National Career Development Strategy (NCDS) Research Project

Element 2: Quantitative Research

Report
June 2011

When I grow up I wanna be a...

urbis

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Alcohol Education Rehabilitation Foundation
Association for Children with a Disability Victoria
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Autism Asperger ACT
Autism Association of South Australia
Autism Association of Western Australia
Autism Northern Territory
Autism Queensland
Autism Spectrum Australia
Autism Victoria
Brain Injury Australia
Children of Parents with Mental Illness National Initiative
Children with a Disability Australia
Deaf Society of NSW
Deafness Forum Australia
Disability Information and Resource Centre South Australia
Disability Rights Victoria
Family Advocacy NSW
Mental Health Association of Queensland
People with a Disability Australia
Physical Disability Australia
Self Advocacy Sydney Inc.
Siblings Support ACT
The National Council on Intellectual Disability
Young Carers Australia
Young Carers Northern Territory
Young Carers Program Western Australia
Young Carers South Australia

Acronyms

ACRONYMS USED IN THIS REPORT

ACRONYM	DEFINITION
ABCD	Australian Blueprint for Career Development
ABS	Australian Bureau of Statistics
ACT	Australian Capital Territory
CALD	Culturally and Linguistically Diverse
CATI	Computer Assisted Telephone Interviewing
CDAA	Career Development Association of Australia
CEAV	Career Education Association of Victoria
CICA	Career Industry Council of Australia
COAG	Council of Australian Governments
DEEWR	Department of Education, Employment and Workplace Relations
IT	Information Technology
MCEETYA	Ministerial Council for Employment, Education Training and Youth Affairs
NCDS	National Career Development Strategy
NGO	Non-Government Organisation
NP	National Partnership
NSW	New South Wales
PLP	Personal Learning Plan
QLD	Queensland
SA	South Australia
SEIFA	Socio Economic Indexes for Areas
SES	Socio-Economic Status
TAFE	Technical and Further Education
VET	Vocational Education and Training

Executive Summary

Urbis was commissioned by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) to identify and analyse the career development needs and wants of young people (5-24 years), their parents, teachers and communities. The purpose of this research is to inform the development of a National Career Development Strategy (NCDS). A range of qualitative and quantitative research was undertaken. This report presents the findings of the quantitative research.

RESEARCH ACTIVITIES

Urbis conducted six surveys of various respondent groups: in total, over 5,150 people were surveyed through a mixture of on-line and Computer Assisted Technology Interviewing (CATI) methods.

This included:

- Survey of young people (1,801 respondents)

- Survey of Indigenous young people (40 respondents)

- Survey of parents (1,809 respondents)

- Survey of career practitioners (304 respondents)

- Survey of teachers (399 respondents)

- Survey of employers (800 respondents).

THIS REPORT

The findings of this Quantitative Report explore the following issues:

- views on who should be responsible for young people's career development needs

- the career ideas and aspirations of young people, and the key influences in relation to these

- the career development needs and wants of young people at different schooling levels, including children in primary school, young people in secondary school and young people in higher education and Vocational Education and Training (VET)

- the career development needs and wants of young people currently not engaged in education

- awareness of, access to, and perceived quality of career development services by young people, their parents, teachers and employers

- the needs and wants of, as well as challenges or barriers faced by, particular groups of young people in obtaining equity of access to quality career development services and resources including:

  - young people at risk

  - Indigenous young people

  - culturally and linguistically diverse (CALD) young people

  - young people with a disability

  - young refugees

  - young people with caring responsibilities

  - and young people in regional, rural and remote locations.

The report also examines:

- *what* information, guidance and advice is needed by young people to manage their careers over their lifespan and assist them with making better choices in relation to their learning, education and employment

- *how* young people want career information, guidance and advice communicated to them

- *when* young people want to receive career information, guidance and advice

- the role of online information, web based and interactive technologies in meeting the career development needs of young people and their parents

- and the specific career development needs and wants of parents and carers, teachers and employers.

DEFINITIONS

In the overall research project, 'career development' is defined as the complex process of managing life, learning and work over the lifespan (Miles Morgan 2003)[1]. In some instances, we make a distinction between 'career education' and 'career guidance', which both contribute to a young person's career development. 'Career education' is the development of knowledge, skills and attitudes through a planned program of learning experiences that will assist young people with making informed career decisions (MCEETYA Career Education Taskforce 1998)[2]. 'Career guidance' is counselling and advice provided to young people to assist them with developing a specific understanding of the realistic learning and work opportunities available to them (Miles Morgan 2003).

Career development services can be defined as a wide range of programs and services provided in many different jurisdictions and delivery settings. Their object is to assist individuals to gain the knowledge, skills, attitudes and behaviours to manage their life, learning and work in self-directed ways[3].

The term 'career development' is not widely used or understood among some of the respondent groups. A decision was therefore made to use terms with which they are most likely to be familiar (such as career education, career guidance/advice, and career information).

SUMMARY OF KEY FINDINGS

Notions of 'career', 'work' and 'career development'

Young people generally have fairly optimistic attitudes towards work and career. Overall, young people express the desire to have a career and most are of the view that there are lots of interesting work and career opportunities ahead of them.

Although young people generally say they want to have a career, not all have a clear idea of what this might look like or what it might involve. Forty percent (40%) of young people surveyed say they do not have a clear idea about the kind of work they would like to do over the next five to ten years. However, the majority of young people say they expect to do further training at various stages of their working life, and many say it is quite likely they will do different kinds of work over their lifespan.

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[1] Miles Morgan Australia, *Australian Blueprint for Career Development*, Draft Prototype, July 2003

[2] Ministerial Council for Employment, Education, Training and Youth Affairs (MCEETYA), *National Principles for Career Education*, MCEETYA, Canberra, 1998

[3] Career Industry Council of Australia, *Professional Standards for Australian Career Development Practitioners*, Revised 2007

How and why have these notions and the world of work changed over time?

The majority of young people surveyed say they expect to do further training at various stages of their working life (81%), and it is quite likely they will do different kinds of work during their life (63%). These sentiments are echoed by other cohorts. These views reflect the emphasis of change and flexibility, and the importance of life-long learning that are central elements in contemporary thinking of the term 'career'.

The changing nature of the working world is most strongly felt by parents who reflected on their own work experiences and spoke of growing up in a social environment where committing to one job for life was the norm.

Understandings of career development

Career practitioners surveyed use a variety of terms to describe the work they do. Most commonly they use the term career counselling (66%), followed by career education (56%), career information (54%) and career development (52%). Fewer practitioners use career guidance (45%) or career planning (42%) to describe what they do.

Despite this variation in the terminology used to describe their work, there is a very high level of agreement among career practitioners regarding their approach to their work and what the focus of their work should be. The great majority of career practitioners surveyed assign greatest importance to assisting young people to make decisions and take action for themselves. Those elements of their work that they rate as *very important* are empowering young people to make their own decisions (91%), helping young people to identify what their strengths and talents are (86%), and encouraging young people to do their own investigations or research (84%).

Skills and competencies

Across all cohorts, the development of life skills and competencies is seen to be important for managing careers in the ever-evolving and complex world of work where the notion of a '*job for life'* no longer exists.

Young people consider family the most significant source of learning for life skills or capabilities relevant to success in study and the workplace, followed by friends or fellow students, school or school teachers, part-time jobs done while at school, and studying at TAFE/university/college. Young people who attended schools in areas of relatively low SES attribute somewhat less influence than other young people to family, and to part-time jobs at school. On the other hand, these young people tend to attribute more influence than others to work experience.

Parents also consider family to be the most significant source of learning, of life skills and competencies, followed by studying at TAFE/university/college, part-time or casual jobs done while at school, and leisure activities. Compared to parents from other sectors, parents from Independent schools attribute more influence to school and school teachers, family, and studying at TAFE/university/college.

Overall, young people are more likely to emphasise the contribution made by friends and fellow students to the development of life skills.

Career development: responsibility and influences

Young people in primary school

The significant majority of teachers and career practitioners agree that *primary schools* should be responsible for career education. This includes teaching young people general competencies and life skills such as good communication skills, flexibility and resilience. It also includes broadening young people's horizons, and introducing them to the world of work and the various careers available to them.

Young people in secondary school

Parents, teachers and career practitioners say schools are mainly responsible for the career development of young people in *secondary school*, followed by young people themselves, and the parents. Employers also say schools are mainly responsible, followed by parents and then young people.

Young people in higher education or VET

Parents, teachers and career practitioners see universities and TAFEs as mainly responsible for the career development of young people in higher education or VET, followed by young people themselves and then schools. Employers see young people themselves as mainly responsible, followed by universities and VET institutions, and then parents. The responsibility of parents is perceived to decrease as children move from secondary school to higher education or VET.

Young people not in education

Parents, teachers and career practitioners say young people, employment service providers and parents are mainly responsible for the career development of young people not in education. Employers see young people as mainly responsible followed by their parents and State/Territory governments. Parents say they are more responsible for the career development of young people not in education than the career development of young people in higher education or VET, possibly because young people not in education do not have any obvious place they can turn to for support.

Influences in career development

Parents have the greatest influence over young people's subject choices, followed by peers, subject or class teachers, and school career practitioners. Parents also have the greatest influence in young people's thinking about post-school work or study. There is broad agreement amongst all the respondents that the following are also important influences in the career development decisions of young people: school career practitioners, work placements/work experience, peers, other family members and people that are working in the industry in which they have an interest.

Parents and teachers are more likely than young people to see career practitioners and work experience/work placements as influential in young people's choices about post-school work and study.

Young people in primary school

What is appropriate career development in primary school?

There is broad support for career development to commence in primary school, although views differ on what form this should take.

Support for career development commencing in primary schools is strongest among career practitioners with 95% agreeing that primary schools should be developing their students' capabilities such as good communication skills, flexibility and resilience that may be relevant to lifelong learning. Most teachers (91%) share this view.

Adequacy of the career development provided to young people in primary school

The majority of primary school teachers surveyed (83%) report that their school specifically aims to develop students' capabilities in a way that will help them with lifelong learning. Primary school teachers working in Catholic and Government schools are more likely to say this is the case than their counterparts in Independent schools.

Opinion is divided among teachers as to whether primary school teachers should have professional development to assist them in working with students on issues relating to future work or study. There is

stronger support for this among career practitioners, with 65% agreeing that such professional development would be beneficial.

Young people in secondary school

Availability of career development in secondary schools

Young people say the most common forms of career development *available* in secondary school are: an interview with a school career practitioner; printed material; a visit to or by a university or TAFE representative; a careers day or expo; and work experience/work placement. This is broadly consistent with what teachers say is available to young people in secondary school.

However, approximately 26% of teachers working in small schools (ie schools with under 500 students) say less than half (or none) of their students receive any career information, education or guidance at school.

Usefulness of various career development activities in secondary schools

Young people, career practitioners and teachers have somewhat different views on the usefulness of different career development activities. However, all agree that work experience/work placement is either the most useful or the second most useful form of career development for young people. Young people find *'hands on'* activities such as visits to workplaces, visits to or by TAFE/universities, and career expos most useful.

Career practitioners and teachers are of the view that the VET in Schools program is among the top two useful career development activities, a view that is not shared by young people who rank the VET in Schools Program as the sixth most useful form of career development. Career practitioners are more likely than teachers and young people to see an interview with a career practitioner as a useful form of career development.

Overall satisfaction with the quality, accessibility and timing of career development in secondary schools

There are varying levels of satisfaction with the accessibility, quality and timing of career development in secondary schools among young people, parents, career practitioners and teachers. Generally speaking, teachers express the *most* satisfaction with the current situation. Parents, career practitioners and young people at school express similar levels of satisfaction, while young people who have left school express *least* satisfaction.

Generally, somewhat higher levels of satisfaction are evident in relation to the *accessibility* and *quality* of career development. Lower levels of satisfaction are evident in relation to the *timing* of career development in secondary schools.

Satisfaction also varies across education sectors. Students from Government schools consistently express less satisfaction with access, quality and timing of career development, when compared to students from Independent schools. Students in Catholic schools typically rated somewhere in the middle, but their experiences are often more closely aligned with those in Government schools.

Satisfaction with access, quality and timing of career development in secondary school is lower for small (ie less than 500 students) schools.

Likewise, satisfaction with career development in secondary school is lower for parents and teachers in regional and particularly rural areas. Less than half of the parents surveyed in rural areas express satisfaction with the timing of career advice and support available in secondary schools.

Satisfaction with career development in schools also varies on the basis of SES. Students whose schools are in the lowest Socio Economic Indexes for Areas (SEIFA categories) are consistently less satisfied than students in higher SEIFA categories.

Students with a disability are less satisfied than other young people with the career development they are receiving or had received at school. Among young people who had left school, 26% of those with a disability as against 22% for the whole sample of young people were dissatisfied with the access they had to career development; on timing the corresponding results were 29% compared to 24%. Among those still at school, the gap was even bigger, with 20% of young people with a disability dissatisfied with the quality of career development compared with 12% for the whole sample of young people; this pattern was similar for satisfaction with access and timing.

Improving career development provided to secondary school students

Despite the majority of respondents in all groups expressing overall satisfaction with career development in secondary schools, a number of gaps and inadequacies were clearly identified. Young people, parents, teachers and career practitioners are of the view that there are gaps in the current provision of career development in secondary schools. Almost half (48%) of career practitioners, 22% of students, 18% of parents and 10% of teachers say they are aware of instances where young people wanted or needed some form of career development but were unable to get it.

Moreover, only a minority of students who have left school are of the view that they were well-informed about the labour market and work or career opportunities when they left school or believe that schools and school teachers are well-equipped to offer information or guidance about future work/career.

The forms of career development they said they would have like echoed what they generally said they would feel useful – in particular work experience and work placement and visits to/from TAFEs/universities.

Both teachers and career practitioners report that they face challenges in working with various disadvantaged groups.

- Teachers and career practitioners working in Government Schools report facing more challenges than those in other educational sectors in supporting career development of potentially disadvantaged groups. Yet it is in Government schools that some of the biggest gaps are most evident in relation to the availability, accessibility and quality of career development services.

- Career practitioners expressed the need for additional resources to help them work with potentially disadvantaged groups of young people, in particular young people at risk, young people with a disability and Indigenous young people.

- Career practitioners believe greater contact with employers/industry, additional time to spend with students/young people, internet-based resources, help in networking with other professionals, and other professional training or development will assist them in working effectively with potentially disadvantaged groups.

Young people in higher education or VET

Young people in higher education and VET are fairly positive about the career development offered by their educational institutions, with both groups of students agreeing that their university or VET institution provides good career or employment services. Only a minority of higher education and VET students (25%) say *'you don't hear much about these services at my uni or college'*. However, TAFE students are more likely to be of this view than university students.

The majority of career practitioners surveyed say they are satisfied with the quality (67%) and accessibility (62%) of career development in universities. However, less than half of career practitioners say they are satisfied with the quality (46%) and accessibility (46%) of career development in the TAFE system.

Career practitioners working in TAFE/university commonly identify challenges in working with a number of potentially disadvantaged groups. Almost three-quarters identify challenges in working with young people

who speak a language other than English at home. A further two thirds (65%) say they face challenges working with young people with a disability and 55% with young people at risk. Some 40% also identify young humanitarian refugees and Indigenous students as posing challenges for them.

Just over a third of parents (36%) who have children attending university or TAFE say they have tried to get information and advice to help their children make decisions about work or study. Although most parents say this was *easy* (60%), 18% say they found it *fairly difficult* or *very difficult.*

Young people not in education

A total of 88% of career practitioners surveyed agree that *there is a major gap in career development to young people who are not in education.* Parents are slightly more positive. A quarter of parents with children not in education say they have tried to get career information or advice: 55% of parents say it was *easy* but 24% say it was *fairly difficult* or *very difficult.*

Parents and carers

There is broad agreement that parents are the most significant influence in young people's career decisions, and play a key role in supporting and assisting young people in their career development.

The majority of career practitioners (67%) say that firm parental expectations, whether too high or too low, are a major barrier to effective career development.

Most parents surveyed (82%) say they feel confident about their capacity to help their children at school to make decisions about study, work or career, and 83% say they feel able to advise or help their children with school subject choices. Slightly fewer parents with children in Government schools express such confidence in comparison to those parents with children attending Catholic or Independent schools. Also, slightly fewer Indigenous parents surveyed express this confidence.

Parents' levels of confidence appear to diminish after their children leave school. Only 67% of parents surveyed whose children have left school say that they feel able to advise or help their children with decisions about work or study. Women are less confident than men in this regard.

Despite most parents saying they feel confident to help their children make decisions about study, work or career, a substantial minority of parents (around 40%) believe things have changed so much it is difficult nowadays for parents to advise their children about work or study. This is particularly the view of parents with an annual household income of less than $60,000, with half of these parents expressing this view. Career practitioners also share this view, with over two-thirds (67%) of those surveyed saying parents face some difficulties in this regard.

Parents express a strong desire for schools to involve them in the career development of their children. The vast majority of career practitioners (93%) and parents surveyed (89%) believe that schools should involve parents or other community members in providing career information or guidance. This finding was evident for males and females and across school education sectors and regional locations. However, less than half the parents surveyed (46%) were of the view that parents were involved with schools in the process of providing career information or advice.

Close to one in six parents reported they did not know much about what was provided at school by way of career information and advice. This was particularly the case for parents whose children attended a Government school. Only 40% of these parents said parents were involved in this process compared with 48% in Catholic schools and 55% in Independent schools. Indigenous parents report an even lower level of involvement (31%).

Parents surveyed were asked to rate the usefulness of a range of identified resources and tools that would potentially assist them support their children with decisions about study, work or career. The majority of parents rate the following as useful:

- help in contacting people doing the kind of work their children may be interested in
- material on the internet designed for parents on work, study and careers
- career expos
- printed materials designed for parents on work, study and careers
- personal meetings with school career advisors, teachers or advisors
- a careers hotline for parents.

1   Introduction

1.1   AIMS OF THIS RESEARCH

In October 2010, Urbis was commissioned by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) to identify and analyse the career development needs and wants of young people (5-24 years), their parents, teachers and communities. The purpose of this research is to inform the development of a National Career Development Strategy (NCDS). A range of qualitative and quantitative research was undertaken. This report presents the findings of the quantitative research.

The stated aims of this research are to provide analysis on:

- the career development needs, wants and issues of both 'mainstream' young people and harder to reach or potentially disadvantaged young people (including young people at risk, Indigenous young people, culturally and linguistically diverse (CALD) young people, young people with a disability, young refugees, young people with caring responsibilities and young people in regional, rural and remote locations) as well as parents and carers, career practitioners, teachers and employers

- the career development needs and wants of young people at different schooling levels, including children in primary school, young people in secondary school and young people in higher education and Vocational Education and Training (VET)

- the career development needs and wants of young people currently not engaged in education

- the career development needs at the primary school level to ensure that practices are in place that support the growth of career development skills from a very early age

- the knowledge and skills of the individual where effective career development has occurred

- what is needed by young people to assist them with making better choices in relation to their learning, education and employment

- the role of online information, web-based and interactive technologies in meeting the career development needs of young people and their parents

- awareness and perception of career development services, information and guidance by young people, their parents, teachers, communities and employers.

1.2   RESEARCH ACTIVITIES

The methodology for this research project involved a mixed method qualitative and quantitative approach. The research included focus group discussions, one on one in-depth interviews, online surveys and Computer Assisted Telephone Interviews (CATI) with young people, parents, teachers, employers, career practitioners and other stakeholders. In total, over 5,500 people were consulted and/or surveyed as part of the project. The research was conducted over a five month period from November 2010 to March 2011.

1.3   THIS REPORT

This report (the Quantitative Research Report) presents the findings from each of the six surveys conducted for the research, as well as a synthesis of key findings across these surveys.

A separate report has been prepared for the Qualitative Research, and a Synthesis Report has been prepared combining the findings of the qualitative and quantitative reports.

2   Methodology

Some 5,153 people were surveyed for the Quantitative Research component, across six separate surveys. Copies of the survey instruments for each of the respondent groups are attached at Appendices A-F. A summary of each survey, and characteristics of those responding is detailed in the Table below.

TABLE 1 – METHODOLOGY TABLE

KEY ACTIVITIES	DESCRIPTION
Quantitative research	
Survey of young people (n=1,801)	1,801 young people aged between 14 and 24 years completed an online survey. Most respondents were the children of parents who were members of an existing online survey panel. A low socio-economic status sub-sample involving 200 young people were interviewed by telephone, randomly selected from the Electronic White Pages.
	Of the 1,801 respondents:
	▪ 69% were female and 31% male
	▪ 33% were at school or doing year 11 or 12 at TAFE; 35% were doing some form of further study; 32% were not in education
	▪ half were aged between 20 and 23 years; the female respondents had a somewhat older age profile than the males
	▪ 63% lived in a capital city, 28% in a regional city or large town, and 9% in a small town or rural area
	▪ 2% were of Aboriginal or Torres Strait Islander background, and 22% spoke a language other than English at home
	▪ 7% reported having carer responsibilities
	▪ 5% reported having a disability
	▪ 56% were receiving (or had received) their secondary education at Government schools, 25% at Catholic schools, 16% at Independent schools, and 4% at some other type of school.
Survey of Indigenous young people (n=40)	40 Indigenous young people aged between 14 and 24 years completed the survey. The short survey was administered at the end of the focus group discussions with young people. Of the 40 respondents, 17 participants were at school and 23 had left school.
Survey of parents (n=1,809)	1,809 parents completed the survey. Most respondents completed a short survey online. A low socio-economic status sub-sample of parents were interviewed by telephone, randomly selected from the Electronic White Pages.
	Of the 1,809 respondents:
	▪ 74% were female and 26% were male
	▪ 76% had one or more children aged 14 years or over attending secondary school, 54% had one or more children attending TAFE or university, and 35% had one or more children who have left school and are not in education
	▪ those parents with children at secondary school were broadly representative in terms of the proportion attending Government, Catholic and Independent schools.
Survey of career practitioners (n=304)	304 career practitioners completed the survey online. The online survey was promoted to respondents through major industry associations including the Career Industry Council of Australia (CICA) and the Career Development Association of Australia (CDAA).
	Respondents included career practitioners:

	▪ with and without formal career qualifications
	▪ working in schools, VET institutions, universities, private practice, government organisations and businesses
	▪ working in different States and Territories around Australia
	▪ working in metropolitan, regional and rural areas.
Survey of teachers (n=399)	399 teachers completed an online survey. Of the respondents:
	▪ 56% were secondary school teachers, 28% were primary school teachers, 17% taught at both a primary and secondary level
	▪ Just over 70% were female
	▪ 67% were teaching in a Government school, 14% in a Catholic school, 17% in an Independent school, and 3% in some other type of school
	▪ Among those teaching at secondary level, 20% were in schools with fewer than 500 students, 43% in schools with 500-1,000 students, and 37% in schools with over 1,000 students
	▪ 64% were teaching in a capital city, 25% in a regional city or large town, and 12% in a smaller town or rural area
	▪ Almost 50% of these teachers had started teaching 20 or more years ago, and almost 70% had started teaching 10 or more years ago
	▪ 20% spent some of their time working as a career teacher but, for most of these, careers work occupied less than 20% of their time. Only 2% of respondents spent all or most of their time working as career teachers. Among those who did some work as career advisors, just over one-third reported having formal qualifications for this work.
Survey of employers (n=800)	The survey was completed by 800 employers comprising a nationally representative sample of small to medium sized business decision makers across 14 core industries. The 11 survey questions were administered via an omnibus Computer Assisted Telephone Interview (CATI), which included a range of other questions including basic screening and demographics to profile the businesses and respondents.

3   Survey of Young People

This section presents the findings of a national survey undertaken with young people. The aim of the survey was to ascertain their views and experiences on a range of matters to do with the provision of career development to them, to explore their role in this process, and to identify any unmet needs or gaps.

Key Findings

Choice of school subjects

- Respondents identified their *parents* as easily the greatest influence on their choice of school subjects; other influences included what subjects their friends or classmates were choosing, and input from class teachers and from career teachers or advisors.

- Respondents had tended to choose the school subjects they most enjoyed, those they were good at and, to a somewhat lesser extent, subjects they expected to be useful in later studies or work.

Career development for secondary school students

- The forms of career education or information that respondents *most commonly recalled* receiving were interview/s with a careers teacher or advisor, printed materials, visits to TAFE /university or visits from TAFE/university representatives, and Careers Days or Expos. The types of career education or information they judged to be *most useful* were visits to workplaces, work experience, TAFE/university visits or visitors, and Careers Days/Expos.

- *Parents* were identified as having been the source of most influence or assistance to the respondents in their thinking about further study, work or career. Other influences included contact with someone in the line/s of work the respondents were considering, input from family friends or other family members, guidance from career advisors, and the influence of classmates or friends.

- Among the respondents who were *still at school*, around 60% expressed satisfaction with their access to career education, the quality of that education, and its timing in their school life. Females were somewhat less satisfied than males with the *quality* of the career education received. Students at Catholic or Independent schools tended to be more satisfied than those at Government schools.

- Among those who had *left school* the total levels of satisfaction were lower, ranging between 48% (timing) and 56% (access). Among these older respondents, those who had attended Independent schools were more satisfied than those from either Government or Catholic schools. As with the school students, females were a little less satisfied than males with the quality of career education.

- *Respondents with a disability* were generally less satisfied than others with the career education they were receiving or had received. This group also expressed lower levels of satisfaction or optimism in their responses to various other survey questions.

- The two most common respondent suggestions for improving career education were provision of more information about TAFE/university/further study, and more work experience.

- Respondent opinions on a range of statements relevant to career education at school were broadly positive. Overall the most positive responses tended to come from female respondents and from those who were attending/had attended Independent schools.

After leaving school

- Questions about career information and guidance after leaving school were answered by 1,064 respondents who had left school in 2009 or earlier. Some 57% of these were currently doing some form of further study – mostly at a university. Of the 43% who were not in education, most were working full-time.

- Among these 1,064 respondents, 79% had done or were doing some form of further study. The corresponding figure for those from Government schools was 75%, from Catholic schools 82%, and from Independent schools 89%.

- Only 16% of these respondents had not undertaken any further study after leaving school; another 5% had started but not completed a program of further study.

- The most common reasons given for choosing a particular course of study were:
  - I thought I would enjoy it
  - It offered good future prospects
  - I thought I had appropriate skills and talents
  - It interested me or caught my imagination.

- Among those who had changed from one program of tertiary study to another, the reasons given for the change largely reflected a view that the original decision had been inappropriate or poorly informed.

- 80% of those currently studying were *happy* or *very happy* with their choice of program; 5% were *unhappy* or *very unhappy*.

- 73% of those who were in employment were *happy* or *very happy* with their type of work; 9% were *unhappy* or very *unhappy*.

- Student views on the career/employment services offered by their TAFE, university or college were broadly positive, with females expressing somewhat more positive views than males. In total:
  - 68% agreed that their institution offered good career or employment services
  - 77% said they would be happy to use such services
  - 24% said that *you don't hear very much* about such services at my institution.

- 82% of respondents identified *the family* as one of the main sources of learning about life skills such as resilience, flexibility and clear communication. Other significant sources of such learning were friends or classmates, school or school teachers, having a part time job while at school, and studying at TAFE/university/college.

Other attitudes and opinions

- Among respondents who had left school:
  - 66% said they felt on track for the sort of work they hoped to do in the next few years
  - 56% said they would know where to go for information or guidance on training.

- However, respondents who had left school expressed some significant reservations about how well school had prepared them for career decisions and development. Only about 40% agreed that the subjects they had done at school were a *good preparation* for the sort of work they were likely to do, or that schools/teachers are *well-equipped* to offer career guidance and advice. Only 32% agreed that when leaving school they had been *well informed about the labour market and career opportunities.*

- One in four respondents had found the transition from school to work or further study *quite difficult*, and 22% said that since leaving school things had *not gone too well* for them, work-wise.

- Responses to this set of questions from Indigenous respondents who had left school (a small sample) tended to be more negative or pessimistic than most.

- Among respondents with a disability, above-average percentages said they had experienced difficulty in the transition from school, and that things had not gone well for them work-wise.

- There were fairly high levels of overall agreement with the propositions that:
  - work is an important way of using our skills and talents (83% agreed or strongly agreed)
  - satisfaction with your work is one of the most important things in life (78%)
  - work is a way of contributing to the community (73%).

  In this context, female respondents tended to express somewhat more positive or idealistic views than males. Those from Independent schools tended to express more positive or idealistic views than those from Government or Catholic schools.

Overall, these young people rated direct support and contact with career advisors, educational institutions and employers as more useful in their career development than use of the Internet - although two out of five respondents said they used social media to obtain or exchange information about future work or study. This use of social media tended to increase with the socio-economic status of the school's location, from 36% for those who attended schools in the lowest SEIFA groupings up to 46% in the highest.

3.1   DESIGN AND CONDUCT OF THE YOUNG PEOPLE'S SURVEY

3.1.1   Survey design

The survey sought information on the respondents' experience of career development and, it was designed to capture the perspectives of young people on how best they can be prepared for further education and the workforce, particularly focusing on career information, support and guidance. It was designed by Urbis in consultation with DEEWR.

The key topics addressed in the design of the survey questionnaire were:

- Young people's level of preparedness for entering the workforce

- Responsibility of various people or groups for providing or obtaining career guidance for young people

- Experiences of young people in gaining access to information about current or future career options

- The level and type of career information, education and guidance students receive in schools

- Resources or support young people feel they require for their career development

A copy of the survey instrument is included in Appendix A of this report.

3.1.2   Survey administration

The survey questionnaire was answered by 1,801 respondents aged between 14 and 24 years, who were either in secondary school, in tertiary education, or not currently in education. There were respondents from every State and Territory. The survey was completed online by 1,601 young people, while a further 200 young people completed a 'top-up' survey administered by telephone. Those who took part in the 'top-up' survey were drawn from low socio-economic status areas identified from Australian Bureau of Statistics (ABS) data; they were randomly selected using the Electronic White Pages.

Most of the young people who responded on-line were the children of parents who belonged to an existing on-line consumer research panel. However, the survey was widely promoted through over 60 peak bodies and related services working with young people with a disability and young people with caring responsibilities, to ensure participation by these 'harder to reach' groups of young people.

3.1.3   The respondents

Personal characteristics

The total number of respondents to the young people's survey was 1,801. Of these, 69% were female and 31% male.

Table 2 sets out information on age by gender. It shows that the male respondents as a group were *younger* than the female. For example, almost half the males (46%) were aged 18 years or younger, as against only 29% of the females. The table also shows that 50% of all respondents were in the age group between 20 and 23 years old; females substantially outnumbered males in this age range.

TABLE 2 – AGE BY GENDER (PERCENTAGES)

	TOTAL	MALES	FEMALES
14 years	3.5	5.6	2.6
15 years	6.6	10.0	5.0
16 years	12.2	14.0	11.4
17 years	11.7	16.5	9.6
18 years	6.5	5.6	6.9
19 years	6.4	5.3	7.0
20 years	10.1	9.5	10.4
21 years	12.7	10.4	13.7
22 years	12.1	8.0	13.9
23 years	15.4	12.7	16.5
24 years	2.8	2.4	3.0
TOTAL	100	100	100

There were 1,136 respondents (63%) who lived in a *capital city*, 499 (28%) who lived in a *regional city or large town*[4], and 166 (9%) who lived in a *small town or rural area*. Relatively more of the males (67%) than the females (62%) lived in a capital city, while fewer males (24%) than females (30%) lived in a regional city/large town. Nine per cent of males and 10% of females lived in a small town or rural area.

There were 389 respondents (22% of the total) who stated that they spoke a language other than English at home. Thirty-six respondents (2%) identified themselves as being of Aboriginal or Torres Strait Islander background – a small number which makes it difficult to draw any firm conclusions about Indigenous experience from this survey.

The survey was designed to over-sample young people with caring responsibilities and young people with a disability – that is, to include more of these young people than we would expect to find in a random sample. The number of respondents who stated that they had responsibilities as a carer for someone in their family was 133 (7% of the total). There were 94 respondents (5%) who reported having a disability.

Table 3 sets out data on gender for respondents of Aboriginal or Torres Strait Islander background, those who spoke a language other than English at home, those with caring responsibilities and those with a disability. Females outnumbered males in each of these groups.

TABLE 3 – FOUR CATEGORIES OF RESPONDENT BY GENDER (PERCENTAGES)

	MALES	FEMALES
Aboriginal/Torres Strait Islander	25.0	75.0
Speak a language other than English at home	33.7	66.3
Caring responsibilities	32.3	67.7
People with a disability	40.4	59.6

Schooling

The survey was designed to include substantial sub-samples of young people currently *at school*, of those currently *engaged in post-school study*, and of those currently *not in education*. Table 4 shows the percentage of respondents in the various groups, classified by gender. Consistent with the age data

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4   Defined as having a population over 30,000.

presented above, relatively more *male* respondents than female were at school or doing Year 11/12 at TAFE; relatively more *females* had left school.

TABLE 4 – CURRENT EDUCATION SITUATION BY GENDER (PERCENTAGES)

	TOTAL	MALE	FEMALE
At school in 2011	27.4	35.6	23.7
Doing Year 11 or 12 at TAFE in 2011	5.7	10.4	3.6
Doing further studies in 2011	35.1	28.9	37.9
Not in education in 2011	31.8	25.1	34.8
TOTAL	100	100	100

Among those who were at school or were completing their schooling at TAFE in 2011 (n=595), only 5% were in Years 7 or 8, with 28% in Years 9 or 10 and the majority (67%) in Years 11 or 12.

Everybody who took part in the survey had received secondary schooling in Australia. Fifty-six percent had mostly attended Government secondary schools, while 25% had mostly attended Catholic secondary schools, and 16% Independent schools. There were 66 young people (4%) who said they had attended some other type of school; these included, for example, 10% of the respondents with a disability. 'Other' types of schooling included special schools, international schools, home schooling and distance education.

Leaving aside those who said they attended 'other' schools, the profile of the respondents by school sector is quite close to the actual distribution of secondary school students nation-wide[5].

As Table 5 shows, there were some small differences by gender in the type of school the respondents attended: relatively more females than males were attending or had attended Catholic schools, with the reverse being true in relation to Government and Independent schools.

TABLE 5 – TYPE OF SCHOOL BY GENDER (PERCENTAGES)

	TOTAL	MALES	FEMALES
Government	55.9	56.7	55.6
Catholic	24.6	23.1	25.3
Independent	15.8	17.1	15.3
Other	3.7	3.3	3.9
TOTAL	100	100	100

As for size of school, the largest percentage of respondents (45%) reported that the school which they had (mostly) attended had between 500 and 1,000 students; 12% had attended a smaller school (fewer than 500 students), and 35% a school with over 1,000 students. Eight percent were unsure about school size. (As later sections of the report explain, there were some differences by school size in young people's opinions about and experience of career education).

The schools attended by the respondents were spread across all the States and Territories, with the largest numbers being in the two most populous states, New South Wales and Victoria. Table 6 cross-tabulates State or Territory by school size and by respondent gender. It shows that in NSW schools the percentages of male and female respondents were approximately equal, and that for Victorian schools the percentage of male respondents was *higher* than the female percentage. Young people who (had)

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[5]   ABS data show that in total 61% of Australian secondary students attend Government schools, 22% Catholic and 17% Independent.

attended large schools (over 1,000 students) are strongly represented in the Victorian sample, while many of the NSW respondents had attended schools of medium size (500-1,000 students).

TABLE 6 – STATE/TERRITORY BY SCHOOL SIZE AND RESPONDENT GENDER (PERCENTAGES)

	TOTAL	BELOW 500 STUDENTS	500-1,000 STUDENTS	OVER 1,000 STUDENTS	MALES	FEMALES
ACT	2.0	1.4	1.2	2.4	1.8	2.1
NSW	35.7	30.4	42.2	30.8	35.1	36.0
NT	0.5	1.9	0.5	0.2	0.2	0.6
QLD	18.5	15.9	17.2	21.1	16.0	19.7
SA	6.4	10.7	6.0	5.1	7.3	6.1
TAS	1.3	3.3	1.1	0.6	1.1	1.4
VIC	27.5	27.6	24.7	31.4	33.6	24.8
WA	8.0	8.9	7.0	8.4	4.9	9.4
TOTAL	100	100	100	100	100	100

The respondents were asked to give the postcode of the secondary school which they had mostly attended; 92% were able to do so. The Social and Economic Index for Australia (SEIFA), developed by the Australian Bureau of Statistics (ABS), was used to classify the school postcodes into five groups to provide a broad indicator of socio-economic status. Table 7 presents this information classified by respondent gender and by type of school. Almost 40% of school postcodes fell into the highest of the five categories used in the table. This was true of almost 60% of the Independent schools. The distributions of male and female respondents were broadly similar in terms of SEIFA categories.

TABLE 7 – SOCIO-ECONOMIC INDEX BY RESPONDENT GENDER AND SCHOOL TYPE (PERCENTAGES)

SEIFA DECILES	TOTAL	MALES	FEMALES	GOVERNMENT SCHOOLS	CATHOLIC SCHOOLS	INDEPENDENT SCHOOLS
1-2 (lowest)	5.2	4.8	5.3	6.7	3.8	2.6
3-4	8.4	8.4	8.3	9.6	6.6	6.4
5-6	17.1	13.8	18.5	18.5	18.5	11.2
7-8	30.2	33.9	28.5	32.1	31.2	21.3
9-10 (highest)	39.3	39.1	39.3	33.2	39.8	58.4
TOTAL	100	100	100	100	100	100

As noted earlier, the on-line survey of young people was supplemented by a CATI (telephone) survey of 200 respondents whose residential postcodes fell into the two lowest SEIFA deciles. This 'low SES' sub-sample included substantially more people living outside the capital cities (52%) than was true of the respondents overall (37%). The low SES sub-sample had an even greater majority of female respondents (76%) than the sample overall and, consistent with this, had a somewhat older age profile. A relatively high percentage of the low SES respondents were doing some form of further education (44%, as compared with 35 % of all respondents). The sub-sample included few people with a disability, but an above-average percentage of respondents of non-English speaking background (30% as compared with 22% for the whole sample). Compared with the sample as a whole, more of the low SES respondents (had) attended a Government school (63% as against 56%), with fewer attending an Independent school (10% as against 16%).

Respondents who were currently doing TAFE programs and those who were currently at university differed substantially in their school backgrounds. Whereas 68% of the TAFE students had attended Government schools, only 48% of the university students had done so. Twenty percent of the university students, as against 10% of the TAFE students, had attended Independent schools; among those from Catholic schools the corresponding figures were 29% and 15%.

Around two-thirds of the respondents (68%) reported having a casual or part-time job while at school. The data also show that:

- Relatively more females (71%) than males (60%) had such a job.

- Only 40% of those with a disability reported having a job while at school.

- Around 70% of those from Government or Catholic schools had a job while at school, compared with 61% of those from Independent schools.

When asked whether they used blogs, Facebook or other social media to obtain or exchange information about future work or study, 43% replied *Yes.* There was little difference between males and females on this score, or between different types of school. However, use of these media tended to increase with the socio-economic status of the school's location – from 36% for schools in the lowest SEIFA groupings up to 46% in the highest.

3.2   CAREER INFORMATION OR GUIDANCE AT SECONDARY SCHOOL

3.2.1   *Choice of school subjects*

All the respondents (including those still at school) were asked whether they recalled making choices about which subjects to study at school. The 1,707 people who said *Yes* (95% of the respondents) were then asked several further questions about subject choice.

Table 8 summarises responses to a question about who or what most influenced the respondents in choosing which subjects to take. They were offered a list of eight possible influences and asked to choose up to three of these. The most common answer was *parents* – nominated by 55% of those who answered this question. Other common answers were *classmates or friends* (39% of respondents), *subject or class teachers* (37%), and *careers teacher/advisor/counsellor* (34%). Male and female respondents gave generally similar answers. However, relatively more females than males nominated class or subject teachers, while the reverse was true for career teachers/advisors. The percentage of respondents nominating written materials (books /pamphlets/guides etc) was almost twice as high among females as among males.

Some 7% of respondents specified *other* sorts of influence on their subject choices; mostly these referred to personal interests, passions or future plans.

TABLE 8 – GREATEST INFLUENCES ON CHOICE OF SCHOOL SUBJECTS (PERCENTAGES)

	TOTAL	MALES	FEMALES
Parents	55.1	57.8	54.1
Classmates or friends	39.3	39.8	39.1
Subject or class teachers	37.3	30.8	40.1
Careers teacher/advisor	33.6	39.6	31.1
Family or family friends other than parents	16.6	16.2	16.8
Books/guides/pamphlets etc	13.5	8.7	15.5
Work experience or placement	11.3	14.0	10.2
Information from the Internet	5.3	6.5	4.8
Other influences	7.6	5.3	8.6

The reported influence of parents tended to vary to some extent with SES (as indicated by the postcode of the school attended – see section 2.2). The percentage of respondents identifying *parents* as an influence on subject choice rose from 41% for the lowest SEIFA deciles up to 60% for the highest. The influence of *other family members or family friends* also tended to rise with SES.

A further question asked which of eight listed factors had been most important in the respondents' choice of subjects; again they were asked to select up to three answers. The three factors that respondents identified as most important were *subjects they most enjoyed*, *subjects that they were good at*, and *subjects thought likely to be useful in later studies or work.* The responses are summarised by gender in Table 9, which shows broadly similar patterns for males and for females.

The pattern of responses did not vary greatly by type of school, although there were some specific differences. For example, *the choices of friends or classmates* were identified as an influence by 18% of the Government school respondents, as against only 12% of those from Independent schools. *Usefulness for later study or work* was nominated by 66% of those from Independent schools, compared with 57% for Government schools. In both these cases, the responses of respondents from Catholic schools fell in between the other two groups.

TABLE 9 – FACTORS IMPORTANT IN RESPONDENTS' SUBJECT CHOICE BY GENDER (PERCENTAGES*)

	TOTAL	MALES	FEMALES
Subjects respondents most enjoyed	84.4	81.5	85.6
Subjects respondents were good at	72.1	69.2	73.3
Subjects likely to be useful in later studies or work	60.0	56.2	61.7
Subjects friends were taking	15.7	16.6	15.3
Subjects taught by teachers respondents liked or got on well with	9.9	8.1	10.7
Subjects favoured by family	7.4	8.5	6.9
Subjects advised by the school	4.8	5.5	4.6
The easiest subjects	4.5	5.5	4.1
Other	0.5	0.4	0.6

* Multiple responses allowed

3.2.2   Information or advice at school on future work or study

The survey respondents were next asked a series of questions about their experience of *career information, education or guidance at school*. First they were asked to say which of various types of career education they recalled receiving. Answers are summarised in Table 9, which shows that the types of input that were most commonly reported were:

- interview with a careers teacher/advisor/counsellor

- printed material eg books or guides

- visit to or by a TAFE/university college representative, university Open Day etc

- careers day or expo

- work placement/work experience.

Table 10 also summarises respondents' opinions about the *usefulness* of the various types of career information or guidance they had received. For those respondents who recalled each form of career education, the second column in the table gives the total percentage who regarded it as either *very useful* or *useful*.

TABLE 10 – INCIDENCE AND USEFULNESS OF VARIOUS FORMS OF CAREER INFORMATION OR GUIDANCE
(PERCENTAGES)

	RECALL HAVING THIS	PERCENTAGE WHO FOUND THIS USEFUL OR VERY USEFUL	USEFULNESS FOR TAFE STUDENTS	USEFULNESS FOR UNIVERSITY STUDENTS	USEFULNESS FOR THOSE NOT IN EDUCATION
Interview with careers teacher/advisor	64.6	58.9	59.1	55.5	56.8
Printed materials eg books, guides, pamphlets	62.0	64.0	57.5	69.9	59.0
Visit to/by TAFE/university representative, Uni Open Day etc	53.7	68.6	61.8	74.5	63.0
Careers day or expo	52.3	67.8	70.8	69.2	60.4
Work experience or placement	46.0	73.1	78.9	65.9	72.2
Talk/presentation from someone outside the school	41.1	55.1	47.9	54.3	47.8
Talk/presentation by school staff	38.4	45.4	41.3	45.6	43.0
Group discussion	37.8	46.4	52.7	37.1	48.8
Time at school to access the Internet	30.8	50.5	57.9	46.2	52.6
Time at school to access on-line careers surveys/quizzes/tests	30.1	39.0	45.7	36.6	43.5
Career information included in regular classes	22.5	52.4	80.9	49.4	51.2
School based apprenticeships/traineeships/ VET in schools	21.1	60.6	71.1	42.9	58.9
Visits to workplaces	13.5	76.9	78.3	70.0	75.7

Interestingly, Table 10 shows that among the thirteen listed forms of career information or guidance, it was the least common – *visits to workplaces* – that respondents most often identified as either useful or very useful to them. *Work experience* was rated almost as highly in terms of usefulness. These responses clearly show that most respondents thought that 'real world' or 'hands-on' experience was particularly helpful in career development.

The types of career education ranked third and fourth for usefulness were *visits to/from TAFEs, universities or TAFE/university representatives,* and *careers days or expos.* Next came *printed materials* and *VET in schools*, followed by *interviews with a careers teacher/advisor*, *talks/presentations by someone from outside the school*, *career information included in regular classes*, and *time at school to access the Internet*. The activity that rated lowest for usefulness was *time at school to access on-line quizzes, tests and the like*.

By classifying judgements on usefulness by the current educational situation of those who had left school, Table 10 also illustrates the diversity of young people's needs and that career education is not 'one size fits all'. The table suggests that current TAFE students and those not currently in education had fairly similar perceptions of usefulness, but that university student perceptions were in some ways rather different. For example, the university students had found printed material, visits to/from tertiary institutions and talks by people outside the school more valuable than had the other two groups. The TAFE students had found career information included in regular classes (and, not surprisingly, VET in schools) particularly useful. Along with those not currently in education, the TAFE students had found workplace

visits and work experience even more useful than the university students. They had also found on-line resources and group discussions more useful than had the university students.

