

OECD REVIEW OF CAREER GUIDANCE POLICIES



AUSTRALIA

NATIONAL QUESTIONNAIRE

Prepared by the Department of Education, Science and Training

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SECTION 1

1.1 Please describe the nature of career information, guidance and counselling services in your country.

Australia has a federal system of government that comprises a Commonwealth government and eight State and Territory governments. Education is the responsibility of States and Territories, while the provision of employment services is a Commonwealth responsibility, with some States electing to offer additional services.

There is no single agency either at a Commonwealth or State/Territory level with sole/overarching responsibility for the provision of career information, guidance and counselling services for all citizens. Entitlement to service is largely dependent upon attachment to a particular education or training institution, or registration as a job seeker.

The major coordinating mechanism for career information, guidance and counselling services is the Ministerial Council of Education, Employment, Training and Youth Affairs (MCEETYA). Commonwealth, State and Territory agencies within these ministerial portfolios are responsible for implementation (that is, service delivery and resourcing) of agreed MCEETYA decisions. See Explanatory Note [EN] 1.

Funding comes from a range of sources. Both State and Commonwealth agencies contribute to the funding of education and vocational education and training institutions, where most careers services for young people are provided. The Commonwealth substantially funds employment services for young people and adults, and provides additional funding support for a range of particular career initiatives. Career information resources (not including guidance and counselling services) are largely funded by the Commonwealth.

Commonwealth agencies that play a significant role in the funding, management and delivery of careers services include:

- Department of Education, Science and Training (DEST), which plays a major role in policy, programme development and funding of nationally-available career information, guidance and counselling services [EN 2].
- Department of Employment and Workplace Relations (DEWR), which is responsible for the management of public employment services and plays a major role in the provision of labour market information [EN 3].

Other agencies include:

- Department of Family and Community Services (FaCS), which is responsible for community services, such as those designed to meet the employment needs of people with disabilities [EN 4].
- Centrelink, the service delivery portal through which many of the services managed or funded by the above agencies are accessed [EN 5].
- Australian National Training Authority (ANTA), the policy formulation and funding body responsible for vocational education and training [EN 6].
- The Defence Force Recruiting Organisation (DFRO), which provides guidance and information to those citizens interested in a career within the Australian Defence Force [EN 7].

National employer/industry bodies such as the Australian Chamber of Commerce and Industry (ACCI) and the Australian Industry Group (AIG) also contribute to policy development through membership of MCEETYA Taskforces. They are not usually directly

involved in the provision of services except where under contract to provide specific government funded activities, or at a local level where their members provide information and advice to schools, Technical and Further Education (TAFE) and University students.

At a State/Territory level, except in Western Australia and Queensland, portfolio responsibilities for education, employment and training reside within one agency. Most commonly, however, officers from the schools sector represent States and Territories on national career decision-making forums such as the previous MCEETYA National Careers Taskforce.

In each State and Territory, there are three sectors of schooling - government, Catholic and independent. State and Territory Education Departments are responsible for meeting nationally agreed goals for career education and for the funding and management of activities designed to meet those goals in government schools. In practice, most decisions related to the provision of careers services are taken at the individual school level in government, Catholic and independent schools. This means that schools have considerable flexibility in the way that they allocate resources and the ways in which they deliver services. (An overview of arrangements in States and Territories is contained in EN 8.)

Separate statutory authorities, established to develop curriculum and curriculum support materials for schools in each State/Territory, also influence the provision of career education in schools, with their responsibility for incorporating agreed government policy directions in curriculum materials.

TAFE is the largest provider of Vocational Education and Training (VET), which is also provided by private Registered Training Organisations (RTOs) throughout Australia. Responsibility for the management and delivery of VET resides with State Training Authorities (STAs). While the States provide the majority of funding, the Commonwealth also contributes substantial funding through ANTA. Most TAFE Institutes offer career and employment services to students as part of their student service entitlement to general counselling services.

In addition, ANTA and STAs fund National and State/Territory Industry Training Advisory Bodies (ITABs) [EN 9] to provide advice on industry training priorities and, increasingly, they are playing a significant role in the development and distribution of industry-specific career information resources and, in some cases, the provision of career advice to schools.

Information and guidance is also available through VET-oriented networks such as Group Training Companies [EN 10], New Apprenticeship Centres [EN11], and Structured Work Placement Coordinators funded through the Enterprise and Career Education Foundation [EN 12].

The Commonwealth largely funds universities, which are created as autonomous institutions under State legislation. Each university is responsible for the careers services it provides for enrolled students, recent graduates and prospective students, and funding is at the discretion of each university. Government initiated reviews suggest that Careers Services have not been a high funding or policy priority for universities in the past (Koder, 1991; Anderson et al., 1994). Services are being reviewed in light of funding changes (Murry, 2000).

Although not a statutory body, the not-for-profit Graduate Careers Council of Australia (GCCA) is substantially publicly-funded, and since 1968 has provided a range of career information and graduate employment services to all universities.

For adults who are not eligible to access TAFE or University services, or who are not registered as looking for work, publicly-funded career guidance opportunities are more limited than for young people. Centrelink Career Information Centres (CICs) provide career

information for all age groups. Welfare Reform measures, under the *Australians Working Together* initiatives, will provide additional opportunities for older workers under the Career Counselling Programme from July 2002. The National Career Information System (NCIS), which is due to be launched in April 2002, will also provide a comprehensive and effective Internet-based career information service for all Australians wishing to explore career options.

In summary, in view of the diverse range of providers and the resource and staffing commitment by many jurisdictions, it is not surprising that a number of recent reports that have stimulated government interest and action, have characterised career information, guidance and counselling services as fragmented, largely operating within wide, uncoordinated networks, provided by professionals with a wide variety of training and disciplinary backgrounds, and funded through a wide array of government and community sources (Patton & McMahon, 2001).

Explanatory Notes

1. The Ministerial Council of Education, Employment, Training and Youth Affairs (MCEETYA) comprises State, Territory, Commonwealth and New Zealand Ministers with responsibility for the portfolios of education, employment, training and youth affairs, with Papua New Guinea and Norfolk Island having observer status.

The areas of responsibility covered by the Council are pre-primary education, primary and secondary education, vocational education and training, higher education, employment and linkages between employment/labour market programmes and education and training, adult and community education, youth policy programmes and cross-sectoral matters. This work takes place in close interaction with the Ministerial Council of the Australian National Training Authority (ANTA MINCO), which has a statutory responsibility in relation to certain aspects of vocational education and training.

Functions of MCEETYA include:

- coordination of strategic policy at the national level
- negotiation and development of national agreements on shared objectives and interests (including principles for Commonwealth/State relations) in the Council's areas of responsibility
- negotiations on scope and format of national reporting on areas of responsibility, sharing of information and collaborative use of resources towards agreed objectives and priorities
- coordination of communication with, and collaboration between, related national structures.

The Council is supported by a number of taskforces convened as needed for particular tasks. MCEETYA has recently established a National Taskforce on Transition from School to provide Ministers with, among other things, advice and coordination in the area of career information, guidance and counselling services. This Taskforce replaces both the former National Careers Taskforce and the Taskforce on VET in Schools. The two relevant working groups of the Transition from School Taskforce are:

- Career Education Quality Frameworks and Standards Working Group; and
- Career and Transition Support Working Group.

Further information may be found at <http://www.curriculum.edu.au/mceetya/>

2. The Department of Education, Science and Training (DEST) plays a major role in initiating and progressing national policy, programmes and the provision of career information, products and services. The Department contracts out the delivery of some programmes, which have a career guidance component, for example, the Jobs Pathway Programme and the Career Counselling Programme, and the delivery of career information through Career Information Centres. The Department also funds career information products such as the *Job Guide*, *The Real Game Series* and the *Which Course? Which University?* website. The Department is also funding the development of the National Career Information System (NCIS).

Jobs Pathway Programme (<http://jpp.dest.gov.au/>)

Career Counselling Programme

(<http://www.centrelink.gov.au/internet/internet.nsf/ea3b9a1335df87bcca256980008040e/211b1c975127986aca256989007a0258!OpenDocument>)

Job Guide (<http://jobguide.dest.gov.au/>)

The Real Game Series (<http://realgame.dest.gov.au/index.htm>)

Which Course? Which University? (<http://www.dest.gov.au/tenfields/>)

National Career Information System

(<http://www.educationau.edu.au/careers.html>)

Australian Careers Directory

(<http://www.careers.gov.au/default.htm>)

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3. The Department of Employment and Workplace Relations (DEWR) provides employment-related information and more general labour market information for careers and job seeking purposes. It currently does this primarily through the Australian Careers Internet site, part of the Australian Workplace (Employment) portal, and through an annual hard copy publication, *Job Outlook*. The Workplace portal has information on vacancies, occupational trends, characteristics and prospects (*Job Outlook*) and education and training courses (*SkillSearch*) (<http://www.dewr.gov.au/>). DEWR is also responsible for the management of public employment services, which it purchases on behalf of the Commonwealth through a network (Job Network) of organisations throughout Australia.

Job Network members may provide career information, guidance and counselling services as part of their services to job seekers, for example as part of Job Search Training. For example, Intensive Assistance clients are required to complete a Job Search Support Plan and this makes provision for exploring occupational and career options. In addition changes to the *Work for the Dole* programme, under *Australians Working Together*, provide for exploration of career options at the end of participants' programmes.

DEWR does not engage in any direct client contact but all delivery of services, including career guidance, is left up to the contracted Job Network provider and DEWR does not prescribe those services in the contract. The provider is engaged to produce

specific outcomes for a fee. Within broad parameters set out in the contract, how those outcomes are achieved is up to the provider. While career guidance would undoubtedly be part of that process of placing job seekers in employment, DEWR does not get involved in the actual service delivery.

(<http://www.jobnetwork.gov.au>)

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4. The Department of Family and Community Services (FaCS) provides employment assistance to people with a disability through its funding of employment assistance services under the Disability Services Act 1986. Nationally, the Commonwealth has agreements with some 440 organisations covering 880 disability employment service outlets.

Specialist employment services funded by the Department of Family and Community Services provide support for people with a disability to gain and maintain employment. Each service is required to develop an individual plan with each client/worker. Such plans involve the provision of career guidance and counselling, the working out of career and job goals and the provision of appropriate training to achieve those goals.

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5. Centrelink is the Commonwealth service delivery agency which is contracted by departments (including DEST, DEWR and FaCS) to deliver Government services throughout Australia. It is the gateway through which registered job seekers access public employment services (provided through a network of public and private providers). Centrelink refers eligible job seekers to the DEST-funded Career Counselling Programme, which is contracted out to Commonwealth Rehabilitation Service (CRS) Australia. The agency also determines whether people with a disability are eligible for FaCS-funded services.

Centrelink is also contracted by DEST to provide career information services through 12 Career Information Centres (CICs) located in capital cities and major regional centres around Australia.

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6. The Australian National Training Authority (ANTA) is a policy formulation and funding body responsible for Vocational Education and Training (VET). It does not involve itself directly with provision of career information services. Given ANTA's key role in the development of national VET policy, its decisions impact on vocational learning in schools. Its policy and funding decisions also affect the provision of career information, guidance and counselling services to students attending TAFE Institutes and possibly private providers. It has also provided substantial career resources to schools to support the development of vocational pathways.

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7. The Defence Force Recruiting Organisation (DFRO) provides advice on careers in the Australian Defence Force. DFRO Careers Reference Centres (CRC) are located in each of the capital cities and major regional centres in NSW and Qld. Defence Force Careers Advisers travel to public shows, career expos and schools to give presentations and provide information to interested citizens.

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8. Details of State/Territory Career Provision provided by Government Agencies with responsibility for Education, Training or Employment

Australian Capital Territory (ACT)

The Department of Education and Community Services is the agency with primary responsibility in the ACT. There is no designated central position for career activities. Career education is provided in ACT schools through the general curriculum as an 'across curriculum perspective' with guidance and counselling provided specifically to individuals and groups at upper secondary levels by career guidance counsellors and teachers.

The ACT is participating in a pilot of The Real Game. Internet information is accessible through schools and public libraries.

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New South Wales (NSW)

Responsibility for career advisory services in New South Wales government schools lies with a designated Vocational Learning Team in the VET in Schools Directorate within the Department of Education and Training (DET). Each government secondary school receives a staffing allocation of 1.0 equivalent full-time position for career education purposes. This usually means that a member of staff occupies a full-time position as careers adviser. Central schools receive a fractional staffing allocation based on secondary enrolments. Program budgets are allocated within the context of each school's global budget and planning processes.

Careers advisers work closely with school counsellors who are appointed to work with students across a group of primary and secondary schools. Career planning is also addressed within the Personal Development, Health and Physical Education (PDHPE) syllabuses in Years 7-10.

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Northern Territory (NT)

A designated Project Officer (Vocational Learning), located in the School to Work Unit, within the Curriculum Services Branch of the Northern Territory Department of Employment, Education and Training provides career education support for government schools in the Northern Territory.

Set policies, procedures and curriculum materials have been in place for some time, for example, in the areas of Work Experience, and a Board Approved Course of Study. A new Northern Territory Curriculum Framework for the compulsory years of schooling is being finalised for implementation over a two-year timeframe, commencing in 2002. Vocational learning has been firmly embedded in the Framework from Transition to Year 10, as a cross-curricula perspective. The NT Board of Studies will determine what areas of the Framework will be mandated by the end of 2001. In the Northern Territory, there is a strong emphasis on VET in Schools programmes.

At the school level, one above-formula career counsellor position is allocated in each high school in the Northern Territory. These dedicated positions were created in 1994 to be additional to existing arrangements for career or personal counselling, and were to be dedicated to full-time career advising and related careers work. Schools determine how staff are deployed, and in practice most careers advisers have a substantial teaching role as well.

Career Education programmes are usually delivered by classroom teachers in the Studies of Society and Environment (SOSE) faculty. The recommended course of study is 40 hours in either Year 9 or 10.

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Queensland (Qld)

Education Queensland, the State Department of Education, is responsible for the funding and provision of career information, guidance and counselling services in State

schools in Queensland. In secondary schools, guidance officers, whose role also includes personal/welfare counselling, are generally the officers allocated responsibility for career-related services. In most schools they are responsible for the coordination of career information and provision of career counselling, and play a coordinating role in career education programmes. Policy advice and support is provided by a Senior Guidance Officer in Central Office.

The Central Office of Education Queensland also produces career planning and decision-making resources.

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South Australia (SA)

The South Australian Department of Education, Training and Employment is the agency responsible for career information, guidance and counselling services in state schools. A designated career education officer, the Principal Development Officer for Careers Services, is located within the Enterprise and Vocational Education Unit.

There is no 'tagged' funding for the provision of career information, guidance and counselling services in South Australian schools. Schools determine where their funding is directed and activities have largely been limited to sessions with general school counsellors and support for subject selection for the last two years of schooling.

However, the new South Australian Curriculum Standards and Accountability (SACSA) framework for government schools encompasses the traditional eight Key Learning areas and a number of cross curriculum perspectives, one of which is Enterprise and Vocational Education.

All classroom teachers, through the SACSA, are required to integrate a broad understanding of the world of work within their teaching.

Through the SA Government's Enterprise and Vocational Education initiative, (funded for 1999/2000-2001/2002), twenty regional networks covering the state have prepared strategic plans and receive funding to provide a range of services for their local young people, including career services

The regional networks support the development of strategic partnerships between schools and local service providers to support students in the areas of careers advice and guidance and participation in casual and part time employment. The networks seek to support students in making choices about career options through participation in employment placements (such as apprenticeships and traineeships) and assist students, through a brokerage service, in focusing on avenues for full time employment.

The objectives of this element of the Enterprise and Vocational Education initiative are to:

- use the regional infrastructure to provide a more coordinated approach to the provision of career and employment services to more schools and young people through a focus on a partnership approach with relevant organisations
- add value to existing programmes and promote the utilisation of such services to improve the access and range of services to all students
- allow those providers with high levels of expertise to expand their services to include a greater number of young people and a wider range of interventions more closely tied to the support and organisational structures within local schools
- focus programmes providing career and employment information, support and guidance on the needs of students and industry within the region;
- provide opportunities to support students in preparing for and participating within the workforce whilst at school and in their immediate post school period
- integrate these services within school offerings so that students are able to access these without reducing their participation in and access to school curriculum.

Four of the regional networks are trialling the development of a Career and Transition Management Framework which will allow local partnerships to respond collaboratively to young people. They will streamline current services through the creation of a network of professional advisers drawn from a range of backgrounds. These functions will include:

- developing Pathway Plans with young people and their families
- supporting initiatives to make schooling more relevant for all young people
- encouraging all students to negotiate a school-to-work or further study pathway plan
- facilitating the follow up of all school leavers
- facilitating the brokerage of placements
- facilitating school-based mentoring arrangements
- referring ongoing brokerage and case management to appropriate people located in other agencies.

In 2001, there was a case management trial of a range of regional models of case management for disadvantaged groups including:

- Indigenous students
- Students with a disability
- Rural & remote students
- Young people in detention.

This trial will inform the larger strategy of implementing a Career and Transition Management Framework across South Australia.

