



Submission
Department of Employment – Employability Skills Training Consultation Paper
Submission prepared by Career Industry Council of Australia
August 2016



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About Us

CICA's vision as the national peak body for the career industry is to enhance transitions and productivity by advocating the individual, social and economic benefits of quality career development for all Australians.

Our mission is to:

- Advocate the value of career development for all Australians
- Promote career and skill development across the life-span
- Develop an evidence base to inform policy and best practice
- Enhance strategic relationships both within Australia and Internationally
- Promote quality frameworks to all stakeholders and professional standards for career development practitioners
- Influence government, industry, education and community sectors to embed career development in workforce development and curricula
- Enhance collegiality within the career industry to achieve agreed goals.

CICA has as its core business working to increase quality assurance for the career industry and its stakeholders around Professional Standards, Quality Benchmarking, Practitioner Registration, Research and Practice and Higher Education Course Endorsement.

CICA is the key point of contact in Australia for policy makers and other stakeholders with interests in career development.

Introduction

The Career Industry Council of Australia (CICA) welcomes the opportunity to provide a submission and contribute to the consultation on the first stage of the Youth Jobs PaTH, employability skills training.

In preparing this submission, CICA consulted and sought the views and opinions of its member associations (Appendix A).

Stakeholder Questions and Responses

Job seekers can participate in employability skills training from their first day in jobactive. What groups of job seeker would benefit most from completing the training before the five-month mark? For example, young Aboriginal and Torres Strait Islander people or young people with disability.

- All young job seekers would benefit greatly before the five-month mark so they can begin the process as early as possible. All schools/TAFEs and universities should have employability skills embedded into the curriculum to reduce the impact of youth unemployment in the future.
- Young Aboriginal and Torres Strait Islander people; young people with disability; young people with refugee backgrounds; young offenders; young people with a record of long term unemployment; homeless young people
- Those suffering with anxiety and/or depression, as well as those from families of long term unemployed would benefit.
- Young people with limited access to resources and life skills, such as housing, personal health care, clothing, footwear, tools, diet & nutrition, lack of physical fitness, poor time and money management skills, no access to the internet or a computer, limited access to transport to access the training, no experience of appropriate behaviour in a workplace, not socialised, or mentored.
- Young people should be offered this opportunity if they'd like it and it fits well with early vocational recovery models common in the youth mental health sector too. This is something that's missing at the moment as many people report going to the jobactive and then getting no help at all for 3 months. so they disengage.
- Possible provision of funding to the school system/sectors to fund specialist engagement and career development mentors. Funding schools for specialized officers to work with targeted youth in Year 12. The links can be made to the young people while in school and before they leave to external agencies etc. so students do not leave and drop off into a void if they are not moving straight into the training sector or university.

What arrangements should be put in place to ensure highly disadvantaged job seekers, such as Aboriginal and Torres Strait Islander job seekers are appropriately represented and referred for training?

- Providers need to go through an eligibility process to be part of this program.
- Providers should be required to demonstrate how they would identify and address the career development needs of the job seeker prior to referral to training. A training needs analysis is best conducted and assessed in the context of a career guidance interview.
- Providers need to demonstrate the ability of their staff to engage job seekers in career guidance interviews; Providers need to provide evidence that they have staff who are appropriately qualified to deliver such career development services in accordance with the professional standards required by Career Industry Council Association of Australia.
- Highly skilled, culturally sensitive, qualified personnel should be employed to work with the community organisations in each area to develop relationships with job seekers. Assessments could be undertaken surrounding abilities, values, motivation and interests to ensure these job seekers can create career plans and achieve employment in areas they are interested in.
- Literacy testing is crucial for highly disadvantaged job seekers because poor literacy must be addressed before employability skills training can be effective.

