



## Aide-Memoire: Research Report Launch, Drawing the Future, February 2020

<b>To:</b>	Hon Chris Hipkins, Minister of Education
<b>From:</b>	Nina Ive, Deputy Chief Executive, Strategy and Design Directorate
<b>Date:</b>	4 February 2020
<b>Reference:</b>	AM-20-00047
	Budget sensitive – In Confidence

### Purpose

1. You have agreed to host the launch of the Drawing the Future Research Report on 19 February 2020 at the Grand Hall, Parliament. This memo provides you with:
  - a. background information on the Drawing the Future research
  - b. information on the event
  - c. an advanced (draft) copy of the report, and
  - d. how the research will provide a platform for the introduction and implementation of the Inspiring the Future programme.
2. We recommend that this aide-memoire is released with any Budget sensitive information withheld.

### Our Drawing the Future research is a first for New Zealand

3. Drawing the Future was a national survey undertaken in October 2019 by the Tertiary Education Commission (TEC). It asked students in Years 3 to 8 to draw what job they wanted to do when they grow up.
4. This was the first survey of its kind in New Zealand, and followed the format and methodology of the original survey that was conducted in the UK from Education and Employers. Their survey of 20,000 drawings (from several countries) was published in a report presented at the World Economic Forum in Davos in 2018. Our report will be compared and contrasted with that body of work.
5. After communicating with each school on the background and purpose of Drawing the Future research, we sent a Drawing the Future activity pack to all primary and intermediate schools in October 2019. The packs allowed teachers to run the exercise in one class per school, with the ability to order more packs for free if they wanted to run it in multiple classes. We received around 7,700 submissions from over 200 schools across the country.

6. We have analysed these submissions and will release our findings in the Drawing the Future Research Report. A draft copy of the report is attached in **Appendix A**.
7. This was the first initiative of our wider Inspiring the Future programme.

## Summary of the key findings

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8. **Aspirations are narrowly clustered:** the research shows that the choices at this age are very narrow. While over 100 different jobs were drawn overall, 52 per cent of the drawings could be categorised into just nine jobs. Research has shown that career aspirations at this age are highly predictive of the subjects chosen in secondary school and the jobs pursued when entering training, education or the workforce at age 17. Therefore the indication of this research that a narrow career choice exists, is something that needs further consideration.
9. **Strong gender differences:** the research also showed significant and consistent differences between the drawings between the genders. Girls were more likely to draw a teacher, vet, artist or actress, while boys were more likely to draw a builder, in the armed forces, social media/Youtuber or engineer.
10. **New Zealand aspirations differ from other countries:** compared with the research conducted by Education and Employers there were some key differences in New Zealand's research. In every other country the number one choice for girls has been teacher. In New Zealand sportsperson is number one for both boys and girls. Another key difference is the inclusion of farming in the top 10 overall for both boys and girls.
11. **The research shows that enjoyment is a key motivator for children,** with 48 per cent citing that they aspire to their chosen job because they think it will be fun. However those from high decile schools are more likely than those from low decile schools to want a job for the enjoyment factor.
12. **Sectors with skills needed for a future productive economy are not represented.** Despite farming placing high as a choice, many of the critical under represented sectors needed for a productive economy are not evident. For example, over half of New Zealand children aspire to a professional career, but only a quarter of people in the workforce are expected to be employed in those roles in 2028. By contrast, fewer children aspire to careers in the clerical, sales, machinery operation and labouring sectors than are predicted to be employed in them.
13. This table below highlights the top 10 jobs overall, compared with the top 10 choices between boys and girls.

RANK	OVERALL TOP TEN JOBS	PROPORTION THAT WANT THIS JOB
1	Sportsperson	17.6%
2	Vet	6.3%
3	Police officer	5.3%
4	Teacher/Lecturer	4.9%
5	Social media / Youtuber / Influencer	4.7%
6	Artist/illustrator	4.5%
7	Doctor	2.7%
8	Army / Navy/ Airforce / Firefighter	2.6%
9	Farmer	2.6%
10	Builder	2.5%

RANK	GIRLS' TOP TEN JOBS	PROPORTION THAT WANT THIS JOB	RANK	BOYS' TOP 10 JOBS	PROPORTION THAT WANT THIS JOB
1	Sportsperson	11.7%	1	Sportsperson	23.5%
2	Vet	11.1%	2	Social media / Youtuber / Influencer	7.4%
3	Teacher / Lecturer	8.9%	3	Police officer	6.6%
4	Artist / Illustrator	6.5%	4	Builder	4.6%
5	Police officer	4.1%	5	Amy / Navy / Airforce / Firefighter	4.5%
6	Doctor	4.0%	6	Gamer / Professional gamer	3.7%
7	Singer	3.4%	7	Farmer	3.2%
8	Actor / Actress	3.0%	8	Engineer (civil, mechanical, electrical)	3.0%
9	Chef	2.2%	9	Scientist	2.8%
10	Farmer	2.1%	10	Airline pilot	2.5%

### **You are hosting the research report launch event at Parliament**

14. This event will showcase the research report and is the first opportunity for us to share our findings with heads of industry and other key stakeholders. It will also provide us the opportunity to discuss what the results mean to them (particularly if their industry isn't in the top 10 or even top 20 categories of drawings).