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The Office of Employment and Youth is the lead agency in the State Government for employment issues. They have responsibility for responding to the Employment Council's Report, *Pointing to the Future* (South Australian Employment Council, 2000), which recommends more effective and specialised careers guidance in schools.

Tasmania (Tas)

The Department of Education, Tasmania, is responsible for careers services in government schools in Tasmania. Responsibility lies with the Arthur District office and there is no dedicated resource to undertake this role. While individual schools decide how they will address career education, the major focus for career education is currently on Years 10 and 11. There is an optional unit in the Year 9 SOSE (Studies of Society and the Environment) programme entitled 'The World of Work.'

At the lower secondary level (Years 7-10) services may include:

- advice on course selection for Year 8 students and includes a parents information evening
- special guest speakers, who are invited to talk at school assemblies and to individual classes regarding their work and life experiences
- work experience for Year 10 students
- attendance at the annual regional expo 'School to what?'
- student support service officers work with referred students who require specific educational and/or employment paths
- course counselling teams from senior secondary colleges visit high schools to talk to grade 10 students (group meetings are followed by individual discussions)
- orientation for students proceeding to secondary colleges
- concurrent with the help for Year 10 transition into secondary college, there is counselling made available for Year 12 choices.

Counselling services in senior secondary colleges in Tasmania are incorporated into the 'Student Services' strategic plan. These services involve trained teachers-as-counsellors and external agencies and their representatives and on-site professional services. Transition counselling, focussed primarily on early school leavers and at risk students, is seen as the main strategic element of work future activities with students.

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Victoria (Vic)

The Victorian Department of Education, Employment and Training is the lead agency for *careers services*. The Office of School Education has responsibility for the provision of support services to schools relating to Managed Individual Pathways (MIPs), careers guidance, counselling, Enterprise Education, VET in Schools, Work Experience and Work Placement. The position of a Senior Project Officer with specific responsibility for careers and student support services exists within the Pathway Section, Later Years Branch of the Learning and Teaching Innovation Division in the Office of School Education. Altogether, five officers take care of the specific activities outlined.

The funding provision of career information, guidance and counselling services is not determined at the State level for Victorian schools. Individual schools, as part of their school global budget, have the power to determine the staffing allocation and resources allocated to these services at the local level.

There are 308 State secondary and P-12 schools and most would have at least one staff member responsible for the careers area. The timetable allocation could be 0.2 to 0.8 of a full time position and teachers are responsible for the provision of careers information, either in individual counselling sessions, group sessions or face-to-face classroom teaching. Within a school, the careers position is supported by the Year level Co-ordinators, Student Welfare Co-ordinator, MIPs or Transition Co-ordinator and Studies of Society and Environment subject teachers.

The Department is currently implementing the Managed Individual Pathways initiative (MIPs) which is funded at \$45m over three years, and states that:

tagged resources to provide guidance support for students be provided to secondary schools and other providers for the school-age cohort through allocations strongly weighted to reflect the guidance and transitional needs of young people. This support should be designed to provide a case management approach to services, including Pathways Planning, which should be gradually extended so that all young people are given the opportunity to participate. Pathways Planning should be informed by current initiatives and incorporate mentoring support for young people.

The 2001 focus for MIPs is for students at risk of not completing secondary school. MIPs is a case management approach to prepare students in the post compulsory years for transition to further education, training and employment.

The Curriculum and Standards Framework (CSF) II describes what students should know and be able to do in eight key areas of learning at regular intervals from the Preparatory year to Year 10. It provides sufficient detail for schools and the community to be clear about the major elements of the curriculum and the standards expected of successful learners. At the same time, each school works out the best way to organise its own teaching and learning programme, taking into account government policies and the school community's priorities, resources and expertise.

The Studies of Society and Environment (SOSE) strand of Society and Environment Levels 4–6 contains careers and employment information.

The Victorian Certificate of Education (VCE) incorporates the delivery of work-related and labour market data into the Industry and Enterprise units, as do many of the Vocational Education and Training (VET) in the VCE units.

Work Experience and Work Placement arrangements are covered by legislation within Ministerial Orders 16 and 17. These Orders detail the specific responsibilities of employers, pupils, parents and schools. The Work Experience/Work Placement legislation applies to the non-government education sector as well.

The Office of School Education (OSE) has a Service Agreement that provides a cash grant to the Career Education Association of Victoria (CEAV) for the provision of training for new careers practitioners within schools, for ongoing professional development activities, curriculum development, curriculum advice and the Biennial Careers Conference.

Local Learning and Employment Networks (LLENs) bring together local education providers, local employers, local councils, union representation and other interested people in the community to identify gaps in the provision of local education and training. Each LLEN plans the development and delivery of educational programmes which will assist in meeting the targets for better completion rates and employment outcomes for young people. The LLENs will also develop and monitor pathways and outcomes to ensure they are beneficial to young people.

The Local Learning and Employment Networks Statistical Database (LLENSTAT – <http://www.llen.vic.gov.au>) is designed to assist individual LLENs and their constituents with a comprehensive information base about their region by bringing together selected data from a variety of sources.

The Youth Employment Link (YEL) was established in July 2001 by the Victorian State Government as an employment, careers and skill development information and referral service for young people between 15 and 24. The branch responsible for YEL is the Employment Branch, located within the office of Employment, Training and Tertiary Education (ETTE).

YEL is not designed to be a counselling service. There are three interrelated components to the Youth Employment Line project:

- a website
- 1800 Telephone Hotline and a
- Communications Strategy.

The provision of career information, guidance and counselling services in the Victorian VET sector is largely devolved to training providers and delivered as a student service amenity. Funding models for the purchase of training incorporate an infrastructure component inclusive of a broad range of student services. This is supplemented with a student fee to be used for the provision of student services and amenities.

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Western Australia (WA)

The Education Department of Western Australia is responsible for the information, guidance and counselling services in Western Australian government schools. Services are offered by individual schools, and are dependent upon the importance placed on the provision of the services by the school, the expertise within the school and other constraints such as timetabling.

Currently, no specific funding is provided by the State school system for the provision of these services.

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The Western Australian Department of Training, with responsibility for management of the State's VET system and for employment matters, assumes a leadership role in the provision of career information and guidance services in Western Australia. All services are intended to assist individuals to make education and training choices and to manage their careers.

There is a dedicated team responsible for career education initiatives headed by a Project Co-ordination Careers position in the Employment Group.

Comprehensive State-based career information is provided to Western Australians via the *GetAccess* online career information service. This successful web service (launched in March 2000) was developed in close consultation with key career, employment and training professionals to address the well documented paucity of quality State-based career information (<http://www.getaccess.wa.gov.au>).

Under the State Employment Assistance Strategy, 38 community-based employment agencies (Job Links) offer personalised employment assistance services to job seekers to access employment, training and enterprise opportunities in their region. These services include providing expertise as a careers advisory service. A training course in Career Guidance is currently being developed by the Department and will be implemented across Job Link organisations during 2002 to ensure consistent levels of expertise and service in career guidance across all Job Link organisations.

The Youth Employment Initiative develops opportunities for youth by providing career information products (videos, CD ROMs and printed material), programmes and services to assist young people and their parents make informed decisions about school to work transition, employment and training opportunities. For details on these initiatives visit: (<http://accessallareas.westone.wa.gov.au/>).

The Career Choices Expo is a free, community event run by the Department of Training. Targeted at 15 – 25 year olds; parents and families of 15 - 20 year olds; people wishing to up-skill or re-enter the workforce, it attracted some 12,000 people this year, including about 100 school groups.

The Training Information Centre is the key entry point in Western Australia for information on VET options. The Centre is staffed by trained Information Officers, who are available to discuss available options, and clients can also make use of other resources such as *GetAccess* and *OZJAC*. A referral service to Job Links exists for those seeking direct employment assistance.

The Access Career Initiative targets school leavers. Held in January, it is designed to encourage people to continue their learning, upgrade their qualifications and develop personal career planning skills. Specialist Career Counsellors are employed during the promotion to support the work of the frontline Training Information Officers by providing specialist career planning and counselling services for school leavers.

The Department of Training has recently developed a pilot TV programme (*Pathways*) consisting of eight half-hour original television shows. The series focuses on the issue of careers, employability and associated life skills. *Pathways* has been successfully integrated into the *GetAccess* website. (<http://getaccess.westone.wa.gov.au/pathwaystv/>).

The Mobile Career Counselling and Information service (*Career Plus*) operates on a full time basis using a trained career counsellor and a purpose-built van. Users of the facility are encouraged to explore career choices and learning options. The caravan operates very successfully in metropolitan and regional areas of the State. It is a joint initiative of the Kwinana Excellence in Education Compact (a community body) and the Department.

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Career Information, Guidance and Counselling in Independent and Catholic Schools

Decisions regarding the provision of career information, guidance and counselling are made by individual independent schools. Provision typically mirrors patterns of provision in State/Territory Schools. For example, in New South Wales it is likely that schools will have a dedicated career adviser because it is mandated in government secondary schools.

Autonomous decision-making by dioceses, parishes and religious orders is respected within the Catholic Education Sector and so provision differs from State to State and from school to school.

By way of example only, in Victoria, almost all Catholic secondary schools have a member of staff with specific, usually fractional-time, responsibility for career guidance and coordination of VET initiatives.

In Catholic schools in Queensland, a holistic, developmentally appropriate approach to personal development and self-understanding of students from infancy to graduation is a goal; and career education is regarded as a sub set of this approach. Career options are seriously considered in secondary schools.

Career information, guidance and counselling is provided through: teachers who act as career coordinators and provide information to students on a whole group basis and individually as requested; subject coordinators and class teachers who advise students of opportunities as a result of studying certain subjects; VET teachers who give career information and guidance to students in their classes; and employers in charge of VET students on structured work placement.

Generally, there are structured careers education units in Years 8, 9 and 10 in most of the secondary schools. There is structured work experience in Year 11 and one-on-one interviews in Years 10 and 12.

In Western Australia, a full time Post-compulsory Education Consultant, employed by the Catholic Education Office of Western Australia, liaises with schools on career information guidance and counselling issues. Four career counselling network meetings are held each year for teachers. Another two professional development activities are also held. The Post-compulsory Education Consultant oversees the publication of two substantive career and subject selection documents for school students, as well as other information which is disseminated to schools from time to time.

In South Australia, Catholic Education SA provides limited assistance for schools to deliver career information, guidance and counselling policies and practices. However, schools act autonomously to develop individual policies and practices, addressing such issues as the National Goals for Schooling. Careers Counsellors undertake this role often with limited provision of time or resources. In an effort to maximise the provision of such services, they are often integrated with general subject counselling for the South Australian Certificate of Education or within some vocational subjects that are accessed by a limited number of students. Similarly, Jobs Pathways Programme service providers and private careers and recruitment organisations add to the limited services that most schools are able to provide.

9. Industry Training Advisory Bodies (ITABs) are funded by the Commonwealth and State Governments to provide independent, representative advice to Government on the training priorities of industry and to promote vocational education and training initiatives to their industry sectors. These activities assist national and state training authorities to plan and formulate policy; design industry specific training strategies, initiatives and programmes; purchase training; and allocate resources to vocational education and training systems.

While ITABs are not directly funded to provide career information, they have an implicit and sometimes explicit responsibility to market/promote training options and the industry requirements of their sector. For many, this takes the form of the provision of accurate, non-biased industry-specific information that supports people's career choices.

Some ITABs have accessed specific-purpose funding and appointed officers who promote careers by attending career expos, speaking to schools, VET clusters and other stakeholders. Others have developed dedicated career websites, careers booklets, CD-ROMs and career pathway charts.

One State ITAB has recently completed a Diversity Funding Scoping programme that has identified a number of ways to extend its services into activities such as coaching and mentoring programmes, collegial support groups, access and scholarship programmes.

To avoid overlap between national and State/Territory bodies, national ITABs have developed a series of career information templates which State ITABs have

contextualised for their 'local' audiences taking into account local labour market conditions, and different industrial relations and licensing arrangements.

10. 120 Group Training Companies (GTCs), located in over 200 locations around Australia, employ apprentices and trainees and lease them to host employers for varying periods of time until they have completed their contract of training.

Most GTCs are involved with local schools and other agencies in the provision of careers advice and information on apprenticeships and traineeships. Many GTCs are also very involved with other aspects of school to work transition issues and, in particular, with the growth of vocational education and training in the post-compulsory years of schooling.

An increasing number of senior secondary students are involved in structured workplace learning (SWL) programmes. These are VET subjects with a significant period of workplace training and assessment. Many GTCs are involved with school clusters and are responsible for managing and co-ordinating these work placements, drawing on their extensive networks of host employers. This involvement with VET in Schools and SWL programmes is an adjunct to the provision of careers advice and provides a potential source of new recruits into the apprenticeship and traineeship vacancies on the GTCs' books.

11. A network of New Apprenticeships Centres, at over 300 sites around the country, provide information and support services to employers and potential New Apprentices. A freecall New Apprenticeships Information Line is also available. (<http://www.newapprenticeships.gov.au>).
12. The Enterprise and Career Education Foundation (ECEF) was established by the Commonwealth Government in January 2001 to improve pathways for young people and help students acquire vocational, enterprise and career education knowledge and experience by promoting effective partnerships between businesses, schools and the community. Specifically, it promotes and supports:
 - workplace and community-based learning for secondary school students
 - vocational learning initiatives which develop broad understandings of the work environment and work-related generic skills, understandings and attitudes
 - career information and guidance services
 - links between career education, structured workplace learning initiatives, and enterprise education
 - the new National Framework for Vocational Education in Schools
 - continuous development in vocational, career and enterprise education.

ECEF works closely with about 250 work placement programmes based on clusters of schools, training providers and employers. These activities are a key focus for ECEF, through which it has an indirect relationship to schools. ECEF also actively works with industry and employer groups, education and training authorities and Governments in developing and implementing policy and strategies for communication, marketing and networking.

ECEF's involvement in career information and guidance services is principally through its support of programme coordinators, who match student and employer needs and liaise with schools. ECEF also promotes career education at a national level, through, for example, publication of resources such as the Careers Education Quality Framework (CEQF) or through information on targeted industry areas such as aged care or sport and recreation.

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SECTION 2

2.1 What are the key objectives and goals of national policies for information, guidance and counselling services in your country? Please describe differences in objectives and goals that might exist between Ministries. Where a legislative basis exists for these objectives and goals, please provide details.

The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) has primary responsibility for progressing national policies for career information, guidance and counselling services. The goals and objectives are not legislatively based.

In 1998, Australian Ministers of Education, Employment, Training and Youth Affairs (through the then MCEETYA Taskforce on Career Education) endorsed a set of Principles for Career Education and Advisory Services, which were seen to “have a key role to play in helping people to become lifelong learners, able to move between work and learning and to adapt to new and challenging situations”. [EN 1]

The 1999 Adelaide Declaration on National Goals for Schooling in the Twenty-first Century provides a set of goals for schooling and a commitment to national reporting of educational outcomes. In particular, Goal 1.5 states:

Schooling should develop fully the talents and capacities of all students. In particular, when students leave school, they should have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and lifelong learning.

Additionally, Goal 2.1 reiterates the importance of the Key Learning Areas, including Studies of Society and Environment that specify student learning outcomes with regard to people and work.

More recently, a number of objectives and goals for career information, guidance and counselling for young people have been articulated within the context of the new MCEETYA-endorsed Vocational Education in Schools Framework, and the development of a national transition support system for young people in response to recommendations of the Prime Minister’s Youth Pathways Action Plan Taskforce.

The former MCEETYA VET in Schools Taskforce, for example, proposed a new *Framework for Vocational Education in Schools* (MCEETYA, 2000) [EN 2] which acknowledges the need for effective career and life management preparation for young people. It specified career information and guidance and access to student services as one of the key elements underpinning successful transition to further education, training and employment for all students. It states that successful transition requires:

- explicit and well articulated pathways
- community partnerships
- lifelong learning skills and attributes
- enterprise and innovation
- career information and guidance, and access to student services
- individual assistance for students at risk
- supportive institutional and funding arrangements
- monitoring and evaluation.

In addition, the Youth Pathways Action Plan Taskforce, set up in 1999 to investigate issues relating to young people's transitions through and beyond school to independence, has recommended the development of an Australia-wide approach to career and transition support for all young people and their families [EN 3].

Responsibility for progressing national policy relating to the new Framework for Vocational Education in School and recommendations of the Youth Pathways Action Plan now reside with the newly formed Taskforce on Transition from School.

Although working within agreed goals and objectives, there is considerable variation in the strategies employed to achieve national goals by State and Territory Governments [EN 4].

Goals and objectives of other agencies providing careers services in Australia vary in emphasis, rather than significantly differing. They also reflect whether agencies are concerned with labour market supply or demand issues. For example, DEWR's provision of occupational and labour market information is directed at improving the efficiency of the Australian labour market, a goal shared by Employer Associations, Industry Associations and ITABs who work to:

- meet industry demands for new entrants
- ensure informed choice to reduce the cost of hiring people unsuited to the industry
- change outdated perceptions of various industry sectors that are not the first choice of new labour market entrants
- attract young and talented people.

The goals and objectives of those who work in education settings are more likely to be focussed on developing the career competencies that will give individuals the best possible chance to make informed career choices and to manage the many transitions that they will face throughout their working lives. They are concerned to provide young people with access to information and learning experiences, and opportunities to develop effective career planning and decision-making skills. Clearly, if both 'sides' achieve their goals, then careers services have performed a useful matching role – which serves both individuals and those seeking their skills.

