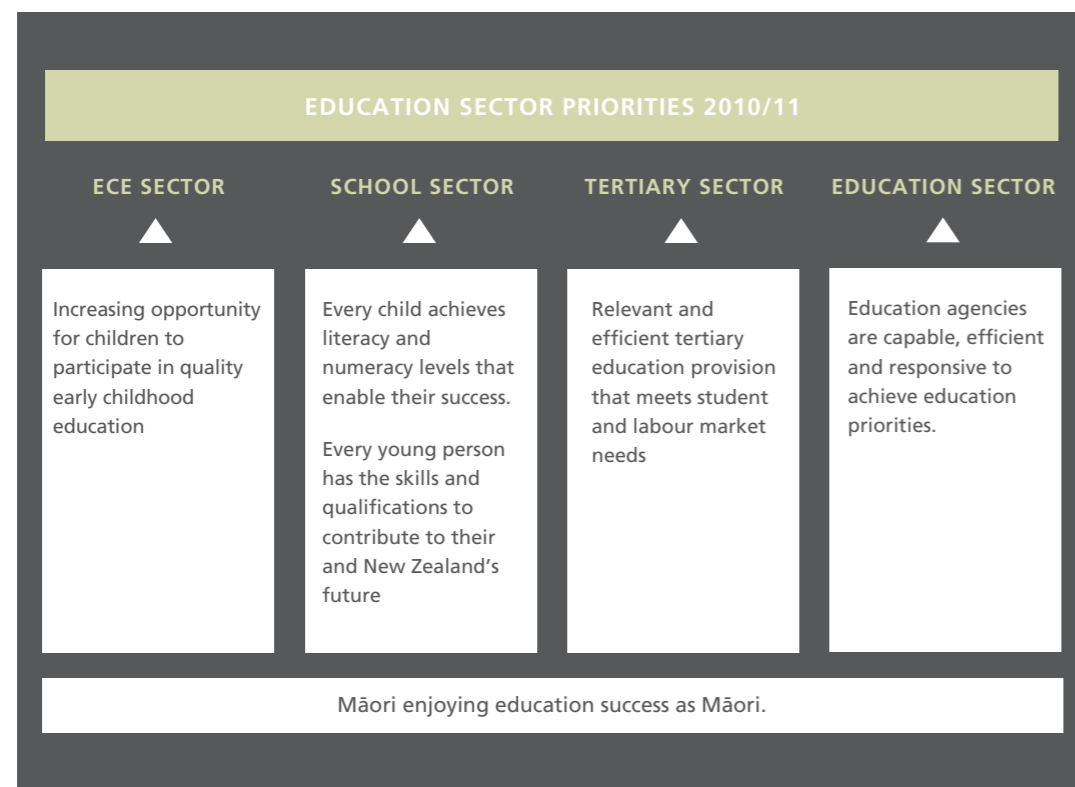


Statement of Intent

2010/11 to 2012/13

*seek the path that's right for you
rapua te ara tika mōu ake*

FIGURE 1: SHARED EDUCATION SECTOR OUTCOMES



As well as these common priorities, the agencies have joint activities in the following areas of relevance to Career Services:

Youth Guarantee: Agencies will work together to implement the Youth Guarantee. This includes examining the regulatory settings and funding models, and ensuring young people have the information and guidance they need to make good education choices. It also includes building capacity in schools and tertiary institutions.

Relevant and Efficient Tertiary Education: Agencies will work together in the provision of relevant, efficient tertiary education that meets students' and labour market needs. This will involve looking at value for money in the student support, fees and tuition subsidies areas, continuation of the targeted review of qualifications, working with the polytechnics to strengthen their businesses, and a new quality assurance framework for the tertiary sector.

Māori enjoying education success as Māori: Agencies will work together to ensure that Māori children and young people enjoy success in the education system. This involves agencies ensuring that Māori are able to access education services across the sector and are provided with information to enable good decisions about appropriate services and programmes. Agencies will involve families, whānau and iwi in the education of their children and young people.

Value for Money: Agencies will collaborate to ensure efficiencies and effectiveness of education spending by sharing services such as information technology, helpdesk services, administration services and accommodation. Agencies will ensure that, before they make decisions on resources and services, consideration is given to those provided by other agencies with a view to sharing services and resources where possible.

Better public services: Agencies will work together to lift the quality of public services and improve frontline services. This includes streamlining services and information to the public and may include such initiatives as links between agency websites and shared services where possible to make it easier for members of the public to access information and assistance.

Shared Technologies: Agencies will work together to exploit information and communications technologies (ICT) to ensure effective and efficient investment and use through joint investment in systems and their interoperability. In particular, maximising the value of the Government's investment in Ultra-fast Broadband through joint investment and use of shared sector services (such as authentication and authorisation, integration services) based on common models for data and information. There will also be opportunities for agencies to have more direct contact with schools via the internet with the school network upgrades.

Pasifika Education Plan: Agencies will work together to lift education success rates for Pasifika people. They will ensure Pasifika children and young people are able to access education services and are provided with information to enable good decisions about appropriate services and programmes.

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This Statement of Intent has been prepared in accordance with the requirements of Sections 141 and 142 of the Crown Entities Act 2004.

It describes the three-year vision and strategies of Career Services, the government agency that provides independent career information and guidance services to support government's education, training and employment goals.

The Statement of Intent includes an Output Agreement with the Minister of Education.

Signed on behalf of the Board of Career Services.

Kaye Turner
Board Chair
Career Services

Brent Kennerley
Deputy Board Chair
Career Services

20 May 2010

20 May 2010





As the country emerges from the recession, it becomes even more important to have a highly skilled workforce, to help lift productivity and contribute to economic growth.

OVERVIEW FROM THE BOARD CHAIR

As New Zealand's career experts, Career Services offers a wealth of resources, information and support to help people with their career decisions. Poor decision-making about work, education and training costs the country and our communities as well as the individual, in terms of wasted investment in tertiary education, poor transitions, lack of motivation and loss of confidence, human potential lost to the workforce and loss of social cohesion.

Raising New Zealanders' awareness of where to get career decision-making support is an important step in giving everyone the opportunity to maximise their potential. Our ongoing challenge is to continue to extend our reach by making the best use of our low-cost web-based and phone-based services, while ensuring that personal assistance is available to the groups and individuals who need it most.

Young people in particular need support to navigate through the range of learning and career options open to them. Career Services is committed to supporting government initiatives such as the Youth Guarantee, to ensure young people are making well-informed decisions about their futures. We make the most of the latest technologies to deliver services with particular appeal to young people (such as personalised online My Career Spaces and our texting services). We also focus on building the career skills of parents and teachers so they can support young people as they map out their career futures.

As the country emerges from the recession, it becomes even more important to have a highly skilled workforce, to help lift productivity and contribute to economic growth. It is vital, too, that those affected most by current unemployment levels – such as young people, Māori communities and Pasifika families – are not left behind.

The first step in raising skill levels in the workforce of today and tomorrow lies in the ability to make good decisions about work and learning. New Zealanders need to know how to find independent and accurate information about jobs, education and training. As importantly, they need to make well-informed decisions that take their circumstances, skills and interests into account. They need to develop the job resilience that will help them avoid long periods of unemployment.

I am confident in Career Services' commitment to delivering value for money; to meeting its reporting obligations to the Minister, the Ministry of Education and the Treasury; and to maintaining the systems and processes necessary to uphold the standards of integrity and conduct required of staff in the state services.

Kaye Turner

Kaye Turner
Board Chair
Career Services

THE NEXT THREE YEARS

OUR ROLE

We are New Zealand's careers experts. We deliver information, advice and guidance so people can make informed decisions about their career paths. Smart learning and career decisions help minimise the cost to government of poor education choices, maximise New Zealanders' skills and lift workplace productivity.

While we have a particular focus on supporting young people, our advice and resources are available for people of all ages, at all stages of their careers.

The workforce of today and tomorrow can expect to make and review career choices at a range of transition points, including choosing school subjects; making post-school study or training decisions; securing that first job; returning to work after fulltime parenting; and coping with redundancy. We help people to navigate through these transition points and through the changing world of work.

We provide independent information and advice about learning and careers to the public, community and business groups, industry and the education community.

Our aim is to ensure:

- all New Zealanders can access the information and develop the skills to support them through work transitions
- young people are better equipped with the skills and knowledge they need to make smart learning and career decisions
- adults in the workforce can access high quality information and advice to support their ongoing skills and career development.

LEGISLATIVE FRAMEWORK

We are a Crown Agent, established on 23 July 1990 under the Education Act 1989. See Appendix 1 for a list of our statutory functions.

OUR SERVICES

We provide a range of interlinked services.

Web-based services

Our self-help web-based resources provide people with:

- up-to-date, comprehensive and independent job, course and training, and labour market **information**
- good practice career education **resources** for teachers and careers advisers
- **online career tools** such as 'CV 4 Me' (a CV Wizard), skill matching quizzes and 'My Career Space' (where people can save their CVs and other career-related information)
- We also offer live **webchat**, so anyone in New Zealand can get instant online answers to their questions about courses and occupations.



Our advice and resources are available for people of all ages, at all stages of their careers.

THE NEXT THREE YEARS



Our advisory services include follow-up calls to check whether people need further information or help.

Assisted advice

Our advisory services include:

- our 0800 **advice line**, which provides general career information; advice about careers, jobs and training courses; needs assessment; and referral to in-depth guidance if callers' needs can't be met in other ways
- a **texting** service for requesting career information (external evaluation results showed that two-thirds of participants surveyed would not have contacted Career Services if the texting service didn't exist.
- **follow-up calls** to check whether people need further information or help, an opt-in appointment reminder service and a **tips of the day** service.
- **CV feedback** for young people who have used our online CV 4 Me tool.

Guidance services

We offer:

- customised career planning in a **group setting** to secondary school Māori and Pasifika students, prospective tertiary students, migrants and refugees and other groups.
- individual **face-to-face** career planning assistance to targeted people, including young Māori and Pasifika people, workers who have been made redundant and recent migrants
- **telephone guidance**, so people can access in-depth personal career guidance without having to visit one of our offices. This makes our services more accessible to people who live in remote locations, have care-giving responsibilities and/or have a disability (this service is also available outside normal office hours)
- **online** access to a career consultant.

Capability Building Services

We work with a range of organisations and groups to build their ability to support others – especially young people – with learning and career decisions.

In particular, we provide:

- customised advice and professional development assistance to **schools**.
- customised advice to **parents, whānau** and others who support young people to make career decisions.

OUR CLIENTS

Targeting

We deliver services to people of all ages. Our website and phone-based services are available to all New Zealanders. Our more intensive services are targeted to specific groups, on the basis of need. Priority is given to young people, Māori, Pasifika, recent migrants and refugees, workers facing redundancy and people seeking to enter or re-enter the workforce. Individual clients contacting us for assistance undergo a needs assessment process to determine the service that's right for them.

We support:

- **school students and school leavers**
through texting, group guidance, one-to-one guidance, tailored sections of the website, My Career Space and CV 4 Me.
- **young Māori and Pasifika**
through group career planning workshops, one-to-one guidance and tailored sections of the website
- **parents, families and whānau**
through capability-building sessions and targeted sections of the website
- **schools**
through professional development for staff, tailored career resources (including electronic resources) and ongoing professional advice to school management to support school-wide career education
- **employers**
through advice and tailored programmes to support workers facing redundancy
- **workers who have been made redundant**
through one-to-one and group guidance and tailored sections of the website
- **migrants and refugees**
through tailored sections of the website, group career planning sessions and one-to-one guidance.

Extending Our Reach

We extend our reach to these groups through:

- marketing and awareness-raising activities (eg, participating in Career Expos aimed at young people)
- working through others (eg, reaching young people through schools, youth workers, parents, families and whānau; reaching migrants and refugees through community organisations)
- direct contact with schools, employers, tertiary providers and community organisations.

