A New Zealand Inc. approach to solve youth unemployment
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get INformed: the youth unemployment issue</td>
<td>3</td>
</tr>
<tr>
<td>Get INvolved: why business should care</td>
<td>8</td>
</tr>
<tr>
<td>Get INvolved: take action</td>
<td>10</td>
</tr>
<tr>
<td>Get INspired: learn by example</td>
<td>13</td>
</tr>
</tbody>
</table>

Editors: Claire Baldwin, Foundation for Youth Development; Allanah Kidd, Downer NZ; Xavier Black; Deloitte; Kathryn McDonald, Opus International Consultants  
Design: Chris Tan
ALL IN to solve Youth Unemployment

In 2013, the Sustainable Business Council Future Leaders (refer Appendix 1 and 2) explored solutions to one of New Zealand’s most pressing social issues: youth unemployment. This paper sets out their key findings and recommendations. The focus of this paper is why business should care and how they can get involved in solving the problem. The aim of this paper is to inspire business to take action in supporting young people’s transition from secondary education to their next stage of life: to see young people as assets, bring them on board in their business and invest in them.

ALL IN

Young people are our future leaders, parents and workforce. The long term consequence of positive youth transitions impacts significantly on our wider society, with all facets of society being affected.

Youth transition is multifaceted and involves a complex landscape of sectors and stakeholders, so it is only through the collaborative work of business, not for-profit organisations, government and education sectors that we will get a real sense of traction and success in this area. This concept has been encapsulated by the ALL IN concept.

We need to be ALL IN on the journey to create positive youth transition into employment. But despite the importance of collaboration and partnership, business has a responsibility to, and a vested interest in taking a leadership role in starting careers.

While we all need to be ALL IN, there are immediate steps that businesses can take to make real progress in this area, both for young people and for their own success. Solving this issue demands collective action. Collective action starts with individual businesses. This paper sets outs how business can start that journey through getting:

- INformed;
- INvolved; and
- INspired.
Get INformed: the youth unemployment issue

It’s a global problem

Throughout the OECD, more than one in eight 15-24 year olds are not in employment, education or training (NEET). Gains in addressing global youth unemployment abruptly came to an end with the global economic crisis, and have remained stable around the 12% mark since 2009¹.

It’s our problem too

Youth are also over-represented in unemployment statistics in New Zealand. Youth unemployment is 2.55 times higher than their adult counterparts and 13.4% of youth are in the NEET category².

Youth unemployment is concentrated to lower socio-economic areas, disadvantaged communities³, and particular ethnicities (namely Māori and Pasifika youth).

1. Matsumoto, Hengge, Islam, 2012
3. Whitman, 2014

¹ Data for Canada and Mexico refer to the December 2010 quarter. Data for Australia and New Zealand are for the June 2011 quarter. All other countries are for the March 2011 quarter. All data is unadjusted and provisional.
Source: Organisation for Economic Co-operation and Development (OECD)
The financial cost

At a national level, youth unemployment is costly. We see decreased spending and decreased tax revenue, whilst spending on welfare payments, education subsidies, crime prevention, and health provision all increase\(^5\). The estimated annual cost from youth unemployment, youth incarceration and the sole parent benefit including those foregone is $900 million\(^6\). The cost of NEET is $28,000 per person and based on the size of the current (2013) cohort of 95,100 NEET youth in New Zealand, this equates to a total cost of approximately to $2.6 billion\(^7\) annually.

The social cost

Continual short-term experiences of unemployment can result in long term ‘scarring’: where young people believing their futures are compromised and disengage from education or the labour market for an extended period. Those who experience prolonged disengagement have a heightened risk of poor outcomes: lower earnings; greater reliance on long term social assistance; higher chance of unemployment, criminal offending, substance abuse, teenage fertility, suicide, homelessness and mental or physical ill health.

The cost of youth unemployment, however, goes beyond the cost of social welfare paid out and lost productivity. Youth unemployment is associated more broadly with higher crime rates, higher inequality, and higher political and social tension\(^4\). The deeper truth behind these statistics is the emergence of a generation for whom employment opportunities are not as easy to come by and a growing sense of marginalisation.