Explanatory Notes

1. Principles for Career Education and Advisory Services (MCEETYA Career Education Taskforce 1998)

Career education and advisory services have a key role to play in helping people to become lifelong learners, to be able to move between work and learning and to adapt to new and challenging situations. In so doing, these services can make a significant contribution to the effective functioning of Australia's labour market and education and training systems.

The Taskforce considers that the national requirements for career education and advisory services to optimise outcomes for people in transition between school, work (including previous employment or unemployment), further education and training and improve Australia's responsiveness to changes in the structure of industry, jobs and the labour market are encapsulated in the following set of principles:

- 1) Career education and advisory services should be recognised as encompassing a wide range of learning experiences, both structured and unstructured, which provide people with the knowledge and/or skills they need to make informed

decisions about their education, training and work options and to participate effectively in working life.

- 2) Government policy and planning frameworks at both the Commonwealth and State/Territory level across all education, training and employment sectors should reflect the fundamental role which career education and advisory services have in helping people, and organisations, to cope successfully with the need for lifelong learning and the major structural changes occurring to education, training and the labour market in Australia.
 - 3) Monitoring and review mechanisms for career education and advisory services should be identified within the relevant government, sector and institution policy and planning frameworks.
 - 4) Resource provision to support career education and advisory services should be identified within the relevant government, sector and institution policy and planning frameworks.
 - 5) Strategic linkages must be established between employment services and job placement and the career education and advice provided by the education and training sector.
 - 6) Comprehensive, current and accurate career-related information which is gender and culturally inclusive should be readily accessible to all Australians and reflect local, national and international trends.
 - 7) Career education and advisory services should recognise and promote vocational education and training and higher education sectors as providing equally important and valid education and training pathways.
2. The recent VET in Schools Taskforce Report (MCEETYA, 2000a) proposed a new *Framework for Vocational Education in Schools* (MCEETYA, 2000b), which acknowledges the need for effective career and life management preparation for young people.

Successful transition is enhanced when young people are provided with attractive comprehensive, accurate and accessible career information. Such information, guidance and follow-up needs to integrate social counselling with services provided by the education, training and labour market sectors. (MCEETYA, 2000, p. 17).

The Taskforce recommended that efforts should be directed towards:

- improving access to attractive and accessible information, guidance and follow-up services which integrate education, labour market and counselling services
- professional career and transition advice being made accessible for all young people in local community settings
- developing comprehensive career advice linked to job opportunities (including local opportunities) supported by information technology systems which should be accessible at the local level
- community networks which focus on the local commitment of young people
- career education in school programmes that link education, labour market and welfare services.

The Taskforce expanded the notion of vocational education to include vocational learning as well as VET in Schools Programmes (where students undertake appropriately accredited, industry-specific training based on qualifications and competencies endorsed within the Australian Quality Training Framework).

Vocational learning is defined as general learning that has a vocational perspective. It includes elements such as general employability skills, enterprise education, career education, and community and work based learning. It is recommended that all students should experience vocational learning at each year level throughout their schooling. Vocational learning is appropriate for all years of schooling and, when integrated in the school curriculum, it enables students to adapt to the changes that are going to be a constant feature of their lives.

Enterprise and vocational education in its broader sense provides school leavers with not only industry-specific skills but also generic competencies, which enable them to acquire new skills as they are needed by the changing demands of industry and society. It provides students with an understanding and an orientation towards the world of work as they investigate a range of pathways to post-school options.

Career education programmes, activities and experiences will continue to be provided in schools to increase students' awareness about the rapidly changing nature of work and careers. Accordingly, career education will:

- be explicitly included in the school curriculum
- involve community members such as employers and parents
- link education, labour market and welfare services
- provide young people with the opportunity to acquire and articulate achievement of generic skills and competencies.

The provision of readily accessible, well-organised, accurate, comprehensive and current information is a vital element of the new Framework. The effective provision involves schools cooperating with employers, employment services and other relevant organisations in gathering and disseminating local industrial trends and job opportunities.

The new Framework acknowledges that not all necessary information is within schools, and there is a need for linkages to be established to ensure that young people have access. In addition, the production of high quality information in a variety of formats that young people can use independently is required.

The new Framework notes that information is not enough. Effective student support services provide personal help and assistance. A case management approach that draws on the professional counselling services available within the school and in the wider community is necessary to support young people who experience difficulties. School-community partnerships will assist young people in transition by establishing arrangements to:

- connect them to appropriate learning and work opportunities
- provide mentoring, brokering or other appropriate support
- assist them in developing personal transition plans and becoming informed about new and expanding opportunities in the labour market.

3. The report of the Prime Minister's Youth Pathways Action Plan, *Footprints to the Future*, (2001) proposes ways to improve support for young people and their families during their transition to independence, and in particular to strengthen pathways for those young people not fitting clearly delineated models of transition.

Footprints to the Future argues that education and training (which includes timely and relevant career and transition support) is the foundation for effective transition.

The report raised concerns about the quality and availability of career advice and transition support in Australia. Some of the weaknesses in the current arrangement noted in the report included fragmentation between institutions and services, lack of responsiveness within services, lack of accountability for broader outcomes and lack of, or fragmented information about, pathways.

Issues such as the need for greater support in selecting career pathways, help in negotiating the maze of available information, and the lack of local information especially in rural and remote areas were just some of the problems cited. Even though new initiatives such as the National Goals for Schooling are aimed at improving education systems, the report suggested that much more could be achieved in the area of curriculum design and delivery particularly to prepare students for life beyond school. It was recognised that employability skills were necessary for young people to meet the needs of a rapidly changing labour market.

In a study commissioned by the Taskforce, the Australian Centre for Equity through Education (ACEE) concluded that there could be no single model for transition support which would apply equally to every community or set of circumstances. Rather a continuum of options for transition services should be provided on the basis of need and delivered through schools and community based agencies.

Building on the ACEE report, the Taskforce proposed a framework for career and transition support consisting of the following elements:

- a learning pathways plan
- professional career and transition support
- mentoring
- follow-up responsibility for students post-school.

It recommends that support be designed and driven by local partnerships involving young people, families, business, government and non-government organisations. It encourages young persons from Year 8 onwards to develop a learning pathways plan incorporating curriculum choice, recognition of skill development, proposed career pathways, further education goals and employment opportunities.

One of the fundamental gaps in linkages between school and industry cited was the lack of quality careers information and guidance. Careers information is often managed by schools and, as a consequence, the information about various industries is inadequate, sometimes inaccurate and with a focus on professional careers. The Taskforce recognised that local employers are in a better position to identify these jobs and work with schools in designing pathways for accessing them.

The Taskforce suggested that the mandate of the Australian Traineeship Foundation (ASTF–now ECEF) be extended to, amongst other things, commission and disseminate research and information on career opportunities, the effectiveness of partnerships and the outcomes of structured workplace learning.

The Taskforce also identified the need to improve our knowledge base about young people's transitions. Research on transitions needs to be given a higher priority, and more sustained and cross-disciplinary research needs to be conducted and disseminated to the field. Research effort is also fragmented among different organisations and different academic disciplines.

The report suggests that, "we cannot continue to allow the future transition for each young person to fall into place accidentally. Advice, guidance and direction setting simply cannot depend on who might offer transitional support for young people through school and beyond." (*Footprints to the Future*, 2001, p. 94)

As a direct response, the Enterprise and Career Education Foundation (ECEP) was established by DEST, and three proposed pilot projects have been put out to tender, including the *Career and Transition Pilots* which will:

- test methodologies for providing enhanced career and transition support to every young person (students and school leavers) aged 13 – 19
- investigate, test and evaluate innovative ways of improving the quality of career information; and identify existing good practice examples and test (transferability and sustainability) in different settings/environments
- investigate and develop ways of tracking students for 18 months post school
- trial a range of approaches in schools, off site or a combination of both
- provide a series of case studies of identified best practice and innovative strategies.

Successful tenderers are required to demonstrate a strong partnership approach with school principals, business, employers and local government or community agencies.

State and Territory Goals and Objectives

The National Goals of Schooling, which include vocational learning, career education and career advice (1.5, 2.3 and 3.6) have been signed off by the Northern Territory Minister for Education. Achieving these goals underpins the careers counselling policy which states that "careers counselling should be given a high priority in schools, enabling all students access to advice and information about career options and opportunities for further study."

In New South Wales, the Statement of Career Education Outcomes Year 7-12 informs the development of career education programmes in schools. Within this policy context, schools are able to respond flexibly to the needs of local communities. Career education policies in Tasmanian and ACT schools are based on achieving the relevant nationally agreed goals for schooling. There are no State-specific policies in Western Australian schools relating to the provision of guidance and counselling. The stated goal of the Department of Training in Western Australia is to increase employment and participation rates in training and to ensure the smooth functioning of Western Australian labour markets. Quality career information and guidance services are recognised as important elements in turning this vision into a reality.

Queensland State Education 2010: A Future Strategy (QSE-2010) is a key strategy/planning document that provides a blueprint in terms of key objectives and strategies for Queensland State education over the next decade. It states that the curriculum of the future should "prepare students for flexible and adaptable pathways; work in sustainable and flexible knowledge and service-based economies; and participation in cohesive social communities" (Education Queensland, 2000, p. 10). It further identifies the need to prepare young people to be "active and reflective Australian citizens with a disposition to lifelong learning" (Education Queensland, 2000, p. 12). These objectives and goals can be applied directly to career information, guidance and counselling services.

QSE-2010 also establishes a fundamental aim "to increase the proportion of the Queensland population that completes Year 12 (or equivalent qualifications) and to strengthen the coordination of school and post-school programmes; in specific terms

the aim is to increase the completion rate for Year 12 from 68% in 1998 to 88% in 2010" (Education Queensland, 2000, p. 15). To achieve the completion targets, the strategy states that "new pathways through the senior secondary years to post-school destinations should be further developed" (Education Queensland, 2000, p. 16).

Although there is no formal policy in relation to career education, guidance and counselling in South Australia, the Curriculum Framework for South Australian government schools, mandates Enterprise and Vocational Education as a cross curriculum perspective. This perspective ensures that all classroom teachers, through the SACSA, will integrate a broad understanding of the world of work within their teaching including careers awareness. The state's Enterprise and Vocational Education initiative has established twenty regional networks across the state to develop local strategies for the provision of a range of services for their young people. Their management groups which are partnerships of local education, community, and business representatives, have encouraged the out-sourcing of career services to local providers such as Jobs Pathway Providers and other private agencies.

In Victoria, the Office of School Education (OSE) does not have a separate guidance and counselling Policy. Teaching of career education is not mandated within the school curriculum but is addressed within the Studies of Society and Environment (SOSE), Economy and Society strand - Levels 4-6 [Curriculum Standard Framework (CSF II)].

In addition, goals and objectives for career education, guidance and counselling are guided by a number of related key state goals and objectives contained in the following:

The Ministerial Review into Post Compulsory Education and Training (commonly known as the Kirby Report), (<http://www.deet.vic.gov.au/postcomp/articles.htm>) contains an analysis of the employment and education and training world that young people are experiencing and will experience in their 'transition years'.

Key Objectives of the recommendations of the Kirby Report were to:

- Address the issue of participation in and outcomes of young people in post compulsory education and training.
- Emphasise the transition process – including the diversity and types of pathways available for young people.
- Provide 'Tagged Resources' for Managed Individual Pathway planning, including case management and additional careers support.
- Expand the Vocational Education in the VCE (VET in the VCE) offerings and access to part-time traineeship and apprenticeships for students.
- Ensure careers information and pathways guidance services relating to education, employment and training for young people are integrated and improved.

In endorsing the Kirby Report recommendations, the Government has indicated a number of actions to be taken in regards to career information, guidance and counselling services.

Victorian Premier's Targets:

- "By 2010 – 90% of young people in Victoria will complete Year 12 or its equivalent."
- "By 2005 – the percentage of young people aged 15 to 19 in rural and regional Victoria, engaged in education and training will increase by 6%."

Victorian Government Goals:

- To increase the percentage of young people who successfully complete Year 12 or equivalent.
- To increase the level of participation and achievement in education and training in rural and regional Victoria and among groups where it is presently low.
- To make near-universal participation in post-school education and training the 'norm' in our society.

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2.2 What are the major social, educational and labour market influences that are currently shaping national policies for information, guidance and counselling services?

The major social, educational and labour market influences shaping national policies for career information, guidance and counselling services as expressed by DEST (the agency with primary carriage at the Commonwealth level for progression of a national careers agenda through working groups of the MCEETYA Taskforce on Transition from School) are cited as:

- Assisting young people to make transitions through school and from school to work or further education and training. This includes meeting the basic educational requirements of all young people and particularly reaching young people at risk of disconnection and those who already are disconnected from school and the community.
- Responding to the recommendations in the Youth Pathways Action Plan Taskforce Report, *Footprints to the Future* (See 2.1).
- Responding to broader reforms expressed by the government of the day, such as welfare reform through *Australians Working Together* which focuses on the provision of individual support to encourage social and economic participation [EN 1].

DEST cites labour market issues including responding to skill shortages in particular industries, responding to unemployment, and encouraging lifelong learning within the

context of a changing labour market, as significant policy imperatives, as does DEWR (the Commonwealth agency with responsibility for employment services and the provision of labour market information).

The increasing complexity of training, employment and further education pathways for students and rapid developments in VET in Schools programmes have accentuated the need for school students to receive suitable, timely advice on career/employment options. These developments have shaped State/Territory career policy and provision. Other influences considered to be significant by States/Territories include:

- Unacceptably high youth unemployment rates, particularly in some rural and regional areas.
- Changing patterns of labour force participation, including increasing rates of part-time and casual employment.
- Declining school retention rates and the consequent need to improve services for students at risk of not completing secondary school.
- Recognition of the value for the individual and for society of a highly skilled workforce.
- Recognition of the need for lifelong career development and learning in order to meet constantly changing industry requirements, labour market changes, and employment and recruiting patterns and practices.
- An emphasis on lifelong learning with corresponding emphasis on seamless education and training pathways.
- Providing the opportunity for students, irrespective of their personal circumstances, background and starting point, to participate fully in the education and social experiences offered by schools and achieve outcomes according to their potential.
- Ensuring that the fundamentals of an inclusive, fair society are met – that the opportunity is there for the least able and those adversely affected by social and economic change to be active in the community.
- Meeting skill shortages and responding to downturns in some industry sectors.
- The widening of course options associated with significant growth in VET courses has placed additional demand on careers and advisers and schools to work collaboratively across local districts to support students to better identify, plan for and manage transitions from school to a range of post school options.

The influences that are shaping the policies and practices of service providers in tertiary institutions include:

- A tight funding environment in the university sector.
- The changing nature of the economy and its impact on the structuring and availability of graduate employment options.
- Increased competition for entry level graduate positions.
- Greater student demand for work experience and vacation employment as evidence of employability.
- Globalisation of the graduate labour market – specifically the global recruitment policies adopted by an increasing number of multi-nationals.
- Expectation of articulation between different education/training sectors.
- A user-pays system of education increases the importance of wise course choices.
- Responding to a more heterogeneous client base with the large increase in student numbers.
- Students' expectations that likely employment outcomes from each degree be made explicit.

Labour market issues (such as responding to actual and emerging skills shortages) are the influences most keenly felt by employer and industry associations. An ageing population

accompanied by differing aspirations of young people, including a declining interest in manual work, are issues of concern in industry sectors such as manufacturing. Increasingly competitive operating environments, eg in the retail sector, means that there is a strong imperative to achieve greater value from human resources expenditure through effective career preparation.

Explanatory Notes

1. *Australians Working Together* (<http://www.together.gov.au>) (DEWR, 2001) is a strategy for overhauling Australia's welfare system. The report of the reference group convened to look at problems with the current system and provide advice to Government on improvements and different approaches, suggested a radical overhaul of the system. It argued that while there was a need for an adequate social safety net, workforce age people needed to stay actively engaged.

Under *Australians Working Together*, job seekers on income support payments will have access to one of four main pathways to independence:

- Job Search Support – a pathway for the job ready
- Intensive Support – a pathway for people at risk of long-term unemployment
- Community Participation – a pathway for people with severe or multiple barriers to employment
- Transition – a pathway for job seekers (eg sole parents and mature age workers) returning to work after long breaks.

References

Department of Employment and Workplace Relations (DEWR) (Date Accessed: 14/11/01). *Australians Working Together* [online]. Available <http://www.together.gov.au/Groups/Disability/default.asp>.

2.3 What are the most important issues facing policy makers in your country in the organisation, management and delivery of information, guidance and counselling services?
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Raising awareness of the strategic importance of career information, guidance and counselling services is a key issue for policy makers and practitioners alike. For the former, it is critical in terms of it being accorded higher priority on public policy agendas. For the latter, it is critical in terms of being valued and gaining professional recognition.

It is a commonly held view that career guidance has often been seen as a fringe area to the core work of schools and other educational providers. Despite previous national agreements on the provision of career education and guidance, State/Territory Education systems have not, uniformly, implemented policies that reflect those commitments, nor have they been required by Ministers to date to report on their achievements regarding the career guidance activities implicit in National Goal 1.5 of Schooling.

