the Ministry of Education has introduced COLs. There are now 180 Communities of Learning spread throughout New Zealand: 1503 schools, 95 early learning services and 3 tertiary providers are now part of a CoL, involving more than 495,000 students (<http://www.education.govt.nz/ministry-of-education/col/>), and there are emergent findings from the New Zealand Council for Educational Research (NZCER), (<http://www.nzcer.org.nz/research/publications/communities-learning-emergent-stage>).

Education and employment pathways:

- There is increased funding and promotion of non-university education and employment pathways, such as trades (e.g., <http://gotatrade.co.nz/about/>; <http://www.maoripasifikatrades.co.nz/>; <https://www.competenz.org.nz/>)
- The Ministry of Business, Innovation and Employment is promoting young people to employers ((e.g., <https://www.employment.govt.nz/starting-employment/hiring/hiring-young-people/>; <https://www.employment.govt.nz/assets/Uploads/tools-and-resources/flowcharts/Youth-Employment-Visualisation-Finding-hiring-and-keeping-young-staff.pdf>) .
- The Employability Skills Framework was released by the Government in 2017. The resource was designed by representatives from industry, education and government. It describes the employability skills most commonly identified by New Zealand employers for young people to be work ready (<http://www.youthguarantee.net.nz/vocational-pathways/employability-skills/employability-skills-framework/>)

'Disability Confident' campaign:

- The impact of the New Zealand Disability Strategy has already begun filtering into public policy. The Ministry of Social Development has developed a campaign targeted at assisting businesses to become confident to employ people with disabilities, and to gain awareness of free access to services to support them in the workplace, including modification and equipment grants, flexi-wages, and a recruitment service (<http://www.msd.govt.nz/about-msd-and-our-work/work-programmes/initiatives/disabilityconfidentnz/index.html>).

Digital technology in the school curriculum:

- The Ministry of Education has drafted a vision for education in 2025 ([Lifelong Learners in a Connected World](#)) for “a highly connected, interdependent education system that equips students with the skills for the future, fosters students’ identity, language and culture, and prepares students to participate as successful citizens in the 21st century” (<http://www.education.govt.nz/ministry-of-education/specific-initiatives/digital-technologies-for-teaching-and-learning/>).

Reviews of funding to schools:

- The Ministry of Education is undertaking a major review of funding to schools towards a curriculum-

based, per-child funding model, with proposed implementation in 2020. The proposed model will replace the current decile system which targets funding to state and state-integrated schools based on the extent the schools draw their students from low socio-economic communities (<http://www.education.govt.nz/ministry-of-education/consultations-and-reviews/education-funding-system-review/>). In addition, Communities of Online Learning (COOLS) have been proposed by Ministry of Education in the Education (Update) Amendment ACT (<http://www.education.govt.nz/ministry-of-education/legislation/the-education-update-amendment-bill/establishing-a-regulatory-framework-for-online-learning/>)

Review of tertiary sector:

- The New Zealand Productivity Commission, (an independent Crown entity) - Inquiry into how trends, especially in technology, tuition costs, skill demand, demography and internationalisation, may drive changes in business models and delivery models in the tertiary sector (i.e. universities, polytechnics, and wānanga/tertiary institutions with Maori cultural context), (<http://www.productivity.govt.nz/inquiry-content/2683?stage=3>).

9. What evidence is there, if any, of the impact of these policies and practices on improved access to work opportunities for youth and adults (please refer as appropriate to access issues covering gender, seniors, disabled and other minorities)?

Supporting Offenders into Employment:

- The Ministry of Social Development (MSD) and the Department of Corrections have entered into a joint venture to improve employment outcomes for people with criminal histories (http://www.corrections.govt.nz/resources/newsletters_and_brochures/journal/volume_4_issue_2_december_2016/supporting_offenders_into_employment.html). Two programmes are currently being trialled. The first is an Intensive Client Support Service, which sees an MSD case manager work with up to 40 inmates, for the 10 weeks prior to release, and for a subsequent 12 months following their release. The case manager will be able to access a range of tools to support the offender, including funding to support training and education, as well as in-work incentive payments. The goals of this service include the achievement of educational and skill development for 75% of offenders who have entered the service, and a long-term employment (i.e. >2 years) outcome for 20% of participants. An external contracted service is also being trialled, using a private contractor. This programme will take a holistic approach to service delivery, similar to its public-sector counterpart. Like the MSD-led service, it is presently too early to measure the success of this service, however its targets include: 20% employment immediately after release, and 50% employment within 9 months of release from prison.