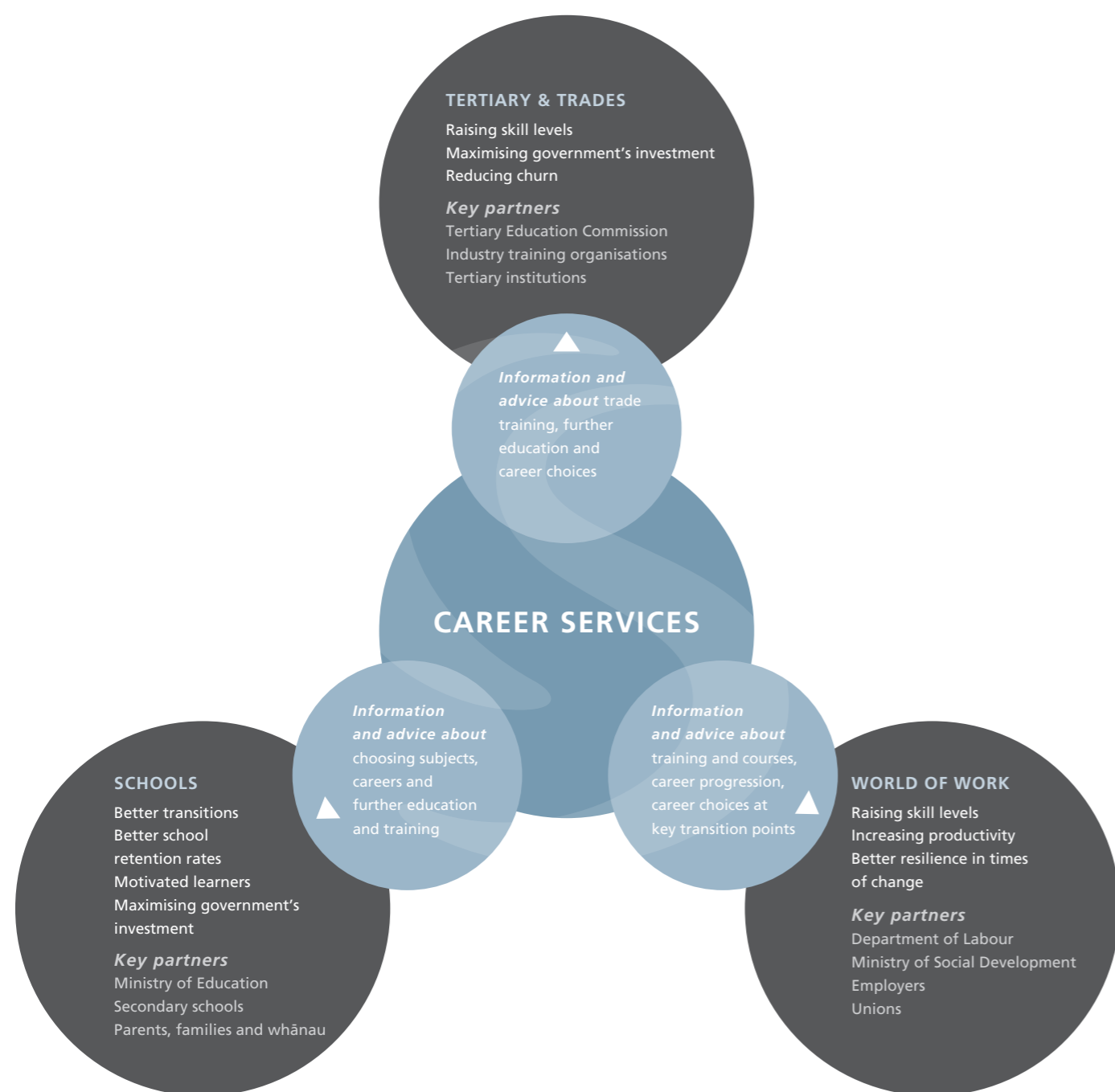
THE NEXT THREE YEARS

OUR PARTNERS

We work in partnership with central and local government agencies, schools, tertiary providers, community-based organisations, business leaders, unions, influencer groups and end users of our service.

We operate across the education, labour market and social development sectors, working with the Ministry of Education, the Department of Labour, the Ministry of Social Development and other government agencies on actions and policies where a career component is important (see Figure 2 below).

Figure 2: Sectors we work with



GOVERNANCE AND MANAGEMENT

Career Services Board

Career Services is governed by a Board reporting to the Minister of Education. The Board has seven members, chaired by Kaye Turner. Current¹ Board members are:

Name	Date of original appointment	Expiry date of present term
Kaye Turner (Chair)	1 September 2006	31 August 2009
Brent Kennerley (Deputy Chair)	1 August 2003	31 July 2009
Arthur Graves	17 July 2006	16 July 2009
Marjolein Lips-Wiersma	17 July 2006	16 July 2009
Trudie McNaughton	12 July 2004	11 July 2010
Carl Pascoe	1 January 2005	31 December 2010
Tina Wehipeihana-Wilson	1 January 2005	31 December 2010

Board members represent the school and tertiary sectors, business and industry and community development organisations. Māori representation is included. The Board has a Finance and Risk Committee, chaired by Brent Kennerley, to oversee financial performance and monitor any major risks. The Board is guided by a governance manual, which sets out its obligations and responsibilities. Board members also undertake an annual self-appraisal process.

RESPONDING TO THE ENVIRONMENT AND CONTRIBUTING TO GOVERNMENT PRIORITIES

Education Sector – Shared Outcomes Statement

There are six education agencies directly involved in the management of the education sector: the Ministry of Education; the New Zealand Qualifications Authority; the Tertiary Education Commission; the New Zealand Teachers Council; the Education Review Office; and Career Services.

These agencies are working towards the government priorities both individually and collectively (see Figure 1 on inside front cover).

Career Services' Contribution in the Education Sector

We contribute to the following government priorities in the education sector:

- Every Young Person has the skills and qualifications to contribute to their and New Zealand's future (Youth Guarantee)
- Māori enjoying education success as Māori
- Relevant and efficient tertiary education provision that meets student and labour market needs
- Value for Money
- Better Public Services
- Shared Technologies
- Pasifika Education Plan

¹ An appointments process is currently underway, with respect to Board members' terms that have expired or are due to expire.

THE NEXT THREE YEARS

Every Young Person has the skills and qualifications to contribute to their and New Zealand's future (Youth Guarantee).

Career education helps students to understand how their skills and interests can lead them to particular occupational paths and helps them develop and realise their ambitions. Good information about learning and career options will be a critical component of the Youth Guarantee and associated initiatives. Informed career decision-making can improve engagement and success in the education sector and reduce the amount of “churn” through post-secondary education and training courses.

We will contribute to implementing the Youth Guarantee by working with schools and parents, to help them support young people in making decisions about subject choices, tertiary training and work; and by delivering services to young people themselves, through our range of web-based, phone-based and personal guidance channels. Our work with schools supports students to stay engaged with learning and make informed decisions about further education and training, whether in secondary, tertiary or work-based learning.

Measures

We will measure our contribution to this priority through:

- the measures outlined in the Forecast Service Performance (pages 30 to 35)
- the number of people setting up a personalised My Career Space account.

Māori enjoying education success as Māori

We will contribute to this by ensuring young Māori and their whānau have the information and skills to make smart learning and career decisions.

Ka Hikitia sets out a Māori Potential approach that recognises that many parties are critical to achieving results for Māori education: students, parents, whānau, iwi, educators, providers, Māori communities, enterprises and government. One of the actions under the strategy, relating to young people, is: “Collaborate with Career Services and other agencies to build on existing career decision-making work with Māori. Consider and pilot new approaches to support Māori students and their whānau to make decisions about future education choices. Evaluate the effectiveness of these approaches.”

Measures

We will measure our contribution to this priority through:

- the numbers of Māori accessing our services (where this information is available)
- evaluation measures relating to Māori (see Forecast Service Performance pages 30 to 35).

Relevant and efficient tertiary education

We will do this by ensuring tertiary students have access to accurate information and guidance to help them make career decisions, and by building the capability of tertiary providers to support students.

The Tertiary Education Strategy (TES) focuses on improving literacy and numeracy, youth achievement and tertiary system performance. The TES notes that the information and advice students and their families receive on study paths and options for higher education is one of the factors that affects young people's engagement in tertiary education.

Measures

We will measure our contribution to this priority through:

- the measures outlined in the Forecast Service Performance (see pages 30 to 35)
- the numbers of tertiary providers we assist
- evaluation results of services delivered to tertiary providers.

Value for Money

Government is focusing on both the level and quality of public spending, seeking out savings and efficiencies.

As a small organisation, the best way to extend our reach is by working in partnership with others across the education sector and in workplaces. We have partnerships at both the local and national levels.

We will actively engage in the government procurement strategy which is currently being developed.

Measures

We will measure our contribution to this priority through:

- a reduction in unit costs over time
- evaluation results relating to client outcomes (see Forecast Service Performance pages 30 to 35).

Better Public Services

Government's vision for the education sector is for a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century. We ensure our services are efficient by gathering evidence about what our users want, about which aspects of our services work best and about how our services can be improved – this ensures money is not wasted on services that could be performing better.

Measures

We will measure our contribution to this priority through:

- improved client outcomes over time
- our Performance Improvement Actions (see page 36).



As a small organisation, the best way to extend our reach is by working in partnership with others across the education sector and in workplaces.

THE NEXT THREE YEARS

Shared Technologies

We work with State Services Commission and other agencies regarding how best to share government data and resources.

Measures

We will measure our contribution to this priority through:

- Savings achieved (see Performance Improvement Actions on page 36)

Pasifika Education Plan

Career Services delivers career education Fono and So'o with young people throughout the country; provides information sessions to students through expos such as Spacifically Pasifika (SpacPac) and Polyfest; provides information and advice sessions for Pasifika communities through families and churches about how best to support their young people; and works with government agencies and other organisations to provide relevant, up-to-date information and advice to support Pasifika parents and communities.

Measures

We will measure our contribution to this priority through:

- numbers of Pasifika accessing our services (where known)
- evaluation results of services delivered to Pasifika (see Forecast Service Performance, pages 30–35).

Labour market strategies

Skills Forum²

While there are signs of economic recovery, New Zealand continues to be affected by the global financial crisis: economic growth is still low, we have large budget deficits and unemployment is increasing. Further job losses are expected and fewer jobs are being created. Young people and Māori have been disproportionately affected by unemployment.

We are working with the Department of Labour to support the work of the Skills Forum as the new work programme develops.

² Skills Forum: A forum coordinated by the Department of Labour which brings together government agencies and non government organisations that have an interest in improving the skill levels of New Zealanders.

OUR STRATEGIC PRIORITIES

In response to the issues identified above, our strategic priorities for 2010/11 – 2012/13 are as follows:

1 Awareness

Raise awareness so that more New Zealanders are using our services.

We are delivering services to a growing population. This priority contributes to delivering Value for Money, by ensuring the greatest number of New Zealanders are benefiting from Government-funded services.

2 Integrated Self-Help for All

Enhance integrated self-help services to ensure more New Zealanders at all stages are assisted to match their aspirations and potential to quality work and training.

This links to Value for Money by ensuring users are channelled to the most cost-effective services for more New Zealanders.

3 Young People and their Influencers

Develop innovative services to reach and improve decision-making for young people (including working through key influencers such as teachers and whānau).

This supports Government's education priority of "All young people have the skills and qualifications to contribute to their and New Zealand's future". It also links to the Youth Guarantee.

4 Partnerships

Build active partnerships with other agencies and communities to increase our influence and delivery of services to more people, including Māori and Pasifika.

This priority delivers Value for Money by reaching more New Zealanders through those who can support and influence others in making career decisions. Developing partnerships with communities also responds to the increasing ethnic diversity of our population.

5 Evidence

Strengthen the evidence base of our work to demonstrate our relevance to users and government, and prove the impact of our services.

This links to Value for Money and Lifting Public Sector Performance by determining the value of our services and re-shaping them where necessary.