- Training provider's/jobactive services should work closely with their local youth mental health services or community support services e.g. headspace centres to recruit young people to the training or offer packages of training within these sites.
- Appropriate practical support structures should be put in place such as training in all areas of work, what's expected from work, motivation, cultural awareness, rights and responsibilities, as well as self-awareness, career profiling, career testing, career options, resumes, cover letters, networking, job applications, interviewing, and negotiation. This targets attitude but in addition, resources need to be provided to ensure the transfer of attitude to behavioural change. For instance, mentoring, internships, apprenticeships.
- Utilise Youth workers for the homeless who should be consulted.
- Utilise Aboriginal communities and their elders who should be consulted.
- Youth welfare agencies.
- Appropriate assessment and training and job placement for Aboriginal and Torres Strait Islander job seekers.
- Use Aboriginal liaison officers found in schools/ universities, community elders.
- Offer schools that have a high indigenous population incentive to run Certificate II in Foundation Skills.

Participation in employability skills training will become compulsory once a job seeker has been in jobactive for five months' subject to extenuating circumstances. How will job seekers, jobactive providers and training providers respond to the compulsory nature of the training? Are there any other extenuating circumstances not covered in the above examples?

- By making the program compulsory, job seekers may not be fully engaged in the program. It may be more beneficial if job seekers can see the benefits of the training by relating it to their own individual career development plan and how training can assist in the process.
- A warm and firm approach. Show compassion when it is appropriate and have boundaries and expectations. There is a lot of research to support this approach.
- The providers of the service need to be monitored closely to avoid the system being abused. The for-profit agencies who tender for this work only have the aim of making profit. The needs of the participants seem to be of little value to them, and outcomes of little regard, other than the milestone payments.
- Employ Professional Career Development Practitioners to run the programs.
- If the trial component of voluntary internships does not result in the actual hiring of young people, job seekers, their parents and other members of the community may quickly lose faith in the system. Equally, if young people are hired and not retained beyond the period of the bonus wage subsidy, faith in the system may be jeopardised. Commitment is needed from employers to actually commit to employing the job seekers after the voluntary internships from which the employers will benefit as well as the young people.

What is the best way for job seekers who cannot attend for 25 hours each training week to participate in the training? How practical is it to have two five-week blocks for these job seekers?

- This will depend upon individual circumstances, so there should be other options for completing the training (e.g. weekend participation, an additional option for an extended completion time)
- Online training can be suitable. The block delivery would not be beneficial for many participants as they try to attend interviews and look for work. Use of local libraries, internet cafes and skype may be of benefit.
- Consider the implications of vulnerable people being away from support for 5 weeks. Will they be housed, fed and supported appropriately?
- Have a mixed method training approach. Online, off-site e.g. employer visits and in-person. 25 hours per week on job seeking is a big commitment but if it's mixed up with guest speakers, off site visits etc. it could be more engaging.
- Webinars should be made available. Engagement with the job seeker re: feedback and learnings should be noted.
- Flexibility in training to allow Year 12 students who do not have paid work or a school-based traineeship to participate. Existing programs are not always suitable for Year 12 students.

- This will need to be on a case by case basis depending on the needs of the job seeker. Online may not necessarily be the answer for everyone and or appropriate for developing the teamwork etc. that is a goal of the employability skills training.

What limits should be placed on job seekers' access to employability skills training?

- Provided that the job seekers want to be in the program and make progress, there should be no limit.
- Job seekers need to demonstrate some commitment/engagement in the training through application, attendance, some level of progress. If the job seeker demonstrates this commitment, there should not be a restriction on access to the training.
- The only limits to access should be around the participant's demonstrated attitude, motivation and willingness to make the most of the opportunity.
- Training groups could be separated into those who have worked before (even in a part time capacity) and those who have never worked in any capacity. Anyone who has never worked and is over the age of 18 has not been able to learn customer service skills as a junior, and will find it extremely difficult to get an opportunity over the age of 18.
- Some kind of incentivised flexible scheme needs to be in place to maximise access.
- Young people with low literacy make struggle to manage this type of training especially if it's a one size fits all training program. Having a variety of training methods and supports available may lessen any issues with access.

Should there be an upper limit on the number of training providers per Employment Region? If so, what should that limit be?