In relation to several of the forms of career education listed in the table, respondents from *small schools* (under 500 students) tended to report less availability than those from larger schools. For example 33% from small schools, as against 41% from the largest schools, mentioned *talk/presentation by school staff*; for *interview with a careers advisor* the corresponding results were 59% and 66%.

The respondents were next asked to select, from a list of 14 possible answers, the three types of people or things that had most helped or influenced them in thinking about further study, work or career. As with choice of school subjects (see Table 10), *parents* easily topped the list, being nominated by 59% of respondents. After parents, the people or things judged next most helpful or influential were:

- talking to someone who does the kind of work you are interested in (22 % of respondents)

- other family members or friends (21%)

- career teachers/advisors/counsellors (18%)

- classmates or friends (17 %)

- books or other printed materials (15%)

- work experience (14%)

- information from the Internet (14%).

Less influential were - in order - other teachers (ie not career advisors), having a part-time job while at school, information from the media, careers advice from outside the school, VET in Schools, and on-line quizzes and the like.

The responses to this question from male and female respondents were again broadly similar; in both cases parents were identified as by far the most common influence. Relatively more females than males identified work experience, having a part-time job while at school and printed materials as having been influential or helpful. Relatively more males mentioned school career advisors or teachers.

Current TAFE students gave more emphasis than most other respondents to VET in schools and to having had a part-time job while at school. Current university students gave more emphasis than most to the influence of school teachers, on-line material, and in particular printed material such as books (26% of university students included printed materials in their 'most helpful' list, as against only 7% of TAFE students).

As with choice of school subjects, some respondents referred to 'other' influences such as their own interests/motivation/ambitions/future plans.

3.3 SATISFACTION WITH CAREER DEVELOPMENT AT SCHOOL

3.3.1 *Those still at school*

Respondents who were still at school at the time of the survey were next asked three questions about their overall experience of career information or guidance at school. These questions related to their *level of access* to career information or guidance, the *quality* of the information or guidance received, and its *timing* (eg in which Year they first received any career information or guidance). Each question used a 5-point scale running from *very satisfied* to *very dissatisfied*. As explained below, corresponding questions were also asked of those who had *left school*.

School student satisfaction, as indicated by the total percentages saying that they were either *very satisfied* or *satisfied*, were quite similar for access (63%), for quality (62%) and for timing (58%). In each

case around one-quarter of the students selected the 'middle ground' response – *neither satisfied nor dissatisfied.* Those who were *dissatisfied* or *very dissatisfied* totalled 11% for access, 9% for quality and 10% for timing (see Table 11).

There was little difference between male and female school students in opinions about access or timing, but fewer females (59%) than males (68%) were satisfied/very satisfied with the *quality* of their career education.

Students at Catholic or Independent schools were somewhat more satisfied than those at Government schools on all three counts – access, quality and timing. With regard to access, for example, 68% of Catholic students and of Independent students were either satisfied or very satisfied, compared with only 57% of Government school students.

Respondents from *small* schools recorded below-average levels of satisfaction for access (55% as against 63% for all respondents) and for quality (52% as against 62%).

The small samples of ACT and Tasmanian respondents tended to be less satisfied than most. The Victorian and Western Australian respondents recorded above-average levels of satisfaction for access, quality and timing.

Students whose schools were in the two lowest SEIFA categories were consistently less satisfied than others with access, with quality and with timing.

3.3.2   Those who had left school

Corresponding questions about satisfaction were also asked of those who had left school. Among these respondents, 56% were satisfied/very satisfied with their *access* to careers education, 50% were satisfied/very satisfied with its q*uality*, and 48% were satisfied/very satisfied with its *timing*. Thus, as Table 11 shows, these older respondents were *substantially less satisfied than those who were still at school.* This would suggest that, for some, later experience had shown up apparent limitations or shortcomings in what they had been exposed to at school.

Differences in total satisfaction between male and female respondents were fairly small, but - echoing the result for current students – the males were a little more satisfied than the females with the quality of their career education.

Among the current school students, those at Catholic and at Independent schools were about equally satisfied with access and with quality, though Catholic students were somewhat less satisfied with timing than those at Independent schools. Among the respondents who had *left school*, however, those who had been at either Government or Catholic schools expressed about equal levels of satisfaction with access, quality and timing; those who had attended Independent schools were consistently, and substantially, more satisfied. Table 11 sets out the relevant figures for both current and former school students, by type of school.

TABLE 11 – SUMMARY OF SATISFACTION LEVELS (PERCENTAGES)

TOTAL SATISFIED OR VERY SATISFIED WITH:	STILL AT SCHOOL	GOVERNMENT SCHOOLS	CATHOLIC SCHOOLS	INDEPENDENT SCHOOLS	LEFT SCHOOL	GOVERNMENT SCHOOLS	CATHOLIC SCHOOLS	INDEPENDENT SCHOOLS
Access	63.3	57.4	68.2	67.8	55.6	53.5	52.4	70.7
Quality	62.4	60.4	63.5	63.6	50.2	47.8	49.6	61.4
Timing	57.9	53.6	60.8	64.9	47.7	46.9	45.9	55.2

There was little variation by size of school in relation to timing, but respondents from large schools (over 1,000 students) were more satisfied than others with access and with quality. Satisfaction with quality was relatively low among the small numbers of respondents from Tasmania, the ACT and the Northern Territory. The total percentage satisfied was slightly higher for Victoria than for the other large States.

Current university students were more satisfied than current TAFE students on all three counts (60% as against 48% on access, 50% as against 44% on quality, and 50% as against 45% on timing). These results are consistent with the fact that relatively more TAFE students had come from Government schools.

3.3.3   Potentially disadvantaged groups

Table 11 summarises levels of satisfaction among four particular groups – Indigenous respondents, those who spoke a language other than English at home, those with a disability, and those with caring responsibilities. The table shows that satisfaction levels for these groups again tended to be lower among those who had *left* school, though this was not true in every case.

▪   Young people with a *disability* emerged as the least satisfied of these groups. For example, Table 12 shows that only 40% of school students with a disability expressed satisfaction with the quality of their career education, as against 62% of all school students.

    Among people who had left school, 26% of those with a disability, as against 22% of the whole sample, were dissatisfied/very dissatisfied with the access they had had to careers education; on timing the corresponding results were 29% compared with 24%. Similarly, among the current school students, 20% of those with a disability were dissatisfied on the issue of quality, as against 12% for the total sample; the pattern was similar for access and for timing.

▪   The levels of satisfaction expressed by Indigenous respondents were consistently above average, but this result should be treated with caution because the Indigenous numbers were small.

People at school who had *caring responsibilities* were a little less satisfied than most with the quality of their career education. Carers who were no longer at school, however, expressed above-average levels of satisfaction in relation to quality and timing.

School students of *non English–speaking background* expressed satisfaction levels close to the average, as did those who had left school.

TABLE 12 – SATISFACTION LEVEL AMONG SPECIAL NEEDS GROUPS (PERCENTAGES)

SATISFIED OR VERY SATISFIED WITH:	ALL RESPONDENTS		INDIGENOUS		OTHER LANGUAGE		DISABILITY		CARER	
	AT SCHOOL	LEFT SCHOOL	AT SCHOOL	LEFT SCHOOL	AT SCHOOL	LEFT SCHOOL	AT SCHOOL	LEFT SCHOOL	AT SCHOOL	LEFT SCHOOL
Access	63.3	55.6	64.2	70.0	61.1	55.3	63.6	49.1	64.7	58.8
Quality	62.4	50.2	69.2	57.9	61.1	49.4	40.0	44.2	56.3	57.1
Timing	57.9	47.7	69.2	57.9	56.4	45.5	50.0	48.1	58.3	55.6

School students living in *rural areas* expressed a roughly average level of satisfaction with their access to careers education, and above-average levels of satisfaction with quality and with timing; the same was true of those who had *left* school. (In terms of location it was respondents living in large towns/regional centres who tended to be least satisfied.)

3.3.4   Suggestions for improvement

All respondents were asked whether there was anything in particular in the way of career information or guidance that they (had) *wanted or needed* but had not had (22% said Yes), and also whether there was *anything else they thought would be useful or helpful* to them (30% said Yes). Those who said Yes to *either* of these questions (a total of 582 people) were then asked to say what was missing or would have been helpful. This was an open-ended question, and the most frequent responses were as follows:

▪ More information on further study, eg TAFE and university options, the qualifications required for various careers, etc (18% of these 582 respondents)

▪ More work experience/practical, real world experience (18%)

▪ More visits from/to TAFEs, universities, workplaces, employers and the like (13%)

▪ Career information that is more detailed or more specific (12%)

▪ A wider *range* of information, more diverse, eg covering more than just 'standard' jobs (10%)

▪ More one-on-one or personalised guidance (10%)

▪ More information/advice/guidance generally (8%).

The top four responses listed above echo the views on *usefulness* which are summarised in Table 10 above.

Other answers given by relatively small numbers of people included more information on the demand for jobs or skills, more input from people outside the school, more guidance on choice of school subjects, access to better qualified or more knowledgeable advisors, and clearer recognition that not everyone will go on to do tertiary study.

3.3.5   Attitudes and opinions

All the respondents were asked how strongly they agreed or disagreed with a series of statements relevant to career information or guidance at school. Their answers are summarised in Table 13, which gives the total percentages of respondents who either *strongly agreed* or *agreed* with each proposition, together with corresponding results for males and females.

TABLE 13 – AGREEMENT WITH STATEMENTS RELEVANT TO CAREER DEVELOPMENT FOR SCHOOL STUDENTS (PERCENTAGES)

STATEMENT	TOTAL WHO STRONGLY AGREED OR AGREED	MALES	FEMALES
I expect to do further training at various stages of my work life	80.8	76.2	82.8
I expect to spend some time working and some time on other things such as raising a family or travelling	78.7	68.4	83.1
There are lots of interesting work or career opportunities ahead of me	73.2	67.1	75.8
In thinking about the sort of work I may do in the future, I have a pretty good idea of my own strengths and limitations	73.1	66.7	75.9
I have a good understanding of the skills and training I need for jobs I may be interested in	69.3	65.8	70.8
I'm generally willing to give things a go, even if I think there's a chance it won't work out	67.6	65.8	68.4
Career information needs to be given in the early years of secondary school	65.5	60.9	67.5
It's quite likely that I'll do different kinds of work during my life	63.1	58.3	65.2
I feel well equipped to make choices about future work or study	62.5	58.8	64.1
I'm pretty clear about the kind of work I'd like to do over the next 5-10 years	60.4	59.0	61.1
I know where to get good information and advice on options for future work or study	59.0	60.7	58.3
My school teachers (have) made it clear how my school subjects relate(d) to later work or study	40.1	44.6	38.2
I'll probably have to take more or less whatever work I can get	28.6	34.4	26.1
I don't care all that much about what sort of work I end up doing	12.5	17.5	10.4

There were fairly high levels of agreement with the statements that *I expect to do further training at various stages of my work life* and *It's quite likely that I'll do different kinds of work during my life*. These two propositions reflect the emphasis on flexibility and the importance of life-long learning that are important elements in contemporary thinking about career development.

Just on 70% of the respondents believed that they had a good level of understanding of the skills or training required for work that they were interested in, and 63% felt that they were well equipped to make choices about study and career. Only 40%, however, agreed that their school teachers had made clear how school subjects related to later work or study (39% for Government schools, 44% for Catholic schools and 42% for Independent schools).

Thirteen percent said that they did not much care what sort of work they did, while 29% thought they would have to take more or less whatever work they could get.

Taken together, however, the responses set out in Table 13 give a reasonably positive impression of how the respondents felt about matters relating to information, choices and opportunities around careers and post-school study. On the whole, the responses from female respondents tended to be somewhat more positive or optimistic than those given by the males. For example, 76% of females, as against 67% of males, thought that *there are lots of interesting work or career options ahead of me*. The level of agreement with the statement that *I'll probably have to take more or less whatever work I can get* was

34% among males, compared with 26% among females[6]. Eighteen percent of males, compared with 10% of females, said that they did not *care all that much* about what sort of work they did[7].

As for type of school, the least positive or optimistic responses tended to come from those who were attending, or had attended, Government schools. For example, the level of agreement with the statement that *I have a good understanding of the skills and training I need for jobs I may be interested in* was 67% among those from Government schools, 73% among those from Catholic schools, and 74% among those from Independent schools. While 71% of those from Government schools thought that they had *a pretty good idea of their own strengths and weaknesses*, 79% of those from Independent schools thought so.

The total percentage agreeing with the statement that *schools and school teachers are well-equipped to offer their students information and guidance about future work or career* was 33% among respondents from small schools, 40% among those from schools of medium size (500-1,000 students), and 43% among respondents from large schools.

Echoing their responses to several other questions (see eg Table 12), the views and attitudes expressed by *respondents with a disability* were in various ways less positive than most. For instance, 59% of the whole sample, but only 50% of those with a disability, believed that they knew *where to get good advice on options for future work or study.* While 63% of all respondents agreed that they felt *well* equipped *to make choices about future work or study*, only 44% of those with a disability agreed.

3.4   CAREER DEVELOPMENT AFTER LEAVING SCHOOL

3.4.1   Respondent's current circumstances

A total of 1,064 respondents answered a series of questions about their experience since leaving school. Those who had left school *in 2010* (142 respondents) were not asked to complete this part of the questionnaire because they had been out of school for only a short period at the time the survey was conducted.

Among the 1,064 young people who had left school in 2009 or earlier:

- 386 (36% of the total) were currently university students

- 144 (14% of the total) were TAFE students

- 59 (6%) were attending a private college

- 15 (1%) were participating in some form of institutional training - eg in the Defence force.

Among those who were not doing any further study:

- 296 (28% of these 1064 respondents) were working full-time

- 87 (8%) were working part-time

- 44 (4%) were looking for work

- 33 (3%) were engaged in something else, such as home duties or volunteer work.

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[6]   Above-average percentages of Indigenous respondents, respondents of non-English background, those with a disability and, in particular, those with caring responsibilities, agreed with this statement, but agreement did not vary greatly by school type or socio-economic location of the school. More of the current TAFE students (37%) than university students (26%) agreed.

[7]   The percentage of respondents who agreed with this statement was much the same for all three types of school, and did not vary much across the socio-economic status of school location. Above-average percentages of Indigenous respondents, those with caring responsibilities and those with a disability agreed; to a lesser extent this was true also for respondents who spoke a language other than English at home.

Table 14 gives details of where the respondents currently stood in relation to further studies after school. It shows that since leaving school, just under half (49%) had since completed one or more programs of further study, while 23% were still doing the first course they had started after school. Seven percent were studying something different from the program they had first started after leaving school, and 16 % had not undertaken any further studies.

TABLE 14 – FURTHER STUDY BY GENDER AND TYPE OF SCHOOL (PERCENTAGES)

	TOTAL	MALES	FEMALES	GOVERNMENT SCHOOLS	CATHOLIC SCHOOLS	INDEPENDENT SCHOOLS
Have completed a tertiary program of study	48.7	44.8	49.9	51.1	43.4	48.7
Still doing first tertiary program of study	22.7	24.6	22.1	17.6	29.3	31.3
Have had a change of tertiary program	7.1	6.5	7.4	5.8	9.4	8.7
Started tertiary program but discontinued	5.2	5.6	5.0	6.5	3.9	2.0
Done no tertiary program and nave no plans to	5.8	8.1	5.1	6.5	5.1	3.3
Done no tertiary program but may do so in future	10.5	10.5	10.5	12.5	9.0	6.0

While there were more males than females who had done no further study (19% as against 16%), the general picture for males and females was broadly similar. There were larger differences, however, by type of school. The table shows that, overall, some 79% of respondents had completed or were currently undertaking a program of further study. The corresponding results were 75% for those who had attended Government schools, 82% for those from a Catholic school, and 89% for those from an Independent school.

Around 9% of those from Catholic or Independent schools had *changed courses*, as against 6% of those from Government schools

Within the small subsamples of *Indigenous* respondents who had left school and the corresponding small groups of carers and those with a *disability*, above-average percentages had done no further study.

The percentage of city-dwellers who had done no further study was about *half* that for people living in regional or rural areas, but no doubt this partly reflects the fact that some respondents will have moved to the city for further education.

3.4.2 Leaving school before Year 12

There were 150 respondents who stated that they had left school *before Year 12*. They were asked to select, from a list of seven possible responses, the *main* reason they had left early. The two most common reasons given were *not liking school*, and *wanting to start work or an apprenticeship or traineeship etc*. 'Other' reasons for leaving school included illness and pregnancy. Several of those from *small* schools said they had left because to stay they would have had to transfer to another school.

Forty of these 150 respondents (27%) said that they had spoken with a careers teacher or advisor before deciding to leave school.

3.4.3 Choosing a course of further study

Those who had completed a course of study or were still enrolled in their first program after leaving school (a total of 759 people) were asked to select up to three reasons for their choice of their (first) post-

school program of study. As Table 15 shows, the reasons most commonly given were *I thought I would enjoy it* (58% of respondents), followed by *It offered good future prospects* (46%), *I thought I had the right skills or talents for it* (40%), and *It interested me or caught my imagination* (37%). Sixteen percent said that they were motivated by *having the marks required* for entry, and 10% said they chose a course that *their family was in favour of.* Five percent said that they had had no strong reason for their choice of program, but *had to choose something.* Respondents who gave 'other' answers included a number who said they chose a course appropriate to the sort of job or career they wanted.

Table 15 shows that responses from males and females were broadly similar, the most notable difference being that more males than females identified *family approval* as a reason for their choice. The patterns of response were also similar across different types of school, though with certain differences. A relatively high percentage of those from Catholic schools, for example, referred to *having the marks to get into it.* Those from Independent schools gave more weight than others to *having the right skills or talents* and to *family approval.*

Among students of non-English speaking background (who were strongly represented among those who had attended Catholic schools), a relatively high 20% likewise said they *had the marks*, while a 14% referred to *family approval*. In terms of SEIFA groupings of school locations, it was respondents from schools in the lowest socio-economic category who most emphasised the influence of *good future prospects* on their choice.

TABLE 15 – REASONS FOR CHOOSING FIRST COURSE OR PROGRAM OF STUDY (PERCENTAGES)

	TOTAL	MALES	FEMALES	GOVERNMENT SCHOOLS	CATHOLIC SCHOOLS	INDEPENDENT SCHOOLS
Thought I would enjoy it	58.1	51.7	60.0	56.7	59.1	60.8
It offered good future prospects	45.5	47.1	45.0	46.6	47.3	40.0
Thought I had the right skills/talents	40.1	42.4	39.4	37.9	41.9	46.7
It interested me/caught my imagination	36.8	33.1	37.8	35.3	39.2	37.5
Had the marks required	15.8	14.5	16.2	13.6	21.5	17.5
Family was in favour	9.7	14.0	8.5	9.2	8.1	15.0
It seemed easy or low-key	3.2	3.5	3.1	3.8	2.2	3.3
Knew other people doing it	2.9	2.9	2.9	2.6	2.2	5.0
Family business/family tradition	1.4	1.7	1.4	1.9	0.5	1.7
No strong reason – had to choose something	5.1	5.8	4.9	6.1	2.7	5.8

Changing courses

The respondents who had *changed* programs of study since leaving school (a total of 76 people) were asked to nominate their main reasons for this. The most common answers were as follows:

- Didn't enjoy the original course/preferred something else (63% of these 76 respondents)

- Original program wasn't what I expected (47%)

- Changed mind about type of work I wanted to do (40%)

- Personal circumstance changed (16%)

- Took opportunity to transfer to the course I had originally wanted but didn't get into (11%).

Thus the dominant reasons given for changing course were, in effect, that the original decision was inappropriate or ill informed.

Failure to complete a course of study

There were 55 respondents who had begun a course of further study, but discontinued and not yet completed any qualification. Their reasons they gave for this were similar to the reasons listed above for change of course - changes in personal circumstances, not enjoying the course, not thinking the course was giving them what they wanted, and having changed their minds about the sort of work they wanted to do. Only ten of the 55 said that they had had any advice from staff at TAFE, university or college before deciding to discontinue.

Changing type of work

Among respondents who were currently working, 44% said that since leaving school they had made a change in the sort of work they did. Their reasons for making a change were quite diverse – for example:

- Better opportunity arose eg better pay or conditions (41% of these respondents)

- Earlier jobs were just a fill-in (34%)

- Wanted to experience/try different types of work (29%)

- Changed to something with better future prospects (22%)

- Didn't enjoy original job/ preferred something else (17%)

- Changed my mind about what I wanted to do (10%)

- Change in personal circumstances (9%).

Taken together, these responses reflect positive reasons (eg found something more promising) rather than negative reasons (eg job dissatisfaction) for making a change.

Satisfaction with current course or type of work

Of the 593 respondents who were currently undertaking a program of study, 80% said that they were either happy or very happy with their choice of program. Fifteen percent were 'neither happy nor unhappy' while 5% were unhappy or very unhappy. There was relatively little variation in these responses by gender or type of secondary school attended.

Among the small group of people *with a disability* who were currently studying (n=45), a relatively high 13% were unhappy or very unhappy with the course they were doing.

Almost three-quarters (73%) of respondents who were currently working said that they were either happy or very happy with the type of work they were doing. A further 17 % were neither happy nor unhappy, while 9% were unhappy/very unhappy.

Relatively more males (79%) than females (72%) were happy/very happy with their current type of work. There were more happy/very happy respondents among those with a Catholic or Independent school background (76% and 79% respectively) than among those from Government schools (71%).

3.4.4   Career information or guidance at TAFE or university

Table 16 summarises survey responses relating to career or employment advice services available at tertiary level. Although it is often argued that such services are inadequate or unsatisfactory, the respondents took a reasonably positive view of them; for instance over two-thirds agreed that their institution offered good services.

The responses of males and females were similar, except that more women (80%) than men (70%) said they would *happily use* TAFE/university/college career services.

The table distinguishes between the responses of those currently at TAFE and those currently at a university, and shows that university students were more satisfied with the services available to them than were their TAFE counterparts.

TABLE 16 – LEVEL OF AGREEMENT WITH STATEMENTS ABOUT CAREER/EMPLOYMENT SERVICES AT TERTIARY INSTITUTIONS (PERCENTAGES)

AGREE OR STRONGLY AGREE THAT:	TOTAL	TAFE STUDENTS	UNIVERSITY STUDENTS
My TAFE, university or college offers good career or employment services for its students	67.8	61.7	70.5
You don't hear anything much about career or employment advice services for students at my TAFE, university or college	24.1	34.8	20.3
I would happily use TAFE, university or college career or employment advice services	77.2	75.2	78.9

3.4.5 Capacities relevant to a successful work life

The questionnaire sought respondents' views on the importance of seven personal skills or capabilities that can be considered relevant to success in study and the workplace. Large majorities thought that each of the listed capacities was either *important* or *very important*, with the total percentages being as follows:

- good communication skills (95%)

- co-operating with others (95%)

- learning from your mistakes (94%)

- keeping your commitments (93%)

- understanding your own strengths and limitations (92%)

- coping with setbacks or disappointment (92%)

- willingness to try something new (92%).

The most striking aspect of the answers to these questions was that in every instance more females than males regarded the capacity as important/very important – see Table 17 below. There was little variation by type of school attended.

TABLE 17 – PERCEIVED IMPORTANCE OF VARIOUS LIFE SKILLS (PERCENTAGES)

	TOTAL	MALES	FEMALES
Communication skills	95.1	89.1	96.9
Co-operating with others	94.9	89.9	96.4
Learning from your mistakes	94.3	89.1	95.9
Keeping your commitments	93.4	87.4	95.1
Understanding your own strengths and weaknesses	92.2	85.3	94.3
Coping with setbacks /disappointment	92.0	87.4	93.4
Willingness to try something new	91.7	86.1	93.4

Capacities of this kind are sometimes referred to as life skills. The respondents were next asked whether they felt they had *learned much about* such life skills from various listed sources such as family, school or religion. Results are presented in Table 18. They show that the family was considered the most significant source of learning, followed by friends or fellow-students, school or school teachers, part time jobs done while at school, and studying at TAFE/university/college. Thus, while school was seen as having an influence on development of these capabilities, it was identified as only one of a number of influences, and not the most significant.

The table reveals that relatively more males than females believed they had learned life skills from leisure activities such as sport. More females than males, however, referred to the influence of family, friends, work experience, and in particular having a job while at school.

In terms of school attended, those from Independent schools attributed more influence than either Government or Catholic school students to family, friends, school/school teachers, leisure activities, and religion. It was students from Catholic schools who attributed most influence to their tertiary studies.

Those who had attended schools in areas of relatively low socio-economic status, according to SEIFA, attributed somewhat less influence than others to family; this also applied to part time jobs at school. On the other hand these respondents tended to attribute more influence than others did to work experience.

Younger respondents tended to attribute more influence to school or school teachers than did older respondents.

TABLE 18 – SOURCES OF LIFE SKILLS LEARNING (PERCENTAGE)

	TOTAL	MALES	FEMALES	GOVERNMENT SCHOOLS	CATHOLIC SCHOOLS	INDEPENDENT SCHOOLS
Family	82.2	77.0	83.8	81.1	81.6	87.3
Friends or fellow-students	64.2	57.7	66.2	62.9	64.1	70.0
School/school teachers	53.9	53.2	54.0	50.0	57.0	62.7
Part-time/casual job while at school	50.7	38.3	54.4	48.7	53.9	53.3
Studying at TAFE/university/college	49.4	46.6	50.2	45.5	56.6	52.7
Leisure activities, sport etc	39.6	44.0	38.2	39.0	36.7	46.7
Work placement/work experience	33.7	28.2	35.4	34.0	32.4	32.0
Religion	12.6	11.7	12.9	9.5	14.1	22.0
VET in schools	7.6	4.4	8.6	9.1	5.1	6.7
Not sure/none in particular	4.6	7.7	3.7	4.9	4.7	4.0

3.5   OTHER OPINIONS AND ATTITUDES

3.5.1   *Career development and transition from school*

The questionnaire sought the opinions of those who had left school about a series of issues relating to career development and the transition from school to work or further study. These questions were asked in an agree/disagree format, using a 5-point scale. Information on the responses is set out in Table 19.

The table shows that two-thirds of respondents agreed that they felt on track for the type of work they hoped to do in the next few years. However, only 56% said they would now know where to go for guidance on training for job or career. Only 41% agreed that their school subjects had been a good

preparation for the sort of work they were likely to do, only 39% agreed that schools and teachers were well equipped to offer career information and guidance, and only 32% felt they had left school well informed about the labour market and work opportunities. These results reveal some substantial reservations about how well their schooling had prepared them for their work life or career. One in four had found the transition from school *quite difficult*.

On several of these matters, male respondents tended to display more confidence or optimism than female. For instance, 60% of the male respondents, as against 54% of females, believed they would now know where to go for advice or guidance on training. However, more males than females said that they had found the transition from school difficult, and that things had *not worked out too well* for them work-wise.

As for type of school attended, several of the items in Table 19 show a pattern in which respondents from Independent schools were the most confident or optimistic and those from Government schools the least, with those from Catholic schools falling in between.

TABLE 19 – LEVEL OF AGREEMENT WITH STATEMENTS ABOUT CAREER DEVELOPMENT AND TRANSITION FROM SCHOOL (PERCENTAGES)

AGREE OR STRONGLY AGREE THAT:	TOTAL	MALES	FEMALES	GOVERNMENT SCHOOLS	CATHOLIC SCHOOLS	INDEPENDENT SCHOOLS
I feel on track for the type of work I hope to do over the next few years	66.1	68.5	65.4`	63.0	67.9	74.5
I would have liked more work experience or work placement opportunities at school	65.9	60.3	67.6	64.9	69.4	61.5
I would know where to go for advice/ guidance on training for jobs or career	55.5	59.7	54.3	54.2	59.3	57.5
The subjects I did at school were a good preparation for the sort of work I'm likely to do in future	40.9	45.2	39.6	38.6	42.4	49.7
Schools and school teachers are well equipped to offer information and guidance about future work/career	38.5	40.3	37.9	36.4	39.1	46.6
When I left school I was well informed about the labour market and work or career opportunities	32.3	37.8	30.7	30.8	34.5	37.0
The process of moving from school to work or further training was quite difficult for me	25.0	27.2	24.3	24.7	25.2	23.8
Since I left school things have not worked out too well for me, work-wise	19.3	22.6	18.3	20.8	16.6	18.9

As previously noted, the small size of the *Indigenous* sample limits the possibility of drawing conclusions about Indigenous young people from this survey. However, in their answers to several of these questions the Indigenous respondents tended to show less confidence or optimism than the respondents overall. For example:

- Only 47% of Indigenous respondents felt on track for the type of work they hoped to do in the next few years (66% of all respondents)

- Only 40% of Indigenous respondents said they would now know where to go for training or career advice (56% of all respondents)

- Only 25% of Indigenous respondents felt they were well informed about the labour market when they left school (32% overall).

Relatively high percentages of respondents with a *disability* said that they had had difficulties with the transition from school (46%) and that things had not worked out well for them work-wise (44%). This was consistent with responses from this group to several other questions.

People who had attended schools in areas of lower socio-economic status were more inclined than others to report having some difficulty with the transition from school. For example 34% in the lowest SEIFA grouping reported difficulty, as against 22% in the highest. Relatively more students from schools in higher socio-economic areas would have liked more work experience at school.

3.5.2   Work

At the end of the questionnaire, those who had left school were asked how strongly they agreed or disagreed with six statements about work. Table 20 summarises the responses.

Looking across the six items in the table, we can say that female respondents tended to express a somewhat more positive or idealistic view of work than the males. In terms of school type, those from Independent schools tended to express the most positive or idealistic views, and those from Government schools the least.

TABLE 20 – LEVEL OF AGREEMENT WITH STATEMENTS ABOUT WORK (PERCENTAGES)

	TOTAL	MALES	FEMALES	GOVERNMENT SCHOOLS	CATHOLIC SCHOOLS	INDEPENDENT SCHOOLS
Work is an important way of using our skills and talents	83.3	81.1	83.9	81.7	85.5	86.5
Satisfaction with your work is one of the most important things in life	77.9	76.1	78.4	76.0	80.1	81.0
Work is a way of contributing to the community	72.6	65.7	74.7	70.8	74.6	77.7
Work is the source of a great deal of people's interest and satisfaction in life	70.1	66.5	71.2	67.9	73.6	75.7
Work is mainly a way of earning money for the things you need in life	66.8	64.3	67.5	67.7	68.1	63.3
Work is a necessary evil	35.3	35.3	35.3	39.2	32.2	26.5
Your work pretty much determines who you are in life	29.5	37.9	27.0	30.4	27.8	29.3

Agreement that *Your work pretty much determines who you are in life* tended to be higher among those who had attended schools located in areas of lower socio-economic status. Levels of agreement that *Work is a way of contributing to the community* tended to run the other way.

Relatively high numbers of respondents who spoke a language other than English at home (43% as against 30% overall) agreed that *Your work pretty much determines who you are in life*. Only 58% of this group (70% overall) agreed that *Work is the source of a great deal of people's interest and satisfaction in life.*

4 Survey of Parents

This section presents the findings of a national survey undertaken with parents of young people. The aim of the survey was to ascertain parents' views and experiences on a range of matters to do with the provision of career development to their children, to explore their role in this process, and to identify any unmet needs or gaps.

Key Findings

Career development at secondary school

- More than half the parents surveyed were satisfied with the *access*, *quality* and *timing* of the career information, education and guidance their child/ren had received at school. Satisfaction was highest with quality (66%) but somewhat less with the level of access (60%) and timing (59%). Despite this generally positive response, some 23% of parents reported that their child/ren had experienced a need for some career guidance or education at school that had not been met.

- Satisfaction was substantially higher among parents whose children attended an Independent school compared to those whose children attended a Government school. Parents with children attending Catholic schools were closer to the Independent schools than Government schools in their satisfaction levels.

- Satisfaction with the quality, access and timing of career development was also substantially higher in relation to schools located in capital cities, in comparison with those in regional and, particularly, rural areas – where less than half the parents surveyed expressed satisfaction with the timing of careers advice and support.

- Parents surveyed are in favour of introducing career information, guidance and education early in secondary school – although opinion was split as to whether this should occur in Year 7, 8 or 9.

- Overall, parents were fairly positive about issues to do with their children's choice of school subjects. Most felt confident about their ability to help their children to make these decisions and most agreed the schools had offered helpful information or advice. However, substantially fewer parents with children attending Government schools thought the schools had been helpful (68%) compared with those parents whose children attend Catholic (79%) or Independent (85%) schools.

- The majority of parents agreed that the schools they were familiar with are well-equipped to give career information and advice, and that they helped their children understand what sort of work or further study suited their talents. However, once again this view was more common among parents whose children attended Independent or Catholic schools in comparison to parents whose children attended Government schools.

- A minority of parents said *they didn't know much about what was provided at school by way of career information or advice* or that *nothing much was offered*. This view was more common among parents of children attending Government schools.

- Although the great majority of parents (89%) agreed that schools should involve parents or other community members in providing career information or guidance, less than half (46%) agreed with the statement that parents were involved with the school/s in the process of providing career information or advice.

- Indigenous parents and parents of Indigenous children were less positive in some of their responses than other parents. Less than half these parents felt teachers or career advisors had helped their

children to understand what sort of work or further study suited their talents and less than a third said school had involved parents in providing career information or education. Almost one in four of these parents thought nothing much in the way of career information and advice was offered. Somewhat fewer of these parents felt able to help their children make decisions about future work study or career.

- When asked what sort of career information, education or guidance at school had particularly helped their children, parents most commonly mentioned an interview with a careers teacher/advisor/ counsellor, printed material, work placements/ work experience, Careers Day or Expo and a visit to or by TAFE/university.

- These views on helpful activities were echoed in the response of those 23% of parents who indicated there had been a need for career information or support that had not been met by their school. The identified gap was seen to require more one-on-one personalised career guidance, more talks by/visits to TAFEs universities and employers, more work experience/work placement, and a wider range of information on more diverse jobs.

- Again emphasising a desire for more practical 'hands-on' experience, more than two-thirds of parents said they would have liked their children to have had more work experience/placements while at school.

- Parents clearly regard schools as having primary responsibility for the provision of career development to young people in secondary school, followed by young people, and parents themselves.

- However, they see themselves as by far the primary *influencers* on their children's thinking about what work, study or career they will do after school, and on making the biggest contribution to their children's life-skill learning and development. This view was particularly prevalent among males, parents with more than $100,000 in annual household income, and those with children attending Catholic or Independent schools.

TAFE/university

- Most parents surveyed were of the view that TAFEs and universities have main responsibility for providing career information, education or guidance to young people attending these institutions, followed by young people themselves, and then schools.

- Just over a third of parents thought parents have a primary responsibility for young people at this stage – although more male than female respondents were of this view. Employers ranked relatively low in terms of perceived responsibility, as did Government or Job Services Australia, for this group of young people.

- Over a third of parents said they had tried to get information and advice in relation to TAFE or university. Most said this was *fairly* or *very easy,* with close to one in five saying it was *fairly* or *very difficult.*

Not in education

- Most parents see young people who have left school but are not studying as being primarily responsible for their career development.

- However, just over half (52%) of parents surveyed regard Job Services Australia as being mainly responsible for providing career information, guidance or assistance to these young people. Around half the parents see themselves as still playing a major role at this stage in their children's life.

- Of the 27% of parents who said they had tried to get career information or guidance for their child/ren at this stage, just over half (55%) said it had been *very* or *fairly easy*. However, one in four said it had been *fairly* or *very difficult*.

- In response to a broader question about the provision of career advice, education and guidance, about half of the parents (48%) felt it was quite difficult for young people to get guidance on study or career after they have left school. Women were especially of this view.

Resourcing parents

- The vast majority of parents surveyed (91%) believed they have an important role to play in helping their child/ren to make decisions about study, work or career. Most agree that their children will probably need to do further training at various stages in their life, and that they will have to face much more complicated decisions than they themselves did at that age.

- Although most parents stated they felt confident about their capacity to help their children make decisions about study, work or career, a substantial minority (around 40%) believe that *things have changed so much it's difficult these days for parents to advise their children about work or study*. This view was particularly prevalent amongst parents with an annual household income less than $60,000: half these parents believe this to be the case.

- When asked how useful various activities or resources might be to assist parents in supporting their children with decisions about study, work or career, most parents rated the following as useful:
  - help in contacting people doing the kind of work their children might be interested in (84%)
  - material on the internet, designed for parents on work, study or careers (82%)
  - Career Expos (81%)
  - printed materials designed for parents (77%)
  - a careers hotline for parents (60%) (especially valued by female respondents).

- When asked in an open-ended questions about anything else parents thought could assist parents in supporting their child/ren's career development, the most frequently mentioned responses were:
  - more parental involvement, information and consultation
  - greater availability of career guidance, information and advice more generally
  - more one-on-one personalised service/approach
  - more information on post-school study.

- Other responses included better guidance on the choice of school subjects, more talks to/visits by TAFEs, universities or work placements, more Internet resources, better access to well-qualified dedicated career advisors, and information provided in the early years of schooling.

4.1 DESIGN AND CONDUCT OF THE SURVEY

4.1.1 Survey design

The survey was designed to capture parents' perspectives on how young people can best be assisted through career development support.

The objective of the survey was to capture parents' knowledge and views on their children's experiences in obtaining information and support about their current or future career options, as well as their opinions about the role of parents in this process.

The key topics addressed in the design of the survey questions were:

- Young people's level of preparedness for entering the workforce

- Key gaps in the job readiness of young people

- Responsibility of various people or groups for providing or obtaining career guidance for young people

- Experiences of parents and their children in gaining access to information or advice about current or future career options for the child

- Parents' views on their role in ensuring their children receive information or advice about current or future career options

- Career information, education or guidance parents feel their children need but is not provided.

A copy of the survey instrument is included in Appendix B of this report.

4.1.2 Survey administration

The total sample comprised 1,809 parents with one or more children in secondary school, tertiary education or who have left school and are not currently in education. The administration of the survey was through a combination of online and computer-assisted telephone interviewing (CATI) methods.

Most of the respondents were recruited via an online consumer panel. A further 200 parents were interviewed through computer-assisted telephone interviewing (CATI), randomly selected using the Electronic White Pages. This was to provide a top-up sample of parents living in low socio-economic status areas, as identified from Australian Bureau of Statistics (ABS) data.

4.2 THE RESPONDENTS

4.2.1 Personal characteristics

The total number of respondents to the parents' survey was 1,809. Three-quarters of the respondents were female (74%) and 26% were male.

Table 21 sets out parents' age by gender. Over half the parents completing the survey were in the 40-49 year age brackets (59%), followed by 28% in the 50-59 year age bracket and 12% of respondents who were under 40 years of age. The male respondents were older than the females: two-fifths of the men (40%) were aged 50 years or over compared with a quarter of the women (25%).

TABLE 21 – AGE BY GENDER (PERCENTAGE)

	TOTAL	MALE	FEMALE
Under 40	12.1	9.8	12.4
40-49	58.9	50.1	62.3
50-59	27.8	37.4	24.9
60 or over	1.1	2.7	0.3
TOTAL	100	100	100

The majority (60%) of respondents' children's schooling was undertaken in a capital city. A further (28%) were schooled in a regional city or large town[8] and 11% in a small town or rural area. There was some difference between male and females. More males' (67%) than females' (57%) children were schooled in a capital city.

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[8]   Defined as having a population over 30,000

Some 3% of respondents identified their children as being of Aboriginal or Torres Strait Islander background. A further 11% stated that they spoke a language other than English at home.

4.2.2   Education status of their children

The survey was designed to include sub-samples of parents with children currently *at school*, currently *engaged in post-school study*, and currently *not in education*.

Of the total 1,809 parent respondents:

- 65% either have or have had children in secondary school

- 41% either have or have had children in tertiary education (TAFE or University)

- 28% either have or have had children who were not in education.

Parents were asked to report on the *current* education status of their children. Of the 1,809 parents participating in the survey:

- 76% have a child or children aged 14 or over who is currently attending secondary school

- 54% have a child or children aged 14-24 who is either currently attending university or studying at TAFE (not including children doing Year 11 or 12 at TAFE)

- 35% have a child or children aged 14 to 24 who has left school and is not currently in education.

Table 22 shows respondent numbers in these subgroups, classified by gender. This table shows that there are almost equal percentages for male and female respondents with children in *school* and at *TAFE* in 2011. A slightly higher percentage of male respondents have children at *University* (39%) compared to females (33%), while a slightly higher percentage of female respondents had children *not in education* (36%) compared to males (30%).

TABLE 22 – CURRENT EDUCATION STATUS OF CHILDREN BY PARENTS' GENDER (PERCENTAGE)*

	TOTAL	MALE	FEMALE
At school in 2011	76.4	77.0	76.2
At University in 2011	34.3	38.8	32.7
At TAFE in 2011	19.5	20.1	19.2
Not in education in 2011	34.7	30.0	36.2

* Multiple responses allowed

4.2.3   Types of secondary schools

Over half the parents (54%) participating in the survey had children attending a Government secondary school. A further 24% attended a Catholic secondary school and 18% an Independent secondary school. A small minority of parents (3%) indicated that their children attended 'a mix' of Government, Independent and Catholic schools.

Table 23 sets out the data on Government, Catholic and Independent secondary schools attended by respondent gender. There is little difference in the type of school respondents' children attended, by gender.

TABLE 23 – TYPE OF SECONDARY SCHOOL BY GENDER (PERCENTAGE)

	TOTAL	MALE	FEMALE
Government	55.8	54.3	56.3
Catholic	25.4	25.6	25.3
Independent	18.8	20.1	18.4
TOTAL	100	100	100

The schools attended by the respondents' children were spread across all States and Territories, with the largest numbers being in the two most populous states, New South Wales and Victoria (see Table 24).

TABLE 24 – STATE AND TERRITORY BY GENDER (PERCENTAGE)

	TOTAL	MALE	FEMALE
ACT	2.3	3.2	2.0
NSW	34.2	38.4	32.8
NT	0.2	0.5	0.2
QLD	18.0	20.3	17.2
SA	6.5	4.1	7.3
TAS	1.4	1.8	1.2
VIC	28.2	24.8	29.3
WA	9.3	7.0	10.1
TOTAL	100	100	100

4.2.4   Household characteristics

Parents were asked to indicate the income bracket that best described their gross (before tax) household income in 2009-2010. As shown in Table 5, almost a quarter of parents (22%) indicated their household income was in the $100,001-150,000 bracket, 18% were in the $ 80,001-100,000 bracket and 17% were in the $60,000-80,000 bracket.

In comparison to the Australian population, a larger proportion of parents completing the survey are in higher income brackets. This is despite the inclusion of a sub-sample drawn specifically from low SES areas. Given this, particular attention has been given to analysing survey responses by household income bracket to delineate any major difference in responses according to level of income.

Table 25 presents gross household income classified by respondents' gender and by school type. As this table shows, relatively more males than females were in the two highest household income brackets, ie over $100,000 per annum. Meanwhile, significantly more females (39%) than males (13%) had an annual gross income of $60,000 or less.

There was a correlation between gross household income and school attended. A higher proportion of parents whose children attended an Independent school had a gross household income of over $100,000 (56%), compared with those whose children attended Catholic (44%) or Government (33%) schools. Meanwhile, a higher proportion of surveyed parents whose children attended a Government school had an annual gross household income of $60,000 or less (30%), compared with those whose children attended a Catholic (19%) or Independent (14%) school.

TABLE 25 – GROSS HOUSEHOLD INCOME IN 2009-10 BY GENDER AND BY SCHOOL TYPE (PERCENTAGE)

INCOME	TOTAL	MALE	FEMALE	GOVERNMENT	CATHOLIC	INDEPENDENT
Less than $20,000	2.2	1.8	2.3	2.7	1.7	0.8
$20,000-40,000	9.2	3.1	11.5	11.9	6.8	4.0
$40,001-60,000	13.2	8.0	15.2	15.1	11.9	9.7
$60,001-80,000	17.3	15.5	18.0	17.9	18.7	14.1
$80,001-100,000	18.1	18.6	18.0	19.6	17.3	15.7
$100,001-150,000	26.5	31.7	24.5	24.6	29.7	26.2
More than $150,000	13.5	21.4	10.6	8.2	13.9	29.4
TOTAL	100	100	100	100	100	100

4.3   CAREER DEVELOPMENT AT SECONDARY SCHOOL

4.3.1   Choice of school subjects

All parents responding to the survey were asked whether they recalled their children making choices about which subjects to study at school. The 1,731 parents (96% of total respondents) who said 'yes' were then asked several further questions about subject choice.

Parents were given three statements about subject choice influence and asked to indicate the extent to which they agreed or disagreed with each statement. Parents responded using a five point scale which ranged from *strongly agree* to *strongly disagree.* Their responses are summarised in Table 26. Agreement is presented in terms of *total agreement* which is comprised of *strongly agree* and *agree* responses*.* An analysis of these results by school type is also presented.

More than four out of five respondents agreed that *I felt able to advise or help my children with decisions about which subjects to take*, indicating a strong degree of confidence on this issue. Slightly less than three-quarters agreed that *the school offered helpful information or advice about choice of subjects,* and that their *child/ren's choice of subjects was influenced by what they wanted to do after school.*

Although these findings were broadly consistent by the respondents' gender, and by type of school, there were some variations. Parents with children in Independent and Catholic School expressed somewhat higher levels of agreement than those with children attending Government schools. This was particularly evident in relation to the second statement with 85% of parents with children in Independent schools agreeing that schools offered helpful information or advice about choice of subjects compared with 79% in Catholic schools and 68% in the Government sector.