Our Strategic Priorities

- 1 Awareness
- 2 Integrated Self-Help for All
- 3 Young People and their Influencers
- 4 Partnerships
- 5 Evidence

THE NEXT THREE YEARS

TABLE 1: HOW OUR PRIORITIES AND SERVICES RESPOND TO THE ENVIRONMENTAL ISSUES

Government Priorities			
Issue	Response	Our Strategic Priorities	Our Services
<i>Lifting public sector performance</i>	Continuing to generate more innovative and cost-effective ways of delivering services	Integrated self-help for all Evidence	channelling users primarily to web-based self-help and 0800 advice line services – the most cost-effective ways of reaching the greatest number of users delivering more group guidance exploring new services such as online guidance, virtual networking and wikis ; seeking innovative ways to harness emerging technologies.
<i>Ensuring New Zealand has the skills it needs</i>	Ensuring people are aware of our services Working with young people and their influencers, as well as schools, tertiary providers and ITOs	Awareness Young people and their influencers Partnerships	providing freely available online tools to help people match their skills and interests to jobs or school subject choices enabling web users to click through to job vacancies and watch video clips about particular occupations building others' capability (such as parents and teachers) to support young people to make learning and career decisions.
<i>Youth Guarantee</i>	Helping young people identify career pathways; building the capability of schools, parents and whānau to support young people	Young people and their influencers	providing group training sessions to build the skills of parents and whānau, teachers, career professionals and others to help guide young people through learning and career decisions providing advice and support to schools to help build effective career education programmes for students.
<i>Māori success</i>	Further developing our whānau-based approach, based on what we have learnt from the Whānau Decision-making Project	Young people and their influencers Evidence	using the results of the Whānau Decision-making Project to improve our support for young Māori making career decisions providing group guidance sessions for Māori secondary school students to help them develop their career decision-making skills and awareness of education and work opportunities.

Demographics			
Issue	Response	Our Strategic Priorities	Our Services
<i>Growing, ageing population</i>	Web-based and phone-based services for people of all ages	Integrated self-help for all	all age service , personalised and differentiated to meet people's individual needs .
<i>Increasing ethnic diversity</i>	Tailoring resources and services to meet the needs of different groups	Integrated self-help for all Partnerships	providing targeted sections of the website to meet the needs of particular groups, such as Māori, Pasifika, migrants and refugees. providing group guidance sessions (and smaller peer support sessions) for migrants and refugees to inform them about New Zealand workplaces and employers' expectations.
<i>More young people</i>	Reaching more young people through group work, capability-building and tailored web resources	Young people and their influencers	providing texting, webchat and online tools (such as CV 4 Me) aimed at helping young people with learning and career decisions; personalised online My Career Spaces exploring virtual networking and wikis that appeal to young people working with the secondary school, tertiary and industry training sectors to ensure students can access the information and advice they need to make a successful transition.

THE NEXT THREE YEARS

Economy

Issue	Response	Our Strategic Priorities	Our Services
Economic Growth	Helping people maximise their potential	Integrated self-help for all	<p>up-to-date web-based database of occupations that reflects changes to job descriptions, salaries and labour market trends</p> <p>working closely with government agencies, both at the national and regional level to support relevant actions in the labour and education sectors, such as the Re-Start package.</p>
Emerging from a recession; addressing national debt	<p>Tailoring services to people impacted by unemployment</p> <p>Finding ways to work smarter</p>	<p>Integrated self-help for all</p> <p>Evidence</p>	<p>tailoring sections of our website to workers facing job uncertainty and redundancy</p> <p>providing services to workers made redundant, through our 0800 advice line with additional guidance available from career consultants for those needing extra support</p> <p>working with businesses (for example, to support those facing closure or redundancies)</p> <p>supporting local employers and staff at the local level.</p>
Increasing unemployment	Tailoring services for people facing unemployment	<p>Integrated self-help for all</p> <p>Partnerships</p>	<p>working with the Ministry of Social Development to support initiatives to assist businesses and workers facing closure or downsizing</p> <p>working closely with the Department of Labour to ensure our information about occupations and local labour markets is as up-to-date as possible.</p>

CAREER SERVICES' CONTRIBUTION TO SOCIETAL OUTCOMES

Career management skills contribute to a number of population-wide outcomes, such as raised skill levels and a reduction in the number of young people not engaged in education, employment or training. However, many other factors such as impact of poverty and low socio economic status also influence such outcomes, and achievement of these outcomes is not directly attributable to Career Services alone.

We contribute to:

- reduced 'churn' in the tertiary sector (measured by non-completions) – students who have good career management skills and access to quality information and advice are more likely to choose the career path that's right for them, and less likely to find themselves on a course that doesn't suit them
Contributing factors include: tertiary policies, socio-economic status of students, performance of the compulsory education sector
- better job resilience in times of change (measured by the percentage of long term unemployed people) – people with good career management skills are more adaptable and able to adjust to changing circumstances
Contributing factors include: economic changes, number of jobs available
- raised skill levels (measured by the percentage of people in the population who have higher qualifications, industry training completions) – people with a career plan are more likely to study or learn on the job
Contributing factors include: performance of the tertiary education sector, immigration
- better transitions from school (% NEETs) – secondary students with a clear of sense of where they are going and what they need to do to get there, are more likely to be successful in their school-to-work or post-school learning transitions
Contributing factors include: performance of schools, post-school pastoral care, performance of truancy services, impact of poverty
- motivated learners (% with NCEA 1) – students with a clear sense of career direction are more motivated to learn and succeed
Contributing factors include: performance of schools, parental commitment
- better school retention rates (more stay to Year 13) – motivated students are more likely to stay at school to get the qualifications they need for their futures
Contributing factors include: performance of schools, parental commitment, availability of jobs, post-school education and training



We contribute to

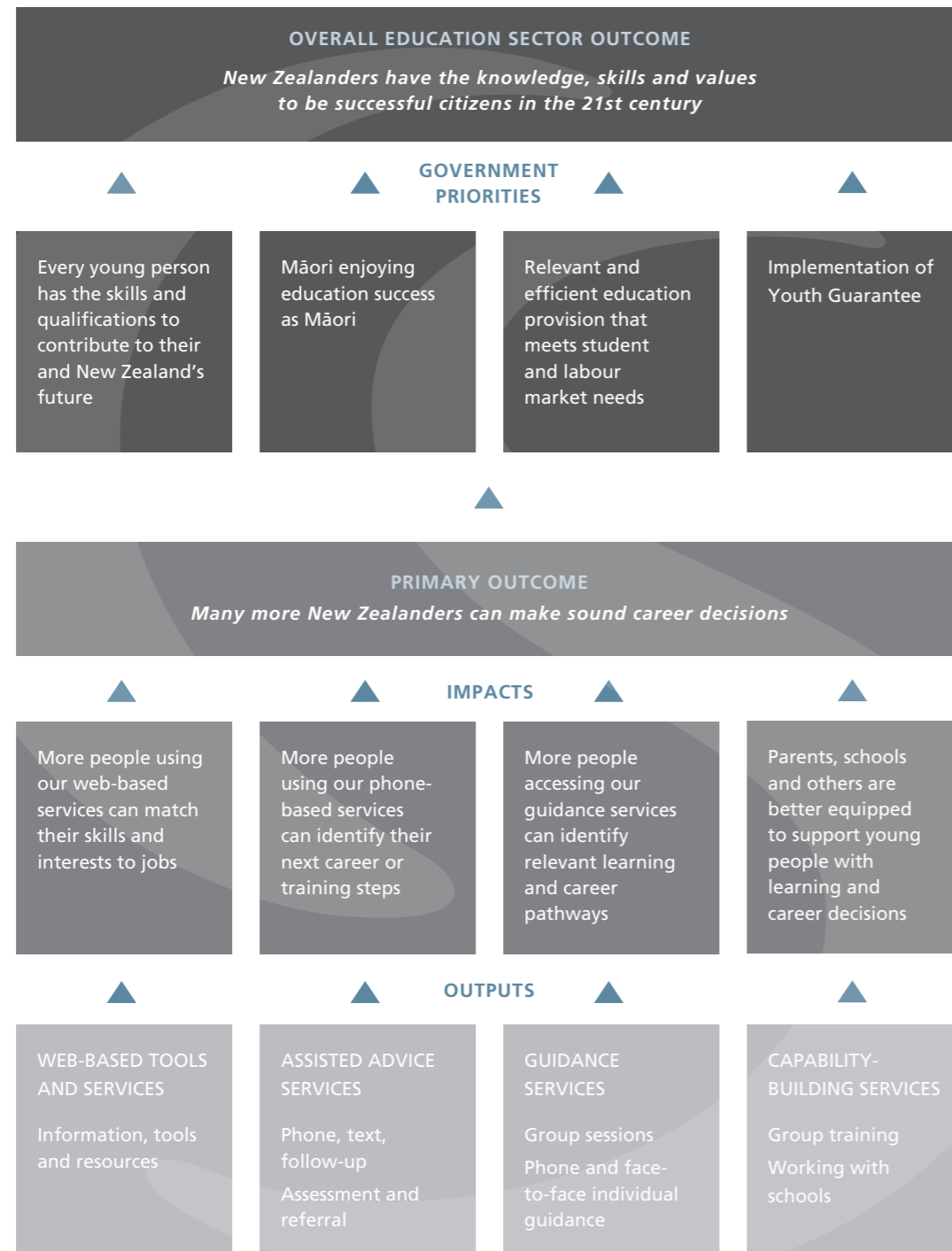
- reduced 'churn' in the tertiary sector
- better job resilience in times of change
- raised skill levels
- better transitions from school
- motivated learners
- better school retention rates

THE NEXT THREE YEARS

RESULTS FRAMEWORK

The framework below summarises our services (as outlined in our Output Agreement), the results they will deliver and how these contribute to government goals.

FIGURE 3. RESULTS FRAMEWORK



KEY INDICATORS

We have developed an outcomes framework and indicator matrix that help us monitor the results we are achieving. The diagram below shows some key indicators in each of the four Results-based accountability categories.

Further work on measures is being undertaken jointly with other agencies.

FIGURE 4: RESULTS-BASED ACCOUNTABILITY – KEY INDICATORS

How much did we do?	How well did we do it?
<p>Number of</p> <ul style="list-style-type: none"> ▶ web hits ▶ information and advice services ▶ guidance services ▶ schools assisted ▶ schools intensively assisted ▶ people attending capability-building sessions ▶ My Career Space registrations 	<p>Percentage of</p> <ul style="list-style-type: none"> ▶ users who found our information extremely or very useful ▶ users who say we met their expectations ▶ users likely to use us again ▶ web users who found our website easy to use
Is anyone better off?	What was the quality of the change?
<p>Percentage of</p> <ul style="list-style-type: none"> ▶ web users who can match skills and job ▶ users accessing Advice line who have their needs met and know what to do next ▶ one-to-one guidance users who identified relevant learning and career pathways ▶ users who made a decision as a result of our services ▶ attendees at capability-building sessions who are better able to help others with career decisions ▶ schools able to deliver better career education programmes ▶ schools that said our resources improved their capability to implement career education programmes 	<p>Percentage of</p> <ul style="list-style-type: none"> ▶ users who say we made a big difference or quite a big difference ▶ users who say we motivated them to keep studying ▶ users who identified a match between skills and interests ▶ users who made decisions about career/ job options as a result of our services ▶ users who got a job or entered training/ education following contact with us

THE NEXT THREE YEARS



We support young people and adults with making immediate career decisions, while building their capability to self-manage their career development over the long term.

OUR APPROACH TO DELIVERING SERVICES

We are continuing to build on the considerable progress we have made in embedding our new strategic direction, in terms of reaching many more people at a reduced unit cost. New services, such as phone guidance, have been rolled out to all offices and we are trying out new approaches for building the capability of schools and tertiary providers.

