



## Proactive Release

### Submissions on the Child and Youth Wellbeing Strategy

August 2019

The Department of the Prime Minister and Cabinet has released the following submission received during its public consultation on the child and youth wellbeing strategy.

Some of the information contained within this release is considered to not be appropriate to release and, if requested, would be withheld under the Official Information Act 1982 (the Act).

- Where this is the case, the information has been withheld, and the relevant section of the Act that would apply, has been identified.
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#### Key to redaction codes and their reference to sections of the Act:

- **9(2)a** – Section 9(2)(a): to protect the privacy of natural persons, including deceased people.

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## Child and Youth Wellbeing Strategy – Submission Template

This document is intended for individuals or groups who wish to make a formal submission on the child and youth wellbeing strategy.

Please complete this template and email it to: [childandyouthwellbeing@dpmc.govt.nz](mailto:childandyouthwellbeing@dpmc.govt.nz)

A guide to making a submission is available on the DPMC website <https://dpmc.govt.nz/our-programmes/child-and-youth-wellbeing-strategy>

Submissions will close on **Wednesday 5 December**.

**Please provide details for a contact person in case we have some follow up questions.**

<b>Contact Name:</b>	Jennie Miller, President
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<b>Phone Number:</b>	
<b>Organisation Name:</b>	Career Development Association of New Zealand
<b>Organisation description:</b> (tell us about your organisation – i.e. who do you represent? How many members do you have? Are you a local or national organisation?)	<p>The Career Development Association of New Zealand (CDANZ) is a national organisation drawing together the broad range of people working in the careers and related fields under a unified professional vision:</p> <p><i>“Excellence in career development across diverse fields of practice through sustainability, professionalism, and advocacy - for all New Zealanders.”</i></p> <p>CDANZ recognises that the process of career development occurs in many settings, including education, industry, commerce, government and the professions. Approximately one third of our 500+ members work in the education sector, either within schools or in tertiary and training institutions. For most New Zealanders their first experience of career development happens within a school environment. CDANZ has a strong commitment to the Child Wellbeing Strategy for children and young people up to age 18 (and up to age 25 for those transitioning from State care).</p> <p>CDANZ is a key point of contact in New Zealand for policy makers and other stakeholders with interests in career development. CDANZ works to champion policies which lead to the enhancement of career development in New Zealand. We collaborate with aligned associations and the international career development community to offer support, research, and mechanisms that are mutually beneficial to the profession.</p>

### Executive Summary:

(Please provide a short summary of the key points of your Submission - 200 words)

CDANZ welcomes the opportunity to make a submission on the Child Wellbeing Strategy (the Strategy) proposed outcomes framework and focus areas on behalf of 500+ members.

The vision and intent of the Strategy are compelling. We submit that the importance of developing career related skills is contained within three of the Wellbeing Domains in particular:

- *have what they need;*
- *belong, contribute & are valued;*
- *are learning and developing.*

The potential for career development support to make a difference in the lives of young people features strongly in focus areas 6, 8, 11 and 12, however the most direct fit is with focus area 16: ***'All children and young people can take part in a full range of opportunities to develop and express their talents'***.

Our submission provides evidence for the importance of career development to the Strategy, and the role CDANZ and career practitioners can play in enacting the Strategy. We strongly recommend that interconnection between key Government strategies be made explicit in order to focus efforts and enhance outcomes for children and young people. For example, there is a strong relationship between The Child Wellbeing Strategy and the lifelong Careers System Strategy in development by the Tertiary Education Commission (TEC). Government agencies will need to consider the allocation of funding for non-Government organisations to deliver to the strategies and meet desired outcomes, especially in light of the merger of Careers NZ with the TEC resulting in a significant loss of career development delivery expertise within Government.

We would welcome the opportunity to engage in any conversations, forums, working parties, or workstreams related to the areas mentioned above to advance our common goals.

### Submission Content

#### Overarching feedback

The Vision and Wellbeing Domains are compelling. The inclusion of underpinning Principles is vital, though in current form there are stylistic differences that if resolved could make them more memorable. The Desired Outcomes and Focus Areas are comprehensive and afford a 'line of sight' for those involved across the system and sectors. The challenge will be in identifying and reporting on the programmes of work that support the Strategy.

