

# **Career Guidance and Pathways**

## **Marlborough Regional Skills Leadership Group**

**November 2023**



## Contents

Foreword .....	3
Career guidance is an important service.....	4
Career guidance is a continuous process throughout life.....	4
Career guidance helps support people into meaningful and sustainable employment.....	5
Careers information comes in many different forms.....	5
Careers information comes from a range of different sources .....	7
People.....	7
Experiences .....	9
Static resources .....	9
Career services in New Zealand .....	10
Schools are required to provide careers education and guidance .....	10
Career services are funded in a variety of different ways .....	11
The future of career services in New Zealand.....	11
Good careers advice is flexible to meet the needs of the individual .....	12
Barriers to accessing careers advice .....	13
Careers advice can influence industry perceptions .....	13
Strong connections between schools and employers supports careers advice for rangatahi ...	15
Information about career pathways supports career advice.....	18
Annex 1: Examples of Career Guidance Services in New Zealand .....	21
Bibliography .....	28

*Cover photo: Aimee Pickles (Career Navigator Coordinator), Giovanna Burtenshaw and Livvy Procter (Career Navigator Graduates), and Janice Nield (Career Navigator Mentor) catch-up at a Constellation Brands vineyard. Source: Graeme Dingle Foundation*

## Foreword

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“What are you going to do with your life” is a question often asked of us, but one that can be very difficult to answer. The importance of supporting people to make informed career decisions came through strongly when we were developing Te Mahere Ahumahi ā-Rohe o Te Taihū o Te Waka-a-Māui | Marlborough Regional Workforce Plan (RWP) 2022. Good career advice helps anyone trying to answer that question and make a decision about their career. This includes those entering the workforce for the first time, people trying to progress within their careers and people looking at making a career change.

Each year about Marlborough 200 school leavers enter the workforce. In addition, about 20% of the Marlborough workforce switch jobs per year. About 12% of people change jobs and the industry they are working in annually (e.g. retail to administration). We also have around 1,000 people who are unemployed and 13,000 people who are not in the labour force. All these people could benefit from career guidance.

Having people who are informed about careers also benefits our sectors. We have heard from our stakeholders that people have negative perceptions of what it means to work in many of our sectors. One perception is that career pathways are limited and there isn't the opportunity to progress beyond entry level roles. If people are supported in making career decisions, they will be more aware of all the interesting careers available in our region.

The Marlborough Regional Skills Leadership Group (RSLG) reflected the importance of good career guidance in four of its RWP focus areas:

- Career and learning pathways
- Perceptions of industries and careers
- Connections between schools and industry/education providers
- Everyone in the region is aware of career and training opportunities

*You can read the plan in full [here](#)*

As a common year one action across these four focus areas the RSLG wanted to understand the career guidance system and what advice works and for whom.

This report supports our region to understand what careers advice is and the type of information career changers need, as well as the different operating and funding models. It also explores two areas of careers guidance: connections between students and employers, and career pathways.

This enables us to make evidence based and informed decisions about how to address these challenges and how to improve the support services in our region.

**Jennifer Moxon and Corey Heberd**  
**Co-Chairs Marlborough Regional Skills Leadership Group**

## Career guidance is an important service

Career guidance describes the services which help people of any age to manage their careers and to make the educational, training, and occupational choices that are right for them. This includes informal services such as advice from family and friends. Career guidance helps people to reflect on their ambitions, interests, qualifications, skills, and talents, and to relate this knowledge about who they are to who they might become within the workforce.<sup>1</sup>

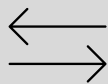
### Career guidance is a continuous process throughout life

We no longer have careers for life. All New Zealanders will experience multiple career transitions in their lifetime, such as:

- Transitioning from school to work
- Returning to work from caring or study
- Promotion or changing type of work
- Imposed career changes such as redundancy, injury, or major industry changes (such as technological change meaning skills are no longer in demand).<sup>2</sup>

Each year in New Zealand around 20% of people change jobs and a further 18% exit the labour market.<sup>3</sup> The reasons why people change jobs vary, and it can be an active choice, or one imposed upon them.

Career changes impact people within our community differently, and the type and amount of support they require will differ. For example, Māori, Pacific People, and young people are more likely to be impacted and lose their job during an economic shock and take longer to recover and find their way back into the labour market.<sup>4</sup> To be inclusive, career guidance services need to be accessible to all, particularly those who are already struggling in the labour market and those who need training but are not getting it.



Between 2000 and 2018, 61.4% of workers in employment in New Zealand stayed in the same job for over a year, 20.8% of workers changed jobs, and 17.8% of workers exited the labour market. Of those who changed jobs, 8.7% stayed in the same industry and 12.1% transitioned to a different industry.<sup>5</sup>



The rate of job transitions has also been impacted by COVID-19 and other shocks, with predictions that occupation transitions could increase by as much as 25% between now and 2030.<sup>6</sup>

<sup>1</sup> OECD (2019) *Investing in Career Guidance*

<sup>2</sup> Careers Development Association Australia (2021) *Navigating life's career transitions*

<sup>3</sup> New Zealand Productivity Commission (2020) *Job-to-job transitions and the regional job ladder*

<sup>4</sup> New Zealand Productivity Commission (2020) *Job-to-job transitions and the regional job ladder*

<sup>5</sup> New Zealand Productivity Commission (2020) *Job-to-job transitions and the regional job ladder*

<sup>6</sup> Reserve Bank of New Zealand (2022) *Labour Market Cycles Across Different Groups: What Does History Tell Us?*

## Career guidance helps support people into meaningful and sustainable employment

Good quality and accessible career advice is important to assist people in our regions to make informed decisions about their next steps in life. Making career decisions and career changes are not one-off events and the process requires skills and personal insight to successfully navigate. This includes being aware of the available opportunities and how to access them, having accurate information about the reality of working within a particular industry, and knowing how to achieve personal career goals.

Access to career advice is an important part of this, particularly as the nature of work changes. As roles are disestablished and created due to changes in technology and sunrise industries, workers need to be supported to make decisions about their next career steps. Good career advice supports a dynamic and responsive labour market that supports people to transition between roles and industries.<sup>7</sup>

Career development research helps inform effective career guidance. For example, it can be used by industries to better understand issues like the nature of job and career satisfaction, how career decisions are made, how technology affects how work is done, what career misconceptions exist, and what resources are needed to improve career information and advice.<sup>8</sup> Good quality career information should be informed by this to best support industries to attract and retain skilled staff. Many sectors (for example primary industry, aged care, and tourism) identify negative perceptions as a key barrier to recruitment. If information about training and career pathways is clear and accessible, it assists people to make informed decisions about whether to go into a particular industry, rather than relying on perceptions.