TABLE 26 – AGREEMENT ON SUBJECT CHOICE INFLUENCERS BY GENDER AND BY SCHOOL TYPE (PERCENTAGES)

	TOTAL AGREE	MALE	FEMALE	GOVERNMENT	CATHOLIC	INDEPENDENT
I felt able to advise or help my children with decisions about which subjects to take	82.6	83.7	82.2	80.7	84.9	86.5
The schools offered helpful information or advice about choice of subjects	73.5	73.4	73.5	67.8	78.9	84.6
My child/ren's choice of subjects was influenced by what they wanted to do after school	71.2	67.3	72.5	70.4	72.4	73.4

4.3.2   Timing of career information, guidance and education

Respondents were then asked when they thought the provision of career information, education and guidance should commence. Just over half (51%) thought it should be introduced in primary school. However a third of parents (35%) did not think it should be introduced at that time, and 14% were not sure.

So far as timing of career guidance in secondary school was concerned, 35% thought career information, education and guidance should begin in Year 9, 25% indicated that it should commence in Year 7 and 21% in Year 8. As show in Table 27, the majority of parents responding to the survey thought this should take place *before* students reach Years 11 and12.

TABLE 27 –YEAR IN SCHOOL THAT CAREER INFORMATION, GUIDANCE AND EDUCATION SHOULD COMMENCE BY GENDER (PERCENTAGE)

	TOTAL	MALE	FEMALE
Year 7	24.7	22.8	25.4
Year 8	20.8	21.4	20.6
Year 9	35.4	36.1	35.2
Year 10	17.6	17.2	17.8
Year 11	0.9	1.8	0.6
Year 12	0.5	0.7	0.4
TOTAL	100	100	100

4.3.3   Information or advice at school on future work or study

The survey respondents were next asked a series of questions about their children's experience of receiving career information, education or guidance at school. First they were asked to say if they recalled their children receiving information, education or guidance at school.

The 1,328 respondents (73%) who did recall this, were then asked to respond to a series of agree or disagree statements. Responses were made against a five-point scale which ranged from strongly agree to strongly disagree. Answers are summarised in Table 28, indicating the extent to which respondents agree (ie strongly agreed or agreed with each statement). There was a very high level of agreement with the following statements:

- *Schools should involve parents or other community members in providing career information or guidance* (89%)

- *I felt I was able to help my child/ren with decisions about future study, work or career* (82%)

- *The school/s I am familiar with are/were well-equipped to give career information and advice* (73%).

Meanwhile, only a minority of parents agreed with the statements:

- *I don't know much about what was provided at school by way of career information or advice* (15%)

- *Nothing much in the way of career information and advice was offered* (9%).

Importantly, less than half (46%) of parents indicated *they had been involved with the school/s in the process of providing career information or advice.*

TABLE 28 – INFLUENCERS ON SUBJECT CHOICE BY GENDER, LOCATION AND SCHOOL TYPE
(PERCENTAGE)

	TOTAL AGREE	MALE	FEMALE	CAPITAL	REGIONAL	RURAL	GOVERNMENT	CATHOLIC	INDEPENDENT
Schools should involve parents or other community members in providing career information of guidance	88.9	88.0	89.2	87.3	90.2	94.5	90.5	85.4	89.6
I felt I was able to help my child/ren with decisions about future study, work or career	81.9	85.5	80.7	82.4	82.4	77.9	80.6	83.6	84.2
The school/s I am familiar with are/were well equipped to give career information and advice	72.7	70.1	73.6	72.0	75.3	70.0	65.8	79.5	81.1
Teachers or career advisors helped my child/ren understand what sorts of work or further study suited their talents	66.8	69.8	65.8	67.0	68.2	62.2	63.6	70.0	72.9
Parents were involved with the school/s in the process of providing career information or advice	45.8	43.6	46.5	45.8	45.0	47.5	41.0	48.4	55.2
I don't know much about what was provided at school by way of career information or advice	15.4	17.3	14.8	15.3	15.3	16.2	17.3	15.7	10.0
Nothing much in the way of career information and advice was offered	9.4	11.6	8.7	9.1	9.3	11.6	10.6	9.1	8.4

Parents' views were broadly consistent by respondent gender. However, there were some variations by education sector, region and household income.

- Parents whose children attended Independent schools were generally more positive about the career information and advice provided by their school, the schools' ability to give this advice, and the inclusion of parents in this process.

- Meanwhile, parents whose children attended Government schools were somewhat less positive than other parents. Only 66% of parents with children in Government schools agreed that the *schools were well equipped to give career information and advice*, compared with 81% of parents with children in Independent schools. Similarly, only 41% of parents with children in Government schools agreed they were *involved in the process of providing information or advice*, compared with 55% of parents with children in Independent schools. Fewer of these parents were of the *view that teachers or careers advisors helped my child/ren understand what sorts of work or further study suited their talents.*

- However, a strong majority of respondents from all schools agreed that their *schools should involve parents or other community members in providing information or guidance*.

- Compared to the average, parents whose children attended a school in a rural area were somewhat less positive than other parents in response to some of the statements, in particular *teachers or career advisors helped my children understand what sorts of work or further study suited their talents*

(62% of 67%) and *I felt I was able to help my children with decisions about future study, work or career (77% of 82%).*

- Parents whose annual household income was less than $40,000 were less likely than higher income brackets to say they *felt able to help my child/ren with decisions about which subjects to take* or *help my child/ren with decisions about future study, work or career.*

The responses from parents of Indigenous children indicated that that the provision of information, guidance and advice could be improved for this group of children (Table 29). Compared with the average (67%), less than half these parents (49%) agreed that *teachers or career advisors helped my child/ren to understand what sort of work or further study suited their talents.* Again, compared with the average (46%), less than a third of parents of Indigenous children (31%) said that the *school involved them in the process of providing career information or advice* and fewer *felt able to help their children with decisions about further study, work or career.* Almost one in four parents with Indigenous children thought *nothing much in the way of career information and advice was offered,* compared with 9% of all parents.

TABLE 29 – INFLUENCERS ON SUBJECT CHOICE BY PARENTS WITH INDIGENOUS CHILDREN (PERCENTAGE)

	TOTAL PARENTS AGREE	TOTAL PARENTS WITH INDIGENOUS CHILDREN (N=50)
Schools should involve parents or other community members in providing career information of guidance	88.9	91.9
I felt I was able to help my child/ren with decisions about future study, work or career	81.9	75.0
The school/s I am familiar with are/were well equipped to give career information and advice	72.7	64.9
Teachers or career advisors helped my child/ren understand what sorts of work or further study suited their talents	66.8	48.6
Parents were involved with the school/s in the process of providing career information or advice	45.8	30.6
I don't know much about what was provided at school by way of career information or advice	15.4	11.4
Nothing much in the way of career information and advice was offered	9.4	22.9

Parents were asked to identify, as far as they were aware, what activities or resources at school particularly helped their children with career planning. Parents were able to select as many responses that applied to their experience. At least half the parents surveyed thought that the following were particularly useful:

- Interview with a careers teacher/advisor counsellor (58 %)

- Printed materials eg books, careers guides, pamphlets (53%)

- Work placement/work experience (52%)

- Careers day or expo (51%).

The full results are shown in Table 30.

TABLE 30 – HELPFULNESS OF VARIOUS FORMS OF CAREER DEVELOPMENT (PERCENTAGE)*

	PERCENTAGE OF PARENTS WHO SELECTED THIS AS HELPFUL
Interview with a careers teacher/advisor counsellor	57.5
Printed materials eg books, careers guides, pamphlets	52.5
Work placement/work experience	51.8
Careers Day or Expo	50.9
Visit to or by a TAFE/university open day etc	49.8
Talk or presentation from someone outside the school	43.4
Group discussion about future work or study after leaving school	30.8
Visits to workplaces	30.7
Talk or presentation from member/s of school staff	28.7
VET in schools/school based apprenticeships/traineeships	27.6
Career information included in regular classes	27.0
Time at school to access information on the internet about work or future study	26.6
Time at school to access online surveys/tests/quizzes that tell you about possible work or career options that might be good for them	17.0
Other	<1.0

Multiple responses allowed

Overall, more parents saw direct face-to-face activities, 'hands on' work experience/placement and provision of information as helpful than the use of newer technologies.

Also, industry or employer-related activities such as work placement, careers days or external presentations were also highly rated. This indicates that parents consider activities and resources that come from potential work or institution sources to be more useful than those emanating from schools.

4.3.4 Access to professional careers advice

Over a third of the parents surveyed (38%) indicated that while their children were/have been at school, they have obtained or received professional career information/guidance from outside the school.

Parents were asked three questions about their satisfaction with the provision of career information, education and guidance *at school*. These questions related to their children's level of access to career information or guidance, the quality of the information or guidance received, and its timing (eg in the school year they first received career information or guidance). Each question used a five-point scale from *very satisfied* to *very dissatisfied*. In Table 31, the *total satisfaction* indicated is the combination of *very satisfied* and *satisfied* responses.

Overall, more than half the parents were satisfied with the access, quality and timing of the career information, education and guidance at school. There was variation, however, according to location and school type:

- Satisfaction was highest among parents with children attending Independent schools. Three-quarters (74%) of parents whose children attended Independent schools were satisfied with the quality, compared with 68% in Catholic and 62% in Government schools. Similar patterns were evident in relation to *access* with just over half the parents whose children attended Government schools expressing satisfaction with access or timing.

- Parents whose children attended schools in rural areas were less satisfied than those who schooled their children in metropolitan or regional areas. In particular, only 49% of parents in rural areas were

satisfied with the timing of career information, guidance or support, compared with 62% of parents in capital cities and 56% in regional towns.

TABLE 31 – SATISFACTION WITH THE ACCESS, QUALITY AND TIMING OF CAREER INFORMATION/EDUCATION/ GUIDANCE AT SCHOOL BY LOCATION AND BY SCHOOL TYPE (PERCENTAGE)

	TOTAL SATISFACTION	CAPITAL	REGIONAL	RURAL	GOVERNMENT	CATHOLIC	INDEPENDENT
Quality of career information/ education/ guidance*	66.0	66.1	67.8	60.9	61.8	68.1	74.3
Level of access children had to career information/ education/ guidance*	59.9	60.0	60.9	56.7	53.4	66.5	71.1
Timing of the provision of career information/ education/ guidance*	58.6	61.5	55.8	49.3	52.2	64.4	67.9

Only 1,413 parents were asked this question, as they had earlier responded that they recalled their children receiving information/education/guidance while at school.

4.3.5   Missing career information

A total of 1,328 parents responded to two questions on information, education or guidance that is/was missing or not provided. Of the 1,328 parents asked if there is/was any particular career information/education/guidance that their children want/ed or needed but is/was not provided, 235 parents said *yes.* Of the 1,328 parents asked if there was something else that they felt would have been useful or helpful for their children in considering of planning for their future, 418 parents said *yes.*

Parents who responded 'yes' to these two questions were then asked to describe what was missing or what else they would like to see made available.

The most common responses given by parents included the following:

- More one-to-one personalised input (eg individual access to careers guidance (78 parents)

- More talks/presentations by universities, TAFEs, workplaces, employers and professionals (76 parents)

- More work experience and work placements which give hands-on, practical and 'real-world' experience (75 parents)

- A wider range of information or guidance on 'more diverse jobs' eg not just the standard jobs available (72 parents)

- Better guidance on choice of school subjects (56 parents)

- More detailed, specific or in depth information or guidance (39 parents)

- Access to well qualified, specialist, dedicated and/or qualified career advisors (31 parents)

- Information/guidance available in the early (earlier) school years (29 parents)

- More general guidance, information, advice (27 parents).

4.3.6 Influencers or sources of help for their children in their thinking about what work, study or career they will do after leaving school.

Parents were asked about the main influencers or sources of help for their children in their thinking about what work, study or career they will do after leaving school. The respondents were able to select up to three choices. The most common influence identified by respondents was *parents* themselves (66%), followed by *career teachers/advisors/counsellors at school* and then *other family members or family friends* (24%). At least one-fifth of parents thought *work placement/work experience* (21%) or *talking to someone who works in the children's interested area of work* (21%) were influencers.

Table 32 summarises parents' response to this question about what or who has influenced this children by both gender and household income.

TABLE 32 –INFLUENCERS ON CHILDREN'S THINKING ABOUT WHAT WORK, STUDY OR CAREER THEY WILL DO AFTER LEAVING SCHOOL BY GENDER AND BY ANNUAL HOUSEHOLD INCOME (PERCENTAGE)*

	TOTAL	MALE	FEMALE	LESS THAN $60,000	$60,000 - $100,000	MORE THAN $100,000
Parents	66.5	69.8	65.3	61.2	65.4	70.9
Careers teacher/advisor/counsellor at school	30.3	32.7	29.5	27.2	31.5	31.5
Other family members or family friends	23.5	24.6	23.1	22.9	22.0	26.7
Work placement/work experience	21.3	19.4	22.0	18.4	22.4	21.3
Talking to someone who does the kind of work your child/ren may be interested in	21.1	15.3	23.3	21.0	20.1	21.3
Your child/ren's friends or classmates	14.9	18.5	13.7	16.4	14.2	15.9
Books, guides or other printed materials about jobs or careers	12.9	12.4	13.0	12.5	13.6	13.2
Information on the internet	12.9	11.5	13.4	16.4	11.6	12.7
Other teachers at school	11.5	12.4	11.1	10.8	12.0	10.8
Doing a casual or part-time job while at school	10.7	9.3	11.2	12.5	11.4	8.9
VET in schools/school based apprenticeships/traineeships	8.8	8.4	6.5	9.1	8.5	8.0
Information from the media eg tv, magazines etc	8.1	7.2	8.3	7.9	8.1	7.0
Careers advisor/counsellor at school	7.2	9.3	6.5	8.2	7.9	7.7
Online surveys/tests/quizzes that tell you about possible work or career options for them	1.2	0.9	1.3	08.	1.2	0.9

* Multiple responses allowed

Male and female respondents generally gave similar responses. However, in the top five responses, more males than females nominated parents, careers teachers at school, and other family members and friends as influences. More women than men nominated work placement/experience and talking to someone who does the kind of work that may interest their children.

There was also some variation by household income. Most notably, more parents (71%) with an annual household income of more than $100,000 selected *parents* as an influence than those with an income of less than $60,000 (61%). Slightly more parents in the lowest income bracket referred to *information on the internet* or *doing a casual or part-time job while at school* as being an influencer.

There were also some differences according to the education sector. Parents with children in Government schools were somewhat more likely (24%) than parents in Catholic (17%) or Independent (20%) schools to see work placement/experience as an influencer, and to identify other family members and friends as influencers. Most notably, for fewer parents with children in Government schools (25%) identified a careers teacher/advisor/counsellor at school as being an influencer compared with parents with children in the Catholic (35% or Independent sector (41%), or books, guides or other printed material.

4.3.7 Capacities relevant to a successful worklife

The questionnaire sought respondents' views on the importance of seven personal skills or capabilities that could be considered relevant to success in study and the workplace.

Respondents were asked to rate the importance of each skill/capability. Table 33 shows the parents' rating of importance of each of these elements. Importance is shown in terms of *total importance* which is comprised of the *very important* and *fairly important* responses.

Large majorities of parents thought that each of the listed capacities was important, as Table 33 shows.

TABLE 33 – PERCEIVED IMPORTANCE OF VARIOUS LIFE SKILLS BY GENDER (PERCENTAGE)

	TOTAL IMPORTANCE	MALE	FEMALE
Communication skills	99.0	97.3	99.6
Co-operating with others	98.9	97.3	99.4
Keeping their commitments	98.4	96.6	99.0
Learning from their mistakes	98.1	96.4	98.6
Willingness to try something new	97.3	94.1	98.5
Coping with setbacks or disappointment	97.1	94.4	98.0
Understanding their own strengths and limitations	96.8	93.9	97.8

As shown in Table 33, all of these capacities were deemed as important by both male and females respondents. However, slightly more females than males considered these life skills to be important.

Young people may be assisted in developing these life skills by a range of people, factors or experiences. Parents were asked what sources made the biggest contribution to the development of these capabilities, relevant to a successful work life.

As shown in Table 34, parents completing the survey indicated that by far the biggest contribution was made by the family (63%). Two out of five parents (39%) thought *part-time or casual jobs their children had while at school* made a big contribution towards developing these life skills and a third (33%) thought their children's *leisure activities* were influential. The source seen as making the lowest contribution was their *religion* (7%).

Interestingly, female respondents consistently attributed far greater influence/contribution of these various sources than male respondents.

Among the three types of schools:

- Government schools attributed more influence than either Catholic of Independent schools to part-time or casual jobs, work placement/work experience and VET in schools/school based apprenticeships.

- Parents from Independent schools reported more influence than Government or Catholic schools to the school and school teachers, family, and studying at TAFE, college or university.

- Responses from Catholic school parents tended to sit in the middle or be similar to the other two school types.

TABLE 34 – SOURCES MAKING THE BIGGEST CONTRIBUTION TO LIFE SKILL LEARNING AND DEVELOPMENT (PERCENTAGE)*

SOURCE	TOTAL	MALE	FEMALE	GOVERNMENT	CATHOLIC	INDEPENDENT
The family	63.2	61.5	63.8	61.8	64.6	65.1
Studying at TAFE, College or University	40.2	30.2	43.8	40.5	36.7	43.8
Part-time or casual jobs they had while at school	39.3	30.1	42.6	40.5	38.4	36.7
Leisure activities, eg sport, club or youth group, hobbies etc	33.0	24.1	36.2	33.4	33.5	31.3
School and school teachers	31.0	29.1	31.7	26.7	32.3	40.4
Work placement/work experience at school	30.2	24.9	32.2	33.3	29.1	22.7
VET in schools/school based apprenticeships/traineeships	24.7	16.3	28.2	26.8	23.5	18.2
Their friends or other students	21.7	16.0	23.7	20.8	22.8	22.7
Their religion	9.8	7.5	10.8	8.7	8.6	14.6

Multiple responses allowed

4.4 PROVISION OF CAREER INFORMATION/EDUCATION AND GUIDANCE AT DIFFERENT STAGES

4.4.1 *Responsibility for providing career information, education and guidance*

Respondents were asked who they thought should be mainly responsible for providing or obtaining career information/education/guidance for (1) young people while they were attending secondary school, (2) young people at TAFE or university, and (3) young people who have left school but are not in further education or work. Parents were asked to make up to three selections for the responses provided.

The overall finding was that parents think schools are mainly responsible for providing this service to young people in secondary schools, and TAFEs and universities for students in the tertiary sector (see Table 35).

Young people at secondary school

As discussed above, most parents thought that *schools* are mainly responsible for providing career information, education and guidance to young people at secondary school (80%). Over half the parents placed main responsibility on young people themselves (56%) and on themselves as parents (52%). At the other end of the scale, only 17% of parents thought it was the Australian Government's responsibility and 10% thought it was that of the State/Territory governments.

TABLE 35 – RESPONSIBILITY FOR PROVIDING CAREER INFORMATION/EDUCATION/GUIDANCE TO YOUNG PEOPLE AT SECONDARY SCHOOL BY GENDER (PERCENTAGE)*

	TOTAL	MALE	FEMALE
Schools	80.3	72.7	82.8
Young people themselves	56.6	58.2	56.0
Parents	52.3	59.8	50.3
TAFE/Universities	28.2	23.7	30.4
Australian Government	16.7	15.3	16.8
Employers	14.6	19.9	12.7
Job Services Australia	14.3	11.7	14.7
State/Territory Government	10.3	11.1	9.8

Multiple responses allowed

Slightly more males than females placed responsibility for providing assistance and guidance on parents, employers, young people themselves and State/Territory governments. Slightly more women than men thought this responsibility sits with schools, TAFE/Universities, Job Services Australia and the Australian Government.

Young people at TAFE/university

More than two in three parents indicated that the main responsibility for providing information, education and guidance to young people at TAFE or university belongs to TAFE and universities (69%) and young people themselves (65%). Two in five parents thought schools were mainly responsible (40%).

TABLE 36 – RESPONSIBILITY FOR PROVIDING CAREER INFORMATION/EDUCATION/GUIDANCE TO YOUNG PEOPLE IN TAFE/UNIVERSITY BY GENDER (PERCENTAGE)*

	TOTAL	MALE	FEMALE
TAFE/universities	68.9	66.6	69.7
Young people themselves	64.7	64.1	64.9
Schools	40.0	34.6	41.9
Parents	36.7	43.0	34.4
Employers	17.3	21.3	15.9
Australian Government	16.7	15.8	17.0
Job Services Australia	15.2	12.4	16.2
State/Territory Government	10.5	11.0	10.4

Multiple responses allowed

A higher proportion of males than females placed this responsibility on parents and employers. More female respondents than males saw the responsibility residing with schools, Job Services Australia and TAFE/universities.

Young people not in school, TAFE or university

Parents indicated that the main responsibility for providing career information, education and guidance to young people not in education or work mainly belongs to young people themselves (67%) or Job Services Australia (57%) and parents (49%).

Where the main difference occurred for this sub-group of young people, was that over half the parents selected Job Services Australia (52%) as being mainly responsible for providing this assistance. There was little variation between male and female respondents on this issue. However, females were more likely than males to nominate Job Services Australia, and males more likely to nominate parents.

	TOTAL	MALE	FEMALE
Young people themselves	67.2	64.0	68.4
Job Services Australia	52.3	45.5	54.7
Parents	49.1	53.8	47.4
Australian Government	28.0	28.5	27.9
Employers	20.2	21.7	19.6
Schools	17.3	16.3	17.7
State/Territory Government	16.3	17.6	15.8
TAFE/Universities	8.6	9.0	8.4

Multiple responses allowed

4.4.2 Ease of obtaining information, guidance and advice for parents

Parents were asked to indicate the ease of obtaining information and advice when their children were in secondary school, studying at TAFE/university or had left school but were not doing any further education or work. Parents were asked to respond using a five-point scale which ranged from *very easy* to *very difficult*.

Parents with children in secondary school

There were 1,319 parents (78%) who said that while their children were at school, they tried to get information and advice to help them make decisions about future study. Well over half (57%) said it was easy to get this information and advice. As presented in Table 38, the responses varied by school type. It was slightly easier to get this information in Independent and Catholic schools.

TABLE 38 – LEVEL OF EASE TO GET INFORMATION AND ADVICE WHILE THE CHILDREN WERE AT SCHOOL BY SCHOOL TYPE (PERCENTAGE)

	TOTAL	GOVERNMENT	CATHOLIC	INDEPENDENT
Very easy	11.3	9.7	13.8	13.1
Fairly easy	45.7	44.5	46.8	48.2
Neither easy nor difficult	22.6	23.9	19.9	22.0
Fairly difficult	17.1	18.2	17.0	14.3
Very difficult	3.4	3.7	2.6	2.4
TOTAL	100	100	100	100

At TAFE/university

The proportion of parents who tried to get information and advice to help their children make decisions about future, study, work or career decreased once their children reached TAFE or university. However, over a third of respondents participating in the survey (36%) indicated that they had tried to get information and advice.

Of the parents that did look for information and advice:

- 11% said it was very easy

- 49% said it was fairly easy

- 21% said it was neither easy nor difficult

- 15% said it was fairly difficult

- 3% said it was very difficult.

Left school but not working or studying

The number of parents participating in the survey who tried to get information and advice dropped even further when their child had left school but was not doing any further education or work. A quarter of parents (27%) said that they did try to get information and advice at this stage.

Of the parents that did look for information and advice:

- 10% said it was very easy

- 45% said it was fairly easy

- 21% said it was neither easy nor difficult

- 19% said it was fairly difficult

- 5% said it was very difficult.

4.4.3 Career development after leaving school

Parents were asked if any of their children needed or tried to get career information or guidance after their children left school. Over a third of parents (36%) reported that since their children left school, they had needed or tried to get study or career information, education or guidance.

This group of parents were then asked to respond to two statements on both getting advice and also their ability to advise and help their children with work and study decisions.

Responses were made against a five-point scale which ranged from *strongly agree* to *strongly disagree*. Answers are summarised in Table 39, indicating the extent to which respondents agree (ie strongly agreed or agreed) with each statement.

TABLE 39 – LEVEL OF AGREEMENT WITH STATEMENTS ABOUT GETTING OR PROVIDING ADVICE ON WORK OR STUDY (PERCENTAGE)

STATEMENT	TOTAL AGREE	MALE	FEMALE
After young people have left school, it is quite difficult for them to get guidance on study or career	47.4	40.0	49.8
After my children had left school I felt I was able to advise or help them with decisions about work or study	67.2	69.0	59.4

This table shows that almost half the parents (48%) agreed that *after young people have left school it is quite difficult for them to get guidance on study or career*. More female respondents than males agreed with this statement (50% cf 40%).

Over two-thirds (67%) of the parents responding to this question agreed that *after their children had left school they felt able to advise or help them with decisions about work or study.* For this statement, more men than women agreed (70% cf 60%), suggesting that men are more comfortable or confident giving their children such advice.

4.4.4 Usefulness of resources for parents

Parents were asked to consider the usefulness of a range of resources and tools that aim to assist parents in supporting their children with decisions about study, work or career. Parents rated these using

a five-point scale which ranged from *very useful* to *no use at all*. A *total usefulness* rating was the sum of the *very useful* and *fairly useful* responses.

TABLE 40 – USEFULNESS OF TOOLS AND RESOURCES FOR PARENTS BY GENDER (PERCENTAGE)

	TOTAL USEFULNESS	MALE	FEMALE
Help in contacting people doing the kind of work your children may be interest in	84.5	81.0	85.8
Material on the internet, designed for parents on work/study/careers	82.0	80.0	82.7
Career expos	81.5	78.9	82.4
Printed materials, designed for parents on work/study/carers	76.7	73.2	77.9
Personal meeting or discussions with school careers teachers or advisors	74.8	73.2	75.4
A careers hotline for parents	60.2	54.2	62.4
Parent workshops or discussion groups	49.8	46.8	50.9

More than four in five parents thought the following were useful:

- *Help in contacting people doing the kind of work your children may be interest in* (85%)

- *Material on the internet, designed for parents on work /study/careers* (82%)

- *Career Expos* (82%).

However, there was also strong support for printed materials designed specifically for parents, and personal meetings with careers professionals at school. Slightly more women than men think these tools or resources would be useful. Women were also more likely to think a careers hotline for parents would be useful.

Parents with an annual household income of under $60,000 were more likely to consider a careers hotline for parents and parent workshops/discussion groups as useful than parents in the $100,000 plus income bracket.

4.4.5   Additional resources for parents

Parents were asked an open-ended question if there was anything else in particular that they thought would assist parents in relation to the career development of their children. The most frequently mentioned responses identified by parents included the following:

- More parental involvement, information and consultation (141 parents)

- More career guidance, information and advice generally (136 parents)

- One-to-one or personalised input (73 parents)

- More information on post-school study eg TAFE or university options (65 parents)

- Better guidance on choice of school subjects (49 parents)

- More talks and presentations by, or visits to universities, TAFEs or workplaces (47 parents)

- More material available on the internet, website, online forums etc (42 parents)

- Access to well-qualified, specialist, dedicated career advisors (42 parents)

- Information provided in the early years of schooling (36 parents).

4.5   OTHER OPINIONS AND ATTITUDES

The final section of the questionnaire sought the opinions of all parents concerning a range of matters to do with their children and their own roles and capacities in relation to career.

These questions were asked in an agree/disagree format, using a 5-point scale that ranged from *strongly agree* to *strongly disagree*. Information on the responses is presented by gender and household income in Table 41. Agreement is presented in terms of *total agreement* which is comprised of *strongly agree* and *agree* responses.

TABLE 41 – LEVEL OF AGREEMENT WITH STATEMENTS ABOUT CAREER DEVELOPMENT AND TRANSITION FROM SCHOOL (PERCENTAGE)

STATEMENT	TOTAL AGREE	MALE	FEMALE	LESS THAN $60,000	$60,000 - $100,000	MORE THAN $100,000
Parents have an important role to play in helping their children to make decision about study, work or career	90.7	90.1	90.9	92.3	90.0	93.4
My children will probably need to do further training at various stages of their work life	89.3	89.8	89.2	87.7	88.9	92.6
My children face much more complicated decisions about future work or career than I did at their age	74.5	65.9	77.6	75.6	69.3	78.3
I am confident about my capacity to help my children make decisions about study, work or career	72.3	76.0	70.9	72.1	70.6	76.1
I would have liked my children to have more work experience or work placements opportunities while at school	68.8	65.7	69.9	75.2	69.5	64.9
I feel that my children are well equipped to make choices about future work or study	61.7	59.6	62.4	64.4	61.2	59.1
Our family has had a big influence on my children's decisions about study, work or career	57.9	61.7	56.5	54.7	58.1	61.7
Things have changed so much that it's difficult these days for parents to advise their children about work or study	41.1	31.4	44.5	49.0	43.6	34.2

Parents indicated strong agreement with a statement that suggested they have in important role in helping their children with study work or career decisions (91%), although slightly fewer felt confident about their capacity to do this (72%).

Parents also strongly agreed that their children will need to do further training at various stages of their work life (89%) and that children face much more complicated decisions about future work or career than they did at their age.

More than two-thirds of parents (69%) would have liked their children to have more work experience or work placements opportunities while at school and 58% thought that their family had a big influence on their children's decisions about study, work or career. Only 41% of parents agreed that things have changed so much that it's difficult these days for parents to advise their children about work or study.

There were some noticeable differences in agreement between male and female respondents regarding the statements on things changing so much that it is difficult these days for parents to advise their children about work and study, and also that children face much more complicated decisions about future work or career than parents did at their age. Women identified somewhat more issues and difficulties than men.

There were also some notable differences among parents by gross household income. Parents with a household income over $100,000 per annum were more likely to agree that their *family has had a big influence on their children's decisions about study, work or career* and that *their children will probably need to do further training at various stages of their work life.* Meanwhile, parents with a household income less than $60,000 were more likely to agree that *they would have liked their children to have had more work experience or work placements while at school* and to think *that things have changed so much that it's difficult these day for parents to advise their children about work or study.* Slightly fewer felt *confident about their capacity to help their children to make decision about study, work or career.*

4.5.1   Work

At the end of the questionnaire, those who had left school were asked how strongly they agreed or disagreed with six statements about work. Table 42 summarises the responses.

Again, these questions were asked in an agree/disagree format, using a 5-point scale that ranged from *strongly agree* to *strongly disagree*. Information on the responses is presented by gender and household income in Table 42. Agreement is presented in terms of *total agreement* which is comprised of *strongly agree* and *agree* responses

Looking across the six items in the table, it is apparent that female respondents tended to express a somewhat more positive view of work than males. There was minimal variation by household income, however.

TABLE 42 – LEVEL OF AGREEMENT WITH STATEMENTS ABOUT WORK BY GENDER AND INCOME (PERCENTAGE)

	TOTAL	MALE	FEMALE	LESS THAN $60,000	$60,000 - $100,000	MORE THAN $100,000
Work is an important way of using our skills and talents	93.3	90.3	94.4	92.9	93.5	94.6
Satisfaction with your work is one of the most important things in life	87.7	84.7	88.7	86.9	90.0	86.1
Work is a way of contributing to the community	83.6	79.0	85.2	83.8	85.0	84.1
Work is the source of a great deal of people's interest and satisfaction in life	80.4	78.3	81.2	80.3	80.9	81.0
Work is mainly a way of earning money for the things you need in life	65.3	65.9	65.1	67.8	63.6	66.4
Work is a necessary evil	47.8	43.6	49.2	32.5	29.1	30.5
Your work pretty much determines who you are in life	36.3	36.3	36.3	34.3	39.8	36.3

5   Survey of Teachers

This section presents the results of a survey undertaken with primary and secondary school teachers across Australia, on issues relating to careers development for young people. The aim of the survey was to explore a range of issues with teachers concerning the nature, role, accessibility, quality and timing of careers development in schools and to identify any gaps that need to be addressed.

Key findings:

Primary schooling

- The survey results showed quite strong teacher support for primary schools helping to lay the foundations for lifelong learning and successful career development. Ninety-one per cent of teachers agreed that *primary schools should be developing in their students capabilities such as good communication, flexibility and resilience that may be relevant to lifelong learning* and four out of five agreed that *primary schools have a responsibility to encourage children to identify and begin to make the most of their strengths*. Only 24% said that they saw *no place at primary school for information or discussion relating to future work or career.*

- Primary school teachers are particularly supportive of the role of primary schools in this regard.

Secondary schooling

- Secondary school teachers identified *parents* as the group who had most influence on students' choice of school subjects. Also seen as influential were *classmates or friends*, *classroom teachers*, and *careers teachers or advisors*.

- Eleven percent of all respondents said that *less than half* the students at their school received any form of careers education. Among teachers from *small schools* (under 500 students) the percentage of teachers saying this was 26%, as against 13% in schools of 500-100 students, and only 3% in schools with over 1,000 students.

- The four most common forms of careers education available in the secondary schools where the respondents taught were *interview with a careers advisor*, *TAFE/university visits or visitors*, *work experience,* and use of *printed materials*. The options available in small schools were reportedly more limited than in larger schools.

- The form of support that the respondents thought *contributed most* to a successful transition from school to work or further study was *work experience*, followed by *interview with a careers advisor* and *TAFE/university visits/visitors*.

- When the secondary teachers were asked who or what most helps or influences students in thinking about work or further study, *parents* easily topped the list of answers, followed by *careers teacher/advisor* and *work experience*. Other influences included *classmates or peers*, *talking with someone working in fields students were interested in*, and *having a part-time job while at school.*

- Around three-quarters of the secondary teachers were either *satisfied* or *very satisfied* with three aspects of careers education at their school – access, quality and timing. In terms of school size, those teaching in small schools (under 500 students) were consistently the least satisfied. Relatively few respondents made suggestions for improvement, but the suggestions that were made included more emphasis on further studies after school, including the training required for various jobs, and more visits to/from people outside the school such as employers and tertiary institutions.

- In general, the respondents were reasonably satisfied with the careers education available to special needs groups such as Indigenous young people or those with a disability and - to a lesser extent - humanitarian refugees. Other groups of young people seen as being at some disadvantage in relation to careers education included those with behavioural problems, and very gifted students.

- Over 80% of the secondary teachers favoured careers education starting before Year 10. Year 9 was the most popular choice (39% of respondents), but 25% favoured starting in Year 7.

- When asked who should be mainly responsible for providing or obtaining careers education for school students, 71% of the secondary teachers said *schools*, 49% said *young people themselves*, and 37% said *parents.*

Students who have left school

- As for career education for TAFE and university students, 66% of teachers believed that responsibility for career development should mainly rest with *tertiary institutions*, while 63% nominated *young people themselves.* As for career support for young people not in education, the respondents thought that responsibility for this should mainly rest with young people themselves (62%) and Job Services Australia (56%).

Other opinions

- Responses to various other questions relating to career development work, particularly within schools, confirmed that overall the secondary teachers were reasonably well satisfied with the current situation. For instance, just over 70% believed that the people providing career information or guidance at their school were *well equipped to do so.* On the other hand, 38% agreed that career education *needs to be delivered in a more professional manner than at present*; 27% disagreed with this statement, while the remainder gave a neutral response.

- 82% agreed that *if schools are to provide good career information and support they need stronger links with employers*.

- Overall, 65% believed that on leaving school most of their students were *well-equipped to make decisions about work or career*; among those in small schools only 51% agreed with this statement.

- Some 59% agreed that it was *very difficult for schools to stay on top of careers issues in a rapidly changing world.*

- Teachers from Independent schools tended to express more positive or optimistic views than did teachers in other sectors.

5.1   DESIGN AND CONDUCT OF THE SURVEY

5.1.1   Survey design

This research was designed to capture the perspectives of primary and secondary school teachers across Australia, on how children and young people can best be prepared for further education and the workforce, particularly focusing on careers education, advice and guidance.

The key topics addressed in the design of the survey questions were:

- Young people's level of preparedness for entering further education or the workforce

- Responsibility of various people or groups for providing or obtaining career guidance and support for young people

- The role of teachers in supporting the career development of young people

- The level and type of career information, education and guidance provided currently to young people in schools, and their satisfaction with the current system

- Resources or support required to assist teachers in contributing to the career development of young people.

A copy of the survey instrument is included in Appendix C of this report.

5.1.2   Survey administration

The survey was completed through an online consumer panel by 399 teachers, who work in primary and secondary schools across Australia. Participants of the survey were identified from a panel of teachers who had previously expressed their willingness to participate in on-line research.

5.2   THE TEACHERS AND THEIR SCHOOLS

5.2.1   Numbers and gender

A total of 399 teachers took part in this survey – 110 males (28%) and 289 females (72%). There were 111 teachers who taught primary school, 222 who taught secondary school, and 66 who taught at both primary and secondary level. Thus the *total* number of respondents who taught at primary level was 177, and the *total* teaching at secondary level was 288.

Females outnumbered males in all these groups. The percentage of female respondents among the *secondary* teachers (67%) compares with just under 60% in the Australian secondary teaching workforce overall[9].

5.2.2   Location and type of school

A third of the respondents (34%) were teaching at schools in NSW, 26% in Victoria, 18% in Queensland, 11% in Western Australia and 8% in South Australia. There were small numbers from Tasmania (3% of the total), the ACT (2%) and the Northern Territory (1%).

Nearly two-thirds of the respondents (64%) were teaching in a capital city, while 25% were teaching in regional cities or large towns, and 12% in smaller towns or rural areas.

At the time of the survey, 66% of the respondents were mainly teaching in Government schools, 14% in Catholic schools, 17% in Independent schools, and 3% in some other type of school. This distribution is broadly similar to the distribution of the Australian secondary teaching workforce overall[10]. There were relatively more male respondents teaching at Government schools, and relatively more females at Catholic and at Independent schools.

The teachers came from schools of various sizes. As would be expected, there were relatively more small schools in small towns and rural areas. Among all those teaching at *secondary* level:

- 19% were teaching in a school with fewer than 500 students

- 40% were at a school with 500-1,000 students

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[9]   See Australian Bureau of Statistics data at abs.gov.au/AUSSTATS/abs@nsf/DetailsPage/4221.02010.

[10]   See Footnote 1

- 35% were at a school with over 1,000 students.

5.2.3   Experience

This was in general a group of teachers with substantial experience. While 18% had begun teaching only in the past five years,

- 14% had started teaching between 5 and 10 years ago

- 20% had begun teaching between 10 and 20 years ago

- 22% had begun between 20 and 30 years ago, and

- 26% had begun over 30 years ago.

Just over half (51%) of all the secondary teachers had been teaching for 20 years or more; among the primary teachers the corresponding figure was 42%. There was no consistent difference among types of school in the teachers' years of experience.

5.2.4   Full time work

Just over half the respondents (52%) stated that they were working full time, 23% part time, and 26% on a casual basis. Sixty-six per cent of the men and 46% of the women were working full time. In all three school sectors (Government, Catholic, Independent) a little over half the respondents were working full time.

5.2.5   Role in careers development

The majority (80%) of these teachers did not spend any of their time working as career advisors – though a substantial number of these said that providing information relevant to further studies or career was part of their classroom task. Fourteen percent of respondents said that they spent less than 20% of their time working as a careers advisor. Only small numbers (5% of the total) spent 20-50% of their time on careers work, and only 2% spent most or all of their time in this way. In all three school sectors (Government, Catholic, Independent) the proportion of respondents who spent more than 20% of their time as career advisors was around 6-7%.

Among those who did some work as career advisors (n=80), 35% reported having formal qualifications for this role (most commonly a Masters Degree or a Graduate Diploma in Education/Learning and Development/Career Development. The proportion of respondents with formal qualifications was highest for Government schools (39%) and lowest for Catholic schools (22%).

5.3   PRIMARY SCHOOLING

Table 44 sets out the percentage of respondents who, on a 5-point scale, agreed (ie *agreed* or *strongly agreed)* with a series of propositions relating to the role of primary schools or teachers.

The responses show that large majorities of these teachers saw a role for primary schools in developing capacities to support lifelong learning (for example flexibility and resilience) and in helping children identify and build on their strengths and skills. Sixty percent believed that primary teachers should be making clear the relevance of students' lessons for later studies or work. Only 24% agreed that *I don't see any place at primary school for information or discussion relating to future work or career.*

Those who were themselves teaching at primary level were particularly supportive of the view that primary schools should be working at developing qualities like flexibility and resilience in their students, that they should be helping students to identify and build on their skills and strengths, and that they should be making clear the relevance of current studies to work later in life. Similarly, female respondents

(who were particularly strongly represented among primary teachers) tended to express substantially more positive support than males for a primary school role in beginning to prepare children for work and lifelong learning (see Table 43).

TABLE 43 – LEVELS OF AGREEMENT WITH STATEMENTS ABOUT PRIMARY SCHOOLING (PERCENTAGES)

STATEMENT	TOTAL AGREEMENT	PRIMARY TEACHERS	SECONDARY TEACHERS	MALES	FEMALES
Primary schools should be developing in their students capabilities such as good communication, flexibility and resilience that may be relevant to lifelong learning	90.7	92.1	88.2	81.8	94.1
Primary schools have a responsibility to encourage children to identify and begin to make the most of their skills and strengths	79.9	83.6	75.3	68.2	84.1
Primary school teachers should make it clear to their students how their studies are relevant to work they may do later in life	59.9	68.9	55.2	53.2	62.5
Primary school teachers should have professional development to assist them in working with students on issues relating to future work or study	46.4	47.2	45.0	40.0	48.9
Even if the subject is touched on, there should be no careers curriculum at primary school	44.4	43.9	42.8	40.4	45.9
I don't see any place at primary school for information or discussion relating to future work or career	23.7	23.3	24.0	24.5	23.3

All those who were themselves teaching at primary level were then asked to what extent they agreed with three further statements about primary schools. Some 83% said that their school specifically aimed to develop capabilities supporting lifelong learning; only 21% thought that their Principal would be unlikely to support any emphasis on issues relating to future work or career. However, opinion was more mixed on whether many primary students respond well to information or discussion about work or study after school, with less than half the teachers agreeing with this statement. Results are summarised in Table 44 by gender and type of school.

TABLE 44 – PRIMARY TEACHERS' OPINIONS RELATING TO PRIMARY SCHOOLS (PERCENTAGES)

STATEMENT	TOTAL AGREEMENT	MALES	FEMALES	GOVERNMENT SCHOOLS	CATHOLIC SCHOOLS	INDEPENDENT SCHOOLS
Many primary students respond well to information or discussion that relates to possible work or study after they leave school	48.8	46.9	49.3	48.4	39.8	54.2
Our school specifically aims to develop pupils' capabilities in a way that will help them in lifelong learning	82.9	69.7	86.1	85.5	88.9	70.8
The Principal at my school is unlikely to support any emphasis on issues relating to future work and career	20.8	13.8	22.4	21.4	11.8	23.8

5.4   SECONDARY SCHOOLING

5.4.1   Influences on students' subject choices

Respondents who were teaching at secondary level (n=288) were asked who or what they thought most influenced students' choices of school subjects; they were offered a list of nine possible answers and asked to select up to three of these. Seven percent said their students did not have to make subject choices; the remainder identified the following influences:

- parents (selected by 74% of those who answered this question)

- classmates or friends their own age (52%)

- subject or class teachers (50%)

- careers teacher/advisor/counsellor (49%)

- family members or friends – other than parents (12%)

- media such as TV, magazines etc (6%)

- the Internet (6%)

- material from books or other printed material (5%)

- careers advisor/counsellor outside the school (5%)

- other (3%).

Parents were the first choice among teachers in all three school sectors. However, *other family members and friends* was selected more often by Catholic and Independent school teachers that by those in Government schools.

Next the teachers were asked to select, from a list of eight items, up to three factors which they saw as the main influences on students' decisions about which subjects to take. As the teachers saw it, the most influential factors were:

- *the subjects that the students most enjoy* (selected by 61% of respondents)

- *the subjects they are good at* (54%)

- *subjects necessary or useful for their later studies or career* (47%).

There was a fair degree of consistency in these responses from teachers in Government, Catholic and Independent schools. Factors selected by fewer respondents were, in descending order:

- subjects their friends are taking (34%)

- subjects taught by teachers they like or get on well with (27%)

- subjects their families think they should take (23%)

- the easiest subjects (12%)

- subjects the school advises (8%).

Relatively more respondents from Government schools (41%) than from Catholic (23%) or Independent (26%) schools identified the influence of *the subjects their friends are taking.* Teachers from Independent schools were the least inclined to nominate *the easiest subjects* as an influence, and the most inclined to nominate *the subjects their families think they should take.* A relatively high percentage of the teachers from Catholic schools (37%) nominated *subjects taught by teachers they like or get on well with.*

5.4.2   Forms of career development

All those teaching at secondary level (n=288) were asked what proportion of students at their school received some form of career information, education or guidance. Thirty-two respondents (11%) said they did not know.

The answers given by the other 256 respondents are summarised in Table 45, which shows that 42% said that *most* students at their school received career education, and 47% said that *all* did. However, 11% of these teachers reported that the proportion of students receiving some careers education was either *less than half* or, in 1% of cases, *none.*

There were teachers from all three school sectors who said that less than half/none of their students received any career education – 13% in the case of Government schools, 8% for Catholic schools and 11% for independent schools

Only 4% of the teachers from South Australia and 5% of the Victorian teachers said that under half their students received career education; however in NSW, Queensland and Western Australia the figure was between 13% and 16%.