Although the concept of 'career' is not explicitly referenced CDANZ sees a need to emphasize the importance of career development in giving effect to the Strategy. Tristram and Dobbs (2015) provide evidence showing that career development (the term 'career guidance' is used in the UK and Europe) can have substantial benefits for the economy by supporting individuals to enhance their capacities in ways that contribute to enhanced jobs, skills and growth. CDANZ believes that the provision of quality career development services would make a strong contribution to key Desired Outcomes within three of the five Wellbeing Domains of the Strategy (*have what they need;*

*belong, contribute & are valued; are learning and developing*) and are strongly aligned to the proposed focus area 16 that ***'All children and young people can take part in a full range of opportunities to develop and express their talents'***.

CDANZ welcomes interconnected strategies, a Child Wellbeing Strategy and a Careers System Strategy, that:

- best prepares young people, parents and caregivers for the ever-changing world of work
- provides rich, personalised lifelong learning opportunities
- supports successful transitions within and between school, tertiary education and employment
- equips young people with the competencies needed to make personally appropriate decisions around their life, learning and work
- helps young people identify career pathways that are flexible, fulfilling and meaningful to them.
- ensures relevant training and qualifications for career professionals.

### **Submission structure**

Feedback from CDANZ is in five sections:

1. 'Lifelong' concepts
2. Connected strategies
3. Equipping young people
4. Māori and Pasifika Frameworks
5. Quality career development services

### **'Lifelong' concepts**

CDANZ notes that although the Strategy does not use the term 'lifelong', it alludes to concepts such as 'lifelong learning' and 'lifelong career development'. The Strategy refers to building skills and knowledge for life and learning not only of children and young people, but also of mothers, parents, caregivers, families and whanau. We suggest it would be helpful to include explicit references in future documents that support the Strategy.

An accepted definition of career development used by several countries (i.e., Australia, New Zealand, Canada, USA) describes the lifelong journey for the individual to develop their career:

*"The lifelong process of managing learning, work, leisure and transitions in order to move towards a personally determined and evolving future."* ([Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004).

Lifelong learning is a basic human right and needs to be supported for New Zealanders of all ages to contribute to society and their own personal growth. Participation in lifelong learning can be expanded by removing unnecessary barriers (e.g., limitations of location and literacy) and, through a commitment to inclusivity, actively working to eliminate monopolisation by historically privileged groups. This includes individuals starting early in life to develop career management competencies and skills to manage their own career over their lifetime. The role of qualified career professionals is integral within an effective education-to-employment careers system. Individuals must be encouraged to stay curious and open-minded allowing for the discovery of new skills to keep up

with the fast-moving changes of the knowledge economy.

### **Connected strategies**

There is an opportunity to provide a clear connection between a number of Government Strategies for systemic improvements. CDANZ has been supporting the Tertiary Education Commission (TEC) in their development of the Careers System Strategy. The goal of that Strategy is to ensure ***'All New Zealanders have the skills and capabilities to have a fulfilling career and sustainable income for as long as they choose'***. This interconnects well with a variety of the desired outcomes for the Child Wellbeing Strategy:

- Parents and caregivers, and young people transitioning to adulthood, enjoy quality employment (in *'have what they need'*)
- Young people who are not in education, training or employment receive additional support to gain education and skills and to obtain and maintain employment (in *'have what they need'*)
- Children and young people are empowered to make age appropriate decisions, and are supported to exercise increasing autonomy as they move to adulthood (in *'belong, contribute & are valued'*)
- Children and young people develop resilience.... and are equipped to make successful transitions, including to primary school, secondary school, and into adulthood (in *'are learning and developing'*)
- Children and young people are positively engaged with and achieving in education, and building skills and knowledge for life and learning (in *'are learning & developing'*)
- Children and young people have developmentally appropriate opportunities outside the classroom that build confidence and important life skills (in *'are learning and developing'*).

Similarly, embedded in TEC's all-age and stage Careers System Strategy are features we expect will address a number of the Potential Focus Areas for the Child Wellbeing Strategy from a career perspective, namely: Area 6, an improvement in equitable outcomes for all; Area 8, having a focus on whanau centred approaches and promotion; Area 11, improving opportunities for disabled and neuro-diverse young people; Area 12, building life and transition resilience for those with mental wellbeing issues; and last, but by no means least, Area 16, which directly links to TEC's Careers System Strategy in providing equitable routes for our young people to succeed in life, learning, and work (discussed in greater detail below under 'Equipping young people').

Of note are some highly relevant and recent international findings on system improvement for positive career outcomes. A formal consultation and review of an evidenced-based national lifelong career guidance system in Ireland (Hughes, 2018) identified key characteristics of a successful programme which include:

- clear governance of a national strategy by relevant ministries;
- consensus building at a national, regional and city level;
- citizens and users of services being involved in the ongoing design;
- support that starts early, is all age and develops career management skills;
- delivery that is differentiated (self-help, brief assisted and intensive) and blended (with the greatest impact combining digital and interaction with a career professional);
- direct engagement with the world of work;
- open access and inclusive access to labour market information;
- professional career qualifications and investment in continuing professional development.