Career guidance is also helpful for people already working within an industry or workplace, as it supports them to progress within their career to higher skilled and better paid roles.

In New Zealand, the government funds a wide range of career guidance support. For the most part this is targeted at defined groups, such as the unemployed (for example, MSD work brokers) or youth (such as school career advisors). Career advice is also provided privately through individual workplaces, user pays services, and industry bodies promoting career pathways. These are explored further in this report.

## Careers information comes in many different forms

People generally use a range of different information sources when making career decisions.

The following table sets out the four types of knowledge that young people need to make informed career decisions.<sup>9</sup> Although focused on young people, these knowledge requirements apply to people at all stages of their career journey.

<b>Orienting information</b>	<b>Information required</b> Learners understand their values, interests, skill and needs.
	<b>Where do they get it from?</b>

<sup>7</sup> New Zealand Productivity Commission (2020) *Technological change and the future of work: Final report* pg 71

<sup>8</sup> Careers Development Association Australia (2021) *Navigating life's career transitions* pg 18

<sup>9</sup> Tertiary Education Commission (2021) *Transitions from Secondary School*

<p>What a learner values, their guiding direction</p>	<p>Tends to come from learners themselves and their immediate community – parents and other family and whānau members.</p> <p><b>Timing</b></p> <p>Often developed early and throughout their life. It shapes all their decisions and strongly influences the final pathway choice.</p>
<p><b>Focused information</b> What pathways might suit them</p>	<p><b>Information required</b></p> <p>Information on a range of pathways and jobs. Also includes information on what choices and pathways are a good fit for their values, skills, interests and needs.</p> <p><b>Where do they get it from?</b></p> <ul style="list-style-type: none"> <li>• Personal networks and connections (including whānau).</li> <li>• Passive experiences, e.g. attending school, visiting doctors (35% of learners knew about their desired job by seeing someone doing it).</li> <li>• Occupations shown in the media (25% of learners had seen their job in the media).</li> <li>• Career advisors, career expos, career initiatives.</li> <li>• Their own research (55% of school leavers said they know about their desired job through their own research).</li> </ul> <p><b>Timing</b></p> <p>Tailoring information tends to become more available in the later years of schooling (Years 11-13).</p> <p>Sometimes learners only receive tailoring information when it is given to them e.g. through CareerQuest.</p>
<p><b>Deep information</b> What those options are really like</p>	<p><b>Information required</b></p> <ul style="list-style-type: none"> <li>• What they would do each day on a particular pathway, and what the environment would be like.</li> <li>• Future job demand – 82% of learners want information on what jobs will be in demand in the future.</li> <li>• What the work-life balance would be like, salary, etc.</li> </ul> <p><b>Where do they get it from?</b></p> <ul style="list-style-type: none"> <li>• Learners prefer to get deep information from experiences or talking to people. The most useful sources were first-hand experience of a role (88%) and speaking with someone who is already doing the role (90%).</li> <li>• This often comes in the form of Gateway, work placements or actual employment experiences outside of school, as well as second-hand information from others. Experience-based information is often interactive and tailored to the learner and includes regular engagement.</li> <li>• Reading stories of people in different jobs or education options were least useful for learners.</li> </ul> <p><b>Timing</b></p> <p>Tends to happen in the later years of schooling (Years 11-13).</p>



<b>Logistical information</b> Practical steps to make it happen	<b>Information required</b> <ul style="list-style-type: none"> <li>• Qualification requirements for pathways.</li> <li>• Cost of courses and/or training.</li> <li>• Location and duration of study.</li> <li>• Available financial support.</li> </ul>
	<b>Where do they get it from?</b> Often from static resources (e.g. Pathway websites including tertiary provider websites and careers.govt.nz) and interactions with TEOs and employers.  It can be a barrier to entry if this information is difficult to find, incorrect, or incomplete.
	<b>Timing</b> Often comes last of the four types of information. Learners may receive logistical information too late and it can close off pathways, forcing them to pivot.

## Careers information comes from a range of different sources

People generally access information about careers from other **people, experiences, and static resources**. People will often use a variety of these resources before making career decisions.

### People

This includes:

- Parents and other family members
- Friends
- Career advisors (often in school for students, or professional careers advisors)
- Career support services (such as MSD job brokers, or Workbridge)
- Teachers (for students)
- Mentoring



“People” is the most used resource for careers advice. A 2021 Tertiary Education Commission (TEC) study found that 93% of school students get careers advice from family, 85% from friends, 84% from teachers, and 82% from career advisors.<sup>10</sup>

### Family and peers

Māori and Pacific students are more likely to seek information and become aware of career opportunities through personal connections, with 30% of Māori and 39% of Pacific school leavers knowing family/whānau members who did their desired jobs. This is compared to 21% of non-Māori and non-Pacific students.<sup>11</sup>

Adults also rely on people for advice with a survey finding 60% of adults rely on family and friends to make choices that will affect working life.<sup>12</sup>

<sup>10</sup> Tertiary Education Commission (2021) *Transitions from Secondary School* pg 67

<sup>11</sup> Tertiary Education Commission (2021) *Transitions from Secondary School* pg 68

<sup>12</sup> OECD (2021) *Career Guidance for Adults in a Changing World of Work* pg 26

While personal connections can provide deep information, this level of deep knowledge is usually limited to a person's own career. For school leavers, advice from family and friends can also be loaded with their own goals for the school leaver, such as getting a prestigious job or not going into a career that takes them away from home. This means that information can be biased and clouded by family and friends' perceptions of an industry and limited to known careers.