Our integrated service delivery approach works on the basis that the website (self-help) and technology-enabled personal services (0800 contact centre, webchat, texting) are the main points for people to access our services.

- The vast majority of users are able to find what they need through the website
- Most remaining questions and requests for further assistance can be resolved through our 0800 contact centre. As well as providing information and advice over the phone, this includes feedback on CVs and follow-up calls to check people have the information they need
- People who are assessed (over the phone, via webchat or face-to-face) as needing more intensive additional help may be directed to a group or one-to-one guidance session
- Guidance sessions are shorter, on average, than they have been, and are delivered through a range of media: face-to-face, phone and online
- We are placing more emphasis on building the skills of parents, teachers and career professionals so they can assist others – particularly young people – to make good learning and career decisions.

The benefits of this approach include:

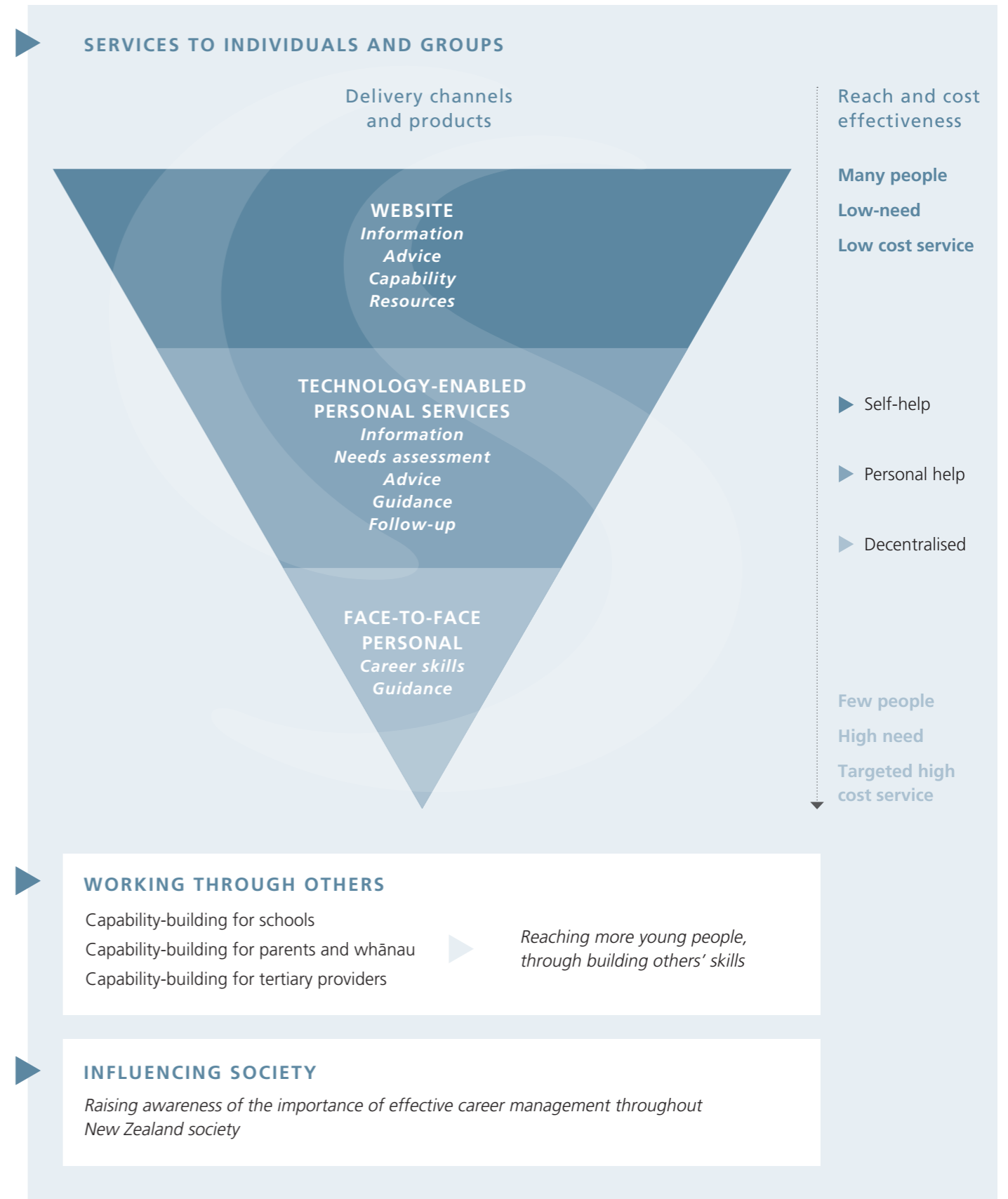
- Reaching more New Zealanders through our low-cost channels and capitalising on technological advances
- Responding quickly to changing needs (such as support for workers who have been made redundant) and changing user expectations about how services are delivered
- Freeing up regional staff to focus on group work and specialist one-to-one work rather than responding to routine individual enquiries
- Channelling people to the most cost-effective ways of meeting their needs
- Ensuring people have taken action and have the support required to make job and learning choices
- Helping schools, parents and whānau to support young people's decision-making
- Allowing people to access advice appropriate to their needs, regardless of location.

Our approach is about working smart – making limited resources stretch as far as they can. We support young people and adults with making immediate career decisions, while building their capability to self-manage their career development over the long term.

We add value and achieve the best career outcomes for New Zealanders by:

- building the foundations through developing career education programmes in **schools**
- developing the capability of **families and communities** to support their own and their young people's career development
- guiding **individuals and groups** to make good short-term career decisions, while building their career management competency for use in the long term.

FIGURE 5: OUR INTEGRATED DELIVERY MODEL



THE NEXT THREE YEARS

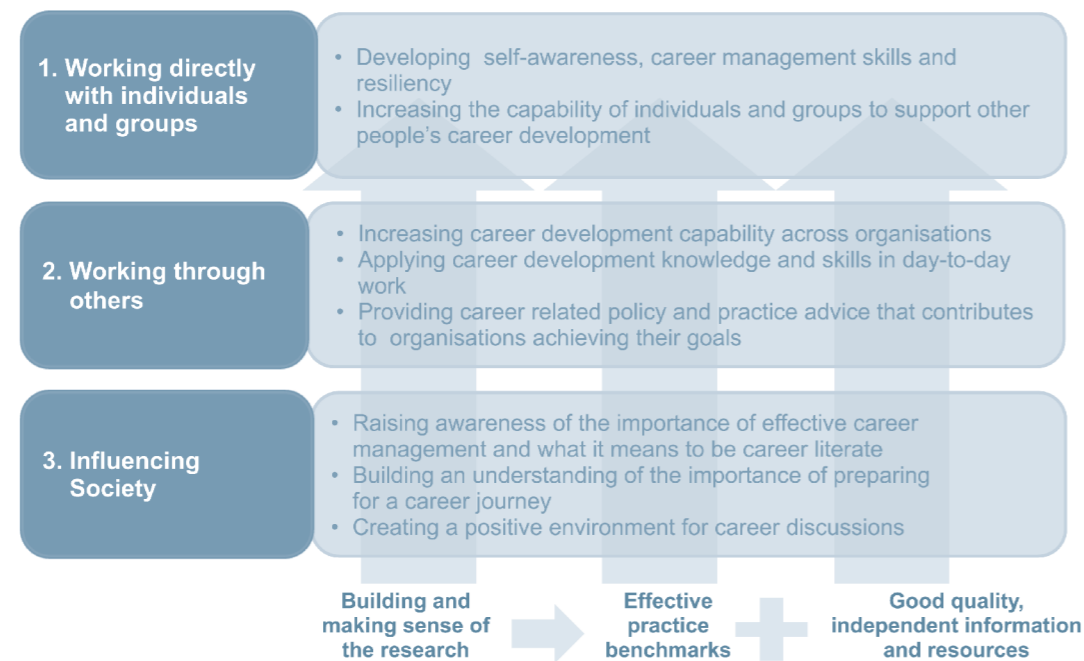
OUR CAREER DEVELOPMENT MATRIX

In order to be effective, our career development work must operate within three key domains or levels of influence:

- working directly with individuals and groups
- working through others
- influencing society.

Each plays a different yet complementary role in influencing the individual.

FIGURE 6: CAREER DEVELOPMENT MATRIX

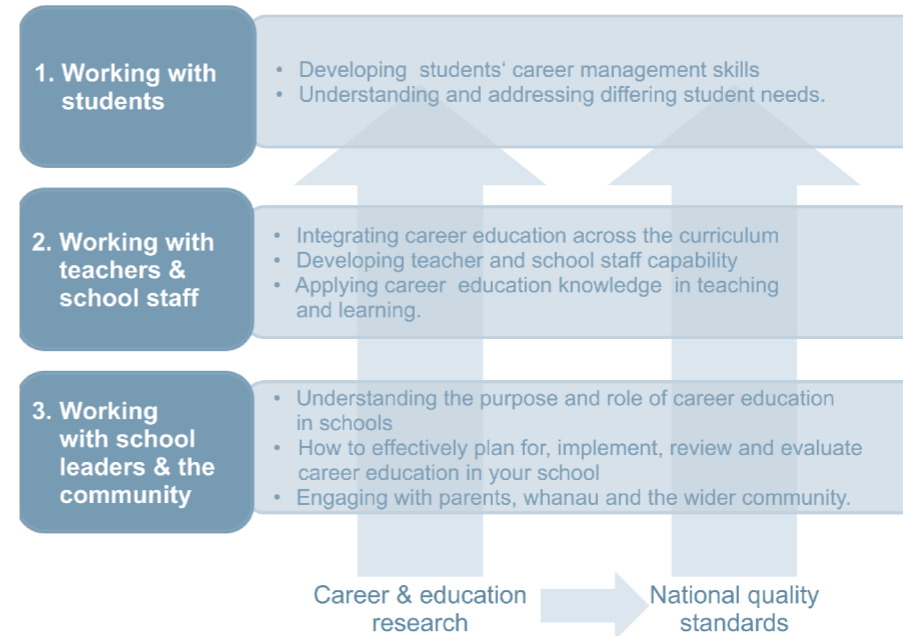


Our work with clients and with their influencers is dependent on effective use of research and articulated through clear national quality standards, information and resources. As New Zealand's expert on careers, we lead and promote engagement with career development by:

- synthesising and contextualising research
- establishing effective practice benchmarks for individuals and organisations
- providing good quality, impartial information and resources that can be easily accessed by all New Zealanders.

Our approach helps New Zealanders to have effective career discussions and make good career decisions – without necessarily requiring an intervention through Career Services.

FIGURE 7: OUR APPROACH TO CAREER EDUCATION IN SCHOOLS



Services delivered to schools include:

- workshops and professional development, including professional development for Years 7 and 8 school staff
- student career skills workshops
- parent workshops.

THE NEXT THREE YEARS



Each year, we will evaluate:

- Web-based services
- Assisted advice
- Guidance services
- Capability-building services

EVALUATION

Three Year Programme

Our three year external evaluation programme is aimed at ensuring our services are meeting users' needs.

The programme is based on:

- continuing to build on a core of information about the effectiveness of our services, whether it meets people's needs and how we can improve services
- examining users' total experience with our integrated services: web, phone, face-to-face
- each year, having more in-depth investigations into results for a particular client group (eg. young Māori) or a particular product (eg. texting services).

Each year, we will evaluate:

Web-based services

- how well the web-based services help people to identify a good match between personal skills and interests and career/job choice
- whether people accessing web-based services find them useful and meaningful and easy to use.

Assisted advice

- whether people accessing our 0800 Advice Line know which steps to take next and find that the advice meets their needs.

Guidance services

- how well group sessions enable students to gain a greater understanding of how to make effective learning and career decisions
- how well group sessions enable migrants and refugees to understand how to make effective career decisions in a New Zealand context
- how well one-to-one guidance helps people identify relevant learning and career pathways.

Capability-building services

- how well the skills building sessions prepare people to help others with career decisions
- whether assistance to schools meets their needs.