- Yes! The limits should depend on the area of the region being covered, the number of unemployed etc. The quality of the provider should be the governing reason rather than the quantity. If there are too many providers the spread of participants may make it unviable to run a program.
- Limiting the providers to those who are able to provide the best service rather than the biggest group. Past positive performance data and client experiences should be used as one of the main determining factors in training providers receiving new/and or on-going contracts.
- Training providers should be monitored closely to ensure excellent outcomes at certain milestones, and if they are not performing, they lose the contract.
- Collaboration could be sought with different providers who have strengths in certain areas.
- In rural areas, job seekers may not be able to access programs that are not based in their home town. Even in urban areas, access to providers could be difficult for these disenfranchised young people.

What practical limitations might there be on providing training to all job seekers in an Employment Region within 90 minutes' travel time?

- The size of the Employment regions.
- Makes it extremely difficult to attend particularly if it is every day for a few weeks. Travel and transport can be difficult in regional areas.
- Lack of reliable transport combined with lack of experience are possibly the biggest obstacles to employment.
- Childcare arrangements also need to be taken into consideration for single parents, a particularly vulnerable group. Perhaps mobile training rooms like a bus could address this in areas where public transport is poor?
- In suburbs where public transport is not well serviced, 90 minutes' travel time is not sufficient. 90 minutes' travel time during peak time can translate to 120 minutes plus during non-peak.
- Cost for the job seekers and accessible public transport. Ninety minutes' travel time means 180 minutes return trip which seems a lot per day of the program. There could be safety issues for job seekers depending on where/when the programs are held. In rural areas travelling to access the program may be extremely difficult as no public transport may be available/available at appropriate times. Where public transport is available it may be too costly for job seekers and their families to afford.

- Many of the regional areas in Western Australia are often at a greater distance and more than 90 minutes' travel time away from centres where training might be offered. This increases the disadvantage to these young people.
- Limitations for offering providers at a distance as far as 90 minutes: costs/ time/ transport available/ will effect start and finish times.

How can training providers be encouraged to form partnerships or consortia to deliver both blocks of training which also meets the needs of a diverse range of young people?

- Prior to selection, providers should be required to either demonstrate their level of expertise (through experience and training of staff) or identify and provide evidence of a partnership or consortia that demonstrates both blocks of training can be delivered whilst also meeting the needs of diverse groups.
- Training providers need to develop strong relationships with the community groups in the area as well as the Government agencies. Before being accepted as a provider they should provide evidence of understanding of the needs of young people in the area.
- Partnerships with prospective employers should be evidenced.
- Engagement with Aboriginal Councils.
- Engagement with disability employment professionals.
- Look for synergy across groups.

How could the Department best ensure Aboriginal and Torres Strait Islander and other diversity groups have access to training providers with appropriate cultural competence?

- The Department needs to work closely with culturally competent personnel to ensure not only access to training is available but these diversity groups see value in the training and will want to attend. This can only be achieved by developing specific programs in conjunction with community members. By creating relationships with a basis of mutual respect and understanding, rather than “imposing” programs on the community, greater engagement and success can be achieved.
- Employ Aboriginal and Torres Strait Islander trainers
- Encourage training providers to partner or have certain content delivered or approved by Aboriginal education providers e.g. Victorian Aboriginal Education Association Incorporated.
- The training providers should be encouraged to work with elders/parents and appropriate community representatives.

Should the employability skills training include accredited units and be delivered by RTOs? What are the advantages and disadvantages to the job seeker, the training industry, jobactive providers and employers?

- There is advantage to job seekers for including accredited units in the employability skills training but the focus and priority of the training should be on the development of the employability skills to achieve the desired outcomes. Would be beneficial to successfully complete the whole Certificate II in Foundation Skills.
- RTOs may be in the best position to deliver training because they are regulated and must adhere to national standards that ensure learners have access to suitably qualified staff, quality training, learner protection mechanisms etc.
- To have the capability to deliver block 2 (understanding of the labour market so they can identify and pursue sustainable employment opportunities, advanced job hunting skills, job preparation, career development, interview skills and industry awareness experiences.) RTOs need to have qualified career practitioners on staff who can:
 - conduct pre training career guidance interviews,
 - provide ongoing support for job seekers in developing career action plans
 - assist job seekers to develop their career management skills
 - train other staff in delivery of career management skills
- Employability skills should be accredited units in a Certificate I in Business, IT, Community Services etc. By studying a course, participants will improve their employability skills as well as receive a qualification.