The MCEETYA National Careers Taskforce, which had responsibility for progressing national policy and nationally agreed career information, guidance and counselling initiatives (such as the soon to be launched National Career Information System, NCIS), has been disbanded and its previous functions have been allocated to the new Transition from School Taskforce.

Considerable momentum had gathered through the activities of the MCEETYA National Careers Taskforce. These included the State and Territory agreement to the introduction of NCIS and discussion and debate on the importance of developing and implementing quality frameworks for service provision and standards for practitioners. The new working groups will carry this momentum forward within the context of ensuring successful transitions from school for young people. Ensuring that issues relating to careers services across the lifespan are also given consideration will be an important challenge for the new working groups of the Taskforce.

The issue of providing comprehensive job and career information for job seekers and those exploring careers in an easy-to-access format is a core issue. The online world has created many opportunities for making information readily available, and the Australian government has a commitment to making information available online. An important issue is ensuring equality of access for metropolitan, rural and remote residents.

Minimising overlaps and gaps in service provision remains a priority even though in practice it is extremely difficult to achieve where funding and operational responsibilities are shared between the Commonwealth and the States/Territories, and between agencies within each jurisdiction. For example, State/Territory governments are developing a range of transition support strategies; at the same time the Commonwealth Government funds and manages a network of Job Pathways Programme providers, and is about to fund Career and Transition Support Pilots, throughout Australia. Both State and Commonwealth governments fund local area networks designed to develop business and community partnerships. The perceived lack of planning, structure and integration between the various service providers, and between the various elements of provision - for example, information provision; career education; transition support; and career counselling - was an issue identified in *Footprints to the Future* (2001) for governments to address.

The former National Careers Taskforce identified the development of a national framework or 'blueprint' for careers as a high priority for the near future and this has become part of the work plan for the new Transition from School Taskforce.. Quality issues, in terms of accreditation of providers and counsellors, quality of services and quality of information are important policy matters under consideration. National goals, student, school and system outcomes and evaluation arrangements were established in 1992 (AEC, 1992 in NBEET, 1992), and a national training framework for career educators was developed (NBEET, 1992). Neither has been adopted systematically throughout Australia.

Promoting the potential synergies between career information, guidance and counselling and lifelong learning is another priority. While career development and lifelong learning both serve to increase personal fulfilment, improve labour market outcomes and achieve greater social inclusivity, these relationships are not widely understood or promoted at a time when governments are looking for ways to encourage lifelong learning habits.

With the introduction of more personalised transition support measures for young people, including the expectation that all students will have access to career education and counselling and develop individual transition support plans, a recent policy consideration for State and Territory Education Departments in particular, has been to conceptualise and develop effective and flexible organisational models of delivery that encourage enhanced links with all relevant service providers and the wider community, including employers.

The resource requirements of this essentially 'new' entitlement is an important issue for policy makers. The success of the VET in Schools Programmes has been in large part due to ANTA's provision of 'tagged' resources (\$160m over the period 1996-2004) to States and Territories. In TAFE and university services similar funding pressures apply.

References

National Board of Employment, Education and Training (NBEET) (1992, April). *A National Training Framework for Careers Coordinators: A Proposal*. Commissioned Report No. 14. Canberra: NBEET.

Prime Minister's Youth Pathways Action Plan Taskforce. (2001). *Footprints to the Future*. Canberra: Prime Minister's Youth Pathways Action Plan Taskforce. (<http://www.youthpathways.gov.au/documents/summary.pdf>)

2.4 Please describe any recent (last five years) initiatives and changes that are of particular significance for the organisation, management, funding, staffing, or delivery of information, guidance and counselling services.

Government reports that have recommended new approaches or priorities

The National Goals of Schooling (1999) and the Principles for Career Education and Advisory Services (1998) (as described in question 2.1) outline school students' entitlement to career education.

The report from the Prime Minister's Youth Pathways Action Plan Taskforce, *Footprints to the Future* (2001), identified the need for a comprehensive career and transition support system for all young people. DEST is funding Career and Transition Pilots as part of its response to the recommendations. Funding of \$3.6 million for around 30 career and transition advisers to work with schools, local communities, young people and their families is to be allocated.

In 2000, the MCEETYA Taskforce on VET in Schools proposed a new *Framework for Vocational Education in Schools* which acknowledges that career information and guidance and access to student services are key elements underpinning successful transition to further education, training and employment for all students.

In the VET sector, the new *Australian Quality Training Framework Standards* (<http://www.anta.gov.au/aqtfStandards.asp>) strengthen the requirement for information provision to TAFE and other VET students to ensure they are making informed choices and decisions.

New methods and philosophies of providing services

An individualised approach to the management of young people's (13-19) pathways; monitoring of student pathways beyond school, and a particular focus on transition support for those most at risk of marginalisation are the approaches being advocated in the abovementioned reports, and developed in a number of State and Territories.

The new community services strategy, *Australians Working Together* (DEWR, 2001) also proposes individual support to encourage social and economic participation.

The major change for DEWR has been the outsourcing of the employment service, from the (previous) Commonwealth Employment Service (CES) to the Job Network. This has, in effect, resulted in a more devolved form of service delivery. The Department can advise on career information and guidance services, but responsibility for developing and targeting the services that will assist job seekers rests largely with Job Network members.

Mentoring is an approach advocated by the Youth Pathways Action Plan Taskforce to improve young people's transitions. The Taskforce set out a range of attributes of successful mentoring projects that will be used to inform the development of the Mentor Marketplace initiative. With a funding allocation of \$4.8m over three years, FaCS will work with key non-government organisations to kick start projects in communities that do not have such projects operating for secondary students and early school-leavers. The establishment of Mentoring Australia, with part funding from Dusseldorp Skills Forum, is another initiative that reflects this new approach.

At the same time, many schools-based careers advisers report that with the recent, strong growth in VET in Schools Programmes, the time that they can devote to personalised guidance is diminishing, as they are increasingly required to coordinate both career and VET in Schools activities. The Career Education Association of Victoria (CEAV) 2000 Member Survey (2001) reported 50% of respondents undertaking both roles. The Career Advisers Association of New South Wales is currently seeking official clarification of the roles and responsibilities of both positions.

Changes in Funding

With the resourcing levels for career guidance activities being determined largely at the individual school level, it is not possible to make verifiable judgements about shifts in funding. However, in a number of responses to government inquiries, and in member survey responses, and conversations, members of career associations report declining staff allotments or an erosion of time allocated to career development activities as responsibility for VET coordination is incorporated into their duties. However, these judgements precede current State/Territory initiatives to give effect to transition support strategies for young people or the new Framework for Vocational Education in Schools.

Recent and developing initiatives such as the introduction of Managed Individual Pathways in Victoria (funded at \$45m over three years) are earmarking resources for career activities.

Some tertiary careers services report reduced funding over the last five years, as a flow on effect from decreased overall funding of higher education.

In universities, careers services are attempting to integrate programmes into the curricula so all students can access services. There has been a moving away from one to one counselling and providing appropriate information via electronic and group delivery and integrating career development within academic programmes. The focus is now more on students accessing information themselves and taking responsibility for their own career development.

The introduction of new vocational pathways (with the introduction of Training Packages) and the significant shifts that have occurred in the delivery, funding and provision of VET programmes, have required TAFE career advisers to deal with increasing demands for accurate and current information, in a funding environment that has seen no increased allocation of resources to career counselling services.

New services

The development of the National Career Information System (NCIS) (<http://www.educationau.edu.au/careers.html>) represents a significant step forward. It aims to provide a comprehensive and linked set of career data, as well as provide high level comment and web site links to a wide range of topics. Self-reflection activities will enable users to clarify their own career goals. Its development has occurred within the framework of career development theory – which is an important step towards achieving some shared understandings amongst the many players involved in the provision of career information, guidance and counselling.

Australia piloted the career and life skills programme, *The Real Game* (<http://realgame.dest.gov.au/index.htm>), during 2000, in over 100 schools across the country. An Australian edition of the programme has since been produced and pilots of *The Make It Real Game* and *Be Real Game* are currently underway.

The Career Information Industry Partnership Programme began, in 1999, to increase the quantum and quality of industry-based career information, especially in those industries identified as suffering from current or projected skills shortages and image problems. Key elements of the programme include developing industry career strategies which have a multifaceted, national focus, use language/imagery appropriate for young people and use a multimedia approach, including industry based careers web sites.

The Jobs Pathway Programme (JPP) (<http://jpp.dest.gov.au>) was first introduced in 1995-96 as a series of 10 pilot projects with the aim of improving students' transition from school to work. Following an evaluation of the early stages of these pilots, the programme objectives were broadened, and the programme was implemented in 1996-97. JPP aims to assist 15-19 year olds make a successful transition from school to work. The assistance provided will vary as the services received depends on each eligible young person's specific needs. The type of assistance which can be provided includes advice and information on careers, pre-vocational training, the local job market, New Apprenticeships, post-secondary studies and school-based VET options; implementation of career plans, literacy and numeracy training, mentoring and assistance with obtaining and maintaining employment, preparation of resumes, interview preparation and raising self esteem.

JPP operates on a regional basis with funding targeted to those regions with the greatest need in terms of youth unemployment and the level of retention through to Year 12. Regions with high levels of youth unemployment and a low level of retention to Year 12 have been accorded the highest priority. Approximately \$22m m is provided to service up to 70,000 young people from over 1,600 secondary schools annually.

The Enterprise and Career Education Foundation (ECEP) (<http://www.ecef.com.au>) was established by the Commonwealth Government in January 2001.

A key function of ECEF relates to career education, including:

- assisting with the promotion and provision of quality careers services such as career education, career information, and career counselling and guidance initiatives in schools
- encouraging the integration of careers services throughout the middle and post-compulsory years of schooling
- encouraging increased industry involvement in career education programmes in schools, and the provision of industry specific career information for use in schools by career educators, subject teachers and students
- facilitating student access at the local level to information on local level/regional career and employment opportunities
- identifying and promoting best practice and professional development.

Changed priorities for access to services

The introduction of career guidance and counselling for young unemployed people in 1998 was an important step in enabling access for young people who are not enrolled in education or training institutions. The Career Counselling Programme was established by DEST and is available to all job seekers receiving activity tested income support payments through Centrelink and young people between 15 and 18 years of age who are registered with Centrelink as job seekers but are not eligible for income support. Participants receive professional career counselling in groups and in some cases individual sessions.

In order to meet the needs of Indigenous students, the Aboriginal Career Aspirations Program (ACAP) and Aboriginal Tertiary Aspirations Program (ATAP) have been developed and are available in various States and Territories.

Changed responsibilities between agencies for the provision of services

The formation of Centrelink (<http://www.centrelink.gov.au/>) has provided a new portal through which a range of DEST, DEWR and FaCS services are now accessed. Centrelink is the first point of contact for students and unemployed people seeking information about education and training, financial assistance and employment assistance.

Some school-based career practitioners are of the opinion that the introduction of measures has resulted in school level decisions to reduce the career guidance activities previously offered.

Initiatives to engage citizens in the planning and delivery of services

The development of local level educational partnerships between schools, students, their parents, and their communities, including employers, parents/caregivers, and local community-based organisations is a key strategy of new transition support initiatives for students. It is also a strong underpinning for new approaches to enterprise and vocational learning being trialled in a number of states.

Changes in the involvement of the private sector

There has been considerable industry-led change in the provision of career information with industry bodies and organisations working to 'match' the requirements of their sectors with the expectations of students. Some States report that industry is playing a greater role in the organisation and implementation of careers expos.

Multi-media resources have been, and are being, developed in partnership with industry. In NSW, for example, industry plays a central role in identifying areas of need and informing the development of resources through participation in project management teams with DET personnel.

A number of career-related products and services have, in recent years, been outsourced to the private sector, and a major Australian publisher in the careers field has taken an active role in establishing the web-based Australian Careers Service – an association for careers educators – and the Future Finder Club for school students throughout Australia. In some States, schools can elect to outsource careers services to the private sector.

Technological developments

The rapid growth in online technology has changed the way information is accessed in all States and Territories, except the Northern Territory where bandwidth and remoteness limit access. Further detail on recent technology developments are outlined in the response to Q 8.2.

It has also assisted in the management of services. For example, in NSW a school to work planning management database supports schools to manage career related action planning and the identification and documentation of work related skills of students.

Advances in DEWR's use of Internet technologies has made possible the evolution of the Australian Job Search/Workplace portal, including the Careers site within the Workplace portal, as a major source of online information on vacancies, occupational characteristics, trends and prospects (*Job Outlook*) and education and training and training courses (*SkillSearch*).

Specific initiatives and changes that are of particular significance to information, guidance and counselling services in the States/Territories are described in EN 1.

Explanatory Notes

1. Specific Initiatives and Changes Influencing State/Territory Services

Government reports that have recommended new approaches or new priorities

In 1999, a Review of the Provision of Career Guidance in Education Queensland schools was completed. A series of recommendations are being considered for implementation. As a result of the Career Guidance Review, the drafting of system policy and guidelines for the provision of career guidance in schools (on a Years 1-12 basis) is in progress.

A report to the Hobart Education Business Training Partnership, prepared by the Australian Association of Career Counsellors, looks at the provision, or lack of provision, of career education and counselling in the capital city region of Hobart with a view to developing a model for regional coordination of career information, guidance and counselling for young people. The report makes 13 specific recommendations in relation to career education and transition support, along with a number of suggestions for future action and research, which would promote a more coordinated approach to career education.

The need for new and better standards in career orientation and guidance has been identified through the Ministerial Review of Post Compulsory Education and Training Pathways in Victoria (Kirby, 2000). The report recommends that careers guidance and information support should be multi-layered, including information services for providers and their students. The range of information and guidance services should be integrated and available on a regional basis to develop more personal guidance and counselling support for young people.

New methods and philosophies of providing services

As part of the New South Wales Government's Ready for Work Plan, the School to Work Program has been introduced in government secondary and central schools to provide a more structured, planned approach to supporting students to better identify, plan for and manage their transitions from school to a range of post-school options.

The School to Work Program consists of five elements including:

- School to Work Planning: School communities are supported by grants and resource support to develop partnerships to assist students to better plan for and manage their transition from school to a range of post-school options in education, training and employment. In 2001, 420 government secondary and central schools involving over 42,000 students implemented school to work planning.
- Support for Work Education: has been provided to schools to implement a 100-hour course in Years 9/10. This course was developed by DET and approved by the Board of Studies. As part of its review of the Curriculum Framework K-10 and the Year 7-10 syllabuses, a new course is being developed in work education which will link to a work studies course in Years 11/12 and provide an effective lead-in to VET courses in Years 11 & 12.
- Improving the quality of workplace learning opportunities: A range of locally designed strategies are being supported to improve the quality of workplace learning opportunities, including work placement and work experience.
- Providing industry-specific information on vocational pathways: Multi-media resources developed in partnership with industry have been developed and distributed to schools and TAFE colleges. These resources cover a range of industry areas and provide up to date and accurate information about career and training pathways. Support is also provided to the organisation of Careers Expos to provide the opportunity for young people to interact directly with employers and training providers in an interactive setting. The emphasis in recent years has been on greater industry involvement in organisation and implementation and more interactive events for participating such as workshops and seminars. Resource materials linking student participation directly to school to work planning has also been developed and distributed.
- Professional development support for careers advisers: in the form of workshops and web-based support is being provided to careers advisers and other staff implementing the School to Work Program.

Based on the outcomes of the Kirby Report, in Victoria there will be:

- the provision of labour market statistics and information which better inform providers about the changes to the structure of the labour market and the nature of work itself through effective links to a website established for that purpose. It will include, for example, information on trends in skills demand, information on new types of jobs in an industry relevant to a local region (<http://www.llen.vic.gov.au/llen/llenstat/default.htm>)
- a coalition of current and new services will be brought together working in collaboration with education and training providers at the local regional level
- professional development to complement the changed emphasis on careers guidance and information from the beginning of 2001
- the Local Learning and Employment Networks will enable more effective planning and coordination of careers guidance for young people (<http://www.deet.vic.gov.au/postcomp/career.htm>)
- the Managed Individual Pathways (MIPs) initiative provides funding for a case management approach to students in years 10–12 and in 2001 focuses on students at risk of not completing their secondary education. By 2003 all students in Years 10–12 will have a Managed Individual Pathway Plan.

Technological developments

Victoria and Western Australia, in particular, have been proactive in the development of online career information resources. These include the *GetAccess* career information service (<http://www.getaccess.wa.gov.au>), the *Surfing for Work* Tutorial (in partnership with BC WorkinfoNet in Canada), an online version of the popular *Job Search Guide* and a parallel Web/TV development between Pathways Careers TV and the *GetAccess* website.

Planning is underway in Western Australia to develop a range of new interactive online services over the next five years including career assessment tools, checklists and inventories and an online resume writing facility. The Department of Training will also be investigating the use of streaming technologies to communicate and deliver career information and services (for example, digital video clips, streaming of digital TV-based content and web casting of career events and expos).

Online technology has also significantly changed the way information is accessed in Victoria. The development of the Youth Employment Line (www.yel.vic.gov.au) brings together all available information on careers and employment for young people and presents it in an easy to understand format to assist young people to develop their career objectives.