The Careers and Transition Education Association NZ (CATE) have resources available for parents and caregivers, to help them to engage and influence their child's career journey:

➤ [www.cate.co.nz/parent-resources/](http://www.cate.co.nz/parent-resources/)

### **Career guidance services**

People also receive career advice from more formal sources. 82% of students report talking to a career advisor, but only 56% reported that this was a useful resource. Career advisors are also a popular resource for adults, with 40% of adults reporting that they had spoken with a career advisor within the past 5 years.<sup>13</sup> However, engagement with these services is not consistent across demographic groups, with only around 15% of older workers (aged 55-64) accessing career guidance services.<sup>14</sup>

### **Mentoring**

Mentoring can be a helpful tool for people at all stages of their career journey. Mentors can assist with:

- Developing skills and knowledge
- Sharing their career stories
- Guiding mentees towards opportunities to start or move up in the career
- Supporting the mentee to set goals and take action
- Signposting to advice and further help

This can be either a formal or informal arrangement. There are a number of local examples of mentoring including:

- Graeme Dingle Foundation which provides mentoring for local rangatahi through
  - Career Navigator Mentoring which is small group mentoring with local industry mentors – to help students to discover and plan their career pathway.
  - Toroa Career Navigator which connects young people with high-calibre business mentors, and provides an intensive programme of workshops, mentoring, and support – with the aim of helping them find a meaningful job pathway
- Business Trust Marlborough which acts as the Mentor Manager for Business Mentors NZ and provides 12 months of confidential one-on-one advice for owners of small and medium-sized businesses and organisations that are currently trading and who want to grow or need help to solve specific business challenges.

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<sup>13</sup> OECD (2021) *Career Guidance for Adults in a Changing World of Work* pg 14

<sup>14</sup> OECD (2022) *Strengthening Career Guidance for Mid-Career Adults in Australia* pg 21



## Experiences

School leavers highly rate the impact that experiences have on helping them make career decisions. These include:

- Work-based experiences such as actual employment. For young people this includes experiences through Gateway placements and internships
- Tertiary providers/staff
- Open days
- Career expos

For young people, experience-based learning allows them to form expectations and validate their choices, which increases their confidence about a chosen pathway and reduces their uncertainty.



In 2021, 13,710 learners accessed Gateway programmes, 6.1% higher than in 2020.

In 2021, 11,175 students participated in trades academies, an increase of 1,630 on 2020.<sup>15</sup>

### Case study: Queen Charlotte College Construction Academy



Queen Charlotte College is currently developing a construction academy to support learners to gain industry skills through a “live building site” on the school campus. QCC has signed a Memorandum of Understanding with Kainga Ora which formalises the partnership and the agencies support to assist with standing up the academy.

## Static resources

Static resources are often used as a starting point for people when gathering knowledge to inform career decisions. OECD research shows that 75% of people have searched online for information about employment, education, and training opportunities within the past five years.<sup>16</sup> Examples of static media include:

- Online career advice
- Careers.govt.nz
- Seek.co.nz
- TradeMe Jobs
- Tertiary provider websites
- Social media

While static resources are well-used, their impact is limited when they are the only source of information used. TEC research shows this is especially true for some of our demographic groups with Māori being less likely to use static resources. Neurodivergent learners also expressed difficulty accessing and engaging with online resources.<sup>17</sup>

<sup>15</sup> Ministry of Education (2022) *Education Counts* <https://www.educationcounts.govt.nz/statistics/new-zealands-workplace-based-learners>

<sup>16</sup> OECD (2021) *Career Guidance for Adults in a Changing World of Work* pg 25

<sup>17</sup> Tertiary Education Commission (2021) *Transitions from Secondary School* pg 74

## Career services in New Zealand

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The government is responsible for funding, delivering, and providing oversight to the careers system. It directly contributes to delivery and funding of a range of career services through a variety of channels including career educators in schools, MSD, ACC, the TEC, and Connected.

Many of these services are targeted at specific groups that require more support within the labour market, such as ACC supporting people to return to or remain in work, and MSD supporting clients and funding charitable organisations such as Workbridge who support people with disabilities to find work.

There are also more general services available. For example, the TEC provides career services from education to employment via [careers.govt.nz](https://careers.govt.nz). Also, in response to the COVID-19 pandemic, the government introduced a new free and personalised career support service that is available to anyone. The Direct Career Services programme is a support service for people who want to transition into new or different work. It includes both a light-touch phone service and a face-to-face service located in MSD service centres. The service is provided by contracted Career Practitioners, who have appropriate professional qualifications. It is funded to June 2025 and it is the first time the government has made career support services available to everyone: [www.careers.govt.nz/plan-your-career/talk-to-a-career-expert/career-advice/](https://www.careers.govt.nz/plan-your-career/talk-to-a-career-expert/career-advice/)

### Schools are required to provide careers education and guidance

Under the National Education and Learning Priorities, schools are required to collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.

Specific actions include

- Support learners/ākonga to see the connection between what they're learning and the world of work
- Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women
- Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education

A 2015 report by the Education Review Office looks at the factors that contribute to high quality careers education in schools and showcases 10 secondary schools that demonstrated good practice in careers education and guidance for their students. The schools all had well planned careers education that was clearly linked to their curriculum and to pastoral care, was age appropriate, involved parents and whānau, and was individualised for students who needed it.<sup>18</sup>

Four of the secondary schools identified in the report are in Raukawa: Mākoura College (Masterton), Wellington East Girls' College, Nelson College, and Waimea College (Richmond).

The report details a range of successful careers education initiatives and programmes implemented by the schools, including:

- Proactively working with local employers

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<sup>18</sup> Education Review Office (2015) *Careers education and guidance: Good practice*  
<https://ero.govt.nz/sites/default/files/2021-05/ERO-CareersEdu-Guid-2015-WEB2.pdf>

- Developing staff to deliver curriculum-based careers education and guidance
- Careers education and guidance planned with progression across year levels
- Programmes and initiatives to support Māori and Pacific students
- Initiatives to involve Pacific parents
- Supporting refugee students.



The OECD has collected examples from around the world of effective career guidance for primary and secondary school students. See:

➤ [www.oecd.org/education/career-readiness/examples-of-practice/](http://www.oecd.org/education/career-readiness/examples-of-practice/)

## Career services are funded in a variety of different ways

Beyond the school system, the career guidance services available have differing levels of cost, from static resources which are lower cost to personalised support which is more resource intensive and higher cost.

Funding for programmes comes from a range of different sources:

- **Government** such as MSD work brokers, ACC, Direct Career Services, career websites, funding within the community, in school career advisors, local government support
- **User-pays**, usually private career advisors who are generally members of the Career Development Association of New Zealand (CDANZ)
- **Employer-pays** such as in work schemes, in school support, career support provided by industry groups
- **Education providers** should offer orientating information about courses and may offer some career support
- **Local government** and economic development agencies provide funding for and/or run local programmes
- **Charities** fund and run often regionally based programmes.

In some instances, funding will be from a several of these sources.

Annex 1 includes a list of some career services available in New Zealand and how they are funded.