At the end of each year, we re-examine evaluation priorities in light of survey results and new service developments. For 2009/10, we focused particularly on the whānau decision-making project.

For 2010/11, we will focus on secondary school students. We will:

- follow up with a group of young Māori and Pasifika students who attended group guidance sessions to find out what progress they have made with respect to their career plans, six months after the guidance session
- repeat the Career Decision-making Abilities evaluation that was conducted in 2008, tracking secondary students as they exit school, across a range of factors related to their career-related decisions.

Ongoing Internal Evaluation

In addition to our external evaluation, we:

- conduct user testing for new products and services, such as web-based tools
- collect customer feedback following group guidance and capability-building sessions, to help us improve our services.

Evaluation Results

We know more about our impact than ever before, with new information about:

- why people come to us
- how they perceive our services
- whether they think we've made a difference.

In our 2008/09 evaluation, we found:

- the majority of Web, Advice, and Guidance clients believe Career Services meets their needs
- to keep making a difference to our clients, we should maintain our effort in building confidence, motivation and decision support
- to make a difference to more clients we should improve our effort around phone advice, phone guidance, and helping people work out their next steps, identify skills and better manage their careers.

Other findings:

- the website is performing well on supporting decision making
- we make a bigger difference to Pasifika clients than any other group (based on self-reported data)
- migrants and refugees, while positive overall, have different needs, with more wanting advice or guidance relating to their CV or job interviews.

We will build on this to get more information about whether people have made a decision as a result of our services, and whether they have moved into work or study.

We also conduct a targeted awareness survey (online), to test whether our main target groups, such as young people and their influencers, are aware of our services. In 2009/10, we found:

- about half of people surveyed were aware of Career Services
- over two-thirds (68%) of young people had a career plan and the majority of those who didn't had thought about making one.

THE NEXT THREE YEARS

ORGANISATIONAL HEALTH

Introduction

The key drivers that shape Career Services' intent to maintain and enhance organisational health are our strategic priorities, and the need to deliver productivity and performance improvements, be responsive to economic and societal changes and meet good employer expectations.

As a smaller agency we must strive for excellence and efficiency in the services we deliver directly, and also focus on relationships with others and technology to build awareness and to deliver career services to New Zealanders.

From 2010/11 we will build on the approaches begun in 2009/10.

PRODUCTIVITY, PERFORMANCE IMPROVEMENTS AND CAPABILITY

We focus on the seven drivers of productivity to effect performance improvements and build capability. The planned actions for 2010/11 and beyond are:

Productivity driver	Actions for 2010/11 and beyond
<i>Leadership and management capability</i>	<p>Continue investment in our leadership development programme to build individual and collective leadership capability at all levels</p> <p>Review leadership priorities annually</p> <p>Consolidate the leadership style to reinforce a culture of performance, engagement, innovation and capability building.</p>
<i>Encouraging innovation and use of technology</i>	<p>Continue to grow capability for development of new and enhanced web-based services</p> <p>Implement an improved records management system for more efficient information storage and retrieval</p> <p>Improve telecommunications systems for effective delivery of services and internal communications</p> <p>Maintain "leading innovation" as a key competency for leaders</p>

Productivity driver

Actions for 2010/11 and beyond

Investing in people and skills

Establish an optimum strategic workforce profile as a framework for recruitment and capability building

Maintain and grow workforce capability to effectively:

- deliver services to the diverse range of New Zealanders and priority client groups such as youth, Māori and Pasifika peoples
- deliver programmes such as careers education in schools and enhance existing programme (eg. through using what we learnt through the Whānau Decision-making Project).

Update capability requirements for positions to reflect the changing capability requirements

Train staff in new and enhanced products, services, standards, technology, systems and processes

Support action learning work processes

Maintain "Developing capability of direct reports" as a key leadership competency.

Organising work efficiently and effectively

Embed national work processes for efficient and effective delivery of services

Reduce duplication of administrative functions

Continue to support flexible work practices

Align performance and accountability mechanisms with strategic objectives.

Strong networks and collaboration with external partners and internally

Actively work with agencies to ensure a careers perspective in public policy and to work together to deliver on government priorities

Identify and establish key external partnerships for the future to build the capability of others to reach many more New Zealanders

Embed the Careers Education programme to improve service offerings to schools

Support internal national networks of Practice Leaders and Practice Advisors.

THE NEXT THREE YEARS

Productivity driver	Actions for 2010/11 and beyond
<i>We measure what matters</i>	<p>Develop our information and evidence function to monitor effectiveness of our work, and identify trends and opportunities for future improvements</p> <p>Enhance our evaluation framework to measure effectiveness and impact of our services</p> <p>Refine performance measures, monitor and take corrective actions as required</p> <p>Measure staff engagement annually</p> <p>Monitor staff turnover and exit data as indicators of risk to organisational capability.</p>

Measures

To measure organisational health, we monitor:

Productivity and performance improvement

- delivering to more New Zealanders, output targets met or exceeded to required standards – quality, quantity and timeliness
- achievement against performance improvement actions.

Staff capability

- individual staff performance and capability
- effectiveness of training.

Retention and capacity

- staff engagement and organisational climate
- staff turnover is within acceptable levels (below 20% per annum)
- vacancies are filled successfully.

GOOD EMPLOYER

Career Services recognises that a diverse workforce is required to effectively deliver services to the diversity of New Zealanders. We aim to provide equal employment opportunities to make the most of the talents of all our people.

We assess our status as a good employer against the elements and criteria set out by the Human Rights Commission. Over the next three years we will continue to ensure that all elements are in place and working well. We measure staff perceptions through a climate and engagement survey.

INFORMATION TECHNOLOGY

Enhanced use of Technology

Career Services will continue enhancing our use of technology over the next three years to extend our reach to many more New Zealanders. Continued development of our internet and phone services is at the forefront of these enhancements.

These developments will include:

- Digital content and tools
- Centralising the storage of information
- Building the capability of staff to develop new technology applications.

In particular, we are exploring ways to provide personalised online pathways for people, to suit their different needs. This will enable our web users to work through the package of online career development tools that are right for them, with the ability to access expert advice if and when needed.

We are also exploring opportunities for people to generate their own web content. This could be through contributing to bulletin boards or online discussions with others in similar circumstances (eg, students or people who have been made redundant).

These developments will require some redesign and re-architecture of our website. We would also need to work with teachers and others to support them in helping young people to use the online tools.

Robust Infrastructure

To ensure that Career Services is well placed to offer enhanced use of technology we have been working to reduce our current technology risks:

- reducing infrastructure risk by outsourcing hosting of server hardware to a purpose-built secure environment
- cooperating with other education agencies to share services and costs. One of these services could be videoconferencing.

Our infrastructure strategy is built around supporting our strategic direction, while at the same time minimising costs to the business. This includes:

- data centralisation, through our new records management system – this will benefit the organisation by moving to a shared structure from a siloed structure
- virtualisation (consolidating our hardware) which will save on hardware costs and reduce the risk of losing data
- greater use of Voice Over Internet Protocol (VOIP) – this will make it easier for our staff to work collaboratively throughout the country and supports our strategic objective of making greater use of phone-based and online guidance. Our VOIP system will make it easier for our 0800 contact centre staff to transfer clients to a phone guidance session delivered by a career consultant anywhere in the country.

THE NEXT THREE YEARS

INTERNATIONAL LEADERSHIP

Career Services has a recognised leadership role in the international careers community. We are held in high regard internationally for our all age integrated service delivery model, our work with Māori, our role in working alongside policy agencies, our multi channel delivery model and the sophistication of our IT-based services. As a result, we are regularly called upon to host foreign delegations, contribute expertise to countries that are developing their career systems, present at conferences and be part of international working groups.

Other specific examples include:

- follow-up work from the 2009 International Symposium – New Zealand will be leading the Transformational Technology workstream
- assisting Pacific nations to establish a Pacific Careers Network
- our Chief Executive's role as president of the International Association for Educational and Vocational Guidance (IAEVG)
- membership of the Board of the International Centre for Career Development and Public Policy.

Pacific Careers Network

One of the significant outcomes of the international symposium was the establishment of the Pacific Careers Network (PCN). The Pacific Island country participants agreed that the South Pacific Board for Educational Assessment (SPBEA) will host the PCN. Career Services will support SPBEA through the initial stages of establishing the Network. The vision for the Network is to:

"Provide Pacific people with a better quality of life."

CONSULTATION WITH AND REPORTING TO THE RESPONSIBLE MINISTER

Career Services will consult with the Minister on:

- areas of work that are closely aligned with Government's objectives
- any major capital investments
- proposals for major changes to the scope of our business.

Quarterly reporting cycle

Career Services will provide the Minister of Education with quarterly reports that contain:

- A summary of key results and highlights
- Any emerging issues
- A description of any major new projects
- Evaluation results
- Significant variances and risks.

More detailed reporting (financial reporting and performance reporting against our output measures) will be provided separately to the Ministry of Education.

Reports will be provided to the Minister on:

- 29 October 2010 for the quarter ending 30 September 2010
- 11 February 2011 for the quarter ending 31 December 2010
- 29 April 2011 for the quarter ending 31 March 2011
- 12 August 2011 for the quarter ending 30 June 2011

OVERVIEW OF SERVICES 2010/11

GOVERNMENT FUNDING

Career Services is funded by the Government through Vote Education – Non-departmental Output Expense – **Provision of Information and Advisory Services (M26)**. The purchase of outputs within this appropriation is solely by the Minister of Education and is detailed in the Output Agreement between the Minister of Education and the Board of Career Services. During 2010/11, Career Services will receive \$15.082 million (GST excl.) through Vote Education.

Scope of Appropriation

Providing information on government education policy and programmes, general information, advisory programmes and services to the public, community groups, industry and the education community.

Summary of Outputs

Career Services provides the following services:

Services	Indicative cost (\$000 GST excl)
Web-based services information, tools and wizards	\$4,050
Assisted advice services including texting	\$2,582
Guidance services including group sessions and individual guidance	\$5,550
Capability-building with schools, parents and whānau so they can help young people with learning and career decisions	\$2,900
TOTAL	\$15,082

OTHER CONTRACTS

We also have a number of contracts with other government departments (primarily the Ministry of Social Development) and private organisations, such as businesses going through a period of redundancy. These services and resources are purchased directly on a commercial basis. All commercial revenue will be based on the sale of services and resources that comply with Career Services' legislated functions.

OVERVIEW OF SERVICES

OUTPUT AGREEMENT/FORECAST SERVICE PERFORMANCE

Web-based services

We provide web-based information and tools (such as quizzes and wizards) to help people understand their skills and ambitions, find out more about the labour market, explore training and job opportunities and develop career plans and CVs.

Results/Measures	Target 2010/11	Target 2012/13	How it will be measured
Outcome			
<i>% of people using web-based self-help resources who can identify a good match between personal skills and interests and career/job choice</i>	88% [achieved 87% in 2008/09]	90%	Through an independent annual evaluation
<i>% who have made a career-related decision aided by our services</i>	70% [new measure]	80%	
Quantity measures			
<i>Number of visits from New Zealand-based people accessing web-based career information</i>	2,500,000 [2,150,488 in 2008/09]	2,750,000	Google Analytics: website visits from NZ-based computers
<i>Number of My Career Space registrations</i>	20,000 new registrations [new measure]	50,000	My Career Space
Quality measures			
<i>% of people accessing online information who find it useful and meaningful</i>	80% [79% said it was useful in 2008/09]	85%	Through an independent annual evaluation
<i>% of people who say website is easy to use and up-to-date</i>	75% [72% said it was easy to find their way around in 2008/09]	80%	Through an independent annual evaluation

Notes on Measures

Outcome: We would expect some small improvements over time.

Quantity: By way of comparison, the Retirement Commissioner's financial planning website, www.sorted.org.nz, received 1.2 million visits during the whole of 2008. Individuals may visit our website more than once and unfortunately it is not currently possible to determine the number of unique visitors. We would expect the number of visits to continue to increase over the next two to three years, but for numbers to eventually reach a maximum level that would be sustained over time.