In the Northern Territory, the Learning And Technology In Schools (LATIS) programme, will mean improved access to and use of technology for gathering career and related information by all Northern Territory students.

In NSW, technological innovations are part of the School to Work Program. A website provides professional development support to career advisers and other teachers. A planning web board, enhances the maintenance of professional contact and the dissemination of resources and information to careers adviser. A planning management database supports the management of career related action planning and the identification and documentation of work related skills by students.

Initiatives to raise public awareness and use of services

A video, highlighting the experience of five government schools introducing School to Work Planning in New South Wales. was produced and distributed to all government secondary and central schools to use with staff, parents/caregivers and the community to explain and promote the initiative. The video was broadcast on SBS television's TVEd.

Changed responsibilities between agencies for the provision of services

Under the MIPs initiative in Victoria, schools have the option of using their funding allocation to outsource the careers and counselling activities/services.

New education and training requirements for staff

The Department of Training in Western Australia has recognised the importance of consistent standards in the delivery of career guidance services and is currently developing a course in career guidance for all Job Link (community-based employment services network) staff. Training will commence in 2002.

A new Victorian Institute of Teaching is being established to support the formal professional development of teachers, including addressing the issue of 'formal qualifications, training and delivery standards' for careers practitioners within schools.

As part of the School to Work programme in NSW, professional development support is being provided to careers advisers and other teachers implementing elements of the school to work Program. Workshops are focused on enhancing the skills of participating staff to effectively assist students to plan and manage their transitions. A website (<http://www.tdd/nsw.edu.au/scholtowork>) and web board (<http://webboard.tafensw.edu.au/~workplans>) provide programme and resource support to staff

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SECTION 3

3.1 How important is legislation in steering information, guidance and counselling services in your country? Please briefly describe the main pieces of legislation that directly affect information, guidance and counselling services.

Career information, guidance and counselling services are not directly governed by legislation in Australia. Information, guidance and counselling services that are provided by publicly funded education and training providers are subject to the same legislative requirements that govern the management of educational, and vocational education and training institutions and their provision of services.

State/Territory Curriculum authorities are established under legislation with the main object of providing for the development and implementation of a curriculum framework for schooling, which takes account of the needs of students and sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire. While their functions and powers will vary from State to State, the functions and powers as described in the Western Australian Curriculum Council Act 1997 are broadly indicative.

(1) It is a function of the Council to –

- control, direct and coordinate the development of curriculum framework for schooling;*
- approve a curriculum framework for schooling;*
- evaluate, review and revise as it thinks fit the curriculum framework;*
- determine and coordinate arrangements to be used or followed for the implementation of the curriculum framework;*
- identify priorities and develop, distribute and evaluate curriculum documentation and other materials which facilitate implementation of the curriculum framework;*
- develop professional development plans necessary to support implementation of the curriculum framework;*
- establish, in accordance with the approved curriculum framework, the minimum requirements for graduation from secondary school and for the issue of a certificate of student achievement; and*
- establish, determine the criteria for, and administer exhibitions and awards to be granted in recognition of student achievement.*

State-based legislation governing curriculum provision in schools is an instrument, therefore, for steering the provision of learning outcomes related to career development.

Some elements of career activities, such as part-time apprenticeships undertaken in schools, are covered by legislation. For example, the employment-based training that students may undertake is governed by VET/Industrial Training legislation in each State/Territory, and in some States/Territories work experience is governed by regulation/ministerial order.

The Reform of Employment Services Bill 1996, the Reform of Employment Services (Consequential Provisions) Bill 1996 and the Commonwealth Services Delivery Agency Bill 1996 provide the legislative base for the provision of employment services for job seekers.

Employment services for people with disabilities are governed by the Disability Services Act 1986 (DSA) and more specifically, the Disability Services Standards which are incorporated

in the Act. State/Territory Workers Compensation Rehabilitation legislation covers the provision of services to employees requiring rehabilitation.

Other legislation that has a bearing on the daily activities of those providing career information, guidance and counselling services include equal opportunity and anti-discrimination legislation; child care and protection legislation (in some cases), as well as occupational health and safety legislation.

References

Reform of Employment Services Bill 1996
(<http://scaletext.law.gov.au/html/ems/0/1997/0/7rescpss.htm>)

Reform of Employment Services (Consequential Provisions) Bill 1996
(<http://scaletext.law.gov.au/html/ems/0/1997/0/7rescpssr.htm>)

Commonwealth Services Delivery Agency Bill 1996
(<http://scaletext.law.gov.au/html/ems/0/1996/0/6csda0he.htm>)

Disability Services Act 1986
(<http://scaletext.law.gov.au/html/pasteact/0/188/top.htm>)

3.2 What other instruments are normally used for the political steering of information, guidance and counselling services and to monitor implementation?

MCEETYA and its Taskforces are key instruments for steering information, guidance and counselling services in Australia. The previous National Careers Taskforce, with widespread representation from various jurisdictions, played a significant role in raising awareness of the importance of developing a nationally consistent delivery system and secured nationwide agreement to the development of a web-based NCIS. It is also through MCEETYA that agreements on national goals, which include career-related goals, for schooling are reached.

MCEETYA is also the instrument for monitoring achievements against the National Goals for Schooling through the Performance Monitoring and Reporting Taskforce. However, to date, progress on achieving career-related goals has not been monitored. The work plan of the new Transition from School Taskforce includes the establishment of performance indicators for careers services.

Promoting the value of career guidance is also a key instrument, and is one of the key roles of the newly-formed and substantially Commonwealth-funded ECEF. Industry and employer associations, which traditionally play a strong role in influencing governments, have also been enlisted as powerful advocates. Initiatives such as the Career Information Industry Partnership Programme has prompted interest and provided the capacity for industry to produce authoritative and attractive career information for young people. Employer Associations also conduct focus groups and forums, generate interest through discussion papers and hold information seminars.

Independent and Parliamentary inquiries into particular issues are important instruments of steering. The Report of the Youth Pathways Action Plan Taskforce has aroused nationwide interest and commitment to supporting young people and their families in the transition through and from school to further education and employment.

The research activities of organisations that advocate on behalf of young people - such as the Dusseldorp Skills Forum, the OECD, and the Brotherhood of St Laurence - also play a role. Their identification (using various indicators) that significant numbers of young people are at risk of social, economic and labour market marginalisation has placed the issue of career guidance back on the agenda.

The development and funding of pilot programmes and projects in priority areas are instruments frequently used by the Commonwealth Government. The new Career and Transition Pilots, for example, are an immediate response to recommendations in the *Footprints to the Future* Report. It was the substantial ANTA funding of VET in Schools programmes and DEST's funding of the former Australian Student Traineeship Foundation (ASTF - now ECEF) that largely facilitated vocational pathways for young people in schools.

The setting of targets and monitoring progress to achieving them has become more common, particularly in meeting objectives for successful transition from school. For example, increasing the Year 12 (or equivalent) completion rate to 88% and 90% by 2010 are targets for Queensland and Victoria respectively.

In South Australia, programme evaluations and consequent continuous improvement measures and national agreements and government commitments are primary instruments.

In the Australian Capital Territory, career education is directed by the Government Schools Plan 2002-04 and the Career/Work Education Policy, 1993. The Career/Work Education Policy, 1993 covers the principles that guide provision of career/work education and implementation guidelines (including staffing, information, liaison, evaluation, and the responsibilities of principals, school boards and teachers).

In New South Wales, where individual schools determine priority for development and implementation of career education programmes based on local need, schools provide information to their local communities each year through a school annual report. This report contains quantitative and qualitative data on, among other things, student post-school destinations. School participation in DET funded programmes is undertaken within the context of guidelines and provision of activity and expenditure reports.

In Victoria, the Government has established goals and specific targets for education and training. The development of strategies to achieve these targets provides a context for directing policies in this area, for example:

By 2010 - 90% of young people in Victoria will complete Year 12 or its equivalent. By 2005 - the percentage of young people aged 15 to 19 in rural and regional Victoria, engaged in education and training will increase by 6%.

Of key importance is the destination tracking of VET in Victorian Certificate of Education students and the monitoring of new policies such as MIPs. The new Kirby initiatives are very much concerned with improving the accountability of all sectors of education to help the government achieve its targets.

An important vehicle for steerage in the tertiary sector resides in the Graduate Careers Council of Australia (GCCA), which is responsible for promoting and fostering employment and career opportunities for graduates from higher education institutions in Australia. GCCA has for many years conducted annual census-style graduate employment surveys funded by the Commonwealth government.

Other key instruments for policy steerage and monitoring used by both TAFE and university careers services include:

- alignment with the strategic plans of institutions

- measuring the satisfaction of employers, faculties, and students
- mandated qualifications for staff: for example, competency standards and qualification standards for New South Wales TAFE Counsellors are laid down in TAFE's Enterprise Agreement whereby new counsellors will have a minimum of a three year degree in psychology, together with two years of relevant educational, vocational or personal counselling experience and/or completed relevant post-graduate qualifications, with the desirable requirement of being eligible to be registered as a Psychologist in New South Wales
- meeting unit and system-wide quality standards
- meeting career development and employment services performance indicators.

References

Prime Minister's Youth Pathways Action Plan Taskforce. (2001). *Footprints to the Future*. Canberra: Prime Minister's Youth Pathways Action Plan Taskforce. (<http://www.youthpathways.gov.au/documents/summary.pdf>)

3.3 Please describe how government regulation, funding and provision of information, guidance and counselling services are related to one another. Is the same (government) body typically responsible for all three, or are they carried out by separate agencies?

Responsibilities for regulation, funding and provision of services are divided between agencies and between Commonwealth and State/Territory governments. In the absence of specific legislation or a nationwide regulatory framework for career information, guidance and counselling, regulation is by way of the regulatory frameworks (all policies, procedures and guidelines) that govern the operations of Commonwealth and State/Territory agencies, tertiary and TAFE institutions, and all other service providers. Those providing services on behalf of government are regulated by the policies, procedures and guidelines of the agency on whose behalf they deliver services.

A considerable degree of autonomy is enjoyed by each level of government; by agencies at each level of government; by TAFE and tertiary institutions and by schools. National guidelines and standards therefore, must be built on consensus, and allow sufficient flexibility to deal with the political and industrial issues inherent in such a devolved system. Reaching agreement on a useful framework that caters for difference will not be without its difficulties and tensions.

Overall funding for the provision of education and training is divided. Around two thirds of funding for schools education and VET is provided by the States. The private school sector receives a greater proportion of its funding from the Commonwealth Government. Except where funds are designated for special purposes, the application of funds is at the discretion of States and Territories. Public funds for universities are provided by the Commonwealth and universities individually determine their use.

In most cases, funding decisions that directly impact upon the provision of careers services are devolved to local level institutions, such as schools, TAFE institutes and universities. The funding for career information, guidance and counselling services in schools is allocated from general schools funding provided by both Commonwealth and State and Territory governments. Schools make final decisions about the allocation of funds to these activities on the basis of local policy priorities. It is only in the case of special purpose initiatives, such as MIPs in Victoria, or where staffing allocations specify the appointment of a careers

adviser (NSW), that central State/Territory agencies with responsibility for career activities specify how the funds will be used. Services in schools are regulated by both national and State/Territory policies.

Career education, guidance and counselling services are most usually directly provided by schools, though in Victoria schools now have the option of using other service providers. Special-purpose, Commonwealth-funded services that are available to schools (and are sometimes located within schools) such as those offered by JPP providers, or ECEF-funded Work Placement Coordinators, are regulated by the funding agency. The production of information resources used in schools are regulated by funding agencies at both levels of government and provided by a range of Commonwealth and State agencies and private sector contractors.

Institutes of TAFE receive funding for base level education services through purchase agreements with State Training Authorities. Decisions on the use of funds are made at the institute level, consistent with the terms of the funding agreement. Student service fees also fund services.

Individual universities make decisions regarding the allocation of funds to careers services. Regulation of services occurs at the university level and in most cases at the unit level.

The role of all Commonwealth government agencies has been shifting in recent years from one of direct provision of services to one of setting policy and funding, monitoring and guaranteeing the quality of services that have been outsourced. In the area of career information, guidance and counselling, this is reflected in DEST's strong role in steering of national policy through MCEETYA and its funding of specific initiatives to address gaps in provision.

Public employment services are regulated, funded and managed by the Commonwealth. Service provision is outsourced. The only publicly-funded Careers Counselling Program that is available to young people who are not 'attached' to an education or training institution, is regulated and funded by the Commonwealth and provided through outsourcing arrangements.

The NCIS has been a more truly national initiative, developed within the policy/regulatory framework of MCEETYA by the National Careers Taskforce. Development costs have been provided by the Commonwealth, and recurrent expenditure will be shared by the Commonwealth Government and all States and Territories - (except one State which has reserved its position).

3.4 What mechanisms, if any, exist for co-ordinating information, guidance and counselling services: between different Ministries; between different levels of government; between governments and other parties such as employers, trade unions, the private sector, and community groups; between services for youth and for adults; and between the different agencies that provide services? What barriers exist to co-ordination of services and to networking among providers?

MCEETYA, which comprises representatives from the Commonwealth, each State and Territory and New Zealand governments, is the principal coordinating mechanism at a national level. The work of MCEETYA takes place in close interaction with ANTA MINCO which has a statutory responsibility in relation to certain aspects of vocational education and training.

At a national level, the newly formed ECEF will also play a strong coordinating role. The ECEF networks and links with other coordinators, programmes, education and training authorities, and other school-to-work transition activities to achieve its goals. Established initially as the Australian Student Traineeship Foundation, to facilitate VET in Schools programmes, its new challenge is to use existing local level networks and create new coordinating mechanisms to facilitate broader career development activities.

At both Commonwealth and State levels of government, individual agencies use a range of formal and informal mechanisms including regular meetings, the establishment of advisory committees, and working groups, for information sharing and cooperative action. For example:

- there is a Memorandum of Understanding (MOU) between DEWR and DEST relating to cooperation in developing career information services, and regular meetings of officers are giving effect to the intent of this MOU
- DEWR works closely with DEST and the Australian Chamber of Commerce and Industry (ACCI) and participates in industry-led skill shortage working groups
- DEWR is also a member of the Steering Group for the National Career Information System (NCIS) and also provides expert advice on career information matters as they arise, including employment-related information for the NCIS
- DEWR has worked closely with the IT industry in providing employment and vacancy-related information to assist in the development of the IT Skills Hub and provide advice on IT careers
- DEST is responsible for facilitating the development and implementation of the National Industry Skills Initiative (NISI) – an industry-led process designed to establish the steps that industry and government in partnership can take to redress industry skills shortages
- Centrelink has established a National Student Services Partnership Group where key stakeholders work together in partnership to improve service delivery for students. This mechanism leads to information sharing and cooperative action across sectoral boundaries (eg Centrelink is working closely with the Victorian government on the LLENs initiatives).

Commonwealth and State agencies employ a range of coordinating mechanisms, including newsletters, regular meetings, and websites to facilitate communication with, and provide linkages between agencies and networks of service providers, such as New Apprenticeships Centres, Job Network providers, JPP providers, and disability employment service providers.

In supporting young people's transition from school, some States are developing local level coordinating structures such as the Local Learning and Employment Networks (LLENs) in Victoria which bring together employers, trade unions, the private sector, community groups and employment/training agencies.

Local level coordination or cooperative action is increasingly a requirement of those seeking to deliver services that are funded by government. Successful submissions from agencies wishing to deliver services through the DEST-funded Career and Transition Pilots, for example, must demonstrate a strong partnership approach (including financial partnerships) with school principals, business, employers and local government or community agencies.

There are no formal linkages between the major career service providers (ie schools, TAFE and universities) and other providers. Any links that exist are heavily reliant on the goodwill of particular practitioners or linked to the recruitment activities of universities and TAFE institutes, or the business objectives of providers. Collaboration is achieved through activities like Careers Expos. For example, Careers Expos in the Northern Territory are jointly organised by the Department of Employment, Education and Training, NT Chamber

of Commerce and Industry (NTCCI), Department of Defence, Job Network providers, Centrelink, and the Northern Territory University.

Tertiary career service providers rely heavily on networks developed through the Graduate Careers Council of Australia (GCCA), and the National Association of Graduate Careers Advisory Services (NAGCAS) and, to a lesser extent, the Australian Association of Graduate Employers (AAGE).

Other associations of career professionals (detailed in response to Q 11.6) are also active in providing opportunities for information sharing, discussion and the promotion of innovation. Most associations assert that there is a need for more systematic and effective coordination of services. While acknowledging the growth in collaborative projects, they consider that the mechanisms and inter-relationships between organisations are often haphazard and rely heavily upon informal interagency contacts and interpersonal goodwill. The newly established Careers Industry Consortium of Australia (CICA), a confederation of industry associations, will strengthen networking between associations.

Services for particular groups, such as people with disabilities and Aboriginal and Torres Strait Islanders, that are provided by other agencies, such as FaCs, have their own peak level coordinating mechanisms. Inter-agency and inter-departmental coordination emanate from agencies with primary responsibility for formulating policy and ensuring that services appropriate to the needs of their client groups are provided.

