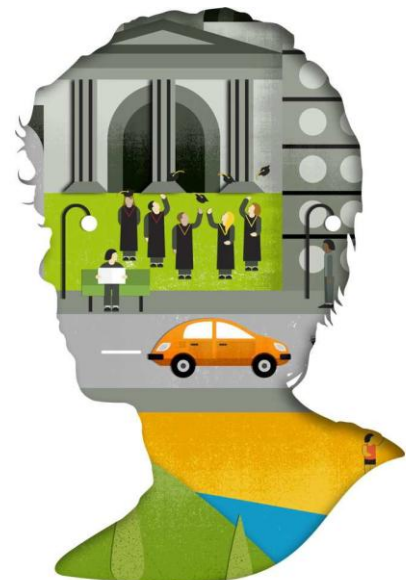# Rationale and options for a National Career Development Strategy

Department of Education, Employment and Workplace Relations

9 September 2011

Sections of this report have been deleted prior to publication as they contain personal information, business information and/or information currently under consideration by the Australian Government

Contents

1 Executive summary

Individuals develop and apply career development skills throughout their lives with the help of key influencers. These skills are essential for young people to be able to manage their careers. Career development skills enable individuals to contribute more socially and economically to society through increased engagement in education and the workplace.

Australia recognises this value, and currently the Australian, state and territory governments invest in career development to varying extents with varying effectiveness. However, a lack of strategic focus and quality standards results in varied access to quality career development services. Therefore, there is a need for the Australian Government to work in partnership with state and territory governments, the career development industry, educators, employers and other stakeholders in developing and implementing a National Career Development Strategy. Clearly defined roles and responsibilities will provide a platform for the efficient delivery of high quality services. Only through working in partnership can it be assured that the highest quality services will be delivered in the most efficient and equitable manner.

A comprehensive, strategic approach to career development is required. It needs to set the direction, provide a clear vision for partners to work toward, and establish a governance arrangement that will bring stakeholders together and hold them to account. It should set out the implementation of programs to improve the quality and the accessibility of career development services. It needs to build an evidence base on effective practice to help guide future policy reform, and it must inform people how to access career development services, and of their value.

1.1 Background

Nous Group (Nous) was engaged by the Department of Education, Employment and Workplace Relations (DEEWR) to develop the rationale and options for Australia's first National Career Development Strategy (NCDS) for young people aged from five to 24 years. This work is the third of four major elements being undertaken as part of the overall NCDS Research Project. The Strategy will provide the direction for career development information, advice and guidance services for the future.

The benefits of career development are self-evident. Research shows that career development leads to increased educational engagement, and enhanced employment outcomes for individuals. It also has significant benefits to society through increased workforce productivity and reduced public expenditure through less churn in tertiary education courses, and reduced dependency on welfare.

These benefits are evidenced by the increasing number of countries with public funded national career services, with England recently announcing it is joining the likes of New Zealand, Wales, Germany and France, in the creation of an all ages career advice network.

1.1.2 The career development landscape

Currently a range of services have been developed to assist young people to manage their transition through school to post-school education and into the labour market. Many of these services are formally provided by career development professionals, such as career advisers and counsellors.

However, significant advice and support is provided through less formal channels by parents and family members, teachers, peers, employers and other labour market advisers.

While valuable work is taking place, there are several key challenges:

- Activity is fragmented, with an absence of clear national leadership in career development. This has resulted in a gap of services in some areas, and duplication of services in others.

- The lack of leadership and governance arrangements means there is no mechanism to coordinate the development of productive partnerships between all stakeholders, and guide investment and policy development.

- There are gaps in service, with some groups of people having only limited access to career information, advice and guidance. The quality of these services is inconsistent and standards for their delivery are generally lacking, and not enforced when they do exist.

- Key national programs and support need to be developed further, particularly to improve information services, quality standards and evidence on successful practice. Recognising the difficulty that currently policy and program delivery is being developed from a limited evidence base, policy design will need to be revisited as new evidence becomes available.

- Current programs are not supported by a communications strategy that ensures the public understands what is available, and what the benefits are.

The Australian and state and territory governments have a critical role to play in the support of the formal and informal processes of career development. In the first instance the Australian Government must take the lead and initiate the national approach required to develop and deliver a national strategy for career development. While the government should provide national leadership, broader leadership across the career development system will take place at various levels and be taken up by different players. The following leadership framework is proposed:

- The Australian Government should lead on national strategy and policy, in collaboration with the states and territories through the relevant ministerial councils. It should also lead on service delivery for key national programs (such as national information provision) and for people not in education (such as unemployed people and those seeking to make their way in the labour market).

- States and territories should lead on service delivery in their jurisdictions and delivery for people in school and vocational education, partner on service delivery in relation to national programs and for those not in education, and contribute to the development of national policy.

- The career development industry (represented by a range of organisations and academics) could be given a lead role for specific tasks (such as the development of national quality standards for practitioners and service providers, and the development of resources for practitioners) and should contribute to policy development and developing an evidence base.

- Universities and TAFEs should be involved in policy setting through any governance arrangements. There could also be clear expectations from governments that the receipt of public funds requires students to have access to career development services that meet prescribed standards.

    ○ Broader industry should be involved in policy setting at a national and jurisdictional level and implementation of standards and career development support in the workplace can contribute to the evidence base.

In order to meet the current challenges, and improve career development in Australia the Strategy needs to include a number of core elements:

    ○ A vision: Representing an overall picture of the desired long-term state.

    ○ Specific goals: That specifically defines its aim. If met, these should collectively represent significant and tangible progress towards achievement of the vision.

    ○ Clear leadership: In a system as diverse and dispersed as the one providing career development services to young people, a strong drive for integration, consistency, accessibility and quality is essential.

    ○ Governance arrangements: The establishment of clear decision making authority, advisory structures, delivery responsibilities and representation of relevant interests.

    ○ Equitable access to services: For individuals to develop career management skills and successfully manage their career they require access to information, advice and guidance. These will be delivered through; information technology; face-to-face services; curriculum and quality standards.

    ○ The building of evidence: The impact and effectiveness of career development services, particularly Australia-specific evidence, is currently limited.

    ○ Communication and marketing: There is a need to increase the number of people using career development services.

Emphasis is placed on the requirement for development of better and more widely accessible information and services for career development through enhanced on-line delivery. This would build upon the success of the myfuture initiative, but would transform the use of on-line technology and service delivery. All options presented include a strong information technology emphasis, ranging from an improvement and consolidation of current arrangements to the development of a multi-channel service delivery approach.

Three options for a Strategy are presented that cover potential governance, service delivery, evidence, communication and marketing initiatives:

    ○ Option 1: Consolidation and continuous improvement

    ○ Option 2: Comprehensive information and benchmark standards

    ○ Option 3: Full services, multi-channel service delivery and a national brand.

We recommend Option 2, as we feel it offers significant and important reform, without the complexity and cost of Option 3. The details of this option are summarised in Table 1 on the following page.

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Components	Key Elements
Vision	Achieving career development excellence for all people through partnerships between individuals, industry, career development professionals and government
Goals	o Every individual has the opportunity to build the skills required to manage their career throughout their lives. o There is equitable access to high quality career information, career development services that meet recognised quality standards and support for those making career decisions and their supporters. o Career guidance is delivered by highly qualified career professionals with expert skills. o Future policy and program reform is enabled by a strong evidence base. o All people understand where to access career development services, and the value of these services.
Leadership	o The Australian Government must assume a leadership role to initiate the necessary national approach to develop and deliver a national strategy for career development.
Governance	o Ministerial Councils to endorse the Strategy and establish a National Career Advice Council (NCAC) to lead its shared implementation. o Agreement or Memorandum of Understanding between the parties on the Strategy. o Membership of the NCAC to include state and territory governments, career development bodies, stakeholder groups, catholic/independent education sectors, industry groups and government agencies. o Working parties to lead key reforms, e.g. information, standards and marketing.
Services: Information technology	Comprehensive information services Consolidate information in myfuture and improve the user interface so information is tailored for specific cohorts. Specific improvements could include: o Age based, career cycle based, background of known disadvantage. o Increased support for parents / carers, teachers, career advisers and other key influencers. o Improve the links to local labour market data. o Better links to people working in fields and industries of interest. o Workplace simulation/virtual work experience.
Services: Increased access to face to face support	Utilise tertiary education sector/other partners o Provide entitlement for young people not in education to receive independent career advice by partners that currently provide career services (e.g. TAFEs and universities).
Services: Curriculum	Develop curriculum standards based on best practice o Map current curricula to career development skills to determine what career development competencies are currently integrated into subjects. o Develop standards for 'stand-alone' career subjects. o Review and provide advice to states and territories and ACARA on best practice and potential reforms to curriculum where appropriate. o This may require changes to teaching pedagogy and professional development for teachers. o Work with the university sector to embed career guidance competencies into teaching courses.

Components	Key Elements
Quality standards	**Strong standards as benchmarks to enable career development market** ○ Develop specific quality standards as benchmarks for different types of services (e.g. in primary and secondary schools, VET, universities and employment services etc.) and for different ages/stages of career development capability.
Evidence	**Undertake Australia-specific research** ○ Conduct a detailed study on the economic and social benefit of career development for individuals and society in Australia. This could be guided by research relating to the decision making process of young people. ○ Compare Australian and international research results. ○ Develop ongoing research program based on directions from initial studies.
Communication and marketing	**Develop a brand** ○ Development of a single brand that can be applied across career development programs and policies. ○ A brand can both attract people to product and services and act as a quality stamp for buyers of services (e.g. parents). ○ A strong brand, associated with robust quality standards, will enable increased marketing of accredited career services.

Table 1: Elements of a National Career Development Strategy

2 Career development is important for individuals and society

The Australian Government recognises the important role that career development plays in individuals gaining the skills they need to live productive and happy lives. Therefore the Department of Education, Employment and Workplace Relations (DEEWR) have commissioned the National Career Development Strategy (NCDS) research project. Details regarding the NCDS research project, and Nous' methodology for developing this report can be found in Appendix B.

Key points for this chapter include:
- Career development encompasses development of skills as a lifelong process
  - There are specific needs for developmental ages
  - Disadvantaged groups have particular requirements
- Career development has economic and social benefits.
- Other countries are increasing their investment in career development services.
- Governments have responsibility to ensure individuals have the opportunity and the support required.

2.1 Career development encompasses development of skills as a lifelong process

Career development is the development by an individual of skills that will support the lifelong process of managing learning and work activities in order to live a productive and fulfilling life[1]. As with any skill, the development of the skill is the responsibility of the individual. However, with skills such as career development that are central to an individuals' ability to lead a productive life, governments have a responsibility to ensure individuals have the opportunity and the support required to develop them. Specifically, governments have a role in supporting people making career decisions, and those supporting them, in ensuring they have access to quality information, guidance and advice.

The services that assist in career development consist of career information, advice and guidance (IAG). For these elements we use the same definitions used in the Scottish career development strategy: [2]

- Career Information: the co-ordinated provision of print, electronic and contact resources to enable users to develop a better understanding of occupations, employment types, sectors and employing/learning organisations; current and future employment, training and educational opportunities.

- Career Advice: is a process, delivered individually or in groups, often using printed or electronic resources, which helps individuals to access and interpret specific information. It

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[1] As defined in the RFQ

[2] The Scottish Government (2011) "Career Information, Advice and Guidance in Scotland. A framework for Service Redesign and Improvement", pg. 28

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involves professional opinion, feedback and suggestions for action in relation to the communication, development and self-presentation of an individual's career management.

○ Career Guidance: is a process, delivered individually or in groups (sometimes with reference to printed or electronic resources) which helps individuals to gain a clearer understanding of their career development needs and potential, an appreciation of the process of career planning, decision making and to clarify and attain their career objectives through the successful understanding and application of their career management skills. Career guidance makes use of theories of career development, occupational choice, psychological and economic analyses and puts into practice a variety of frameworks for effective guidance delivery. This includes the use of techniques and tools which focus on personal challenge and growth.

These definitions recognise the shift in career development activities from providing 'point in time' advice, to the development of 'life-long skills' and the provision of information that allows individuals to manage their careers throughout their lives.[3]

Young people see themselves as largely responsible for career development. This responsibility was strongly recognised by young people themselves, as evidenced by the attitudinal research conducted in Element 2.[4] It is worth considering who the key influencers in young peoples' career decision making are. Element 2 found that young people viewed parents as key influencers (Figure 1), with a range of others having some influence. Parents in turn recognise their responsibility to young people, and expect to be assisted in providing support (see Section 3.2.4 for a more detailed discussion on the wants of parents).

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[3] OECD (2004) "Career Guidance and Public Policy – Bridging the Gap" OECD Publishing, pg. 9

[4] Urbis "National Career Development Strategy, Research Project – Element 2: Synthesis Report", April 2011, pg. 19
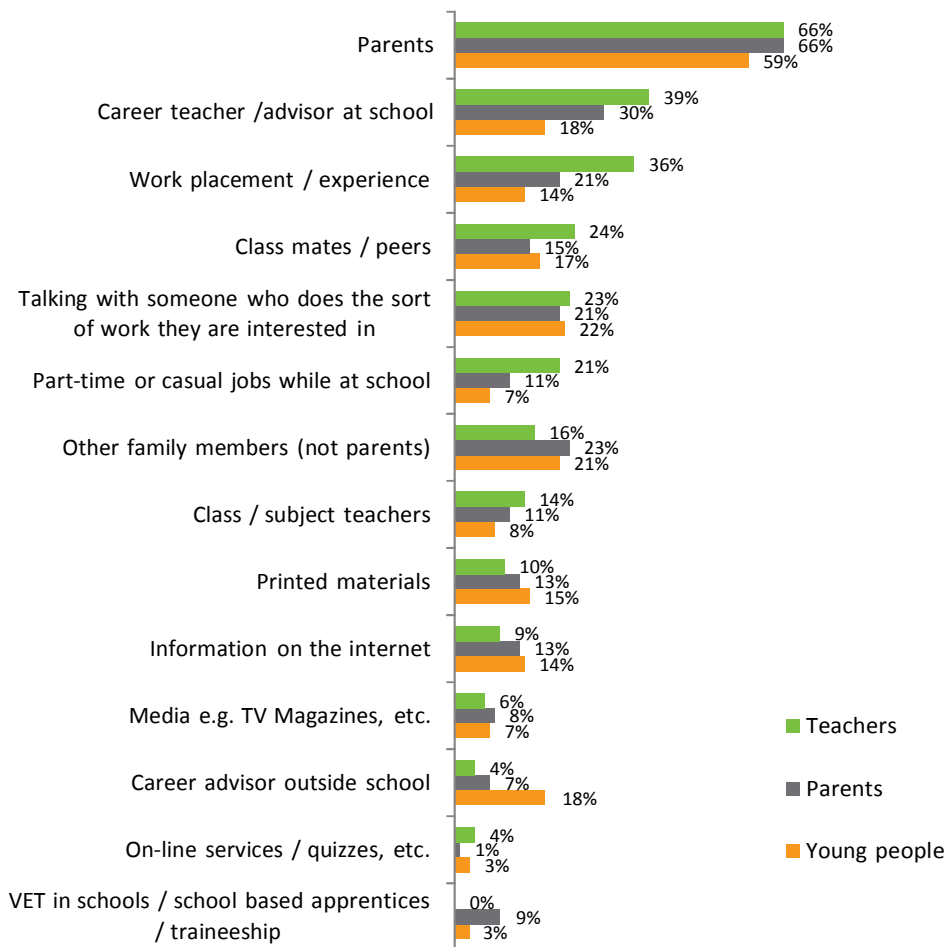
Figure 1: Influential factors – Secondary students thinking about career or future studies[5]

2.1.1 Developmental ages have specific needs

There are a number of key developmental stages that young people go through, and it is important that career guidance services are tailored to these needs. Advice from Professor Martin Westwell[6] suggests that there are four key transitional stages for young people (5 to 24 year olds). These groupings are based on cognitive skills and capacity, and are:

1. Ages 5-10: Natural variation among students' cognitive skills during this period makes any specific aged based categorisations problematic, it is therefore simpler to consider them as a single cohort.