- In previous programs within Job Services Australia, significant levels of funding aimed at supporting development of employability skills to ensure a successful transition were subsumed within the budget/income of providers. The potential for this scheme to be sorted is quite high unless Jobactive providers have a strict accountability framework on how the funding is to be used appropriately.
- The accountability requirements for jobactive should set out the need to employ at least one qualified career development practitioner. It should set out a minimum number of individual and group activities. It should outline a process for collection of data to assess quality improvement as a result of individual participation.
- Training in career development/employability skills should be delivered by trained professionals with experience in industry, not experience working in the welfare sector.
- Young people need to be provided with quality training that is clearly differentiated from job search club/groups that are currently run by job services.
- Depending on the qualifications and training of staff, RTOs should be in a good position to run the programs. Not all RTOs may be able to run all aspects of the program. Embedding accredited units in the program could be beneficial to the job seekers. There is an important role for appropriately qualified professional career development practitioners to provide elements of the program e.g., manage career and work life.
- A joint venture between career development practitioners and training providers. Yes, some accredited units would be great as they could be part of a qualification into the future - the Foundation Skills qualifications allow for industry units to be packaged into these qualifications. Coupled with a workplace experience, this will provide people with the opportunity to develop Foundation skills in a real context. Links should also be made with career advisors/mentoring.
- Accredited units are nationally accredited so can be used anywhere.
- An issue might be that employers get funding to do Certificate III Traineeships and they may not get funding if employees have done the partial units already

If so, how might accredited units be delivered within the two blocks of training?

- There needs to be a mapping of the employability skills training against any accredited units offered by the provider.
- Job seekers need to be clearly informed about the areas of training that fulfil their obligation in completing employability skills training and any additional training in accredited units.
- Job seekers would also need assistance in understanding:
 - how they may translate skills they have completed into self-promotion strategies for the job market;
 - the impact of their skills development on their performance in the workplace and
 - their future capacity to manage their future career transitions.
- Participants should be offered a choice of enrolling into a variety of Certificate courses which all include employability training. For successful implementation, participants need to see a purpose to their training and this can be achieved through competency based assessments, potentially delivered in a mixed mode model.
- Employ career development professionals to help job seekers to investigate options for sustainable employment opportunities. Focus on advanced job hunting skills, job preparation, career development, interview skills and industry awareness experiences.
- Non practical units could be done on line.
- Final assessment/interview done in person to ensure student has done their own work.

How should training providers adapt the training to address the cultural and social diversity of young job seekers including Aboriginal and Torres Strait Islander youth?

- Flexible learning methodologies need to be employed to ensure sensitivity to the diversity of learners. Youth may be from diverse backgrounds and may include those from diverse cultural backgrounds, socially diversity, learners with disability and Aboriginal and Torres Strait Islander youth. The provider must ensure that all staff comply with anti-discrimination laws and that all learners have equal opportunity. This may require the provider to adapt to a range of learning styles, implement reasonable adjustment to meet specific needs and apply inclusive teaching practices.

- This may include how the training material is presented, how the learners are expected to demonstrate their understandings and the delivery mode.
- Learners need to be active participants in their learning and encouraged to connect their learning with their cultural context.
- Training providers need to work closely with the community groups to adapt programs for diverse job seekers. They should have demonstrated relationships with representatives in the community who can provide feedback and be involved in the program as much as possible. Training providers should not be allowed to deliver programs without having satisfied specific requirements around an understanding and commitment to cultural diversity.
- Ensure that the selected training providers are already experienced and recognised for delivering culturally and socially diverse training.
- Employ Aboriginal and Torres Strait Islander trainers

What are the advantages and disadvantages of specialist youth or community organisations being involved in delivery of the training?