The number of My Career Space users is a new measure to gauge the use of this recently developed resource for people to save their career information online. Over time we will use the My Career Space information to learn more about our users and improve our services.

Quality: The words "Up-to-date" have been added for 2010/11.

Assisted advice

We provide information and advice about training courses, work and study options through our 0800 advice line and our offices. We also provide texting services, webchat, feedback on CVs and follow-up to see if people have all the information they need and understand it. Following a needs assessment, we may refer people to our more in-depth guidance services.

Results/Measures	Target for 2010/11	Target for 2012/13	How it will be measured
Outcome			
<i>% of people accessing assisted advice know what steps to take next.</i>	89% [88% worked out the next step 2008/09]	90%	Through an independent annual evaluation
	65% have made a decision aided by our services [new measure]	70%	
Quantity measures			
<i>Number of people receiving information and customised advice</i>	45,000 [62,317 in 2008/09]	35,000	Through phone system and CRM
<i>Note: This measure is expected to decline as more New Zealanders access the self help services available through the Career Services' website.</i>			
Quality measures			
<i>Industry standards (Grade of Service) of timeliness and quality are met:</i>			
<i>% of calls answered in 20 seconds</i>	80%	80%	Through the phone system
<i>% of calls are abandoned</i>	<5%	<5%	
<i>% of people who find the advice they receive useful in meeting their needs</i>	94% [93% said it was useful in meeting their needs in 2008/09]	95%	Through internal surveys

Notes on Measures

Outcome: The wording for this measure has altered.

Quantity: Figures include an estimated 10,000 people receiving advice through our local offices, as well as those accessing services from our 0800 Advice Line. We expect numbers to decrease slightly over time as more people rely on our website to find the information they need.

Quality: The grade of service aligns with national and international best practice for contact centres. We expect to continue to meet the same grade of service over the next three years. We would expect a small increase over time in the percentage of people who say the service meets their needs, as we make improvements to services based on user feedback.

OVERVIEW OF SERVICES

Guidance services

We provide group career skills sessions for targeted groups, such as Māori secondary school students, Pasifika students, prospective tertiary students, migrants and refugees.

We also provide face-to-face or telephone guidance with a career consultant for people assessed as needing more in-depth guidance. This helps them understand their learning and career options and develop career decision-making skills. We will establish webchat guidance in 2010/11 and explore other online guidance options.

Results/Measures	Target for 2010/11	Target for 2012/13	How it will be measured
Outcome			
<i>% of students attending group sessions who have a greater understanding of how to make effective learning and career decisions</i>	82% [new measure in 2009/10]	85%	Through an independent annual evaluation
<i>% of migrants and refugees attending group sessions who have a better understanding about how to make effective career decisions in a New Zealand context</i>	82% [new measure in 2009/10]	85%	Through an independent annual evaluation
<i>% of others attending group sessions who have a greater understanding of how to make effective learning and career decisions</i>	82% [new measure]	85%	Through an independent annual evaluation
<i>% of people receiving one-to-one guidance who report that they can identify relevant learning and career pathways</i>	97% [96% in 2008/09]	98%	Through an independent annual evaluation
<i>% of guidance clients who have made a decision aided by our services</i>	70% [new measure]	75%	Through an independent annual evaluation

Results/Measures	Target for 2010/11	Target for 2012/13	How it will be measured
Quantity measures			
<i>Number of people receiving guidance in a group or one-to-one session</i>	15,000 [4,826 in a group in 2008/09 and 6,905 one-to-one]	18,000	CRM (in-house database)
Quality measures			
<i>% of students who found the group sessions met their needs</i>	97% [96% of all group attendees said it was useful in meeting their needs in 2008/09]	98%	Through an independent annual evaluation
<i>% of migrants and refugees who found the group session met their needs</i>	98% [98% in 2008/09]	98%	Through an independent annual evaluation
<i>% of people receiving one-to-one guidance who found the session met their needs</i>	96% [95% in 2008/09]	98%	Through an independent annual evaluation

Notes on Measures

Outcomes: Percentage of others attending group guidance who have a greater understanding of how to make effective learning and career decisions is a new measure aimed at capturing feedback from people who attend group workshops who are not students, migrants or refugees (eg, people attending CV writing ,workshops). This is been a growing area for Career Services.

Percentage of guidance clients who have made a decision is a new measure aimed at gauging the effectiveness of our services.

Quantity: This includes guidance delivered over the phone, in person and via the web. We expect this to increase over time as we increase both the amount of group work we do and the proportion of phone-based guidance (which tends to be shorter than individual face-to-face guidance).

Quality: This measure was introduced in 2008/09 and is aimed at determining participants' perception of the quality of the service.

OVERVIEW OF SERVICES

Capability building services

We support schools through customised advice and professional development so they can support young people in making smart career decisions.

We also work with parents and whānau to build their ability to support young people with making learning and career decisions.

Outcomes/Measures	Target for 2010/11	Target for 2012/13	How it will be measured
Outcome			
<i>% of people attending skills building sessions who feel better able to help others with career decisions</i>	93% [92% in 2008/09]	95%	Through an independent annual evaluation
<i>% who have helped someone make a decision as a result of attending a skills building session</i>	70% [new measure]	75%	Through an independent annual evaluation
<i>% of schools that found Career Services resources and/or workshops improved their understanding about career education</i>	87% [85% said they had an improved capability to plan and implement effective career education programmes in 2008/09]	88%	Through an independent annual evaluation
<i>% of schools receiving intensive assistance that feel able to deliver more effective career education programmes</i>	82% [new measure in 2009/10]	85%	Through an independent annual evaluation

Outcomes/Measures	Target for 2010/11	Target for 2012/13	How it will be measured
Quantity measures			
<i>Number of people attending sessions</i>	3,500 [new measure in 2009/10; 274 information sessions in 2008/09]	4,500	CRM (in-house database)
<i>Number of schools receiving assistance</i>	200 [408 in 2008/09]	250	
<i>Number of schools worked with intensively to assist them to develop and implement career education plans</i>	50	50	
Quality measures			
<i>% of people who found the skills building sessions met their needs</i>	82% [new measure in 2009/10]	85%	External evaluation
<i>% of schools that found our assistance met their needs</i>	82% [new measure in 2009/10]	85%	External evaluation
<i>% of schools that found the intensive assistance met their needs</i>	90%	90%	External evaluation

Notes on Measures

Outcome: Percentage of respondents who say they have helped someone as a result of a capability-building session is a new measure aimed at assessing our effectiveness and reach.

Percentage who have helped someone make a decision as a result of attending a skills building session is a new measure, aiming to assess the proportion of people who have been able to use what they have learnt.

Quantity: We expect numbers of people attending capability-building sessions to increase over time.

The number of schools receiving assistance includes schools whose staff attend our professional development days as well as those schools receiving ongoing customised advice.

We have capacity to work intensively with around 50 schools to help them develop and implement career education plans. Schools are selected on the basis of need, willingness and the success factors identified through the evaluations of the Creating Pathways and Building Lives pilot. We may have to work with some schools for two to three years before they are able to implement school-wide career plans.

We will also report on the numbers of students at those schools we are working with intensively.

Quality: These measures were introduced in 2009/10 and are designed to gauge participants' perceptions of the quality of our services. We would expect some improvement over time, as we review our services to respond to client feedback obtained through the independent evaluations.

OVERVIEW OF SERVICES

PERFORMANCE IMPROVEMENT ACTIONS

Action	Short Term Deliverables 2010/11	Medium Term Impact Measures (1 – 5 years)
<i>Increase efficiency and improve services to the public through Career Services' new service delivery approach</i>	<p>By 30 Jun 2011:</p> <p>All guidance clients who want it, are receiving follow up contact</p> <p>Volume of individual face to face guidance reduces to below 3,500 clients</p> <p>Volume of guidance delivered by phone or online continues to increase, with at least 1,500 services delivered</p>	<p>Efficiency gains of 25% realised by 30 June 2012 with respect to guidance services</p> <p>Efficiency gains of 50% realised by 30 June 2012 with respect to web-based services</p> <p>Efficiency gains of 67% realised by 30 June 2012 for services to parents and communities</p> <p>Efficiency gains of 25% realised by 30 June 2012 for services to schools</p> <p>(Suggested efficiency gains are based on the difference between the 2009/10 quantity targets and the 2011/12 targets in our Output Agreement, assuming no change in price for each group of services.)</p>
<i>Improve the effectiveness of our services over the medium term</i>	Effectiveness of services, as measured by the % of people who have made a career-related decision or who have helped others to make a career-related decision increases between 2009/10 and 2010/11 results.	Effectiveness of our services as measured by the % of people who have made a career-related decision or who have helped others to make a career-related decision increases between 2009/10 and 2011/12 results.
<i>Make further savings to administration expenditure and other overheads</i>	Savings through cross sector initiatives and collaborative approaches such as IT procurement are identified and realised by 30 June 2011	Reductions in operating and capital expenditure made as a result of changes.

FINANCIAL STRATEGY

Career Services continues to operate in a tight financial environment. The prospective financial statement is prepared based on the assumption that Career Services will not have extra government funding and will have significantly less third party revenue in future years. As a result, Career Services budgets a deficit of \$250,000 for the 2010/11 financial year. Career Services management will endeavour to make operating expense savings and identify more cost-effective ways of operating the business without compromising the quality of service. Career Services intends to absorb the increasing operating cost in the 2011/12 and 2012/13 financial years. In those years, a break-even result is budgeted.

FORECAST FINANCIAL STATEMENTS

Financial performance indicators (GST exclusive)

	Estimated Actual 2009/10	Forecast 2010/11
Total Revenue	\$16,723,000	\$15,902,000
Total Expenditure	\$16,973,000	\$16,152,000
Deficit	(\$250,000)	(\$250,000)
Working Capital	\$717,000	\$700,000
Working Capital Ratio	1.29	1.30

OVERVIEW OF SERVICES

	Actual 2008/09 \$000	Estimated Actual 2009/10 \$000	Forecast 2010/11 \$000	Forecast 2011/12 \$000	Forecast 2012/13 \$000
Statement of Comprehensive Income					
<i>Revenue</i>					
Output agreement funding	16,169	15,082	15,082	15,082	15,082
Other Revenue	1,179	726	700	700	750
International Conference		751			
Interest	285	164	120	100	110
Total Revenue	17,633	16,723	15,902	15,882	15,942
<i>Expenditure</i>					
Personnel	11,595	11,012	11,000	11,000	11,000
Depreciation	803	566	710	700	700
Other expenditure	5,625	5,395	4,442	4,182	4,242
Total Expenditure	18,023	16,973	16,152	15,882	15,942
Surplus (deficit)	(390)	(250)	(250)	-	-
Prospective Balance Sheet					
Current assets	4,118	3,167	3,000	2,890	3,040
Non-current assets	1,564	2,128	1,890	1,950	1,750
Total Assets	5,682	5,295	4,890	4,840	4,790
Current Liabilities	2,580	2,450	2,300	2,250	2,200
Non-current Liabilities	42	35	30	30	30
Total Liabilities	2,622	2,485	2,330	2,280	2,230
Closing Equity	3,060	2,810	2,560	2,560	2,560
WC	1,538	717	700	640	840
WC Ratio	1.60	1.29	1.30	1.28	1.38
Surplus/(deficit)	(390)	(250)	(250)	-	-

	Actual 2008/09 \$000	Estimated Actual 2009/10 \$000	Forecast 2010/11 \$000	Forecast 2011/12 \$000	Forecast 2012/13 \$000
Prospective Cash Flow Statement					
<i>Operations</i>					
Operating Receipts	17,668	16,374	15,782	15,782	15,832
Receipts from Interest	285	164	120	100	110
Operating Payments	(17,270)	(16,577)	(15,680)	(15,500)	(15,600)
Net Operating	683	(39)	222	382	342
<i>Investments</i>					
Fixed Assets	(364)	(800)	(350)	(500)	(250)
Net Investment	(364)	(800)	(350)	(500)	(250)
<i>Financing</i>					
	-	-	-	-	-
Net Change	319	(839)	(128)	(118)	92
Opening Cash	3,596	3,915	3,076	2,948	2,830
Closing Cash	3,915	3,076	2,948	2,830	2,922
Prospective statement of changes in equity					
Taxpayers' equity as at 1 July	3,450	3,060	2,810	2,560	2,560
Net surplus/(deficit)	(390)	(250)	(250)	-	-
Taxpayers' equity as at 30 June	3,060	2,810	2,560	2,560	2,560

OVERVIEW OF SERVICES

Notes

The prospective financial statements are based on policies and approvals in place as at March 2010 and are GST exclusive. The forecasts for 2010/11, 2011/12 and 2012/13 are prepared under New Zealand Generally Accepted Accounting Practice (NZ GAAP).