Retail/Business Youth Employment Schemes:

- The Warehouse, a nationwide retailer in NZ, has been operating a youth employment programme in schools across NZ since 2009, with 7700 students in years 11 – 13 having participated in the programme since that time. The venture, known as 'Red Shirts in Schools', has assisted students to obtain NZQA unit standards related to the retail industry, and access to practical work experience. Subsequently, The Warehouse, in conjunction with the Ministry of Social Development has widened the availability of the programme, enabling youth aged between 18 and 24 years to take up similar opportunities to gain credits towards a nationally recognised qualification in retail, and practical work experience to assist in reducing their risk of long term unemployment (<http://www.thewarehousegroup.co.nz/community-environment/the-warehouse-community>).

10. What evidence is there, if any, of the impact of these policies and practices on improved access to appropriate workers by employers?

There is limited evidence on the positive impact of these policies and practices on improved access to appropriate workers by employers. Gaining the employer perspective is a strong driver for Government as part of the Business Growth Agenda (<http://www.mbie.govt.nz/info-services/business/business-growth-agenda>). There is a focus on the collection and analysis of 'big data' from across Government to make better policy and investment decisions.

There is evidence at a system level on the education and employment outcomes which provide indicators, particularly around disparities.

For Maori there are some positive indicators, which include increases in the percentage of Maori school leavers with the National Certificate of Educational Achievement (NCEA) at Level 2 or above (http://stats.govt.nz/browse_for_stats/snapshots-of-nz/te-ao-marama-2016.aspx), yet disparities remain between social well-being outcomes for Maori and other New Zealanders (<http://panui.co.nz/social-wellbeing/>), and there is still high a rate of NEETs for Maori and Pacific Peoples aged 15 to 24: 19.5 percent for Maori, and 16.8 for Pacific Peoples as at September 2016 (<http://www.mbie.govt.nz/info-services/employment-skills/labour-market-reports/maori-labour-market/maori-in-the-labour-market-fact-sheets/maori-sep-2016/document-image-library/dashboard-maori-jun-16.pdf>). In the 2016 December quarter, the proportion of all NEET youth (15-24 years) in New Zealand was 13.6 percent (http://www.stats.govt.nz/browse_for_stats/income-and-work/employment_and_unemployment/LabourMarketStatistics_HOTPDec16qtr.aspx)

Statistics New Zealand (<http://www.stats.govt.nz/>) releases quarterly reports on the NZ labour market. For example, the unemployment rate rose to 5.2 percent in the December 2016 quarter (up from 4.9 percent in the previous quarter) while employment and the labour force continued to grow. The total labour force increased by 38,000 people in the March 2016 quarter, which resulted in more New Zealanders in unemployment and employment than three months previously. Almost half of the annual employment growth in New Zealand was in the Auckland region. Construction and the professional services each employed 17,500 more people. The seasonally adjusted NEET (not in employment, education, or training) rate increased to 12.4 percent (http://www.stats.govt.nz/browse_for_stats/income-and-work/employment_and_unemployment/LabourMarketStatistics_MRMar16qtr.aspx). The category of underutilisation in labour market statistics describes a measure of potential labour supply and unmet needs for work. In the December 2016, the underutilisation rate was 12.8 percent (http://www.stats.govt.nz/browse_for_stats/income-and-work/employment_and_unemployment/LabourMarketStatistics_HOTPDec16qtr.aspx)



Ensuring that content and delivery of career development programs and services are relevant

11. What reforms, if any, have already taken place in the content and delivery of career services in the education and labour market sectors in response to the changes identified in Theme 1?