Among teachers in *small towns or rural areas* (a small sample), 15% said that under half the students received any careers education. More striking were the results by school size: the percentage of respondents saying that less than half (or none) of their students received careers education was:

- 26% in schools of under 500 students

- 13% in schools of 500-1,000 students

- 3% in schools with over 1,000 students.

TABLE 45 – REPORTED PROPORTION OF SECONDARY STUDENTS RECEIVING CAREER INFORMAITON, EDUCATION OR GUIDANCE (PERCENTAGES)

	TOTAL	GOVERNMENT SCHOOLS	CATHOLIC SCHOOLS	INDEPENDENT SCHOOLS
None	1.2	1.9	-	-
Less than half	10.2	10.6	7.7	11.3
Most	41.8	43.1	38.5	35.8
All	46.9	44.4	53.8	52.8
TOTAL	100	100	100	100

Secondary teachers were then asked which of 13 listed forms of career education were available for students at their school. The responses, in descending order, are shown in the first column of Table 46. The most commonly available forms of education were *interview with a careers teacher or advisor*, *visits to TAFE/universities or by TAFE/university representatives*, *printed materials*, and *work experience*.

There were some differences by the type of school at which the respondents taught. For example, teachers from Independent schools most often mentioned group discussions, talks by staff members, talks by people from outside the school, and time to access the Internet. An above-average percentage of Catholic school teachers mentioned printed materials.

In several instances, below-average percentages of teachers from *small towns or rural areas* reported that a particular form of career information or education was available. This was especially notable in relation to interviews with a careers teacher/ advisor, where 85% of city teachers and 80% of regional/large town teachers, but only 70% of small town/rural area teachers, said this was available to students.

Again teachers from small schools (under 500 students) stood out as a distinctive group. They reported less availability than other respondents for *most* forms of careers education. For example, the percentage saying that *talks/presentations from school staff* were available was 46% for the smallest schools and 63% for the largest (over 1,000 students). For *printed materials* – perhaps surprisingly – the pattern was the same, with the results being 57% (smallest schools) as against 87% (largest schools). There was a very large difference in relation to *interview with a careers teacher/advisor* – reported as available by 54% of teachers in small schools, 90% of those in schools with 500-1,000 students, and 95% of those in schools of over 1,000 students.

Table 46 goes on to report (second column) the teachers' views on the *usefulness* for students of these various forms of career information or education, showing the total percentage of teachers who considered each form either *useful* or *very useful*. The two forms perceived as most useful overall were of a practical or 'real world' nature – work experience and VET in schools. Also high on the list for usefulness came TAFE or university visits or visitors, talks/presentations from people outside the school, and visits to workplaces. *All* of the forms of education listed in the table were judged as *useful or very useful* by around 70% or more of the teachers, with the lowest-scoring being printed materials (69%).

TABLE 46 – AVAILABILITY AND PERCEIVED USEFULNESS OF VARIOUS FORMS OF CAREER DEVELOPMENT (PERCENTAGES)

	AVAILABLE	THOUGHT USEFUL/ VERY USEFUL
Interview with careers teacher/advisor	81.9	84.7
TAFE/Uni visits/visitors	72.6	88.0
Work experience	72.2	92.8
Printed materials	72.2	69.1
Talk/presentation from someone outside the school	62.8	87.3
Careers day or expo	61.8	78.5
VET in schools	61.1	91.4
Group discussion	58.3	71.3
Time at school to access the Internet	54.9	74.1
Talk or presentation from school staff	53.8	71.0
Visits to workplaces	47.6	86.8
Information included in regular classes	42.4	72.1
Time at school to access on-line surveys, quizzes, etc	41.0	72.9
None of the above	3.5	

A follow-up question asked teachers to select from the list up to three forms of careers development which they thought *contributed most to assisting students with the transition from school to work or further study*. The three that were most commonly identified as helpful were as follows:

- Work experience (chosen by 51% of respondents)
- Interview with careers teacher/advisor (48%)
- TAFE/university visits or visitors (42%).

In descending order, the remaining responses were as follows:

- VET in schools (chosen by 28% of respondents)
- Talk/presentation from someone outside the school (23%)
- Visits to workplaces (21%)
- Careers day or expo (19%)
- Printed materials (11%)
- Time to access on-line surveys, quizzes etc (8%)
- Information included in regular classes (6%)
- Group discussion (5%)
- Talk/presentation from school staff (5%)
- Time to access the Internet (4%).

It will be seen that *work experience* and *TAFE/university visits/visitors* were again ranked highly, but were now joined at the top of the list by *interviews with careers teachers or advisors*. Teachers from Government schools (the largest group of respondents) ranked *work experience* first, followed by *career advisor interview* and then *TAFE/university visits/visitors*. However, teachers at Catholic and Independent schools ranked *career advisor interview* at the top, followed by *TAFE/university visits/visitors*, and then *work experience*.

The next question asked who or what, out of 13 listed items, most helps or influences students in thinking about work, career or further study. Responses are summarised in Table 47. Teachers in all three sectors – but especially those teaching in Independent schools – identified *parents* as the dominant influence or source of assistance. *Careers teachers /advisors at school* were ranked second in influence, again being emphasised by Independent school teachers in particular.

TABLE 47 – FACTORS MOST HELPFUL OR INFLUENTIAL ON STUDENTS' THINKING ABOUT CAREER OR FURTHER STUDY (PERCENTAGES)

	TOTAL	GOVERNMENT SCHOOLS	CATHOLIC SCHOOLS	INDEPENDENT SCHOOLS
Parents	66.0	60.6	60.5	83.1
Career teacher/advisor at school	39.2	38.3	30.2	47.5
Work experience	35.8	38.3	34.9	27.1
Classmates or peers	24.0	26.9	20.9	20.3
Talking with someone who does the sort of work they are interested in	22.9	24.6	16.3	23.7
Part time or casual job while at school	20.8	21.1	23.3	18.6
Other family members or friends (not parents)	16.3	17.1	9.3	18.6
Class/subject teachers	14.2	13.7	23,3	11.9
Printed materials	10.4	9.1	23.3	5.1
Information on the Internet	9.0	7.4	18.6	8.5
Media, eg TV, magazines etc	5.6	5.1	4.7	8.5
Careers advisor outside school	4.5	4.0	2.3	6.8
On-line surveys, quizzes etc	4.2	4.0	4.7	3.4

5.5   SATISFACTION WITH CAREER DEVELOPMENT

The teachers were asked about their level of satisfaction with three aspects of career education at their school – students' access to such education, its quality, and its timing (eg in which Year it was first available to students). Information on the responses is presented in Table 48, which gives in each case the total percentage of respondents who said they were either *satisfied* or *very satisfied.*

Around three-quarters of the respondents were *satisfied* or *very satisfied* with each of these aspects of careers education at their school. The level of satisfaction expressed was highest for *access*, at 77% (perhaps a little surprising in light of the data set out in Table 48 on the proportion of students receiving some form of careers education). For each aspect, those who spent all or most of their time as careers teachers expressed more favourable views than other respondents did.

Among different types of school, the highest level of satisfaction with the *quality* of careers education was among teachers from Independent schools, at 78%. *Female* respondents were consistently more satisfied than males. Teachers from schools in *small towns or rural areas* were less satisfied than others with access and with timing; in relation to quality, both *large town* and *small town/rural teachers* were less satisfied than those in the city.

Again teachers from schools with fewer than 500 students stood out. On all three points - access, quality and timing - these teachers were less satisfied than those teaching in larger schools. On access, for example, 59% of teachers in the small schools were satisfied/very satisfied, as against 88% of those teaching in schools of over 1,000 students.

Among the States and Territories, the teachers from Victoria were the most satisfied with all three aspects of careers education, though the differences from the other large States were not great.

TABLE 48 – TEACHERS' SATISFACTION WITH THREE ASPECTS OF CAREERS EDUCATION (PERCENTAGES)

	TOTAL	GOVERNMENT SCHOOLS	CATHOLIC SCHOOLS	INDEPENDENT SCHOOLS
Access to careers development	77.2	77.1	78.0	77.6
Quality of careers development	74.6	75.3	70.7	77.6
Timing of careers development	72.0	69.8	78.0	77.6

Ten percent of the secondary teachers believed that there was some kind of career assistance which students *wanted or needed but which was not available* to them, and 17% thought there was *something else that would be helpful*. Forty-seven respondents (16%)) then answered an open-ended question as to *what* they thought was missing or would be valuable. The ten most common answers are listed in Table 49.

TABLE 49 – SUGGESTIONS FOR IMPROVEMENT (PERCENTAGES)

	PERCENTAGE MAKING SUGGESTION
More information on post-school study and qualification requirements for various jobs	17.0
More visits to or visitors from industry, employers, further education institutions	14.9
Recognition that not everyone can/will go to TAFE or university	10.6
More work experience, practical or real world experience	10.6
Impartial advice or information (teachers should not try to push their own interests)	8.5
More personalised or one-on-one guidance	8.5
Access to well qualified /better qualified advisors	8.5
More parental involvement	8.5
Provision of more diverse/wider ranging information	8.5
More active guidance – not just information	8.5

5.6 TIMING

Over 80% of the respondents favoured careers education for secondary school students commencing in either Year 7 (25% of respondents), Year 8 (18%) or Year 9 (39%). A further 14% suggested Year 10. Almost half the teachers from Government schools (47%) favoured starting in Years 7 or 8, as against 33% of those teaching at Catholic or Independent schools.

5.7 SKILLS FOR WORK AND LIFELONG LEARNING

Given a list of seven capabilities that could be relevant to a successful and satisfying work life or career, the teachers identified all of them as either *important* or *very important.* These capabilities were as follows:

- Co-operating with others (classified as *important or very important* by 97% of the teachers)

- Communication skills (96%)

- Learning from your mistakes (95%)

- Coping with setbacks or disappointment (95%)

- Keeping your commitments (95%)

- Understanding your own strengths and limitations (94%)

- Willingness to try something new (93%).

The questionnaire then sought teachers' views on whether their school made a significant contribution to developing any of these capabilities in its students. Table 50 sets out the percentages of respondents who, for each item, replied in the affirmative.

Among other things the table shows that teachers from Independent schools tended to assess their school's contributions quite highly. Above-average percentages of teachers from Catholic schools thought that their school contributed to developing the capacity to learn from one's mistakes, to cope with setbacks, and to keep one's commitments.

TABLE 50 – TEACHERS' VIEWS ON CAPABILITIES TO WHICH SCHOOLS MAKE A SIGNIFICANT
            CONTRIBUTION (PERCENTAGES)

	TOTAL	GOVERNMENT SCHOOLS	CATHOLIC SCHOOLS	INDEPENDENT SCHOOLS
Communication skills	75.7	74.3	79.1	86.4
Co-operating with others	74.7	76.6	65.1	83.1
Keeping one's commitments	53.1	49.7	65.1	57.6
Willingness to try something new	50.0	46.9	48.8	62.7
Understanding one's own strengths and weaknesses	49.7	50.9	51.2	52.6
Learning from mistakes	47.9	46.3	58.1	47.5
Coping with setbacks or disappointments	38.2	35.4	44.2	44.1

5.8   POTENTIALLY DISADVANTAGED GROUPS

The questionnaire asked for teachers' views on the adequacy of career information/education/guidance for various groups of students who might be regarded as having special needs. Results are summarised in Table 51, which gives the total percentage of respondents in each case who thought that current careers education was either *adequate* or *very adequate.*

The table shows that the teachers tended to feel fairly satisfied with current provision for these various groups. Only in relation to *humanitarian refugees* did less than 60% of respondents say that current provision was *adequate/very adequate*; for young carers the percentage was 60%.

In terms of the school sector, it was teachers from Catholic schools who held consistently the most positive views about the adequacy of current provision. There was a clear trend for teachers from small schools (under 500 students) to express lower levels of satisfaction than their colleagues in larger schools.

TABLE 51 – TEACHERS' VIEWS ON THE ADEQUACY OF CAREER INFORMATION, EDUCATION OR GUIDANCE
            FOR VARIOUS POTENTIALLY DISADVANTAGED GROUPS (PERCENTAGES)

	TOTAL PERCEIVED ADEQUATE	GOVERNMENT SCHOOLS	CATHOLIC SCHOOLS	INDEPENDENT SCHOOLS
Indigenous students	75.4	77.3	76.0	64.5
Students with a disability	73.1	69.7	81.3	76.9
At risk students	72.1	70.7	81.6	70.8
Students who speak a language other than English at home	71.1	67.6	81.3	74.0
Young carers	60.0	59.4	66.7	59.0
Students in regional, rural or remote locations	64.4	63.7	73.3	58.6
Humanitarian refugees	55.4	51.0	70.6	59.1

The teachers were then asked to nominate, from a list of eleven groups, any other types of student for whom they thought current career information/education/guidance is inadequate. The largest percentage of respondents (31%) said that *none in particular* of the listed groups was at a disadvantage in this regard. Groups for whom current provision was thought inadequate were, in descending order:

- Students with behavioural problems (selected by 22% of respondents)

- Very gifted students (19%)

- Students without good family support (17%)

- Students with poor results (17%)

- Students with pushy or over-ambitious parents (15%)

- Students whose families move around a lot (14%)

- Students from a disadvantaged background (13%)

- Students with good results (3%).

5.9   OPINIONS ON RESPONSIBILITY FOR CAREER DEVELOPMENT

Table 53 summarises the teachers' views on *who should be mainly responsible* for providing or obtaining career information/education/guidance for:

- Young people attending school

- Young people attending TAFE or university

- Young people NOT attending school, TAFE or university.

The table shows that most respondents thought that *schools* had the prime responsibility for meeting the needs of school students. In the case of TAFE or university students the main responsibility was thought to lie with *those institutions* or with *young people themselves*. In the case of those not in education, the main responsibility was thought to lie with *young people themselves* or with *Job Services Australia*.

TABLE 52 – OPINIONS ON MAIN RESPONSIBILITY FOR CAREERS DEVELOPMENT (PERCENTAGES)

	YOUNG PEOPLE THEMSELVES	EMPLOYERS	PARENTS	JOB NETWORK/ JOB SERVICES AUSTRALIA	SCHOOLS	TAFE/ UNIVERSITIES	AUSTRALIAN GOVERNMENT	STATE/ TERRITORY GOVERNMENT
Secondary school students	48.6	18.4	37.2	17.7	71.2	25.0	18.8	17.0
TAFE or university students	62.5	20.1	22.9	14.2	37.2	66.3	14.9	13.5
Other young people	61.8	26.4	34.7	56.3	18.1	7.3	25.3	18.4

5.10.1   Career development

The questionnaire sought the teachers' opinions about a series of issues relating to career development and career choices. These questions were asked in an agree/disagree format, using a 5-point scale. Information on the responses is set out in Table 53.

Overall these responses may be said to confirm that most of the teachers were reasonably well satisfied with current provision of career information/education/guidance. For example, just over 70% agreed that those providing careers education at their school were well-equipped to do so. On the other hand, 38% agreed that careers education needs to be provided in a more professional manner than at present; 27 % disagreed with this proposition, while 35% gave a neutral answer – *neither agree nor disagree.*

Sixty-five percent of respondents saw their Principal as very supportive of career education. Sixty percent believed that on leaving school most of their students were well equipped to make decisions about work or career. However, 59% agreed that it was very difficult for schools to stay on top of career issues in a rapidly changing world, and most saw a need for both employers and parents to be more closely involved in careers education.

On several of these matters, teachers from Independent schools expressed more positive or confident views than the sample as a whole. For instance, 79% (as against 71% overall) believed that the people providing careers assistance at their school were well equipped to do so; 67% believed that most of their students left school well equipped to make career decisions (compared with 61% overall); 60% said that parents were involved in careers education at the school (44% overall).

Teachers' responses to several of the statements in Table 53 varied by school size. For instance, the percentage of teachers who agreed that on leaving school most of their students were *well equipped to make choices about future work or study* was 51% among teachers from the smallest schools (under 500 students), 61% among teachers from schools of 500-1,000 students, and 68% among teachers from schools of over 1,000 students.

It was less easy to detect systematic differences by location (city/regional/rural) in the responses to these various statements. However, it was interesting to note that a relatively high proportion of teachers from *small towns/rural areas* (59%) agreed that *parents* were involved in careers education at their school, and also that a high proportion of these respondents (88%) agreed that their *Principal* was very supportive of careers education. The proportion of respondents agreeing with the statement that the providers of careers education at the school were *well equipped to do so* was relatively low (62%) among the teachers working in regional cities/large towns.

There were some differences among the larger States in levels of agreement with the proposition that *the people providing career information/education/guidance at our school are well equipped to do so.* Total level of agreement with this was 86% among the Victorian teachers, 79% in Western Australia, 69% in New South Wales, 63% in Queensland, and 58% in South Australia. The respondents from South Australia recorded the lowest level of agreement with the statement that *when they leave school, most of our students are well equipped to make choices about future work or study.* It was the Queensland respondents who recorded the highest level of agreement that careers education *needs to be provided in a more professional manner than at present.*

TABLE 53 – LEVEL OF AGREEMENT WITH STATEMENTS ABOUT CAREER DEVELOPMENT (PERCENTAGES)

STATEMENT	TOTAL	GOVERNMENT SCHOOLS	CATHOLIC SCHOOLS	INDEPENDENT SCHOOLS
It's quite likely that our students will do several different sorts of work over the course of their lives	90.1	89.5	88.1	94.8
If schools are to provide good career information and support they need stronger links with employers	82.0	81.5	82.9	84.5
Schools should involve parents and other community members in providing careers education	76.8	74.1	88.1	79.3
The people providing careers education at our school are well equipped to do so	71.1	70.2	70.7	78.6
The Principal of our school is very supportive of careers education for students	67.0	65.3	72.5	71.9
Young people face much more difficult choices about work or career than their parents did at their age	67.4	68.0	61.9	70.7
Teachers at my school make it clear how school subjects relate to later work or study	64.9	62.3	71.8	74.5
When they leave school most of our students are well equipped to make choices about future work or study	60.1	58.3	63.4	66.7
It is very difficult for schools to stay on top of career issues in a rapidly changing world	59.4	54.9	71.4	64.9
I'd like to see students getting more work experience at school	56.7	53.5	56.1	65.5
Things have changed so much that it's difficult these days for parents to advise their children about work or study	56.4	55.6	61.9	53.4
Parents are involved with my school in relation to careers education	44.3	38.6	45.9	60.4
Careers education for school students needs to be provided in a more professional manner than at present	38.1	35.7	52.5	34.5

5.10.2 Work

At the end of the questionnaire, teachers were asked how strongly they agreed or disagreed with six statements about work. Table 54 summarises the responses.

Across several items in the table, the female respondents tended to express a somewhat more positive or idealistic view of work than the males. In terms of school type, teachers from Catholic or Independent schools tended to express somewhat more positive or idealistic views than those from Government schools.

TABLE 54 – LEVELS OF AGREEMENT WITH STATEMENTS ABOUT WORK (PERCENTAGES)

STATEMENT	TOTAL AGREEMENT	MALES	FEMALES	GOVERNMENT SCHOOLS	CATHOLIC SCHOOLS	INDEPENDENT SCHOOLS
Work is an important way of using our skills and talents	92.2	88.1	93.7	91.3	92.5	95.5
Work is a way of contributing to the community	90.2	87.2	91.3	89.0	92.5	92.5
Satisfaction with your work is one of the most important things in life	88.1	87.2	88.5	87.1	94.3	86.6
Work is the source of a great deal of people's interest and satisfaction in life	82.6	78.0	84.3	80.3	88.7	85.1
Work is mainly a way of earning money for the things you need in life	54.3	53.2	54.7	54.2	52.8	55.2
Work is a necessary evil	37.1	41.7	35.3	39.9	39.6	27.3
Your work pretty much determines who you are in life	32.6	34.9	31.7	33.7	26.4	31.3

6 Survey of Career Practitioners

This section presents the results of a survey undertaken with primary and secondary school career practitioners across Australia, on issues relating to careers development for young people. The aim of the survey was to explore a range of issues with teachers concerning the nature, role, accessibility, quality and timing of careers development in schools and to identify any gaps that need to be addressed.

Key findings

Working as a career practitioner

- No single term is used to describe the work of career professionals. However, the term *career counselling* was used most often by those surveyed. The term that is currently most used in government policy circles *career development* was used by about half the practitioners to describe the work they do.

- The majority of career practitioners surveyed feel they are adequately supported in their work by the organisation in which they work. However, a substantial minority (35%) feel supported *to some extent* only, indicating some gaps and potential for further improvement.

- There were some notable differences across sectors and regions. Considerably more career practitioners working in Catholic (74%) or Independent schools (74%) reported feeling adequately supported in their role in contrast to those working in Government schools (55%) or TAFE/university (53%). Similarly, a much higher proportion of those working in capital cities (65%) felt adequately supported in comparison to those working in regional cities (54%) or in rural areas (48%).

- The overwhelming majority of career practitioners perceive their role primarily in terms of encouraging and empowering young people to make their own investigations, discover their strengths, talents and interests, make their own decisions, and build their confidence and self-awareness.

- Career practitioners are very strongly of the view that Australia needs to invest more in career education and development for young people.

Primary schools

- There is strong support from career practitioners for primary schools to be developing capabilities such as good communication, flexibility and resilience and to be introducing primary school students to aspects of the world of work.

- There is also strong support for primary school teachers to be provided with professional development to assist them work with students on issues relevant to work or study.

Secondary schools

- Only a minority of career practitioners believe most secondary school students are well-equipped to make choices about future work or study when they leave school.

- Although the majority of career practitioners surveyed said they were satisfied with the current quality, accessibility and timing of career development in secondary schools, most said they felt *fairly satisfied* rather than *very satisfied* with the current situation, and around one in five said they were *dissatisfied*. Career practitioners expressed most dissatisfaction with the *timing* of career development, rather than with accessibility or quality.

- Career practitioners strongly support the introduction of career development early in secondary school, most commonly in Year 7.

- Career practitioners identified several groups of young people at school for whom they consider the current provision of career development is particularly inadequate. *Young people at risk, students who don't have good family support, young people with a disability,* and *young people with behavioural problems* are seen as being least well-served by the current system. This view was particularly strong among career practitioners working in Government schools.

- In addition, career practitioners working in secondary schools commonly reported facing challenges in working with certain groups of young people, in particular *young people at risk*, *young people with a disability*, *young people who speak a language other than English at home*, and *Indigenous young people*. Practitioners working in Government schools were more likely than those in other sectors to report challenges working with potentially disadvantaged students.

- Career practitioners expressed the need for additional resources to help them work with potentially disadvantaged groups of young people in particular *young people at risk, young people with a disability* and *Indigenous young people*.

- Career practitioners believed greater contact with employers/industry, additional time to spend with students/young people, internet-based resources, help in networking with other professionals, and other professional training or development will assist them most in working effectively with potentially disadvantaged groups.

- When asked to consider the usefulness of different types of career development for young people in secondary schools, career practitioners attribute highest value to *VET in schools/school based apprenticeships/traineeships* (82% very useful), *work placement/work experience* (81%), *interviews with a career teacher/advisor/counsellor* (78%) and *work or career information included in regular classes* (66%).

- Career practitioners identified a range of ways to address service or information gaps for secondary school students, most commonly well-qualified/specialist/dedicated career advisors rather than classroom teachers, more time available to provide career support, and mandated career advice, curriculum or classes.

- The great majority (88%) of career practitioners are of the view that schools have primary responsibility for the provision of career development to secondary school students. Some two-thirds believe young people themselves also have an important role to play, but just over a third (36%) think parents have a primary role.

- It is nevertheless the view of the majority of career practitioners that schools should involve parents in providing career information/education/guidance. However, it is recognised that at times firm parental expectations can be a barrier to effective or realistic career development, and that it is often difficult for parents to advise their children about work or study.

Young people in VET/universities

- There are differing levels of satisfaction with the current provision of career development in the tertiary sector. Although the majority of career practitioners said they were satisfied with the quality of, and access to, career development in universities, this was not the case in relation to the TAFE system. Less than half of those surveyed expressed satisfaction with the accessibility and quality of the current system of career development for TAFE students.

- Compared to those working in schools, career practitioners working in the tertiary sector were generally more critical about the provision of career development, and feel less supported by the organisation in which they work.

- According to career practitioners, primary responsibility for the provision of career development to young people attending TAFE or university is seen to lie with the educational institution. Young people themselves are also seen to have major responsibility.

Young people not in education

- The great majority (88%) of career practitioners are of the view there is a major gap in career information/education/ guidance for young people who are not in education.

- Primary responsibility for the provision of career development to this group of young people is seen to lie with Job Services Australia, followed by the Australian and State/Territory Governments.

- Certain groups of young people who have left school (but who do not necessarily fall into the 'not in education' category) are considered to have inadequate career development assistance. *Young people at risk*, *young people with a disability*, *young people in regional, rural and remote locations* and *Indigenous young people* were most commonly identified as lacking adequate career development.

- Career practitioners surveyed who were working outside the school sector identified a range of potential strategies to assist young people not in education including hotlines, outreach programs, Job Services Australia, better promotion and advertising of existing services, and more on-on-one targeted assistance.

6.1   SURVEY DESIGN

This research was designed to capture the perspectives of career practitioners on how children and young people can best be prepared for the workforce, particularly focusing on career information, education and guidance.

The key topics addressed in the design of the survey questions were:

- Young people's level of preparedness for entering the workforce

- Key gaps in the job readiness of young people

- Responsibility of various people or groups for providing or obtaining career guidance for young people

- The role of career practitioners in supporting the training, career education, and career development of young people

- Resources or support required to assist career practitioners in contributing to the career development of young employees

A copy of the survey instrument is included in Appendix D of this report.

6.2   SURVEY ADMINISTRATION

The survey sample was 304 career practitioners who completed the survey online.

This survey was promoted through the Career Industry Council of Australia (CICA) and the Career Development Association of Australia (CDAA). CICA is the peak national body, representing national, State and Territory career practitioner organisations and CDAA is Australia's largest national organisation of professionals who work in the career development industry. The respondents represent career practitioners across Australia working in capital cities, regional or rural areas and in a range of sectors.

6.3   THE RESPONDENTS

6.3.1   Personal characteristics

A total of 304 career practitioners completed the survey. Of these, 79% were female and 21% were male. As shown in Table 55 below, respondents were generally older, with 80% aged 40 years or over, and more than half aged 50 years or over.

TABLE 55 – AGE BY GENDER (PERCENTAGES)

AGE	TOTAL	MALE	FEMALE
Under 30 years	5.6	1.6	6.7
30 – 39 years	14.5	20.3	12.9
40 – 49 years	25.7	25	25.8
50 years and over	54.3	53.1	54.6
TOTAL	100	100	100

6.3.2   Location of employment

The majority of respondents to the survey worked as career professionals in Victoria (42%), New South Wales (22%) or Western Australia (15%). Table 56 below shows the number of respondents from different States/Territories.

TABLE 56 – WORK LOCATION (PERCENTAGES)

LOCATION	PERCENTAGE
VIC	42.4
NSW	22.4
WA	15.8
QLD	14.5
ACT	2.0
SA	1.6
NT	0.7
TAS	0.7
TOTAL	100

Most respondents worked in a *capital city* (57%), with 28% working in a *regional city of large town*[11] and 16% in a *small town or rural area*.

6.3.3   Nature of employment

Sector

Respondents worked as career practitioners across many different sectors including schools, tertiary institutions, private practices, government and business. As can be seen in Table 57 below, two-thirds of respondents (67%) worked in the school sector, predominantly in Government schools.

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[11]   Defined as having a population over 30,000

TABLE 57 – SECTOR OF MOST WORK (PERCENTAGE)

SECTOR	TOTAL
Government school/s	36.8
Catholic school/s	12.8
Independent school/s	17.4
TAFE	6.3
University	11.8
In private practice	3.3
Government agency	5.9
Business organisation	3
Other	2.6
TOTAL	100

Places of employment listed by those respondents who answered 'other' included:

- not-for-profit and non-governmental organisations (three respondents)

- cross-sector organisations (one respondent)

- cluster of schools (one respondent)

- Registered Training Organisation (one respondent)

- Local Learning and Employment Network Career Information Centre (one respondent)

- Adult and Community Education provider (one respondent).

Experience

Respondents had fairly high levels of experience working as career practitioners. As can be seen in Table 58 below, most respondents (66%) had been working as a career practitioner for five years or more, and two out of five (40%) had been a career practitioner for more than 10 years.

TABLE 58 – YEARS OF EXPERIENCE BY SECTOR (PERCENTAGE)

YEARS EXPERIENCE	TOTAL	GOVERNMENT	CATHOLIC	INDEPENDENT	TAFE/UNI	OTHER
Less than a year	4.6	2.7	10.3	5.7	3.6	4.4
1 to 2 years	5.6	8.0	2.6	3.8	5.5	4.4
2 to 5 years	24.0	27.7	17.9	17.0	25.5	26.7
5 to 10 years	26.0	28.6	28.2	22.6	21.8	26.7
Over 10 years	39.8	33.0	41.0	50.9	43.6	37.8
TOTAL	100	100	100	100	100	100

This high level of experience is reflected in a comparison between the ages of respondents and the years they had been working. As might be expected, most respondents under 30 had not been working for more than 5 years, while respondents over 40 years comprised 97% of the total number of respondents with over 10 years experience. The career practitioners working in the Independent schools sector were the most experienced and those working in the Government sector the least experienced (as measured by the proportion with more than ten years experience).

Most respondents (74%) worked full time, approximately one in four worked part time (24%), and a few worked on a casual basis (2%).

6.3.4   Respondents working in schools

Two-thirds of respondents worked in schools, most commonly (47%) in those with between 500 and 1,000 students.

Table 59 below shows how school sizes vary by school sector and location. Respondents working in schools of under 500 students were predominantly located in small towns or rural areas (54%), while regional and capital cities generally had larger schools of over 500.

The Catholic schools in which the career practitioners worked were slightly larger than Government and Independent schools.

TABLE 59 – SCHOOL SIZE BY SECTOR AND LOCATION (PERCENTAGE)

SCHOOL SIZE	TOTAL*	SCHOOL SECTOR			SCHOOL LOCATION		
		GOVERNMENT	CATHOLIC	INDEPENDENT	CAPITAL CITY	REGIONAL CITY / LARGE TOWN	SMALL TOWN / RURAL AREA
Under 500 students	18.6	22.3	7.7	19.2	11.3	9.8	54.1
500 – 1,000 students	47.1	49.1	43.6	46.2	47.0	51.0	43.2
Over 1,000 students	33.8	28.6	48.7	34.6	41.7	39.2	2.7
TOTAL	100	100	100	100	100	100	100

*Percentage of those working in schools n=204, not whole sample.

Table 60 on the next page shows how much of respondents' (working in schools) time is dedicated to providing career services. The majority of respondents across different school sectors reported spending all or nearly all of their time working as a career practitioners.

TABLE 60 – TIME SPENT WORKING AS A CAREER PRACTITIONERS BY SCHOOL TYPE (PERCENTAGE)

TIME SPENT WORKING AS A CAREER PROFESSIONAL	GOVERNMENT	CATHOLIC	INDEPENDENT
All or nearly all of my time	54.5	51.3	52.8
Over half my time	13.4	23.1	20.8
Between 20% and 50% of my time	25.0	25.6	18.9
Less than 20% of my time	5.4	0.0	5.7
None – but providing information relevant to future career choice is one aspect of my work in the classroom	1.8	0.0	1.9
TOTAL	100	100	100

6.3.5   Qualifications

The majority of respondents held a formal qualification in their role as a career professional. As shown in Table 61, a slightly higher percentage of women than men held a formal a qualification. Fewer practitioners working in regional areas held a formal qualification compared with those working in capital cities or a rural town. There was no significant variation in the proportion of career practitioners who held formal qualifications according to the size of the school, or between different sectors, although slightly fewer practitioners working in Catholic schools had formal qualifications.

TABLE 61 – QUALIFICATIONS HELD BY GENDER (PERCENTAGE)

	TOTAL	MALE (N=64)	FEMALE (N=240)	LOCATION		
				CAPITAL CITY	REGIONAL CITY	RURAL TOWN
Hold a formal qualification	77.9	71.9	79.6	82.0	66.7	83.3
Do not hold a formal qualification	22.1	28.1	20.4	18.0	33.3	16.7
TOTAL	100	100	100	100	100	100

Respondents held a diverse range of qualifications and some practitioners held more than one. Table 62 below shows the different qualifications held. A Graduate Certificate (in education, learning and development or career development) was the most common qualification and was held by more than a quarter (29%) of respondents.

TABLE 62 – SPECIFIC QUALIFICATIONS HELD BY RESPONDENTS (PERCENTAGE*)

QUALIFICATION	PERCENTAGE
Graduate Certificate (education, learning and development or career development)	28.6
Graduate Diploma (education, learning and development or career development)	19.1
Bachelor Degree in a related discipline	16.1
Masters Degree in education, learning and development or career development	15.1
Certificate IV (Career Development)	14.8
Other	9.9
Vocational Graduate Certificate in a related discipline	3.9

Multiple responses allowed

Thirty respondents (10%) said they had 'other' qualifications in related disciplines. These qualifications were identified by respondents as including Bachelor Degrees in Education (approximately 10 respondents), Arts (9 respondents), Science (two respondents), Psychology (approximately 10 respondents), Social Work (2 respondents) and Commerce. Some respondents mentioned Masters Degrees in Counselling, Education, Administration and Psychology.

6.4 THE ROLE OF CAREER PROFESSIONALS

6.4.1 Describing the work of career professionals

Respondents were asked to identify terms that describe their work as a career professional. Table 63 shows the list provided to respondents and the affinity that respondents held with each of the different terms. It can be seen that no single term stood out as being used most often by respondents to describe their work. However, two-thirds of practitioners (66%) used *career counselling* as a term to describe their work, with fewer using *career guidance* (45%) or *career planning* (42%).

TABLE 63 – TERMS USED TO DESCRIBE WORK AS A CAREER PROFESSIONAL (PERCENTAGE*)

TERM	PERCENTAGE
Career counselling	65.8
Career education	55.6
Career information	53.6
Career advice	53.3
Career development	52.3
Career guidance	45.1
Career planning	42.1
Other	8.9
TOTAL	100

Multiple responses allowed

'Other' terms identified by 9% of career practitioners included:

- *work experience*, *work placement* or *workplace learning* (four respondents)

- *career practitioner* (two respondents)

- *career coaching* (two respondents)

- *vocational assessment* or *vocational counselling* (two respondents).

The terms *career support*, *career consulting*, *vocational assessment*, *gaining apprenticeships* and *career interventions* were also mentioned by some respondents.

6.4.2   Different aspects of work as a career practitioner

Respondents were presented with elements that relate to the work of a career practitioner and were asked to rate how important each of the elements are in their own work. Table 64 shows the importance of each of the elements as perceived by respondents. Importance is shown in terms of *total importance* which is comprised of the *very important* and *fairly important* responses.

It can be seen that all elements were regarded as being important with over 90% of respondents identifying all as either *very important* or *fairly important*. No respondents regarded any of the elements as *not important at all* and few saw elements as *not very important*. Those identified by most respondents as being important are:

- *Encouraging people to do their own investigations or research* (99%)

- *Helping people identify what their strengths/talents/interests are* (99%)

- *Empowering people to make their own decisions* (99%)

- *Building people's self-confidence and self-awareness* (99%).

In terms of those elements considered *very important* in particular (as opposed to *fairly important*), those with the highest rating were:

- *Empowering people to make their own decisions* (91%)

- *Helping people identify what their strengths/talents/interests are* (86%)

- *Encouraging people to do their own investigations or research* (84%).

These responses were broadly consistent across years of experience and time spent working as a career practitioner (refer Table 64), as well as education sector.

It is apparent that career practitioners surveyed assign particular importance to assisting young people to take action for themselves, rather than providing advice or direction.

TABLE 64 – THE IMPORTANCE OF DIFFERENT ELEMENTS BY EXPERIENCE AND TIME SPENT WORKING AS A CAREER PROFESSIONAL IN JOB (PERCENTAGE)

ELEMENT	TOTAL IMPORT-ANCE	EXPERIENCE			TIME SPENT WORKING AS A CAREER PROFESSIONAL IN JOB**		
		UP TO 5 YEARS	5 – 10 YEARS	10+ YEARS	UNDER HALF	OVER HALF	NEARLY ALL
Encouraging people to do their own investigations or research	99.3	99.0	100.0	99.2	98.2	97.1	100.0
Helping people identify what their strengths / talents interests are	99.3	98.1	100.0	100.0	98.2	100.0	99.1
Empowering people to make their own decisions	98.7	98.1	98.7	99.2	100.0	100.0	99.1
Building people's self-confidence and self-awareness	98.7	98.1	98.7	99.2	98.2	100.0	100.0
Offering encouragement and motivation	97.7	96.2	98.7	98.3	94.7	100.0	98.2
Providing or facilitating access to information about jobs, the labour market and required qualifications	96.7	96.2	97.5	96.7	98.2	97.1	99.1
Offering career advice or guidance	93.1	95.2	89.9	93.3	94.7	100.0	95.4
Equipping people for lifelong learning	92.4	91.3	93.7	92.6	96.5	94.3	89.0
Offering insights, focus and clarification	91.8	91.3	96.2	89.3	94.7	97.1	92.7
Identifying or offering concrete career learning opportunities	90.5	87.5	93.7	90.9	86.0	94.3	95.4
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0

'Total importance' is comprised of very important and fairly important responses.

*** Applies only to respondents working in schools*

Respondents were asked to identify which three of the elements above they think have the most positive impact on *young people's transition from school to work or further education*. Table 65 shows the responses to this question.

TABLE 65 – ELEMENTS WITH MOST POSITIVE IMPACT ON YOUNG PEOPLE TRANSITIONING FROM SCHOOL TO WORK OR FURTHER EDUCATION *

ELEMENT	PERCENTAGE
Empowering people to make their own decisions	46.4
Helping people identify what their strengths/talents/interests are	45.7
Providing or facilitating access to information about jobs, the labour market and required qualifications	37.2
Offering career advice or guidance	37.2
Encouraging people to do their own investigations or research	32.6
Building people's self-confidence and self-awareness	24.3
Equipping people for lifelong learning	23.4
Offering encouragement and motivation	17.4
Identifying or offering concrete career learning opportunities	17.1
Offering insights, focus and clarification	13.2
Other	0.7

* Multiple responses allowed

The elements perceived to most positively impact young people *transitioning from school to work or further study* were:

- *Empowering people to make their own decisions* (46%)

- *Helping people identify what their strengths/talents/interests are* (46%)

- *Providing information about jobs, the labour market and required qualifications* (37%)

- *Offering career advice or guidance* (37%).

'Other' elements thought to positively assist young people transitioning from school to higher education or employment were identified by a few respondents as including: *encourage reflection and vision* and *identify the best starting point*. The responses for this group of young people were broadly consistent with the views on what is considered important whilst they were at school, but with a greater emphasis on providing specific assistance in the form of accessing information about jobs, the labour market and required qualifications, and offering career advice and guidance.

6.4.3   Working with potentially disadvantaged groups

Respondents were asked to identify groups of young people that they face challenges working with. Respondents were also asked if they needed any specialised resources to work with these groups and what kind of additional resources or support are desirable to effectively assist these groups.

Table 66 shows the percentage of respondents who had faced challenges in working with the identified groups and compares these findings with the percentage who needed additional resources and support to work with these groups effectively.

TABLE 66 – CHALLENGES FACED IN WORKING WITH POTENTIALLY DISADVANTAGED GROUPS OF YOUNG PEOPLE (PERCENTAGE)

GROUP	RESPONDENTS WHO HAD FACED CHALLENGES IN WORKING WITH THESE GROUPS	RESPONDENTS WHO NEED ADDITIONAL RESOURCES TO WORK WITH THESE GROUPS
Young people at risk	74.0	67.4
Young people with a disability	66.8	48.4
Young people who speak a language other than English at home	50.7	27.3
Indigenous young people	47.4	33.2
Young people with caring responsibilities	41.1	15.1
Young people in regional, rural and remote locations	40.5	29.6
Young humanitarian refugees	27.6	11.8
Other	0	1.0

As seen in Table 66, the groups that respondents said they most commonly faced challenges in working with were *young people at* risk (74%) and *young people with a disability* (67%). These groups were also those that most respondents reported they needed additional resources and support in working with.

Just under half the respondents (47%) had faced challenges in working with *Indigenous young people* and one in three respondents (33%) said they needed additional resources in working this group. Around one in three respondents also said they needed additional resources in working with *young people who speak a language other than English at home* (27%) and *young people in regional, rural and remote locations* (30%).

Three respondents (1%) identified 'other' groups of young people who required additional resources and support, namely *young people with mental health issues* and *mainstream youth*.

Considering responses by sector (refer Table 67), the secondary school and tertiary sectors had fairly similar experiences in working with potentially disadvantaged groups of young people. Career practitioners working in TAFE and universities experienced challenges in working with *young people who speak a language other than English at home*, *young people with a disability, young humanitarian refugees*, and *young people in regional, rural and remote locations* in particular.

For those working in schools, most experienced challenges working with *young people at risk*, *young people with a disability*, *young people who speak a language other than English at home*, and *Indigenous young people*.

Within the schools sector however, a higher percentage of career practitioners working in Government schools reported experiencing challenges in providing career development to all potentially disadvantaged groups, in particular *young people at risk* (97%), *young people in regional, rural and remote locations* (50%), *Indigenous young people* (62%) and *young humanitarian refugees* (31%). It is possible that the fact that far fewer career practitioners in the Independent sector reported challenges with these groups may reflect more limited exposure to working with these groups of young people.

TABLE 67 – CHALLENGES FACED IN WORKING WITH POTENTIALLY DISADVANTAGED GROUPS OF YOUNG PEOPLE BY SECTOR (PERCENTAGE)

GROUP	SCHOOLS TOTAL	SCHOOLS			TAFE/UNI	OTHER
		GOVT	CATHOLIC	INDEP		
Young people at risk	87.8	97.2	86.1	67.4	54.9	83.8
Young people with a disability	76.2	75.7	80.6	73.9	64.7	70.3
Young people who speak a language other than English at home	51.9	54.2	47.2	50.0	70.6	54.1
Indigenous young people	51.3	61.7	47.2	30.4	39.2	73.0
Young people with caring responsibilities	48.1	54.2	38.9	41.3	29.4	51.4
Young people in regional, rural and remote locations	42.3	49.5	36.1	30.4	37.3	64.9
Young humanitarian refugees	24.9	30.8	27.8	8.7	45.1	37.8

Respondents were also asked what kind of resources or support would be useful in working with these potentially disadvantaged groups. Table 68 shows that the most common responses received were:

- *Greater contact with employers/industry* (46%)

- *Additional time to spend with students/young people* (43%)

- *Internet-based resources* (34%)

- *Help in networking with other career practitioners* (32%)

- *Other professional training/professional development* (31%).

A few respondents (7%) identified 'other' resources and support that would be helpful in working with potentially disadvantaged young people. Suggestions included: having a dedicated Indigenous career advisor, referral to relevant placement agencies or outside agencies, an interpreter service, better links with Indigenous communities and transport linkages.

TABLE 68 – RESOURCES OR SUPPORT THAT WOULD MOST ASSIST CAREER PRACTITIONERS IN WORKING MORE EFFECTIVELY WITH POTENTIALLY DISADVANTAGED GROUPS

RESOURCE / SUPPORT	PERCENTAGE*
Greater contact with employers/industry	46.4
Additional time to spend with students/young people	42.8
Internet based resources	33.9
Help in networking with other career practitioners	32.9
Other professional training/professional development	31.3
Greater support from the organisations they work for	24.0
Printed materials	15.5
More 'on the job' experience as a career practitioner	8.9
Other	6.9
Obtaining a formal qualification in Career Development/Education/Learning and Development	6.6

* Multiple responses allowed

Respondents were asked which groups of young people *who have left school* they think do not have adequate career development assistance and were asked to select up to three. Table 69 shows the results for this question. It can be seen that *young people at risk* (68%) are again the group identified by most practitioners as experiencing disadvantage, followed by *young people with a disability* (34.9%).

Young people in regional, rural and remote locations (35%) and *Indigenous young people* (30%) were also commonly identified by respondents.

TABLE 69 – GROUPS OF YOUNG PEOPLE WHO HAVE LEFT SCHOOL FOR WHOM CAREER DEVELOPMENT IS INADEQUATE

GROUP	PERCENTAGE
Young people at risk	67.7
Young people with a disability	34.9
Young people in regional, rural and remote locations	34.5
Indigenous young people	29.9
Young people who speak a language other than English at home	20.1
Young humanitarian refugees	13.5
Young people with caring responsibilities	17.1
Not sure	17.4

6.4.4   Attitudes and opinions

Respondents were asked how important they considered a number of statements relevant to career work with young people. Their answers are summarised in Table 70. Importance is presented in terms of *total importance* which is comprised of *very important* or *fairly important* responses. An analysis of these results by sector is also presented.

As Table 70 shows, all statements were generally thought to be important. Based on responses received from all respondents to the survey, the following statements were of the highest importance:

- *Recognising the wide diversity of young people's career development needs* (98%)

- *Broadening the range of possibilities that individuals may consider* (97%)

- *Focusing on the individual's personality, interest or passions* (97%)

- *Understanding the current and likely future labour market conditions* (93%).

Only a minority of respondents (25%) thought that *supporting young people to pursue the best paid or most prestigious career they are capable of* was important.

These views were broadly consistent across all education sectors.