“If you cut through the bullshit, the answer to youth crime and frustration is employment […] when a young person has a job they have three things: routine, self-esteem and income”

- Andrew Beacroft, Principal Youth Court Judge in New Zealand

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\(^1\) Matsumoto, Hengge, Islam, 2012, p. v
\(^2\) Whitman, 2012
\(^3\) (SOUTH NZI pg.5).
\(^4\) *This total cost is conservative and based on estimated lost productivity in terms of foregone earnings of $1.5 billion, and public finance cost of $1.1 billion (SOUTH: REFERENCE – Reference COMET paper).*
What young people say

The influence of teachers and parents

This research showed that one parent or teachers’ comment was enough to influence the decisions of a young person. However, teachers’ and parents’ views on youth transition to post-secondary study or work vary significantly.

The Future Leaders team conducted interviews and focus groups with young people to investigate further and found:

- Young people get conflicting advice:
  “My teacher…. she says it’s achievable and then my teacher said that should give you motivation, and then the next teacher said it couldn’t be done.” (Future Leader Programme Focus Group, 2013)

- Some teachers push some young people to strive, others don’t:
  “Living in Auckland and the city, you see the value of qualifications and an education. And we definitely push that with our kids; saying you know. ‘We don’t want to come five years down the track and see you holding a lollipop sign. You didn’t come to school to hold a lollipop sign.” (Quote from a secondary school teacher: Chile, Black, Neill, 2012).

- Young people are influenced heavily by their parents expectations of them:
  “The main priority for me is to fulfil my parents dream and then my own.” (Future Leader Programme Focus Group, 2013)

Although young people in New Zealand have multiple options to help them with the transition to employment or further education (see Figure 1), the reality is that the group of people who influence their decision is small and limited (see Figure 2).
Young people have limited understanding of the business world/job market and even one interaction can make the difference

Simply stepping foot into a university setting can influence decisions to pursue post-secondary education. The same could be said for an interaction with the business world. Fewer than half of young people indicated that they had a good understanding of which disciplines lead to specific professions when choosing what to study in post-secondary education. Young people have reported that they are not familiar with market conditions or job role related requirement, even for traditional professions, such as teaching or medicine (Mourshed Farrell, Barton, 2012). The business environment and business concepts are new to secondary students. “It’s new, it’s fun, and it’s different… it’s like being an exchange student in your own country” (Quote from a young person: Chile, Black, Neill, 2012).

Young people have limited access to technology and prefer making decisions through face to face interaction.

Young people indicated that face to face interaction is currently more effective in helping them make decisions:

- “[We need] more technology…we’re limited for what we can do… I see technology as the main barrier between us and other schools. Other schools have a lot of technology and you look around and this school has_____.” (Future Leader Programme Focus Group, 2013)

- “When you want a scholarship you have to apply online but that’s just words so they should do workshops … so they can sit us down and help us.” (Future Leader Programme Focus Group, 2013).
Get INVolved: why business should care

“Youth will be more sought after, harder to find, and more expensive to secure from now on.”

– Prof. Natalie Jackson, University of Waikato

If businesses don’t address their future needs, their futures may be compromised in terms of finding staff, developing clients, investors and advisors.

Business should care because:

- Addressing youth unemployment will maximise revenue. If 20,000 NEETs were employed we would have
  - 20,000 more customers;
  - 20,000 more widgets sold;
  - 20,000 more skill sets to help make better decisions and grow your business.
  - 20,000 reasons why we support talent development in New Zealand, and why capital is attracted to New Zealand.
- Not addressing youth unemployment\(^8\) contributes to a smaller tax base and higher costs of policing, justice and health care.

Youth Unemployment and the Aging Population

New Zealand has an aging population. Those over 40 years of age make up approximately 44 percent of the population. By 2026 the number of people in New Zealand aged over 65 years will have outnumber those aged below 14 years, for the first time ever\(^9\).