## The future of career services in New Zealand

### *National Careers System Strategy refresh*

In August 2023 the TEC released the National Careers System Strategy.<sup>19</sup> The key focus areas of the Strategy are:

- **Strengthen Connections** – establish a leadership function for the careers system to improve coordination and support stronger connections.
- **Grow Quality Careers Support** – improve the quality and availability of careers support, and the diversity of those who deliver it.
- **Ensure Equitable Access** – work collaboratively with Māori, Pacific people, disabled people, and other priority groups to understand and remove barriers that prevent people and their whānau from accessing and using the careers system.

<sup>19</sup> <https://www.tec.govt.nz/focus/our-focus/national-careers-system-strategy/>

The TEC has also released an Action Plan outlining the steps needed to implement the Strategy. TEC will lead and coordinate implementation.

As part of this, the TEC is developing Tahatū – a new online career planning solution that is the ‘next generation’ of the careers.govt.nz website, refreshing the content, tools, and functions. Tahatū will be launched next year.

### **Active Labour Market review**

Government is currently reviewing its Active Labour Market policies. These are policies and programmes that are intended to reduce unemployment. The scope of this review includes the career supports provided by government.

This broad review involves government looking at what programmes it is already providing, whether the programmes are fit for purpose, and if there are any gaps. This work is ongoing and with various milestones over the next few years. The outputs from this work may result in changes to how and what career support programmes are in place.

## **Good careers advice is flexible to meet the needs of the individual**

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People gain the most benefit from a holistic, personalised, tailored, flexible approach to career guidance, and face to face support may lead to better employment outcomes than a remote alternative. Research undertaken by the Career Development Association Australia<sup>20</sup> shows outcomes are similar if digital and some form of personalised support is used together, for example, an initial meeting and then directed to static resources. Static resources by themselves are not as effective.

The Career Development Association Australia research highlights factors that are important in providing career services, including:

- Collaboration amongst the service providers is essential to help build cross-sector capability
- Services need to be planned, for example providing support to workers when it is known that a business is closing
- Services need to be offered both in-person and via online portals (this is especially important for more rural users)
- The most successful programmes are tailored programmes that meet individual needs or are flexible to cater to multiple factors impacting the person.

For mid-career adults seeking career guidance, an important component is making their skills visible and identifying transferable skills. This helps to identify any skill gaps associated with potential employment or training goals.

Another key component is working with people to develop a personalised career development roadmap that sets out how to achieve training and career goals. However, less than 50% of

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<sup>20</sup> Careers Development Association Australia (2021) *Navigating life's career transitions* pg 20

New Zealanders and about 40% of mid-career adults reported receiving a personalised career development roadmap from a career guidance advisor.<sup>21</sup>

## Barriers to accessing careers advice

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Not all adults or young people access career advice and, of those who do, not all find it useful.

For adults, the main reason for not accessing career advice is that they do not think they need it (60%). Awareness of the services can also act as a barrier, with 20% of people reporting they did not know the services existed. This indicates a need to raise awareness of the availability and usefulness of the career guidance and services on offer.

Cost can also be a barrier. The review of the Direct Career Services highlighted the importance of a zero-cost service, where it was estimated that for 90% of clients this was extremely important in accessing the services.<sup>22</sup> The zero-cost also supported more equitable access to the services, with less than 10% of clients having used career practitioners previously.

Rangatahi Māori<sup>23</sup> and Pacific young people report low expectations from educators and employers. This can limit their education and employment pathways, which means they are less likely to engage with career services.

Additionally, while tailored, *in-person* career support is likely to deliver the most effective results, access to tailored, *online* in-person services are an important part of the support-mix to ensure equitable access. Funding and geographical constraints may mean people have better access to online in-person services. Ensuring digital literacy, affordability, and tailored resources are important considerations for effective results.<sup>24</sup>

## Careers advice can influence industry perceptions

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Study and work choices are shaped by a combination of internal drivers and external influences. Often these drivers and influences will be shaped by both accurate perceptions and misconceptions of an industry. These perceptions can be challenged by providing the people who are making and influencing career decisions with accurate and accessible information about what a career in the industry actually involves (such as the day-to-day workings, pay and conditions), as well as the pathways available to someone within that career and how to achieve it.

Unless there are some special circumstances, the negative perceptions are likely to be sector specific, with some regional nuances. Drivers of negative perceptions about any industry will vary. For example, some people have concerns about the environmental impacts of primary industries. Negative perceptions about sectors may also arise from concerns about pay, conditions and opportunities for advancement.

Given the variety of reasons why an individual may have a negative perception of working within a particular industry, it is important to first understand what those negative perceptions

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<sup>21</sup> OECD (2021) *Strengthening Career Guidance for Mid-Career Adults in Australia*

<sup>22</sup> Careers Development Association Australia (2021) *Navigating life's career transitions* pg 23

<sup>23</sup> BERL (2019) *He Awa Ara Rau: A Journey of Many Path*

<https://knowledgeauckland.org.nz/media/1902/he-awa-ara-rau-a-journey-of-many-paths-berl-tsi-et-al-nov-2019.pdf>

<sup>24</sup> Careers Development Association Australia (2021) *Navigating life's career transitions* pg 23

are. This allows the sector to know and address these perceptions. Some perceptions may be based on incorrect information, which the sector can then work to overcome, and other perceptions might be because of realities of working in the industry. For the latter, the industry will then need to decide if it wants to work to change the conditions that are making it unattractive (such as offering different hours, increasing pay rates, or providing better working conditions).

### Examples of sectors that have explored the public perceptions of working in the industry



#### **Aquaculture**

MPI commissioned research to gauge public understanding and perceptions of the effects of aquaculture and its benefits, with the end aim of informing the aquaculture industry's aim of improving community support and understanding of aquaculture activities.

The report can be found here:

- [Public perceptions of New Zealand's aquaculture industry, 2014](#)



#### **Primary industry**

The Primary Industry Capability Alliance commissioned research to build an understanding of the current context of career choices, focusing on secondary school students. The research had two objectives: to set baseline measures for the awareness, understanding, attractiveness, and consideration of careers in the primary sector; and to understand what it would take to shift each of those factors (awareness, understanding, attractiveness, and consideration) in favour of the primary sector.

A summary of the report can be found here:

- [Understanding decision making that leads to careers in Primary Industries Summary](#)



#### **Tourism**

Research to gain an understanding on how young people in New Zealand view careers in the tourism and hospitality industry, to help tourism industry employers and educators develop strategies to attract young people, and effectively retain and develop these young people into sustainable career pathways in the sector.