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[5] Ibid, pg. 23
[6] Email from Professor Martin Westwell Director, Flinders Centre for Science Education in the 21st Century Flinders University, dated 16 August 2011

2. Ages 11-14: This group emerges as being different from the tumult of younger childhood, with greater working memory capacity; however it has not quite reached that of adolescences.

3. Ages 15+: Levels of underpinning cognitive skills (working memory, inhibition, etc.) start to approach those of adulthood, but the way in which they are wielded is quite distinct from adulthood both in terms of behaviour and brain function.

4. Age 22+: Levels of cognitive skills and the way in which they are used has matured.

If we align these development stages with key transition points in the school to work continuum, there appear to be three distinct cohorts that services need to be designed for:

1. Primary school: Specific career development programs and information should be provided for this age group. Information should focus on developing an understanding of the world of work, and relating their studies to work they may do later in life. Urbis found that this was already happening, with 60% of teachers saying they were doing so. Urbis also found there was broad support for the building of career development capabilities, such as "good communication skills, flexibility and resilience", all of which are relevant for lifelong learning.[7]

2. Early secondary school: Programs to assist this cohort in making early subject selections need to be tailored to this group's cognitive abilities. The majority of career practitioners believe that formal career development activities should begin in year 7, as did a quarter of parents and teachers. Young people in this cohort will vary in their wants and needs. Some will want specific, detailed information on education and training pathways on their desired careers, while others will simply want assistance in selecting subjects, therefore requiring programs that will engage them (such as visits to workplaces and talks/presentations by someone outside school).[8]

3. Middle secondary and beyond: Information and programs ranging from subject selection to higher education and employment options can be targeted at this group. As well as access to individual and personalised advice and guidance, Urbis found that this group found activities such as work experience and visits to TAFEs and universities most useful. It is also important for this group, including those in universities and TAFEs, to have access to labour market data to help inform their career choices. [9]

Services also need to be tailored to key influencers, such as parents, teachers and career practitioners, to allow them to better support those making career decisions.

2.1.2 Disadvantaged groups have particular requirements

As well as age cohorts we need to consider the various disadvantaged cohorts whose requirements should be addressed in the NCDS. These cohorts, the services available to them, and their wants, were captured by Element 2[10], and can be summarised as follows:

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[7] Urbis "National Career Development Strategy, Research Project – Element 2: Synthesis Report", April 2011, pg 25-25

[8] Ibid. pg 28-34

[9] Ibid, pg 28-34

[10] Urbis "National Career Development Strategy, Research Project – Element 2: Synthesis Report", April 2011, pg. 46-49

○ Indigenous young people: Indigenous young people face the same barriers that many other disadvantaged groups do, however these barriers are often compounded. There is also a need to address cultural barriers that Indigenous people face. While Indigenous young people do not expect to receive career development services from an Indigenous person, they do expect career advisers to have had cultural training. There is also a need for career development services targeted at Indigenous young people to more actively involve family and communities than they otherwise would. During Nous' consultation with state and territory stakeholders it was noted that there was need for more Indigenous specific career development material.

○ Young people in regional, rural and remote areas: This cohort requires greater exposure to a wide variety of education and training options, and careers, from a young age. Universities and TAFEs are less likely to visit these young people, and they are less likely to be exposed to a wide variety of careers through their social networks. As well as increased information regarding career options, information regarding support for further education needs to be made more readily available. This group also requires better local labour market data to help them determine what local career opportunities are available.

○ Culturally and linguistically diverse (CaLD) young people: There is a need to ensure young people, and the parents of young people, in this cohort have a realistic understanding of the opportunities available to them in Australia.

○ Humanitarian Refugees: As with the CaLD cohort, this group needs to have a realistic understanding of the opportunities available to them in Australia.

○ At risk young people: Career development activities need to be integrated into other support mechanisms that are being accessed by these young people. It is unlikely that schools can achieve this by themselves, and it will need to be done through partnerships with other support providers. Specifically, there is a need for career development services to be delivered by someone who has had the opportunity to build a high level of trust with them.

○ Young carers: Young carers need specific advice which takes into account their other responsibilities and provides them with guidance on how they can best work and study on a part time basis.

○ Young people with disabilities: Career development services need to ensure they take into account the ability and interests of young people when they are providing them with advice. This is particularly important for career services in education institutions, which need to ensure they take into account the specific individual circumstances.

The needs of these cohorts should be addressed in the design and delivery of programs and policies.

2.2 Career development has economic and social benefits

Career development delivers economic and social benefits at both individual and societal level. It does this through improving educational engagement and understanding of educational pathways which in turn can lead to improved educational outcomes. It also helps people understand how their interests can be matched to work opportunities, improving labour market participation and job satisfaction. An increasingly dynamic and competitive global workforce means that the ability to

understand labour markets is more important than ever, while higher workforce and training participation rates lead to a number of broad social and economic benefits. The way these benefits are interrelated is summarised in the model presented in Figure 2.
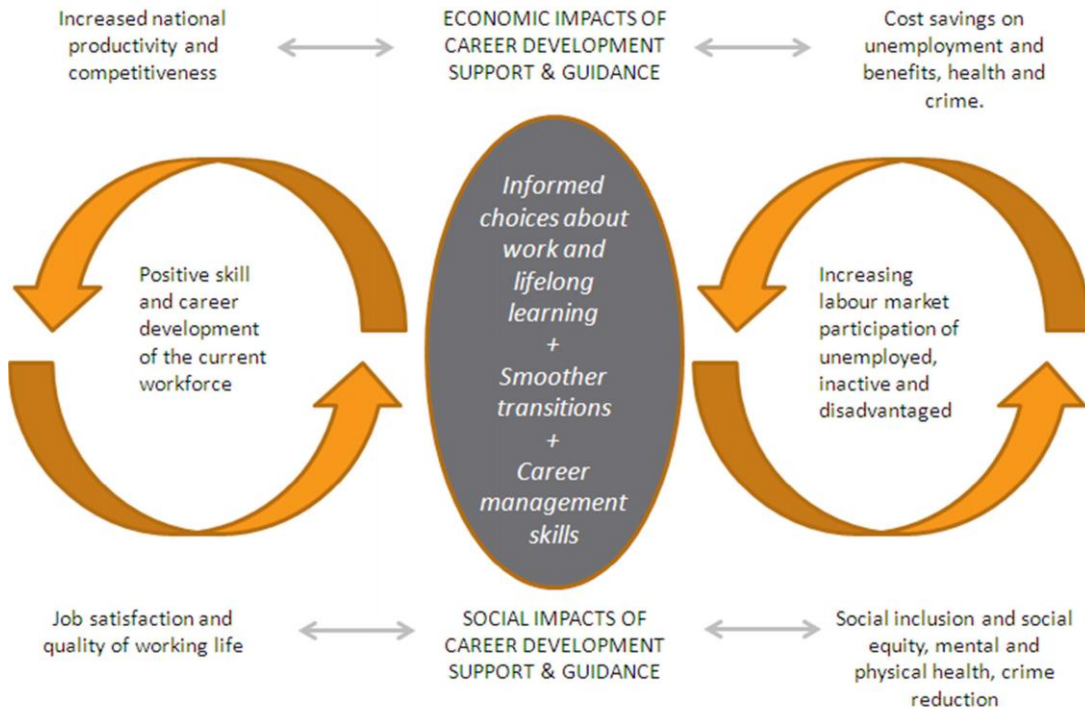

Figure 2: Economic and Social Impact of Career Development [11]

2.2.1 Individual, social and economic benefits

While evidence on the longer term economic benefits is limited due to poor collection processes, Element 1 identified a number of documented positive effects from career development interventions. These include:

o Increased educational engagement and attainment: There is some evidence that young people who undertake career planning are less likely to drop out of school.[12]

o Strengthened pathways for young people at risk of disengaging from education, training or work: Career development services play an important role in overcoming disadvantaged young people's lack of social capital by providing them with role models and work experience opportunities.[13]

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[11] Hirsch (2006) cited in European Centre for the Development of Vocational Training (2008) "Career development at work – a review of career guidance to support people in employment" Office for Official Publications of the European Communities pg113

[12] Miles Morgan "The National Career Development Strategy, Research Project Element 1 – Final Report", March 2011 - (copy dated 13 May 2011), pg. 48

[13] Ibid, pg. 54

- Increased self-awareness and self-confidence: Career development activities develop individuals' understanding of themselves and confidence in their ability to make good decisions.[14]

- Increased goal/future awareness and orientation: Career development activities help people understand their opportunities and feel more confident about their future. This is particularly important for individuals from disadvantaged backgrounds.[15]

- Increased awareness of the labour market: Exposure to experiential learning assists people in making the link between labour markets and their current educational experience.[16]

- Enhanced employment outcomes: There is some evidence that career development activities lead to better employment outcomes, particularly higher levels of satisfaction with current roles. [17]

2.2.2 Societal, social and economic benefits

While evidence of a direct link between career development and immediate economic impact is limited, it is possible to link the positive outcomes of career development activities to broader economic benefits, specifically:

- Workforce productivity: Increased levels of educational attainment will lead to a more highly skilled workforce and increased workforce productivity. For example Figure 3 shows the relationship between educational levels and median weekly earnings.

- Reduced education and training churn: Enabling young people to make better decisions about their education and training choices will reduce churn (e.g. non-completion of courses or changing of courses part way through). This churn is currently a significant cost for both education providers and individuals[18], while the delay in engaging in the workforce is costly to the broader economy.

- Decreased welfare payments: Studies have shown that career development activities and programs are effective in increasing the educational and work participation of unemployed people. This can lead to a reduction in welfare payments.[19]

- A better matching of employees and employers: The OECD suggests that a benefit of career development may be that "career guidance result(s) in a supply of job applicants whose talents and motivations were matched to employers' requirements"[20], this in turn could lead to increased productivity and/or reduced churn in the labour market.

As with other programs that lead to increased educational outcomes, there are a wide variety of additional social and economic benefits. In 2007 OECD published a comprehensive analysis of the

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[14] ibid, pg. 49

[15] ibid, pg. 51

[16] ibid, pg. 53

[17] ibid,, pg. 55

[18] Research by ACER shows that 27% of first year students seriously consider dropping out of University, with close to a quarter of students claiming boredom as the as the reason for departure, and 20% claiming a change in direction: Australian Council for Educational Research (ACER) "Australasian Survey of Student Engagement – Research Briefing" Volume 11, June 2011

[19] OECD (2004) "Career Guidance and Public Policy – Bridging the Gap" OECD Publishing, pg35

[20] Ibid, p.g 33

relationship between education and broader societal outcomes. The report identified benefits such as the improved health outcomes, reduced crime and later retirement.[21]
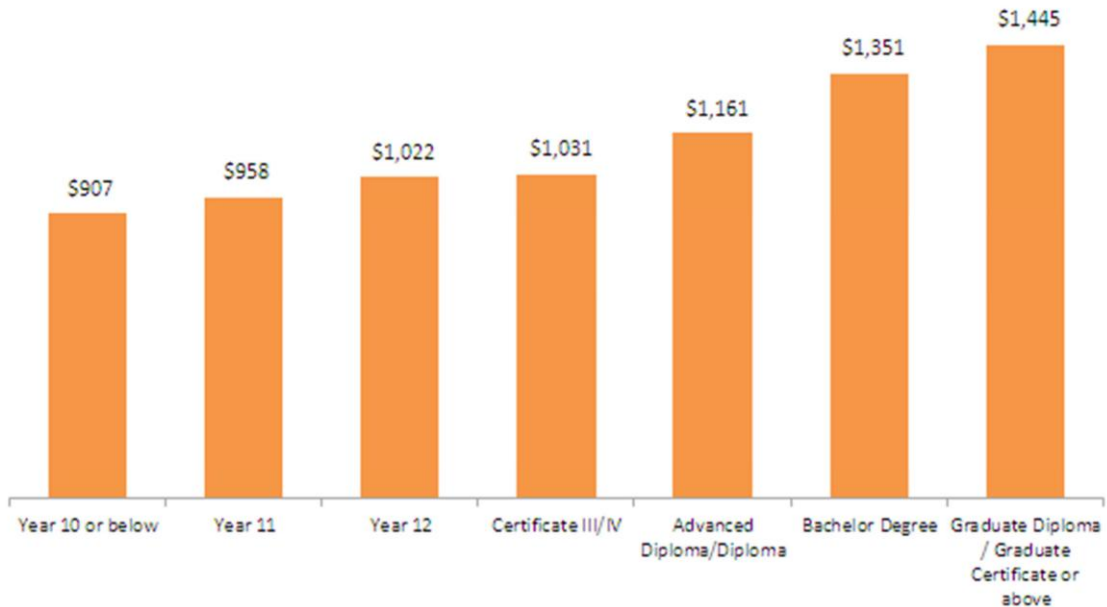

Figure 3: Median weekly earnings by education level[22]

2.3 International investment in career development services

While the evidence base on the long term economic benefits of career development is not strong, many advanced economies have recognised the value of career development services. Countries that have, or are, investing significantly in the development of universally accessible career development services include:

Wales: Career Wales provides a comprehensive multi-channel career service for all people. This includes providing one-on-one advice to all year 9 students in Wales. The service also provides support for key influencers such as parents, teachers and employers.[23]
Scotland: Skills Development Scotland manages a comprehensive internet service, supported by a help line and internet chat, which provides tailored career information for

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[21] From Schuller, T and Desjardins, R., "Understanding the Social Outcomes of Learning" Centre for Education Research and Innovation, OECD 2007, p. 45
[22] ABS, Education and Training Experience 2009 (6278.0).
[23] www.careerwales.com accessed on the 1st September 2011

all people, regardless of their age. Through partnering with Jobcentre Plus networks they provide face-to-face support for those transitioning from welfare to work. [24]

England: School students have been recently guaranteed the right to independent career advice, and it has recently been announced that an all-ages career service will be launched in 2012.[25]

New Zealand: Careers NZ provides a multi-channel career development service for all. The Careers NZ website offers a wide range of information, including targeted information for Maori. Advice and guidance is delivered by email, messenger, over the phone, as well as face-to-face. [26]

Further, while many other individual European countries (e.g. Austria, Germany, France and Czech Republic) have well established career development services, the European Union has recently launched a number of initiatives to improve such services. A 2008 study by the European Centre for the Development of Vocational Training recognised the need to improve career development services for those already in work, thereby assisting them to develop the skills necessary to manage their careers.[27] The European University – Enterprise Network, an initiative to create better collaboration between universities and enterprises, has also recently launched CareerCon. This is an annual conference designed to share best practice career development and ensure further collaboration between universities and enterprises in the career development agenda.[28]

There are also examples of investments in partnership arrangements to deliver career development services, particularly for 'at-risk' groups. In Scandinavian countries career guidance is embedded in early intervention programs which incorporate mutual obligation and personal action planning. This ensures that career development is part of a more comprehensive program designed to improve the life opportunities for these groups. In Demark, "municipalities have been legally obliged to make contact with, and offer to, young people who have dropped out of formal education on at least two occasions per year up to the age of the 19".

