# Preparing All Young People for Satisfying and Rewarding Working Lives

**This version of the A3 is formatted to be more accessible for screen readers.**

## Background and context on this Long-term Insights Briefing

* [Long-term Insights Briefings](https://dpmc.govt.nz/our-programmes/policy-project/long-term-insights-briefings) are future-focused documents that provide information and identify opportunities and choices for any future government to consider.
* They are prepared by the public service independently of Ministers and are not Government policy.
* The topic for this briefing isPreparing All Young People for Satisfying and Rewarding Working Lives.
* We want your feedback to inform the final report.
* The final Briefing will be a knowledge base to help Government to respond more effectively in the future to support young people’s goals and aspirations. The Briefing will also be available as a public resource and evidence base.

## Why focus on satisfying and rewarding working lives?

* We know that young people and their whānau have high aspirations for their future but around 22% of young people spend more than half their time in limited employment between the ages of 16 to 24. This may include moving between receiving a benefit, unemployment, low wage, low skill and casual work and low-level tertiary education.
* Experiencing long-term limited employment affects youth wellbeing and can have life-long impacts on young people and their whānau.
* A range of barriers can prevent young people from reaching their potential. We’ve identified some opportunities to improve how the education and employment system works to support young people to reach their employment goals.

## How does the briefing suggest we can support young people experiencing barriers to have satisfying and rewarding working lives?

* We have identified key areas of opportunity where future Governments could make changes to remove barriers and help people reach their employment aspirations.
* These are grouped within three life-stages and have a Te Tiriti o Waitangi informed approach. More information on each of the life stages follows.

## LTIB process and how you can help

1. [We publicly consulted on the proposed topic](https://consultation.education.govt.nz/education/youth-at-risk-of-limited-employment/)
2. We used feedback to draft this briefing
3. We are now asking your thoughts on the draft briefing
4. We will use your feedback to update the briefing and finalise it
5. The briefing will be referred to [Select Committee](https://www.parliament.nz/en/pb/sc/select-committee-faqs/) for discussion
6. The briefing will help Government to respond more effectively in the future to issues facing young people.

## Possible future directions for the education and employment system

We have identified **key** **areas of opportunity where future Governments could make changes** to remove barriers and help people reach their employment aspirations. These are grouped within three life-stages and have a Te Tiriti o Waitangi informed approach.

### Stage 1: Early learning, engagement and attainment in schooling

#### **A greater focus on cognitive and emotional development including relationship skills**

* Improve the reach of parenting programmes for whānau and children most likely to benefit.
* Build the capability of educators to support children’s emotional development and relationship skills in early learning services and schools.

#### **Increased efforts to grow the cultural competency of the education workforce and identify and scale up what works**

* Support the development and use of assessment tools to respond earlier to learning support needs and invest in New Zealand education research and evaluation.
* Sustained effort to grow Māori medium and kaupapa Māori education, and build the cultural responsiveness of the education and learning support workforce.
* Support greater tailoring of education delivery, by enabling senior secondary school students to combine school-based, online, tertiary education, and work-based learning.

#### **New models for working in partnership with others to improve education outcomes**

* Address diverse barriers to attendance, engagement and learning by supporting local-level efforts between government agencies, iwi and Māori organisations and social services.
* Learn from initiatives such as Whānau Ora and Enabling Good Lives that deliver holistic support to children and young people and their whanau.

### Stage 2: Preparing to find and secure employment

#### **A revamped careers system to support young people and their whānau prior to leaving school**

* Assist young people exploring and preparing for their future by expanding access to personalised careers advice and guided conversations for young people and their whanau – targeted to schools with the highest need, and/**or,** available for all.

#### **Creating more opportunities to explore the world of work and gain valuable work experience before leaving school (or an alternative education setting)**

* Provide early opportunities to explore the job market and engage with employers, for example through shadowing and work experience, or through direct school to work apprenticeships.
* Build on existing school/employer links and deliver via area-based partnerships through groups of schools, local iwi, Te Pūkenga and/or regional employer groups.

#### **Earlier, more tailored, strengths-based support through youth and other employment services to enable transition into work**

* Link careers services more closely to community-based youth and other employment services.
* Support earlier access to tailored, strength-based needs-based assessments to meet the needs, goals and preferences of young people and their whanau.
* Scale up job-search and brokerage services, with navigators or mentors that build quality, lasting relationships with young people.

#### **Encouraging more innovative and ‘joined up’ service delivery through changes to how Government chooses to fund youth and other employment services**

* Change how youth and other employment services are funded and monitored to enable providers to build capability, work together with other local services and deliver long-term outcomes.

### Stage 3: Building resilient connections to the workplace

#### **Youth and other employment services that continue post-employment could support longer lasting connections to employment**

* Provide more seamless support to those who need additional assistance to stay in work and/or to progress towards their future employment goals, both before young people are working and once they are in work.

#### **Increased efforts to work with industry groups to promote good employer practices**

* Expand the reach of best practice toolkits that highlight employer responsibilities and encourage cultural responsiveness and inclusion.
* Increase efforts to equip young people to understand their rights, employment protections and/or health and safety in the workplace. Inform employers of their responsibilities along with better monitoring and enforcement.