The issue of youth unemployment becomes critical as New Zealand’s population ages. It is projected that we will face skilled labour shortages (at which point youth who are currently unemployed may not have the work experience to fill), increased cost of labour, the negative implications of a lack of succession planning (particularly for small to medium sized enterprises), and a reduced number of business start-ups. There is also the possibility we will see more elderly draw down on their asset wealth or withdraw from riskier investment to obtain retirement income, reducing the amount of capital available to support New Zealand businesses\(^10\).

Over time there will be fewer young people in the labour market to support an increasingly dependent older population. We need to start looking for solutions to cover the future needs of today’s working population.

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\(^8\) NZ’s GDP = $208B, from 2.2M workforce = avg. GDP per person of $94K p.a. Opportunity cost = $15B p.a. (160,000 unemployed x $94K). Adjust these figures for youth unemployment/level 2 or 4 85% target.


\(^11\) The Treasury, 2002
The problem: real and perceived

Businesses cite a number of reasons for not hiring young people. These fall into two main areas:

1. There are no jobs available.
2. Young people are too hard/risky/expensive to employ.

We need to address both the demand and supply side of this equation in order to move forward. The following highlights reasons employers’ reasons for not hiring staff aged 15-24.

| Reason                                                                 | Employers who had not hired 15-24 y.o. (%)*
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Younger workers lack skills/qualifications needed; positions unsuitable for younger workers</td>
<td>30</td>
</tr>
<tr>
<td>Economic climate/business is slow/not enough work</td>
<td>20</td>
</tr>
<tr>
<td>Younger workers are less reliable/poor work ethic/bad attitude</td>
<td>16</td>
</tr>
<tr>
<td>Younger workers lack of work experience</td>
<td>16</td>
</tr>
<tr>
<td>Can't afford to/the costs associated with young workers</td>
<td>12</td>
</tr>
<tr>
<td>Younger workers are less likely to stay in the job/more transient</td>
<td>10</td>
</tr>
<tr>
<td>Younger workers can earn the same minimum wage as older more experienced workers; no youth rate/have to pay minimum wage</td>
<td>8</td>
</tr>
<tr>
<td>No younger workers have applied recently</td>
<td>7</td>
</tr>
<tr>
<td>Takes too much time and resources to train younger workers</td>
<td>7</td>
</tr>
<tr>
<td>Younger workers don’t want to do the type of work offered</td>
<td>6</td>
</tr>
</tbody>
</table>

* percentage based on subsample that gave a reason for not hiring younger workers. Total does not sum to 100 percent because multiple answers were allowed.

Source: 2011 National Survey of Employers
Get INvolved: take action

When analysing the key barriers to engagement with young people, there are a number of simple, solutions. The following describes solutions identified by the Future Leaders. The aim of this section is to set out practical and simple ways that business can get INvolved to address the issue of youth transition.

1. The first step is to identify what the problem is: understand the risk and opportunities of skills gaps, turnover and long term staff requirements. To be successful, a business needs to know its current workforce well, identify its future internal requirements, future external challenges and skills gaps.

> The next step is to identify ways in which to address the problem, develop an action plan and focus energy and resources in problem areas, then refine and develop this plan over time.