TABLE 70 – IMPORTANCE OF STATEMENTS BY SECTOR (PERCENTAGE)

STATEMENT	TOTAL IMPORT (N=304)	SCHOOLS			TAFE/ UNI	OTHER
		GOVT	CATHOLIC	INDEP		
Recognising the wide diversity of young people's career development needs	98.0	99.1	97.4	96.2	96.4	100.0
Broadening the range of possibilities that individuals may consider	97.4	98.2	100.0	98.1	96.4	93.3
Focusing on the individual's personality, interest or passions	97.0	97.3	94.9	100.0	96.4	95.6
Understanding the current and likely future labour market conditions	92.8	90.2	97.4	94.3	90.9	95.6
Being aware of your own biases and preconceptions	91.4	88.4	84.6	94.3	98.2	93.3
Sensitivity to people's religious or cultural background or personal circumstances	91.1	92.0	89.7	92.5	92.7	86.4
Improving access to work and study opportunities for disadvantaged young people	91.0	97.3	92.1	83.0	88.9	86.0
Seeking subsequent feedback from young people with whom you have worked	87.8	88.4	82.1	88.7	90.9	86.4
Focusing on the individual's academic or other talents	86.8	92.0	89.7	92.5	83.6	68.9
Supporting each young person who is capable of going to university to do so	82.5	92.0	89.7	88.7	67.3	63.6
Minimising gender bias	79.5	77.7	81.6	88.7	76.4	75.6
Maximising the value to Australia of the human capital that young people represent.	60.3	62.2	55.3	64.2	52.8	64.4
Supporting young people to pursue the best paid or most prestigious career they are capable of	24.8	25.0	25.6	26.4	16.7	31.8

Respondents were asked which three of the statements were *most* important and there was less agreement. The following statements were most commonly identified (refer Table 71):

- *Broadening the range of possibilities that individuals may consider* (60%)

- *Focusing on the individual's personality, interest or passions* (60%)

- *Recognising the wide diversity of young people's career development* (56%).

TABLE 71 – IMPORTANCE OF STATEMENTS (PERCENTAGE*)

STATEMENT	PERCENTAGE CONSIDERING STATEMENT *MOST* IMPORTANT
Broadening the range of possibilities that individuals may consider	59.5
Focusing on the individual's personality, interest or passions	56.9
Recognising the wide diversity of young people's career development needs	55.6
Improving access to work and study opportunities for disadvantaged young people	34.5
Understanding the current and likely future labour market conditions	24.7
Focusing on the individual's academic or other talents	20.1
Supporting each young person who is capable of going to university to do so	19.1
Sensitivity to people's religious or cultural background or personal circumstances	7.2
Being aware of your own biases and preconceptions	6.6
Seeking subsequent feedback from young people with whom you have worked	5.6
Supporting young people to pursue the best paid or most prestigious career they are capable of	3.9
Maximising the value to Australia of the human capital that young people represent.	2.6
Minimising gender bias	1.0

Multiple responses allowed

Respondents were presented with a second series of 17 statements and asked this time to express how strongly they *agreed* or *disagreed* with each. Most statements received a fairly high level of agreement from respondents, with all but four statements receiving above 50% *total agreement.* The statements with which respondents agreed most (in terms of *total agreement*) were:

- *Australia needs to invest more in career education and development for young people* (95%)

- *Primary schools should be developing their students' capabilities such as good communication, flexibility and resilience that may be relevant to lifelong learning* (95%)

- *Schools should involve parents and other community members in providing career information/education/guidance* (93%)

- *It's natural that some young people will 'chop and change' jobs or courses of study before finding something that suits them* (91%).

Despite the fairly high number of career practitioners agreeing with the statements, there were some with which fewer agreed. In particular, these were:

- *When they leave secondary school, most students are well-equipped to make choices about future work or study* (38%)

- *Many young Australians get virtually no career information/education/guidance* (32%)

- *It's unrealistic to think that everybody can have a satisfying or enjoyable job* (24%).

There was some variation in views by sector though this was not great. Career practitioners working in the tertiary sector were generally more critical of the provision of career development, expressing greater agreement with negative statements such as:

- *It is very difficult for schools to stay on top of career issues in a rapidly changing world*

- *There is a major gap in career information/education/guidance for young people who are not in education*

- *Career information/education/guidance for school students needs to be provided in a more professional manner than at present*

- *The people providing career information/education/guidance in Australian schools are often poorly equipped for the task*

- *Many young Australians get virtually no career information/education/guidance.*

TABLE 72 – AGREEMENT WITH STATEMENT (PERCENTAGE)

STATEMENT	TOTAL AGREE-MENT	AGREE STRONGLY	AGREE	SECTOR (TOTAL AGREEMENT)			
				GOVT SCHOOL	CATH SCHOOL	INDEP SCHOOL	TAFE/ UNI
Australia needs to invest more in career education and development for young people	95.4	60.1	35.3	95.5	94.9	94.3	98.1
Primary schools should be developing their students' capabilities such as good communication, flexibility and resilience that may be relevant to lifelong learning	95.0	50.8	44.2	97.3	89.7	94.3	96.4
Schools should involve parents and other community members in providing career information/education/guidance	93.1	42.6	50.5	92.9	89.7	96.2	90.9
It's natural that some young people will 'chop and change' jobs or courses of study before finding something that suits them	91.4	33.6	57.9	92.0	87.2	86.8	92.7
Having a part time or casual job while at school often helps young people in their thinking about work or career	89.4	29.0	60.4	88.4	87.2	84.9	96.4
There is a major gap in career information/education/guidance for young people who are not in education	87.9	47.2	40.8	87.6	81.3	85.1	90.7
If schools are going to offer students good career information and guidance, they need stronger links with employers	86.5	39.5	47.0	91.1	92.3	79.2	80.0
Firm parental expectations, whether 'too high' or 'too low' are a major barrier to effective career education and guidance	67.2	21.1	46.2	65.7	71.1	64.2	67.3
Things have changed so much that it's difficult these days for parents to advise their children about work or study	66.7	23.0	43.7	64.0	63.2	60.4	76.4
Primary school teachers should have professional development to assist them in working with students on issues relevant to future work or study	64.9	20.1	44.8	62.4	76.9	58.8	65.5
It is very difficult for schools to stay on top of career issues in a rapidly changing world	56.1	12.9	43.2	52.7	48.7	56.6	63.0
A lot of the skills and capabilities that work requires can only be learned on the job	53.0	13.5	39.5	50.9	64.1	56.6	36.4
Career information/education/guidance for school students needs to be provided in a more professional manner than at present	51.5	22.2	29.3	41.8	41.0	47.2	67.9
The people providing career information/education/guidance in Australian schools are often poorly equipped for the task	43.2	12.3	30.8	26.9	42.9	43.4	53.7
When they leave secondary school, most students are well equipped to make choices about future work or study	38.4	5.0	33.4	54.5	38.5	45.3	18.2
Many young Australians get virtually no career information/education/guidance	32.5	8.0	24.5	20.6	27.8	35.4	51.9
It's unrealistic to think that everybody can have a satisfying or enjoyable job	24.1	4.6	19.5	28.8	7.7	18.9	29.1

6.5 SUPPORT AND RESOURCES

Respondents were asked whether the organisation in which they work adequately supports their career work with young people.

The majority of respondents (59%) felt that their work was *adequately supported*. However, one in three (35%) felt they were supported *to some extent* only with a further 6% saying they were *not adequately supported*.

Table 73 below compares the experience of respondents in different locations and across different sectors. There were some major differences depending on the location and sectors in which the career practitioners worked. Career practitioners in rural and regional cities feel far less supported than those working in a capital city, whilst those working in the Government sector feel less supported than those working in Catholic and Independent schools.

TABLE 73 – SUPPORT RECEIVED FROM ORGANISATION BY LOCATION AND SECTOR (PERCENTAGE)

	TOTAL	LOCATION			SECTOR			
		CAPITAL CITY	REGIONAL CITY	RURAL AREA	GOVERNMENT SCHOOL	CATHOLIC SCHOOL	INDEPENDENT SCHOOL	TAFE/ UNI
Adequately supported	59.2	65.1	53.6	47.9	55.4	74.4	73.6	52.7
Supported to some extent	35.2	26.7	44.0	50.0	41.1	17.9	24.5	40.0
Not adequately supported	5.6	8.1	2.4	2.1	3.6	7.7	1.9	7.3
TOTAL	100	100	100	100	100	100	100	100

Respondents were asked to what extent they had used different services and resources in their work as a career professional. Table 74 below details the use of various resources and services. As can be seen, *Job Guide* and *myfuture* were used most often, followed by the *Bullseye Posters and Books* and the *career practitioner association training and resources*. The *Careers and Transition Services Framework*, *Parents Talking Career Choices brochure* and *Centrelink's Career Information Centres* were by far the least used resources.

TABLE 74 – RESOURCES USED BY RESPONDENTS (PERCENTAGE*)

RESOURCE	A LOT	TO SOME EXTENT	A LITTLE	NOT AT ALL	NOT SURE
Job Guide	75.3	17.4	4.9	1.3	1.0
myfuture	54.6	28.3	12.2	4.3	0.7
Bullseye Posters and Books linking school subjects to different occupations and indicating the level of education/training required	45.4	33.6	12.2	8.2	0.7
Career practitioner association resources	36.8	35.2	13.5	11.8	2.6
Career practitioner association training	36.2	38.2	10.5	12.5	2.6
Career Information Flyers outlining resources and support available for young people and adults	35.5	37.8	14.1	10.2	2.3
Professional Standards for Career Practitioners	28.6	32.9	24.3	13.2	1.0
Year 12 – What's next? website and brochure	25.0	33.9	18.1	21.1	2.0
The Australian Blueprint for Career Development	23.7	44.7	17.1	13.5	1.0
ReCaP resource for school based career practitioners	16.1	30.6	17.4	32.6	3.3
The Careers and Transition Services Framework	13.5	25.7	22.0	34.2	4.6
Parents Talking Career Choices brochure	7.2	25.7	19.7	44.4	3.0
Centrelink's Career Information Centres	4.3	21.4	28.6	44.4	1.3

Multiple responses allowed

Respondents were asked what additional support and resources they thought would help make their work with young people more effective (refer Table 75). Having *additional time to spend with students/young people* was seen as being most helpful by just over half the respondents (52%), followed by *greater contact with employers/industry* (41%) and *other professional training/professional development* (40%).

TABLE 75 – RESOURCES THOUGHT BY RESPONDENTS TO MAKE WORK MORE EFFECTIVE (PERCENTAGE*)

RESOURCE / SUPPORT	PERCENTAGE
Additional time to spend with students/young people	50.0
Greater contact with employers/industry	41.1
Other professional training/professional development	39.8
Internet based resources	34.5
Help in networking with other career practitioners	32.9
Greater support from the organisations you work for	25.3
Printed materials	12.8
More 'on the job' experience as a career practitioner	12.2
Obtaining a formal qualification in Career Development/Education/Learning and Development	10.9
Other	5.3
Not sure	2.3

Multiple responses allowed

A few respondents (5%) identified 'other' resources that were needed and these included: more transport, appropriate teaching spaces and offices, greater funding for staff, greater integration of careers into courses and the curriculum, industry experience and better access to the internet.

Respondents were asked who should be mainly responsible for the career development of young people in secondary schools, young people in higher education or VET and young people not in education. Respondents were asked to select up to three for each category. Table 76 below shows respondents views across these three categories.

TABLE 76 – RESPONSIBILITY FOR CAREER DEVELOPMENT IN SECONDARY SCHOOL, HIGHER EDUCATION AND NOT IN EDUCATION (PERCENTAGE*)

	YOUNG PEOPLE	EMPLOYERS	PARENTS	THE JOB SERVICES AUSTRALIA	SCHOOLS	TAFE / UNIVERSITIES	AUSTRALIAN GOVERNMENT	STATE / TERRITORY GOVERNMENT
Secondary school	61.5	10.8	36.5	8.6	88.2	26.6	31.3	16.4
TAFE or University	72.7	15.8	17.1	6.9	36.5	85.5	28.3	18.1
Not in education	55.6	19.4	30.3	61.8	19.1	9.9	47.0	37.8

Multiple responses allowed

The responsibility that respondents placed on young people themselves was particularly evident, with this option being selected consistently across all three categories of education. However, more commonly responsibility was seen to lie with the institution in which the young people studied (ie school or tertiary) or with Job Services Australia in the case of young people not in education. A minority of career practitioners nominated parents or employers as being mainly responsible for career development to any group, including those not in education.

Young people in secondary schools

With regard to responsibility for the career development of young people in secondary school, the key responsibility of schools was emphasised by the majority of respondents (88%).

Approximately two-thirds of respondents (62%) thought young people themselves were also responsible, followed by parents who were identified by 37% of respondents.

Young people in higher education

Two groups emerged as being mainly responsible for young people's career development in higher education. These were TAFE and universities, identified by 86% of respondents, and again young people themselves, identified by 56% of respondents.

The responsibility of parents was lower for young people in TAFE and university, however schools continued to have a responsibility with just over one in three respondents (37%) considering schools to be mainly responsible.

Young people not in education

Responsibility for the career development of young people not in education was seen to fall largely to Job Services Australia, identified by 62% of respondents. The responsibility of the young person was again identified and the Australian and State/Territory governments were also perceived to have an important role.

Interestingly, fewer respondents (19%) thought that employers have responsibility for young people not in education.

The few respondents who identified 'others' (4%) who should be mainly responsible for the career development of young people not in education and these included:

- external career practitioners and career services

- career practitioners generally

- youth organisations

- 'other support services'

- 'workforce development centres'

6.7 CAREER DEVELOPMENT IN SCHOOLS

6.7.1 Getting the right help at the right time

Career practitioners were asked whether all primary schools should be introducing children to 'aspects of the world of work'. By far the majority of respondents (79%) agreed with this statement and there was little or no difference between the opinions of those with formal career professional qualifications and those without in relation to this matter.

In regard to the question of when career development should be introduced in secondary school, respondents generally thought that career development should be introduced early. In response to what Year is most appropriate, the majority of respondents (59%) thought career development should be introduced in Year 7 and this was generally the case across all sectors (refer Table 77 below). Not one respondent thought Years 11 or 12 were the appropriate time to introduce career development to students.

TABLE 77 – TIME TO INTRODUCE CAREER DEVELOPMENT IN SECONDARY SCHOOLS BY SECTOR (PERCENTAGE)

YEAR	TOTAL	GOVERNMENT	CATHOLIC	INDEPENDENT	TAFE/UNI	OTHER
Year 7	59.2	58.9	66.7	56.6	58.2	57.8
Year 8	13.2	11.6	5.1	11.3	14.5	24.4
Year 9	21.4	23.2	20.5	24.5	20.0	15.6
Year 10	6.3	6.3	7.7	7.5	7.3	2.2
Year 11	0	0	0	0	0	0
Year 12	0	0	0	0	0	0
TOTAL	100	100	100	100	100	100

6.8 TYPES OF ASSISTANCE PROVIDED

Respondents were provided with a list of types of career assistance provided to young people in secondary schools and were asked to indicate how useful each is to students. They were then asked to identify which three methods are considered most useful specifically for students transitioning from school to employment or further study. Table 78 provides an overview of the 'usefulness' of the various methods.

TABLE 78 – USEFULNESS OF DIFFERENT TYPES OF CAREER DEVELOPMENT ASSISTANCE FOR YOUNG PEOPLE IN SECONDARY SCHOOL (PERCENTAGE*)

	TOTAL USEFUL	VERY USEFUL	FAIRLY USEFUL
VET in schools/school based apprenticeships/traineeships	97.0	82.2	14.9
Work placement / work experience	96.4	80.6	15.8
Interview with a career teacher/advisor/counsellor	94.1	78.0	16.1
Work or career information included in regular classes	92.1	65.7	26.4
Talk or presentation from someone outside the school	91.1	57.9	33.2
Visits to workplaces	90.8	59.9	30.9
Visits to or by TAFE/University/College representatives, University open days etc	90.8	60.5	30.3
Time at school to access information on the Internet about work or study	88.5	49.0	39.5
Time at school to access online surveys/tests/quizzes that tell people about possible work or career options that might be good for them	85.5	49.3	36.2
Career day or expo	85.2	51.0	34.2
Printed materials e.g. books, career guides, pamphlets	80.9	38.8	42.1
Group discussion about future work or study	78.3	39.1	39.1
Talk or presentation from member/s of school staff	54.9	20.4	34.5
Other	0.0	0.0	0.0

Multiple responses allowed

All methods were considered useful by over half the respondents to the questionnaire, the top three being VET in schools, work placement/experience and interviews with a career teacher/advisor/counsellor. However, the following methods emerged as particularly useful based on the proportion of respondents who identified them as *very useful* (as opposed to *fairly useful*):

- *Work placement/work experience (96%)*
- *VET in schools/schools based apprenticeships/traineeships (82%)*
- *Interview with a career teacher/adviser/counsellor (78%).*

Opinions about the usefulness of each method were fairly consistent across the board, and analysis of the findings by respondents' age, sector and qualifications found no major differences. Females generally saw all methods in a more positive light than males, though the difference was minor in most cases.

Respondents were asked which of the above methods are generally more useful in helping *young people make the transition from school to work or further study*. Table 79 shows the results. Respondents generally indicated that the most useful for this group were:

- *Interviews with career teachers or advisors* (63%)
- *Work placements/work experience* (49%)
- *Visits to or by TAFE/University/college representatives* (41%).

VET in schools/school based apprenticeships/traineeships featured less significantly as useful methods for young people transitioning to higher education or employment than they did for young people in schools.

TABLE 79 – THREE MOST USEFUL TYPES OF ASSISTANCE IN HELPING YOUNG PEOPLE TRANSITION FROM SCHOOL TO HIGHER EDUCATION OR WORK

RESOURCE / SUPPORT	PERCENTAGE*
Interview with a career teacher/advisor/counsellor	63.2
Work placement/work experience	49.0
Visits to or by TAFE/University/College representatives, University open days etc	41.1
Work or career information included in regular classes	25.0
VET in schools/school based apprenticeships/traineeships	24.3
Career day or expo	21.4
Talk or presentation from someone outside the school	18.1
Visits to workplaces	15.5
Printed materials e.g. books, career guides, pamphlets	12.5
Time at school to access online surveys/tests/quizzes that tell people about possible work or career options that might be good for them	10.2
Time at school to access information on the Internet about work or study	9.5
Group discussion about future work or study	6.9
Talk or presentation from member/s of school staff	0.3
Other	0.3

Multiple responses allowed

Almost half of the respondents to the survey thought that there were certain types of career information that students in secondary school want but are not currently provided. The most suggestions as to what would be useful in addressing these gaps included the following:

- well-qualified/specialist/dedicated career advisors rather than classroom teachers of practitioners (26%)

- more time dedicated to career advice/information/research (23%)

- mandated/compulsory career advice, curriculum or classes (19%)

- information/guidance available in earlier years (12%)

- more work experience, placements or similar practical hands-on experience (15%)

- one-on-one personalised career advice (13%)

- more funding for career advice and those providing it eg for travel (10%)

- more talks/visits to TAFE, universities or workplaces (9%).

6.8.1   The quality, accessibility and timing of career development in schools

Respondents were asked to identify how satisfied they were with the current quality, accessibility and timing of career development in secondary schools.

The majority of respondents expressed satisfaction with the quality, accessibility and timing of career development in schools. However, as seen in Table 80, most respondents were *fairly satisfied* rather than *very satisfied*, indicating some room for improvement.

Table 80 shows that respondents were most satisfied with the *quality* and *accessibility* of career development, and slightly less satisfied with the *timing* of career development in secondary school. Indeed, more than one in four (26%) career practitioners reported being dissatisfied (including *fairly dissatisfied* and *very dissatisfied*) with the *timing* of career development in secondary schools.

TABLE 80 – SATISFACTION WITH THE QUALITY, ACCESSIBILITY AND TIMING OF CAREER DEVELOPMENT IN SCHOOLS

	VERY SATISFIED	FAIRLY SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	FAIRLY DISSATISFIED	VERY DISSATISFIED
Accessibility	6.9	55.6	15.8	11.5	6.3
Quality	9.5	53.9	13.2	15.1	5.3
Timing	7.2	44.7	17.4	20.1	6.3

6.9   THE ACCESSIBILITY OF CAREER DEVELOPMENT TO DIFFERENT GROUPS IN SCHOOLS

Career practitioners were asked whether there were any groups of young people at school for whom career development is particularly inadequate. Table 81 shows the number of respondents who thought career development is inadequate for the groups listed.

TABLE 81 – GROUPS FOR WHOM CAREER DEVELOPMENT IS CONSIDERED INADEQUATE IN SECONDARY SCHOOLS BY SECTOR (PERCENTAGE)

GROUP	TOTAL	GOVERNMENT	CATHOLIC	INDEPENDENT	TAFE/ UNIVERSITIES	OTHER
Young people at risk	37.5	40.2	43.6	34.0	29.1	40.0
Students who don't have good family support	29.6	38.4	25.6	26.4	27.3	17.8
Young people with a disability	26.3	31.3	20.5	32.1	20.0	20.0
Students with behavioural problems	21.1	30.4	25.6	9.4	18.2	11.1
Students from a disadvantaged background	18.1	15.2	17.9	11.3	30.9	17.8
Students with poor results	17.4	8.9	20.5	28.3	21.8	17.8
Indigenous young people	16.1	14.3	2.6	18.9	18.2	26.7
Young people in regional, rural and remote locations	15.8	17.0	10.3	11.3	14.5	24.4
Young people who speak a language other than English at home	14.1	11.6	10.3	22.6	16.4	11.1
Students with 'pushy' or over-ambitious parents	12.5	13.4	12.8	18.9	7.3	8.9
Young humanitarian refugees	10.2	12.5	10.3	7.5	10.9	6.7
Very gifted students	8.2	5.4	12.8	13.2	5.5	8.9
No groups in particular	8.2	8.9	7.7	5.7	9.1	8.9
Young people with caring responsibilities	7.9	9.8	0.0	9.4	10.9	4.4
Not sure	4.3	1.8	5.1	1.9	7.3	8.9
Other	3.6	0.0	7.7	3.8	1.8	11.1
Students with good results	2.6	0.9	2.6	1.9	7.3	2.2

Most career practitioners identified *young people at risk* (38%), *students who don't have good family support* (30%), *young people with a disability* (26%) and *young people with behavioural problems* (21%) as groups having inadequate access to career development in secondary schools.

Within the schools sector, more career practitioners working in Government schools reported inadequate career development in relation to most groups listed, compared to career practitioners working in other school sectors. There were some exceptions to this, with *students with pushy or over-ambitious parents*, *students with poor results*, *students who don't have good family support* and *very gifted students* more commonly reported by practitioners working in Catholic or Independent schools.

Career practitioners working in the tertiary sector most commonly reported inadequacies for *students from disadvantaged backgrounds.*

6.10 CAREER DEVELOPMENT FOR YOUNG PEOPLE IN HIGHER EDUCATION AND VET

Respondents were asked to identify how satisfied or dissatisfied they were with the current quality and accessibility of career development in the TAFE system and Universities.

As can be seen from Table 82, the response was quite different for TAFE and for Universities. The majority of those surveyed were satisfied with the quality of (67%) and access to (62%) career development in universities. However, less than half of those surveyed indicated they were satisfied with the quality (46%) or the accessibility (46%) of those services in the TAFE system.

A significant proportion of career practitioners were *not sure* about this, likely to indicate their lack of knowledge of or exposure to career development services in the higher education/VET sectors.

With the exception of the accessibility of career development in universities, career practitioners working in TAFE and universities expressed slightly higher levels of satisfaction with the quality and accessibility of career development in TAFE and Universities than career practitioners working in schools.

TABLE 82 – SATISFACTION WITH THE QUALITY AND ACCESSIBILITY OF CAREER DEVELOPMENT IN UNIVERSITIES AND TAFE (PERCENTAGE)

		VERY SATISFIED	FAIRLY SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	FAIRLY DISSATISFIED	VERY DISSATISFIED	NOT SURE
TAFE system	Accessibility	9.9	36.5	15.8	12.2	4.9	20.7
	Quality	9.5	36.5	15.1	9.2	5.6	24.0
Universities	Accessibility	18.8	42.8	14.1	8.9	2.6	12.8
	Quality	19.4	47.7	13.2	4.6	2.0	13.2

6.11 CAREER DEVELOPMENT FOR YOUNG PEOPLE NOT IN EDUCATION

The majority (88%) of respondents agreed with the statement that *There is a major gap in career information/education/guidance for young people who are not in education.*

The small number of career practitioners surveyed working *outside* the school sector (n=45) were asked an open ended question about what they considered to be the best way of making career development available to young people not in education. Responses included the following:

- Advertising campaigns, provided in locations where young people will see it

- Specialised services such as hotlines and outreach programs

- Internet-based resources such as blogs and tweets about career and more user-friendly websites

- Greater government funding

- More staff and more qualified staff

- More personalised, one-on-one and targeted assistance including mentors/case workers drop in centres

- More and better Career Expos

- Through Job Services Australia

- Educating and involving parents.

7 Survey of Employers

This section discusses the findings of the employers' survey, which was conducted to capture the perspectives of Australian employers on the job readiness and career development of young people.

Key findings

Key findings from the employers' survey are as follows:

- The majority (57%) of surveyed employers believe that young people are prepared/equipped to function effectively in the workforce, however, most of these responses were qualified as *prepared to some extent* (41%), compared to *fairly well prepared* (15%) or *very well prepared* (1%).

- Survey respondents identified poor attitude and work ethic, unrealistic pay expectations, and insufficient education in basic business/work skills as the most significant gaps in young employees' job readiness.

- Only a small minority of respondents (approximately 10%) felt that employers have a high level of responsibility in providing career information and guidance to young people. However, respondents from medium sized businesses were more likely than respondents from smaller businesses to identify a role for employers in assisting young people with career direction and advice.

- Despite this, the large majority of employers surveyed recognised the role of businesses in supporting the career development of young people, particularly the need to dedicate resources to training young employees (94% in agreement) and the critical role of 'on-the-job' training (85% in agreement). The majority of respondents (77%) have incorporated these concepts into a process or scheme to manage the career development of young employees; however, this was less common among representatives from businesses that were very small, experiencing stable or declining revenue, or operating in blue collar sectors such as Manufacturing or Transport.

- The most commonly identified types of resources or support needed to assist businesses in contributing to the career development of young employees included Government funding or concessions for employee training, and improvements to the scope, access, and flexibility of training courses (either at TAFE, university, or through other training providers).

7.1 DESIGN AND CONDUCT OF THE SURVEY

7.1.1 Survey design

This research was designed to capture the perspectives of Australian employers on the job readiness and career development of young people.

The key topics addressed in the design of the survey questions were:

- Young people's level of preparedness for entering the workforce

- Key gaps in the job readiness of young people

- Responsibility of various people or groups for providing or obtaining career guidance for young people

- The role of employers in supporting the training, career education, and career development of young people

- Resources or support required to assist businesses in contributing to the career development of young employees.

A copy of the survey instrument is included in Appendix E of this report.

7.1.2 Survey administration

The survey was administered to a group of 800 employers via an omnibus CATI survey. The omnibus is a multi-client survey run regularly across a nationally representative sample of small to medium business decision makers, across 14 industry sectors. The respondents represent businesses across Australia with between 5 and 199 employees. The questions designed to capture employer perspectives on career development in young people were included in one round of the omnibus, along with screening and demographic questions to provide information on the business and respondent profile.

7.2   THE RESPONDENTS

7.2.1 Business profile

The total number of respondents to the employers' omnibus survey was 800. The survey respondents represented different sized businesses across a range of industries in Australia. The majority of respondents were located in New South Wales, Victoria or Queensland (refer Table 83).

TABLE 83 – BUSINESS LOCATION (PERCENTAGE)

STATE/TERRITORY	PERCENTAGE
NSW	34.8
VIC	23.6
QLD	18.8
SA	9.1
WA	8.3
TAS	4.5
NT	0.6
ACT	0.4
TOTAL	100

As shown in Table 84, the biggest industry sectors represented by the survey were wholesale and retail trade (25%), and finance, property and IT (25%). There were also a significant proportion of respondents from hospitality and recreation (14%), mining and construction (13%), and health, education and government (11%).

TABLE 84 – INDUSTRY SECTOR (PERCENTAGE)

INDUSTRY	PERCENTAGE
Wholesale/Retail	24.9
Finance, Property & IT	24.9
Hospitality & Recreation	14.0
Mining & Construction	12.5
Health, Education & Govt.	10.5
Manufacturing	7.3
Transport & Utilities	4.6
Agri-business	1.4
TOTAL	100

The employers included in the survey represented small to medium sized businesses with less than 200 employees. As shown in Table 85, overall the respondents' businesses were concentrated at the smaller end of the scale, with only a small proportion representing businesses with more than 50 employees. Larger sized businesses were more common for respondents from health, education and government, and manufacturing industries. For the analysis included in this report, businesses have been grouped into three size classifications; very small (5-10 employees), small (11-50 employees), and medium (51-199 employees).

TABLE 85 – BUSINESS SIZE BY INDUSTRY SECTOR (PERCENTAGE)

NUMBER OF EMPLOYEES	TOTAL	WHOLESALE/ RETAIL	FINANCE, PROPERTY & IT	HOSPITALITY & RECREATION	MINING & CONSTRUCTION	HEALTH, EDU. & GOVT.	MANU- FACTURING	TRANSPORT & UTILITIES	AGRI-BUSINESS
5-10	42.9	48.2	48.7	45.5	38.0	25.0	27.6	51.4	45.5
11-20	23.3	22.1	24.6	25.0	25.0	25.0	17.2	16.2	27.3
21-50	21.3	22.6	17.6	17.9	26.0	19.0	31.0	21.6	18.2
51-100	7.6	5.0	6.0	7.1	7.0	11.9	20.7	5.4	0.0
101-199	5.0	2.0	3.0	4.5	4.0	19.0	3.4	5.4	9.1
TOTAL	100	100	100	100	100	100	100	100	100

The majority of businesses represented by the survey respondents were well established, with 87% having been in operation for more than 10 years. In terms of revenue, the majority of businesses surveyed were either stable (35%), or experiencing moderate growth (27%) (refer to Table 86).

TABLE 86 – REVENUE GROWTH (PERCENTAGE)

REVENUE (VS. LAST YEAR)	PERCENTAGE
Falling by more than 10%	7.6
Falling by 1-10%	14.4
About the same as last year	35.3
Growing by 5-10%	27.1
Growing by 10-20%	10.9
Growing by more than 20%	4.8
TOTAL	100

7.2.2   Characteristics of survey respondents

Of the 800 employer representatives completing the survey, 74% were male and 27% were female.

Table 87 provides information on age by gender. On average, the male respondents were slightly older than the female respondents.

TABLE 87 – AGE BY GENDER (PERCENTAGE)

AGE	TOTAL	MALE	FEMALE
18-24 years	1.8	1.4	2.8
25-39 years	18.6	18.4	19.3
40-54 years	43.9	42.7	47.2
55-59 years	16.9	16.8	17.0
60+ years	18.5	20.4	13.2
Refused	0.4	0.3	0.5
TOTAL	100	100	100

7.3   JOB READINESS AND EMPLOYMENT OF YOUNG PEOPLE

7.3.1   Readiness for work

Respondents to the employers' survey were asked about their perspective on level of readiness of young people to function effectively in the workforce. The results are summarised in Table 88 below, including the distribution of responses across different sized business.

TABLE 88 – LEVEL OF PREPAREDNESS FOR WORK BY BUSINESS SIZE (PERCENTAGE)

LEVEL OF PREPAREDNESS	TOTAL	SIZE OF BUSINESS*		
		VERY SMALL	SMALL	MEDIUM
Very well prepared	1.3	0.9	2.0	0.0
Fairly well prepared	15.3	12.8	16.6	18.8
Prepared to some extent	40.5	35.6	42.1	51.5
Poorly prepared	35.3	39.9	33.7	24.8
Not prepared at all	6.1	9.0	4.8	1.0
Not sure	1.6	1.7	0.8	4.0
TOTAL	100	100	100	100

Very Small: 5-10 employees (n=343); Small: 11-50 employees (n=356); Medium: 50-199 employees (n=101)

The results show that the majority of respondents (57%) feel that young people are prepared to enter the workforce. However, only a minority of surveyed employers were of the view that young people are *very well* or *fairly well prepared*, with most selecting a more qualified response that young people are *prepared to some extent* only. A significant proportion of respondents (41%) believe that young people are *poorly prepared* or *not prepared at all* to function in the workplace, a view that was more common amongst respondents from smaller businesses.

Considering the responses by industry sector, those that most perceive young people to be *poorly prepared* or *not prepared at all* for work include respondents from agri-business (55%), transport & utilities (51%), manufacturing (47%), wholesale/retail trade (47%) and hospitality (46%). Those respondents in white collar professions such as finance, property & IT, and health, government & education were generally more positive about the job readiness of young people today with only 38% and 26% respectively perceiving young people to be *poorly prepared* or *not prepared at all* for work.

Survey respondents were asked to identify what they consider to be the most significant gap in young people's preparedness for the world of work. Just over half the survey respondents provided an answer to this question, and these responses are summarised in Figure 1.

FIGURE 1 – MOST SIGNIFICANT GAP IN PREPAREDNESS FOR WORK

Gap in Preparedness for Work
% of responses

Legend:
- 1) Attitude to Work / Work Ethic / Commitment
- 2) Expectations of Pay/Promotion
- 3) Education - Basic Business Skills / Communication
- 4) Education - Understanding Business Requirements
- 5) Education - Life Skills / Common Sense / Initiative
- 6) Education - Exposure to Practical Work Experience
- 7) Parents and Family Values
- 8) Lack of Maturity
- 9) Don't see a Gap
- 10) Not sure

Pie chart values: 15.5% (2), 17.4% (1), 6.5% (10), 0.5% (9), 2.7% (8), 5.0% (7), 10.4% (6), 12.7% (5), 14.0% (4), 15.4% (3)

Source : Urbis; Employer Omnibus Survey March 2011

As shown in Figure 1, the most common response related to a perceived lack of work ethic and a poor attitude among young employees in the workplace. A significant proportion of survey respondents also commented on a discord between expectations of young people with regards to salary and promotion and the reality of what businesses are able to offer. Over half the surveyed employers responding to this question noted gaps in the education of young people, in particular in the areas of basic business work skills and communication, understanding business requirements, exposure to practical work experience, and general life skills, common sense and initiative.

7.3.2   Responsibility for career guidance

Respondents to the employers' survey were then asked about their perspectives on roles and responsibilities for various groups in providing career guidance for young people at different points in the education system. Respondents were provided with a list of people or groups, and asked to select who of these should be mainly responsible for providing or obtaining career guidance and education for young people (allowing up to three selections). The results are summarised in Table 89.

TABLE 89 – MAIN RESPONSIBILITY FOR CAREER GUIDANCE (PERCENTAGE*)

RESPONSIBLE FOR CAREER GUIDANCE	AT SECONDARY SCHOOL	AT TAFE/ UNI	NOT STUDYING
Schools	67.4	15.5	7.5
Parents	46.1	28.5	46.1
Young people themselves	32.8	48.3	53.5
State/Territory Government	14.8	15.3	22.5
Australian Government	11.8	11.6	19.6
Job Services Australia	9.9	9.6	18.0
TAFE/ Universities	9.3	45.6	1.9
Employers	7.1	11.4	7.1
Other/ Not sure	2.3	2.7	3.0

* Multiple responses allowed

The results above show that surveyed employers believe that young people themselves, their parents, and the relevant educational sector (e.g. secondary or tertiary) are the key groups involved in provision of career guidance and education for young people. For those young people not in the education system, Governments (both State and Federal) are considered to have greater responsibility, compared to young people at school or TAFE/University. Job Services Australia was also identified as having some responsibility for providing career guidance to this group of young people. Interestingly, only a small minority of respondents feel that employers have a high level of responsibility in providing career information and guidance to young people, even to those undertaking tertiary study. This view was largely consistent across industry sectors. However, respondents from medium sized businesses were more likely than respondents from smaller businesses to identify the role of employers in assisting young people with career direction and advice, particularly for those young people at TAFE or university (refer to Table 90).

TABLE 90 – EMPLOYERS' RESPONSIBILITY FOR CAREER GUIDANCE BY BUSINESS SIZE (PERCENTAGE*)

BUSINESS SIZE**	AT SECONDARY SCHOOL	AT TAFE/ UNI	NOT STUDYING
Very Small	5.2	9.6	5.5
Small	7.0	9.8	6.9
Medium	13.9	22.8	13.9
All respondents	*7.1*	*11.4*	*7.1*

* Percentage of respondents who selected 'Employers' as being mainly responsible for providing career advice to young people (Multiple answers allowed)
** Very Small: 5-10 employees (n=343); Small: 11-50 employees (n=356); Medium: 50-199 employees (n=101)

7.3.3 Role of employers

All the respondents were asked how strongly they agreed or disagreed with a series of statements relevant to the role of employers in supporting the career development of young people. The responses to each question are summarised in Table 91, which shows the proportion of respondents who either *Strongly Agreed* or *Agreed* with each statement.

TABLE 91 – AGREEMENT WITH STATEMENTS ABOUT EMPLOYERS' ROLE IN CAREER DEVELOPMENT (PERCENTAGE)

STATEMENT	TOTAL AGREEMENT	STRONGLY AGREE	AGREE
Employers must expect to spend time and effort helping young employees to function effectively in the workplace	94.4	58.4	36.0
A lot of the skills and capabilities that work requires can only be learnt on the job	84.9	40.6	44.3
Our business has an effective scheme or process for supporting the career development of the young people we employ	77.4	27.1	50.3
Businesses like ours need to work more closely with schools to support young people's career education and development	68.9	22.8	46.1
Businesses like ours need to offer more work experience placements for school students	65.5	21.2	44.3

Interestingly, although the majority of respondents did not believe that employers had a key role in the provision of career guidance, the results above suggest that overall the respondents were cognisant of their role in supporting the career development of young people. The large majority of employers surveyed recognised the need to dedicate resources to training young employees (94% in agreement, 58% *strongly agree*), and understand the critical role of 'on-the-job' training (85% in agreement, 41% *strongly agree*). The majority of respondents (77%) report they have incorporated these concepts into a

process or scheme to manage the career development of young employees. A significant proportion of surveyed employers recognise the need to connect directly with schools to support career education (69%) and provide work experience placements for students (66%).

Results for the respondents' perspectives by business size are summarised in Table 92 below, showing the proportion of respondents who either *strongly agreed* or *agreed* with each statement.

TABLE 92 – AGREEMENT WITH STATEMENTS ABOUT EMPLOYERS' ROLE IN CAREER DEVELOPMENT BY BUSINESS SIZE (PERCENTAGE*)

STATEMENT	TOTAL AGREEMENT	SIZE OF BUSINESS**		
		VERY SMALL	SMALL	MEDIUM
Employers must expect to spend time and effort helping young employees to function effectively in the workplace	94.4	93.6	94.9	95.0
A lot of the skills and capabilities that work requires can only be learnt on the job	84.9	83.7	86.0	85.1
Our business has an effective scheme or process for supporting the career development of the young people we employ	77.4	74.3	79.5	80.2
Businesses like ours need to work more closely with schools to support young people's career education and development	68.9	64.4	70.8	77.2
Businesses like ours need to offer more work experience placements for school students	65.5	62.1	67.4	70.3

Percentage of respondents who selected 'Strongly Agree' or 'Agree'
** Very Small: 5-10 employees (n=343); Small: 11-50 employees (n=356); Medium: 50-199 employees (n=101)

As shown in Table 63, perspectives on the role of employers in supporting the career development of young people were found to vary somewhat based on the respondents' business size. Respondents from medium sized businesses were more likely to support working directly with schools to provide career education (77%) and work experience placements (70%) than respondents from smaller businesses. Employer respondents representing medium and small sized businesses were also more likely to have instituted a career development process into their business (both 80%) compared to very small sized employers (74%).

Results for the respondents' perspectives by industry sector are summarised in Table 93, again showing the proportion of respondents who either *strongly agreed* or *agreed* with each statement.

TABLE 93 – AGREEMENT WITH STATEMENTS ABOUT EMPLOYERS' ROLE IN CAREER DEVELOPMENT BY INDUSTRY SECTOR (PERCENTAGE*)

STATEMENT	TOTAL	WHOLESALE/ RETAIL	FINANCE, PROPERTY & IT	HOSPITALITY & RECREATION	MINING & CONSTRUCTION	HEALTH, EDU. & GOVT.	MANUFACTURING	TRANSPORT & UTILITIES	AGRI-BUSINESS
	N = 800	N = 199	N = 199	N = 112	N = 100	N = 84	N = 58	N = 37	N = 11
Employers must expect to spend time and effort helping young employees to function effectively in the workplace	94.4	95.0	94.0	92.9	92.0	98.8	93.1	97.3	90.9
A lot of the skills and capabilities that work requires can only be learnt on the job	84.9	84.4	83.9	83.9	83.0	82.1	96.6	86.5	90.9
Our business has an effective scheme or process for supporting the career development of the young people we employ	77.4	77.4	78.9	83.0	73.0	82.1	70.7	64.9	72.7
Businesses like ours need to work more closely with schools to support young people's career education and development	68.9	67.3	62.8	72.3	69.0	78.6	74.1	62.2	90.9
Businesses like ours need to offer more work experience placements for school students	65.5	68.8	60.8	64.3	59.0	66.7	75.9	70.3	81.8

Multiple responses allowed

The results show that perspectives were broadly consistent across industry sectors, with some notable variations. Respondents from finance, property & IT, and mining & construction were least likely to support work experience placements for students in their businesses (61% and 59% respectively). Respondents from 'hands-on' industry sectors, such as manufacturing and agri-business were significantly more likely to support work placements (76% and 82% respectively). Respondents from agri-business and health, education & government were most cognisant of the need to work directly with schools to support career development of young people (91% and 79% respectively).

Surveyed employers from the manufacturing sector were most in agreement that 'on-the-job' training is a core component of employee development (97%), most likely due to limited tertiary education facilities in this sector. Respondents from the manufacturing sector were also less likely to have implemented a process or scheme to manage the career development of young employees (71%). The respondents from the transport & utilities sector were even less likely to have established an effective career development process for young employees (65%).

The influence of business stability and revenue growth on employer perspectives was also investigated. In most cases, the extent of agreement to the statements on employers' role in career development was broadly consistent across respondents from businesses with falling, stable, or growing revenue. The most notable variation was with regards to the existence of a process within the business to manage and support the career development of young people. Employer respondents representing businesses undergoing revenue growth were more likely to have implemented career development schemes (82%), compared to respondents from businesses with stable or declining revenue (74% and 73% respectively).

Respondents to the employer survey were then asked to identify what kinds of resources or support would most assist businesses in contributing to the career development of young employees (an open-ended question). The responses are summarised in Figure 2 below.

FIGURE 2 – RESOURCES REQUIRED TO SUPPORT THE CAREER DEVELOPMENT OF YOUNG PEOPLE

Resources and Support Required
% of responses

1) Government funding/ subsidies/ concessions for training & development

2) Improved TAFE/ University/ Training

3) Professional development counselling/ advice for young people

4) Advice/ support from job agencies/ industry bodies

5) Clearer industrial relations regulation

6) Other

7) None/ not sure
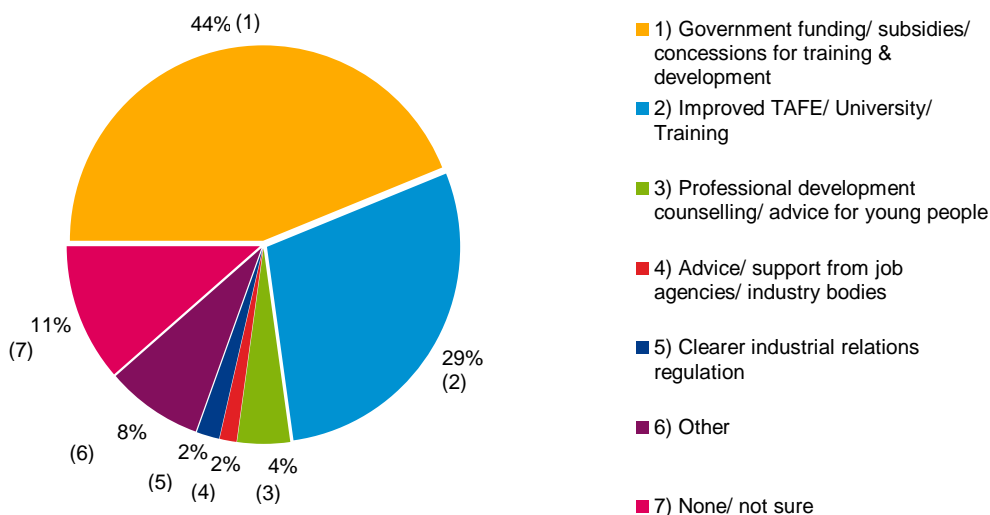
As shown in Figure 2, the responses provided suggest that employers have interpreted this question to mean resources and support required to facilitate both *employment* and *career development* of young people. Nearly half the respondents cited the need for government assistance (either State or Federal) to reduce the financial and administrative burden of employing and training young people, either through tax rebates, direct funding or other concessions. Several respondents also identified preferences in government tendering of contracts towards those companies with considerable numbers of apprenticeships or trainees as a strong incentive to employ young people. A number of respondents mentioned unclear or 'unfair' industrial relations regulations as a barrier to employing young people in their business.

A significant proportion of respondents stressed the need to improve the education and training system, across TAFE, university, and other training providers. The key points raised by respondents include introducing more TAFE courses to address specific industry skill requirements, improving access to training in regional areas, increasing the focus on real world/practical work requirements (including more work experience), facilitating flexible study paths that can be combined with work, and encouraging better interaction between education providers and employers to ease the transition from study to employment. In addition, a number of respondents identified the need for improved professional development counselling and advice to assist young people in understanding the workforce and the options available to them.