- A collaboration between specialist youth or community organisations and training providers could be advantageous in accessing the experience of the former with the target group of learners and also capitalising on existing relationships / connections with the target group. A collaboration may also be an advantage in accessing local training venues within the required distance for job seekers and in accessing the support of local employer group.
- It is important to note that whilst collaboration is important, specialist youth or community organisations may not have the expertise in training and career development to effectively deliver employability skills training.
- Must be local. Little point if they are city based and the training group is regional, as strategies for finding employment must be localised.
- Youth and community organisations could provide the advocate/mentor roles as well as supporting the job seekers to persist with their programs, liaise with families, organise accommodation etc.
- The disadvantages are the involvement of too many agencies – the funding is fought for, rather than a collaborative approach.

Employability skills can be defined and categorised in different ways, and stakeholders will have differing views on the relative importance of particular employability skills. What skills should be included in an employability skills training course specifically designed for young job seekers?

- One of the first steps in Career Development is to gain an understanding of oneself and hence the need to assess job seekers on their interests, abilities, values, personality so they can be aware of their strengths. Then, the career planning can begin. Interests are assessed and realistic goals are developed. From this, job seekers can decide to study a qualification which includes employability skills.
- The Core Skills for Work Framework (2013) is more reflective of the modern context with its shifting labour market, changing industry requirements and advances in technology. This changeability requires the job seeker to self-manage their career. The inclusion of 'Manage career and work life' in the CSFW, acknowledges the fluidity of the labour market and the fact that career decision making skills are needed on many occasions in one's life. The ability to successfully transition within the workforce and be self-reliant in making career decisions leads to sustainable employment. This is a strong case for giving career development priority. Providers that engage qualified career practitioners to assist learners to develop career management skills, achieve better learning outcomes, leading to sustainable employment and in turn, a healthier economy. (ref ELGPN research).
- Manage career and life work would be an essential component and needs to be provided by appropriately qualified career development practitioners.
- Networking/building relationships, social media platforms and online presence/technology e.g. LinkedIn and how to use these effectively to gain employment, self-employment, career exploration activities, job outlook information so young people aren't enrolling in courses for jobs that won't be there when they finish, appropriate workplace behaviours, workplace

expectations, how to talk to your employer if you're not coping (disclosure of illness or general work stress).

- Personal presentation and communication skills are number one.
- Encourage links to secondary schools to investigate their work readiness programs.
- Focus on Communication; Presentation skills; Team work skills; Digital literacy; Problem solving.

What elements of employability skills training would give an employer the confidence to provide a young job seeker with a job or a work experience opportunity

- Teamwork, communication, personal presentation, reliability and digital literacy, career development (career management skills), interview skills and industry awareness experiences.
- Employers are likely to provide experience and opportunities for job seekers with the right attitude and motivation. Hence the need to ensure the “right” jobseekers are signed up to the program. Most employers should participate as their “contribution” and willingness to assist.
- Presentation- cleanliness, appropriate dress, and adequate job preparation in the form of work simulation would all add to the confidence of the job seeker.
- Willingness to learn
- Respectful manner and body language
- The job seeker has been given career counselling to ensure the job is the right match. It is important to match the job to the person, otherwise it will be an abject failure.
- A trainer (who is engaged in the process) who will go to the workplace and work alongside the young person to provide confidence in the initial stages. This would depend entirely on the needs of the job seeker.
- Use the Core Skills for Work Framework. WA education has a Workplace Learning endorsed program where students complete a Skills Journal that counts towards the Senior Secondary Certificate.
- Consider funding to schools to ensure that these programs are delivered in areas where the risk of unemployment is high.

What subject matter should be included in the second block of training?

- The content of the 2nd block of training is detailed in the Employability Skills Training consultation paper. This content reflects the career competencies outlined in the Australian Blueprint for Career Development; these competencies are the foundation skills for effective career development. These competencies could form the framework for addressing the content in the 2nd block of training. There is role for the involvement of the Career Industry Council of Australia in identifying appropriate subject matter through consultation with their member associations.
- Allowing the job seeker to investigate a career path. Will need assistance from career guidance professionals for this.
- The hidden job market, networking, use of online platforms to gain work, negotiating opportunities e.g. volunteering to paid work, running your own business.
- Self-awareness, emotional readiness for work, work ethics, expectations at work, career profiling, career testing, generating career options, resume, cover letters, key selection criteria responses, networking, job applications, interviewing, negotiating for the job.
- There is role for the involvement of the Career Industry Council of Australia in identifying appropriate subject matter through consultation with their member associations.