They set out Career Services' activities and planned performance. Use of this information for other purposes may not be appropriate.

Note: Actual results are likely to vary from the information presented here, and that the variations may be material.

These forecast financial statements have been prepared on the basis of assumptions as to future events that Career Services reasonably expects to occur, associated with the actions Career Services reasonably expects to take, as at the date that this information was prepared.

These statements comply with FRS 42: Prospective Financial Statements.

The Statements have been prepared with the following assumptions:

- 1 Output Agreement funding will remain the same as previous year.
- 2 The \$1.15 million investment in fixed asset is the maximum possible spend for the Capital programme. As in previous years, there is no undertaking or guarantee that Capital purchases will meet this level. Actual Capital expenditure will be based on specific business case approval by the Chief Executive.
- 3 Other contract revenue will be \$0.7 million. As these contracts are contestable there is no guarantee this can be achieved.

ACCOUNTING POLICIES

Reporting entity

Career Services is a Crown Entity in terms of the Crown Entities Act 2004 and was established under the Education Act 1989.

Career Services is funded primarily by government through Vote Education. Its primary objective, therefore, is to provide services that support government's key priority areas rather than to make a financial return. Accordingly, Career Services has designated itself as a public benefit entity for the purpose of the New Zealand equivalent to the International Financial Reporting Standards (NZ IFRS).

These statements have been prepared in accordance with the Crown Entities Act 2004.

The trading name is Career Services rapuara and is referred to, in this document, as Career Services.

The forecast financial statements comprise the forecast activities of Career Services for the years ending 30 June 2010 to 30 June 2013.

Statement of compliance

The financial statements have been prepared in accordance with NZ GAAP. They comply with NZ IFRS and other applicable financial reporting standards, as appropriate for public benefit entities.

Measurement basis

Measurement and recognition rules applied in the preparation of the financial statements and schedules are consistent with NZ GAAP. The financial statements have been prepared on an historical cost basis.

The financial statements are presented in New Zealand dollars and all values are rounded to the nearest thousand dollars (\$000). The functional currency of Career Services is New Zealand dollars.

Judgement and estimations

The preparation of financial statements in conformity with NZ IFRS requires judgements, estimates and assumptions that affect the application of policies and reported amounts of assets and liabilities, income and expenses. The estimates and associated assumptions are based on historical experience and various other factors that are believed to be reasonable under the circumstances. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period or in the period of the revision and future periods if the revision affects both current and future periods.

Revenue

Revenue is recognised when earned and is reported in the financial period to which it relates. Interest income is recognised using the effective interest method.

Cost allocation

Direct costs are charged to specific outputs based on the productive hours recorded on staff time sheets.

Indirect costs are allocated to outputs on the basis of time recorded by staff on output activities and other appropriate cost drivers such as actual usage, staff numbers and floor area.

Definition of Terms:

Productive hours are hours recorded by task and activity which make up the outputs.

Direct costs are costs which are causally linked to outputs.

Indirect costs are all other costs which include financial and administration costs, computer systems and depreciation.

Financial instruments

Career Services is party to financial arrangements as part of its everyday operations. These financial instruments include bank accounts, short-term deposits, debtors and creditors. All financial instruments are recognised in the Balance Sheet and all revenue and expenses in relation to financial instruments are recognised in the Income Statement.

Designation of financial assets and financial liabilities by individual entities into instrument categories is determined by the business purpose of the financial instruments, policies and practices for their management, their relationship with other instruments and the reporting costs and benefits associated with each designation.

All foreign exchange transactions are translated at the rates of exchange applicable in each transaction. Career Services does not carry any balances in foreign currencies.

OVERVIEW OF SERVICES

Financial assets

Cash and cash equivalents include cash on hand, cash in transit, bank accounts and deposits with a maturity of no more than three months from date of acquisition.

Other financial assets have been designated as receivables and pre-payments. Receivables and pre-payments are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. Receivables and pre-payments are recognised initially at fair value plus transaction costs and subsequently measured at amortised cost using the effective interest rate method. Receivables and pre-payments issued with duration less than 12 months are recognised at their nominal value. Allowances for estimated irrecoverable amounts are recognised when there is objective evidence that the asset is impaired. Interest, impairment losses and foreign exchange gains and losses are recognised in the Income Statement.

A provision for impairment of receivables is established when there is objective evidence that Career Services will not be able to collect all amounts due according to the original terms of receivables. The amount of the provision is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted using the effective interest method.

Financial liabilities

Financial liabilities are recognised initially at fair value less transaction costs and subsequently measured at amortised cost using effective interest rate method. Financial liabilities entered into with duration less than 12 months are recognised at their nominal value. Amortisation and, in the case of monetary items, foreign exchange gains and losses, are recognised in the Income Statement.

Property, plant and equipment

Property, plant and equipment are shown at cost less accumulated depreciation and impairment losses.

Where an asset is acquired for nil or nominal consideration, the asset will be recognised initially at fair value, where fair value can be reliably determined, with the fair value of the asset received, less costs incurred to acquire the asset, also recognised as revenue in the Statement of Comprehensive Income.

Additions

The cost of an item of property, plant and equipment is recognised as an asset if, and only if, it is probable that future economic benefits or service potential associated with the item will flow to Career Services and the cost of the item can be measured reliably. In most instances, an item of property, plant and equipment is recognised at its cost. Where an asset is acquired at no cost, or for a nominal cost, it is recognised at fair value as at the date of acquisition.

Disposals

Gains and losses on disposals are determined by comparing the proceeds with the carrying amount of the asset. Gains and losses on disposals are included in the Income Statement.

Subsequent costs

Costs incurred subsequent to initial acquisition are capitalised only when it is probable that future economic benefits or service potential associated with the item will flow to Career Services and the cost of the item can be measured reliably.

Depreciation

Depreciation is provided on a straight line basis at rates that will write off the cost of the assets to their estimated residual values, over their useful lives.

The useful lives and associated depreciation rates of major classes of assets have been estimated as follows:

- Office equipment, three to five years
- Computer systems, three to four years
- Motor vehicles, four years
- Leasehold improvements, over the useful life of the lease
- Office equipment, computer systems, office furniture and fittings less than \$2,500 and leasehold improvements less than \$5,000 are expensed in the year of purchase.

The residual value and useful life of an asset is reviewed, and adjusted if applicable, at the end of each financial year.

Intangible assets

Intangible assets are initially recorded at cost. The cost of an internally generated intangible asset represents expenditure incurred in the development phase of the asset only. The development phase occurs after the following can be demonstrated:

- technical feasibility
- ability to complete the asset
- intention and ability to sell or use
- development expenditure can be reliably measured.

Expenditure incurred on research of an internally generated intangible asset is expensed when it is incurred. Where the research phase cannot be distinguished from the development phase, the expenditure is expensed when it is incurred.

Intangible assets with finite lives are subsequently recorded at cost less any amortisation and impairment losses. Amortisation is charged to the Income Statement on a straight line basis over the useful life of the asset. Assets with indefinite useful lives are not amortised, but are tested at least annually for impairment.

Intangible assets with finite lives are reviewed at least annually to determine if there is any indication of impairment. An intangible asset with an indefinite life is tested for impairment annually. Where an intangible asset's recoverable amount is less than its carrying amount, it will be reported at its recoverable amount and an impairment loss will be recognised. Losses resulting from impairment are reported in the Income Statement, unless the asset is carried at a revalued amount in which case the impairment loss is treated as a revaluation decrease.

Software assets that are not an integrated part of the related hardware have been accounted for as intangible assets at cost. Amortisation of intangible assets is provided on a straight line bases, over their useful lives. The useful lives are all finite and have been estimated at three to four years.

OVERVIEW OF SERVICES

Inventories

Inventories held for distribution or consumption in the provision of services that are not supplied on a commercial basis are measured at the lower of cost and current replacement cost.

Publications inventories are valued at the lower of cost and net realisable value.

The write down from cost to current replacement cost or net realisable value is recognised in the Income Statement.

Leases

Career Services leases office premises. As all risks and ownership are retained by the lessor, these leases are classified as operating leases. Operating lease costs are expensed in the period in which they are incurred.

Provision for employee entitlements

Short-term benefits

Employee entitlements to salaries and wages, annual leave, long service leave, retiring leave and other similar benefits are recognised in the Income Statement when they accrue to employees. Employee entitlements to be settled within 12 months are reported at the amount expected to be paid. The liability for long-term employee entitlements is reported as the present value of the estimated future cash outflows.

Employee benefits that Career Services expects to be settled within 12 months of balance date are measured at nominal values based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to, but not yet taken at balance date, retiring and long service leave entitlements expected to be settled within 12 months, and sick leave.

Career Services recognises a liability for sick leave to the extent that absences in the coming year are expected to be greater than the sick leave entitlements earned in the coming year. The amount is calculated based on the unused sick leave entitlement that can be carried forward at balance date, to the extent that Career Services anticipates it will be used by staff to cover those future absences.

Long-term benefits

Entitlements that are payable beyond 12 months, such as long service leave and retiring leave, are calculated as the present value of the estimated future cash outflows.

Goods and services tax (GST)

All items in the financial statements are stated exclusive of GST, except for receivables and payables, which are stated on a GST inclusive basis. The net amount of GST recoverable from, or payable to, the Inland Revenue Department (IRD) is included as part of receivables or payables in the Balance Sheet. The net GST paid to, or received from the IRD, including the GST relating to investing and financing activities, is classified as an operating cash flow in the Statement of Cash Flows. Commitments and contingencies are disclosed exclusive of GST.

Taxation

Government departments are exempt from the payment of income tax in terms of the Income Tax Act 2004. Accordingly, no charge for income tax has been provided for.

Commitments

Future expenses and liabilities to be incurred on contracts that have been entered into at balance date are disclosed as commitments to the extent that there are equally unperformed obligations.

Other liabilities and provisions

Other liabilities and provisions are recorded at the best estimate of the expenditure required to settle the obligation. Liabilities and provisions to be settled beyond 12 months are recorded at their present value.

Contingent liabilities and contingent assets

Contingent liabilities and contingent assets are recorded in the Statement of Contingent Liabilities and Contingent Assets at the point at which the contingency is evident. Contingent liabilities are disclosed if the possibility that they will crystallise is not remote. Contingent assets are disclosed if it is probable that the benefits will be realised.

Taxpayers' funds

This is the Crown's net investment in Career Services.

Changes in Accounting Policies

Accounting policies are changed only if the change is required by a standard or interpretation or otherwise provides more reliable and more relevant information.

OTHER FINANCIAL INFORMATION

Borrowing policy

Borrowing is governed by the Seventeenth Schedule, Section 15 of the Education Act 1989.

Pricing strategies

All services and resources delivered by Career Services are sold on a commercial basis. For the current Output Agreement and other services and resources delivered in the commercial sector, prices are set on either time-based, product or project pricing. Commercial services are sold in a contestable market. Non-contestable services, as supplied via the Output Agreement, are delivered on the basis that the Crown as purchaser may have access to full disclosure of costs.