Ensuring that individuals have access to high quality career services is part of maintaining Australia's international competitiveness. This will be best achieved through the Australian, State and Territory governments working in partnership with the career development industry and employers investing in career development services.

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[24] Scottish Government (2011) "Career Information, Advice and Guidance in Scotland. A framework for Service Redesign and Improvement"

[25] http://nds.coi.gov.uk/content/Detail.aspx?ReleaseID=416365&NewsAreaID=2

[26] www.careers.govt.nz access on the 11th July 2011

[27] European Centre for the Development of Vocational Training (2008) "Career development at work – a review of career guidance to support people in employment" Office for Official Publications of the European Communities

[28] http://www.careercon.eu/

3 Service quality and accessibility is mixed

Key points:
- The career development landscape in Australia is highly fragmented.
- The quality and access of career development services available is variable.
- There is a lack of an evidence base regarding career development to guide future policy development.
- There is a lack of awareness of what career development services are available.
- There is no clear framework guiding quality, and providing clarity of roles and responsibilities.

3.1 Career development in Australia is highly fragmented

The nature of career development, the variety of settings in which it takes place and the federated nature of Australia, means that a highly fragmented nature is somewhat inevitable. Figure 4 attempts to summarise this fragmentation and the stakeholders that directly or indirectly impact on the career development of young people.
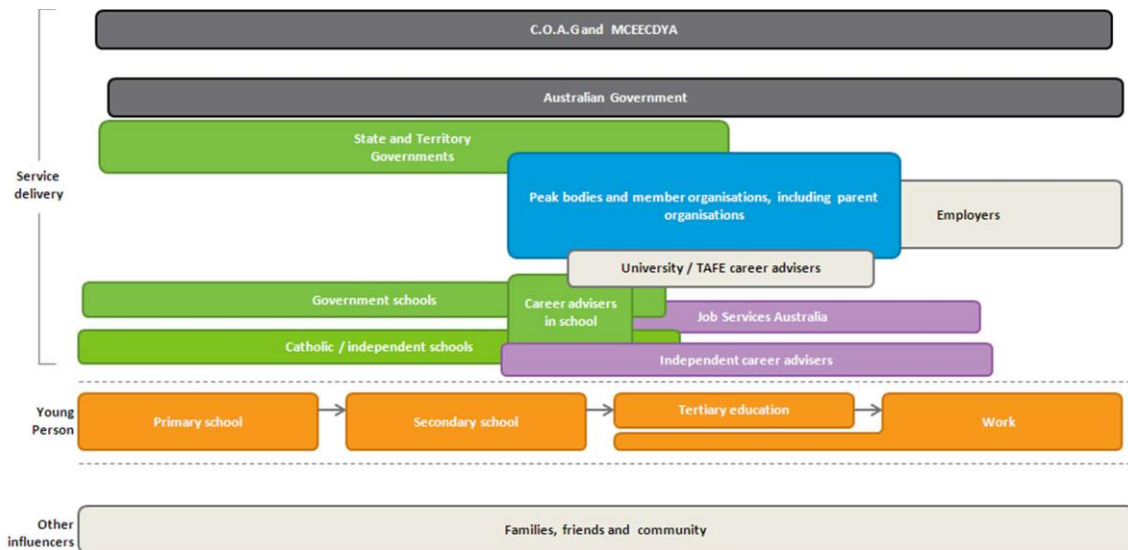

Figure 4: Career development stakeholders for young people

The lack of coordination combined with the high number of stakeholders has resulted in a large degree of variability in the availability and quality of career development services for young people.[29] An absence of quality or service delivery standards means that there is no minimum

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[29] Research conducted by both Element 1 and 2 found that there was a high degree of variability in career development services. For example Urbis found satisfaction lowest in those attending government schools, schools in regional or remote communities, and those in low SES areas: Source Urbis "National Career Development Strategy, Research Project – Element 2: Synthesis Report", April 2011, pg. 32

standard, or guaranteed level of service for young people. This results in variability that is dependent on the stage the young person is at in the school-to-work journey, and the state, school or institution (even specific school class) that they are in.

The lack of clear and coherent national leadership in career development was a key issue highlighted by stakeholders during consultations by Elements 1 and 2.

3.1.1 Roles and responsibilities are not clear

There is currently an absence of national leadership in the career development landscape. While state and territory authorities have a leadership and delivery role within each jurisdiction, the roles of federal, state and territory governments in providing national direction and driving the right level of national consistency are not clear.

Further, the undeveloped nature of quality standards, be it professional standards for practitioners or the service delivery standards for services, combined with the lack of a governance mechanism to enforce standards means that individuals have no guarantee of being able to access a service or of the service being of a high quality.

The NCDS is being driven by the National Partnership Agreement on Youth Attainment and Transitions, however there is broad recognition that leadership and governance needs to involve more than just the partners to this Agreement.

Government support for career development is the joint responsibility of the states, territories and the Australian Government. While the respective roles have not been defined they are implied through current activities and the National Partnership. Table 2 summarises Nous' understanding of the different responsibilities of the states, territories and Australian Government and other key service providers. A national strategy will need to clearly define the roles of all stakeholders and leverage key partners in delivering career development services.

Australian Government	State and territory governments	Other key services
o National policy o National career information products o National quality and consistency o National promotional and awareness raising activities o Contracting of Job Services Australia network and other provider networks	o State/territory policy and program development o Contribution to national policy o Career development programs in schools and VET o Career learning in the curriculum o Community based career development service networks	o Career advisers in non-government schools o Career advisers in universities, VET providers and programs o Private career advisers

Table 2: Responsibilities for career development for young people

Within the context of current activity the Australian Government role is responsible for the provision of materials and standards that can be used nationally, initiatives that have national impact, and leading policy development and strategy in collaboration with states and territories. A summary of current Australian Government activities, and recommended actions for each, is provided in Appendix C.

In addition, the National Partnership funds a range of activities at the Australian, state and territory level designed to improve student engagement and increase participation of young people in education and training.

During Nous' consultation, the general consensus by state and territory education and training bodies was that the Australian Government should focus career development activities on school students, particularly students approaching the end of compulsory schooling. Stakeholders felt that this approach should be broadened to at least include the VET and tertiary sector. However, there was strong advocacy by the vast majority of stakeholders for the NCDS to be a strategy for all people.

The coordination of career services in education with the workforce agenda is one of the strategic challenges countries face. It is one of the key drivers for the development of a 'national career service' by many OECD countries. The federated nature of Australia, with eight state and territory school education systems and two non-government sectors, makes the coordination and linkage of services all the more challenging. Significant benefits would be derived from greater national co-ordination. Many of the stakeholders consulted stated that creating a single national career development institution to achieve this purpose was not an appropriate or feasible option. They pointed to the value that could be derived from greater national co-ordination through collaborative national governance arrangements.

Given that the Australian Government through DEEWR has carriage of the policy agendas that span education and employment, it is logical that it play a leadership role in the provision or co-ordination of key national programs and services for career development, such as information and standard setting. However, while there is a role for the Australian Government in taking the leading the development of a national strategy, the strategy needs to developed and implemented in partnership with key stakeholders. This will require creating mechanisms to allocate, and hold accountable, roles and responsibilities of stakeholders in the development and implementation of programs.

3.1.2 The role of the career development industry is that of a partner

The Career Industry Council of Australia Inc. (CICA) has operated since its formation in 2000 as the peak national body for the career development industry. It was set up with Australian Government support and since its formation has played a useful role in representing career development practitioner organisations and promoting quality assurance in the industry. Also important are the Career Development Association of Australia (CDAA), Australia's largest national organisation of career development professionals across industry, government, education, small businesses, employment programs and community organisations, and National Association of Graduate Career Advisers Services (NAGCAS), which is the leading national association for career development services in tertiary education.

Our consultation found general support for CICA as a useful representative of the sector and a valuable advocacy organisation. Similarly the role of CDAA as a professional organisation was valued. These and other career industry organisations are important partners in career development policy development, along with governments, other sectors such as the education and training sector and employer organisations.

This general stakeholder support for career development industry bodies does not amount to a case for continued government funding. With CICA now established after ten years of public funding, it is

appropriate for the Australian Government to review its career development investments with a view to shifting them to high priority initiatives such as those discussed later in this report. Career development industry bodies may have a role in providing particular services and consideration should be given to competitively tendering for such services. More importantly these bodies can play a valuable role as part of the partnership approach advocated in the governance reforms detailed later in this report. No one career development industry body should be favoured in this. Rather the full diversity of industry opinion should be recognised by involving several players.

The role of career industry representative bodies, such as CICA, in future governance arrangements should be that of a partner. The career industry can provide valuable input into the development and implementation of policies, however overall leadership and governance needs to be with a body that includes a broader representation of all stakeholders. For example, the Board of Skills Australia has members from industry, state and territory training boards, trade unions and economists, ensuring that all stakeholders are engaged in the development of advice and policies.

3.1.3 Employers' role in career development is significant

Employers play an important role in the career development of young people. For those in education this includes providing information, and work experience opportunities, while for those not in education the responsibility can include providing training and development opportunities.

Urbis found that:

- Approximately a fifth of teachers, parents and career practitioners felt that employers were primarily responsible for the career development of young people not in education

- Only 7% of employers felt they were responsible for the career development of young people. [30]

However, employers do recognise that they have an important role to play in career development for their employees, with this being more the case for larger employers than smaller. Currently career development activities tend to focus on training to do a particular role or job. Large organisations may also offer mentors for young employees. Small employers however tend to have a limited understanding of career development, and a lack of any programs to support the career development of young people. [31]

Employers need to play a more prominent role in the career development of young people and employees generally. This will require including employer groups, such as chambers of commerce or skills bodies, in any governance arrangements, thereby ensuring that any national strategy is aligned with their needs.

3.2   The availability and quality of services are variable

The bulk of career development services are delivered by educational institutions. However, the quality of these services is known to vary depending on the state, territory, sector, specific school/TAFE/university and even class that a student attends. The services and programs available

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[30] Urbis "National Career Development Strategy, Research Project – Element 2: Synthesis Report", April 2011, pg. 20

[31] Ibid. pg. 53

range from those aligned with OECD practice, to those that fall well short. As is often the case with education related programs, those who require the most support often have access to the least, with satisfaction of services typically being lower in government and low SES schools.

For those not in education, services are largely limited to the internet, except for those in Queensland, Western Australia and the unemployed in South Australia where the state governments have created shop front networks which provide career development information, advice, and guidance to all.

3.2.1 The availability and quality of services in schools are highly variable

Career development in Australian schools typically centres on the development of a personal career or pathways plan, which documents a student's post-school options and intent. In some states and territories, such as Victoria, students are taught a curriculum infused with career development activities and competencies, while in others the focus will be on a single subject or plan. While in most states and territories students will have attended a school with a career adviser and had the opportunity to talk with the career adviser or a teacher, 11% of teachers surveyed by Urbis stated that less than "half the students at their school received any form of careers education". [32]

Some states and territories appear to be more effective than others at engaging partners, such as parents and carers (e.g. South Australia's Parents as Career Partners program) and the business community. And while most, if not all, schools allow students to undertake work experience, only half of students currently do so.

In the best case scenario this compares favourably with international evidence on career development in schools, which suggests that it comprises three core elements:

1. It should be infused in all subjects: Subjects should be taught so that they "[deliver] academic content in such a way as to articulate its relevance to the development of career competency and pathways to the world of work."[33]

2. There should be a subject that explicitly focuses on understanding the labour market and planning for the transition from school to further education and work.

3. There needs to be an experiential component that allows students to experience the 'world of work' through structured programs, such as work experience.

The variability of service quality and accessibility, particularly those that students find most valuable, is too great. As with most educational services, those that require the greatest support have the least.[34] It would also seem that the activities that students find the most useful are the ones that they have least access to. Figure 5 shows that students find experiential learning, such as workplace visits, work experience and visits to TAFEs or universities, the most useful career development activities. Access to these activities is, however, limited.