What form should industry awareness experiences take and what might the implementation issues be?

- Industry awareness experiences are an important dimension of career education and assist in the development of employability skills. These experiences afford job seekers the opportunity to expand their awareness of the labour market, industry, workplace expectations and occupational knowledge. These experiences have a great impact on the job seeker's aspirations, career clarity and employability.
- These experiences could take the form of virtual industry immersion tours using 3D glasses, group tours of workplaces, formal work placements/experience, job shadowing, simulated work experiences in the training environment and industry speakers addressing job seeker groups.

- A clear set of guidelines for work experience placements must be followed to protect learners, in addition, learners should undertake formal OHS training prior to placement.
- Internships to help understand an industry.
- On-the-job training with a motivated mentor. To work alongside a job-seeker to provide support and encouragement, and to develop problem solving skills.

What is the best way to ensure that both blocks of training are high quality and meet the needs of employers and job seekers?

- A Training Needs Analysis and assessment of current employability skills should be conducted. A qualified career practitioner should carry out the TNA during a career guidance interview, prior to the job seeker commencing the Employability Skills Training. At this point a career action plan should also be developed collaboratively with the job seeker.
- At milestone stages in the training, an assessment of the job seekers progress should be conducted.
- Upon completion of the Employability Skills Training, job seekers should be provided with another career guidance interview where the career action plan is reviewed.
- By correctly assessing the needs of jobseekers before commencing the training and then assessing outcomes at the end. Assessors should be employed by the Government to randomly “drop in” on training sessions and observe the quality of the teaching and engagement of students.
- In developing a training package, creating a curriculum that makes use of the current ASQA approved training package competencies, as identified in the Consultation Paper
- A rigorous approach to the appointment of trainers is essential.
- The provision of career development services and support should be clearly scoped out and a minimum requirement set. This should include utilising a qualified career development practitioner to provide these career development services. Career coaching should be available at the commencement, during the program and at completion. This would entail at least 3 to 4 hours of individual coaching plus some group and online support.
- The Career Industry Council of Australia and its member associations could be invited to work with the government to develop a curriculum for this program and to contribute to its evaluation.
- In line with other benchmarks, participants should clearly understand what is being offered and the intended outcomes. Jobactive providers should be required to report on pre-and post-outcomes.
- In relation to equity groups, there is a case to provide specific additional support. The program may therefore require training of additional aboriginal career development practitioners to support this program.
- Employ appropriately qualified professionals.
- Ensure long-term durability outcomes linked to funding.
- Ensure that the training delivery is as engaging and contextualised to participants' needs. Provide accreditation of individual subjects where possible, with a formal recognition of achievement and an understanding of how to build those subjects into a full course.
- There should be a role for the job seekers, their parents where appropriate, their advocates/mentors and employers to evaluate the program and also to provide input into the content and process of the program.

How can the training be made as work like as possible?

- The training needs to be realistic and should mimic real world experiences. In this way learners see the relevance of their learning to their career goals, and the learning becomes purposeful. Traditional classroom teaching should be avoided and learners should be fully engaged in hands on, interactive activities. The trainer should provide the learner with opportunities for self-discovery.
- Training can be made as work like as possible through, role playing scenarios, interaction with industry representatives, activities that have real application, creating a simulated work environment, peer demonstration, industry immersion via 3D glasses, industry learning experiences, employer involvement in skill development activities etc.

- Gaining support from local industry and having job seekers spend time with employers.

What are most effective modes of delivery for this type of training?