<table>
<thead>
<tr>
<th><strong>The Problems</strong></th>
<th><strong>The Solutions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The cost/ risk of hiring young people</td>
<td>• Reduce risk by identifying talent early and working with young people before they are hired.</td>
</tr>
<tr>
<td>Businesses recognise that taking on any new staff member can be costly and risky. The businesses interviewed articulated that they wanted productive staff, yet would like to mitigate the risk of hiring. Furthermore, subsidies did not appear to be sufficient in mitigating the risk to sufficiently encourage businesses to hire young people. Even with a 90 day probationary period, it is still costly to train and develop staff, with no guarantees at the end of the trial period.</td>
<td>• Undertake analysis to understand what young people want from their careers and jobs, and understand how the business is uniquely placed to provide this.</td>
</tr>
<tr>
<td>• Reduce risk by collaborating with others working in this space. Join a local collective impact youth initiative.</td>
<td>• Offer “Earn while you learn” opportunities such as on-the-job training, apprenticeships or part time employment and study, all of which are great opportunities for businesses to connect with youth, improve the quality of their applicants, and, for youth, offer an introduction to the workforce and corresponding expectations.</td>
</tr>
<tr>
<td>• Offer “Earn while you learn” opportunities such as on-the-job training, apprenticeships or part time employment and study, all of which are great opportunities for businesses to connect with youth, improve the quality of their applicants, and, for youth, offer an introduction to the workforce and corresponding expectations.</td>
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</tr>
<tr>
<td>The Problems</td>
<td>The Solutions</td>
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<tr>
<td>--------------</td>
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<tr>
<td>No jobs available</td>
<td>• Analyse your future workforce needs. While a business may not have a job suitable for a young person now, this may change in the future.</td>
</tr>
<tr>
<td>Labour demand is strongly correlated to trends in youth unemployment. Youth unemployment interventions often fail to address the constraints that impede private sector growth. This requires a focus on stimulation of demand for youth, or at least pushing for training and education specifically targeted at the current or forecast job market.</td>
<td>• Create part time / flexible work opportunities for entry level workers.</td>
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<tr>
<td>Young people lack soft skills</td>
<td>• Engage in a youth development programme or become a mentor.</td>
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<tr>
<td>Education is important but soft skills are crucial. A large number of employers say youth are not employable because they lack skills such as effective communication, interview skills and dress sense. Soft skills extend to genuine interest, willingness to learn, good interpersonal skills, communication skills, teamwork, punctuality, and confidence. A number of business interviewed indicated that the lack of a driver’s license was also critical to young people not being able to accept some jobs. In other cases, young people were reluctant to work in smaller remote places where there were jobs available for them.</td>
<td>• Facilitate skill development workshops for youth.</td>
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<tr>
<td>• Engage in a youth development programme or become a mentor.</td>
<td>• Create a soft skills/ work ready programme for your industry.</td>
</tr>
<tr>
<td>• Facilitate skill development workshops for youth.</td>
<td></td>
</tr>
<tr>
<td>• Create a soft skills/ work ready programme for your industry.</td>
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</tr>
<tr>
<td>NB. Engaging and mentoring young people not only develops the soft skills of the young person. It also has the potential to hone current employee’s leadership skills.</td>
<td></td>
</tr>
<tr>
<td>Young peoples skills don’t match what’s needed</td>
<td>• It is simply common sense that business and education providers collaborate to ensure that young people are well prepared for the workforce.</td>
</tr>
<tr>
<td>There is a clear disconnect between employers, education providers and youth. One third of employers indicated that they did not communicate with education providers as to what capabilities and skills were needed by their employees. This contributes to the mismatch between the skills and qualifications that youth have and the skills demanded in the job market. Furthermore, business cited that in a number of cases, young people lacked basic skills. This is in part due to a number of New Zealand youth leaving school without the basic literacy and numeracy skills that a Level 1 qualification requires.</td>
<td>• Get up to speed with Vocational Pathways and NCEA.</td>
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<tr>
<td>• Get up to speed with Vocational Pathways and NCEA.</td>
<td>• Partner with your local schools. This could include:</td>
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<tr>
<td>• Partner with your local schools. This could include:</td>
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<tr>
<td>- mentorships;</td>
<td>- becoming a principal for a day; or</td>
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<tr>
<td>- volunteering;</td>
<td>- offering scholarships.</td>
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<tr>
<td>- offering scholarships.</td>
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11 Mourshed, Farrell, Barton, 2012
The Problems