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[32] Urbis "The National Career Development Strategy, Research Project – Element 2: Quantitative Research Survey of Teachers", April 2011, pg. 2

[33] Miles Morgan "The National Career Development Strategy, Research Project Element 1 – Final Report", March 2011 - (copy dated 13 May 2011), pg. 60

[34] Urbis found satisfaction levels were found to be generally lower in government and smaller schools (less than 500 students), and those in regional, remote and low socio-economic status areas. Furthermore, young people in regional or remote areas are often limited in the types of careers they can learn about through work experience or through talking to individuals currently in those roles. Urbis "National Career Development Strategy, Research Project – Element 2: Synthesis Report", April 2011, pg. 33
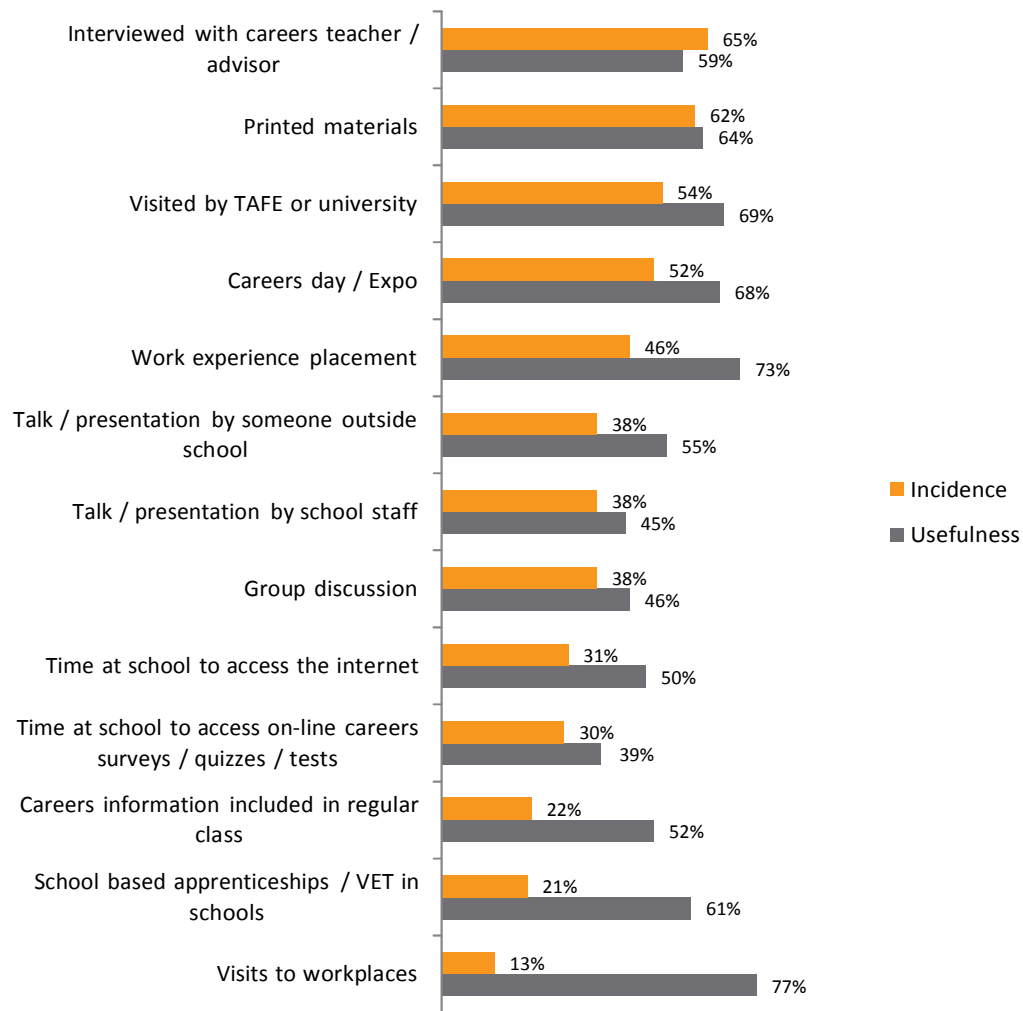
Figure 5: Incidence and perceived usefulness of various forms of career information or guidance - young people at secondary school [35]

Given the social capital required to access work experience and visits to workplaces it is likely that students from lower SES backgrounds have limited opportunities to participative in these activities. Urbis found that students from disadvantaged backgrounds are likely to place more emphasis on the role of the school, however it is likely that these schools are the least able to provide the career development services students require.[36]

It should be noted that during our consultation with states and territories it was reported that there is limited opportunity to increase work experience placements. The focus on gaining access to workplaces has shifted to structured workplace learning for VET in School courses. A number of states and territories discussed the use of structured workplace visits for groups of students, which

[35] Urbis "National Career Development Strategy, Research Project – Element 2: Synthesis Report", April 2011, pg. 32
[36] Ibid. pg.17

often take place over multiple days, as one effective substitute for work experience. In our discussions with Education Services Australia it was suggested that an enhanced version of myfuture could include some form of virtual or simulated work experience environment to help overcome the lack of availability of actual work experience.

Another indicator of the effectiveness of school provided career development services is the reported level of young people's satisfaction with career development services. A key finding by Urbis was the drop in satisfaction levels with career development in school once young people left school. This may indicate either a more positive experience of career development post-school or reflect their perceived shortcomings in the career development they received at school.[37]

Research also showed that only half of students agreed that career services were delivered at an appropriate time. This is consistent with the findings of Nous' consultations: that young people want to access career services at different times and that greater flexibility in the system is required to address this issue. The lack of satisfaction with the timing of career development services is not surprising. Career development services and information are normally provided to all students in year 9 or 10, regardless of their need or interest in the subject matter. With further assistance provided in years 11 and 12 as students confirm their post schooling pathways. There is a need to ensure that services are available to students when they become interested in careers, and that these services are better tailored to the specific needs of different cohorts.

3.2.2 Services in universities and the VET sector is variable, and typically has low visibility in the institutions

With regards to levels of satisfaction with career development services in the tertiary sector Urbis research found mixed results. Quantitative research found that young people are fairly positive about the career development offered by their VET and higher educational institutions. The qualitative research on the same issue was less positive, with many young people having 'no idea' what career development services their tertiary institution offers (see Figure 6). There is obviously a need for these services to be better promoted.

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[37] Urbis "National Career Development Strategy, Research Project – Element 2: Synthesis Report", April 2011, pg. 33
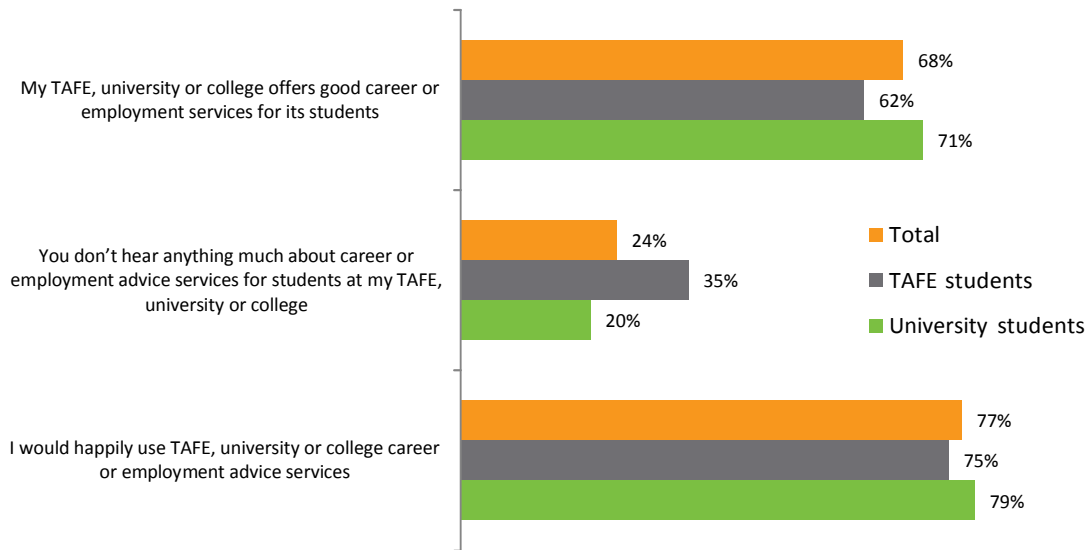
Figure 6: Satisfaction with career development services in TAFEs and universities

While there is variability in services across the university sector, a large number of universities have highly developed career services which include the ability to access advice electronically (e.g. through internet chat or email). With regards to TAFEs career guidance services, Urbis found that students felt there was limited support for those who were unsure about their current study choice and wanted to explore alternative pathways. There is also a strong preference for career advice services to be disentangled from personal counselling services, which is common practice in TAFEs. This is consistent with advice from the OECD which suggests that there needs to be a separation of careers and personal counsellors.[38]

3.2.3 Services for those not in education

Research conducted for Elements 1 and 2 of this project showed that poor access to career development services for those not in education (employed, unemployed and those not in the labour market) is a major gap in current arrangements.

The research undertaken by Urbis indicates there is no 'natural, go-to place' for career development support for young people once they leave education.[39] People not in education tend to rely on employment service providers or the internet. The research by Element 2 indicated that young people have mixed views on the quality of advice provided by employment service providers, in that their interests and aptitudes were not significantly explored by providers, while the internet is seen as having limitations as it only allows them to source information, not ask questions and obtain advice.[40] These observations suggest that there is significant room for an enhancement of internet

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[38] OECD (2004) "Career Guidance and Public Policy – Bridging the Gap" OECD Publishing, pg. 8

[39] Urbis "National Career Development Strategy, Research Project – Element 2: Synthesis Report", April 2011, pg. 42

[40] Urbis "National Career Development Strategy Research Project: Element 2: Qualitative Research", April 2011, pg68

information services, but also that both face-to-face and internet based services need to embrace broader linkages.

Three states currently have 'shop-front' career centres that provide advice to a wide range of people:

- Queensland – Skilling Solutions provides face-to-face training and career advice in locations across the state.

- South Australia – Career Development Services provides career advice to people not in education or work. They also assist school teachers in career development activities.

- Western Australia – Career Development Centres and a network of workforce development centres provide advice to all people. They are currently working on extending this to a multi-channel approach with phone and internet service provision.

Element 1 pointed to international experience suggesting value in having career information and advice services that are independent from education and training institutions (while maintaining collaboration with them), including organisations that:

- Do not operate under the same restraints as education institutions (e.g. curriculum requirements).

- Are able to pursue better links with local labour markets.

- Avoid placing "[the] institutional needs of their schools before the needs of students" [41] or potential students.

- Are more likely to provide impartial advice.

- Provide services to particular cohorts, including those at risk of losing attachment to the labour market.

There are numerous examples of externally-based career services, including: Austria, France, Germany, Scotland, Wales, the Czech Republic and New Zealand. Best practice suggests customer segmentation and a multi-channel approach deliver the greatest value to all stakeholders. The elements of a multi-channel approach can include:

- Face-to-face interviews

- Group discussions

- School lessons

- Structured experiences

- Assistance via telephone or internet/email

- Self-help resources.

In the Australian context such a multi-channel approach would require collaboration between Australian Government employment services and other service and education providers. A starting point could be to focus on the delivery of information and services over the internet. This is put forward in the strategy options proposed later in the report.

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[41] Miles Morgan "The National Career Development Strategy, Research Project Element 1 – Final Report", March 2011 - (copy dated 13 May 2011), pg. 65

3.2.4 Parents' requirements are not being met

Parents play an important role in the career development of young people. Urbis found that while most parents felt comfortable in their ability to assist their children in making career decisions, a large minority (40%) felt that the world of work had changed so significantly that it was difficult to advise them.[42]

While there is currently some support for parents, such as Parents Talking Career Choices, South Australia's Parents as Career Partners program and myfuture's assist others, the level and quality of overall support is not deemed sufficient.

Urbis found that specifically parents would like the following additional support:[43]

- Help in contacting people doing the kind of work their children might be interested in.
- Material on the internet, designed for parents on work, study or careers.
- Printed materials designed for parents.
- A careers hotline for parents.
- More parental involvement in career consultation.

A national strategy will need to ensure that parents have sufficient support to act as partners in the career development of young people.

3.2.5 Teachers and career advisers need better information

Teachers and career advisers recognise their role in the career development of young people. However, they feel that they need extra support to provide effective help. In particular they point to their need for better information, be it on how to integrate career development activities into general teaching, or the provision of local labour market data.

Primary teachers believe that there is a role for career development related activities and learning in schools. Almost half of those surveyed would like to see some form of professional development to assist them in better integrating career development activities, including the development of career development skills, into general classes.[44]

Secondary teachers recognise their role in the career development of young people, but feel they require more support, specifically, they need better access to information regarding:

- Careers related to the field that they teach
- Information on university/TAFE entrance requirements
- Information on labour market trends.

Secondary teachers have suggested that this could be provided through an online resource, but they also recognise the need to work more closely with career practitioners.

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[42] Urbis "National Career Development Strategy, Research Project – Element 2: Quantitative Research Survey of Parents", April 2011, pg. 3
[43] Ibid. pg 3
[44] Urbis "National Career Development Strategy, Research Project – Element 2: Synthesis Report", April 2011, pg. 51-52

TAFE teachers require more support from TAFE career practitioners. TAFE teachers are often called upon to provide career advice, however some worry that that they may not have up-to-date information on labour markets.

Career practitioners surveyed by Urbis identified the following areas of support that would assist them in being more effective:

- Additional time to spend with students/young people
- Greater contact with employers and industry
- Professional development and training
- Internet based resource
- Help in networking with other career practitioners
- Greater support from the organisation that they work for.

It is important to note that the majority of the support for career advisers would best be provided by the career industry itself. While the government does have an important role in supporting the provision of information, the career industry should also be involved, through developing programs to increase contact with employers and industry, investing more in professional development, and creating networking opportunities.

3.3 An evidence base is required to guide policy development

Element 1 noted that there is a, "lack of quality evidence base on the longer-term outcomes of career development interventions", and that securing the funding for long-term studies has not been possible.[45] This is a concern as policy makers are currently relying on limited international evidence to set policy direction.

There is also a lack of systematic data collection and/or analysis, with Element 1 finding the determination of current spending on career development services difficult. Review of the effectiveness of services is currently limited to client satisfaction surveys, with Career Development Centres in Western Australia also using 'mystery' shoppers (whereby 'fake' shoppers use the career development services to assess their effectiveness).

Work is required to build the evidence base on the impact of effective career development to inform future policy design and investment. Research should concentrate on three main elements:

- What people want and need from career development services.
- What career development services are available.
- What the short and long term benefits of career development interventions are.

The lack of evidence on effective practice means that the most effective career development interventions are, as yet, unclear. While it is clear that building a strong and accessible information base for young people and those that help them with career development is a low risk and robust investment, other investments are less certain. Research needs to be undertaken to determine

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[45] Miles Morgan "The National Career Development Strategy, Research Project Element 1 – Final Report", March 2011 - (copy dated 13 May 2011), pg. 39

what career development activities, have the greatest impact. As more evidence becomes available policies and programs will need to be refined.

3.4 There is a lack of awareness of available services

Element 1 noted the absence of a clear, shared understanding by the general community (and even by career professionals) of what career development means. It also included communication and marketing as one of the characteristics of effective career development systems, insofar as "promotional activity is sufficient to raise awareness and the profile of services".[46]

Element 2 noted that individuals, including students and parents, did not know where to go for career development services. Brand recognition of services used is not strong, with individuals recalling using an internet service but being `unsure of its name (most likely myfuture)'.

The amount of information, including the multitude of government websites, let alone those of private providers, job sites, and training organisations, makes finding the right information even more difficult. Therefore, a comprehensive communication strategy is required to ensure that individuals understand the value of career development activities, and the services available.

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[46] Ibid. pg. 81

4 A National Career Development Strategy

4.1 The NCDS requires a number of core elements to be successful

Nous has developed content options to populate a draft National Career Development Strategy, one which responds to the challenges we have identified in the current career development system (see Section 3 Service quality and accessibility is mixed) and draws upon the following essential principles (set out in full in Appendix D.):

○ Centred on the personal needs of the citizen: Tailored to suit the needs of the individual, based on their stage of life, their background, and their needs.

○ Accessible: All citizens, regardless of their background, educational and employment status, and location should have access to the entire suite of career development services.

○ Of recognised quality: career development activities and services should be up-to-date, and consistent with best practice, thereby allowing citizens to use them with confidence.

○ Based on evidence: The evidence base on effective practices needs to be further developed so that programs and practices can be refined to become more effective in the future.

To be successful the NCDS needs to be developed, and implemented, in partnership with all key stakeholders. While the Australian Government through DEEWR needs to take the lead, the strategy will be the product of the Australian, State and Territory governments, along with the career development industry, employers and other stakeholders including other government agencies. As well as key organisations, parents, educators, the broader community, and individuals themselves, all have a part to play in the development and implementation of the final national strategy.

Nous has developed content recommendations (many with alternative options) under the following key strategy elements:

○ Vision

○ Goals

○ Leadership

○ Governance

○ Services

○ Evidence

○ Communications and marketing.