- The most effective mode of delivery is a mixed mode, flexible delivery option comprising face to face interactive workshops in a simulated work environment, industry learning experiences and self-directed enquiry.
- Consider computer based training, linked to real time in an employers' premises. Video of actual work practices.
- Involve young people in the delivery of training.
- Practical hands on, as much as is possible, not in a standard classroom setting.
- Given the diverse needs, interests and potential of the job seekers and their diverse locations personalising the programs as much as possible is essential.
- Simulations
- Work experience
- Industry inclusion
- Networking with industry opportunities

How could employers play a role in assessing young job seeker's employability skills in a way that provides maximum value to the job seeker without unduly imposing on the employer?

- Employers need to provide an assessment of employability skills in the form of feedback following an industry learning experience.
- Many large organisations have corporate responsibility programs. Negotiate with these employers to use that time to undertake mock interviews or participate in the training delivery.
- Get the job seeker to complete their own feedback forms as part of their internship experience.
- Utilise a pool of retirees, with invaluable skills and experience.
- Employ mentors to go in to the work place to supervise and monitor, provide encouragement.
- The recent NCVET report on work based learning may be of use if adapted. e.g. what role employers are going to take in making the training relevant and successful. https://www.ncver.edu.au/_data/assets/pdf_file/0017/60281/Work-based-learning.pdf
- Networking with prospective employers at end of program.
- Students have an e portfolio to show/send to prospective employers contain evidence of work experience/video clips/2-minute elevator pitch of themselves showing communication skills/resume.

What role might assessment tools play and what tools are available for this task?

- There is a huge range of assessment tools available which can be beneficial, but you need qualified professionals to deliver and interpret them.
- Career questionnaire tools would be helpful. Many young people find when this is facilitated well it can be helpful to gain clarity on career choices.

Which state level employability skills training programs are working well and have features that can be adopted nationally?

- Centacare WA: Free English Conversation classes
- Centacare WA: work experience programs | 20 hours as part of Certificates
- Career Centre WA: 10 Step Job search plan
- CCIWA: The Essential Guides for Graduates is a series of booklets developed by university students who spoke to numerous employers about how graduates can best prepare for the world of work. These documents are free for anybody to view and contain lots of tips, interview techniques and much more to get the young person as best prepared as possible for that job interview!
- Programs not working well are those where training providers have taken advantage of the system through falsification. By paying providers on a student enrolment basis, it opens the door for lack of transparency and enrolling as many jobseekers as possible. Providers should be paid

on the basis of successful completion of the course by the jobseeker or better still, once the jobseeker is employed. Utilising TAFE, for example, would also be beneficial.

General Comments

- Youth unemployment is a societal issue and the job seekers themselves should not be cast as 'problems' or blamed for a situation that has multiple causes and for which responsibility for a solution rests on the commitment of many including the job seekers.
- The provision of career development services and support should be clearly scoped out and a minimum requirement set. This should include utilizing a qualified career development practitioner to provide these career development services. Career coaching should be available at the commencement, during the program and at completion. This would entail at least 3 to 4 hours of individual coaching plus some group and online support.
- The accountability requirements for jobactive providers should set out the need to hire qualified career development practitioners for the purpose of career coaching. It should set out a minimum number of individual and group activities. It should outline a process for collection of data to assess quality improvement as a result of individual participation.
- In line with other benchmarks, participants should clearly understand what is being offered and the intended outcomes. Jobactive providers should be required to report on pre-and post-outcomes.
- The Career Industry Council of Australia and its member associations could be invited to work with the government to develop a curriculum for this program and to contribute to its evaluation.
- In relation to equity groups, there is a case to provide specific additional support. The program may therefore require training of additional Aboriginal career development practitioners to support this program.

CICA Member Associations

Australian Institute of Sport - Personal Excellence (AISPE)

Australian Society of Rehabilitation Counsellors (ASORC)

Career Educators Association of Northern Territory (CEANT)

Career Education Association of Victoria (CEAV)

Career Education of Association of Western Australia (CEAWA)

Career Development Association of Australia (CDAA)

Careers Advisers Association of New South Wales & Australian Capital Territory (CAANSW/ACT)

Graduate Careers Australia (GCA)

National Association of Graduate Career Advisory Services (NAGCAS)

Queensland Association of Student Advisors (QASA)

Queensland Guidance and Counselling Association (QGCA)

Rehabilitation Counselling Association of Australasia (RCAA)