8   Survey of Indigenous Youth

This section discusses the findings of a short survey, which was conducted to capture the experiences, attitudes, and opinions of Indigenous youth with regards to the career development needs of young people.

Key findings

Key findings from the survey are as follows:

- For both Indigenous school students and school leavers, family or relatives were the most commonly consulted group for advice on subject selection at school.

- Similarly, both groups of Indigenous youth reported family or relatives as the most common source of advice about work or further study after leaving school. A significant proportion in each group also indicated they had received advice from a school careers counsellor, or Aboriginal staff working at the school.

- Approximately half the respondents in each group had received career guidance through some form of 'hands-on' experience, including work placements, workplace visits, or school-based traineeships. Group discussion, career expos, and careers presentations were also commonly reported sources of career information and advice.

- Identification of the most *helpful* source of career guidance or information was less consistent across survey respondents, with responses largely spread across a range of career activities and sources. School leavers were more likely to report workplace visits or work experience as being most helpful; school students more commonly reported discussions with family, friends or broader groups at school as being the most helpful source of career guidance.

- Family and community were again identified by the Indigenous young people as being key people to approach for further help or advice about work or study options (nominated by almost all the school students, and approximately a third of the school leavers). For school students, teachers or career advisors at school were also highly likely to be approached for further career guidance. For school leavers, TAFE/university or a Job Services Australia agency were commonly nominated as likely contacts for provision of career advice and information.

8.1   DESIGN AND CONDUCT OF THE SURVEY

8.1.1   Survey design

This research was designed to capture the experiences, attitudes, and opinions of Indigenous youth with regard to the career development needs of young people. The research was targeted at Indigenous youth aged 14 to 24 years, including both those still enrolled in school (*school students*), and those who had left school (*school leavers*).

Given the complexity of conducting quantitative research with Indigenous groups, the survey was designed to be a short, straightforward set of questions addressing the core components of career education and guidance for young people.

The key topics addressed in the design of the survey questions were:

- People or groups who have provided input and guidance for school subject selection

- People or groups who have provided information or advice about work or further study after leaving school

- Careers activities or information sources which have been utilised for guidance about work or further study after leaving school

- People or groups who would be consulted for further help or advice about work or further study after leaving school

The key questions relating to career guidance and development were incorporated into two separate questionnaires; one for Indigenous school students, and one for Indigenous school leavers. While the bulk of the questionnaire was identical for each group, slightly different profiling questions (e.g. progress at school and current occupation) were included in each survey to acknowledge the different life stages of the two groups.

Copies of the survey instruments are included in Appendix F of this report.

8.1.2   Survey administration

The Indigenous youth survey was administered face-to-face via a paper-based survey distributed at the conclusion of focus groups conducted with Indigenous youth (as part of the qualitative research element). The focus groups (and consequent surveys) were conducted in Cairns, Ceduna, Broome, and Darwin. A total of 40 Indigenous youth participated in the survey, with 17 completing the school students' survey, and 23 completing the school leavers' survey.

8.2   THE RESPONDENTS

8.2.1   Personal characteristics

Those still at school

The total number of respondents to the Indigenous school students' survey was 17. Of these, 9 were male and 8 were female. Due to the small size of the survey base, all data has been reported in frequencies (rather than percentages).

Table 94 provides information on age by gender. The age distribution was similar for male and female respondents.

TABLE 94 – AGE BY GENDER

	TOTAL	MALE	FEMALE
14 years	4	3	1
15 years	2	-	2
16 years	1	1	-
17 years	9	5	4
18 years	1	-	1
TOTAL	17	9	8

Those who had left school

The total number of respondents to the Indigenous school leavers' survey was 23. Of these, 12 were male and 11 were female. Due to the small size of the survey base, all data has been reported in frequencies (rather than percentages).

Table 95 provides information on age by gender. The age distribution was similar for male and female respondents, although on average the female respondents were slightly older.

TABLE 95 – AGE BY GENDER

	TOTAL	MALE	FEMALE
16 years	2	2	-
17 years	6	4	2
18 years	4	3	1
19 years	4	1	3
20 years	3	-	3
21 years	2	1	1
22 years	-	-	-
23 years	-	-	-
24 years	2	1	1
TOTAL	23	12	11

8.2.2   Schooling, further study and employment

Those still at school

All respondents completing the Indigenous school students' survey were enrolled in school, between Year 8 and Year 12.

Respondents were asked about their intention to complete further education or training after finishing school. As Table 96 shows, seven of the young people planned to complete further study. However, eight young people said they were not sure yet about their plans and two indicated they did not plan to complete further education or training after leaving school.

TABLE 96 – INTENTION TO COMPLETE FURTHER EDUCATION OR TRAINING AFTER LEAVING SCHOOL

	TOTAL
Yes	7
No	2
Not sure	8
TOTAL	17

Respondents were also asked whether they had undertaken any part-time or casual jobs while at school. Approximately two thirds of respondents, primarily the 17 and 18 year olds in the respondent group, had undertaken part-time or casual work during their schooling.

TABLE 97 – PART-TIME AND CASUAL WORK WHILE AT SCHOOL

	TOTAL
Yes	11
No	6
TOTAL	17

Those who had left school

All respondents completing the Indigenous school leavers' survey had left school, with approximately one third of the respondents having completed Year 12 before leaving. As shown in Table 98 below, the female respondents had a greater proportion of Year 12 attainment than the male respondents. The most common reasons stated for leaving school before completing Year 12 were not liking school, or wanting to start work.

TABLE 98 – LEVEL OF SCHOOL COMPLETED BY GENDER

	TOTAL	MALE	FEMALE
Year 9	2	1	1
Year 10	4	3	1
Year 11	9	5	4
Year 12	8	3	5
TOTAL	23	12	11

Respondents were also asked whether they had undertaken any part-time or casual jobs while at school. Only a quarter of respondents had undertaken part-time or casual work during their schooling, the responses summarised in Table 99 below.

TABLE 99 – PART-TIME AND CASUAL WORK WHILE AT SCHOOL

	TOTAL
Yes	6
No	16
Not sure	1
TOTAL	23

Survey respondents were then asked about what they have been doing since they left school. Over two thirds of respondents had undertaken further study or training since leaving school, and approximately half had been employed in paid work (refer Table 100).

TABLE 100 – ACTIVITIES UNDERTAKEN SINCE LEAVING SCHOOL

	FURTHER STUDY/ TRAINING	PAID EMPLOYMENT
Yes	16	12
No	6	11
Not sure	1	-
TOTAL	23	23

At the time of the survey, nearly half the respondents were looking for a job. Just under a quarter were undertaking further study or training, and approximately one fifth had either full time or part-time/casual employment (refer Table101).

TABLE 101 – CURRENT OCCUPATION

CURRENT OCCUPATION	TOTAL
Looking for a job	10
Studying/training	5
Working full-time	2
Working part-time/casual	2
Other	4
TOTAL	23

8.3 CAREER INFORMATION OR GUIDANCE AT SECONDARY SCHOOL

8.3.1 Choice of school subjects

Those still at school

Respondents to the school students' survey were asked who they had talked to about subject choices at school. They were offered a list of possible types of people, and asked to select those with whom they had discussed their subject selection (allowing multiple responses). Almost all the respondents indicated they had discussed their subject choices with family or relatives, and a significant proportion had received advice from school staff, including careers teachers, other teachers, and Aboriginal Education Assistants. Nearly a third of the respondents had consulted an external careers advisor regarding their subject selection. The responses are summarised in Table 102 below.

TABLE 102 – PEOPLE/GROUPS INVOLVED IN SUBJECT CHOICE

PEOPLE/ GROUPS	TOTAL
Family or relatives	15
Careers teacher/ advisor/ counsellor at school	11
School teachers	10
Aboriginal Education Assistant at school	10
Friends/ other students at school	9
Careers advisor outside of school	5
Aboriginal person who works at the school	5
Someone at the homework centre	1
Tutor	1
Employer/ supervisor at work	1

Base = 17 respondents

Those who had left school

Respondents to the school leavers' survey were offered the same list of possible types of people, and asked to select those with whom they had discussed their subject selection (allowing multiple responses). Over half the respondents indicated they had discussed their subject choices with family or relatives, and a close to half had received advice from Aboriginal school staff, including Aboriginal Education Assistants or other Aboriginal staff employed at the school. Approximately one third of the respondents had received advice from a careers advisor at the school, but a very small minority had consulted an external careers advisor regarding their subject selection. The responses are summarised in Table 103.

TABLE 103 – PEOPLE/GROUPS INVOLVED IN SUBJECT CHOICE

PEOPLE/ GROUPS	TOTAL
Family or relatives	13
Aboriginal Education Assistant at school	10
Aboriginal person who works at the school	10
Careers teacher/advisor at school	8
Friends/other students at school	6
School teachers	5
Tutor	3
Careers advisor outside of school	2
Someone at the Homework centre	1

Base = 23 respondents

8.3.2   Information or advice on future work or study

Those still at school

The respondents to the Indigenous school students' survey were asked several questions about their experience of *career information, education or guidance at school.* First they were asked to indicate who they had talked to or received advice from about work or further study after leaving school (allowing multiple responses). The responses, summarised in Table 104, show that the majority of respondents had discussed work and further study with family or relatives, and approximately a third had received advice from a school careers advisor, an Aboriginal school employee, friends at school, someone involved in the type of work that they are interested in, or school teachers.

TABLE 104 – PEOPLE/GROUPS WHO HAVE PROVIDED CAREER ADVICE

PEOPLE/ GROUPS	TOTAL
Family or relatives	11
Careers teacher/advisor/counsellor at school	7
Aboriginal person who works at the school	7
Friends/other students at school	7
Someone involved in the type of work interested in	6
School teachers	5
Aboriginal Education Assistant at school	3
Someone at the Homework Centre	1
Someone from a community organisation	1
Tutor	0
None	2

Base = 17 respondents

Next they were asked to indicate which types of careers activities or information sources they had received guidance or advice from relating to future work or study (allowing multiple responses). Answers are summarised in Table 105, which shows that the types of input that were most commonly reported were a careers day or expo, group discussion at school, a talk or presentation from someone outside the school, or access to the Internet at school. Approximately half the respondents had received career guidance through some form of 'hands-on' experience, including workplace visits, work placements, or traineeships.

TABLE 105 – ACTIVITIES AND INFORMATION SOURCES FOR CAREER GUIDANCE

ACTIVITY OR INFORMATION SOURCE	TOTAL
Careers day or expo	10
Group discussion	8
Talk/presentation from someone outside the school	8
Time at school to access the Internet	8
Talk/presentation from school staff	7
Printed materials e.g. books, guides, pamphlets	7
Career information included in regular classes	5
Visits to workplaces	5
Work placements/experience	5
School based apprenticeships/traineeships	4
Access to online careers surveys/quizzes/tests	4
Mentoring schemes	0

Base = 17 respondents

Survey respondents were also asked to identify which type of career guidance or information had been most helpful for their career planning. As shown in Table 106 below, responses to this question were largely spread across the range of career activities and information sources mentioned in the two previous questions (Tables 104 and 105); the most commonly identified source of helpful career information was discussion with family and friends.

TABLE 106 – MOST HELPFUL SOURCE OF CAREER INFORMATION AND GUIDANCE

ACTIVITY OR INFORMATION SOURCE	TOTAL
Discussion with family or friends	4
Group discussion at school	3
Talk/presentation from someone outside the school	3
Work place visits	2
Careers day or expo	2
School based apprenticeship	2
Work experience	1
Discussion with school teachers	1
Talk/presentation from school staff	1
Printed materials	1
The Internet	1

Base = 17 respondents

Survey respondents were then asked to select, from a list of six possible answers, who they would approach if they wanted help or advice about work or further study options (allowing multiple responses). As shown in Table 107, almost all the respondents would seek guidance from their family or community, and/or teachers or career advisors at school regarding their career and study path. A significant proportion identified their friends, or TAFE/university as a source of advice for decisions about work or further study. Nearly half the respondents would consult an external careers advisor for career guidance.

TABLE 107 – PEOPLE/GROUPS WHO WOULD BE CONSULTED FOR CAREER ADVICE

PEOPLE/ GROUPS	TOTAL
People in family or community	15
Teachers or career advisor at school	14
Friends	11
TAFE or university	10
Careers advisor/counsellor outside school	7
Someone from a community organisation	3

Base = 17 respondents

Those who had left school

The survey respondents to the Indigenous school leavers' survey were asked the same set of questions about their experience of *career information, education or guidance at school*. First they were asked to indicate who they had talked to or received advice from about work or further study after leaving school (allowing multiple responses). The responses, summarised in Table 108, show that the majority of respondents had discussed work and further study with family or relatives, and approximately a third had received advice from a school careers advisor, an Aboriginal Education Assistant at school or an Aboriginal school employee. A small minority indicated that they had not received career guidance from any of these people.

TABLE 108 – PEOPLE/GROUPS WHO HAVE PROVIDED CAREER ADVICE

PEOPLE/ GROUPS	TOTAL
Family or relatives	13
Careers teacher/ advisor/ counsellor at school	9
Aboriginal Education Assistant at school	8
Aboriginal person who works at the school	6
Someone involved in the type of work interested in	4
Friends/ other students at school	4
Someone from a community organisation	3
School teachers	2
Tutor	2
Someone at the Homework Centre	0
None	2

Base = 23 respondents

Next they were asked to indicate which types of careers activities or information sources they had received guidance or advice from relating to future work or study (allowing multiple responses). Answers are summarised in Table 109, which show that the types of input that were most commonly reported were work experience or placements, group discussion at school, or a careers day or expo. Approximately half the respondents had received career guidance through some form of 'hands-on' experience, including work placements, workplace visits, or school-based traineeships.

TABLE 109 – ACTIVITIES AND INFORMATION SOURCES FOR CAREER GUIDANCE

ACTIVITY OR INFORMATION SOURCE	TOTAL
Work placements/experience	9
Group discussion	9
Careers day or expo	8
Talk/presentation from school staff	6
Access to online careers surveys/quizzes/tests	6
Time at school to access the Internet	5
Visits to workplaces	5
Printed materials e.g. books, guides, pamphlets	5
Talk/presentation from someone outside the school	4
Career information included in regular classes	2
School based apprenticeships/traineeships	2
Mentoring schemes	0
None	3

Base = 23 respondents

Survey respondents were also asked to identify which type of career guidance or information had been most helpful for their career planning, however, less than half the respondents provided an answer to this question. The most common responses were work experience or workplace visits, career expos, and presentations from people outside the school.

Survey respondents were then asked to select, from a list of seven possible answers, who they would approach if they wanted help or advice about work or further study options (allowing multiple responses). As shown in Table 110, approximately half the respondents would seek advice from TAFE/university regarding their career and study path. A significant proportion identified their family/community, or an employment service as a source of advice for decisions about work or further study. Approximately a quarter of the respondents would consult an external careers advisor for career guidance.

TABLE 110 – PEOPLE/GROUPS WHO WOULD BE CONSULTED FOR CAREER ADVICE

PEOPLE/ GROUPS	TOTAL
TAFE or university	11
People in family or community	8
An employment service (e.g. job finder network)	8
Careers advisor/counsellor outside school	6
Friends	3
Teachers or career advisor at old school	2
Community organisation	0

Base = 23 respondents

9 Summary Chapter

9.1 NOTIONS OF 'CAREER', 'WORK' AND 'CAREER DEVELOPMENT'

Young people generally have fairly optimistic attitudes towards work and career. Overall, young people express the desire to have a career and most are of the view there are lots of interesting work and career opportunities ahead of them.

Although young people generally say they want to have a career, not all have a clear idea of what this might look like or what it might involve. Forty percent of young people surveyed say they do not have a clear idea about the kind of work they would like to do over the next five to ten years. The majority of young people say they expect to do further training at various stages of their working life, and many say it is quite likely they will do different kinds of work over their lifespan.

9.1.1 How and why have these notions and the world of work changed over time?

There is agreement across different cohorts that the world of work has changed over time.

In support of this view, the majority of young people surveyed say they expect to do further training at various stages of their working life (81%), and it is quite likely they will do different kinds of work during their life (63%). These sentiments are echoed by other cohorts. Eighty-nine percent (89%) of parents say their children will probably need to do further training at various stages of their working life. Parents with a household income of over $100,000 per annum are more likely to agree with this statement. Ninety percent (90%) of teachers say it is quite likely that their students will do several different sorts of work over the course of their lives, and 91% of career practitioners agree that it is natural that some young people will '*chop and change*' jobs or courses of study before finding something that suits them. These views reflect the emphasis of change and flexibility and the importance of life long learning that are central elements in contemporary thinking of the term career.

The changing nature of the working world is most strongly felt by parents: 75% of parents surveyed say their children have much more complicated decisions about future work and career than they did at their age. Teachers agree with this statement, but to a lesser extent. Sixty-seven percent (67%) of teachers surveyed say young people face much more difficult choices about work or career than their parents did at their age.

9.1.2 Understandings of 'career development'

Career practitioners surveyed use a variety of terms to describe the work they do. Most commonly they use the term career counselling (66%), followed by career education (56%), career information (54%) and career development (52%). Fewer practitioners use career guidance (45%) or career planning (42%) to describe what they do.

Despite this variation in the terminology used to describe their work, there is a very high level of agreement among career practitioners regarding their approach to their work and what the focus of their work should be. Regardless of the sector they work in, the length of time they have been working as a career professional, and the level of formal career qualifications they hold, the great majority of career practitioners assign greatest importance to assisting young people to make decisions and take action for themselves. Those elements of their work that they rate as *very important* are empowering young people to make their own decisions (91%), helping young people to identify what their strengths and talents are (86%), and encouraging young people to do their own investigations or research (84%).

In considering their work with young people, career practitioners rate *broadening the range of possibilities that individuals may consider* (60%), *focusing on the individuals' personality, interest or passions* (60%),

and *recognising the wide diversity of young people's career development* (56%) as particularly important. Improving access to work and study opportunities for disadvantaged young people and understanding the current and likely future labour market conditions are also ranked as important.

9.1.3   Skills and competencies

Across all cohorts, the development of life skills and competencies is seen to be important for managing careers in the ever evolving and complex world of work where the notion of a '*job for life'* no longer exists.

Young people, parents and teachers surveyed were asked their views on the importance of seven life skills or capabilities that can be considered relevant to success in study and the workplace (eg good communication skills, co-operating with others, learning from your mistakes, keeping your commitments, understanding your own strengths and limitations, coping with setbacks or disappointments, willingness to try something new). Large majorities across all groups say that each of the listed capabilities is important. Of young people and parents surveyed, more females than males regard the capabilities as important; however there is little variation by type of school attended.

Young people were asked if they had learned much about these life skills from various sources. Parents were also asked what sources they thought make the biggest contribution to the development of these capabilities in young people. Young people consider family the most significant source of learning, followed by friends or fellow students, school or school teachers, part time jobs done while at school, and studying at TAFE/university/college. Young people who attended schools in areas of relatively low SES attribute somewhat less influence than others to family, and to part-time jobs at school. On the other hand, these young people tend to attribute more influence than others to work experience (see Figure 3).

Parents also consider family to be the most significant source of learning, followed by studying at TAFE/university/college, part-time or casual jobs done while at school, and leisure activities. Parents of young people from Government schools attribute more influence to part-time or casual jobs, work placement/work experience and VET in schools/school based apprenticeships compared with parents from Catholic and Independent schools. Compared to parents from other sectors, parents from Independent schools attribute more influence to the school and school teachers, family, and studying at TAFE/university/college.

Overall, young people are more likely to emphasise the contribution made by friends and fellow students to the development of life skills than parents are.

FIGURE 3 – SOURCES THAT CONTRIBUTE TO THE DEVELOPMENT OF LIFE SKILLS IN YOUNG PEOPLE
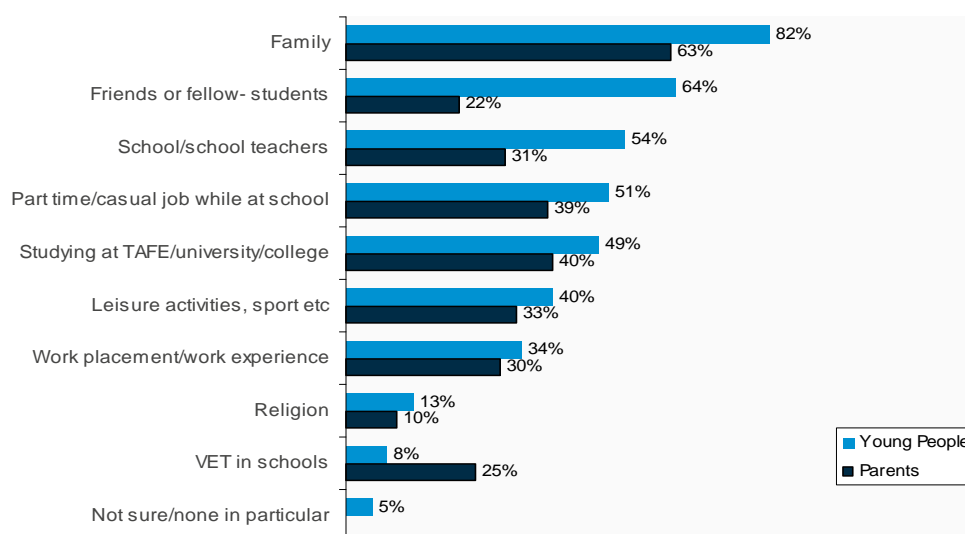
While schools are seen by both young people and parents as having an influence in the development of these life skills, they are identified as only one of a number of influences, and *not* the most significant. To some degree this is supported by the view of teachers, who were asked whether their school makes a significant contribution to developing any of these capabilities in their students. Teachers say their schools make a greater contribution to some skills than others. Most teachers (76%) say their school makes a significant contribution to communication skills, followed by co-operating with others (75%), and keeping one's commitments (53%). Half of the teachers surveyed say their school makes a significant contribution to student's willingness to try something new, and less than half say their school makes a significant contribution to student's understanding of their own strengths and weaknesses (48%), learning from mistakes (48%) and coping with setbacks or disappointments (38%). Overall, Independent schools tend to assess their school's contributions quite highly.

9.2   CAREER DEVELOPMENT: RESPONSIBILITY AND INFLUENCES

9.2.1   *Responsibility for career development*

Overall, the surveys revealed that schools, universities and VET institutions, young people themselves, parents, Federal and State/Territory governments, employers and Job Services Australia, all are seen as having a responsibility for the career development of young people. However, there are a range of views on the degree to which each of the above is responsible. Degree of responsibility for career development also varies depending upon the young person's age and level of schooling.

9.2.2   *Young people in primary school*

The significant majority of teachers and career practitioners agree that primary schools should be responsible for career education. This includes teaching young people general competencies and life skills such as good communication skills, flexibility and resilience. It also includes broadening young people's horizons, and introducing them to the world of work and the various careers available to them.

9.2.3   *Young people in secondary school*

Parents, teachers and career practitioners say schools are mainly responsible for the career development of young people in secondary school, followed by young people themselves and parents. Employers also say schools are mainly responsible, followed by parents and then young people (see Figure 4).

9.2.4   *Young people in higher education or VET*

Parents, teachers and career practitioners see universities and TAFEs as mainly responsible for the career development of young people in higher education or VET, followed by young people themselves and then schools (see Figure 4). Employers see young people themselves as mainly responsible, followed by universities and VET institutions, and then parents. The responsibility of parents is perceived to decrease as children move from secondary school to higher education or VET.

9.2.5   *Young people not in education*

Parents, teachers and career practitioners say young people, employment service providers and parents are mainly responsible for the career development of young people not in education. Employers see young people as mainly responsible followed by their parents and State/Territory governments. Parents say they are more responsible for the career development of young people not in education than the career development of young people in higher education or VET, possibly because young people not in education do not have an educational institution they can turn to for support. Parents, career practitioners and teachers are more likely than employers to see employers as mainly responsible. Only 7% of

employers see themselves as mainly responsible for the career development of young people not in education.

9.2.6   Influences in career development

Parents have the greatest influence over young people's subject choices, followed by peers, subject or class teachers, and school career practitioners (see Table 111). Parents also have the greatest influence in young people's thinking about post school work or study. There is broad agreement that the following are also important influences in the career development decisions of young people: school career practitioners, work placements/work experience, peers, other family members and people that are working in the industry in which they have an interest.

TABLE 111 – FACTORS MOST INFLUENTIAL ON SECONDARY SCHOOL STUDENTS' CHOICES OF SCHOOL SUBJECTS (UP TO THREE RESPONSES ALLOWED PER RESPONDENT)

	YOUNG PEOPLE	TEACHERS
Parents	55	74
Class mates/friends	39	52
Subject or class teachers	37	50
Career teacher/advisor	34	49
Information from the Internet	5	6

FIGURE 4 – INFLUENTIAL FACTORS – SECONDARY STUDENTS THINKING ABOUT CAREER OR FUTURE STUDY
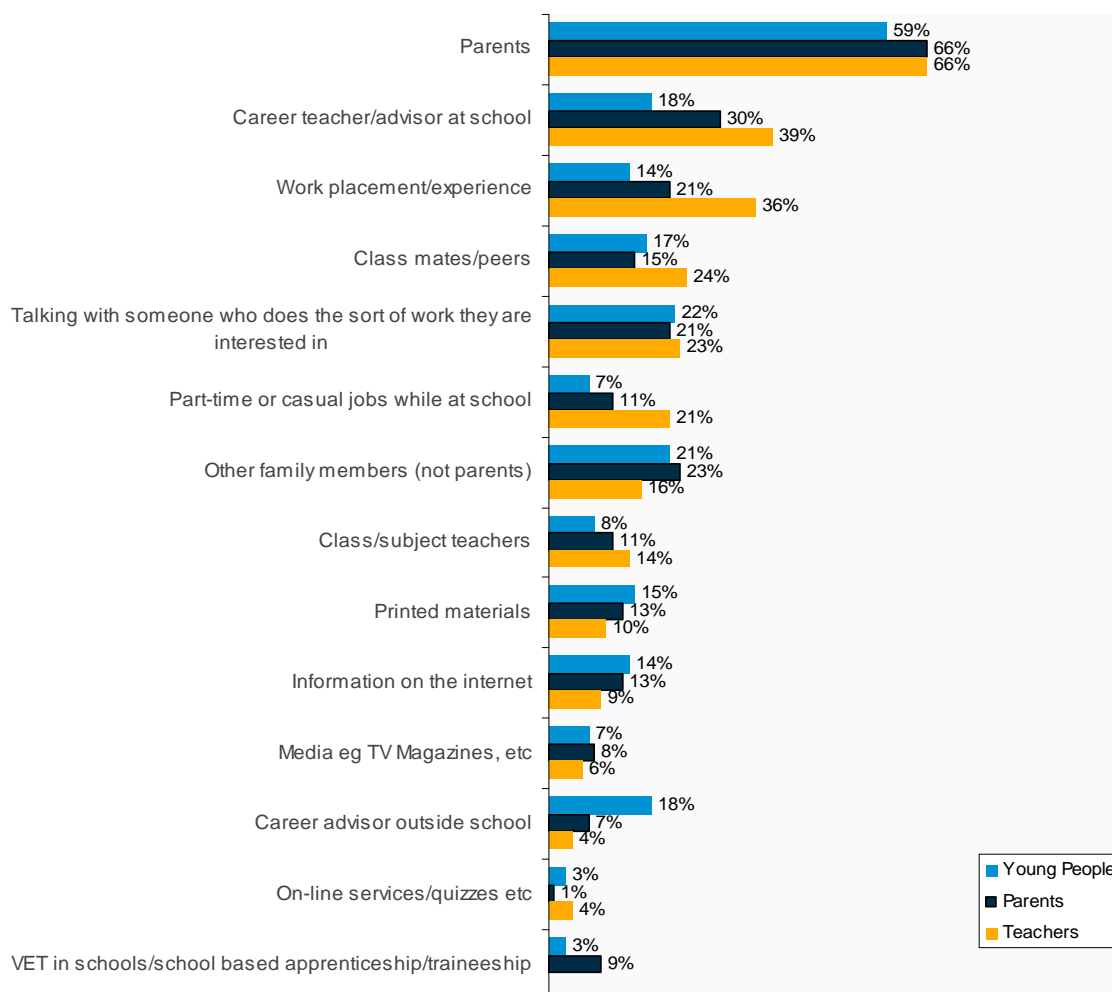
As demonstrated in Figure 4, parents and teachers are more likely than young people to see career practitioners and work experience/work placements as influential in young people's choices about post-school work and study.

9.3 YOUNG PEOPLE IN PRIMARY SCHOOL

9.3.1 What is appropriate career development in primary school?

There is broad support for career development to commence in primary school, although views differ to some extent on what form this should take. Only a minority of teachers (24%) see no place at primary school for information or discussion relating to future work or career.

Support for career development commencing in primary schools is strongest among career practitioners with 95% agreeing that primary schools should be developing their students' capabilities such as good communication skills, flexibility and resilience that may be relevant to life long learning. A total of 91% of teachers also share this view.

9.3.2 Adequacy of the career development provided to young people in primary school

The majority of primary school teachers (83%) surveyed report that their school specifically aims to develop students' capabilities in a way that will help them with life long learning. Primary school teachers working in Catholic and Government schools are more likely to say this is the case than their counterparts in Independent schools.

Sixty percent of teachers surveyed also say that teachers should make it clear to their students how their studies are relevant to the work they may do later in life.

Opinion is also divided among teachers as to whether primary school teachers should have professional development to assist them in working with students on issues relating to future work or study. Almost half of the teachers surveyed (46%) say they should have professional development, with more female than male teachers expressing this view. There is stronger support for this among career practitioners, with 65% agreeing that such professional development would be beneficial.

9.4 YOUNG PEOPLE IN SECONDARY SCHOOL

9.4.1 Availability of career development in secondary schools

Young people say the most common forms of career development available in secondary school are: an interview with a school career practitioner; printed material; a visit to or by a university or TAFE representative; a careers day or expo; and work experience/work placement. This is broadly consistent with what teachers say is available to young people in secondary school (see Table 112).

TABLE 112 – AVAILABILITY OF VARIOUS FORMS OF CAREER DEVELOPMENT IN SCHOOLS (PERCENTAGE OF RESPONDENTS)

	WHAT YOUNG PEOPLE RECALL RECEIVING	WHAT TEACHERS SAY IS AVAILABLE
Interview with careers teacher/advisor	65	82
Printed materials	62	72
Visit to/by TAFE or Uni	54	73
Careers day/Expo	52	62
Work experience/placement	46	72
Talk/presentation by someone outside school	38	63
Group discussion	38	58
Time at school to access the Internet	31	55
Time at school to access on-line careers surveys/quizzes/test	30	41
Career information included in regular class	22	42
School based apprenticeships/VET in schools	21	61
Visits to workplaces	13	48

While teachers are aware of what career development is available in secondary school, they are not as aware of who career development is provided to. Of the 288 secondary school teachers surveyed, more than one in ten (11%) say they do not know what proportion of young people in their school receives career information, education or guidance. Forty-seven percent of teachers say *all* of their students receive career information, education or guidance, and 42% say *most* students receive this. A particular gap was indentified among teachers in small towns or rural areas, and teachers working in smaller schools. Approximately 26% of teachers working in small schools (ie schools with under 500 students) say less than half (or none) of their students receive career information, education or guidance at school.

9.4.2   Usefulness of career development in secondary schools

Young people, career practitioners and teachers have different views on the usefulness of different career development activities. However, all agree that work experience/work placement is either the most useful or the second most useful form of career development for young people. Young people appear to find *'hands on'* activities such as visits to workplaces, visits to or by TAFE/universities, and career expos most useful (see Figure 5).

Career practitioners and teachers agree that the VET in Schools program is among the top two useful career development activities, a view that is not shared by young people who rank the VET in Schools Program as the sixth most useful form of career development. Career practitioners are more likely than teachers and young people to see an interview with a career practitioner as a useful form of career development.

FIGURE 5 – USEFULNESS OF VARIOUS FORMS OF CAREER INFORMATION OR GUIDANCE – AT SECONDARY SCHOOL
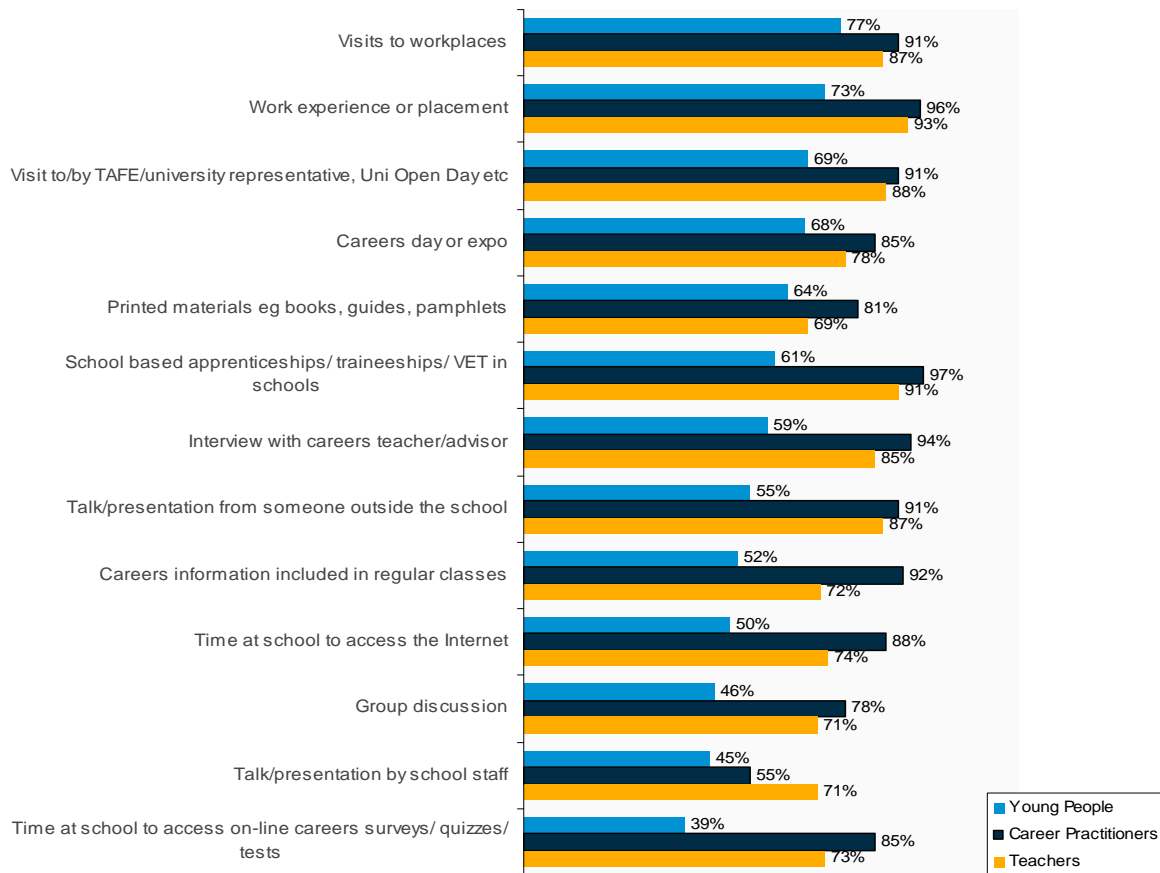
Figure 6 illustrates young people's responses to the online survey on the availability or incidence and usefulness of career development in secondary school. This demonstrates that young people in secondary school are receiving less of the career development they find most useful (eg work experience/work placements, and visits to workplaces).

FIGURE 6 – INCIDENCE AND PERCEIVED USEFULNESS OF VARIOUS FORMS OF CAREER INFORMATION OR GUIDANCE – YOUNG PEOPLE AT SECONDARY SCHOOL
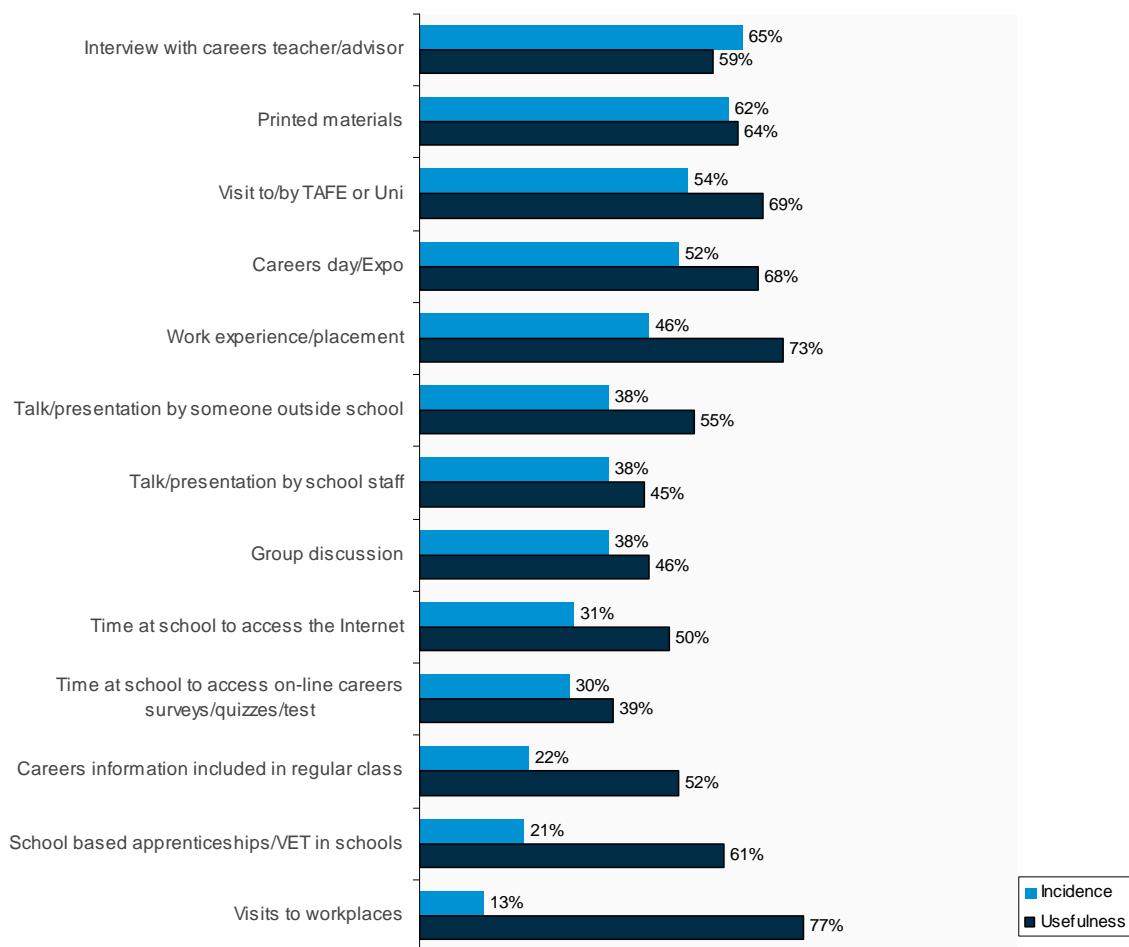
9.4.3 Overall satisfaction of with the quality, accessibility and timing of career development in secondary schools

There are varying levels of overall satisfaction with the accessibility, quality and timing of career development in secondary schools among young people, parents, career practitioners and teachers (see Figure 7). Generally speaking, teachers express the most satisfaction. Parents, career practitioners and young people at school express similar levels of satisfaction, while young people who have left school express the least satisfaction. The drop in satisfaction levels of young people who have left school is quite marked and may suggest that, for some, post-school experience has demonstrated limitations or shortcomings in the career development they received at school. Alternatively, it may suggest that career development in schools has substantially improved since they left. Satisfaction is generally lowest in Government schools, smaller schools (ie less than 500 students), schools in regional or remote areas and schools in low SES areas.

FIGURE 7 – SATISFACTION WITH CAREER DEVELOPMENT – AT SECONDARY SCHOOL
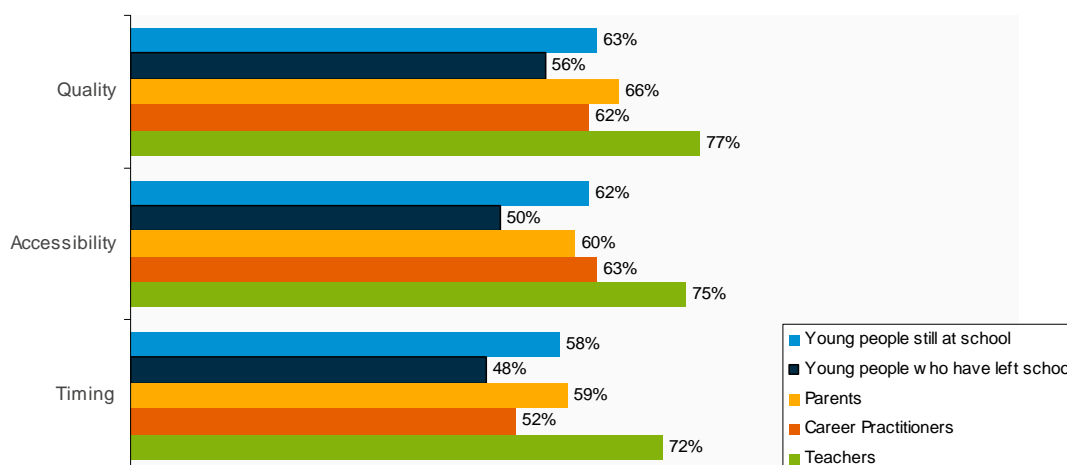
Although the majority of people surveyed express satisfaction, in most cases they say they are *fairly satisfied* rather than *very* satisfied. Generally, somewhat higher levels of satisfaction are evident in relation to the *accessibility* and *quality* of career development. Lower levels of satisfaction are evident in relation to the *timing* of career development in secondary schools.

Satisfaction also varies based on education sector. Students from Government schools consistently express less satisfaction with access, quality and timing of career development, when compared to students from Independent schools. Students in Catholic schools typically rated somewhere in the middle, but their experiences are often more closely related to those in Government schools. This variation based on education sector is reflected in the response of parents and to some extent the response of teachers.

Satisfaction with access, quality and timing of career development in secondary school is lower for small (ie less than 500 students) schools. For example, on the issue of access, teachers from schools with less than 500 students are less satisfied than teachers from schools with more than 1,000 students. Young people from small schools also have below average levels of satisfaction with access and quality of career development in secondary school.

Likewise, satisfaction with career development in secondary school is lower for parents and teachers in regional and particularly rural areas than capital cities. Less than half of parents in rural areas surveyed express satisfaction with the timing of career advice and support available in secondary schools.

Satisfaction with career development in schools does vary on the basis of SES. Students whose schools are in the lowest Socio Economic Indexes for Areas (SEIFA categories) are consistently less satisfied than students in higher SEIFA categories.

9.4.4   *Improving career development provided to secondary school students*

Young people, parents, teachers and career practitioners are of the view that there are gaps in the current provision of career development in secondary schools. Almost half (48%) of career practitioners, 22% of students, 18% of parents and 10% of teachers say they are aware of instances where young people wanted or needed some form of career development but were unable to get it.

Young people, parents, teachers and career practitioners say that young people generally want secondary schools to provide personalised one-on-one career information and advice that takes their interests, values, strengths and weaknesses into account. They also want schools to provide: more practical hands-on work experience; more direct contact with universities, TAFEs and employers; and more detailed and specific information on the range of jobs and pathways available to them. Career

practitioners, parents and teachers all specifically identify the need for schools to have better and dedicated careers advisors.

Parents, teachers and career practitioners say schools can better engage parents in the career development of their children. Quantitatively, the vast majority of career practitioners (93%) and parents (89%) surveyed say *schools should involve parents or other community members in providing career information and guidance*. However, less than half the parents surveyed say *parents were involved with schools in the process of providing career information or advice*, and close to one in six parents say they *didn't know much about what was provided at school by way of career information and advice.*

There is a general view that schools should better prepare young people for the transition from school to study or work. Young people and parents say young people struggle at this transition point, and are at high risk of making poor career development decisions. Career practitioners and teachers surveyed say the following types of assistance (out of a list of 13 options provided) contribute the most to a successful transition:

- interviews with careers teachers or advisors (63% of career practitioners; 48% of teachers)

- work placements/ work experience (49% of career practitioners; 51% of teachers)

- visit to and /or by TAFE or university representative (41% of career practitioners; 42% of teachers).

9.5   YOUNG PEOPLE IN HIGHER EDUCATION OR VET

Young people in higher education and VET are fairly positive about the career development offered by their educational institutions, with both groups of students agreeing that their university or VET institution provides good career or employment services (see Figure 8). Only a minority of higher education and VET students (25%) say *'you don't hear much about these services at my uni or college'*. However, TAFE students are more likely to say this than university students: more than a third are of this view.