<table>
<thead>
<tr>
<th>No previous work experience and no network</th>
<th>The Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>It all comes down to previous work experience and personal relationships, even for a young person. However, in the current market, there is less opportunity to gain pre-employment exposure to the workforce. Further, businesses recognised that they often hire people through referrals, or the recommendations of their networks. This becomes difficult for young people who have not yet established such networks. Recruitment processes are often based around skills and experience and therefore exclude a large number of keen young people.</td>
<td>• Create work experience opportunities. Offer - work experience; - internships; - cadetships; or - apprenticeships.</td>
</tr>
<tr>
<td></td>
<td>• Scrutinise the recruitment process. NB. The most effective recruitment programmes engage with youth intensively and regularly over an extended period of time, to provide information regarding preparation for particular careers and implications for education or training, and to obtain information necessary for business security in the future.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Young people lack understanding of the job market</th>
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<tbody>
<tr>
<td>Fewer than half of youth indicated that they had a good understanding of which disciplines lead to professions with job openings when selecting a course of post-secondary study education. Youth have reported that they are not familiar with market conditions or job role related requirements, even for traditional professions such as teaching or medicine. Businesses too, have found that young people often enter their professions with little understanding of what the job is about.</td>
<td>• Open your doors to young people and allow them to gain insight into your profession. Offer - job shadowing; or - open days.</td>
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<tr>
<th>Perceptual Barriers</th>
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<tr>
<td>The barriers to employment include perceptions of youth as immature, unprofessional, more time consuming and in need of extra supervision. However, research shows that employers who invest in passionate young people and their development reap greater rewards in terms of productivity, loyalty and staff retention.</td>
<td>NB. It is important that employers understand youth, cultural differences, and the perceptual barriers to employment. • Get to know the young people in your community through a youth development programme or mentoring scheme.</td>
</tr>
</tbody>
</table>

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12 Mourshed, Farrell, Barton, 2012. Survey sample (N)= 4,500 youth, 2,700 employers and 900 providers across Brazil, Germany, India, Mexico, Morocco, Saudi Arabia, Turkey, the United Kingdom, and the United States.
Get INspired: learn by example

Some amazing work is being done to combat youth unemployment. Get INspired with some best practice examples from around New Zealand.

Collaboration

A theme common to many of these examples is stakeholder collaboration between business, youth, education and training providers and government agencies, which ensures the risk to business is minimised and that duplication of effort is avoided. A collective impact approach to addressing societal issues ensures that all participants have a common understanding of the problem, a shared vision and agreed actions. Box 1 explains how Downer and MSD are working collaboratively to target and upskill the unemployed. To ensure success, targets should be set and results should be measured; participants must undertake mutually reinforcing activities, consistent and open communication is needed at all times, and support organisations, such as the Sustainable Business Council, in this case, serve as the backbone for the entire initiative by coordinating the various stakeholders.

Box 1: Downer ‘Base Civils’ Programme

In partnership with the Ministry for Social Development (MSD), Downer has developed a national Skills for Industry programme to provide training and mentoring for unemployed people. The two-week ‘Base Civils’ programme is designed for Work and Income clients and aims to help fill the shortage of workers by fast-tracking the basic training for any entry-level crew member while still counting towards NZQA unit standards. Following this training staff are selected for permanent positions at Downer, and work towards a National Certificate in Civil Construction Works. “Being able to match keen young people to such exciting and sustainable job opportunities is a real bonus,” Emma Hamilton, Regional Labour Market Manager, WINZ Southern.
Localised education and skills training directly related to job openings:

Business and educators tend to work independently of each other, which means that many young people can lack insight into how business operates and what business is looking for. When educators and business collaborate it can open the doors to good talent for business and good jobs for young people.

Box 2: Otorohanga

Since 2006, Otorohanga has consistently had the lowest registered youth unemployment (0-4% on a monthly average). Back in 2006, Mayor Dale Williams formed a group to investigate why Otorohanga District school leavers were not taking up locally available trade jobs and apprenticeships. A fundamental finding was that young people were leaving the Otorohanga District to take up pre-employment qualifications and study elsewhere. The solutions that the community decided upon and collaborated with a number of parties on were:

- The Otorohanga Trade Training Centre was established in partnership with the Waikato Institute of Technology (Wintec).
- Research was undertaken to identify the industries with the greatest uptake of apprentices.
- Specific courses were developed to train school leavers in skills that local employers needed. (Some courses are free)
- Employment guarantees were negotiated with employers for some courses to provide jobs for graduates.

For more information go to: http://www.otorohanga.co.nz/youth-programmes.html
The pipeline model to development

Businesses can grow their own workforces in a planned way, as shown by Counties Manukau District Health Board (Box 3). Such change needs to be led by senior management, with several champions beneath, to promote things long term.

Effective programmes engage with youth intensively and regularly over an extended period and often from a young age. The programmes should provide information regarding particular careers and implications for education or training.