The report can be found here:

- [Tourism Youth Perceptions Research Report](#)

Perceptions has also been identified as a focus area within Industry Transformation Plans. For example:

- The Advanced Manufacturing Industry Transformation Plan

**Initiative:** Business, government, unions and other partners to develop and implement a strategy that improves the perception and profile of Aotearoa New Zealand advanced manufacturing for multiple domestic and global audiences. This will include actively partnering with Māori and Pacific peoples to understand their history, current situation and future opportunities in advanced manufacturing.

**Outcome sought:** Improve the understanding and attractiveness of the sector to students (from primary school to tertiary level), educators, parents, potential and current workers, investors, and global audiences.



- The Aquaculture New Zealand Workforce Action Plan includes the following actions:
  - Commission a perceptions study of the aquaculture job market targeting both job seekers and employed staff.
  - Build understanding of perceptions and barriers to recruit and retain a young and diverse workforce, including Māori.
  - Inform future actions to build diversity and inclusive working environment.
  - [www.aquaculture.org.nz/careers](http://www.aquaculture.org.nz/careers)

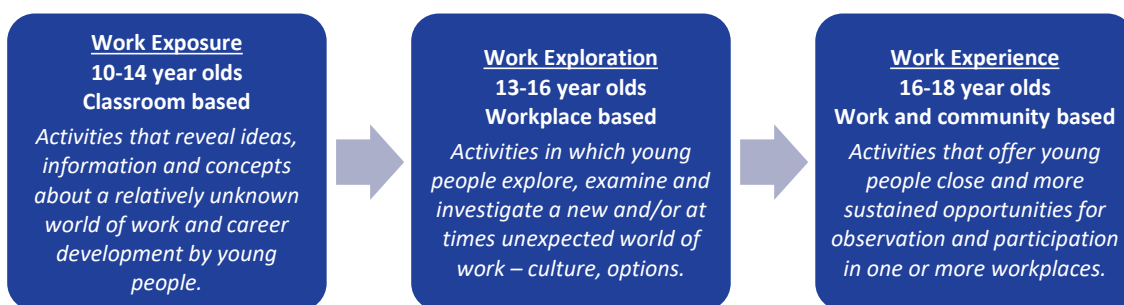
## Strong connections between schools and employers supports careers advice for rangatahi

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Exposure to the world of work helps young people to form realistic views of different career pathways. One way to achieve this is to provide young people with opportunities to spend time in workplaces.

Young people highly rate the impact of direct exposure to workplaces to help them make career decisions.<sup>25</sup> Research has also shown that greater engagement of young people with employers during their education can result in higher earnings and productivity. This suggests that when young people are given access to relevant, authentic, and timely information about careers, they will be better placed to find their way into those parts of the labour market that best value their knowledge and skills.<sup>26</sup>

The different stages and times for engagement can be expressed through the WE3 continuum. The WE3 approach to career readiness is described as “scaffolding vocational education and successful youth transitions through Work Exposure, Work Exploration and Work Experience”:<sup>27</sup>



For the most part, initiatives to support connections between schools and businesses are regional and are often driven by a few key people from within schools/business. There are risks with this model as it relies on people to go over and above their day job, and if key people leave the initiative can lose momentum.

<sup>25</sup> Tertiary Education Commission (2021) *Transitions from Secondary School* pg 71

<sup>26</sup> D Turner (2020) *The WE3 Continuum and Activities* [www.educationandemployers.org/wp-content/uploads/2020/09/The-WE3-Continuum-and-Activities-August-2020.pdf](http://www.educationandemployers.org/wp-content/uploads/2020/09/The-WE3-Continuum-and-Activities-August-2020.pdf)

<sup>27</sup> D Turner (2020) *The WE3 Continuum and Activities* [www.educationandemployers.org/wp-content/uploads/2020/09/The-WE3-Continuum-and-Activities-August-2020.pdf](http://www.educationandemployers.org/wp-content/uploads/2020/09/The-WE3-Continuum-and-Activities-August-2020.pdf)



The Ministry of Education provides guidance for schools looking to enhance their connections with employers through the **Employer Engagement Toolkit**.

This toolkit provides guidance on developing an engagement strategy, identifying and planning engagement with businesses, maintaining the relationships, and reviewing and evaluating the programme.

The toolkit can be found here:

- [Employer Engagement Toolkit](#)

### Examples of government-funded programmes available

- To support connections, in 2019 the government introduced the Education to Employment Brokerage Service. As part of this, brokers across the regions are tasked with building strong relationships with schools and businesses, and act as a liaison between schools and employers in their region. Funding is provided by MSD and ends in June 2025. Examples of initiatives being driven locally by the education to employment broker include Empower (tech and coding event for young people), a building academy at Queen Charlotte College and industry engagement days with local sectors including aquaculture and aged care.
- The [Inspiring the Future programme](#) connects primary and intermediate school students with role models from the world of work in a fun and inspiring event that broadens students' horizons about future work possibilities. The volunteer role models talk about their jobs, the career pathway they took, any challenges they faced, and the skills they have developed. Inspiring the Future events are free to organise and run and can be in-person or online.
- Gateway enables secondary schools to give senior students access to structured workplace learning integrated with school-based learning. Students receive on the job education in a chosen vocation for 1-2 days a week. It is aimed at students in Years 11-13.
- Trades academies are secondary-tertiary programmes that provide senior secondary students (Years 11-13) access to a broad range of trades or technology learning opportunities to help keep them engaged in education. Programmes are delivered through partnerships developed between schools and tertiary education organisations. They consist of learning in secondary and tertiary settings and may also include work experience. Information about training available through local trades academies is included in the following table.

### Training available through local trades academies

#### Top of the South Trades Academy – <https://tradesacademy.ac.nz/>

Training is provided one day a week at Te Pūkenga Nelson Marlborough Institute of Technology.

Available training includes:

- |                          |                                    |
|--------------------------|------------------------------------|
| • Wine                   | • Hair dressing                    |
| • Mechanical engineering | • Automotive engineering           |
| • Beauty                 | • Aviation engineering (from 2023) |

## Case studies: Education to Employment



### ***Fusion Networks and Tāmaki College***

IT services company, Fusion Networks, has been running a paid internship programme targeting Māori and Pasifika high school students from low decile areas since 2018.