Vocational rehabilitation has been a focus of reforms. New Zealand operates a no-fault compensation system to meet the medical, social, and rehabilitation costs of people who sustain injuries. The system is funded through a compulsory levy system. The Crown entity, the Accident Compensation Corporation (ACC), is the primary administrator of this system. ACC reviewed its suite of vocational rehabilitation programmes and introduced a new service design (<http://www.acc.co.nz/for-providers/contracts-and-performance/all-contracts/WCMZ002151>) for vocational rehabilitation services in 2012, comprising Stay at Work, and Work Readiness services to meet the various needs and complexities of its clients. ACC are presently reviewing the outcomes this service has delivered over the past five years. This review includes gathering feedback from consumer groups and service providers.

Also see the implementation of the Careers system review, Education funding review, and the Tertiary productivity review (See 6, 7, and 8 above) identified in Theme 1, which are in the early stages: (<http://www.education.govt.nz/ministry-of-education/consultations-and-reviews/recent-consultations-and-reviews/outcome-of-careers/>; <http://www.education.govt.nz/ministry-of-education/consultations-and-reviews/education-funding-system-review/>; <http://www.productivity.govt.nz/inquiry-content/2683?stage=3>).

12. What additional reforms are needed in the content and delivery of career services in the education and labour market (including PES and HR) sectors to respond to those changes?

- Address constraints of time for Career Development service delivery e.g. ratio of practitioners to students in schools, and review third party scheduling of contracted career services and interviews.
- Develop and implement national career development programmes for the school curriculum.
- Review legal obligations of employers to provide career development services.

13. What are the policy levers in place or needed in your country that support necessary reforms (e.g. the provision of experiential careers learning) in the content and delivery of career services in education and labour market sectors?

Some of the policy levers in place are:

- Gateway (structured workplace learning for secondary school students), funded by the Tertiary Education Commission (TEC) (<http://www.tec.govt.nz/funding/funding-and-performance/funding/fund-finder/gateway/>).
- Ministry of Education policy supports Vocational Pathways, a tool which tracks students' school achievement to make connections with further study and employment. (<http://www.nzqa.govt.nz/qualifications-standards/awards/vocational-pathways/>).

Some of the policy levers needed are:

- Funding/requirement for career qualifications for professional practice.
- Funding support for development and implementation of nationally agreed professional standards for career development.
- Commitment to providing more experiential career learning in schools/tertiaries AND exposure to wide range of career opportunities.
- Entry level jobs for all young people.
- Career development/coaching into and through early career stages for young people.

14. What are the main barriers and/or success factors to implementing such career service reforms i.e. policy, content and kind of services, delivery methods, and openness to change?

- The fragmented education to employment system is a barrier to implementing reforms. For example, seven education agencies jointly developed a Blueprint for Education System Stewardship in 2016 (<http://ssc.govt.nz/sites/all/files/blueprint-education-system-stewardship-sep16-a.PDF>) and agreed a work programme (<http://www.tec.govt.nz/assets/Publications-and-others/Education-System-Stewardship-Forum-Work-Programme-2016.pdf>). The first priority area underway is *Powering up learners, parents, whanau, communities, and employers*.
- No one agency is responsible for supporting all young people i.e., once they leave school it depends on the direction and success of their transition i.e., tertiary institutions provide career support, some large employers encourage career progression, or if they become NEET they will get some support from the Ministry of Social Development (MSD). There is risk that there will be even less publicly available career development for adults if the proposed education legislation goes ahead.
- There is a lack of national strategy for an overarching approach to lifelong career development.
- Elections every three years (rather than four) tend to focus policy makers and public on "election-issue" topics, and progression of and policy for approaches to career development are not prioritised.



Improving career practitioner training and practice

15. How do governments/agencies/professional associations in your country ensure that the initial and continuing training of career practitioners in the public and private sectors stay relevant to the context (place, time and needs) of clients' social, economic and work lives?

There is no co-ordinated or agreed approach to ensure relevant career practitioner training, and in 2016 there was a set-back with the closing of the only post-graduate career-specific programme in New Zealand, at AUT University. This has been identified as an issue in the careers system review (although this is in relation to career practitioners in schools/tertiary, not in private sector).