Box 3: Counties-Manukau DHB Grow our Own Workforce Programme

The Grow Our Own Workforce Project is dedicated to encouraging Maori and Pacific people to consider health science as a career, ideally for future employment within South Auckland. CMDHB chief executive Geraint Martin says his board faces urgent staffing shortages and an “increasing misalignment” between its workforce and the people it serves.

The project, set up through the South Auckland Health Foundation and Tindall Foundation, provides support and awards scholarships to graduates from South Auckland high schools, with the aim being to have more than 200 Pacific and Maori people training for future health careers in South Auckland.
Opening the door:

Businesses offer a ‘foot in the door’ by providing more opportunities for work based training and work experience. SMART Waikato are developing best practice guidelines to assist employers in this area. Cadetship is an excellent method for combining complementary work and study in line with a clear career path and under the guidance and support of mentors (Box 4). In addition, young people can gain significantly from having a greater exposure to employers and understanding the world of business.

Box 4: The Warehouse ‘Red Shirts in Schools’ Programme

Red Shirts in Schools was designed to inspire and motivate students at risk of becoming NEET to continue their education at school and prepare for the workforce. Students complete NCEA credits by working six hours a week for ten weeks in conjunction with two hours a week in the classroom. The programme covers essential customer service skills such as communication, presentation, product knowledge and teamwork. The credits achieved count towards the National Certificate in Retail (Level 2).

As part of the package, students receive work placement, customised learning resources and the support of a dedicated coordinator. The coordinator inducts students, sets development plans, assesses their work, keeps in touch with schools in their region and works with store management to ensure students get a good understanding of retail work.
Working with education providers:
As outlined in the Vodafone case study (Box 5), employers and education providers need to actively engage one another and collaborate to define required competencies at a detailed level.

Box 5: Vodafone Apprenticeship Programme
The Vodafone Apprenticeship Programme grew from a business need to address skills shortages while improving gender and ethnic diversity. All Vodafone apprentices are recent school leavers and have minimum NCEA Level 2. Apprentices undergo a selection process and then complete a National Certificate in Telecommunications (level 3 or 4) in two years, with 70% on the job learning, 20% formal learning and 10% self-paced learning. Vodafone engaged with training providers to update the national qualifications framework in telecommunications to meet industry requirements prior to launching this programme. Mentors are assigned and support meetings are held to keep apprentices on track and to monitor their performance. At the end of the programme apprentices are qualified technicians with a career pathway in engineering.
Holistic youth development.

Young people’s ‘readiness for work’ is impacted by their life history. Effective programmes engage with youth from a young age to ensure they are set up for the best outcome when they come to look for work (Box 6).

Box 6: The Foundation for Youth Development – working with young people aged 5-18

The Foundation for Youth Development (FYD) works with young people between the ages of 5-18 in programmes that develop young New Zealander’s self-esteem, resilience and life skills. Their programmes (Kiwi Can, Stars, Project K and Career Navigator) have also been proven to reduce bullying and truancy in schools. Career Navigator is a school-based ready-for-work programme that helps secondary school students to make informed decisions about their future employment. FYD works in schools and brings business partners alongside to mentor students, give real world experiential workshops and participates in career options days.

“I have never seen such a significant impact on students as I witnessed with FYD’s Career Navigator” Salvatore Gargiulo, Principal, Manurewa High School

“We’ve seen the many benefits of Career Navigator first-hand through our involvement in developing the framework and the delivery of programme modules. The outcomes are potentially life changing for young people and we are committed to supporting Career Navigator and identifying opportunities in our business that match young people’s work readiness and interests.” Andrew Stevens, General Manager of Leighton Contractors New Zealand
Conclusion

This is a long-term issue and ideally, businesses need to incorporate the above recommendations into a long-term tailored pipeline or process for growing and developing their workforce, rather than implementing one-off and ad-hoc initiatives.

By improving outcomes on a national scale, businesses and communities have the potential to improve the local economy, the level of talent available to employers, and the educational and work opportunities for NEETS, thus putting them on track for a successful life and career and interrupting a multi-generational cycle of poverty for youth and their families.