Fusion initially partnered with Tāmaki College, where 62% of students are Pasifika, 32% Māori, and 1% Pākehā. Their traditional pathways are sports, engineering, or healthcare but few see themselves in technology.

The internship programme was created to build student skills with industry experience, speeding up the process from learning to earning. The programme provides secondary school students from less privileged communities with an opportunity to learn with technology and understand their potential career pathways.

So far, over 40 high school students have participated in the programme with overwhelmingly positive results for both the students and Fusion, including cutting Fusion's traditional HR costs in half.

For more information see:

- [Māori and Pasifika in tech: How paid internships work - NZ Herald](#)



### ***Massey High School Building Academy***

Launched in 2012, the Massey building academy provides a pathway for young people to enter the trades. Working under the supervision of registered builders and teachers, the students gain experience in carpentry, plumbing and electrical work, while helping build real homes for the community in partnership with Kāinga Ora.

For more information see:

- [New homes prove Massey students building cred - Kāinga Ora](#)
- [Massey High School Building Academy - OECD](#)



### ***Patton Engineering and Hastings Boys' High School***

In 2018, Patton Engineering formed a partnership with Hastings Boys' High School with the aim of training students at grass roots level (ages 15-17) by giving them real life exposure to the structural engineering industry and providing them with opportunities and work experience.

This initiative exposes students to the trades and engineering as employment opportunities. With 70% of Hastings Boys' High School students not attending university, introducing students to the varying trades during their final school years gives them the best chance of ending up in a trade that is of interest to them.

For more information see:

- [Engineering workforce forging talent through school partnerships](#)
- [Hastings Boys' Technology - The initiative](#)

## Case studies: Education to Employment



### ***SmartNZ's Secondary School Employer Partnerships (SSEPs)***

Currently operating in Waikato and Canterbury, SSEPs are formal relationships between secondary schools and local employers, working to contextualise student learning at Years 9 and 10.

The programme provides a real-world application of the curriculum and exposes students to a wide range of career pathways, both inside and outside the classroom. The programme has been found to have a significant impact on students' intention to stay in school, attitudes towards subjects, and qualification expectations.

SSEP started in Waikato in 2016. Over 10,000 students have participated from 41 secondary schools, partnering with 250 employers.

SSEP Canterbury was launched in 2021 in collaboration with MPI and focuses on partnering with employers in the food and fibre sector. MPI also funds a SSEP Canterbury Facilitator.

For more information see:

- [Secondary School Employer Partnerships - Smart NZ](#)

## Information about career pathways supports career advice

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Career pathways provide people with the information they need to see how they could start in a lower-level job and progress within that career with more training and experience.

When good quality career pathway information is widely available, it:

- Provides orientating information that helps people understand the opportunities and realities of working within a career (including what is required to progress). This is beneficial for people who are considering the pathway.
- Helps people already employed in a sector move up within their roles and understand how to progress.

Career pathway information is available from a variety of sources, including the careers.govt.nz website, industry pages, and training provider websites.

Most information about career pathways is provided through static resources such as websites. As noted previously, static resources alone are not effective at helping people make career decisions – they need to be used in conjunction with other personal career support such as career guidance or work experience. The level of detail provided in the static resources also varies from industry to industry, with some just stating what potential career options are available, but not including any information about how to progress (such as training and time in the job). Limited information makes it difficult for people who are outside the industry and those already working in the industry to understand how to progress in a career and what skills and training is required.

For people already working within an industry, professional/career development plans are a key way of supporting them to identify and progress within their chosen career.



### Summary of career pathway resources

Careers.govt.nz	<p><a href="http://www.careers.govt.nz/">www.careers.govt.nz/</a></p> <p>Provides over 400 job profiles, including information about:</p> <ul style="list-style-type: none"> <li>• Pay</li> <li>• Length of training</li> <li>• Job opportunities</li> <li>• Entry requirements</li> <li>• Working conditions.</li> </ul>
Mana in Mahi	<p><a href="http://www.workandincome.govt.nz/employers/subsidies-training-and-other-help/mana-in-mahi.html">www.workandincome.govt.nz/employers/subsidies-training-and-other-help/mana-in-mahi.html</a></p> <p><a href="http://www.workandincome.govt.nz/products/a-z-benefits/mana-in-mahi.html">www.workandincome.govt.nz/products/a-z-benefits/mana-in-mahi.html</a></p> <p>Government programme to support people into sustainable and meaningful work.</p> <p>Employers who are willing to hire an eligible person and support them through a formal industry training qualification, including apprenticeships, are supported with a wage subsidy. Free coaching and mentoring services are also available.</p>
Dairy NZ	<p><a href="http://www.dairynz.co.nz/people/careers-and-progression/career-pathways/">www.dairynz.co.nz/people/careers-and-progression/career-pathways/</a></p> <p>Career pathways and different options, including information about:</p> <ul style="list-style-type: none"> <li>• What experience/skills are required (including training)</li> <li>• What the role involves</li> <li>• Personal stories</li> <li>• Salary expectations.</li> </ul>
NZ Wine	<p><a href="http://www.nzwine.com/en/careers/">www.nzwine.com/en/careers/</a></p> <p>Information about the different steps in the career pathway and years of experience. Does not detail what sort of training or skills are required.</p>
Tourism & Hospitality Service IQ	<p><a href="http://www.serviceiq.org.nz/assets/Attachments/Marketing/Kick-starter-Magazine-2019-WEB.pdf">www.serviceiq.org.nz/assets/Attachments/Marketing/Kick-starter-Magazine-2019-WEB.pdf</a></p> <p>Career and qualification pathway, including personal stories.</p>
Forestry	<p><a href="http://www.forestrycareers.nz/forestry-careers/new-blog-for-jobs/">www.forestrycareers.nz/forestry-careers/new-blog-for-jobs/</a></p> <p>Includes information about:</p> <ul style="list-style-type: none"> <li>• Earning potential</li> <li>• Pre-qualification requirements and opportunity to train</li> <li>• Physical demand of the work – reality of the job</li> <li>• Career progression pathways.</li> </ul>