### **The pre-event will bring together participants with VIPs for an Inspiring the Future exercise.**

15. From 10.30am we will host a surprise meet and greet session for participants in Drawing the Future prior to the main Research Report launch event. This will bring together children from Taita Central School and Brandon Intermediate School (participants in the research), alongside VIP exemplars (VIP's) of the top 10 occupations (including a Black Cap, teacher, police officer and farmer).
16. Before the VIPs are properly introduced, we will ask the children to draw one of five or six specific jobs, such as teacher, police officer, builder, farmer or doctor. During that time, the VIP's will be in their everyday clothes and assisting with the activity by interacting with the children.
17. Once the drawings are complete, we will ask the children if they would like to meet some of the people who do those jobs. At that point, the VIP's will return to the room wearing their uniform or an appropriate prop to help demonstrate their roles. They will introduce themselves to the group as well as the job they do.
18. This exercise will be filmed for future promotions of Inspiring the Future, and will potentially demonstrate the gender bias associated with many of these jobs.
19. You will join the pre-event activities from 10.45am.

### **You have agreed to give the opening address at the launch event**

20. The main launch event will start at 11.30am. Stacey Morrison, the MC, will introduce you and invite you to the stage.

21. The opening address will:

- Set the context for why the research is important
- Include a broad overview of the research findings
- Refer to the children who have participated, and the exhibition of drawings that attendees can view after the speeches.

22. After your opening address, the MC will invite the children holding their pictures, and the VIP's to represent the top 10 jobs on to the stage. She will then do a short Q&A with some of the VIP's to include questions such as "What advice would you give a young person interested in your job" or "What's a key thing about your job that people don't normally know".

23. Tim Fowler will then follow with a short presentation on the research findings and introduce the opportunity that the Inspiring the Future programme will provide for employers and industries to raise their profile and broaden the horizons of young people, by volunteering in Inspiring the Future activities in schools.

24. The formal event proceedings will close with a video of an Inspiring the Future event, which was run at Brandon Intermediate School (some of these children will be present), and a call to action to register for interest.

25. A full run sheet is appended for your reference. This provides timing for all event activities, as well as a list of key staff in attendance and invited guests in **Appendix B**.

26. You are scheduled to leave at 12pm to prepare for question time in the house.

## **The research is being used to inform our Inspiring the Future programme and links to other key initiatives**

27. There are signs that New Zealand can do better when it comes to labour market skills matching (Stats NZ 2013-2016). The research suggests that this mismatch may be perpetuated unless it is addressed in our young people now.

28. Inspiring the Future is one of several initiatives in the Careers System Strategy led by the Tertiary Education Commission to help broaden the narrow career aspirations represented in the research and raise young people's awareness of the skills in demand.

29. The results of the research will be used as a basis for the design of the Inspiring the Future programme, with the aim for schools conducting this activity, to select a range of volunteers across a wide range of industries. This may also include searching for volunteers that break some of the gender, ethnic and socio-economic bias that is evident in the findings.

30. The results will be shared with media, industry and community with the aim to help them identify where to focus their efforts in raising young people's awareness about the future of work and the skills in demand.

31. Other initiatives include resources to help parents and whanau to have conversations with young people about their future, as well as a career skill-based planning tool (Tiro Whetū) to assist with interest and discovery, skills identification, education or training options. Note that Tiro Whetū is investment ready, but is dependent on a successful 2020 budget bid.

32. Tiro Whetū will also provide valuable data to support the Reform of Vocational Education (RoVE). In particular Tiro Whetū will facilitate awareness of career opportunities in Vocational Education and the learning pathways to them.

## Recently released research supports our findings

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33. The OECD PISA report *Dream jobs: teenagers' career aspirations and the future of work* shows that 47% of boys and 53% of girls in 41 countries expect to work in just one of ten jobs by the age of 30. These findings are consistent with the Drawing the Future research where the prominent job choices are the same traditional 19<sup>th</sup> and 20<sup>th</sup> century roles, rather than emerging roles in the fields of science and technology.
34. Education and Employers released a research report alongside the PISA report called *Disconnected: Career aspirations and jobs in the UK*. A survey of 7,000 14-18 year olds. The results show a major disconnect between aspiration and opportunity, and makes a case for extending career-related learning into primary school where aspirations are first set, including the use of labour market information, more help for parents and more engagement by employers.



**Ian Lee**

Deputy Chief Executive  
Strategy and Design Directorate  
Tertiary Education Commission

13 February 2020



**Hon Chris Hipkins**

Minister of Education

18 / 02 / 20

## Appendix A: Draft copy of report

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## **Appendix B: Event Run Sheet**

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