



## Background

This document is a summary of the Long-term Insights Briefing (LTIB): Preparing all young people for satisfying and rewarding working lives. LTIBs are future-focused documents that provide information about medium- and long-term trends, risks and opportunities that may affect New Zealand.

Four government agencies\* have worked together to outline the challenges and possible opportunities to help prepare all young people for satisfying working lives. This LTIB was developed after discussion with the public, including different groups of young people, and those who work with young people.

More information and analysis are available in the full LTIB document 'Preparing all young people for satisfying and rewarding working lives' on the agencies' websites.

LTIBs are not government policy and are prepared independently from Ministers but may be used to inform future decisions by any Government or organisation.

\* Ministry of Education, Ministry for Women, Ministry of Social Development, and the Ministry of Business, Innovation and Employment.

## Long-term limited employment can be a problem.

Many young people (15–24) successfully navigate transitions from school to work, or further education or training.



Short-term NEET isn't a problem if young people **shift quickly between jobs, or between work and study.**

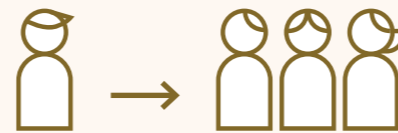
However, some young people experience very high levels of limited employment. Limited employment can look like:

- > long or frequent periods of being on the benefit, unemployed or under-employed (that is, they are only employed part time or want to work more hours).
- > being stuck in low wage or low skilled work, or work that isn't ongoing.
- > ongoing enrolment in low-level education.

Experiencing long-term limited employment affects youth wellbeing and can have life-long impacts on young people and their whānau.

**22%**

of young people spend more than half their time in limited employment between the ages of **16 to 24.**



Experiencing long-term limited employment affects youth wellbeing and can have **life-long impacts on young people and their whānau.**

## There are some life experiences associated with limited employment.

Cumulative life experiences at birth, childhood, adolescence and early adulthood will influence pathways into limited employment. Life experiences are listed in descending order from highest to lowest odds of spending more than half their years in limited employment at ages 16 to 24.

1. have been a mother prior to age 19
2. have left school with no school qualification or NCEA Level 1 only
3. have no driver's license by age 18
4. been involved in the justice system by age 18
5. used mental health services by age 18
6. have been the subject of a notification to Child Youth and Family / Oranga Tamariki as a child
7. spent time in an alternative education setting
8. lived in a socio-economically disadvantaged neighbourhood
9. parents with no or low qualification
10. been a dependent child of a beneficiary for more than half of their life to age 15
11. been stood down, suspended or excluded from school, or referred to school attendance service
12. lived in social housing by age 18
13. been the child of a teen mother
14. had at least one unstructured school move (i.e., beyond primary to intermediate or to secondary).

Data shows rangatahi Māori, Pacific young people, disabled young people and young mothers are more likely than the total population to have prior life experiences associated with significant long-term limited employment at ages 16 to 24. The unequal distribution of these factors across population groups reflects system failures to create equitable education and employment pathways for all young people.

# Possible future directions | Preparing all young people for satisfying and rewarding working lives

## Life stage 1

### Early learning, engagement and attainment in schooling.

#### A greater focus on early learning and development.

- › Better support children's emotional development and relationship skills by:
  - › improving access to effective parenting programmes and/or
  - › new training and resources for teachers in early learning services and schools.
- › Identify and respond earlier to learning support needs.

#### Support inclusive education, grow the cultural competency of the education workforce and identify and scale up what works.

- › Boost education workforce capacity and capability to deliver inclusive, culturally responsive teaching and learning.
- › Grow Māori medium and kaupapa Māori education.
- › Support more tailoring of education delivery, including enabling secondary school-age learners to combine school-based, online, tertiary education, and work-based learning.
- › Invest in New Zealand education research and evaluation.

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

- › Support local partnerships between government agencies, iwi, Māori, and community sector organisations to address the diverse barriers to education attendance, engagement and learning for specific population groups.
- › Learn from initiatives such as Whānau Ora and Enabling Good Lives.

## Life stage 2

### Preparing to find and secure employment.

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

- › Expand universal access to personalised careers advice and guided conversations.
- › Ensure more intensive, tailored careers support and practical assistance is available to young people who need it.

#### Creating opportunities to explore the world of work and gain valuable work experience before leaving school.

- › Provide early opportunities to explore the job market and engage with employers.
- › Build on existing school/employer links.
- › Deliver via area-based partnerships through groups of schools, local iwi, Te Pūkenga and/or regional employer groups.

#### Earlier, more tailored, strengths-based support 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 assessments.
- › Scale up job-search and brokerage services.

#### Encouraging more innovative and joined up service delivery.

- › 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.

## Life stage 3

### Building resilient connections to the workplace.

#### Supporting long 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.
- › Support for young people before they 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.
- › Encourage cultural responsiveness and inclusion.
- › Helping young people understand their rights, employment protections and/or health and safety in the workplace.
- › Inform employers of their responsibilities along with better monitoring and enforcement.