3.5 What barriers exist to co-ordination of services and to networking among providers?

The need for improved coordination of services, particularly in regard to information provision and transition support, is an issue that has been identified in recent reports that are shaping current national policy.

With essentially eight separate government systems (and a number of different agencies within them), a network of autonomous TAFE institutes and tertiary institutions, and a range of quasi-government and private sector agencies playing a role in the provision of elements of career information and guidance, a nationally coordinated approach is difficult to achieve. The absence of system-wide regulatory frameworks also contribute to difficulties (See Response to Q 2.5).

While there are some examples of successful Commonwealth-State coordination, differences in approach, funding levels and mechanisms, administrative processes and criteria for service, and a lack of consultation can act as barriers to service coordination.

A significant barrier to coordination lies also in the absence of common understandings or language usage, when not all service provision is grounded in career development theory. For example, career professionals express concerns that VET in Schools and Career Guidance are terms that are almost becoming synonymous.

Until recently there was no formal, national affiliation between professional associations. The Career Industry Consortium Australia (CICA) was established in 2000 by the major professional associations across Australia to promote coordination and collaboration within the sector and to represent the views of career practitioners in a coordinated manner to governments. DEST has provided CICA with funding to assist its members to attend meetings of national importance to represent the views of practitioners in policy forums.

Competition between service providers can also act as a major barrier. Feedback from the Centrelink network indicates that competitive tendering does have an impact on the level of cooperation between agencies and the formation of partnerships within communities, where such alliances are not seen to advance the strategic goals of organisations within them. Agencies (including schools) that submit tenders to deliver government services, for example, are placed in direct competition with service providers with whom they are required on other occasions to work cooperatively. In the tertiary sector, some services report that increasing competition between universities to attract and keep the best students can result in less sharing of resources and ideas.

An overarching barrier to coordination has been the lack of resources dedicated to careers services. When resources are thinly spread, people cannot spend time communicating or networking.

Distance can also act as a major inhibitor in Western Australia, Queensland and the Northern Territory. With the network of universities spread throughout Australia, distance can act as a barrier to collaborative activities. The increased use of technology has not overcome all problems.

Attitudinal barriers also get in the way. For example, industry-held opinions that many schools and teachers have narrow experiences of the world of work, and little interest in students who are not tertiary bound, sit alongside teacher perceptions that many employers and industries do not have the long term or best educational interest of students at heart. Such stereotypes inhibit the development of true partnerships.

SECTION 4

4.1 What role do employer organisations play in regulating or funding information, guidance and counselling services? For example by participating in advisory and co-ordination bodies; by contributing to common funds for information, guidance and counselling services; through providing employee leave to take part in career guidance; or through participation in programme management committees.

Employer organisations are regularly represented on MCEETYA Taskforces, national reference groups and steering committees for projects, programmes and policy advice. They also guide the activities undertaken by State, Territory and Commonwealth agencies. For example, employer organisations play an advisory role in DEWR's labour market information and guidance services, including services provided by the Job Network and online career information. There is active industry involvement in the organisation of events and the development of resource materials that involves them in NSW. They are represented on the Board of the Enterprise and Career Education Foundation (ECEEF) and have indicated a willingness to provide industry related information for NCIS. The national ITABs are actively involved also.

State/Territory chapters of employer associations are in some cases represented on relevant State/Territory advisory committees:

- Commerce Queensland (formerly the Queensland Chamber of Commerce and Industry) employs a Manager of Industry Education Partnerships who liaises with Education Queensland and schools in relation to such activities.
- In the Northern Territory, the Career Educators Association has representation from employers and employer associations and holds its meetings, on a rotational basis, at local businesses. Industry representatives and employers recently sat on the Futures Expo Planning Committee, convened by the NT Department of Employment, Education and Training. The event was financed by DEET with significant sponsorship from employers and industry associations. The Northern Territory Chamber of Commerce and Industry (NTCCI) has expressed a desire to extend the role of this committee to consider the broader issues of career advisory services and funding.
- The Victorian Employers' Chamber of Commerce and Industry (VECCI) has representation and provides assistance to the Careers Education Association of Victoria (CEAV) and participated on the former National Careers Taskforce.
- Employer and industry associations participate in National and State/Territory Industry Training Advisory Bodies, which produce career information, and participate in VET in Schools management committees.
- The Chamber of Commerce and Industry of Western Australia (CCIWA) has representation on school, school sector, Curriculum Council (Board of Studies), TAFE, university, career association, and regional advisory committees, co-ordination boards and programme management committees. In addition, the Chief Executive and the Manager of Training Services sit on State and National Education and Training Boards.

DEST funds employer bodies to undertake initiatives in career information through the Career Information Industry Partnership Programme and funding to the Australian Chamber of Commerce and Industry (ACCI) for the Business Education Partnerships Advocates (BEPA) project.

ACCI, one of the peak councils of Australian business associations and industry associations - represented through Chambers of Commerce in each State and Territory - has a formally

endorsed schools-industry strategy. One of its policy objectives is to “improve and integrate careers education, key competencies and enterprise education principles into the education and training system” (<http://www.acci.asn.au>).

DEST has provided funding to ACCI to establish the BEPA project [EN 1]. An advocate is located in each of the State/Territory Chambers of Commerce, with further advocates (known as the Industry Project Officers or IPOs) located in the Australian Hotels Association; Printing Industries Association of Australia; Master Builders Australia; Housing Industry Association; Australian Retailers Association; National Electrical and Communications Association; and the Victorian Automobile Chamber of Commerce.

The career related goals of BEPAs are to identify and overcome barriers at the systemic and institutional level to the provision of quality enterprise and career education offerings; to consolidate and expand enterprise and career education; assist in the development of a national careers framework through relevant agencies and keep employers informed of developments.

Through these publicly-funded activities, employer and industry associations have an opportunity to provide feedback to government on regulatory/policy frameworks. In developing specific initiatives under the BEPA banner, they also enlist the support of other sponsors for particular activities. For example in Queensland, the BEPA initiated and managed the New Windows into IT Careers campaign across Queensland in mid-2001. A range of large employers provided resources.

At a local level, many employer organisations and individual employers contribute in-kind resources (in the form of time). Employers participate in the organisation and delivery of career information and guidance activities, including careers expos, parent/student information seminars, visits to schools, student visits to industry, development of multimedia information resources, providing workplace learning opportunities, and presentations at professional development/information sessions for career advisers and counsellors.

They also play an important advisory role in the development of vocational courses within public and private schools, the development of Training Packages within the VET sector, and through academic course accreditation committees within tertiary institutions. Group Training Companies are often members of Structured Workplace Learning programme management committees and may be involved in other management committees with local schools.

Employers play a small role in regulating services in the tertiary sector, and fund key information resources on graduate employment opportunities. They are also represented on the Board of the GCCA through the Australian Association of Graduate Employers (AAGE) and, in that way, have the potential to contribute to overall co-ordination. NAGCAS has strong links with AAGE and some careers services staff attend AAGE conferences from time to time. Employers frequently provide funding for national conferences and NAGCAS/AAGE and GCCA conferences are conducted and funded collaboratively every three years.

Most university careers services have good links with graduate recruiters. They involve them in career development programmes, and have sponsorship arrangements with some. Many careers services obtain relatively small amounts of supplementary funding through fee-for-service arrangements with employers, related to on-campus recruiting activities.

Employers and employer organisations do not play a significant role in regulating, funding or providing information, guidance and counselling services in TAFE institutes, although they have a broad and significant role in overall regulation of VET through their representation on Boards and Committees, and their role in determining work place competencies contained

within Training Packages. Where employers have any contact with career related services in TAFE, it is likely to be with job placement officers rather than careers counsellors.

4.2 What initiatives do employer organisations take to help provide information, guidance and counselling services? For example: involvement in career information programmes in schools and tertiary education; the provision of guidance and counselling; organising careers fairs and exhibitions; or the production of career information.

Employer associations are not usually involved in the direct provision of information, guidance or counselling services except where they are under contract to government to manage or provide services. For example, DEST funds and the Australian Chamber of Commerce and Industry runs the Business Education Partnership Advocates (BEPA) and Industry Project Officers (IPO) project [EN 1].

Members of employer associations, particularly industry associations, are usually more directly involved in the provision of information and advice through work readiness programmes and partnership opportunities within schools. There is considerable similarity in the initiatives that employers are involved in across sectors, and across States and Territories. There is no evidence of their involvement in counselling.

Most of their efforts are related to the provision of information and advice in a variety of forms and forums. This may include talks on presentation techniques, communication skills, tours of the workplace, work experience and work placements. Individual employers would normally be invited to attend by cluster arrangements, local government, business associations or directly by schools.

Industry associations (and professional associations also) produce information on the sector or occupational grouping that they represent. While some activities are funded, the resources of associations are also applied. There has been considerable growth in career resources with DEST's provision of substantial seed funding to identified industries under the Career Information Industry Partnership Programme to develop industry-based career information. (Full details of the action plans of participating sectors can be found at <http://www.skillsinitiative.gov.au>)

There are formal relationships between university careers services and major graduate employers through the representatives of the National Association of Graduate Careers Advisory Services (NAGCAS) and the Australian Association of Graduate Employers (AAGE), who are both on the board of the Graduate Careers Council of Australia (GCCA).

In individual university careers services, it is likely that most initiatives are generated by the careers service rather than by the employer organisation; however, most employers are happy to participate in any initiatives that are proposed to them. Most universities have excellent relationships with peak bodies, major employers and professional associations, whose involvement in careers expos, on-campus presentations on aspects of career management, and mentoring schemes benefit employers, professional associations and students alike. Some services have advisory boards, with representatives from employer groups, recruitment agencies and a broad range of industries, to assist in formulating changes and new ideas to promote vocational and career education outcomes. Employers also send invitations to students to attend their own 'open days', which provide students with the opportunity to visit their workplace and meet with current staff. Some regional universities, however, suggest that it is difficult to attract employers on campus.

Explanatory Notes

1. Business Education Partnership Advocates and Industry Project Officer Project

DEST funds the Australian Chamber of Commerce and Industry (ACCI) to run the Business Education Partnership Advocates (BEPA) and Industry Project Officers (IPO) project.

BEPA Project Objectives

The BEPA Project is designed to build partnerships between businesses and education authorities, particularly at the State/Territory level, and to facilitate systemic change. It aims to assist in the implementation of the Ministerial Council on Education, Employment, Training and Youth Affairs' (MCEETYA's) national framework for vocational education in schools through enhancing business input to education planning, and encouraging businesses and education authorities to develop agreed principles and integrated activities for young people participating in enterprise and career education activities. The BEPA Project also supports and encourages business involvement in enterprise and career education. Each BEPA is required to develop a specific Action Plan against Key Performance Indicators, specific to the needs of their State or Territory, and approved by DEST.

4.3 Does employer involvement in information, guidance and counselling services tend to be:

Seldom		Occasional		Regular
1	2	3	4	5
Local	Mostly local, but some national	50-50	Mostly national, but some local	National
1	2	3	4	5

In a country with a federal system of government, it is difficult to make an overall assessment of the level and nature of employer involvement. Just as the nature of career information, guidance and counselling services varies between States and Territories, so too does employer involvement in the provision of these services. There is also some blurring between employer involvement in strategies that are part of a planned career education or guidance strategy, and their involvement in specific VET in Schools that operate without reference to a career development framework.

Certain industry sectors, particularly those who are keen to promote their industry to entry level employees, are more proactive in this area than others; for example, the manufacturing, automotive, food technology, hospitality, and furnishing industries. Large corporate employers who traditionally employ young graduates are involved on a regular basis with universities.

DEST, with its lead responsibility for national level coordination, assessed participation to be occasional and mostly national. ACCI, the peak national employer association, assessed it to be seldom and national.

The level and nature of involvement as assessed by the national and state chapters of ACCI presented below shows considerable variation.

Australian Chamber of Commerce and Industry

Seldom		Occasional		Regular
1	2	3	4	5
Local	Mostly local, but some national	50-50	Mostly national, but some local	National
1	2	3	4	5

ACT & Region Chamber of Commerce and Industry

Seldom		Occasional		Regular
1	2	3	4	5
Local	Mostly local, but some national	50-50	Mostly national, but some local	National
1	2	3	4	5

Business South Australia

Seldom		Occasional		Regular
1	2	3	4	5
Local	Mostly local, but some national	50-50	Mostly national, but some local	National
1	2	3	4	5

Northern Territory Chamber of Commerce & Industry

Seldom		Occasional		Regular
1	2	3	4	5
Local	Mostly local, but some national	50-50	Mostly national, but some local	National
1	2	3	4	5

Queensland Chamber of Commerce & Industry Ltd

Seldom		Occasional		Regular
1	2	3	4	5
Local	Mostly local, but some national	50-50	Mostly national, but some local	National
1	2	3	4	5

Tasmanian Chamber of Commerce & Industry Ltd

Seldom		Occasional		Regular
1	2	3	4	5
Local	Mostly local, but some national	50-50	Mostly national, but some local	National
1	2	3	4	5

Victorian Employers' Chamber of Commerce & Industry

Seldom		Occasional		Regular
1	2	3	4	5
Local	Mostly local, but some national	50-50	Mostly national, but some local	National
1	2	3	4	5

Chamber of Commerce and Industry of Western Australia

Seldom		Occasional		Regular
1	2	3	4	5
Local	Mostly local, but some national	50-50	Mostly national, but some local	National
1	2	3	4	5

4.4 Do trade unions play a role in regulating or funding information, guidance and counselling services?

According to the Assistant Secretary of the Australian Council of Trade Unions (ACTU), the general position is that unions are not heavily involved in regulating, funding or providing information, guidance and counselling services. Most career related activities for school students seem to emanate from individual unions, rather than peak associations.

A representative of the ACTU is a co-opted member of the new MCEETYA Transition from School Taskforce. This continues their representation on the former MCEETYA Taskforce on VET in Schools.

The ACTU has also funded a national worksite for schools 'kit' which was sent to all secondary schools and the information is kept current via the ACTU worksite for schools, which contains an array of information relating to the history of work, resources for classroom activities for teacher and students and links to employer sites. (<http://www.worksite.actu.asn.au>).

Trade unions, like employer organisations, participate in ITABs which provide advice to government on vocational education and training needs and increasingly produce career information relating to their industry sector.

The new LLENs in Victoria will include union representation on their committees.

In the higher education sector, the role of unions is minimal. One or two universities suggest that they may deliver information sessions or participate in industry-specific

workshops or careers expos. Professional associations are far more active in the higher education area, providing labour market information, salaries information, hosting meetings and participating in professional development.

4.5 What initiatives do trade unions take in providing information, guidance and counselling services? For example involvement in career information programmes in schools; providing guidance and counselling; or producing career information. Here also describe any initiatives taken by trade unions to provide information, guidance and counselling services to their own members.

Unions are not heavily involved in providing career information, guidance and counselling services in schools. They do, however, participate in the provision of information to students undertaking vocational units/units of competence within AQF qualifications, and in pre-tertiary classes like Legal Studies and Economics. Individual unions will provide, if approached, information on their trade area and about the role of unions within workplaces.

In Western Australia, the Education Department reports that each union is assigned to one or more schools to provide support, guest speakers, pamphlets and the provision of information regarding unions. The New South Wales Department of Education and Training suggests that a number of trade unions have developed materials for distribution to school students and web based career information sites.

The South Australian Department of Education, Training and Employment suggests that trade unions are not involved in guidance and counselling activities. In the area of career information their involvement usually takes the form of providing officers to visit schools in response to requests from teachers and students.

The Australian Council of Trade Unions (ACTU) has launched a website called *Worksite* (<http://www.worksite.actu.asn.au>). Its content relates to issues that rarely appear on other sites, such as educating young people on employee entitlements, employer obligations and other workplace issues. Job descriptions, interviews with young employees, case studies in industrial relations and details on national and state award rates are examples of the types of information that can be found here.

The CEAV in Victoria adds that the ACTU website is a core resource for secondary students and that unions are involved in professional development activities for secondary school teachers involved in VET delivery. In Victoria, unions provide important input to Job Watch, which is an agency that works to protect employee rights and provides education to young people about their rights in the workplace.

In the Northern Territory, unions send materials to schools for use in careers centres and classrooms. They also talk to students if requested to do so.

Unions are also consulted and provide information in the yearly updating of the national *Job Guide*.

Little is known by governments about the career information, guidance and counselling services that unions provide to their members, other than in their role in providing information at worksites and increasingly on websites.

An exception to this is a career information, guidance and counselling initiative developed in the building and construction industry provided by the industry association, Incolink. Owned by major employers and building and construction unions in Victoria, Incolink was

established in 1988 to provide workers with additional safeguards if they were to become redundant in their jobs.

Incolink is funded by industry. Under the terms of the building industry industrial agreement, employers make contributions on behalf of individual workers each week. That money is held in trust for the individuals. The fund created by these contributions provides redundancy payments and a range of other benefits, including financial assistance, information and advice on everything from employment to personal problems.

Incolink's services provide members with financial and personal counselling; an alcohol and drug programme; apprentice advice and support; employment advice; training assistance; and career advice.