### Summary of career pathway resources

<p>Aged care</p>	<p><a href="https://lifechangingcareers.org.nz/career-paths/residential-aged-care/">https://lifechangingcareers.org.nz/career-paths/residential-aged-care/</a>  <a href="http://www.careerforce.org.nz/our_sectors/aged-care/">www.careerforce.org.nz/our_sectors/aged-care/</a></p> <p>Includes information on:</p> <ul style="list-style-type: none"> <li>• What the job involves</li> <li>• The personal attributes you need</li> <li>• On the job training and links to Careerforce website</li> <li>• Different types of roles (does not provide information on how to progress)</li> <li>• Personal stories.</li> </ul>
<p>Building and construction</p>	<p><a href="https://bcito.org.nz/apprentices/careers/">https://bcito.org.nz/apprentices/careers/</a></p> <p>Includes information on:</p> <ul style="list-style-type: none"> <li>• Job prospects</li> <li>• Time to qualify</li> <li>• Job opportunities (including opportunities for progression but no information on how to progress)</li> <li>• A virtual construction site – to “see trades for real”, to find out which trade is a good fit.</li> </ul>
<p>Engineering</p>	<p><a href="https://shop.wonderproject.nz/collections/publications/products/stem-career-handbook">https://shop.wonderproject.nz/collections/publications/products/stem-career-handbook</a></p> <p>Downloadable handbook for Year 10-13 students who may be considering an engineering career. Includes information on:</p> <ul style="list-style-type: none"> <li>• The different engineering careers</li> <li>• Recommended school subjects for different engineering pathways</li> <li>• Post-school study options</li> <li>• Career opportunities and specialisations</li> </ul>
<p>Digital tech</p>	<p><a href="https://nztech.org.nz/info-hub/technology-careers/">https://nztech.org.nz/info-hub/technology-careers/</a></p> <p>Provides links to careers.govt.nz resources.</p>
<p>Aviation</p>	<p><a href="http://www.careers.govt.nz/jobs-database/engineering/engineering/aeronautical-engineer/">www.careers.govt.nz/jobs-database/engineering/engineering/aeronautical-engineer/</a>  <a href="http://www.serviceiq.org.nz/training/aviation/engineering-programmes/">www.serviceiq.org.nz/training/aviation/engineering-programmes/</a></p>



## Annex 1: Examples of Career Guidance Services in New Zealand

What is it	How is support provided?	How is it funded?	Is it targeted?
<b>Workbridge</b> – <a href="https://workbridge.co.nz/">https://workbridge.co.nz/</a> A free employment service for disabled people or those with an injury or health condition. As well as administering government funding schemes to support disabled people into open employment, training or self-employment, Workbridge also places disabled people directly into work.	Face-to-face	NGO – government funded	Disability
<b>Corrections career advice</b> Provides support to offenders re-entering the wider community, including work towards having a job on release from prison and improve their skills and knowledge through education and training.	Face-to-face	Government agency – government funded	People exiting corrections
<b>MSD work brokers</b> The Work Broker proactively establishes and maintains strong relationships and networks with employers, industry and community groups, clients and other key stakeholders within the region to market the sale of MSD products and services. This role represents MSD in the employment sector.	Face-to-face	Government agency – government funded	MSD clients
<b>Youth Employment Success</b> – <a href="https://youthemployer.nz/">https://youthemployer.nz/</a> An online platform with certified kaiwhakawhiwhi mahi (employers) from a variety of industries offering free employment-based opportunities to 16-24-year-olds, and connecting employers with like-minded rangatahi who are looking for mahi.	Static resource with face-to-face option	Government agency – government funded	Youth
<b>School Leavers' Toolkit</b> – <a href="https://school-leavers-toolkit.education.govt.nz/">https://school-leavers-toolkit.education.govt.nz/</a> An online tool to support students with learning key workplace competencies, financial literacy, civics, and personal wellbeing before they leave school. The Toolkit includes information about tertiary study options, advice on how to choose a career, and information about getting a job (such as preparing for a job interview and writing a CV).	Static resource	Government agency – government funded	Youth

What is it	How is support provided?	How is it funded?	Is it targeted?
<p><b>Careers.govt.nz</b> A publicly available careers information service that includes a database of information about occupations and tertiary education and training. Includes tools and information to support people of all ages to make decisions about their career and education throughout life.</p>	Static resource	Government agency – government funded	All
<p><b>Connected</b> – <a href="http://www.connected.govt.nz/">www.connected.govt.nz/</a> Provides support and information on:</p> <ul style="list-style-type: none"> <li>• finding a job</li> <li>• study and training options, including support for apprenticeships</li> <li>• careers advice</li> <li>• finding staff</li> <li>• business support.</li> </ul> <p>The Connected service includes a website, a freephone, and 35 Connected centres across the motu. The website has region-specific information, including job opportunities, courses, businesses support and events.</p> <p>The Connected centres host a wide range of activities, ranging from events for young people to training sessions and business networking functions. Employers can meet job seekers and run events at Connected centres.</p>	Mixed, face-to-face, static	Government agency – government funded	All
<p><b>Direct Career Services</b> – <a href="http://www.careers.govt.nz/plan-your-career/talk-to-a-career-expert/career-advice/">www.careers.govt.nz/plan-your-career/talk-to-a-career-expert/career-advice/</a> People can get advice from a professional career expert for free. They can help:</p> <ul style="list-style-type: none"> <li>• make an informed career decision and a personalised career plan</li> <li>• explore training and study options</li> <li>• gain confidence</li> <li>• look for job opportunities</li> <li>• write and update your CV, cover letters and online profiles</li> </ul>	Mixed – in person, by phone and online	Government funded	All

What is it	How is support provided?	How is it funded?	Is it targeted?
<ul style="list-style-type: none"> <li>prepare for job interviews.</li> </ul>			
<b>In school career advisors</b> Provide advice to students about career and study options.	Face-to-face	Government funded School provided	Youth
<b>Te Pukenga - NMIT</b> – advice for people looking to enrol <b>Te Pukenga TPP</b> – links students to Coast Connect which provides support for students to prepare a CV, study options, interview techniques and more.	Phone, online and face-to-face	Provider funded	Study advice
<b>Careers evenings</b> Usually run by schools and show case different career and training options.	Face-to-face	Varies	Youth
<b>Career Navigator (Graeme Dingle Foundation)</b> – <a href="https://dinglefoundation.org.nz/career-navigator/">https://dinglefoundation.org.nz/career-navigator/</a> Career Navigator is a school-based ready for work programme that supports schools to help provide young people with the work-ready skills and confidence they need to transition successfully from school into higher education and/or employment. Students get real world experience in fields in which they are interested in and an idea of what their future career path may look like.	Face-to-face	Charity – mixed government and private	Youth (Marlborough and Wellington)
<b>Youth Inspire</b> – <a href="https://youthinspire.co.nz/">https://youthinspire.co.nz/</a> Helping young people succeed by providing employability training, certificates, health and wellbeing support, and learner and restricted driver programmes.	Face-to-face	Charity – mixed government and private	Youth (Lower Hutt)
<b>Gateway</b> Designed to support school students’ transition into the workforce by offering them workplace learning while at secondary school.	Face-to-face	Government funded – TEC	Youth