This problem can only be solved by getting ALL IN: cross-sector coalitions that engage every stakeholder through a collective impact framework. Businesses in particular must work in collaboration, encourage innovation and take a long-term approach to the issue. As a result, they will enjoy a strong pipeline of diverse talent; generate future customers, enhance their brand and improve the job satisfaction of existing employees. Businesses must take a leadership role in starting careers: help your future staff (and customers) live in a bigger world today so they can contribute to a bigger business (and society) tomorrow.

“If we care for our environment and create a just, equitable and creative society, then we can attract and retain the best in the world”

- Sir Paul Callaghan
## Appendices

### Appendix 1: The Future Leaders

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
<th>Name</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Anderson Lloyd</td>
<td>Maree Baker-Galloway</td>
<td>Ideas Shop</td>
<td>Catherine Wilson</td>
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<td>Beca</td>
<td>Sarah McElrea</td>
<td>KPMG</td>
<td>Stephanie Ward</td>
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<tr>
<td>BRANZ</td>
<td>Lee Bint</td>
<td>Opus</td>
<td>Kat McDonald</td>
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<tr>
<td>Chevron</td>
<td>Claire Verner</td>
<td>Philanthropy NZ</td>
<td>Adrienne Thurston</td>
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<tr>
<td>Chevron</td>
<td>Nicholle Heggie</td>
<td>Sovereign</td>
<td>Nick Carter</td>
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<td>Deloitte</td>
<td>Xavier Black</td>
<td>Sovereign</td>
<td>Sam Kelly</td>
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<td>Downer</td>
<td>Allanah Kidd</td>
<td>The Warehouse</td>
<td>Theunie Rushmer-Wiid</td>
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<td>Toyota NZ</td>
<td>Tyler Keenleyside</td>
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<td>URS New Zealand</td>
<td>Gayathri Sankar</td>
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<td>Zoe Timbrell</td>
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<td>Sum Green</td>
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<td>Fonterra</td>
<td>Petula Bell</td>
<td>Westpac NZ Ltd</td>
<td>Nicholas Smith</td>
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<td>Fonterra</td>
<td>Lara Phillips</td>
<td>Westpac NZ Ltd</td>
<td>Shasta Wilson</td>
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<td>Foundation of Youth Development</td>
<td>Claire Baldwin</td>
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From August to November 2013 the group of young business leaders above were tasked by the Sustainable Business Council to look at the Social Role of Business and in particular the issue of youth transition to employment in New Zealand. The end objective was for the Future Leaders group to develop recommendations for New Zealand Businesses.

The Future Leaders Programme is run annually by the Sustainable Business Council, and is aligned with the World Business Council for Sustainable Development’s (WBCSD) Future Leaders Programme. It is a professional development opportunity focused on business leadership and sustainable development, with a different focusing topic each year.

To ensure that these networks are maintained and that work towards these goals continues, each individual has established an individual project within their organisation, and a Future Leaders’ Programme Alumni has been established.
Appendix 2: Method and approach for paper

The 2013 Future Leader Programme participants attended a series of workshops and presentations and embarked on research projects to understand the youth transition issue.

The Future Leaders then worked as four separate groups to research issues identified as critical to addressing youth unemployment. Research conducted included:

- comprehensive reviews of literature, including academic literature and extant studies, analysis of secondary data, and reviews of best practice case studies;
- face to face semi-structured interviews with over 10 participants;
- focus groups with young people in two separate schools; and
- questionnaire-based structured interviews with over fifteen participants.

Research participants included:

- Students from low and middle level decile secondary schools;
- Representatives of not-for-profit organisations who operate programme or activities in the youth transition space;
- Secondary school senior management and teachers;
- Representatives from local government;
- Senior management of professional business associations; and
- Senior management across a number of businesses, representing various sectors.

The mixture of primary and secondary data collection allowed the Future Leaders to understand and represent the views of various stakeholders involved in youth transition. Beyond this, a comprehensive understanding of the current situation and current initiatives already in place in New Zealand and around the world was developed. These findings were shared with the wider group and a summary was presented to a group of CEOs and major stakeholders. Feedback was received throughout these presentations and the findings were reviewed and refined.

This document presents the summation of those findings.
Reference List