Incolink provides access to a range of services to develop careers. A Member Services Department (MSD) has been established to assist all Incolink members by providing a range of training, employment, counselling and support services. These include:

- training and careers services
- a free employment placement service
- advice and assistance for out-of-trade apprentices
- information on the availability of training courses for individual members
- careers counselling for members and their families
- A.R. Vosti Foundation Grant - established to provide talented individuals with assistance (travel costs, fees, living away from home expenses, research costs, resource materials, etc.) to undertake advanced studies and other activities. These studies will add value to the building industry, but are not traditionally available to them in mainstream training facilities.

4.6 Level and Nature of Trade Union Involvement

As described in response to Q 4.4, trade unions are not heavily involved in career information, guidance or counselling services. The ACTU website, which is accessed by students throughout Australia is the major national initiative in this area. Most other involvement tends to be at a local level and seldom.

4.7 Please describe ways in which policies encourage other stakeholders -- such as parents, associations of students, alumni, community organisations, educational institutions or the end-users of services -- to play a role in information, guidance and counselling services.

As has been described previously, a range of careers services and products, including public employment services, has been contracted out via competitive tendering in the open market. Successful tenderers include not-for-profit, community-based organisations as well as private sector and government funded organisations.

At the national level:

- Students and parents are invited to participate in market testing of *careers services* when new products are developed or existing products are reviewed.

- Students, parents and community agencies are invited to contribute their views on the appropriateness of services through independent and government enquiries and reviews.
- The new NCIS will have a section entitled 'Assisting Others' which will be targeted at all those in the community that have a role in providing support to others making career choices. Special material is being developed to guide such people in the ways they can assist.
- ECEF's local level management committees may include representatives of schools, parents, training providers or community agencies as well as employers. ECEF has principles in regard to this.
- The Minister for Family and Community Services commissioned an independent Welfare Reform Reference Group to explore options for reforming the welfare system. Members of the Reference Group represented the community sector, business, academia and Government. The Final Report of the Reference Group (the McClure Report) was released in August 2000. *Australians Working Together* is the Government's response. The package is designed to change the current passive and rigid welfare system into one that engages working age people on income support in economic or social participation.

State/Territory education policies (not specific to career information, guidance and counselling) encourage parents to become involved in school communities. Parents sit on school councils, boards and management committees that can influence policy priorities and resource allocation and can, therefore, theoretically, influence local level provision of services.

Parents' greatest involvement is likely to be in work experience programmes either to assist with placement or to provide placements - a pragmatic measure rather than a response to policy. Parent associations also participate in Cluster Management Committees for VET in Schools activities. VECCI's BIZ Initiative is an interesting attempt at involving parents in career activities of their children. Funded by DEET the initiative involves distributing career information to parents in a number of workplaces. The emphasis has been on VET courses and the pathways they create for young people.

The report on the Aboriginal Careers Aspiration Program (ACAP) trials in New South Wales determined that indigenous careers services need to target both young people and their parents and families. Parents and family members are targeted as they are recognised by indigenous young people as being a key source of career information. Inclusion of parents and family in the provision of careers services is also seen as being a crucial tool in delivering culturally appropriate services (Lester, 2000).

To date, at the service provision level, other stakeholders have generally been invited to participate in service provision as a practical operational strategy rather than in response to policies. However, recent national reports described elsewhere suggest that whole communities need to be involved in supporting the Transition from School for young people.

Most tertiary services are aware of the potential contribution of most of these groups, but successful partnerships require relationships to be built between people, and these take time – a luxury not readily available to under-resourced services. Commonly engaged stakeholders include:

- student unions/associations who assist in the design stage of initiatives and provide feedback on existing services and student concerns (in some cases, joint activities are arranged as they are with student clubs and members of university faculties)
- alumni who act as career mentors for current students and give presentations on work-related issues.

The Adult and Community Education sector (ACE) plays a small role in the provision of career advice, particularly in Victoria where it is sponsored to do so under the MIPs initiative. ACE operates quite differently in each State and Territory and it is difficult therefore to generalise. As a general rule, their contribution is largely in the form of work-related formal and informal courses for adults. ACE is a sector that is recognised for the access that it provides to groups such as youth at risk, women re-entering the workforce, Aboriginal and Torres Strait Islanders, and early school leavers.

Funding for ACE programmes comes mostly from State governments, with many community-based organisations providing their own funding or competing for government grants.

A sample of recent and relevant career-related initiatives for adults provided through ACE include:

- The Full Steam Ahead programme helps adult learners focus on what they want in life and encourages them to explore their beliefs and values and to identify and overcome barriers (ACT).
- The Mature Workers programme is designed to help those over 40 who do not qualify for assistance through the Commonwealth Government-funded Job Network. DET makes funds available to community based organisations to help people find either the right training to improve their skills or to find suitable jobs (New South Wales).
- The Victorian government allocated \$100,000 to ACE organisations to provide vocational guidance and support (including pathways planning) for young people. In May 2001, 17 ACE projects were funded under the Managed Individual Pathways programme to target young people (15-19 years) who had left school at Year 10 or before.
- The Profit from Experience programme is a Western Australian Government initiative to help support mature age people to re-enter the workforce. It is offered through the community-based network of JobLink service providers.

Local government involvement in information, guidance and counselling, which is quite minimal, usually arises in the context of broader youth strategies. In Western Australia, for example, local governments have established Youth Advisory Councils and one is planning a series of career seminars in response to concerns that young people outside of school systems, and particularly those who are not tertiary bound, are not adequately catered for by existing systems.

References

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SECTION 5

5.1 Please describe any priorities or target groups for information, guidance and counselling services, including how priority needs are established.

At a national level, young people, particularly those at risk of not making successful transitions from school, are targeted for information, guidance and counselling services. Young people have been targeted in response to numerous research reports and several recent government inquiries that have raised concerns about the long term social, labour market and economic consequences for young people who do not make successful transitions from school to further education, training or employment.

The Youth Pathways Action Plan Taskforce, *Footprints to the Future*, recommends that all young people, and particularly those at risk of becoming disconnected from school/community and those who already are disconnected, have access to a comprehensive career and transition support system. Groups considered to be at greatest risk include those with poor literacy and numeracy skills; those from non-English speaking backgrounds; and Indigenous Australians. These groups are also targeted by the Jobs Pathway Programme [EN 1] and by most State and Territory Education and Training Departments as described in EN 2.

DEST services are more generally targeted at young people. For example:

- School students are the primary target group for nationally distributed products such as *Job Guide* and other DEST-funded career information products.
- Students within the Australian education sectors are the primary target group for the NCIS, however, the service will be available to all Australians. A secondary target group will be those engaged in providing career counselling services.
- Young people are the primary target group for both the Career Counselling Programme and Career Information Centres, though both services may be accessed by other groups.

The primary target group for the employment portfolio is unemployed job seekers, especially those in receipt of government income support, and information and services are targeted to ensure that they meet the needs of this client group. DEWR has a wider role in providing information on occupational trends and prospects and education and training opportunities for groups making job changes and career decisions. Clients include students in schools and tertiary education, career education teachers and advisers, intending and new migrants, new labour force entrants and those returning to work after an absence. DEWR's integrated employment-oriented online services service targets a wide array of educational and labour market intermediaries, including Job Network providers, other employment agencies, educational institutions (especially TAFE), rehabilitation counsellors, Centrelink officers, and Career Information Centres, industry organisations and migration advisers.

In June 2000, the ANTA Ministerial Council agreed to:

- Partners in a Learning Culture, the national strategy for Indigenous Australians in VET and its Blueprint, and
- Bridging Pathways, the national strategy for people with a disability in VET and its Blueprint.

Both Blueprints for implementation outline actions to increase opportunities for increasing access, participation and completions in VET for the specific groups. The Indigenous

Blueprint also has a specific action relating to raising awareness of career and VET in Schools options.

The provision of culturally appropriate careers services for indigenous Australians has been identified as an important strategy to counter lower than average school retention rates, underrepresentation in tertiary education, and high rates of unemployment. The Commonwealth-funded Aboriginal Career Aspiration Program (ACAP) is designed as an early intervention strategy targeting the critical Year 7, 8 and 9 transition period. Aboriginal Tertiary Aspirations Programmes (ATAP) are offered throughout Australia [EN 3].

Priorities and targets for public employment services are the key 'at-risk' groups that experience difficulty in finding long-term and appropriate employment. Intensive Assistance and Specialist Intensive Assistance services are made available through Centrelink to youth (especially those who do not finish school or progress to further study), indigenous people, mature-age workers, and other special needs groups such as parents entering or re-entering the workforce.

Services for people with disabilities and those undergoing rehabilitation are a priority group for both State and Commonwealth governments. Details of service provision are contained in EN 4.

Priorities for most other careers services are determined at an institutional or organisational level and are briefly described in EN 5, 6 and 7.

Explanatory Notes

1. Jobs Pathway Programme targets

Young people aged 15 to 19 years who have recently left school, or who are intending to leave school in the near future, may be eligible for the Jobs Pathway Programme. Jobs Pathway Programme providers must ensure that at least 60 percent of their clients are young people in one or more of the following groups:

- those who are participating in a school-industry programme which does not entail an employment outcome
- those that would benefit from a school-based New Apprenticeship
- those with poor literacy and numeracy skills
- those from a non-English speaking background
- those whose highest level of secondary studies is or was Years 9, 10, or 11
- indigenous Australians.

Secondary target groups of careers services are job seekers of other age groups and career intermediaries.

2. State and Territory Government Priorities

ACT

In the ACT, a comprehensive approach applies, but specific strategies apply to students at risk of leaving school early. Activities are guided by a plan that has been developed for students at risk of not achieving satisfactory educational outcomes. A major component of this plan is a set of actions designed to assist students to move successfully from primary school to high school to college (Years 11 and 12) and from school to work or further education and training.

New South Wales

Priorities and targets for career education programmes in New South Wales schools are set within the context of school overall management plans which are developed in consultation with the local school community according to guidelines and parameters set by government legislation and regulation and DET policies and priorities.

Northern Territory

The provision of services to indigenous students, and in particular rural and remote indigenous students, is a priority. School-based New Apprenticeships for indigenous students have been proposed.

Queensland

Education Queensland strategies and policies incorporate principles of inclusive education. Career information and services provide additional support to students at or near critical decision points, including transition from school to further education, training and employment.

District-based School Transition Officers are employed by Education Queensland to assist students with disabilities in their transition from school to post-school options.

Education Queensland receives funding from the Commonwealth to provide specific programmes for Aboriginal and Torres Strait Islander students under the Aboriginal & Torres Strait Islander Career Aspirations Pathways Program (AICAPP), and the Aboriginal & Torres Strait Islander Tertiary Aspirations Program (AITAP).

South Australia

The case management and career and transition management framework trials in South Australia concentrate on 'students at risk' and those who may be educationally disadvantaged. Targeted groups include rural and remote students, those with a disability and indigenous students.

Tasmania

Tasmania has the highest proportion of teenagers at risk of leaving school early or not making a successful transition from school to work. Consequently, young people at risk have been identified as a priority target group in Tasmania (AACC, 2001).

Victoria

Priority and target groups are set within the overall context of the Government goals and targets for education and training. In these terms, a target group is clearly those students not completing school. More specific targets have not been established.

As indicated previously, the MIPs initiative in 2001 targets 'students at risk'. The MIPs initiative requires all students in Years 10–12 to be on an individual Pathways Plan by 2003.

The major career information strategy - the Youth Employment Link - is designed for young people aged 15 to 24. It includes young people at school, unemployed and/or employed but looking to advance their career.

Western Australia

Individual schools within the Department of Education in Western Australia target Year 10 students (selecting post-compulsory studies), students with special needs, difficult to manage students, and students with cultural differences. This is on a school-by-school basis and is dependent upon the needs of the students and the priorities identified by the schools.

Key target groups for the Department of Training include:

- school students and young people through the Youth Employment Initiative
- adults, unemployed and career changers through State Employment Assistance Strategy (SEAS) and the Job Link network
- mature aged – through the *Profit from Experience* programme (designed to help support mature age people to re-enter the workforce).

3. Targeted assistance for Aboriginal and Torres Strait Islanders

In order to meet the needs of indigenous students, the Aboriginal Career Aspirations Programmes (ACAP) and Aboriginal Tertiary Aspirations Programmes (ATAP) are offered in various states and territories. Programmes are funded through the Indigenous Education Strategic Initiatives Programme (IESIP). Further information is at

<http://www.dest.gov.au/schools/indigenous/iesip.htm>.

The New South Wales Office of the Board of Studies has produced a range of resource materials for ACAP using IESIP funds. Resources are available for all schools and include:

- a guide for teachers in implementing ACAP in their schools
- worksheets for indigenous students, exploring self, identity and career interests to use as part of a specific career education programme
- An ACAP Units of Work guide, which is a guide for schools to incorporate ACAP across all Key Learning Areas of the curriculum for Years 7-10.

The Indigenous Education and Employment Project (IEEP) is a joint initiative between DEST and DEWR run by the Australian Chamber of Commerce and Industry (ACCI). The project commenced in June 2000 with the stated objectives of:

- increasing the number of indigenous Australians in the private sector
- establishing and maintaining stronger partnerships between industry, indigenous Australians, and education organisations.

The project is administered in each state by State Chambers (ACCI, 2000) (<http://www.acci.asn.au>).

The Vocational Education Guidance for Aboriginals Scheme (VEGAS) directly funds community-based initiatives. Examples of VEGAS programmes include:

- The Investigator Science and Technology Centre in Adelaide, South Australia, which accesses funds to provide the *Hands-on Science and Technology for Aboriginal and Islander People*, a science careers road show which visits indigenous groups in Adelaide, regional South Australia and the Northern Territory. The programme employs an indigenous project officer and indigenous presenters.
- University of Western Australia – Year 12 Seminars. The Centre for Aboriginal Programmes runs a series of residential seminars for Year 12 indigenous students across the state to provide them with the opportunity to visit tertiary campuses (both universities and TAFE) and meet indigenous staff and students. Targeted at Year 12 TEE students but also open to students looking at VET options.
- Other programmes include the funding of role model programmes where indigenous high school students are partnered with other indigenous students who have gone on to successful tertiary study. These programmes are running throughout the country.

Further information is available at:

<http://www.dest.gov.au/schools/indigenous/forms/vegas/guide.pdf>.

4. Rehabilitation and other services for people with disabilities or injury

In Australia, people with disabilities or undergoing rehabilitation are able to access career information, guidance or counselling services through Commonwealth or State-funded services. However, many of the services are focused on helping people with disabilities gain employment rather than providing structured career guidance and counselling delivered by specialist, designated career counsellors. This emphasis on helping people with disabilities gain employment rather than pursue meaningful careers is supported by researchers in this field (Buys et al, 2001). There is a need for a "service delivery system that emphasises meaningful careers (which) is more likely to achieve sustainable employment outcomes for people with disabilities than the current focus on job placement" (Buys et al, 2001, p. 35). Placements are also often focused on entry-level jobs in the secondary labour market, with little opportunities for career progression, development and a higher risk of redundancies. Although there are a significant number of initiatives and schemes at both the state and national level in Australia, "there are still many changes that need to be undertaken before people with disabilities can be guaranteed the same career development and employment opportunities extended to their non-disabled peers" (Gillies & Knight, 2001, p.158).

Service Provision

Nationally, the Commonwealth provides assistance through the Department of Family and Community Services (FaCS) which funds specialist disability employment services and, until recently, CRS Australia. The principal piece of legislation is the Disability Services Act 1986 (DSA), and specifically the Disability Services Standards which are incorporated in the Act.

Access to a FaCS funded disability employment service is determined by Centrelink, the gatekeeper, deciding whether or not a person with a disability should be provided with assistance from a FaCS-funded service. The level of a person's disability is assessed by Centrelink (Work Ability assessment), which streams job seekers to the provider of their choice, based on their eligibility for either a Job Network (funded through the Department of Employment and Workplace Relations) or FaCS-funded disability services.

FaCS-funded disability employment services are required to provide meaningful employment for people with a disability. General guidance and counselling are part of a service's support provided to clients with a disability. Generally, services seek to assist people with a disability, the nature of which requires the maintenance of ongoing support.

CRS Australia (funded now by Department of Health and Ageing) assists people with disabilities or those undergoing rehabilitation after injury by way of vocational rehabilitation. All CRS Australia rehabilitation consultants provide general counselling throughout the rehabilitation programme, and specific counselling in vocational counselling may be provided to assist a person to determine a suitable vocational goal.

However, since vocational counselling is only one component of the rehabilitation services provided, there are no designated vocational counsellors. Rehabilitation consultants employed by CRS Australia need to have tertiary qualifications in either occupational therapy, physiotherapy, psychology, rehabilitation counselling, social

work, speech pathology or an equivalent qualification in behavioural or health sciences as recognised by an appropriate professional body. When rehabilitation consultants start at CRS Australia, they undergo an initial period of training and are expected to keep up with the latest developments in this field. Included in CRS Australia's counselling agenda is the ability to apply knowledge of occupations including labour market information.

Duration of counselling sessions varies as CRS Australia uses a case management approach to vocational rehabilitation counselling. Vocational rehabilitation is usually free to people who are between 15 to 65 years of age, have an injury or disability and receive an income support payment from Centrelink.

CRS Australia operates from 160 sites in urban, rural and remote Australia, employs over 1,000 rehabilitation consultants and aligns with Centrelink's network of Customer Service Centres. CRS Australia provides employment services and vocational rehabilitation to approximately 70,000 individuals at an annual cost of over \$350m (FaCS New South Wales Survey Response).