## **Equipping young people**

Focus area 16 describes socially equitable opportunities for children and young people to ‘*gain the skills, knowledge and capabilities for success in life, learning and work*’. Internationally, significant work has been done to describe the skills to equip young people for their career journey. Career management competencies (some countries call them skills) provide frameworks for designing career development programmes in schools and tertiary education organisations. In New Zealand we have a suite of Career Development Benchmarks for Years 7 & 8, Secondary, and Tertiary (Careers NZ, 2016). Student career management competencies are the outcomes dimension identifying the attributes school leavers should have developed to enable successful transition from school into further learning or work, and to successfully manage their lives. The four attributes are:

- developing self-awareness,
- exploring opportunities,
- deciding and acting,
- transitions.

Of particular note for the Child Wellbeing Strategy is positive exposure to the world of work. International research (OECD, 2010, 2018) shows that students who engage with employers and workplaces during school tend to have smoother transitions and attract higher salaries once they are working. Evidence from the Attitude Gap Challenge (2016) in New Zealand shows the disconnect between young people and employers (and includes 11 suggestions for actions that are relevant to system leadership, programme delivery, and lifelong learning). Reviewing and expanding Gateway programmes could be an option.

## **Māori and Pasifika Frameworks**

Principle 4 of the Strategy and focus area 8 address the foundation role of the Treaty of Waitangi. Te Tiriti o Waitangi recognises the important relationship between Māori and non-Māori. It is important and appropriate to acknowledge Māori career development frameworks and strategies in how we engage with Māori students and their whanau. In addition, there is a need to provide consistent, culturally-appropriate professional development for career professionals. Overt reference to Māori acknowledges the relationship with Māori as a key stakeholder in the careers system. In addition, there are numerous Pacific strategies that support the need to foster the youthful Pacific population and their future engagement in the labour market. These strategies identify unique, cultural characteristics that underpin the values and attitudes of Pasifika students and their communities. Inclusion of Pasifika acknowledges the importance of fostering the career development of Pasifika peoples in the careers system.

## **Quality career development services**

An effective careers system assists students to make informed decisions about courses and career (pathways), make connections between school and future career options, and develop the skills and knowledge to effectively navigate a dynamic world of work throughout their lifespan. Each student must have access to evidence-based, blended and age-appropriate services within the system, supported by quality career and labour market information:

- A career development programme: “... is a carefully planned programme of learning experiences – in education, training and workplace settings” (MoE Victoria Government, 2018). To be effective, delivery should be led and developed by a suitably qualified career

professional supported by a careers/pathways team, be assigned adequate time and resources within the school curriculum, include blocks of time as well as extended time to fit students' context and ability to develop self-knowledge, make connections, and explore and investigate career options fully.

- Career guidance/counselling: "*involves a formal relationship in which a [career development] professional assists a client ... with career concerns*" (NCDA, 2013, p. 4). Effective career guidance/counselling for each student should be facilitated by an impartial, suitably qualified career professional, timed to meet the individual needs of students rather than timetabled, focused on helping students to consolidate, reflect upon, and make sense of their learning experiences (in and outside of the curriculum) and their impact on self and career.

CDANZ has developed professional standards that set the expectations of quality for members. This includes the Competency Framework that encompasses the skills, knowledge and attitudes CDANZ believes should be core to the practice of any professional career development practitioner. CDANZ is well positioned to offer our expertise in how best to equip influencers to provide effective careers support to young people and their families.

As advocates for best practice we access a plethora of information to consider types of career intervention (one-to-one, workshops, classes, computer-assisted) and their effectiveness. Research has told us unequivocally (most recently Whiston et al, 2017) that on their own, without the support of a career professional, computer-based career interventions are of the least use, by far, as a means of supporting people with their career development. Programmes developed and delivered by specialists in the field are the most effective.

For the unemployed, research shows that the odds of obtaining employment are 2.67 times higher for job seekers participating in job search interventions (Liu et al, 2014). That meta-analysis also provides best practice information on how to develop highly effective interventions for the unemployed based on the findings from many research projects. Younger people, older people, those with special needs and conditions, and those unemployed for less than 6 months are most likely to benefit from effective job search intervention.

As experts with global networks in the field of career development we are eager to support any initiatives by government ministries that encourage New Zealanders to maximise their potential in life, learning and work.

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