However, some of the key contributions currently are:

- A new degree-level qualification in career development is under development by Nelson Marlborough Institute of Technology (NMIT).
- The Careers and Transition Education Association (CATE) and CNZ have introduced a joint induction programme for school careers staff.
- The Career Development Association of NZ (CDANZ) is committed to professionalism and is undertaking a review of systems, including professional standards for members.
- The suite of Career Development Benchmarks (<https://www.careers.govt.nz/practitioners/planning/career-development-benchmarks/>) was refreshed by CNZ in 2016. The series of three good practice guides and resources provide a spine of effective practice for continual improvement of the careers system.

16. What role does/should the business/employer community have in influencing the relevance of practitioner training?

There is a limited direct influence of business/employers on practitioner training, either through external stakeholder consultation when seeking course approval or through placement aspects of a programme. However, practitioner training has a strong emphasis on currency of labour market so information from industries and regional economies is readily available.

17. What national/regional mechanisms are in place to ensure that practitioners' competency frameworks, if such exist, stay relevant?

New Zealand lacks a national system to ensure that practitioners' competency frameworks stay relevant. However, CDANZ has taken a lead role. A range of initiatives has been developed:

- The CDANZ Hui/Fono (i.e., Maori/Pasifika words for people meeting in a context of cultural understanding) Project (<http://www.cdanz.org.nz/about-cdanz/careers-hui-fono/>) was established in 2016 as a collaborative initiative to connect Maori and Pasifika working in the career development sector.
- The CDANZ Professionalism Project (<http://www.cdanz.org.nz/about-cdanz/professionalism/>) was convened in 2013 to investigate the development of professional standards for members, and to review systems in relation to professional practice. The Professionalism team is currently engaged in producing a range of practice guidelines which complement the recently refreshed Code of Ethics and the proposed update to the CDANZ Competency Framework. One practice guideline is focussed on cultural and diversity competencies. To explore ways of enhancing the cultural competencies of all members, and to respect the partnership principles of the Treaty of Waitangi/Te Tiriti o Waitangi, CDANZ Executive has this year engaged with a cultural advisor from Te Puni Kōkiri (TPK), the Government's principal advisor on policies and issues affecting Māori.
- The National Forum for Lifelong Career Development (NFLCD), (<http://www.cdanz.org.nz/about-cdanz/national-forum-for-lifelong-career-development/>) was established by CDANZ in 2015, and is making connections across sectors and with other professional associations to engage in conversations about the critical need for an integrated approach to lifelong career development.

Vocational rehabilitation

- Vocational rehabilitation is inclusive in the services provided to recipients of ACC cover. Career practitioners play a lead role in the rehabilitation of persons unable to return to their pre-injury employment, through the management of training programmes to reskill workers, and to reintegrate them into the workplace. ACC requires that all career practitioners are members of a relevant professional body, such as the Career Development Association of NZ. Relevant qualifications at a tertiary level are also required of practitioners. Since 2012, in recognition of the complexity of this work, ACC has also required 50% of all practitioners employed by providers to the service to hold a Level 8 post graduate qualification, which is to include relevant papers in vocational rehabilitation. Apart from ACC, there is no requirement by government organisations (such as the Ministry of Social Development or the Department of Corrections) for career practitioners to hold specific qualifications or registration with a professional body.

18. What are the main barriers/success factors to effecting reforms in the professional preparation and development of career practitioners?

- Lack of a national career development strategy for NZ and/or expectation/requirement for being appropriately qualified.
- Lack of professional standards to define the industry, guide practitioner entry, provide quality assurance, and to help practitioners develop a professional identity.
- Lack of qualifications, and relatively low levels of existing qualifications.



Reforming career services in education and labour to focus on career competencies and successful transitions

☛ **Transition** is a process of moving within and between education, employment or training situations.

☛ **Career transition** competences refer to the knowledge, skills and attitudes required to make successful transitions.

19. What have the Ministries of Education and Ministries of Employment done individually and collectively in your country to ensure that individuals learn how to make successful transitions to and within an uncertain labour market?