Section 4.2 includes content options for each of these strategy elements, preceded by a short explanation of that element's purpose. The options begin with the most basic and move through to the most comprehensive. For each option we have also considered which partners are best placed to deliver the changes. Note that the options are not necessarily mutually exclusive, and that it may be desirable to implement multiple options under each element.

4.2 Options for a National Career Development Strategy

4.2.1 Vision

The vision for the strategy represents an overall picture of the desired long-term state. It guides the remainder of the strategy's content, including the goals and objectives. It should be relatively short and aim to 'cut through' and instill a clear understanding in the reader. In order to ensure the vision is shared by all stakeholders it should be jointly developed by the partners.

The vision should reflect the principle that career development is about individuals gaining skills through partnerships with various individuals and organisations.

Draft vision:

"Achieving career development excellence for all people through partnerships between individuals, industry, career development professionals and government."

All individuals, regardless of background or location, have the opportunity to develop lifelong career management skills, and are provided with the tools and information they need to successfully manage their career. The development of career management skills is best achieved by assisting those that have the most influence over an individuals' career development, such as parents, carers and teachers, and providing independent advice and guidance to those who need it.

4.2.2 Goals

The strategy requires a clear set of goals that specifically define its aim. If met, these should collectively represent significant and tangible progress towards achievement of the vision. Where possible, they should be aspirational yet achievable, and should also be measurable.

Draft goals:

1. Every individual has the opportunity to build the skills required to manage their career throughout their lives.

2. There is equitable access to high quality career information, career development services that meet recognised quality standards and support for those making career decisions and their supporters.

3. Career guidance is delivered by highly qualified career professionals with expert skills.

4. Future policy and program reform is enabled by a strong evidence base.

5. All people understand where to access career development services, and the value of these services.

4.2.3 Leadership

In a system as diverse and dispersed as the one providing career development services to young people, a strong drive for integration, consistency, accessibility and quality is essential. Achieving this drive requires leadership by the key stakeholders, including governments, industry and the career development industry itself. Governments have the responsibility to initiate and provide a governance framework for such leadership. The Youth Attainment and Transitions NP is a useful

start, as is the agreement to develop a national career development strategy, which provides a foundation for the next step. Clear guidance and motivation from a commonly agreed source or sources will be required. This leadership is about who takes primary ownership of each part of the strategy, setting an example and providing the drive and impulse for further development. Leadership includes both ongoing policy development and implementation.

In the first instance the Australian Government must take the lead and initiate the national approach required to develop and deliver a national strategy for career development. While the government should provide national leadership, broader leadership across the career development system will take place at various levels and be taken up by different players. The following leadership framework is proposed:

○ The Australian Government should lead on national strategy and policy, in collaboration with the states and territories through the relevant ministerial councils. It should also lead on service delivery for key national programs (such as national information provision) and for people not in education (such as unemployed people, and those seeking to make their way in the labour market).

○ States and territories should lead on service delivery in their jurisdictions and delivery for people in school and vocational education, partner on service delivery in relation to national programs and for those not in education, and contribute to the development of national policy.

○ The career development industry (represented by a range of organisations and academics) could be given a lead role for specific tasks (such as the development of national quality standards for practitioners and service providers, and the development of resources for practitioners) and should contribute to policy development and developing an evidence base.

○ Universities and TAFEs should be involved in policy setting through any governance arrangements. There could also be clear expectations from governments that the receipt of public funds requires students to have access to career development services that meet prescribed standards.

○ Broader industry should be involved in policy setting at a national and jurisdictional level and implementation of standards and career development support in the workplace can contribute to the evidence base.

4.2.4 Governance

To support leadership, Australia's career development system requires clear and effective governance. In this context governance means the establishment of clear decision making authority, advisory structures, delivery responsibilities and representation of relevant interests. These governance arrangements include those tasked with responsibilities required to drive the reform processes and ensure the vision is being pursued.

The requirement for stronger leadership and governance arrangements and support was a consistent theme in the research and consultation, specifically:

○ The characteristics of effective career development systems developed in Element 1 identified 'strong and accountable leadership' as the first key criteria.

○ During our consultation the lack of clear leadership and supporting governance was viewed as a significant gap. In particular, the absence of clear leadership meant that some services were being duplicated by the states and territories, while in other cases there were serious gaps in service delivery. States and territories welcomed the concept of a national strategy and leadership to drive it, but they were mindful of the need to ensure that reform complemented their current investments and services.

We have only presented one option for governance. We note that an alternative option would be to create a company to operate and govern career development programs. However stakeholder feedback suggested this was not a desirable or feasible option. Concerns included the potential cost of this option; that implementation would be difficult; and that it risked duplication of services already provided by some states and territories. There is also a risk that in creating an organisation to manage career development for all, others such as education systems will absolve themselves of any responsibility. This would not be consistent with the vision of the strategy.

Establish a National Career Advice Council

Appropriate leadership and supporting governance begins with decisions by all government partners through the relevant ministerial councils. Under this approach, governments, through the ministerial councils would endorse the NCDS and establish a National Career Advice Council (NCAC) to lead its shared implementation, especially to lead and govern the implementation of key national initiatives such as on-line information, quality standards and communication and develops an evidence base. It would also be charged with providing advice to governments. This would require an agreement or memorandum of understanding between the parties to agree the roles and responsibilities and accountabilities for delivery of key elements of the strategy. Developing and settling the terms of this agreement would be one of the first tasks of the NCAC.

The NCAC would include key government(s), industry (career development industry and wider industry) and stakeholder members, such as:

○ The Australian, state and territory governments.

○ National career development industry organisations such as CICA, CDAA and NAGCAS.

○ Stakeholder groups, such as parent groups.

○ Independent and Catholic school representatives.

○ Government agencies dealing with skills, workforce development and employment (e.g. NCVER, Skills Australia, Job Network).

The NCAC will have working groups or sub-committees to progress major initiatives and to delegate key functions to partners. Particular tasks (e.g. development of national standards) could be commissioned or contracted out to partners, including for example:

○ On-line career development services (an enhancement of the myfuture governance arrangements).

○ National standards setting and endorsement group

○ Expert advisory panel to advise on policy development and reform (including leading policy thinkers)

○ Research and evidence panel.

DEEWR or state and territory education departments could provide secretariat services on a rotating basis.

The advantages of this governance model is that it is flexible and allows for a wide variety of stakeholders to be involved, yet is simple and low cost to implement. It is also aligned to the federalist approach that recognises the role of all governments, while providing clear accountability through MINCO. The risk of this model is that the lack of a full-time staff or corporate structure will limit its ability to perform an advisory and co-ordination function. Key implementation considerations include:

- Extent of the required investment: Limited capital investment. Some ongoing investment for secretariat support.

- Who will be responsible: Joint responsibility between the Australian, state and territory governments.

- Expected timeframe: This will require consultation with industry, tertiary institutions, etc. to determine members and terms of reference, however it should be implemented in under a year.

4.2.5 Services

For individuals to develop career management skills and successfully manage their career they require access to three key sources of knowledge and assistance:

- Information: Access to high quality information on education and training pathways, career options, and local labour market details. This information needs to be tailored to suit the needs of the individual.

- Advice: Independent, tailored advice either through key influencers who have been supported and provided with the right advice, or partners.

- Guidance: Tailored guidance by highly qualified professionals should be available to all, but targeted towards those that need it.

This assistance needs to be provided in a way that ensures there is equitable access for all.

Information, advice and guidance are delivered through four main services:

- Information technology services: While some material may still be available in printed form the vast majority of information will be delivered through information technology.

- School curriculum: Schools have an important role to play in the building career development skills for all people.

- Standards for career practitioners and services.

- Improved access to face-to-face support.

Options are offered below for each of these services.

4.2.5.1 Information technology services

The provision of information technology services needs to be led at a national level. As with the current myfuture funding arrangements, some form of cost sharing between the federal and states

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and territory governments may be most appropriate. Governance arrangements need to ensure that services complement other services provided by states/territories.

The rationale for investing in information technology services includes:

○ Element 1 found that a multi-channel approach was considered best practice by the OECD and that ICT should be integrated into any approach.

○ Element 2 found that the Internet was the natural place to go for those not attending an educational institution, therefore improving the current technology improves equity of access for this group. They also found that those in regional, rural and remote locations relied on the internet for much of their career development information.

○ Element 2 also found that young people felt that they were personally responsible for their own career development; the provision of better information is key to supporting this. Furthermore, Element 2's consultations with parents, who are typically the biggest influencers on a young person's career, want access to better information.

○ Nous found broad support for increased investment in technology during our stakeholder consultation, particularly better local labour market data and the provision of services through messenger/telephone.

○ While there is limited evidence on the effectiveness of career services provided over the internet, there is a significant amount of research indicating that other forms of counselling services can be provided effectively through the internet.[47]

Option 1 – Consolidated Information Tool

Improve the provision of career development information through the consolidation of current information on a single web-site[48] with a stronger brand. For example this could include the information that is currently found on sites such as:

○ myfuture

○ JobGuide

○ Year 12 – what's next

○ Parents talking career choices

○ Skillsinfo.gov.au

Information relating to entrance requirements for university and vet courses, along with training pathways could also be included.

A stronger brand or better promotion of the myfuture brand would ensure that all individuals know where to look for career-related material.

Key implementation considerations include:

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[47] Kessler, D et al "Therapist-delivered internet psychotherapy for depression in primary care: a randomised controlled trial" The Lancet, Volume 374, Issue 9690, Pages 628 - 634, 22 August 2009

[48] Note: Information provided by Education Services Australia indicates that the infrastructure that supports myfuture is underutilised and could support significantly more information and usage.

- Extent of the required investment: No need for additional investment in content, and minimal investment in infrastructure (myfuture has the capacity for additional content). There will be a requirement to make some investment in brand. There should be no additional recurring cost.

- Who will be responsible: Joint responsibility between federal, state and territory governments.

- Expected timeframe: Consolidation during 2012, with launch January 2013.

Option 2 – Comprehensive Information Service

As well as consolidating the current disparate information a redesign of the website based on further research. This research could have a number two elements; firstly, it should be based on what we know about how individuals make decisions, and how this changes over time. Secondly, it should be based on what career development tools and interventions are known be effective.

The website should be designed in a way that it tailors the information provided to individuals in a way that is more closely aligned with their needs. For example:

- Information tailored for specific cohorts:

  - Age-based / career cycle based (e.g. transitioning to senior secondary, school to work, etc.).

  - Based on backgrounds of known disadvantage (e.g. tailored information for Indigenous students, for CaLD, young carers or people with disabilities).

- Increased support for parents / carers, teachers, career advisers and other key influencers.

- Improve the links to local labour market data and ensure it is in a format that is easily understood by the intended target market. The data should also be clearly linked to appropriate education and training pathways. Note there may be an opportunity to work with the Department of Regional Australia, Regional Development and Local Government.

- Create forums or services that allow individuals to talk to 'real people' who are currently working in the field that they are interested in. This could be done through forums or linkages with local industry groups.

- Develop workplace simulations/virtual work experience.

- Provide an 'e-portfolio' space for students to key their personal learning plans, and for all people to key their résumés.[49] Provide résumé templates or builders, and other tools which individuals want. This will encourage use of the website.

This option would require stronger partnerships with industry associations to improve the accuracy of labour market data, and to allow those exploring career options to connect with people who are currently working in the field they are interested in.

- Extent of the additional investment: Capital investment in market research, in content development, and in the development of additional features on myfuture. However current

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[49] During Nous' consultation with Lester Oaks on the 24th of June 2011 he discussed CareersNZ experience, and the importance of including practical tools, such as CV and cover letter templates, to assist individuals. This practical assistance increases the likelihood of the website being used and viewed positively.

infrastructure should be able to support increased functionality. There will be a requirement to make some investment in brand. There should be minimal increases in recurring funding.

- Who will be responsible: Joint responsibility between federal, state and territory governments.

- Expected timeframe: Development during 2012, with launch January 2013, with ongoing development and improvement.

Option 3 – Multi-channel service delivery

As per Option 2, this option would involve building a more comprehensive and tailored information source. This information resource would also be supported by provision of career advice and guidance by qualified professionals.

Advice / guidance could be provided through a multi-channel approach that could include:

- Messenger / chat function on-line.

- Telephone.

- Email.

This service would be available for both those looking for advice/guidance and those supporting people making career decisions (e.g. parents and teachers). This would require a greater partnership with the career development industry to determine the best ways to resource these services.

- Extent of the additional investment: Capital investment in market research, in content development, and in the development of additional features on myfuture. Capital investment in developing the capacity to deliver advice through phone/internet. Current infrastructure may require some investment. There will be a requirement to make some investment in brand. There will be a significant increased recurring funding to pay for the provisions of advice.

- Who will be responsible: Joint responsibility between Australian and State/Territory governments.

- Expected timeframe: Development and implementation to take 2 years plus

The advantages and disadvantages of the three information technology service options are outlined in Table 3: on the following page.

	Advantages	Disadvantages
Option 1 – Consolidated information resource	o Minimal investment o Central resource for all career development information	o Doesn't increase access of advice o Limited increase in access to tailored information o Information not appropriate to cohort therefore less return on investment.
Option 2 – Comprehensive information source	o Customising information for specific cohorts should assist all people in career development decisions o Better information for "influencers" will allow them to better support young people o Ability to connect/consult with people working in fields of interest will improve career decisions o Better links to local labour market data will assist all people making career decisions	o Will require investment in market research and content development o Local labour market data which will require linkages will require working with other bodies/agencies o Does not increase the availability of career guidance
Option 3 – Multi-channel service delivery	o Provision of career advice / guidance will improve equity of access, particularly to those not attending an educational institution, or those in regional / remote areas o May assist in building the career development industry through providing increased employment opportunities for career advisers o Other benefits associated with Option 2	o High cost option, significant development and ongoing costs o May result in some duplication of services with states/territories (although this risk can be managed by the governance arrangements ensuring there are close linkages with state/territory services).

Table 3: Information technology services options – advantages and disadvantages

4.2.5.2   Increased access to face-to-face support

There is a need to ensure that those who require face-to-face services receive quality advice and guidance. While this advice will ultimately be delivered through partnerships, the Australian Government has a key role in ensuring that providers are of a certain quality.

The need for some form of face-to-face services was highlighted in all research and consultations, including:

o Element 1 found that the provision of independent, face-to-face services was consistent with international best practice.

o Element 2 found that while young people were inclined to use the 'internet' there was still a need for face-to-face service. The general inability of young people not attending an education institution to access face-to-face career development services was seen as a major gap in current arrangements.

o During Nous' consultation the majority view was that while information technology could deliver services to most people, high need young people may require additional face-to-face services.

Option 1 – Leverage existing government contracts

At a minimum there is a need to ensure that all individuals that are currently receiving career related advice and guidance are receiving it from someone with sufficient training (e.g. have a minimum Certificate IV in career development).

To implement this requirement the Australian Government could:

- Determine which service providers are currently giving career advice/guidance (e.g. Job Services Australia, refugee assistance programs, etc.).