Projected result

The contract for Crown purchase has been calculated on the basis of cost.

The majority of other contract work revenue is derived from contestable contracts with other government organisations on a cost-recovery basis.

OVERVIEW OF SERVICES

RISK MITIGATION STRATEGY

Career Services' risks are monitored regularly by the Finance and Risk Committee of the Board and by the Senior Management Team. Risk severity and likelihood levels will be monitored and revised (where necessary) each quarter. Any significant risks, and appropriate strategies to address them, will be reported to the Minister and the Ministry of Education as they arise.

Risk	Mitigation strategy
Financial	
<i>e.g. changes to our funding and loss of interest on our investments due to the recession</i>	We monitor, reforecast and adjust expenditure throughout the year.
Governance	
<i>e.g. Board changes, with four Board members' current terms expiring over the year (including the Chair's)</i>	We ensure good governance of the organisation through Board procedures, such as the annual self-appraisal and conflicts of interest register.
Policy	
<i>Not contributing sufficiently to achieving government's priorities</i>	We ensure the services we deliver contribute to government's priorities, by working closely with the Minister's Office and the Ministry of Education.
Service Delivery	
<i>e.g. an inability to meet increased demand for services due to the economic recession.</i>	By channelling users to lower cost services such as the website and Advice Line (where appropriate) we can ensure everyone can access some career information and advice.
Quality	
<i>e.g. not adequately meeting the needs of clients</i>	We gather evidence about what works best and what our clients want, as well as monitoring our performance and making adjustments where needed.
Legal	
<i>Not meeting legal obligations</i>	We operate a legislative compliance programme.
Capability	
<i>Insufficient capability and resources to deliver the services detailed in our Output Agreement</i>	Our human resources systems ensure we have the relevant capability.

GENERAL TERMS AND CONDITIONS OF THE OUTPUT AGREEMENT AND SIGN-OFF

Introduction	This Output Agreement is between the Minister of Education (the Minister) (the purchaser) and the Career Services Board (the supplier), a body corporate established pursuant to Section 279 of the Education Act 1989. For the purposes of Section 170 of the Crown Entities Act 2004 (which enables a Minister to require a Crown Entity to have an output agreement), the Minister and the Board hereby agree as follows:
Term	This Agreement shall commence on 1 July 2010 and shall end on 30 June 2011.
Services to be provided by the Board	Career Services' central role is in the production, dissemination and interpretation of career information, advice and guidance. The outputs purchased from Career Services by the Minister of Education are an expression of the Government's current policy priorities for Career Services and fit within the legislated functions of Career Services.
Summary of outputs purchased	Price \$000s (GST incl) Appropriation: Provision of Information and Advisory Services (M26) \$15,082 Providing information on government education policy and programmes, general information, advisory programmes and services to the public, community groups, industry and the education community.
Obligations of the Career Services Board	The Board is accountable to the Minister for the delivery of the outputs specified in this Agreement to the quality, quantity and cost specified. The Board remains accountable for the delivery of any part of an output class or output that has been subcontracted to a third party. The Board is accountable to the Minister for achieving the performance objectives specified in its Statement of Intent 2010/11 - 2012/13 for the 2010/11 financial year. The Board shall, in providing the services specified, take into consideration any requests made by the Minister. All such requests shall be made in writing. The Board shall provide regular quarterly reporting to the Minister. Additional reporting may be requested by the Minister or Ministry of Education (the Ministry), if required, to supplement this quarterly reporting. All reporting requirements are specified in the Ministerial relationships and reporting section on page 21 of this Statement of Intent. Ownership interests will be reported as specified in Career Services' Statement of Intent 2010/11 - 2012/13. The Board shall not act or purport to act as an agent of the Minister or the Ministry.

OVERVIEW OF SERVICES

Obligations of the Ministry of Education	<p>The Ministry, as the Minister's agent, shall pay the Board the amounts specified in the Payment schedule of this Agreement in accordance with the specified timetable and requirements. The Ministry reserves the right to make part payment where performance has not met the required performance standards as specified in this Agreement.</p> <p>The Ministry, as the Minister's agent, shall receive information relating to the delivery of the services under this Agreement for the purpose of monitoring the delivery of the services under this Agreement.</p>
Under-delivery of services	All or part of the purchase price for an output may be returned to the Crown if all or part of the output is undelivered.
Over-delivery of services	Service delivery over and above that required in this Agreement will be deemed as gratuitous effort by the Board, which shall have no claim against the Ministry or the Minister.
Failure to perform	Neither the Board nor the Minister shall be liable for any act, omission or failure to fulfil its obligations under this Agreement if such act, omission or failure arises from any cause reasonably beyond its control. The party unable to fulfil its obligations shall immediately notify the other in writing of the reason for its failure to fulfil its obligations and the effect of such failure.
Public monies	The Board acknowledges that it is receiving public funds appropriated for the purpose of providing the services in this Agreement and shall ensure that such funds are used prudently.
Waiver	<p>No delay, neglect or forbearance by either party in enforcing against the other any term or condition required under this Schedule shall be deemed to be a waiver or in any way prejudice any right of that party.</p> <p>The obligations of the parties under this Agreement shall not merge on completion but shall continue with full effect notwithstanding completion.</p>
Negotiation of the Agreement	<p>Negotiations or renegotiations should be concluded within the stipulated consultation period or ministerially agreed extension. Failure to do so will lead to the imposition of a document by the Minister upon the Board.</p> <p>Changes to this Agreement may be required during its term in accordance with Section 170(3).</p> <p>The Board may, at any time, by written notification, request the Minister to negotiate a new Agreement or to negotiate an amendment to the current Agreement. The Minister may decline such a request.</p> <p>The process of consultation and negotiation, and the consequences of failure to conclude negotiation, will be the same in any renegotiation or negotiation on an amendment as for the original negotiation of the Agreement.</p> <p>The schedules to this Agreement, and any amendments to those schedules signed by the Minister, shall be deemed to form part of the Agreement.</p>

Disputes	<p>In the event of any dispute arising as to this Agreement, its terms and conditions, their interpretation, application or purported reliance thereupon by either party, the parties agree:</p> <p>(a) to discuss the matter in dispute promptly with a view to the speedy resolution of it</p> <p>(b) where discussion does not resolve the matter, the dispute shall be referred to a mutually acceptable arbitrator</p> <p>(c) if agreement cannot be reached as to a mutually acceptable arbitrator, there shall be appointed a three-person panel to hear the dispute consisting of:</p> <p>(i) two arbitrators, one nominated by each party or;</p> <p>(ii) an umpire nominated by the two arbitrators.</p> <p>Paragraphs 12.1(b) and 12.1(c) above will be considered to be a "submission" in accordance with the Arbitration Act 1996 and that Act shall apply accordingly.</p>
Variation	<p>The Minister shall keep the Board informed as to any proposed policy changes that may alter the position of the Board under this Agreement.</p> <p>Where any policy change does affect the interest of the Board under this Agreement, the Board and the Ministry shall renegotiate a new Agreement or vary this Agreement according to the process outlined in Section 11 of this Agreement.</p>
Compliance	The Board acknowledges the powers of the Minister under part 3 of the Crown Entities Act 2004.
Non assignment	Neither the Board nor the Minister shall assign their rights or obligations under this Agreement.
Warranty of interest	The Board warrants that it shall not undertake any other work either directly or indirectly which may place the Board in a conflict of interest position with respect to the services to be provided for the Minister.
Copyright	The copyright of resources developed by or for the Board in the course of providing the services detailed in the Output Schedule of this Agreement shall, subject to any agreement to the contrary, and Section 26 of the Copyright Act 1994, be the property of the Crown.

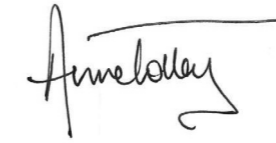
OVERVIEW OF SERVICES

Confidentiality	<p>Subject to the Official Information Act 1982 and the Privacy Act 1993, the Board and the Minister shall keep confidential all information relating to or arising out of this Agreement.</p> <p>Subject to the Official Information Act 1982 and the Privacy Act 1993, the Board and the Minister may disclose information if both parties agree to the disclosure.</p> <p>With respect to the Official Information Act 1982, where the Board holds any information that originates from the Minister, and the Board receives a request for the release of that information, the Board agrees to consult with the Minister over the decision it proposes to make on the request or, if appropriate, to transfer the request to the Minister in accordance with Section 14 of the Official Information Act 1982. If, after consultation, the Minister takes the view that the information should not be released, but the Board believes that it should be, then the Board will transfer the request to the Minister.</p>
Consultation	<p>Where considered necessary by either the Board or the Minister, the Board and the Ministry shall consult on all matters associated with this Agreement.</p>
Liaison	<p>There will be regular liaison between the Minister and the Board.</p> <p>There will be regular liaison between the Ministry and Career Services. Each will be represented by senior management personnel who have an interest in discussing fulfilment of obligations under this Agreement.</p>
Monitoring and evaluation	<p>The Minister will be the sole decision maker regarding the quality of the work performed pursuant to this Agreement.</p> <p>The Board shall conduct ongoing monitoring and evaluation of its activities and shall incorporate any modifications deemed necessary into the operations of Career Services.</p> <p>The Board shall provide regular quarterly reporting to the Minister. Reporting requirements are specified on page 28 of this Statement of Intent.</p> <p>In addition to the Board's own evaluation, the Crown Entities Monitoring Unit may, as Monitoring Agent acting on behalf of the Minister, evaluate the operations of Career Services.</p> <p>The Board shall allow the Ministry, for the purpose of monitoring and confirming that the performance measures and targets as specified in this Agreement are being undertaken and achieved, full and unrestricted access to all records including correspondence, decisions and databases relating to the delivery of the services under this Agreement, provided that reasonable prior notification is given.</p> <p>Evaluators contracted by the Monitoring Agent for the express purpose of evaluating the performance of Career Services shall have the right to observe the operations of Career Services and the delivery of services and shall have the right to conduct interviews with anyone involved in the operations of Career Services or delivery of services, providing reasonable advance notice is given to Career Services.</p>

MINISTERIAL SIGN-OFF

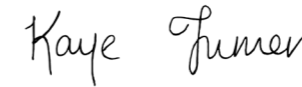
In witness whereof this document has been executed 20th of May 2010.

Signed by



Hon Anne Tolley
Minister of Education

SIGNED BY:



Kaye Turner
Board Chair
Career Services



Lester Oakes
Chief Executive
Career Services

OVERVIEW OF SERVICES

PAYMENT SCHEDULE

Payment in advance will be made by the Ministry of Education on the first working day of each month. All amounts are GST inclusive.

<i>July 2010</i>	\$1,474,500
<i>August 2010</i>	\$1,474,500
<i>September 2010</i>	\$1,474,500
<i>October 2010</i>	\$1,474,500
<i>November 2010</i>	\$1,474,500
<i>December 2010</i>	\$1,111,150
<i>January 2011</i>	\$1,111,150
<i>February 2011</i>	\$1,474,500
<i>March 2011</i>	\$1,474,500
<i>April 2011</i>	\$1,474,500
<i>May 2011</i>	\$1,474,500
<i>June 2011</i>	\$1,474,500

APPENDIX 1: STATUTORY FUNCTIONS

Our statutory functions are:

- (a) To establish and maintain a database of information about occupations and about post-compulsory education and training.
- (b) To make that information available to the public and to institutions, private training establishments, students, and other interested bodies and persons.
- (c) To provide:
 - (i) Training and assistance to persons who advise about occupations
 - (ii) Career advice and associated counselling relating to post-compulsory education and training.
- (d) To liaise with, and monitor the needs of, institutions, private training establishments, students and other bodies and persons with respect to:
 - (i) Information, training and advice relating to occupations
 - (ii) Career advice and associated counselling relating to post-compulsory education and training.
- (e) To provide support services for the purpose of promoting transition education that prepares students for employment, or further education and training, or both.

ORGANISATIONAL STRUCTURE