Government agencies are collaborating to achieve agreed targets for Better Public Services (BPS) in five result areas:

- Reducing long-term welfare dependence
- Supporting vulnerable children
- Boosting skills and employment
- Reducing crime
- Improving interaction with government

The targets have been set within tight financial constraints and rely on collaboration within and between Government agencies and communities (<http://www.ssc.govt.nz/bps-results-for-nzers>). As outlined in previous sections there are examples of collaboration, but fragmentation and duplication remain challenges, as are higher than acceptable rates of unemployment and underemployed individuals, and the disparities in education outcome for Maori and Pasifika.

Refugee settlement is another example of collective focus on transitions. The New Zealand Red Cross is the primary provider of community refugee settlement programmes in the country. Red Cross relies heavily on volunteers to offer services and programmes. New Zealand accepts approximately 750 refugees annually through the United Nations' quota programme (<https://www.immigration.govt.nz/about-us/what-we-do/our-strategies-and-projects/supporting-refugees-and-asylum-seekers/refugee-and-protection-unit/new-zealand-refugee-quota-programme>). A Red Cross Pathway to Employment programme supports former refugees into employment, education and training. The Ministry of Education (<http://www.education.govt.nz/school/student-support/refugee-background-students>) funds secondary schools to support refugee students, and some schools utilise specialist career development practitioners to deliver personalised programmes. However, similar to the context of career development practice across the education sector, there is presently no nationally agreed system for the provision of career development services to support refugee students at critical transition points.

20. How career transition competencies are currently addressed in curricula and in employability frameworks in the education and employment sectors (PES, HR, Employment training etc.) in your country?

Career transition or career management competencies are the core dimension in the school and tertiary Career Development Benchmarks. There are clear links to the NZ Curriculum key competencies.

Of importance to both education and employment sectors is the development of the Employability Framework due to be launched at the end of February 2017. This initiative has been led by the Pathways Advisory Group initially formed in 2011 to develop and implement Vocational Pathways. A set of positive, work-focused behaviours and attributes employers are seeking from these young people in entry-level roles have been tested with employers and young people. A key piece of feedback from the testing is the importance of young people developing these skills in relevant education and employment contexts. Once published, the next stage of work for the subgroup may include developing guidance for users on how to use the framework.

21. How is the acquisition of these transition competencies assessed?

There are no new publicly available examples of assessing transition competencies.

22. What research if any is undertaken in your country to identify the evolving career learning* (KSA) needs of different groups of the population? How are the results of such research acted on/used and by whom, in order to make career learning relevant?
** Career learning in this context refers to the knowledge, skills and attitudes that individuals require to enable them to both understand the worlds of work and learning and the relationships between them to enable them to navigate these worlds successfully.*

In 2016, CDANZ commissioned Dr Dale Furbish to write a scoping paper on the state of career development in New Zealand (<http://www.cdanz.org.nz/uploads/Scoping%20Paper%2024July.pdf>). The paper was presented at the July 2016 National Forum on Lifelong Career Development, in collaboration with partner New Zealand Work Research Institute. Attendees included a range of cross-sector stakeholders from education and business, and representatives from Government ministries and Crown entities. It is not yet clear how the research has been utilised by other stakeholders.

The Inland Revenue (IRD) is currently undertaking a research project to find out how young people make decisions about funding their study and how they access advice and guidance to support their decisions. IRD has not yet articulated how the findings will be disseminated.

Within the team at the NZ Council of Educational Research (NZCER), an independent research organisation, a small number of researchers focus on career development topics and disseminate findings via a range of media including the NZCER website (<http://www.nzcer.org.nz/>), reports to Government agencies, and by invitation to present at professional association symposia. CDANZ is presently in discussion with NZCER researcher Dr Karen Vaughan about a potential research collaboration focussing on student transitions within and from schools.

23. What needs to be done in your country so that transition, employability and entrepreneurial skills are integral and essential parts of curricula and programmes in education and labour sectors?

- Whole-of-Government commitment to skills acquisition for successful transitions with agreed accountabilities and roles for coordination and collaboration.
- Professional associations need greater collaboration as a voice for the industry, and relevant New Zealand research is needed to support international findings to influence policy makers and school/tertiary leaders to implement career programmes in curricula.
- There is a need for qualified, expert career development practitioners to get involved in policy discussions that concern career development and lifelong learning, and to advocate for a national strategy.