What is it	How is support provided?	How is it funded?	Is it targeted?
<p><b>Education to employment brokers</b></p> <p>Facilitates contextualised learning for students and introduces them to a wide range of careers. The education to employment programme connects a wide selection of employers and businesses from a range of industry sectors with school pupils and their providers.</p>	Face-to-face	Government funded	Young people
<p><b>Te Ara Mahi</b> – <a href="http://www.tearamahi.com/">www.tearamahi.com/</a></p> <p>A specialist mental health and addictions employment agency funded by the Ministry of Health. Works in communities to help match jobseekers with the right employer across all industries, and supports them to form lasting relationships.</p>	Face-to-face	Government funded (MoH)	Mental health / addiction (Nelson, Tasman, Marlborough, West Coast)
<p><b>Employment Service in Schools</b> – <a href="http://www.workandincome.govt.nz/providers/programmes-and-projects/employment-service-in-schools.html">www.workandincome.govt.nz/providers/programmes-and-projects/employment-service-in-schools.html</a></p> <p>Pilot service run by MSD and MoE, providing access to employment services for disabled people in schools.</p> <p>The providers specialise in helping people who have a disability or health condition, including a mental health condition or neurodiversity. They'll work with the individual, their family or whānau, school and other networks to help plan for the future.</p> <p>Includes:</p> <ul style="list-style-type: none"> <li>• identifying what types of jobs the person could do</li> <li>• finding information to help them make decisions</li> <li>• finding out what job of type of work they would like</li> <li>• creating a CV</li> <li>• getting ready for interviews</li> <li>• work experience</li> <li>• getting a part-time job whilst at school.</li> </ul>	Face-to-face	Government – MSD and MoE	Students with disabilities in pilot regions (Wellington)

What is it	How is support provided?	How is it funded?	Is it targeted?
<p>ACC support programme for people who cannot return to their job because of their injury. Includes support to:</p> <ul style="list-style-type: none"> <li>re-enter the job market by finding the same type of job but with a new employer</li> <li>re-train in a different role</li> <li>put together a programme to regain their ability to work, including building skills through work experience.</li> </ul>	Face-to-face	Government agency – government funded	ACC clients
<p><b>Careers Guidance and Counselling (MSD)</b> assists job seekers to make informed decisions about their employment and training options by providing access to professional careers advice. Career guidance and information services are services contracted to assist clients to make informed educational, work, and career-related choices. The types of programmes and services that can be contracted are career and education guidance, curriculum preparation, improving interview skills.</p>	Mixed	Government agency – government funded	MSD clients
<p><b>Rapid Return to Work (MSD)</b> is a phone-based employment service for up to six weeks that supports people who have recently lost their jobs and are on, or have applied for a main benefit, to become work ready. Key activities include work readiness, assessment of transferable skills, job interview preparation and CV and cover letter support.</p>	Phone	Government agency – government funded	Jobseekers
<p><b>Early Response Redeployment Support (MSD)</b> is a service that works closely with employers and people facing redundancy to enable the employer to redeploy and/or retrain their employees, or to support workers to transition to a new job or training opportunities.</p>	Mixed	Government agency – government funded	Jobseekers
<p><b>Be Your Own Boss (MSD)</b> delivers self-employment training and support to people who are either unemployed, facing redundancy, are unwaged or receiving a main benefit. Be Your Own Boss is provided by community-based organisations, usually enterprise agencies.</p>		Government agency – government funded	Unemployed, facing redundancy, unwaged or receiving a main benefit

What is it	How is support provided?	How is it funded?	Is it targeted?
<p><b>Tupu Aotearoa</b> – <a href="http://www.mpp.govt.nz/programmes/tupu-aotearoa/">www.mpp.govt.nz/programmes/tupu-aotearoa/</a></p> <p>An initiative administered by the Ministry for Pacific Peoples to help Pacific young people not in Employment, Education and Training (NEET) aged 15-39 in the regions and those NEET aged 15-29 in metro cities to find employment, complete further training or undertake study.</p>	Face-to-face	Government agency – government funded	Pacific NEET (15-39) (Nelson/Marlborough)
<p><b>Seniors@work</b> – <a href="https://seniorsatwork.nz/">https://seniorsatwork.nz/</a></p> <p>A job site exclusively for seniors and those aged over 50 who are looking for work opportunities.</p> <p>Features include:</p> <ul style="list-style-type: none"> <li>• Job Seeker Work-Readiness Pack: Advice for older workers including writing a CV, cover letter and job interviews.</li> <li>• Skills Register for Employers and Job Seekers: Fast-track the recruitment process by searching jobs and immediately available profiles by skill.</li> </ul> <p>Guaranteed Suitable Work Opportunities: Seniors@work is the only jobsite that posts work opportunities that are guaranteed to be suitable for people over 50.</p>	Static	User funded (employers)	People aged 50+
<p><b>Graeme Dingle Foundation - Career navigator</b></p> <p>This programme helps students navigate their way through the endless career opportunities presented to them – and open up their eyes to options they may never have heard of!</p> <p>Career Navigator is made up of three main parts:</p> <ol style="list-style-type: none"> <li>1. Career Mentoring – Small group mentoring with local industry mentors – to help students to discover and plan their career pathway.</li> <li>2. Workshops – Opportunities to gain valuable work-ready skills valued by employers, and to create an effective CV and cover letter.</li> <li>3. Career Pathway Events – Including site visits and industry days to learn more about the reality of the workplace, and career opportunities.</li> </ol>	In person	Not for profit, Various funders	Year 12 and 13 Marlborough students



What is it	How is support provided?	How is it funded?	Is it targeted?
<p><b>Graeme Dingle Foundation - Toroa Career Navigator</b></p> <p>The programme pairs our young people with high-calibre business mentors, and provides an intensive programme of workshops, mentoring, and support – with the aim of helping them find a meaningful job pathway. The mentors will also support those who secure work during their early days of transitioning to the workplace, heightening their chances of success in their new roles.</p>	<p>In person</p>	<p>Not for profit, Various funders</p>	<p>15-24-year olds in the region who are not currently in work or training.</p>

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