- Develop a transitional timeframe, signaling to providers that they will need to have all their service delivery staff accredited by a future date.

The key implementation issues include:

- Extent of the additional investment: Minimal investment will be required by Government to determine which programs standards should apply to, and to change contract requirements. Significant investment will be required by contracts to ensure employees are compliant, and may increase as the requirements of the professional standards increase.

- Who will be responsible: The Australian, state and territory governments

- Expected timeframe: Will require extensive consultation, and sufficient lead time for implementation.

Option 2 – Utilise tertiary education sector and/or other partners

The Australian Government could work with partners to ensure there is broader access to career development services. For example, it could work with the tertiary education sector (universities and TAFEs) or the Job Services Australia network to provide all young people with access to independent career advice/guidance. This could be done through a voucher system, whereby young people are provided with career services at education institutions, regardless of whether they attend the institution. The government would then provide a rebate to the service provider.

Key implementation considerations include:

- Extent of the additional investment: May require some capital investments to determine size of the potential market, and increase capacity within education institutions. Recurrent funding for service delivery.

- Who will be responsible: Australian Government to lead, working with tertiary education providers and state and territory VET providers.

- Expected timeframe: One to two year scoping and implementation.

Option 3 – Develop state/territory based networks

The Australian Government could work with states/territories to ensure that all states and territories have 'shop-front' career development centres to ensure that there is universal access to face-to-face career development services.

State and territories would be free to deliver these services in a way that best suits their requirements. However, this would require agreed minimum standards. For example, Queensland and Western Australia currently take varying approaches to providing an all age career development service. Western Australia has one government run centre, which then funds a network of centres run by Not-For-Profits, whereas Queensland has a government run network.

Key implementation considerations include:

- Extent of the additional investment: Capital funding to determine the extent of services required, and to determine service delivery options. On-going funding for either government run centres or Not-For-Profit run centres.

- Who will be responsible: State and territory governments.

- Expected timeframe: Two to three year scoping and implementation.

The advantages and disadvantages of the three partnerships to increase access to face-to-face services options are outlined in the Table 4 below.

	Advantages	Disadvantages
Option 1 – Utilise existing government contracts	- Quick / easy to implement - Low cost to government - Ensures that disadvantaged groups that are already receiving support receive higher quality support	- Does not assist those not currently receiving some form of advice
Option 2 – Utilise tertiary sector and/or other partners	- Utilises existing career development services - Ensures those most at need receive services	- Difficulty in ensuring advice is not biased toward university sector - Only provides targeted support - Expensive
Option 3 – Develop state/territory based networks	- 'Shop-front' career development services available for all - Avoids duplicating current services provided by states/territories.	- Expensive to implement - Unclear delineation of state, territory and Australian Government responsibilities for unemployed.

Table 4: Partnerships to increase access to face-to-face services – advantages and disadvantages

4.2.5.3 School curriculum

School curriculum standards and implementation needs to be driven by state/territory education departments and non-government school sectors, as with other curriculum initiatives this needs to be co-ordinated through ACARA.

The rationale for investing in curriculum services includes:

○ Element 1 found that best practice dictates that career development activities should be both integrated into all subjects and delivered as a separate stand-alone subject, and that career development activities could begin in primary school.

○ Element 1 also found that the degree to which career development was integrated into curriculum varied significant. While some states, such as Victoria, have invested heavily in integrating the ABCD into the general curriculum, others have focused on specific subjects or tasks.

○ Element 2 found that the provision and quality of career development in secondary schools was patchy, and that in general young people received less of the career development they found more useful. Indicating that more work could be done to improve consistency and use of best practice.

○ Element 2 also found that there was broad support for career development activities to begin earlier, with some activities beginning in primary school.

○ Some states and territories had a strong view that significant work had already been undertaken in integrating career education in curriculum standards.

○ However, there was a wider lack of understanding of this and a concern about consistent application of curriculum standards.

The options for improving school curriculum are outlined below.

Option 1 – Map current curriculum

There is an important role for career development in the school curriculum. Best practice from the OECD dictates that career development should be integrated into the general curriculum, as well as being a separate stand-alone subject.[50] For example, the Victorian Careers Curriculum Framework has integrated career development into the year 7 to 12 curriculum, and provides teachers with resources specific to each year level.[51]

Option 1 would look to extend best practice across all states and territories by:

○ Mapping current curricula to career development skills to determine what career development competencies are currently integrated into curriculum.

○ Communicating the results of the exercise; allowing state and territory education systems to develop improve integration if/when they see fit.

Key implementation considerations include:

○ Extent of the additional investment: Minimal capital investment for mapping current subjects.

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[50] OECD (2004) "Career Guidance and Public Policy – Bridging the Gap" OECD Publishing
[51] http://www.education.vic.gov.au/sensecyouth/carframe/ltresources/default.htm accessed on 9 September 2011

○ Who will be responsible: States and territories through ACARA.

○ Expected timeframe: Mapping could be completed within one year.

Option 2 – Develop curriculum standards based on best practice

In addition to mapping the current curriculum, this option would see the development of curriculum standards, specifically:

○ Develop standards for 'stand-alone' career subjects.

○ Review and provide advice to states, territories and ACARA on best practice and potential reforms to curriculum where appropriate.

○ This may require changes to teaching pedagogy, and professional development for teachers.

○ Work with university sector to embed career guidance competencies into teaching courses.

Key implementation considerations include:

○ Extent of the additional investment: As per Option 1, but would require further development of standards for 'stand-alone' subject and development of best practices.

○ Who will be responsible: States and territories through ACARA.

○ Expected timeframe: One year to complete mapping and determine best practice. Development of standards for 'stand-alone' subject may take another year, and multiple years for the integration of career guidance competencies into teaching qualifications.

Option 3 – Integrated into all curriculum

As well as integration into secondary subjects, career development activities could be integrated into primary school subjects. Key steps would include:

○ Develop agreed national career development standards describing career development content for integration into all relevant subjects, including 'stand-alone' subject.

○ This may require changes to teaching pedagogy, and professional development for teachers.

○ Work with university sector to embed career guidance competencies into teaching courses.

Key implementation considerations include:

○ Extent of the investment: As per Option 1, but would require further development of school curriculum to ensure career development activities are integrated.

○ Who will be responsible: States and territories in partnership with the Australian Government through ACARA. May require the assistance of teaching schools.

○ Expected timeframe: Multiple years to develop integrated curriculum and embed into pedagogy, and in the integration of career guidance competencies into teaching qualifications.

The advantages and disadvantages of the three curriculum options are outlined in Table 5 on the following page.

	Advantages	Disadvantages
Option 1 – Map current curriculum	○ Simple and quick to implement ○ Provides base-line understanding of the current extent of integration of career development activities	○ May expose, but not solve, significant gaps in the integration of career development into general curriculum ○ Does not ensure that career development begins in primary schools
Option 2 – Develop curriculum standards based on best practice	○ Creates assurances regarding stand-alone career subject ○ Provides states and territories and ACARA with guidance on best practice ○ Ensures that teachers have the skills necessary	○ Will require extensive consultation in determining best practice, ○ Difficulties in implementation of standards across states/territories ○ May result in minimal change.
Option 3 – Integrated into all curriculum	○ Ensures career development is integrated into all schooling, including primary ○ Ensures that teachers have the skills necessary	○ Expensive and time consuming to implement ○ May experience some resistance to placing career development in primary schools

Table 5: Curriculum options – advantages and disadvantages

4.2.5.4 Quality standards

As well as the requirement to ensure the skill level and capability of individuals providing career development advice, there is also a requirement to guarantee the minimum quality of career development services and information. This is particularly true for services aimed at young people, as they are likely to receive advice from a range of influencers who may rely on career services in formulating their advice. CICA has produced professional standards for career practitioners and guiding principles for Career Development Services and Information Products.

The rationale for further investment in quality standards is as follows:

○ Element 1 considered "delivery frameworks, quality standards and quality assurance mechanisms (to) guide all service provisions"[52] as key to ensuring effective career development practices, and was one of their suggested design criteria.

○ Element 2 found that level of satisfaction with career development services was typically quite low, and that there was a high degree of variability in the services.

○ Our consultation indicated that:

  ○ There is general support of the professional standards for career advisers, however there was some concern regarding the ability of associations to vet their members.

  ○ The current professional standards for career development services and information products are neither appropriate nor useful for the career development in education services.

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[52] Miles Morgan "The National Career Development Strategy, Research Project Element 1 – Final Report", March 2011 - (copy dated 13 May 2011), pg. 85

- There was support for the Australian Blueprint for Career Development providing a good basis of the development of quality standards related to career development services and activities.

- Career advisers in the United Kingdom are in the process of achieving chartered status, showing that it is possible to lift the status of the profession. [53]

Quality standards are ultimately the responsibility of the career industry (note that by industry we mean the appropriate industry body at the time). However, they should be applied with visible accountability and authority and should therefore be administered by the career industry, with guidance from the revised governance structure. This will ensure they meet the requirements of stakeholders, which will increase the likelihood of broad acceptance and adoption of the standards, particularly service delivery standards. For quality standards to be effective, they should be linked to marketing so the general public is aware of what to expect and look for.

Our recommendations for improving the standards are:

Option 1 – Continuous improvement in standards

The career industry should continue to build on current standards:

- Improved quality standards, particularly for career services in all education settings and information products.

- Continuous review and improvement of the requirements for career guidance practitioners qualifications and courses.

Key implementation considerations include:

- Extent of the additional investment: Some capital investment for the improved quality standards.

- Who will be responsible: Led by the career development industry, with guidance from governance arrangements.

- Expected timeframe: New standards could be completed within one year and should be continuously improved.

Option 2 – Strong standards as benchmarks to enable career development market

As well as improving quality, linking standards to an improved career brand could assist in the creation of a more competitive market for career services. This would involve:

- Working with the leadership/ governance body to create a stronger brand for accredited services.

- Developing quality standards for various types of services:
  - School career service (which would be aged based)
  - University services
  - TAFE services
  - Private practice.

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[53] NAEGA http://www.naega.org.uk/library/profession/chartered-status-plan.pdf

- Promoting the value/benefit of using a service that meets the required standards.

Key implementation considerations include:

- Extent of the additional investment: Capital investment in the development of the brand and the standards.

- Who will be responsible: The career development industry would take the lead, working with governance arrangements to develop and promote the brand and the standards.

- Expected timeframe: New standards and brand could be developed over the course of one or two years.

Option 3 – Link quality standards to a brand with curriculum standards

As well as creating a brand this option would see the creation of a rating system that would allow differentiated marketing of the services. These quality standards could also be extended to school curriculum.

Key steps in the process would include:

- Development of more detailed service standards for particular client groups such as students in low SES schools, young people in regional areas and those out of the workforce, etc.

- Linkage of standards to a strong brand (through a 'star' rating for example), enabling service providers to market that they are recognised providers.

- Consider assessing and reporting performance against standards.

Key implementation considerations include:

- Extent of the additional investment: Capital investment in the development of the brand and the standards.

- Who will be responsible: The career development industry would take the lead, working with governance arrangements to develop and promote the brand and linking it with the standards.

- Expected timeframe: New standards and brand could be developed over the course of one or two years, however linking to performance through an accountability mechanism/regulation would take longer.

The advantages and disadvantages of the two quality standard options are outlined in Table 6: below.

	Advantages	Disadvantages
Option 1 – Continuous development in standards	○ Ensures on-going improvements in career standards	○ There may not be sufficient incentive for practices to meet standards
Option 2 – Strong standards to enable a career development product market	○ Promotion of standards and brand should assist in creating a market for career development services	○ Expensive to implement ○ Need for extensive consultation to ensure buy-in by all stakeholders

	Advantages	Disadvantages
Option 3 – Link quality standards to brand with curriculum standards	○ Development of detailed quality standards will assist in building the career development market through providing customers quality assurance, allowing private providers to increase investment in service delivery and marketing[54]	○ Complexity in developing multiple standards / rating system, including the need for extensive consultation

Table 6: Quality standards options – advantages and disadvantages

4.2.6 Evidence

Evidence on the impact and effectiveness of career development services, particularly Australia-specific evidence, is currently limited. Nous recommends that governments and the career development industry build the evidence base to guide future policy and service development.

The requirement is highlighted by two key points:

○ Element 1 found that evidence on the impact of career development was limited. Further, while there is recognised best practice, this is typically assessed by policy/program design not outcomes.

○ Our research has found limited available evidence on the direct benefits of career development.

Research projects should be set based on what we know. The research being conduct by Professor Martin Westwell into the decision making process of young people may well indicate areas of research which are likely to have the greatest impact on the design of career development services. Future research projects are likely to be an iterative process, as more information and evidence is confirmed, this will shed light on what further research should be undertaken.

Option 1 – Build the information base

Build basic information to ensure that services are meeting individuals' requirements, and enable better tracking of the types of services being used and their associated costs. The development of these surveys and research tools should be done jointly with the career industry and government.

Programs that could be developed include:

○ Customer satisfaction surveys of users of career development services to determine the immediate effectiveness of services.

○ Longitudinal customer surveys to track the outcomes of career development services.

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[54] Standards describing the career information, advice and guidance services, and the qualifications of career development practitioners can provide clearer signals to young people and their influencers. In this way standards can both set the expectations of services that citizens should be able to demand, and assist the operation of a market in career development services. On the one hand providers can be held accountable for delivering to service standards, and on the other they can promote themselves as delivering to defined standards. The NCAC could promote this approach through its authorization of standards, including building in an element of 'industry regulation' through commissioning this task from career development industry organizations or 'third party' bodies. Lessons can be learned from similar approaches in areas as diverse as human services, efficiency labeling for consumer goods, university performance (through performance audits and third party entities like the Good Universities Guide) and utility (power and water) services.

- Collection of more comprehensive administrative data to determine the types and quantities of services being accessed, and track changes over time.

- Specific research projects to increase program/service delivery could be undertaken.

Key implementation considerations include:

- Extent of the additional investment: Capital investment required for the development of surveys and tools. Limited recurring cost for the administration of tools.

- Who will be responsible: Joint responsibility between the career development industry and government.

- Expected timeframe: Surveys and tools could be developed within a year, with ongoing application following.

Option 2 – Undertake Australia-specific research

Conduct a detailed study of the economic benefits of career development in Australia. This would involve designing a large research project to build on international research and develop evidence on, amongst other things:

- The immediate impact of career development services on education engagement.

  - The specific impact of career development services on different cohorts, such as Indigenous people, people with a disability, and those from disadvantaged backgrounds.

- The impact of engagement on school achievement, attainment rates or longer term employment.

- Compare Australian to international research results.

- Develop ongoing research programs based on directions from initial studies.

Key implementation considerations include:

- Extent of the additional investment: Significant capital / research investment to fund the initial study. No ongoing investment.

- Who will be responsible: Either the responsibility of government, or joint responsibility with the career development industry.

- Expected timeframe: Development and tender of research brief should be less than one year. Study may require a number of years to undertake, plus ongoing research.