FIGURE 8 – SATISFACTION WITH CAREER DEVELOPMENT – AT TERTIARY INSTITUTIONS
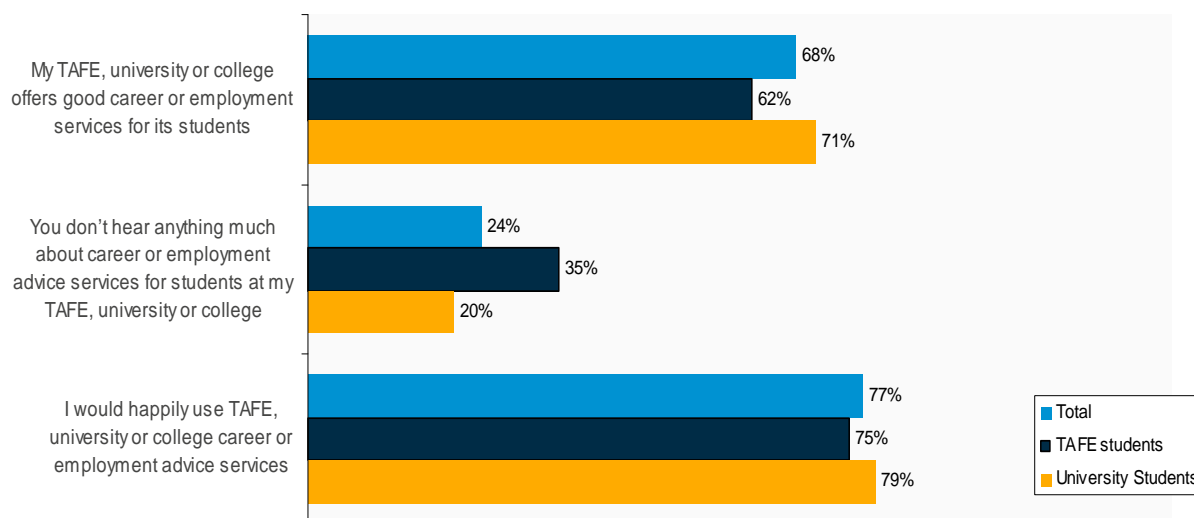
The majority of career practitioners surveyed say they are satisfied with the quality (67%) and access of (62%) career development in universities (see Figure 9). However, this is not the case with the respect to TAFE. Less than half of career practitioners say they are satisfied with the quality (46%) and accessibility (46%) of career development in the TAFE system.

FIGURE 9 – CAREER PRACTITIONERS: SATISFACTION WITH CAREER DEVELOPMENT IN TERTIARY INSTITUTIONS
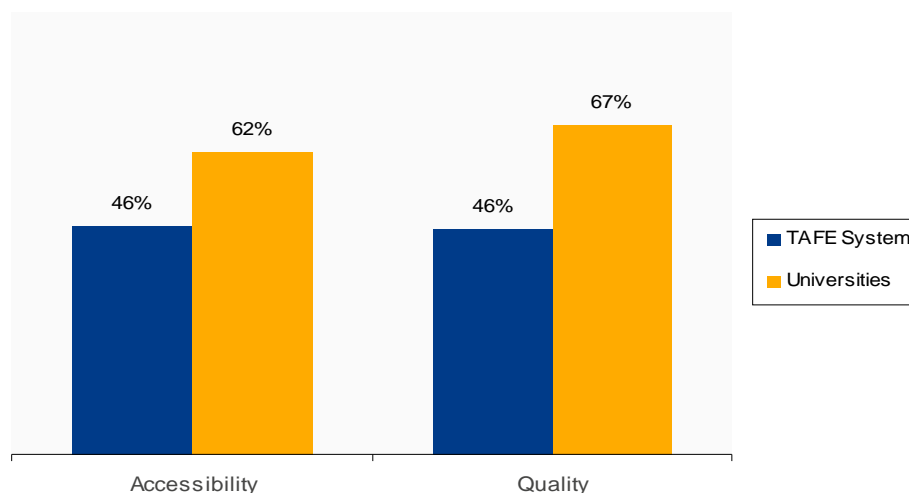
Career practitioners working in TAFE/university commonly identify challenges in working with a number of potentially disadvantaged groups. As many as 71% identify challenges in working with young people who speak a language other than English at home. A further two-thirds (65%) say they face challenges working with young people with a disability and 55% with young people at risk. Some 40% also identify young humanitarian refugees and Indigenous students as posing challenges for them.

The quantitative research shows that just over a third of parents (36%) who have children attending university or TAFE say they have tried to get information and advice to help their children make decisions about work or study. Most parents say this was *easy* (60%) but 18% say they found it *fairly difficult* or *very difficult*.

9.6   SATISFACTION WITH HIGHER EDUCATION OR VET COURSES

Of the 593 young people in higher education or VET surveyed, the majority (80%) said they are *happy* or *very happy* with their choice of program. Only 5% said they are *unhappy* or *very unhappy*.

A total of 7% (76) of young people surveyed have changed a tertiary program since leaving school, and a total of 5% (55) of young people have started a tertiary program but discontinued it. Of the 55 students who have discontinued a course, only 10 reported receiving any advice from their higher education or VET institution before deciding to leave.

The main reasons why the 7% of young people have changed their course of study since leaving school are outlined in Figure 10.

FIGURE 10 – REASONS FOR CHANGING COURSE OF STUDY
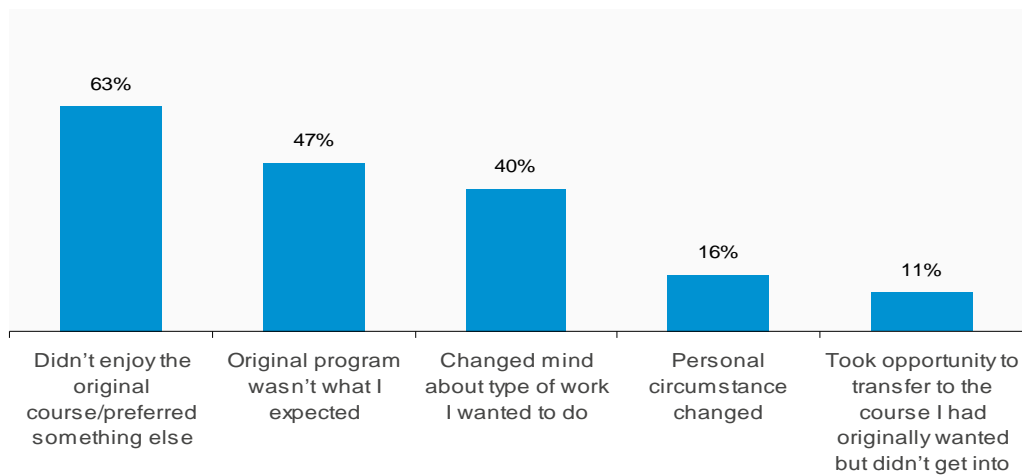
The main reasons why the 5% of young people discontinued a course of study are outlined in Figure 11.

FIGURE 11 – REASONS FOR DISCONTINUING COURSE OF STUDY
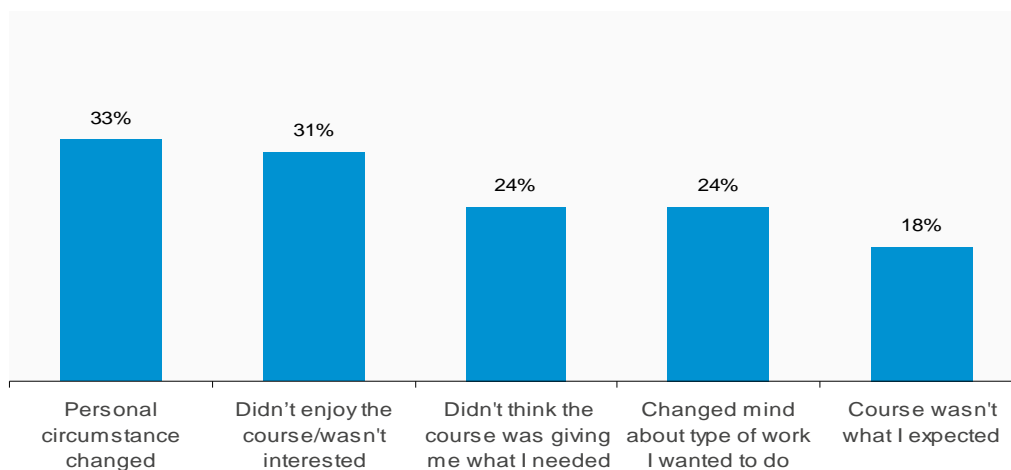
Although most higher education and VET students indicate they are happy with their courses of study, common reasons for changing or discontinuing courses include: they did not enjoy the course, it was not what they expected; or they changed their minds. It is unclear what career development, if any, these respondents received before or after starting university. In any case, career development that focuses on identifying young people's values and interests, and providing young people with detailed information on what tertiary courses are like *before* they start those courses, may help reduce the number of student's changing or discontinuing courses.

9.7   YOUNG PEOPLE NOT IN EDUCATION

9.7.1   *Availability and quality of career development not in education*

A total of 88% of career practitioners surveyed agree that *there is a major gap in career development to young people who are not in education.* Many young people not in education say they do not know where to go to get comprehensive career information and advice, and many of those who do know where to go say the career advice and information they receive is inadequate. Parents are slightly more positive. A quarter of parents with children not in education say they have tried to get career information or advice:

55% of parents say it was *easy* but 24% say it was *fairly difficult* or *very difficult*. There is a view across the different cohorts that once young people leave educational structures, there is no *'natural, go to place'* for career development support.

9.7.2   Satisfaction with work post school, higher education or VET

Of the 1,801 young people quantitatively surveyed, a total of 460 people have left school and are not in education. Most of these young people (83%) are working full or part time. A total of 73% say they are *happy* or *fairly happy* with their current type of work, and only 9% say they are *unhappy* or *very unhappy*.

A total of 44% of young people not in education and currently working say that since leaving school they have changed the type of work they do. The most common reasons for this change are outlined in Figure 12 below.

FIGURE 12 – REASONS FOR CHANGING TYPE OF WORK
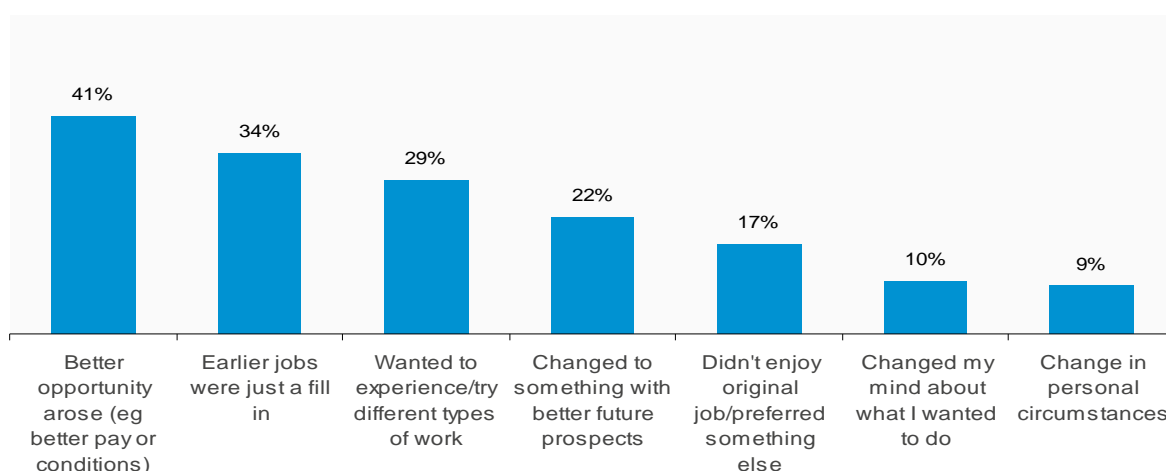
9.8   POTENTIALLY DISADVANTAGED GROUPS OF YOUNG PEOPLE

The quantitative survey showed that students with a disability are less satisfied than other young people with the career development they are receiving or had received at school. Among young people who had left school, 26% of those with a disability, as against 22% for the whole sample of young people, were dissatisfied with the access they had to career development; on timing the corresponding results were 29% compared to 24%. Among those still at school, the gap was even bigger, with 20% of young people with a disability dissatisfied with the quality of career development compared with 12% for the whole sample of young people; this pattern was similar for satisfaction with access and timing. Note, however that the quantitative sample size of young people with a disability was small (45 people).

9.9   PARENTS AND CARERS

There is broad agreement that parents are the most significant influence in young people's career decisions, and play a key role in supporting and assisting young people in their career development. This is particularly the case when young people are at school, but is also the case when young people are in higher education or VET, and are not in education.

Parents generally see their role as supporting and encouraging the career aspirations of their children. Notwithstanding this, career practitioners say parents can be both a positive and a negative influence on their children's career development. The majority of career practitioners (67%) say that firm parental expectations, whether too high or too low, are a major barrier to effective career education and guidance.

This view is supported by findings from the qualitative discussions with young people, teachers and career practitioners.

Most parents surveyed (82%) say they feel confident about their capacity to help their children at school to make decisions about study, work or career, and 83% say they feel able to advise or help their children with school subject choices. Slightly fewer parents with children in Government schools express such confidence in comparison to those parents with children attending Catholic or Independent schools. Also, slightly fewer Indigenous parents surveyed express this confidence.

Parents' levels of confidence appear to diminish after their children leave school. Only 67% of parents surveyed whose children have left school say that feel able to advise or help their children with decisions about work or study. Women are less confident than men in this regard.

Despite most parents saying they feel confident to help their children make decisions about study, work or career, a substantial minority of parents (around 40%) believe things have changed so much it is difficult nowadays for parents to advise their children about work or study. This is particularly the view of parents with an annual household income of less than $60,000, with half of these parents expressing this view. Career practitioners also share this view, with over two thirds (67%) of those surveyed saying parents face some difficulties in this regard.

Parents express a strong desire for schools to involve them in the career development of their children. The vast majority of career practitioners (93%) and parents surveyed (89%) believe that schools should involve parents or other community members in providing career information or guidance. This finding was evident for males and females and across school education sectors and regional locations. However, less than half the parents surveyed (46%) were of the view that parents were involved with schools in the process of providing career information or advice.

Close to one in six parents reported they did not know much about what was provided at school by way of career information and advice. This was particularly the case for parents whose children attended a Government school. Only 40% of these parents said parents were involved in this process compared with 48% in Catholic schools and 55% in Independent schools. Indigenous parents report an even lower level of involvement (31%).

Parents surveyed were asked to rate the usefulness of a range of identified resources and tools that would potentially assist them support their children with decisions about study, work or career. The majority of parents rate the following as useful:

- help in contacting people doing the kind of work my children may be interested in

- material on the internet designed for parents on work, study and careers

- career expos

- printed materials designed for parents on work, study and careers

- personal meetings with school career advisors, teachers or advisors

- a careers hotline for parents.

Appendix A   Young People's Survey

Introduction

We are keen to hear from you about how young people can best be prepared for the world of work – in particular in relation to career information, support and guidance.

We would like you to participate in a 10-15 minute online survey that is part of the National Career Development Strategy (NCDS) research project. It is being conducted by Urbis, an independent social research company, on behalf of the Department of Education, Employment and Workplace Relations.

We will not be recording your name so your responses will be anonymous.

Please follow the prompts on your screen.

If you encounter any technical difficulties while completing this online survey, please contact <*ORU contact details*>

If you have any broader questions regarding the research project please contact Lee Holloway at Urbis on 02 8233 9958, or email lholloway@urbis.com.au

Part A   About you

A1   How old are you?

    1 ☐   14

    2 ☐   15

    3 ☐   16

    4 ☐   17

    5 ☐   18

    6 ☐   19

    7 ☐   20

    8 ☐   21

    9 ☐   22

    10 ☐   23

    11 ☐   24

A2   Are you

    1 ☐   Male

    2 ☐   Female

A3   Where do you live? *Select one*

    A3a

    1 ☐   In a capital city

    2 ☐   In a regional city/large town (say over 30,000 population)

    3 ☐   In a smaller town/rural area

    A3b   Your State/Territory?

    1 ☐   Australian Capital Territory

	2 ☐	New South Wales
	3 ☐	Northern Territory
	4 ☐	Queensland
	5 ☐	South Australia
	6 ☐	Tasmania
	7 ☐	Victoria
	8 ☐	Western Australia

A4

A4a **Which one of these applies to you?** *Select one*

1 ☐ I am attending school this year

2 ☐ I am doing Year 11 or 12 at TAFE this year

3 ☐ I have left school *Go to A4C*

A4b *IF at school (or doing Year 11 or 12 at TAFE)* **what year are you in?**

1 ☐ Year 7 *Go to A5*

2 ☐ Year 8 *Go to A5*

3 ☐ Year 9 *Go to A5*

4 ☐ Year 10 *Go to A5*

5 ☐ Year 11 *Go to A5*

6 ☐ Year 12 *Go to A5*

A4c *IF left school*: **When did you leave school?**

1 ☐ In 2010

2 ☐ In 2009 or earlier

A5 **Are you of Aboriginal or Torres Strait Islander background?**

1 ☐ Yes

2 ☐ No

A6 **Do you speak a language other than English at home?**

1 ☐ Yes

2 ☐ No

A7 **Do you have any responsibilities as a carer for someone in your family with some kind of illness or disability?**

1 ☐ Yes

2 ☐ No

A8 **Are you a person with a disability?**

1 ☐ Yes

2 ☐ No

Part B   Your school

B1a   **Which type of secondary school have you attended/did you attend? (if more than one, please answer for the school you spent most time at)** *Select one*

1 ☐ Government

2 ☐ Catholic

3 ☐ Independent

4 ☐ Other, *please specify*

B1b   **In which State/Territory is that school?**

1 ☐ Australian Capital Territory

2 ☐ New South Wales

3 ☐ Northern Territory

4 ☐ Queensland

5 ☐ South Australia

6 ☐ Tasmania

7 ☐ Victoria

8 ☐ Western Australia

B1c   **What is the postcode of where you live (lived) while at that school?**

B1d   **About how many students does that school have?**

1 ☐ Under 500

2 ☐ 500-1000

3 ☐ over 1000

4 ☐ Not sure

B2

B2a   **Have you had to make/did you make some choices about which subjects to study at school?**

1 ☐ Yes

2 ☐ No/not sure *Go to B4*

B2b **Who or what influenced or assisted you most in choosing which subjects to take?**
Select up to three

1 ☐ Your parents

2 ☐ Other family members or family friends

3 ☐ Your classmates or friends

4 ☐ Careers teacher/advisor/counsellor

5 ☐ Your subject/class teachers

6 ☐ Work experience/ work placement at school

7 ☐ Material you found in books, guides or pamphlets

8 ☐ Information on the Internet

9 ☐ Other, *please specify*

10 ☐ Nobody/nothing in particular

11 ☐ Not sure

B3 **Which of the following things have been/were most important for you in your choice of school subjects?** *Select up to three*

1 ☐ The subjects you most enjoyed

2 ☐ The subjects you were good at

3 ☐ The subjects your friends were taking

4 ☐ The subjects required for, or likely to be useful for, your later studies or job

5 ☐ The subjects taught by teachers you like/liked or got on well with

6 ☐ The easiest subjects

7 ☐ The subjects your family thought you should take

8 ☐ The subjects the school advised you to take

9 ☐ Other, *please specify*

10 ☐ Not sure

B4 **Now some questions about information or advice you may have received *at school* about *future work, study or career after leaving school*. Schools have various ways of offering students information or guidance about these matters. At the secondary school you spent most time at, have you had/did you have any of the following?** *Select all that apply*

1 ☐ Interview with a careers teacher/advisor/counsellor

2 ☐ Group discussion about future work or study after leaving school

3 ☐ Visit to or by a TAFE/University/College representative, University open day etc

4 ☐ Talk or presentation from member/s of school staff

5 ☐ Talk or presentation from someone outside the school

6 ☐ Printed materials eg books, careers guides, pamphlets

7 ☐ Time at school to access information on the Internet about work or study

8 ☐ Time at school to access online surveys/tests/quizzes that tell you about possible work or career options that might be good for you

9 ☐ Work or careers information included in regular classes

10 ☐ Careers day or expo

11 ☐ Visits to workplaces

12 ☐ Work placement/ work experience

13 ☐ VET in schools/school based apprenticeships/traineeships

14 ☐ Other, *please specify*

15 ☐ Did not receive or have not yet received any careers information or guidance *Go to B6*

B5 *For each of the responses selected above:* **How useful to you was (insert selected response)?**

		VERY USEFUL	FAIRLY USEFUL	OF SOME USE	NOT MUCH USE	NO USE AT ALL	NOT SURE
a)	Interview with a careers teacher/advisor/counsellor	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
b)	Group discussion about future work or study after leaving school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
c)	Visit to or by a TAFE/University/ College representative, University open day etc	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
d)	Talk or presentation from member/s of school staff	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
e)	Talk or presentation from someone outside the school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
f)	Printed materials eg books, careers guides, pamphlets	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
g)	Time at school to access information on the Internet about work or study	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
h)	Time at school to access online surveys/tests/ quizzes that tell you about possible work or career options that might be good for you	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
i)	Work or careers information included in regular classes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
j)	Careers day or expo	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
k)	Visits to workplaces	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
l)	Work placement/ work experience	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
m)	VET in schools/school based apprenticeships/traineeships						

B6 **Of the following, who or what has helped or influenced you the most in *your thinking about work, study or career after leaving school*?** *Select up to three*

1 Your parents
☐

2 Other family members or family friends
☐

3   Your classmates or friends
☐

4   Careers teacher/advisor/counsellor at school
☐

5   Other teachers at school
☐

6   Careers advisor/counsellor outside school
☐

7   Information from the media eg TV, magazines etc
☐

8   Books, guides or other printed materials about jobs or careers
☐

9   Information on the Internet
☐

10 Online surveys/tests/quizzes that tell you about possible work or
☐   career options

11 Talking to someone who does the kind of work you are (were)
☐   interested in

12 Work placement/work experience
☐   VET in schools/school based apprenticeships/traineeships

13
☐

14 Doing a part-time or casual job while at school
☐

15 Other, *please specify*
☐

16 Not sure
☐

B7 *ONLY FOR THOSE STILL AT SCHOOL – Codes 1 or 2 at QA4a*: **Thinking about any information, support or guidance about future study or work that you have received at school: how satisfied or dissatisfied are you with –**

B7a **The *level of access* that you have had to careers information and support at school?**

	VERY SATISFIED	FAIRLY SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	FAIRLY DISSATISFIED	VERY DISSATISFIED	NOT SURE/ NOT APPLICABLE
	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

Code 15 at QB4 – Go to B8

B7b **The *quality of careers* information and support that you have received at school?**

	VERY SATISFIED	FAIRLY SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	FAIRLY DISSATISFIED	VERY DISSATISFIED	NOT SURE
	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

B7c **The *timing* of the provision of careers information and support you have received at school?**

	VERY SATISFIED	FAIRLY SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	FAIRLY DISSATISFIED	VERY DISSATISFIED	NOT SURE
	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

B8

B8a **Is there any particular kind of careers information or support that you want or need but haven't had?**

1 ☐ Yes

2 ☐ No

B8b **Is there anything else that you feel would be useful or helpful for you in thinking about future work or study?**

1 ☐ Yes

2 ☐ No

IF NO TO BOTH B8a or B8b, Go to B9

B8c   *IF YES TO B8a or B8b-* **What is missing or what else would you like to see offered?**

B9   *FOR ALL* **How strongly do you agree or disagree with each of the following statements:**

	AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	NOT SURE
a) I'm pretty clear about the kind of work I'd like to do over the next 5-10 years	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
b) I'll probably have to take more or less whatever work I can get	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
c) I feel well equipped to make choices about future work or study	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
d) My schoolteachers (have) made it clear how my school subjects relate(d) to later work or study	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
e) I expect to do further training at various stages of my work life	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
f) I know where to get good information and advice on options for future work or study	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
g) Careers information/advice needs to be given in the *early* years of secondary school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
h) I'm willing to give things a go even if I think there's a chance it wont work out	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
i) It's quite likely that I'll do different kinds of work during my life	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
j) In thinking about the sort of work I may do in future, I have a pretty good idea of my own strengths and limitations	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
k) There are lots of interesting work or career opportunities ahead of me	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
l) I have a good understanding of the skills and training I need for jobs I may be interested in	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
m) I expect to spend some time working, and some time on other things such as raising a family or travelling	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
n) I don't care all that much about what sort of work I end up doing	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

B10   **Have you had/did you have a part-time or casual job while at school?**

1 ☐   Yes

2 ☐   No

B11   Do you use blogs, wikis, Facebook or other social media to obtain or exchange information about future work or study?

<div style="margin-left:2em">

1 ☐   Yes

2 ☐   No

3 ☐   Not sure

</div>

No more questions for respondents still at school or who left in 2010 – codes 1 or 2 in A4a or Code 1 in A4c

Part C   After leaving school:

C1

C1a   **In 2011, will you be doing any course of study or training –** *Select one*

1 ☐   At TAFE *Go to C2a*

2 ☐   At University *Go to C2a*

3 ☐   At a private college *Go to C2a*

4 ☐   Institutional training eg Defence Force or Police *Go to C2a*

C1b   **IF NONE of the above, are you –** *Select one*

1 ☐   Working full time?

2 ☐   Working part time or on a casual basis?

3 ☐   Looking for work?

4 ☐   Other, *please specify*

C2

C2a   **How far did you go at school (or at TAFE if you did Year 11 or 12 there)?**

1 ☐   Year 9

2 ☐   Year 10

3 ☐   Year 11

4 ☐   Year 12 *Go to C3*

C2b   *IF C2 code 1, 2, or 3 - didn't do Year 12*: **What was the main reason you left school at that point?** *Select one*

1 ☐   Didn't like being there

2 ☐   Wanted to start work/apprenticeship/traineeship etc

3 ☐   Family wanted me to leave

4 ☐   Friends were leaving

5 ☐   Would have had to change to another school

6 ☐   School/TAFE advised me to leave

7 ☐   Got an opportunity to do something I was very interested in

8 ☐   Other, *please specify*

9 ☐   Not sure

C2c   **Did you get any advice or information from a career teacher/advisor/counsellor before deciding to leave school?**

1 ☐   Yes

2 ☐   No

3 ☐   Not sure

C3 **Thinking about any information or guidance about future study or work that you received while at school – How satisfied or dissatisfied were you with:**

      C3a **The *level of access* that you had to careers information and guidance while at school?**

	VERY SATISFIED	FAIRLY SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	FAIRLY DISSATISFIED	VERY DISSATISFIED	NOT SURE
	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

      Code 15 at QB4, go to C4a

      C3b **The *quality of careers* information and guidance that you received while at school?**

	VERY SATISFIED	FAIRLY SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	FAIRLY DISSATISFIED	VERY DISSATISFIED	NOT SURE
	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

      C3c **The *timing* of the provision of careers information and guidance that you received while at school?**

	VERY SATISFIED	FAIRLY SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	FAIRLY DISSATISFIED	VERY DISSATISFIED	NOT SURE
	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

C4

      C4a **Is there any particular kind of careers information or advice that you wanted or needed but didn't get?**

         1 ☐ Yes

         2 ☐ No

      C4b **Is there anything else that you feel would have been useful or helpful for you in considering or planning future work or study?**

         1 ☐ Yes

         2 ☐ No

      IF NO to BOTH C4a and C4b – go to C5

> **C4c**   *IF YES TO C4a or C4b* **What was missing or what else would you like to see offered?**

C5   **This question is about any formal training or education that you may have done since leaving school.**

> **C5a**   **Which one of the following statements best describes what you have done?**

Since leaving school -

- 1 ☐ I haven't done any further education or training and I have no plans to do so *Go to C6*
- 2 ☐ I haven't done any further education or training yet, but I might in the future *Go to C6*
- 3 ☐ I've completed one or more qualifications since leaving school *Go to C5b*
- 4 ☐ I am still doing the first program of study I began after leaving school *Go to C5b*
- 5 ☐ I didn't complete the first program of study I started, but am now doing a different one *If Yes, go to C5c*
- 6 ☐ I have begun one (or more) programs of study, but I left without completing any *If Yes, go to C5e*

> **C5b**   **What was your main reasons for choosing the first program of study you did after leaving school?** *Select up to three*

- 1 ☐ I thought I would enjoy it
- 2 ☐ I thought I had the right skills or talents for it
- 3 ☐ It seemed easy or low key
- 4 ☐ My family were in favour of it
- 5 ☐ Other people I knew were doing it
- 6 ☐ I had the marks to get into it
- 7 ☐ It interested me or caught my imagination
- 8 ☐ It offered good future prospects (eg for secure or well paid work)
- 9 ☐ Family tradition or family business
- 10 ☐ No strong reason/just had to choose something
- 11 ☐ Other, *please specify*

> ***All who answer C5b, go to C6***

> **C5c**   *IF C5a code 5* – **What are the main reasons you've made a change?** *Select up to three*

- 1 ☐ Took opportunity to transfer to the course/program I had originally wanted but couldn't get into first time
- 2 ☐ Original course/program wasn't what I had expected
- 3 ☐ Felt the original course/program was of poor quality, poor teaching etc
- 4 ☐ Didn't enjoy the first course/program or decided there was something else I preferred

5 ☐ Was not successful at the original course/program /found it difficult or too much work

6 ☐ Changed my mind about the sort of work I wanted to do

7 ☐ Needed to change because of personal circumstances, eg I moved cities, got married, etc

8 ☐ My original course/program changed or was no longer available

9 ☐ Other, *please specify*

10 ☐ Not sure

C5d   In deciding to make a change, did you get advice or guidance from staff at TAFE, university or college?

1 ☐ Yes *Go to C6*

2 ☐ No *Go to C6*

3 ☐ Not applicable *Go to C6*

*C5e   IF (C5a code 6) – **What are the main reasons that you haven't (yet) completed any course/program?** Select up to three*

1 ☐ The course/program was too difficult or too much work, I wasn't successful

2 ☐ Didn't enjoy it, wasn't interested

3 ☐ Didn't think the course/program was giving me what I needed

4 ☐ Changed my mind about the sort of work I wanted to do

5 ☐ Couldn't finish because of personal circumstances, eg moved away, my family situation changed, lost my job

6 ☐ The course/program wasn't what I expected

7 ☐ Course/program changed or was no longer available

8 ☐ I felt the course/program was of poor quality, badly taught etc

9 ☐ Other, *please specify*

10 ☐ Not sure

C5f   In deciding not to complete your course/program, did you get any advice or guidance from staff at TAFE, university or college?

1 ☐ Yes

2 ☐ No

3 ☐ Not applicable

C6   Here is a list of things that could be relevant to studying or doing a job. How important do you think each one is for a successful and satisfying work life and career?

	VERY IMPORTANT	FAIRLY IMPORTANT	NEITHER IMPORTANT NOR UNIMPORTANT	NOT VERY IMPORTANT	NOT IMPORTANT AT ALL	NOT SURE
i) Learning from your mistakes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
ii) Good communication skills	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

	VERY IMPORTANT	FAIRLY IMPORTANT	NEITHER IMPORTANT NOR UNIMPORTANT	NOT VERY IMPORTANT	NOT IMPORTANT AT ALL	NOT SURE
iii) Co-operating with others	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
iv) Coping with setbacks or disappointment	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
v) Willingness to try something new	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
vi) Keeping your commitments	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
vii) Understanding your own strengths and limitations	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

C7 **Do you feel you have learned much about things (reproduce list of codes from C6) from any of the following?** *Select all that apply*

1 ☐ Your family

2 ☐ School and school teachers

3 ☐ Studying at TAFE, college or University

4 ☐ Your friends or other students

5 ☐ Your religion

6 ☐ Leisure activities eg sport, club or youth group, hobbies etc

7 ☐ Work placement/work experience at school

8 ☐ VET in schools/school based apprenticeships/traineeships

9 ☐ Part-time or casual jobs you had while at school

10 ☐ Other, *please specify*

FOR THOSE STUDYING IN 2011 (codes 1-4 in QC1a):

C8 **How happy are you with your current choice of study program?**

	VERY HAPPY	FAIRLY HAPPY	NEITHER HAPPY NOR UNHAPPY	FAIRLY UNHAPPY	VERY UNHAPPY	NOT SURE
	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

C9 *IF you are enrolled at a TAFE, university, or other college (Codes 1, 2 or 3 at C1a):* **How strongly do you agree or disagree with each of these statements?**

	AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	NOT SURE
a) My TAFE, university or college offers good career or employment advice services for its students	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

	AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	NOT SURE
b) You don't hear anything much about career or employment advice services for students at my TAFE, university or college	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
c) I would happily use TAFE, university or college career or employment advice services	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

FOR THOSE NOT IN EDUCATION IN 2011 BUT WORKING (codes 1 or 2 in QC1b):

C10

C10a Is the sort of work you are now doing the same as you first started after you left school or finished your study or training?

1 ☐   Yes

2 ☐   No *go to C10c*

C10b How happy are you with the sort of work you are doing?

	VERY HAPPY	FAIRLY HAPPY	NEITHER HAPPY NOR UNHAPPY	FAIRLY UNHAPPY	VERY UNHAPPY	NOT SURE
	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

Go to C11

C10c   What are the main reasons you've changed the sort of work you do? *Select up to three*

1 ☐   Earlier jobs were just a fill-in, eg while I was studying

2 ☐   Wanted to experience some different types of work

3 ☐   Better opportunity arose, eg closer to home, better conditions, better pay

4 ☐   Original type of work wasn't what I expected

5 ☐   Didn't enjoy original job or decided there was something else I preferred

6 ☐   Changed to something that offered better opportunities for advancement or promotion

7 ☐   Lost original job or wasn't successful at that work

8 ☐   Changed my mind about the sort of work I wanted to do

9 ☐   Needed to change because of personal circumstances, eg moved house, had a child, etc

10 ☐   Nature of the original job or workplace changed

11 ☐   Got an opportunity I couldn't refuse

12 ☐ Other, *please specify*

C11 *FOR ALL COMPLETING PART C:* **How strongly do you agree or disagree with each of the following statements?**

	AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	NOT SURE
a) I feel on track for the type of work that I hope to do over the next few years	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
b) When I left school, I was well informed about the labour market and the sorts of work or career opportunities that were available	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
c) The process of moving from school to work or further training was quite difficult for me	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
d) I would know where to go now if I wanted advice or guidance on training for jobs or career	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
e) I would have liked more work experience or work placement opportunities when I was at school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
f) The subjects I did at school were a good preparation for the sort of work I'm likely to do in future	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
g) Since I left school, things have not worked out too well for me, work-wise	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
h) Schools and school teachers are well equipped to offer their students information and guidance about future work or career	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

C12 **How strongly do you agree or disagree with each of the following statements?**

	AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	NOT SURE
a) Satisfaction with your work is one of the most important things in life	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
b) Work is a necessary evil	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
c) Your work pretty much determines who you are in life	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
d) Work is a way of contributing to the community	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
e) Work is mainly a way of earning	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

	AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	NOT SURE
money for the things you need in life						
f) Work is the source of a great deal of people's interest and satisfaction in life	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
g) Work is an important way of using our skills and talents	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

That is the end of the questionnaire. Thank you for completing it.

Instruction for submitting

Appendix B   Parents' Survey

Introduction

We are keen to hear from parents on how young people can be best prepared for the world of work - particularly in relation to career information, education and guidance.

We are interested in hearing about your and your children's experiences in getting good information about their current or future career options, and your views about the role of parents in this process.

We would like you to participate in a 10-15 minute online survey that is part of the National Career Development Strategy (NCDS) research project. It is being conducted by Urbis, an independent social research company, on behalf of the Department of Education, Employment and Workplace Relations.

We will not record your name so your response will be anonymous.

Please follow the prompts on your screen – mostly you just need to select a response.

If you encounter any technical difficulties while completing this online survey, please contact *<ORU contact details>*

If you have any broader questions regarding the research project please contact Lee Holloway at Urbis on 02 8233 9958, or email lholloway@urbis.com.au

Part A   About you

A1   Which age group are you in?

1   Under 40
☐

2   40-49
☐

3   50-59
☐

4   60 or over
☐

A2   Are you

1   Male
☐

2   Female
☐

A3

    A3a   How many children do you have aged between 14 and 24 years, who attend or have attended a secondary school in Australia?

1   One
☐

2   Two
☐

3   Three

☐

4   Four or more

☐

AMONG THOSE CHILDREN:

A3b   **Do you have a child or children, aged 14 or over, who is *attending school* in 2011 (this includes doing Year 11 or 12 at TAFE)?**

1   Yes

☐

2   No

☐

A3c   **Do you have a child or children aged 14-24 who is *attending university* in 2011?**

1   Yes

☐

2   No

☐

A3d   **Do you have a child or children between 14 and 24 who is *studying at TAFE* in 2011 (not counting children doing Year 11 or 12 at TAFE)?**

1   Yes

☐

2   No

☐

A3e   **Do you have a child or children aged 14 to 24 who is *working but not studying* in 2011?**

1   Yes

☐

2   No

☐

A4   **Are you or any of your child/ren of Aboriginal or Torres Strait Islander background?**

1   Yes

☐

2   No

☐

A5   **Does your family speak a language other than English at home?**

1   Yes

☐

2   No

☐

A6 **Which one of these best describes your gross (before tax) household income in 2009-2010?**

1 ☐	Less than $20,000		
2 ☐	$20,000 - $40,000		
3 ☐	$40,001 - $60,000		
4 ☐	$60,001 - $80,000		
5 ☐	$80,001 - $100,000		
6 ☐	$100,001 - $150,000		
7 ☐	More than $150,000		
8 ☐	Not sure/rather not say		

Part B   Your child/ren at school

B1   Which sort of Australian secondary school/s have your child/ren mostly attended? *Select one*

1   Government secondary schools
☐

2   Catholic secondary schools
☐

3   Independent secondary schools
☐

4   A mix of these
☐

5   Other, *please specify*
☐

B2   In which State/Territory have your children mostly done their secondary schooling? *Select one*

1   Australian Capital Territory
☐

2   New South Wales
☐

3   Northern Territory
☐

4   Queensland
☐

5   South Australia
☐

6   Tasmania
☐

7   Victoria
☐

8   Western Australia
☐

B3   Was that schooling mostly done … *Select one*

1   In a capital city
☐

2   In a regional city/large town (say over 30,000 population)
☐

3   In a smaller town/rural area
☐

B4

B4a **Do you recall your child/any of your children making choices about which subjects to study at secondary school?**

1 ☐ Yes

2 ☐ No/not sure *Go to B5*

B4b *IF YES:* **How strongly do you agree or disagree with the following statements?**

	AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	MY EXPERIENCE WAS VERY MIXED	NOT SURE
a) I felt able to advise or help my child/ren with decisions about which subjects to take	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	9 ☐
b) The school/s offered helpful information or advice about choice of subjects	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	9 ☐
c) My child/ren's choice of subjects was influenced by what they wanted to do after school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	9 ☐

B5

B5a **At school, do you recall your child/ren receiving any information, education or guidance about work, study or career they might do after leaving school?**

1 ☐ Yes

2 ☐ No/Not sure *Go to B6*

B5b

B5c   IF YES: How strongly do you agree or disagree with the following statements?

		AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	MY EXPERIENCE WAS VERY MIXED	NOT SURE
a)	Teachers or career advisors at school helped my child/ren understand what sorts of work or further study suited their talents	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	9 ☐
b)	Parents were involved with the school/s in the process of providing careers information or advice	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	9 ☐
c)	Nothing much in the way of careers information and advice was offered	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	9 ☐
d)	I felt able to advise or help my child/ren with decisions about future study, work or career	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	9 ☐
e)	I don't know very much about what was provided at school by way of careers information or advice	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	9 ☐
f)	The school/s I am familiar with are/were well equipped to give careers information and advice	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	9 ☐
g)	Schools should involve parents or other community members in providing careers information or advice	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	9 ☐

B6

B6a Do you think that all primary schools should be introducing students to aspects of the world of work?

1   Yes
☐

2   No
☐

    Not sure

3
☐

B6b So far as secondary school is concerned, in which Year do you think careers information/education/guidance should begin?

1   Year 7
☐

2   Year 8
☐

3   Year 9
☐

4   Year 10

☐

5   Year 11

☐

6   Year 12

☐

B7 So far as you are aware, did your child/ren find any of the following things at school particularly helpful? *Select as many that apply*

1 ☐   Interview with a careers teacher/advisor/counsellor

2 ☐   Group discussion about future work or study after leaving school

3 ☐   Visit to or by a TAFE/University/College representative, University open day etc

4 ☐   Talk or presentation from member/s of school staff

5 ☐   Talk or presentation from someone outside the school

6 ☐   Printed materials eg books, careers guides, pamphlets

7 ☐   Time at school to access information on the Internet about work or study

8 ☐   Time as school to access online surveys/tests/quizzes that tell you about possible work or career options that might be good for you

9 ☐   Work or careers information included in regular classes

10 ☐   Careers day or expo

11 ☐   Visits to workplaces

12 ☐   Work placement/ work experience

13 ☐   VET in schools/school based apprenticeships/traineeships

B8 How satisfied or dissatisfied have you been with:

B8a The *level of access* that your child/ren has had to careers information/education/guidance at school?

	VERY SATISFIED	FAIRLY SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	FAIRLY DISSATISFIED	VERY DISSATISFIED	MY EXPERIENCE WAS VERY MIXED	NOT SURE
	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	9 ☐

B8b The *quality of careers* information/education/guidance that your child/ren has received at school?

	VERY SATISFIED	FAIRLY SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	FAIRLY DISSATISFIED	VERY DISSATISFIED	MY EXPERIENCE WAS VERY MIXED	NOT SURE
	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	9 ☐

B8c The *timing* of the provision of careers information/education/guidance that your child/ren has received at school?

	VERY SATISFIED	FAIRLY SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	FAIRLY DISSATISFIED	VERY DISSATISFIED	MY EXPERIENCE WAS VERY MIXED	NOT SURE
	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	9 ☐

B9

B9a Is there any particular careers information/education/guidance that your child/ren want/ed or need/ed but/is was not provided?

1   Yes
☐

2   No/Not sure
☐

B9b Is there anything else that you feel would have been useful or helpful for them in considering or planning their future career?

1   Yes
☐

2 No/Not sure
☐

B9c IF YES TO B9a or B9b: **What was missing or what else would you like to see made available** *(Please describe   )*

B10 Of the following, who or what do you think has helped or influenced your child/ren *the most* in their thinking about what work, study or career they will do after leaving school? *Select up to three*

1 you as parent/s
☐

2 other family members or family friends
☐

3 your child/ren's friends or classmates
☐

4 careers teacher/advisor/counsellor at school
☐

5 other teachers at school
☐

6 careers advisor/counsellor outside school
☐

7 information from the media eg TV, magazines etc
☐

8 books, guides or other printed materials about jobs or careers
☐

9 information from the Internet
☐

10 online surveys/tests/quizzes that tell you about possible work or career
☐ options for you

11 talking to someone who does the kind of work your child/ren may be
☐ interested in

12 work placement/work experience
☐ VET in schools/school based apprenticeships/traineeships

13
☐

14 doing a casual or part-time job while at school
☐

15 other - *please specify*
☐

16 not applicable (eg child too young for this),
☐

17 not sure
☐

B11 Here is a list of things that could be relevant to studying or doing a job. How important do you think each one is for young people in having a successful and satisfying work life or career?

	VERY IMPORTANT	FAIRLY IMPORTANT	NEITHER IMPORTANT NOR UNIMPORTANT	NOT VERY IMPORTANT	NOT IMPORTANT AT ALL	NOT SURE
a) Learning from their mistakes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
b) Communication skills	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
c) Co-operating with others	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
d) Coping with setbacks or disappointment	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
e) Willingness to try something new	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
f) Keeping their commitments	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
g) Understanding their own strengths and limitations	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

B12 A range of people, factors or experiences may help young people develop these life skills (reproduce list of codes from question B11). What contribution has each of the following had on developing your child/ren's capabilities? *Select all that apply*

	A BIG CONTRIBUTION	SOME CONTRIBUTION	NOT MUCH CONTRIBUTION	LITTLE OR NO CONTRIBUTION	NOT SURE
a) The family	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
b) School and school teachers	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
c) Studying at TAFE, College or University	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
d) Their friends or other students	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
e) Their religion	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
f) Leisure activities, eg sport, club or youth group, hobbies etc	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
g) Work placement/work experience at school	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
h) VET in schools/school based apprenticeships/traineeships					
i) Part-time or casual jobs they had while at school	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
j) Other, *please specify*	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐

B13 Who should be mainly responsible for providing or obtaining career information/education/guidance for the following groups of young people? *Select up to three on each line*

	YOUNG PEOPLE THEMSELVES	EMPLOYERS	PARENTS	THE JOB NETWORK	SCHOOLS	TAFE/UNIVERSITIES	AUSTRALIAN GOVERNMENT	STATE/TERRITORY GOVERNMENT	OTHER *PLEASE SPECIFY*	NOT SURE
a) Young people attending secondary school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	19 ☐
b) Young people attending TAFE or university	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	19 ☐
c) Young people who are NOT attending school, TAFE or university	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	19 ☐

B14

B14a While your child/ren were at school, have you yourself ever tried to get information and advice to help them make decisions about future study, work or career?

1 Yes

☐

2 No/Not sure *Go to B15*

☐

B14b How easy was it to get information and advice while they were at school?

	VERY EASY	FAIRLY EASY	NEITHER EASY NOR DIFFICULT	FAIRLY DIFFICULT	VERY DIFFICULT	NOT SURE
	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

B15

B15a While your child/ren were at TAFE or university, have you yourself ever tried to get information and advice to help them make decisions about future study, work or career?

1 Yes

☐

2 No/Not sure *Go to B16*

☐ Not relevant (don't have any children at TAFE or university) *Go to B16*

3

☐

B15b How easy was it to get information and advice while they were at TAFE or university?

	VERY EASY	FAIRLY EASY	NEITHER EASY NOR DIFFICULT	FAIRLY DIFFICULT	VERY DIFFICULT	NOT SURE	NOT RELEVANT
	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐	

B16

B16a In relation to any children you have who have left school but who are NOT currently at TAFE or university, have you yourself ever tried to get information and advice to help them make decisions about future study, work or career?

1   Yes

☐

2   No/Not sure *Go to C1*

☐   Not relevant (don't have any children who have left school but are NOT at

3   TAFE or university) *Go to C1*

☐

B16b How easy was it to get this information or advice?