Option 3 – Create a career development research centre, including funding a university Chair

The Australian Government, possibly in partnership with other stakeholders, could create a career development research centre, including a university Chair. The centre would be responsible for research into effective career development practices and the long-term benefits of career development activities.

Key implementation considerations include:

- Extent of the additional investment: Initial investment to create Chair would be required. Some form of on-going investment through research grants may also be required, at least during the initial years.

- Who will be responsible: Initial responsibility to fall to the Australian Government, then shifting to all stakeholders over time.

- Expected timeframe: One year to select appropriate university and recruit for role.

The advantages and disadvantages of the three evidence options are outlined in Table 7 below.

	Advantages	Disadvantages
Option 1 – Build the information base	o Quick / easy to implement o May improve service quality o Increases understanding of the quantity and types of services being accessed	o Does not increase knowledge on the long term benefits of career development
Option 2 – Undertake Australian specific research	o Increases knowledge on the benefits of career development o Provides evidence for policy reform	o Does not provide long term leadership of research
Option 3 – Create a career development research centre, including through funding a university Chair	o Creates a knowledge centre for evidence on career development, and sets up long term leadership for research o Provides a mechanism for private investment in improving the evidence base o Ongoing costs may be low	o May undermine potential for collaboration among academics and universities

Table 7: Evidence options – advantages and disadvantages

4.2.7 Communications and marketing

A comprehensive communications strategy will not only increase the number of people using career development services, it will also support the effectiveness of career development programs by acting as a constant reminder to young people that they should expect to have a career, and it will likely involve future studies.

The benefits of career development and the availability of the services need to be communicated. This was highlighted in research and consultation:

- Element 1 found that the communication of career development services was a key factor for systems/programs to be successful, and was consistent with OECD best practice.

- Element 2 found the concept of career development was not consistently understood, and neither were the benefits of using career development services. Young people and parents did not always know what services were available.

- During our consultation we found that stakeholders felt current services were not being sufficiently marketed, and that this impacted their effectiveness.

Option 1 – Improve awareness and understanding

Increase the budget for individual programs to ensure there is greater brand awareness of products such as myfuture. The aim of these campaigns would be to lift awareness of career development programs, and the benefits of these services.

Key implementation considerations include:

- Extent of the additional investment: Increase in recurrent marketing expenditure.

- Who will be responsible: Increased marketing responsibility should sit with the product owners.

- Expected timeframe: Can be implemented quickly (e.g. under one year).

Option 2 – Develop a brand

The development of a single brand that can be applied across career development programs and policies may have additional benefits beyond increased awareness. The brand e.g. Career Australia should be developed based on market research, and be suitable for attracting young people to products and services, while acting as a quality stamp for the buyers of services (e.g. parents).

For example, a strong brand that is associated with robust quality standards will enable increased marketing of accredited career services. This in turn could assist in the further development of the industry through market forces. For example, schools could market accredited careers programs. If the services are viewed as truly valuable by students and parents, schools competing for student enrolments would be encouraged to invest in career development services.

Key implementation considerations include:

- Extent of the additional investment: Significant capital investment in brand development and ongoing marketing costs.

- Who will be responsible: Creation and marketing of new brand should be led by the new governance arrangements to ensure it meets the needs of all stakeholders and creates maximum value.

- Expected timeframe: Development and implementation of a marketing strategy is likely to take one to two years.

Option 3 – Link quality standards to a brand and curriculum standards

Along with the development of a strong brand, this option more explicitly links to quality standards, including curriculum standards.

Through either quality standards or best practice benchmarking, organisations (including schools) could have their services rated. The ratings could be linked to the brand and include a variable rating component (e.g. one, two or three 'stars'). This would allow service providers to be rated, and enable those who invest in more comprehensive/best practice services to market their benefits over others.

Key implementation considerations include:

- Extent of the additional investment: Significant capital investment in brand development then ongoing marketing costs. Development of a rating framework.

- Who will be responsible: Creation and marketing of new brand should be led by the new governance arrangements to ensure it meets the needs of all stakeholders and creates maximum value. The rating framework would have to be developed with the career industry. ACARA could be involved in the development of a curriculum framework.

- Expected timeframe: Development and implementation of a marketing strategy and rating framework would take one to two years.

The advantages and disadvantages of the three communications and marketing options are outlined in Table 8 below.

	Advantages	Disadvantages
Option 1 – Improve awareness and understanding	o Quick / cheap to implement o Raises profile of career development tools / services	o May not build broader career development awareness
Option 2 – Develop a brand	o Raises the awareness of career development, as well as career development services o Facilitates private investment in career development marketing o Assists in building the career development industry	o More expensive to implement o Will require significant stakeholder engagement in developing brand
Option 3 - Link quality standards to brand and with curriculum standards	o Further facilitates private investment in career services o Encourages increased competition between schools / education systems in enhancing career development services	o Complexity in developing multiple standards / rating system

Table 8: Communication and marketing options – advantages and disadvantages

4.3   Implementation considerations

The potential governance, service delivery, evidence, and communication and marketing initiatives set out in Section 4.2 are brought together in summary form in Table 9 below. We have divided the various choices into three broad implementation options:

- ○ Option 1: Consolidation and continuous improvement
- ○ Option 2: Comprehensive information and benchmark standards
- ○ Option 3: Full services, multi-channel service delivery and a national brand.

Note that the National Career Advice Council (NCAC) governance initiative is common to all three options. As discussed earlier, this initiative is the bedrock of reform and provides the basis for leadership, clear roles in implementing the NCDS and improved career development services for all Australians. Based on this governance initiative, each option progressively builds more comprehensive and nationally oriented services, moving from Option 1 to Option 3 across the table.

Option 3 is the most detailed and offers a full range of services. However, it is also likely to be the most costly and complex to successfully negotiate with stakeholders, especially states and territories likely to be concerned about striking a balance between national approaches and jurisdictional autonomy and flexibility.

Option 2 involves significant and important reform – building a strong and comprehensive information service, standards development for benchmarking purposes, and development of a brand. However, the approach to service and curriculum standards is 'lighter touch' in this option and so may be more negotiable with stakeholders.

Option 1 is the 'fall-back option'. It involves significant governance reform to support the NCDS and clarify roles, and it progresses important improvements in some services. While likely to be low cost, it is unlikely to provide sufficient momentum for reform. The most effective way for it to be enhanced would be through stronger commitment to information technology initiatives, adopting elements of Options 2 and 3 as enhancements.

Nous recommends an approach that commences with Option 2, and signals a reform direction to achieve the most desirable Option 3 over time. We strongly recommend an early commitment to moving to the multi-channel service delivery initiative as the key reform. This could either be incorporated immediately into an upgraded Option 2, or scoping of this initiative could be built into the implementation of Option 2 in order to signal direction for the future. Movement towards Option 3 initiatives could be made contingent on winning shared investment from other stakeholders (especially states, territories and industry).

	Option 1: Consolidation and continuous improvement	Option 2: Comprehensive information and benchmark standards	Option 3: Full services, national standards and a national brand
Governance	**National Career Advice Council** º Ministerial Councils to endorse the NCDS and establish a National Career Advice Council (NCAC) to lead its shared implementation, especially to lead and govern the implementation of key national initiatives such as online information, quality standards and communication and promotion. º Agreement or Memorandum of Understanding between the parties on NCDS, including roles, accountabilities, financial contributions, etc. should be a key early task of the NCAC. º Membership to include: state and territory governments, career development bodies, stakeholder groups such as parents, catholic / independent education sectors, industry groups, government agencies such as Skills Australia, ACARA and others. º Working parties or sub-groups to lead key reforms such as information, standards and marketing. Wider relationships or membership may be best established at this level.		
Information technology	**Consolidated Information Tool** Consolidate current information through a single web-site (like myfuture) with a stronger brand and links to other services (e.g. state and territory services), for example: º JobGuide º Year 12 – what's next º Parents talking career choices º Skillinfo.gov.au. Information related to university and TAFE entrance requirements	**Comprehensive information services** Consolidate information in myfuture and improve the user interface so information is tailored for specific cohorts. Specific improvements could include: º Age based, career cycle based, background of known disadvantage. º Increased support for parents / carers, teachers, career advisers and other key influencers º Improve the links to local labour market data º Better links to people working in fields and industries of interest º Workplace simulation/virtual work experience.	**Multi-channel service delivery** º Improve the information resource in myfuture and create a multi-channel service delivery tool that provides advice and guidance by qualified professionals. º Advice/guidance could be delivered through messenger, email and telephone services to both those seeking career advice and their influencers(e.g. parents). º Better links to people working in fields and industries of interest through social media. º Workplace simulation/virtual work experience.
Increased access to face to face support	**Leverage existing government contracts** º Embed career development requirements (e.g. staff must have a Cert IV.) in all government contracts for the provision of services where career like advice is provided (e.g. Job Services Australia).	**Utilise tertiary education sector/other partners** º Provide entitlement for young people not in education to receive independent career advice by partners that currently provide career services (e.g. TAFEs and universities).	**Develop state/territory based services** º Work with states and territories to develop networks of 'shop-fronts'. º These would be similar to services that already exist in Queensland and Western Australia.
Curriculum	**Map current curriculum** º Map current curricula to career development skills to determine what career development competencies are currently integrated into curriculum standards and/or subjects.	**Develop curriculum standards based on best practice** º Map current curricula to career development skills to determine what career development competencies are currently integrated into subjects. º Develop standards for 'stand-alone' career subjects. º Review and provide advice to states and territories and ACARA on best practice and potential reforms to curriculum where appropriate. º This may require changes to teaching pedagogy and professional development for teachers. º Work with the university sector to embed career guidance competencies into teaching courses.	**Integrate into all curriculum** º Develop agreed national career development standards describing career development content for integration in all relevant subjects, including 'stand-alone' subject. º This may require changes to teaching pedagogy and professional development for teachers. º Work with the university sector to embed career guidance competencies into teaching courses.
Quality standards	**Continuous improvement in standards** º Improved quality standards, particularly for career services and information products. º Continuous review and improvement of the requirement for career guidance practitioners.	**Strong standards as benchmarks to enable career development market** º Develop specific quality standards as benchmarks for different types of services (e.g. in primary and secondary schools, VET, universities and employment services etc.) and for different ages/stages of career development capability.	**Link quality standards to brand and with curriculum standards** º Develop more detailed service standards for particular client groups such as students in low SES schools, young people in regional areas and those out of the workforce, etc. º Link standards to a strong brand (e.g. through a 'star' rating), enabling service providers to market they are recognised providers. º Consider assessing and reporting performance against standards.

	Option 1: Consolidation and continuous improvement	Option 2: Comprehensive information and benchmark standards	Option 3: Full services, national standards and a national brand
Evidence	Build the information base ○ Build basic information to ensure that services are meeting individuals' requirements and allow better tracking of the types of services being used and their associated costs. ○ Analyse service to determine how well they align with decision making process of young people.	Undertake Australia-specific research ○ Conduct a detailed study on the economic and social benefit of career development for individuals and society in Australia. This could be guided by research relating to the decision making process of young people. ○ Compare Australian and international research results. ○ Develop ongoing research program based on directions from initial studies.	Create a career development research centre, including funding a university Chair ○ Create a career development research centre, including a research Chair at a university. ○ The centre would carry out research into effective career development practices and the long -term benefits of career development activities.
Communication and marketing	Improved awareness and understanding ○ Increase marketing support for individual programs to ensure there is greater brand awareness of products such as myfuture. ○ The aim of these campaigns will be lift awareness of career development programs, and the benefits of these services. ○ Specific research projects to improve the effectiveness and efficiency of service delivery.	Develop a brand ○ Development of a single brand that can be applied across career development programs and policies. ○ A brand can both attract people to product and services and act as a quality stamp for buyers of services (e.g. parents). ○ A strong brand, associated with robust quality standards, will enable increased marketing of accredited career services.	Link brand with service delivery standards ○ As above, link standards to a strong brand (e.g. through a 'star' rating) to enable service providers to market their status as recognised providers.

Table 9: Summary of options

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Appendix A Linking issues and recommendations

Table 10 reconciles the issues presented in Section 3 and the recommendations in Section 4.

Section	Issues	Related recommendations
3.1	Career development landscape is highly fragmented and uncoordinated.	○ Sect. 4.2.3 – Australian Government taking leadership role on the development of a strategy. ○ Sect. 4.2.4 – Create governance arrangements, through the establishment of the "National Career Advice Council".
	There are no mechanisms to ensure a minimum standard/level of service is accessible to all young people.	○ Sect 4.2.4 – Governance arrangement to detail accountability and responsibility of all stakeholders. ○ Sect. 4.2.5.1 – Improved information services for all people, with option 3 including the delivery of services through the internet. ○ Sect. 4.2.5.3 – Embed career development into curriculum to ensure access. ○ Sect. 4.2.5.4 – Development of quality standards for service delivery.
	There is the need for an overarching framework to guide quality and provide clarity of roles and responsibilities of the Australian, state and territory governments, the career industry, employers and educators.	○ Sect. 4.2.4 – Create governance arrangements, through the establishment of the National Career Advice Council.
3.1.2	It is not appropriate for CICA/Career industry peak body to lead policy development, and act as an overarching governance mechanism.	○ Sect. 4.2.4 – CICA/career development industry has a role to play in the National Career Advice Council.
	CICA should not be subsidised by the government, rather be an independent peak body.	○ Appendix B – Cease funding to CICA to ensure its independence.
3.1.3	Employers need to have a more prominent role in career development.	○ Sect. 4.2.4 – Employers, and their representative bodies, have a role to play in the National Career Advice Council. ○ Sect. 4.2.5.1 – Options 2 & 3, attempts to create a better link to employers and allow young people to discuss what jobs are 'really like' by using information technology.

Section	Issues	Related recommendations
3.2.1	Access to services in school is highly variable, with some students receiving minimal services.	○ Sect. 4.2.5.1 – Improved information services for all students, with option 3 including the delivery of services through the internet. ○ Sect. 4.2.5.3. – Better integration of career development into the curriculum, and/or best practice managed through ACARA. ○ Sect. 4.2.5.4 – Quality standards for service delivery, and improved professional standards. Options 2 & 3 see improved teacher training.
	The quality of services varies across schools and sectors.	○ Sect. 4.2.5.3 – Options 2 & 3 recommends the integration of career management skills into teacher training will improve capability of all teachers. ○ Sect. 4.2.5.4 – Improved quality standards for career services in education will provide improved guidance for schools.
	Access to those services students find most beneficial, such as work experience and visits to workplaces is most limited, particularly to low SES and regional/rural/remote students.	○ Sect. 4.2.5.1 – Use information services to better connect young people and people working in the jobs they are interested in. ○ Sect. 4.2.5.1 – Options 2 & 3 creates virtual or simulated work experience.
	There is a lack of satisfaction around the timing of career services.	○ Sect. 4.2.4.1 – Improved information service will allow individuals to access career development services when they want them. ○ Sect. 4.2.5.3 – Integration of career development into the curriculum will ensure career development activities will start earlier and be delivered in a way that is consistent with students' cognitive abilities.
3.2.2	University services seem to be good, but not well marketed.	○ Sect 4.2.5.4 – Options 2 & 3 Develop sector specific quality standards to facilitate increased marketing of services. ○ Sect. 4.2.7 – Increase overall marketing to ensure the public understands the benefits of career development.
	VET sector services are less satisfactory, need to be separated from guidance counsellors, and better labour market information.	○ Sect 4.2.5.4 – Options 2 & 3 Develop sector specific quality standards to facilitate increased marketing of services. ○ Sect 4.2.5.1 – Options 2 & 3 better linking/presenting of local labour market data on a comprehensive information service. ○ Sect 4.2.5.1 – Options 2 & 3 provides more customised information and support for teachers.

Section	Issues	Related recommendations
3.2.3.	Those not in education have no natural place to go for career development services.	○ Sec 4.2.5.1 – Options 2 & 3 more comprehensive online information resource. Option 3 includes the provision of advice over the telephone/internet. ○ Sect 4.2.5.2 – Option 1 will improve services for unemployed through increasing service delivery standards. ○ Sect 4.2.5.2 – Options 2 & 3 increased access to services through working partnership with current providers (such as universities) or with states/territories to create networks. ○ Sect 4.2.5.3 – Change contract provisions to ensure that JSA (and other Australian Government contractors that provide career development like services) employees meet career development professional standards. ○ Sect 4.2.7 – Increased marketing to ensure individuals know where to find services.
3.2.4	Parents want to help, but need better support	○ Sect. 4.2.5.1 – Options 2 & 3, improved tailored information for those that supporting young people, particularly parents. ○ Appendix B – Transition information in Parents Talking Career Choices into a revised myfuture.
3.2.5	Primary teachers want professional development	○ Sect. 4.2.5.1 – Options 2 & 3 provide for improved tailored information for those that supporting young people, including teachers. ○ Sect. 4.2.5.1 – Options 2 & 3 provide for improved tailored information for those that are supporting young people, including teachers. ○ Sect. 4.2.5.3 –Options 2 & 3, improve integration of career development into all subjects through best practice or integrated curriculum. ○ Sect. 4.2.5.3 – Options 2 & 3 integrate career development into teacher training and pedagogy. ○ Appendix B – Work with ACARA to integrate ABCD into curriculum.
	Secondary teachers want better information and support from career practitioners.	○ Sect. 4.2.5.1 – Options 2 & 3 provide for improved tailored information for those that supporting young people, including teachers. ○ Sect. 4.2.5.3 –Options 2 & 3, improve integration of career development into all subjects through best practice or integrated curriculum. ○ Sect. 4.2.5.3 – Options 2 & 3 integrate career development into teacher training and pedagogy. ○ Sect. 4.2.5.4 – Increased professional standards for career advisers should ensure they are better able to meet the needs of teachers. ○ Appendix B – Work with ACARA to integrate ABCD into curriculum.

Section	Issues	Related recommendations
	Career practitioners want more professional development.	○ Sect 4.2.5.4 – Continuous increasing of professional standards for career practitioners. ○ Sect 4.2.6 – Increased evidence base will promote better practice. ○ Sect 4.2.7 – Increased awareness, and the development of brand (options 2 & 3) should increase demand for services, allowing increased development opportunities. ○ Appendix B – Continued support for professional standards for career development.
3.3	Lack of evidence to guide policy.	○ Sect 4.2.6 – Research projects to build Australian based evidence to guide future policy reform.
3.4	Lack of awareness of the benefit of career services.	○ Sect 4.2.7 – Improved marketing support to promote the benefits of career development. Option 1 looks at increasing understanding of program design, while Option 2 looks a building a broader evidence base. Option 3 would see a career development research centre creating, taking a leadership role for further research.
	Lack of awareness of available services.	○ Sect 4.2.7 – Improved marketing support to promote services. Options 2 & 3 see the creation of a brand and the linking of it to service standards to facilitate private marketing.

Table 10: Reconciliation of issues and recommendations

Appendix B   Project methodology

B.1   Research project methodology

Nous Group (Nous) was engaged by the Department of Education Employment and Workplace Relations (DEEWR) to develop options for a national strategy for career development for young people from the ages of five to 24 years. This work is the third of four major elements being undertaken as part of the National Career Development Strategy (NCDS) Research Project.

The development of options for an NCDS will build on the information provided in Elements 1 and 2 of the NCDS Research Project and will inform and guide the development of Element 4. Each of these elements is described in brief below:

○ Element 1: A literature review of national and international research in career development including information on best practice career development. The analysis included an evaluation of existing career development initiatives in all Australian jurisdictions.

○ Element 2: Analysis of career development needs and wants of young people from the ages of five to 24, their parents, teachers and communities. The project gained input from a total of 5,500 people, through a mixture of focus groups and online surveys.

○ Element 4: A cost-benefit analysis of the options developed during this element of work.

B.2   The project involved four key stages

Element 3 comprised four key stages of activity:

1. Kick-off and engagement : While Elements 1 and 2 were progressing, Nous engaged with the consultants for these elements to understand the process and prepare for the commencement of Element 3

2. Review and consolidation: involved synthesising the outcomes of the reports from Elements 1 and 2 to develop a full understanding of the current state of career development activity and the needs and wants of young people in this area. A summary of key issues and findings from these reports was provided to DEEWR in a progress report.

3. Preliminary design and consultation: The 'straw man' models formed the basis for consultation in Stage 3 (a summary of the 'straw man' models and feedback from stakeholders can be found in Appendix D). Key questions for the consultation workshops included the overall system design; the respective roles and responsibilities of the Australian and state and territory Governments, the career development industry, business, industry and individuals; and how best to target services and programs efficiently and effectively.

4. Detailed design and report: Utilising the feedback from stakeholders, and working with DEEWR, Nous developed options for a National Career Development Strategy.

The project scope for Element 3 requires the development of options for a national approach for career development. The options presented provide DEEWR with alternatives ways of meeting the career development needs of young people, with varying levels of investment by both the Australian Government and partners, such as the career development industry and state and territory governments. While the focus of this research project is on the career development needs of young people, the recommendations made generally also service the needs of people well beyond this age group, and could be implemented in a way that services the needs of all people.

The core elements of the strategy can be implemented to varying extents and levels with partners such as state/territory governments and the career development industry. We have proposed a number of options for each element of the strategy.

B.3   Stakeholders consulted

A list of groups and individuals that were consulted as part the project are provided in Table 11.

Career development industry	State /territory education sectors	Other stakeholders/experts
Career Industry Council of Australia	A.C.T – Government	Lester Oakes
Career Development Association of Australia	N.S.W – Government, Catholic and Independent	Professor Martin Westwell of Flinders University
National Association of Graduate Career Advisers Services	Northern Territory – Government	ACARA
	Queensland – Government, Catholic and Independent	Professor Col McCowan of Queensland University of Technology
	South Australia – Government, VET	
	Tasmania – Government and Independent	
	Western Australia – Government / VET	
	Victoria – Government, Catholic and Independent	

Table 11: Consultation for Element 3

Consultations with the states and territories were conducted in two workshops, and two individual sessions with Victoria and New South Wales. All other consultations were conducted as individual sessions to enable time for input on the specific roles of these groups.

The outcome of this consultation helped to identify the essential features of an effective model, and to discriminate between different components.

Appendix C of this report has been deleted prior to publication as it contains personal information, business information and/or information currently under consideration by the Australian Government

Appendix D Essential principles for career development

In order to meet the needs of all people a career development strategy should be designed with the following principles as a key consideration:

- Centred on the personal needs of the citizen: Tailored to suit the needs of the individual, based on their stage of life, their background, and their needs.

  - Citizens need the "skills to understand the labour market and education systems, and to relate this to what they know about themselves."[55] This means that a career development strategy needs to focus on building an individual's career development skills, not simply providing them with advice.

  - This means that specialised data will be needed for disadvantaged groups such as: Indigenous, CaLD, young people with disabilities, and young carers. It also means that the amount of support required by individuals should be tailored to their needs.

  - Therefore services will range from offering high-quality self-help, brief-assisted and in-depth services tailored to individuals' needs.

  - The strategy will also need to support those that assist others in their career development. For example, services need to be tailored to parents and carers who play a key role helping young people make the right decisions at key stages of learning/transition.

- Accessible: All citizens, regardless of their background, educational and employment status, and location should have access to the entire suite of career development services.

  - An effective lifelong system will provide access to all people, regardless of their age. An effective strategy for young people needs to ensure that all young people have access, regardless of whether or not they attend an educational institution.

  - Different areas/regions will require different types of services, and different types of support. However, this varying support needs to be provided in a way that is nationally coherent, and aligned with a national strategy.

  - In order to provide services most efficiently and effectively a customer segmentation and multi-channel approach needs to be taken. This means offering a range of services from self-guided information and support, to internet chat, email, telephone support, groups guidance sessions and individual guidance sessions for those that need it. As suggested by the OECD[56] the system should not be built expecting that all individuals will require full service.

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[55] Department of Education and Early Childhood Development (DEECD), "Making Career Development Core Business", State of Victoria, December 2010, pg. 57

[56] OECD (2004) "Career Guidance and Public Policy – Bridging the Gap" OECD Publishing, pg. 74

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- Of recognised quality: career development activities and services should be up-to-date, and consistent with best practice, thereby allowing citizens to use them with confidence.

  - Career guidance services need to be impartial. This means that it is not based on the individuals' background, but is cognisant of their wants, needs and abilities.

  - Labour market data must be presented in a way that is not only accurate, but is usable by the target audience, and assists them in making career decisions.

  - Information and advice needs to be cognisant of future skills requirement. This may be done through linking with the National Workforce and Productivity Agency, which is going to work with industry to determine the future skill requirements of Australia.

  - Career development practices are still evolving; therefore it is essential that service providers have continuous improvement processes in place.

- Based on evidence: The evidence base on effective practices needs to be further developed so that programs and practices can be refined to become more effective in the future.

  - There is a need to understand the demand for career development services so that programs can be designed to meet these needs.

  - Improved administrative data needs to be collected so that more accurate demand, and cost analysis can be conducted.

  - Data on client satisfaction to allow services to continually evolve to best meet the needs of their clients.

  - Long term data on the economic benefits of career development need to be collected.

These principles are in effect the promise to the (citizen) young person regarding the assistance they will receive in building their career development skills, and managing their career.

Appendix E 'Straw man' models

Nous tested the following 'straw man' models for a NCDS with state and territory representatives during our stakeholder consultation. The following section describes the models, and summaries the feedback we received from stakeholders.

E.1 Enhance the current system through nationally consistent standards

The main aspects of the model are:

○ Provide access to information: The Australian Government should ensure access to a minimum standard of quality material. This may result in some in the consolidation or discontinuation of programs if they do not meet this objective.

○ Set clear service standards: Improvements in service delivery at the State and Territory level will be driven through service standards. Detailed standards could include access, quality, and timing and professional qualification dimensions

Feedback from stakeholders included:

○ General support for this model. Information alone is not enough. There is a continuing role for CICA in the national quality space.

○ Refer to Australian Blueprint for Career Development – framework for designing, implementing and evaluating career development programs for young people and adults

○ Concern that this would perpetuate the current system, which is very school orientated.

○ It the Australian Government was going to mandate service delivery standards this would have to be done with significant consultation with the states / territories and/or associated funding to meet the new standards (particularly if they related to quantum of service delivery).

○ Would fail to address the gaps in the current system, particularly in relation to young people not currently studying. Nor is it likely to improve services for indigenous our at risk youth.

○ CICA is not in a position to develop new standards (they have developed some already), they would have to be further developed with DEEWR and the states / territories.

E.2 Establish an information driven network

The main aspects of the model are:

○ Establish a comprehensive information system: Consolidation of current programs and information system into a new, comprehensive information system. The information system will be designed to provide information to young people at the key transition points transition, and would offer tailored information for those looking for career advice as well as teachers, parents and career advisers.

- Direct engagement: Australian Government to focus on funding programs that target individuals who are at risk of not completing post-compulsory education, or making a successful transition to the workforce.

- Partnership with existing channels: Australian Government through Centrelink, Job Services Australia and other relevant programs to partner with existing entities that assist with transition and general employment advice. These channels would use the universal information resource to improve transition outcomes for young, unemployed peopled.

Feedback from stakeholders included:

- Quality information already exists, but it is fragmented.

- Strong support for an enhanced 'myfuture' site – could offer simulated workplace experience (not perfect but demand for real workplace experience is hard to meet) and counselling.

- Challenge of this model is ensuring the quality and currency of information.

- Explore web 2.0 technologies to offer advice not just information e.g. workplace experience simulation, mobile phone apps.

- Site needs to also cater to 25 yrs +

- There is a need to link with local labour market data.

- If the site can save learning plans, CVs etc., it will make it more useful, and encourage people to use it.

- Can include basic CV templates and job seeking tips – practical information is what people want and it draws them to the site.

- Site could be state based, so it can better target / focus on local issues, including skills shortages.

E.3   Embed all career development in mainstream education and training

The main levers in the model are:

- Promote broader benefits of schooling: Skills required for life long career management cannot be gained through narrowly defined career development programs. General life skills, such as resilience and self-reflection, and an understanding of the requirements of work should be developed throughout schooling.

- Professional development: Professional development programs in line with the learning objectives of the Australian Blueprint for Career Development would give teachers the skills to integrate these competencies into classes and to relate these classes to the world of work. Ultimately all teachers would be expected to play some role in building career development skills of their students and providing them with career advice.

Feedback from stakeholders included:

- Embedding is important, but should not be the exclusion of other service provision.

○ Miles Morgan raises the issue of a lack of accountability in schools for career development quality and services.

○ Still need to supplement this model with services outside of education and training systems.

○ Focus is too narrow, as it excludes those at university or in the workforce.

○ A number of career development skills are already in the curriculum.

○ Curriculum is already full, should not be giving teachers additional work.

○ Would have to be integrated into the formal pedagogy in teaching courses.

○ Would have to have a round of professional development for current teachers.

E.4 Create a parallel stream for career development

The main levers in the model are:

○ Create a dedicated, independent career development organisation: This institution would promote independent career development advice and drive professional standards and accreditation. It would provide career development services through multiple channels (i.e. internet, phone, face-to-face) so that there is flexibility to respond to the preferences of how young people want to access information and advice.

○ Shared responsibility and funding: To implement this model the Australian, State and Territory governments, the career development industry, and the wider business community would need to develop a shared responsibility and funding model. This may involve the transfer of some resources to the new career services provider.

Feedback from stakeholders included:

○ Provides a recognisable platform and brand for career development.

○ Likely to address gaps and improve delivery.

○ Risk of other players – schools, employers, families – abrogating their responsibility if a parallel structure is established.

○ Given the federated model it is difficult to see how it would interact with the various Australian and state /territory government departments – e.g. it is problematic implementing a holistic solution across multiple education, VET and university sectors.

○ Questionable if face-to-face would be cost effective.

○ Given DEEWR covers both education and employment, DEEWR is a natural home for career advice and a parallel structure is not needed as much as in NZ for example.