	VERY EASY	FAIRLY EASY	NEITHER EASY NOR DIFFICULT	FAIRLY DIFFICULT	VERY DIFFICULT	NOT SURE	NOT RELEVANT
	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐	

C1

C1a   Have any of your <u>children</u> needed or tried to get study or careers information/education/guidance since leaving school?

1   Yes
☐

2   No *Go to C2*
☐

3   Not sure *Go to C2*
☐

IF YES:

C1b   How strongly do you agree or disagree with the following statements?

	AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	NOT SURE
a) After they have left school it is quite difficult for young people to get advice on study or career	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
b) After they had left school I felt able to advise or help my child/ren with decisions about work or study	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

C2   How strongly do you agree or disagree with the following statements?

	AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	NOT SURE
a) Parents have an important role to play in helping their child/ren to make decisions about study, work or career	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
b) I would have liked my child/ren to have more work experience or work placement opportunities while at school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
c) Things have changed so much that it's difficult these days for parents to advise their children about work or study	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
d) I am confident about my capacity to help my child/ren make decisions about study, work or career	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

	AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	NOT SURE
e) Our family has had a big influence on my child/ren's decisions about study, work or career	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
f) My child/ren will probably need to do further training at various stages of their work life	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
g) I feel that my child/ren are well equipped to make choices about future work or study	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
h) My child/ren face much more complicated decisions about future work or career than I did at their age	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

C3   How useful do you think the following would be to parents like yourself in supporting your children with decisions about study, work or career?

	VERY USEFUL	FAIRLY USEFUL	OF SOME USE	NOT MUCH USE	NO USE AT ALL	NOT SURE
a) A careers hotline for parents	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
b) Parent workshops or discussion groups	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
c) Personal meetings or discussions with school careers teachers or advisors	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
d) Printed materials, designed for parents, on work/study/career	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
e) Help in contacting people doing the kind of work your child/ren may be interested in	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
f) Material on the Internet, designed for parents, on work/study/career	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
g) Career expos	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
h) Other, *please specify*	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

C4   How strongly do you agree or disagree with each of the following statements?

	AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	NOT SURE
a) Satisfaction with your work is one of the most important things in life	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
b) Work is a necessary evil	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

		AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	NOT SURE
c)	Your work pretty much determines who you are in life	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
d)	Work is a way of contributing to the community	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
e)	Work is mainly a way of earning money for the things you need in life	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
f)	Work is the source of a great deal of people's interest and satisfaction in life	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
g)	Work is an important way of using our skills and talents	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

Appendix C   Teachers' Survey

Introduction

We are keen to hear from teachers on how young people can best be prepared for the world of work - particularly in relation to career information, education and guidance.

We would like you to participate in a 10-15 minute online survey that is part of the National Career Development Strategy (NCDS) research project. It is being conducted by Urbis, an independent social research company, on behalf of the Department of Education, Employment and Workplace Relations.

We are not asking for your name or your school, and therefore your response will be anonymous.

Please follow the prompts on your screen – mostly you just need to select a response.

If you encounter any technical difficulties while completing this online survey, please contact *<ORU contact details>*

If you have any broader questions regarding the research project please contact Lee Holloway at Urbis on 02 8233 9958, or email lholloway@urbis.com.au

Next page

PLEASE NOTE: Terms such as 'career advice', 'career education', 'career development' and 'career guidance' are used in different ways by different people and organisations.

In this questionnaire, terms such as 'career advice', 'career education', etc are used in a general rather than a technical sense.

Part A   About you and your school

A1   When did you first start teaching? *Select one*

1   In the past 5 years
☐

2   Between 5 and 10 years ago
☐

3   Between 10 and 20 years ago
☐

4   Between 20 and 30 years ago
☐

5   Over 30 years ago
☐

A2   Do you teach: *Select one*

1   At primary level
☐

2   At secondary level
☐

3 At both primary and secondary level
☐

A3   **Are you:**

1 Male
☐

2 Female
☐

A4

A4a   **Where do you teach at present?** *Select one*

1 In a capital city
☐

2 In a regional city/large town (say over 30,000 population)
☐

3 In a smaller town/rural area
☐

A4b   **In which State/Territory?**

1 Australian Capital Territory
☐

2 New South Wales
☐

3 Northern Territory
☐

4 Queensland
☐

5 South Australia
☐

6 Tasmania
☐

7 Victoria
☐

8 Western Australia
☐

A5

A5a   **In which type of school do you mainly work?** *Select one*

1 Government
☐

2 Catholic
☐

3 Independent
☐

4   Other, *please specify*
☐

A5b   About how many students does that school have?

1   Under 500
☐

2   500-1000
☐

3   over 1000
☐

4   Not sure
☐

A6   Do you currently work: *Select one*

1   Full time
☐

2   Part time
☐

3   On a casual basis
☐

A7   How much of your time at school, if any, do you spend working as a careers advisor or counsellor? *Select one*

1 ☐   None *Go to A9a (all secondary teachers ie codes 2 or 3 at QA2) or B1 (solely primary teachers ie code 1 at QA2)*

2 ☐   None – but providing information relevant to future career choice is one aspect of my work in the classroom *Go to A9a (all secondary teachers) or B1 (solely primary teachers)*

3 ☐   Less than 20% of my time

4 ☐   Between 20% and 50% of my time

5 ☐   Most of my time

6 ☐   All or nearly all of my time

A8

A8a   Do you hold any formal qualifications for your role in providing careers information/education/guidance?

1   Yes
☐

2   No *(Go to QA9a)*
☐

A8b   What sort of training? *Select all that apply*

1 ☐   Masters Degree in Education/Learning & Development/Career Development

2 ☐   Graduate Diploma (Education/Learning and Development/Career Development)

3 ☐   Graduate Certificate (Education/Learning and Development/Career Development)

4 ☐   Vocational Graduate Certificate in a related discipline

5 ☐ Bachelor Degree in related discipline - *please specify*

6 ☐ Certificate IV (Career Development)

7 ☐ Other careers qualification – *please specify*

A9

A9a *(For secondary teachers only – QA2 code 2 or 3))* **Do students at your school have to make some choices about which subjects to study?**

1 ☐ Yes

2 ☐ No *(Go to B1)*

A9b **IF YES: Who or what do you think most influences or helps students at the school in choosing which subjects to take?** *Please select up to three*

1 ☐ Their parents

2 ☐ Other family members or family friends

3 ☐ Their classmates or friends their own age

4 ☐ Information from careers teacher/advisor/counsellor

5 ☐ Information from their subject/class teachers

6 ☐ Career advisor/counsellor outside school

7 ☐ Media such as TV, magazines etc

8 ☐ Material they find in books, guides or other printed material

9 ☐ Information on the Internet

10 ☐ Other, *please specify*

11 ☐ Not sure

A10 **Which of the following things do you think have most influence on students' subject choices at your school?** *Please select up to three*

1 ☐ The subjects they most enjoy

2 ☐ The subjects they are good at

3 ☐ The subjects their friends are taking

4   The subjects required for, or likely to be useful for, their later studies or job

☐

5   The subjects taught by teachers they like or get on well with

☐

6   The easiest subjects

☐

7   The subjects their families think they should take

☐

8   The subjects the school advises them to take

☐

9   Other, *please specify*

☐

10   Not sure

☐

Part B   Primary schooling

B1   How strongly do you agree or disagree with each of the following statements?

		AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	NOT SURE
n)	I don't see any place at primary school for information or discussion relating to future work or career	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
o)	Primary school teachers should make it clear to their pupils how their studies are relevant to work they may do later in life	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
p)	Primary schools have a responsibility to encourage children to identify and begin to make the most of their skills and strengths	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
q)	Even if the subject of work or career is touched on, there should be no careers curriculum at primary school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
r)	Primary schools should be developing in their students capabilities such as good communication, flexibility and resilience that may be relevant to life-long learning	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
s)	Primary school teachers should have professional development to assist them in working with students on issues relating to future work or study	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

Solely secondary teachers (code 2 at QA2) go to C1

For primary teachers only - A2 code 1 or 3

B2   How strongly do you agree or disagree with each of the following statements?

		AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	NOT SURE
a)	Many primary students respond well to information or discussion that relates to possible work or study after they leave school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
b)	Our school specifically aims to develop pupils' capabilities in a way that will help them in life-long learning	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
c)	The Principal at my primary school is unlikely to support any emphasis on issues relating to future work or career	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

Solely primary teachers (code 1 at QA2) go to D2

Part C   Careers education at secondary school

C1   **About what proportion of students at your school receive some careers information/education/guidance while at school?**

1 None
☐

2 Less than half
☐

3 Most
☐

4 All
☐

5 Not sure
☐

C2

C2a   **Schools have various ways of offering their students careers information/education/ guidance. Please indicate which of the following are available for students at your school:** *Select all that apply*

1 Interview with a careers teacher/advisor/counsellor
☐

2 Group discussion about future work or study
☐

3 Visits to or by TAFE/University/college representatives, University open days etc
☐

4 Talk or presentation from member/s of school staff
☐

5 Talk or presentation from someone outside the school
☐

6 Printed materials eg books, careers guides, pamphlets
☐

7 Time at school to access information on the Internet about work or study
☐

8 Time at school to access online surveys/tests/quizzes that tell people about possible work or career options that might be good for them
☐

9 Work or careers information included in regular classes
☐

10 Careers day or expo
☐

11 Visits to workplaces
☐

12 Work placement/ work experience

☐

13   VET in Schools/school based apprenticeships/traineeships

☐

14   Other, *please specify*

☐

15   None of the above (Go to C3)

☐

C2b   **(For each of the responses selected above) Overall, how useful do you believe (*insert selected response*) is for students?**

	VERY USEFUL	FAIRLY USEFUL	OF SOME USE	NOT MUCH USE	NO USE AT ALL	NOT SURE
i) Interview with a careers teacher/advisor/counsellor	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
ii) Group discussion about future work or study	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
iii) Visits to or by TAFE/University/ college representatives, University open days etc	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
iv) Talk or presentation from member/s of school staff	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
v) Talk or presentation from someone outside the school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
vi) Printed materials eg books, careers guides, pamphlets	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
vii) Time at school to access information on the Internet about work or study	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
viii) Time at school to access online surveys/tests/quizzes that tell people about possible work or career options that might be good for them	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
ix) Work or careers information included in regular classes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
x) Careers day or expo	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
xi) Visits to workplaces	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
xii) Work placement/ work experience	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
xiii) VET in Schools/school based apprenticeships/traineeships	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

C3   **Which of the following do you think generally contribute most to assisting students with the transition from school to work or further study?** *Select up to three*

1   Interview with a careers teacher/advisor/counsellor

☐

2   Group discussion about future work or study

☐

3   Visits to or by TAFE/University/college representatives, University open
☐   days etc

4   Talk or presentation from member/s of school staff

☐

5   Talk or presentation from someone outside the school

☐

6   Printed materials eg books, careers guides, pamphlets

☐

7   Time at school to access information on the Internet about work or study

☐

8   Time at school to access online surveys/tests/quizzes that tell people about

☐   possible work or career options that might be good for them

9   Work or careers information included in regular classes

☐

10   Careers day or expo

☐

11   Visits to workplaces

☐

12   Work placement/ work experience

☐

13   VET in Schools/school based apprenticeships/traineeships

☐

C4   **Of the following, who or what do you think most helps or influences students in thinking about work, study or career after leaving school?** *Select up to three*

1   Their parents

☐

2   Other family members or family friends

☐

3   Their classmates or friends their own age

☐

4   Careers teacher/advisor/counsellor at school

☐

5   Other teachers at school

☐

6   Careers advisor/counsellor outside school

☐

7   Information from the media eg TV, magazines etc

☐

8   Books, guides or other printed materials about jobs or careers

☐

9   Information on the Internet

☐

10   Online surveys/tests/quizzes that tell them about possible work or career

☐   options

11   Work placement/work experience

☐

12   Having a part-time or casual job while at school

□

13 Talking to someone who does the kind of work they may be interested in

□

14 Other, *please specify*

□

15 Not sure

□

C5   Overall, how satisfied or dissatisfied do you feel with:

C5a   the *level of access* that students at your school have to careers information/education/guidance?

	VERY SATISFIED	FAIRLY SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	FAIRLY DISSATISFIED	VERY DISSATISFIED	NOT SURE
	1 □	2 □	3 □	4 □	5 □	9 □

C5b   the *quality of careers* information/education/guidance that students receive at your school?

	VERY SATISFIED	FAIRLY SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	FAIRLY DISSATISFIED	VERY DISSATISFIED	NOT SURE
	1 □	2 □	3 □	4 □	5 □	9 □

C5c   the *timing* of the provision of careers information/education/guidance at your school?

	VERY SATISFIED	FAIRLY SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	FAIRLY DISSATISFIED	VERY DISSATISFIED	NOT SURE
	1 □	2 □	3 □	4 □	5 □	9 □

C6

C6a   Is there any particular kind of careers information/education/guidance or support that students want or need but is not available?

1 Yes

□

2 No

□

C6b **Is there anything else that you feel would be useful or helpful for students' career development?**

    1 Yes

    ☐

    2 No

    ☐

IF NO to both C6a AND C6b, go to C7

IF YES to either C6a or C6b:

C6c *What is missing or what else would you like to see offered?…*

C7 **In which Year do you think careers information/education/guidance at secondary school should begin?**

    1 Year 7

    ☐

    2 Year 8

    ☐

    3 Year 9

    ☐

    4 Year 10

    ☐

    5 Year 11

    ☐

    6 Year 12

    ☐

C8

C8a **Here is a list of things that could be relevant to studying or doing a job. How important do you think each one is for young people in having a successful and satisfying work life or career?**

	VERY IMPORTANT	FAIRLY IMPORTANT	NEITHER IMPORTANT NOR UNIMPORTANT	NOT VERY IMPORTANT	NOT IMPORTANT AT ALL	NOT SURE
a) Learning from their mistakes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
b) Communication skills	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
c) Co-operating with others	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
d) Coping with setbacks or disappointment	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
e) Willingness to try something new	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
f) Keeping their commitments	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
g) Understanding their own strengths and limitations	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

C8b **Do you believe that your school makes a significant contribution to developing any of the following capabilities in its students?** *For YES, select all that apply*

1 Learning from their mistakes
☐

2 Communication skills
☐

3 Co-operating with others
☐

4 Coping with setbacks or disappointment
☐

5 Willingness to try something new
☐

6 Keeping their commitments
☐

7 Understanding their own strengths and limitations
☐

C9

C9a **At present, how adequate or inadequate is career information/education/guidance for the following groups of students?**

	VERY ADEQUATE	FAIRLY ADEQUATE	FAIRLY INADEQUATE	VERY INADEQUATE	NOT SURE
a) At risk students	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
b) Indigenous students	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
c) Students who speak a language other than English at home	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
d) Students with a disability	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
e) Humanitarian refugees	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
f) Students with caring responsibilities	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
g) Students in regional, rural and remote locations	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐

C9b **Are there any other groups of students for whom career information/education/guidance is currently inadequate?** *Select up to three*

1 Very gifted students
☐

2 Students with 'pushy' or over-ambitious parents
☐

4 Students with poor results
☐

5 Students who don't have good family support

☐

6   Students with behavioural problems

☐

9   Students with good results

☐

10   Students from a disadvantaged background

☐

11   Students whose families move around a lot

☐

12   Other, please specify

☐

13   No groups in particular

☐

14   Not sure

☐

C10   **Who should be mainly responsible for providing or obtaining career information/education/guidance for the following groups of young people?** *Select up to three on each line*

		YOUNG PEOPLE THEMSELVES	EMPLOYERS	PARENTS	THE JOB NETWORK	SCHOOLS	TAFE/UNIVERSITIES	AUSTRALIAN GOVERNMENT	STATE/TERRITORY GOVERNMENT	OTHER *PLEASE SPECIFY*	NOT SURE
d)	Young people attending secondary school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	19 ☐
e)	Young people attending TAFE or university	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	19 ☐
f)	Young people who are NOT attending school, TAFE or university	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	19 ☐

Part D Your opinions

D1 **How strongly do you agree or disagree with each of the following statements?**

		AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	NOT SURE
a)	Careers information/education/ guidance for school students needs to be provided in a more professional manner than at present	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
b)	Parents are involved with my school in relation to careers information/education/guidance	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
c)	When they leave school, most of our students are well equipped to make choices about future work or study	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
d)	Teachers at my school make it clear how school subjects relate to later work or study	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
e)	Things have changed so much that it's difficult these days for parents to advise their children about work or study	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
f)	It's quite likely that our students will do several different sorts of work during their lives	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
g)	If schools are going to provide students with good careers information and support they need stronger links with employers	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
h)	Schools should involve parents or other community members in providing careers information/ education/guidance	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
i)	Young people face much more difficult choices about future work or career than their parents did at their age	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
j)	The people providing careers information/education/guidance at our school are well equipped to do so	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
k)	I'd like to see students getting more work experience at school than they do at present	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
l)	The Principal at our school is very supportive of careers information/education/guidance for students	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
m)	It is very difficult for schools to stay on top of careers issues in a rapidly changing world	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

D2   **How strongly do you agree or disagree with each of the following?**

	AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	NOT SURE
h) Satisfaction with your work is one of the most important things in life	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
i) Work is a necessary evil	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
j) Your work pretty much determines who you are in life	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
k) Work is a way of contributing to the community	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
l) Work is mainly a way of earning money for the things you need in life	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
m) Work is the source of a great deal of people's interest and satisfaction in life	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
n) Work is an important way of using our skills and talents	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

That is the end of the questionnaire – many thanks for your help.

(Instructions for submitting response)

Appendix D   Career Practitioners' Survey

Introduction

We are keen to hear from career practitioners on how children and young people can best be prepared for the world of work – in particular in relation to career information, education and guidance.

We would like you to participate in a 10-15 minute online survey that is part of the National Career Development Strategy (NCDS) research project. It is being conducted by Urbis, an independent social research company, on behalf of the Department of Education, Employment and Workplace Relations.

We will not record your name so your response will be anonymous.

Please follow the prompts on your screen – mostly you just need to select a response.

If you encounter any technical difficulties while completing this online survey, please contact <*ORU contact details*>

If you have any broader questions regarding the research project please contact Lee Holloway at Urbis on 02 8233 9958, or email lholloway@urbis.com.au

Next page

PLEASE NOTE: Terms such as 'career advice', 'career education', 'career development' and 'career guidance' are used in different ways by different people and organisations.

In this questionnaire, terms such as 'career advice', 'career education', etc are used in a general rather than a technical sense.

Part A   About you

A1   How long have you been working as a careers professional?

1 Less than a year

☐

2 1 to 2 years

☐

3 2 to 5 years

☐

4 5 to 10 years

☐

5 Over 10 years

☐

A2   Where do you currently do most of your careers work? *Select one*

1 Government school/s

☐

2 Catholic school/s

☐

3 Independent school/s

☐

4   TAFE

□

5   University

□

6   In private practice

□

7   Government agency

□

8   Business organisation

□

9   Other - specify

□

A3

A3a   In which of these locations do you mostly work at present? *Select one*

1   In a capital city

□

2   In a regional city/large town (say over 30,000 population)

□

3   In a smaller town/rural area

□

A3b   In which State/Territory?

1   Australian Capital Territory

□

2   New South Wales

□

3   Northern Territory

□

4   Queensland

□

5   South Australia

□

6   Tasmania

□

7   Victoria

□

8   Western Australia

□

A4   Are you -

1   Male

□

2   Female

□

A5   **Your age group?**

      1 ☐ Under 30

      2 ☐ 30-39

      3 ☐ 40-49

      4 ☐ 50 or over

A6   **Do you currently work -** *Select one*

      1 ☐ Full time

      2 ☐ Part time

      3 ☐ On a casual basis

A7

    A7a   **Do you hold any formal qualifications for your role as a careers professional?**

      1 ☐ Yes

      2 ☐ No *(Go to A8 if work in a school (codes 1, 2 or 3 at A2), otherwise to B1)*

    A7b   **Which qualifications?** *Select all that apply*

      1 ☐ Masters Degree in Education/Learning & Development/Career Development

      2 ☐ Graduate Diploma (Education/Learning and Development/Career Development)

      3 ☐ Graduate Certificate (Education/Learning and Development/Career Development)

      4 ☐ Vocational Graduate Certificate in a related discipline

      5 ☐ Bachelor Degree in a related discipline – *please specify*

      6 ☐ Certificate IV (Career Development)

      7 ☐ Other careers qualification – *please specify*

Codes 4-9 at QA2 go to B1.

If you work in a school (codes1,2 or 3 at QA2):

A8   **How much of your time do you spend working as a careers professional?** (Select one)

      1 ☐ None

      2 ☐ None – but providing information relevant to future career choice is one aspect of my work in the classroom

      3 ☐ Less than 20% of my time

      4 ☐ Between 20% and 50% of my time

      5 ☐ Over half my time

6 ☐   All or nearly all of my time

A9   **How many students are there at the school you mostly work at?**

1 ☐   Under 500

2 ☐   500-1000

3 ☐   over 1000

A10   **What is the postcode of that school? ....**

Part B   About your work

B1   **Which of the following terms do you usually use to describe your work?** *Select all that apply*

1 ☐   Career education

2 ☐   Career counselling

3 ☐   Career planning

4 ☐   Career development

5 ☐   Career advice

6 ☐   Career information

7 ☐   Career guidance

8 ☐   Other *- please specify*

B2

B2a   **How important is each of the following elements in your work as a careers professional with young people?**

	VERY IMPORTANT	FAIRLY IMPORTANT	OF SOME IMPORTANCE	NOT VERY IMPORTANT	NOT IMPORTANT AT ALL	NOT SURE
a) Providing or facilitating access to information about jobs, the labour market and required qualifications	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
b) Offering careers advice or guidance	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
c) Equipping people for lifelong learning	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
d) Offering insights, focus and clarification	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
e) Empowering people to make their own decisions	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
f) Identifying or offering concrete career learning opportunities	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

	VERY IMPORTANT	FAIRLY IMPORTANT	OF SOME IMPORTANCE	NOT VERY IMPORTANT	NOT IMPORTANT AT ALL	NOT SURE
g) Offering encouragement and motivation	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
h) Encouraging people to do their own investigations or research	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
i) Building people's self-confidence and self-awareness	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
j) Helping people identify what their strengths/talents/interests are	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
k) Other – *please specify*	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

B2b **Which aspect(s) of your work do you think have the most positive impact on young people's transition to work and/or further education?** *Select up to three*

1 ☐ Providing or facilitating access to information about jobs, the labour market and required qualifications

2 ☐ Offering careers advice or guidance

3 ☐ Equipping people for lifelong learning

4 ☐ Offering insights, focus and clarification

5 ☐ Empowering people to make their own decisions

6 ☐ Identifying or offering concrete career learning opportunities

7 ☐ Offering encouragement and motivation

8 ☐ Encouraging people to do their own investigations or research

9 ☐ Building people's self-confidence and self-awareness

10 ☐ Helping people identify what their strengths/talents/interests are

11 ☐ Other – *please specify*

B3

B3a **Do you face particular challenges in working with any of the following groups of young people?**

	YES	NO	NOT SURE
a) Young people at risk	1 ☐	2 ☐	9 ☐
b) Indigenous young people	1 ☐	2 ☐	9 ☐
c) Young people who speak a language other than English at home	1 ☐	2 ☐	9 ☐
d) Young people with a disability	1 ☐	2 ☐	9 ☐
e) Young humanitarian refugees	1 ☐	2 ☐	9 ☐
f) Young people with caring responsibilities	1 ☐	2 ☐	9 ☐
g) Young people in regional, rural and remote locations			
h) Other – *please specify*	1 ☐	2 ☐	9 ☐

If all no, or not sure, for all go to B4a

B3b **For which of these groups of young people , if any, do you especially need additional resources or support to help you do your careers work effectively?** *Select up to three*

1 ☐ Young people at risk

2 ☐ Indigenous young people

3 ☐ Young people who speak a language other than English at home

4 ☐ Young people with a disability

5 ☐ Young humanitarian refugees

6 ☐ Young people with caring responsibilities

7 ☐ Young people in regional, rural and remote locations

10 ☐ Other – *please specify*

B3c **What kinds of resources or support would most assist you in working more effectively with (the groups of young people selected in B3b above)?** *Select up to three*

1 ☐ Help in networking with other career practitioners

2 ☐ Obtaining a formal qualification in Career Development/Education/Learning and Development

3 ☐ Other professional training/professional development

4 ☐ Additional time to spend with students/young people

5 ☐ Printed materials

6 ☐ Internet based resources

7 ☐ More 'on the job' experience as a career practitioner

8 ☐ Greater support from the organisations you work for

9 ☐ Greater contact with employers/industry

10 ☐ Other – *please specify*

B4a **In your careers work with young people, how important to you is each of the following?**

	VERY IMPORTANT	FAIRLY IMPORTANT	OF SOME IMPORTANCE	NOT VERY IMPORTANT	NO IMPORTANT AT ALL	NOT SURE
i) Improving access to work and study opportunities for disadvantaged young people	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
ii) Focusing on the individual's academic or other talents	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
iii) Minimising gender bias	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
iv) Supporting each young person who is capable of going to university to do so	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
v) Understanding current and likely future labour market conditions	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
vi) Being aware of your own biases or preconceptions	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

	VERY IMPORTANT	FAIRLY IMPORTANT	OF SOME IMPORTANCE	NOT VERY IMPORTANT	NO IMPORTANT AT ALL	NOT SURE
vii) Recognising the wide diversity of young people's career development needs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
viii) Seeking subsequent feedback from young people with whom you have worked	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
ix) Supporting people to pursue the best paid or most prestigious career they are capable of	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
x) Focusing on the individual's personality, interest or passions	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
xi) Broadening the range of possibilities that individuals may consider	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
xii) Sensitivity to people's religious or cultural background or personal circumstances	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
xiii) Maximising the value to Australia of the human capital that young people represent	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

B4b   **Which three of these are the *most* important for you?** *Select up to three*

1 ☐ Improving access to work and study opportunities for disadvantaged young people

2 ☐ Focusing on the individual's academic or other talents

3 ☐ Minimising gender bias

4 ☐ Supporting each young person who is capable of going to university to do so

5 ☐ Understanding current and likely future labour market conditions

6 ☐ Being aware of your own biases or preconceptions

7 ☐ Recognising the wide diversity of young peoples' career development needs

8 ☐ Seeking subsequent feedback from young people with whom you have worked

9 ☐ Supporting people to pursue the best paid or most prestigious career they are capable of

10 ☐ Focusing on the individual's personality, interest or passions

11 ☐ Broadening the range of possibilities that individuals may consider

12 ☐ Sensitivity to people's religious or cultural background or personal circumstances

13 ☐ Maximising the value to Australia of the human capital that young people represent

B4   **Does the organisation in which you (mostly) work adequately support your careers work with young people?**

1 ☐ Yes

2 ☐ To some extent

3 ☐ No

4 ☐ Not sure

B5 **Which of the following, if any, would help you do your careers work with young people more effectively?** *Select up to three*

1 ☐ Help in networking with other career practitioners

2 ☐ Obtaining a formal qualification in Career Development/Education/Learning and Development

3 ☐ Other professional training/professional development

4 ☐ Additional time to spend with students/young people

5 ☐ Printed materials

6 ☐ Internet based resources

7 ☐ More 'on the job' experience as a career practitioner

8 ☐ Greater support from the organisations you work for

9 ☐ Greater contact with employers/industry

10 ☐ Other – *please specify*

Part C   Wider issues

C1   **Who should be mainly responsible for providing or obtaining career information/education/guidance for the following groups of young people?** *Select up to three on each line*

	YOUNG PEOPLE THEMSELVES	EMPLOYERS	PARENTS	THE JOB NETWORK	SCHOOLS	TAFE/UNIVERSITIES	AUSTRALIAN GOVERNMENT	STATE/TERRITORY GOVERNMENT	OTHER *PLEASE SPECIFY*	NOT SURE
g) Young people attending secondary school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	19 ☐
h) Young people attending TAFE or university	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	19 ☐
i) Young people who are NOT attending school, TAFE or university	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	19 ☐

C2

C2a   **Do you think that all primary schools should be introducing their students to aspects of the world of work?**

1 ☐   Yes

2 ☐   No

3 ☐   Not sure

C2b   **So far as secondary schools are concerned, in which Year do you think careers information/education/guidance should begin?**

1 ☐   Year 7

2 ☐   Year 8

3 ☐   Year 9

4 ☐   Year 10

5 ☐   Year 11

6 ☐   Year 12

C3

C3a **The following list includes some of the ways in which Australian schools offer their students careers information, education or guidance. In general, how useful do you believe each one is for students?**

	VERY USEFUL	FAIRLY USEFUL	OF SOME USE	NOT MUCH USE	NO USE AT ALL	NOT SURE
i) interview with a careers teacher/advisor/counsellor	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
ii) group discussion about future work or study	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
iii) visits to or by TAFE/University/College representatives, University open days etc	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
iv) talk or presentation from member/s of school staff	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
v) talk or presentation from someone outside the school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
vi) printed materials eg books, careers guides, pamphlets	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
vii) time at school to access information on the Internet about work or study	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
viii) time at school to access online surveys/tests/quizzes that tell people about possible work or career options that might be good for them	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
ix) work or careers information included in regular classes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
x) careers day or expo	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
xi) visits to workplaces	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
xii) work placement/ work experience	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
xiii) VET in schools/school based apprenticeships/traineeships	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
xiv) other – please specify	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

C3b **Which three of these do you think are generally the most useful in Helping young people make the transition from school to work or further study?** *Select up to three*

1 ☐ interview with a careers teacher/advisor/counsellor

2 ☐ group discussion about future work or study

3 ☐ visits to or by TAFE/University/College representatives, University open days etc

4 ☐ talk or presentation from member/s of school staff

5 ☐ talk or presentation from someone outside the school

6 ☐ printed materials eg books, careers guides, pamphlets

7 ☐ time at school to access information on the Internet about work or study

8 ☐ time at school to access online surveys/tests/quizzes that tell people about possible work or career options that might be good for them

9 ☐ work or careers information included in regular classes

10 ☐ careers day or expo

11 ☐ visits to workplaces

12 ☐ work placement/ work experience

13 ☐ VET in schools/school based apprenticeships/traineeships

14 ☐ other – *please specify*

C4 **Overall, how satisfied or dissatisfied do you feel with:**

	VERY SATISFIED	FAIRLY SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	FAIRLY DISSATISFIED	VERY DISSATISFIED	NOT SURE
a) The *level of student access* to career information/education/ guidance in Australian secondary schools?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
b) The *quality* of careers information/education/guidance that students receive at secondary school?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
c) The *timing* of the provision of careers information/education/ guidance in secondary schools?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

C5

C5a **Is there any particular kind of careers information/education/guidance or support that you believe secondary school students want or need but is not available?**

1 Yes
☐

2 No
☐

C5b **Is there anything else that you feel would be useful or helpful for secondary students' career development?**

1 Yes
☐

2 No
☐

If NO to BOTH C5a and C5b, go to C6.

If YES to either C5a or C5b:

C5c **What is missing or what else would you like to see offered?**

C6

C6a **Are there any groups of young people at school for whom you believe career information/education/guidance is particularly inadequate at present?** *Select up to three*

1 Young people at risk
☐

2 Indigenous young people
☐

3 Young people who speak a language other than English at home
☐

4 Young people with a disability
☐

5 Young humanitarian refugees
☐

6 Young people with caring responsibilities
☐

7 Young people in regional, rural and remote locations
☐

8 Very gifted students
☐

9 Students with 'pushy' or over-ambitious parents
☐

10 Students with poor results
☐

11 Students who don't have good family support
☐

12 Students with behavioural problems
☐

13 Students with good results
☐

14 Students from a disadvantaged background
☐

15 Other, please specify

☐

16   No groups in particular

☐

17   Not sure

☐

C6b   **Regarding young people who have left school, are there any of the following groups for whom you think career information/education/guidance is particularly inadequate at present?** *Select up to three*

1   Young people at risk

☐

2   Indigenous young people

☐

3   Young people who speak a language other than English at home

☐

4   Young people with a disability

☐

5   Young humanitarian refugees

☐

6   Young people with caring responsibilities

☐

7   Young people in regional, rural and remote locations

☐

8   Not sure

☐

C7   Overall, how satisfied or dissatisfied do you feel with:

	VERY SATISFIED	FAIRLY SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	FAIRLY DISSATISFIED	VERY DISSATISFIED	NOT SURE
a) The *level of student access* to career information/education/guidance in the TAFE system?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
b) The *quality* of information/education/guidance that students receive in the TAFE system?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

C8   Overall, how satisfied or dissatisfied do you feel with:

	VERY SATISFIED	FAIRLY SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	FAIRLY DISSATISFIED	VERY DISSATISFIED	NOT SURE
a) The *level of student access* to career information/education/guidance in universities?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
b) The *quality* of information/education/guidance that students receive in universities?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

C9   (IF codes 4-9 at Q A2 – ie mostly work not in schools) What do you believe is the best way of making careers information/education/guidance available for young people who are not in any form of education?

C10   How strongly do you agree or disagree with each of the following statements?

	AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	NOT SURE
d) Careers information/education/guidance for school students needs to be provided in a more professional manner than at present	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
e) When they leave secondary school, most students are well equipped to make choices about future work or study	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
f) It is very difficult for schools to stay on top of careers issues in a rapidly changing world	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
g) Australia needs to invest more in career education and development for young people	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
h) It's unrealistic to think that everybody can have a satisfying or enjoyable job	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

	AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	NOT SURE
i) If schools are going to offer students good careers information and guidance, they need stronger links with employers	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
j) Firm parental expectations, whether 'too high' or 'too low', are a major barrier to effective career education and guidance	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
k) Many young Australians get virtually no career information/ education/guidance	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
l) It's natural that some young people will 'chop and change' jobs or courses of study before finding something that suits them	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
m) Primary school teachers should have professional development to assist them in working with students on issues relevant to future work or study	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
n) Schools should involve parents and other community members in providing careers information/education/guidance	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
o) A lot of the skills and capabilities that work requires can only be learned on the job	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
p) The people providing career information/education/guidance in Australian schools are often poorly equipped for the task	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
q) Having a part time or casual job while at school often helps young people in their thinking about work or career	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
r) Primary schools should be developing in their students capabilities such as good communication, flexibility and resilience that may be relevant to life-long learning	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
s) There is a major gap in career information/education/guidance for young people who are not in education	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
t) Things have changed so much that it's difficult these days for parents to advise their children about work or study	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

C11 **To what extent have you used the following services or resources in your work with young people?**

	A LOT	TO SOME EXTENT	A LITTLE	NOT AT ALL	NOT SURE
a) Myfuture	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
b) Job Guide	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
c) The Australian Blueprint for Career Development	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
d) Career practitioner association training	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
e) Career practitioner association resources	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
f) The Careers and Transitions Services Framework	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
g) Professional Standards for Career Practitioners	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
h) Bullseye Posters and Books linking school subjects to different occupations and indicating the level of education/training required	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
i) Yr 12 – What's next? website and brochure	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
j) Career Information Flyers outlining resources and support available for young people and adults	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
k) ReCaP resource for school based career practitioners	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
l) Centrelink's Career Information Centres	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
m) Parents Talking Career Choices brochure	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐

That is the end of the questionnaire – many thanks for your help.

(Instructions for submitting response)

Appendix E   Employers' Survey

QUESTIONS INCLUDED IN EMPLOYER OMNIBUS SURVEY

Here's a few questions about job readiness and career development for young Australians.

C1

C1a   **LEAVING ASIDE the formal training or qualifications that the job may require, how well prepared are most young people today to function effectively in the world of work?**

	VERY WELL PREPARED	FAIRLY WELL PREPARED	PREPARED TO SOME EXTEND	POORLY PREPARED	NOT PREPARED AT ALL	NOT SURE
	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

C1b   **What would you say is the most significant gap in young people's preparedness for the world of work?** *Please specify*

C2   **Who should be mainly responsible for providing or obtaining career information/education/guidance for the following groups of young people?** *Select up to three on each line*

	YOUNG PEOPLE THEMSELVES	EMPLOYERS	PARENTS	JOB NETWORK	SCHOOLS	TAFE/UNIVERSITIES	AUSTRALIAN GOVERNMENT	STATE/TERRITORY GOVERNMENT	OTHER *PLEASE SPECIFY*	NOT SURE
j) Young people attending secondary school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	19 ☐
k) Young people attending TAFE or university	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	19 ☐
l) Young people who are NOT attending school, TAFE or university	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	19 ☐

C3   **How strongly do you agree or disagree with each of the following statements?**

	AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	NOT SURE
n) Employers must expect to spend time and effort helping young employees to function effectively in the job and in the workplace	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
o) Businesses like ours need to offer more work experience placements for school students	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

	AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY	NOT SURE
p) Businesses like ours need to work more closely with schools to support young people's career education and development	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
q) A lot of the skills and capabilities that work requires can only be learned on the job	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐
r) Our businesses has an effective scheme or process for supporting the career development of the young people we employ	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	9 ☐

C4 **What kinds of resources or support would most assist your business in contributing to the career development of your young employees?** *Please specify*

Appendix F   Indigenous Youth Survey

Introduction

This survey is for young people aged 14-18 years old who are still in school. It is part of the research project we are conducting for the Government on the career development needs and wants of young people.

The survey asks questions about what you might like to do when you leave school and who you have talked to about this.

The survey will take about 10 minutes. I will read the questions out loud and you can fill out your answer by ticking the box next to your answer.

Your answers to the survey will be confidential – you do not need to write your name on the form and we will not show your answers to anyone else. You do not have to fill out any questions you do not wish to.

As we go through the survey, feel free to ask me questions if there is something that is confusing or not clear.

Survey

C1 **How old are you?** *(Please tick one)*

1 ☐ 14

2 ☐ 15

3 ☐ 16

4 ☐ 17

5 ☐ 18

C2 **Are you…** *(Please tick)*

1 ☐ Male

2 ☐ Female

C3 **What year are you in at school?** *(Please tick)*

1 ☐ 8

2 ☐ 9

3 ☐ 10

4 ☐ 11

5 ☐ 12

C4 **Have any of the people on the list below talked with you about *choosing which subjects to do* at school?**

For each YES, tick the box.

1 ☐ Your family or relatives

2 ☐ Your friends or other students at school

3 ☐ Aboriginal Education Assistant at school

4 ☐ Someone at the Homework Centre

5 ☐ Careers advisor/counsellor outside school

6 ☐ An Aboriginal person who works at the school

7 ☐ Someone who helps you with tutoring

8 ☐ Your school teachers

9 ☐ A careers teacher/advisor/counsellor at school

9 ☐ Somebody else? (*Who?*

_____

_____

C5 **Have you received any information or advice about work or more study *that you might do after you leave school* from any of the following?**

For each YES, tick the box

1 ☐ Your family or relatives

2 ☐ Your friends or other students at school

3 ☐ Aboriginal Education Assistant at school

4 ☐ Someone at the Homework Centre

5 ☐ An Aboriginal person who works at the school

6 ☐ Someone who helps you with tutoring

7 ☐ Your school teachers

8   A careers teacher/advisor/counsellor

☐   Someone from a community organisation

9

☐

10   Someone who does the kind of work you may be interested in

☐

A6

a) While at school, have you received any information or advice about future work or study from any of the following*?*

For each YES, tick the box

1   A group discussion about work or study after you leave school

☐

2   A talk or presentation from a member/s of school staff about work or

☐   future study

3   A talk or presentation from someone outside the school about work or

☐   future study

4   Printed materials about work or future study eg books, careers guides,
☐   pamphlets

5   Access at school to information on the Internet about work or study
☐

6   Access to online surveys/tests/quizzes that tell you about possible work or
☐   career options that might be good for you

7   Work or careers information included in regular classes
☐

8   Careers day or expo
☐

9   Visits to workplaces
☐

    Work placement/ work experience

10   School based apprenticeships or traineeships
☐

    Mentoring Schemes

11
☐

12
☐

13   other, *please describe*
☐

_____

_____

b) Which of these helped you the most*?*

_____

_____

A7 Do you have plans to do any more education or training after you leave school?

1 ☐   Yes

2 ☐   No

3 ☐   Not sure

A8 While you have been at school, have you had any part time or casual jobs?

1 ☐   Yes (*What sort of work? Please describe:*

_____

_____

2 ☐   No

3 ☐   Not sure

A9 If you now wanted some help or advice about work or study that you might do after you leave school, who would you ask?

1 ☐   People in your family or community

2 ☐   Friends

3 ☐   Teachers or careers advisor at school

4 ☐   TAFE or university

5 ☐   Careers advisor/counsellor outside school

6 ☐   Some from a community organisation

7 ☐   Somebody/somewhere else (*Who or where? Please describe:*

_____

_____

---)

8 ☐   Not sure

Thank you for completing this survey.

Introduction

This survey is for young people aged 14-24 years old who have left school. It is part of the research project we are conducting for the Government on the career development needs and wants of young people.

The survey asks some questions about the time you spent at school, what you have been doing since you left school and who you have talked to about the kind of work or study you are interested in doing.

The survey will take about 10 minutes. I will read the questions out loud and you can fill out your answer by ticking the box next to your answer.

Your answers to the survey will be confidential – you do not need to write your name on the form and we will not show your answers to anyone else. You do not have to fill out any questions you do not wish to.

As we go through the survey, feel free to ask me questions if there is something that is confusing or not clear.

Part A   About you

A1   **How old are you?** *(Please tick one)*

1 ☐ 14

2 ☐ 15

3 ☐ 16

4 ☐ 17

5 ☐ 18

6 ☐ 19

7 ☐ 20

8 ☐ 21

9 ☐ 22

10 ☐ 23

11 ☐ 24

A2   **Are you…** *(Please tick)*

1 ☐ Male

2 ☐ Female

Part B   At school

B1   **a) How far did you go at school?** *(Please tick)*

1 ☐ Year 9

2 ☐ Year 10

3 ☐ Year 11

4 ☐ Year 12 *(Please go to Question B2)*

b) IF you didn't do year 12 – What was the main reason you left when you did?

Tick any boxes that apply for you:

1 ☐ Didn't like school

2 ☐ Wanted to start work

3 ☐ Family wanted me to leave

4 ☐ My friends were leaving

5 ☐ I would have had to change to another school

6 ☐ I was advised to leave

7 ☐ Other reason *(What was that?*

--)

8 ☐ Not sure

B2   While you were at school, did any of the people on this list give you information or advice about choosing which subjects to do at school? For each YES, tick the box.

1 ☐ Your family or relatives

2 ☐ Your friends or other students at school

3 ☐ Aboriginal Education Assistant at school

4   Someone at the Homework centre
☐ Careers advisor/counsellor outside school

5
☐

6 ☐ An Aboriginal person who worked at the school

7 ☐ Someone who helped you with tutoring

8 ☐ Your school teachers

9 ☐ A careers teacher/advisor/counsellor at school

10   Somebody else *(Who?*
☐

--)

B3 **While at school, did you get any information or advice about what *work or study* to do*, after you left school,* from any of the following?**

For each YES, tick the box

- 1 ☐ Your family or relatives
- 2 ☐ Your friends or other students at school
- 3 ☐ Aboriginal Education Assistant at school
- 4 ☐ Someone at the Homework Centre
- 5 ☐ An Aboriginal person who works at the school
- 6 ☐ Someone who helped you with tutoring
- 7 ☐ Your school teachers
- 8 A careers teacher/advisor/counsellor
  ☐
- 9 Someone from a community organisation
  ☐ Someone who does the kind of work you were interested in
- 10
  ☐

B4 **a) While at school, did you receive any information or advice about future work or study from any of the following*?***

For each YES, tick the box

- 1 A group discussion about work or study after you leave
  ☐ school
- 2 A talk or presentation from a member/s of school staff
  ☐ about work or future study
- 3 A talk or presentation from someone outside the school
  ☐ about work or future study
- 4 Printed materials about work or future study eg books,
  ☐ careers guides, pamphlets
- 5 Access at school to information on the Internet about
  ☐ work or study
- 6 Access to online surveys/tests/quizzes that tell you
  ☐ about possible work or career options that might be
  good for you
- 7 Work or careers information included in regular classes
  ☐
- 8 Careers day or expo
  ☐
- 9 Visits to workplaces
  ☐
- 10 Work placement/ work experience

☐   School based apprenticeships or traineeships

¹¹   Mentoring schemes
☐

¹²
☐

¹³   other, *please describe* _____
☐

_____

--)

b) Which of these helped you the most?

_____

_____

B5   **While you were at school, did you have any part time or casual jobs?**
(Please tick)

¹   Yes *(What sort of work did you do?*
☐

_____

_____

--)

²
☐   No

³
☐   Not sure

Part C   After leaving school:

C1   **Since you left school, have you done any more training or study?**

(Please tick one)

¹ Yes *(what study or training have you done?----------------*		
☐ *--*		

	-- --)		
2 ☐	No		
3 ☐	Not sure		

C2 **Since you left school, have you had any paid jobs?** *(Please tick one)*

1 ☐	Yes		
2 ☐	No		
3 ☐	Not sure		

C3 **What are you doing at present?** *(Please tick one)*

1 ☐	Study or training		
2 ☐	Working full time		
3 ☐	Working part time or casual		
4 ☐	Looking for a job		
5 ☐	Something else - (*What?* _____ _____ ---)		

C4 **If you now wanted help or advice about future work or study, where would you go?**

1 ☐ People in your family or community		
2 ☐ Friends		
3 ☐ Teachers or career advisor at your old school		
4 ☐ TAFE or university		
5 ☐ Careers advisor/counsellor outside school 6 ☐ Community organisation An employment service (eg a job finder network) 7 ☐		
8 ☐ Somebody/somewhere else (*Who or where?* _____ _____ ---)		
9 ☐ Not sure		

Thank you for completing this survey.