The primary focus of CRS Australia is to work with people with an injury, disability or health condition to improve their employment capabilities so they can gain and maintain employment; return to work and thereby become more independent members of society. (CRS Australia, 2000, p.3).

Over half the Commonwealth-funded clients have a physical injury or disability and a quarter have a psychiatric disability. Other injury/disability groups assisted include acquired brain injury (7%), intellectual disability (6%), sensory disability (6%) and neurological disability (2%) (CRS Australia, 2000).

In addition to the FaCS-funded disability employment assistance and vocational rehabilitation, there are generic employment assistance services available through Job Network providers, for those people with a disability who may require intensive employment-related assistance to secure work, but not specialist services.

Other Initiatives

There are also many other Commonwealth current and future initiatives to assist people with disabilities to improve access to employment opportunities.

The ANTA 2000 to 2005 Blueprint *Bridging Pathways* (ANTA, 2000) is a national plan to increase opportunities for people with a disability in the VET sector. Part of *Bridging Pathways'* goal is to make it easier for people with disability to get information about and access to training.

An example of ANTA's national initiative being taken up by States and Territories is evidenced by the *ACT Vocational Education and Training Strategy for People with a Disability 2000-2003* (VETA, 2000).

In addition many States are undertaking one of the ANTA National VET Projects 2001, related to achieving outcomes from *A Bridge to the Future* (<http://www.anta.gov.au/dapStrategy.asp>). For example, the Enterprise and Vocational Education (EVE) unit in South Australia conducting a case management project, trialling a range of regional models of case management for disadvantaged groups including students with a disability.

Through the Commonwealth scheme *Australians Working Together*, the Commonwealth Government will improve the arrangements for people with disabilities, including getting people the right help at the right time; training people so

they can get work; getting more people into jobs; and helping people to take part in their community. It is envisaged that people with disabilities will be able to get more personal help from Centrelink, Job Network providers, specialist disability employment services, rehabilitation services and other providers. Many existing programmes are being expanded or changed to suit those with disabilities.

As part of *Australians Working Together*, from July 2002 the Government will provide more money to the States and Territories to create extra places for people with disabilities who want to do vocational education and training. Disability Coordination Officers will help students to succeed in their post-school studies and to move between school, vocational education and training, higher education and employment. From July 2001, there will be a total of 17,300 new disability employment assistance places provided over the next four years. This is an increase of one third in available places. There will also be 11,000 more rehabilitation places over the next four years on top of the existing 17,500 rehabilitation places available each year. (<http://www.together.gov.au/Groups/Disability/default.asp>).

ECEF has been working with the Australian Disability Training & Advisory Council (ADTAC) to address the under-representation of students with a disability in vocational learning, specifically in Structured Workplace Learning (SWL) (<http://www.ecef.com.au/what/current/disab.shtml>).

State Assistance

There is some assistance in career counselling for people with disabilities but in most States the services are not centralised and are provided through different agencies, hence the difficulty in obtaining data from all sectors in all States. The emphasis seems to be once again on job placement rather than career management as many of the personnel delivering the services are not qualified in the career counselling area.

State Government agencies such as Disability Services (or the equivalent bodies in each State and Territory) tend to only provide financial assistance to people with disabilities, not direct support in terms of career counselling. Clients are instead referred to FaCS-funded employment agencies. Some Disability Services departments offer assistance to secondary school children through school to TAFE or school to work transition support (Victoria's Futures for Young Adults and Western Australia's Post Schools Options Programmes), though most programmes in this area are delivered through the State Departments of Education. Typically, school transition officers/workers are not qualified in career counselling and have a background in social work, youth work, disability field, teaching or psychology. Some States/Territories had no such transition programmes in place, but anecdotal feedback suggests that this should be happening.

Another public provider of career information and guidance for people with disabilities is TAFE. With the exception of South Australia, all TAFE institutes have designated full-time or part-time disability liaison officers (or equivalent titles). Nationally, there are approximately 153 disability officers, with most of them having qualifications or experience in the area of social work, disability work, teaching, nursing or psychology. Most of them would not provide formal career counselling and, instead, would refer their clients to the TAFE career counsellors or work in tangent with them.

Researchers have indicated a need for better career development programmes in schools for students with disabilities (Gillies & Knight, 2001). The school curriculum needs to be broadly based with a more functional approach so those with disabilities acquire competencies with such programmes beginning in the early school years.

In summary, "career development programmes need to be implemented in a systematic and purposeful way in schools if students with disabilities are to acquire the skills and competencies needed for employment and successful living in the community." (Gillies & Knight, 2001, pg. 158)

Private assistance

The Australian Society of Rehabilitation Counsellors (ASORC) have about 700 members nationally, who see clients who have work injuries. Services funded by workers compensation include career counselling. Rehabilitation counsellors usually have a degree in an accredited rehabilitation post-graduate course or a background in psychology or occupational therapy.

In 1995, ASORC developed a set core of 13 competencies, three of which are vocational assessment, vocational counselling and vocational training and job placement.

Research

According to Buys et al (2001, p.35), "although they constitute nearly 20 per cent of the population (Australian Bureau of Statistics, 1998), people with disabilities have been largely overlooked in the career development literature."

This is also supported by Patton (1997 in Buys et al, 2001) who also noted that the area of disability has received little attention in theories of career development. Theories such as work adjustment theories, trait factor models, and personality and developmental theories can be problematic in informing a career development approach in vocational rehabilitation. Finding a single theory of career development to account for the vocational behaviour of all people with disabilities is impossible. Buys et al (2001) advocate looking at theoretical frameworks such as ecological frameworks of career development or systems approaches which assist individuals to pursue a career not find a job (Buys et al, 2001. p.35).

Some research is being conducted in the area of disability and the employment aspects of the career development of people with disabilities (Athanasou, 1999). However, there are still major gaps in the areas of research being conducted. According to McDonald (1999), very little research has been conducted into career self-efficacy with people who have psychiatric disabilities. Prideaux and Creed (in press) identified that the "evaluation of career development training for adults also requires more scrutiny in order to improve the situation for groups such as the unemployed and those with disabilities" (Prideaux & Creed, in press, p.19).

5. Tertiary Careers Services

Tertiary Careers Services

Priorities are usually determined at the unit level, within the context of institutional strategic and business unit plans. Speaking generally, most provide services to both prospective, including those involved in preparatory/bridging programmes, and enrolled students, with the emphasis on the latter. As in the school sector, practitioners seek to address the career development needs of all students, but often find that students in their final year who are facing the transition to employment/further study become a priority.

Other targeted activities are directed at post-graduate and international students, students early in their university studies who may be experiencing doubts about appropriate subject/career choices and may be at risk of dropping out, and equity

groups. Other services suggest that an immediate priority is to ensure that off-campus students are accorded the same level and quality of service as on-campus students.

TAFE Counselling Services

TAFE has a long history of providing access to educational services for groups who have traditionally experienced disadvantage in the labour market. Current national equity priorities for VET include people with disabilities, indigenous Australians, and people living in rural and remote areas.

Operating within this broader policy framework, career counselling services are open to all students and staff. New students are targeted for particular attention, as are students with special needs. In many cases, careers services are co-located with Disability and Aboriginal Support Officers. TAFE graduates who have completed their course within the past six months are also targeted in terms of employment assistance.

6. Other Commonwealth Government priorities

A New Transition to Work programme to help people, particularly women and mature age people, return to paid work after long absences will be available in 2002. Services, which will draw on the expertise of non-government service providers to help parents with vocational obstacles or lack of confidence back into the workplace, will be accessed through Centrelink. Programmes such as the New Opportunities for Women Programme, offered by Registered Training Organisations, also provide opportunities for career exploration for women wishing to return to work or further education and training.

Strategies for people from culturally and linguistically diverse backgrounds, comprise language and literacy assistance. DEST funds language and literacy training through programmes such as the Workplace English Language and Literacy (WELL) Programme, the Advanced English for Migrants Programme (AEMP) and the Literacy and Numeracy Training Programme, which provides basic literacy and numeracy assistance to unemployed people, particularly young people. Interested and eligible job seekers are referred by Centrelink to courses offered by Registered Training Organisations, including TAFE.

While other Commonwealth and State agencies with specific responsibilities such as Health, Indigenous Affairs, and Services for Women, were consulted, it seems that few agencies provide career information, guidance and counselling services. An exception is in the area of Health, where substantial workforce skill shortages and difficulties in attracting people into careers in health exist. The provision of career information and advice is a strategy employed to encourage people to commit to a health occupation.

7. Professional associations, industry associations and ITABs

Professional associations target their own members and students, particularly university students, as prospective association members.

Industry associations and ITABs target school students and school staff as they try to increase awareness of the career options available through New Apprenticeships and other pathways to AQF qualifications contained in Training Packages. Additional targets, such as indigenous Australians, people from culturally and linguistically diverse backgrounds, and women, are influenced by government priorities, and the particular skills requirements of industry sectors. For example, the Australian Seafood

Industry Council have targeted indigenous Australians. The Food Industry Training Council has targeted women and people from culturally diverse backgrounds. Furnishing Training Australia's particular targets are unemployed people of all ages, and older redundant workers. Manufacturing, Engineering and Related Services Industry Training Advisory Body list their target audiences as students and parents at the point at which they make choices to enter technology-focused programmes; unemployed youth/adults; adult workers and teaching staff in senior secondary schools.

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5.2 How are any such priorities or targets expressed? For example give details of any legislation that provides rights or entitlements to services for particular groups.

It is unlawful in Australia to discriminate either directly or indirectly on the basis of sex, race, age, disability, marital status, or religious or political beliefs in areas of public life. Making sure that the community is aware of its rights and obligations under various Commonwealth and State anti-discrimination legislation is the responsibility of Commonwealth, State and Territory Human Rights/Equal Opportunity Commissions.

There are clearly defined areas of public life in which discrimination falls within the jurisdiction of anti-discrimination legislation. Areas that impact upon the provision of career information, guidance and counselling services include employment, education, the provision of goods and services, and advertising.

The entitlement of all school students is expressed in the National Goals of Schooling which specify that all students when leaving school should have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and lifelong learning.

A national commitment to all young people, including a recommendation that all young people have access to a comprehensive career and transition support system, is also contained in *Footprints to the Future* (2001). The Government's response and commitment will be evidenced in the agreements reached by MCEETYA in response to future recommendations of the Transition from School Taskforce.

In the main, particular national targets and priorities for career information, guidance and counselling services are expressed through:

- ministerial statements and announcements
- agreed frameworks of MCEETYA (such as the New Framework for Vocational Education in Schools)
- programme objectives and guidelines
- marketing and advertising of services, such as those available through Centrelink
- contractual requirements which specify the nature of services that a contractor will be funded to provide.

At a State/Territory level, priorities may be expressed in the strategic and operational policies and operational plans of Education and Training Authorities or in school development plans. For example, in New South Wales, the entitlement of all students in government schools to services is expressed through a staffing allocation of 1.0 EFT provided by the DET for career advisers. It is also expressed through the New South Wales Board of Studies Statement on Career Education Outcomes.

References

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5.3 Where such priorities exist, what active steps are taken to ensure that access to services is possible for target groups? For example one-stop-shops; drop-in services that do not require appointments; telephone help-lines; use of community organisations for service delivery; targeted advertising.

Active steps to ensure access to services for the primary target group of young people at risk are contained primarily in the transition support strategies that States and Territories are putting in place and which have been detailed in responses to earlier questions. Approaches that seek to meet the needs of particular groups within this collective category are also being trialled.

In South Australia, for example, a number of initiatives and trials designed for indigenous students are underway as part of the state-wide Employment Enterprise and Vocational Education (EVE) programme (<http://www.dete.sa.gov.au/eve/>). The initiatives vary from location to location depending on the needs or goals of the community. Examples include a one-stop careers shop for a remote Aboriginal community, combining several Commonwealth and State government services which can be brokered for young people both within and outside of the school system. This includes access to the Jobs Pathways Programme (JPP) and Centrelink services, work placement and training opportunities. Other trials look at case management of students with poor school attendance or literacy/numeracy skills.

The Adult Community Education (ACE) Network has also been taking active steps to ensure that access to services is possible for target groups.

For example, in New South Wales, the Mature Workers Program is designed to assist those over 40 who do not qualify for assistance through the Commonwealth Job Network. The NSW Department of Education and Training provides funds to community-based organisations, to help people find either the training required to improve their skills, or suitable jobs.

Centrelink is the main gateway to employment and career counselling services for people targeted for special assistance and who are not attached to education and training institutions. Under the *Australians Working Together* initiative, Centrelink Personal Advisers will provide additional assistance to target groups such as indigenous people, mature age workers, parents with school age children and people with special needs. By 2004-05, there will be 850 Personal Advisers. Centrelink employs multicultural and indigenous officers and produces a range of career information and guidance materials targeted at different groups.

As part of *Australians Working Together*, participants who need childcare, domestic violence counselling, financial counselling and other social support services will be able to access these through Centrelink.

Under *Australians Working Together*, a professional assessment by Intensive Assistance providers will also identify those job seekers who would benefit from referral to complementary programmes (eg Work for the Dole, Literacy and Numeracy, and Personal Support Programme). Job seekers could also be referred to counselling services.

The *Australians Working Together* strategy proposes that indigenous Community Development Employment Projects (CDEP) be encouraged to take on a new role of Indigenous Employment Centres. The Centres are to offer work experience, job search

support and training, and provide support and mentoring assistance for indigenous people moving into employment.

The 12 Career Information Centres are described as career "one stop shops". Clients do not require appointments and they are open to all members of the public. Access to CICs by rural and remote areas is enhanced through outreach services provided by the centres and email, mail and phone services.

DEWR actively promotes its career information to improve awareness of the accessibility of its services, targeted at both primary client groups (through career fairs), employment agencies/providers, especially Job Network and other labour market intermediaries. Free access to *Job Outlook* and *SkillSearch* on the Australian Job Search site is made available through Centrelink Offices, through the Employment Self Help facilities that include client access Internet PCs. New online developments are tested in the Usability Laboratory to ensure that navigation is easy to follow.

5.4 Typically, are different methods used to provide services for different target groups?

The development of a national approach to the provision of career information, guidance and counselling is in its infancy in Australia. It is very difficult, therefore, to provide a national perspective on typical methods that are used to cater for diversity, when service providers themselves are such a diverse group.

In the schools sector, there has been a predominant systemic focus on the provision of VET in Schools for young people, particularly those at risk of non-completion, as an element of career preparation. As has been mentioned previously, States and Territories such as Victoria, South Australia and New South Wales are trialling new forms of provision that share common methodologies, such as a case managed approach; the development of individual career/transition plans; and utilising the resources of whole communities working in partnership.

Adaptation of web resources to meet particular needs can be seen in products such as AJS and part of the Job Outlook site, which provide text only versions for visually impaired people. The language style used in the NCIS is being varied and targeted at specific user groups.

The resource kit developed by the New South Wales Board of Studies provides schools with materials to facilitate the successful implementation of an ACAP programme. It is not prescriptive in terms of implementation methods. It does, however, specify critical success factors, such as the active engagement of indigenous communities in planning and implementation.

(http://www.boardofstudies.nsw.edu.au/aboriginal_research/aboriginal_research.html)

Specially targeted information, such as a series of ten leaflets for indigenous job seekers have been developed by DEST and are available at:

(<http://www.dest.gov.au/ty/careers/ciproducts.htm>)

At the service provider level, a range of different methods designed to accommodate diversity are employed, including:

- liaison with equity specialists in the development of particular services
- personal assistance via the telephone
- different communication styles and mediums when targeting particular groups

- increasing use of new information technologies, such as email, desktop videoconferencing, and more interactive websites to contact the increasing number of off-campus university and TAFE students
- community networks that indigenous students use for accessing information have been actively employed in the development of career initiatives by the Australian Seafood Industry Council
- referring students/clients to appropriate specialist services
- bilingual counselling staff have also been appointed to a number of TAFE colleges with a high proportion of students from particular non-English speaking backgrounds
- use of telephone interpreters, and telephone relay service for hearing impaired
- facilitation of a Diversity Forum to target women and people from culturally diverse backgrounds by the WA Food Industry Training Council. The Council has since developed a framework and funding model for addressing issues for these focus groups.

Counselling Services in TAFE institutes, with their long standing history of working with a diverse client base, employ a range of strategies that may include:

- flexible opening hours to provide extended access to external target groups
- working in various locations such as women's refuges, community migrant hostels, remand centres to minimise barriers to participation
- interpreter services
- drop-in services for 'at risk' youth.

5.5 Do examples exist in which individuals are required to take part in guidance and counselling? For example, to continue to receive social security benefits or pensions; or to avoid expulsion from school.

Participation in career guidance and counselling is not compulsory. However, on 28 January 1998, the Commonwealth Government announced the Mutual Obligation (MO) arrangements. The basic premise of Mutual Obligation is that in return for unemployment payments, eligible unemployed job seekers (aged 18 to 24 years) supported financially by the community should, as well as actively seeking work, strive to improve their competitiveness in the labour market or contribute to their local community.

The Career Counselling Programme (CCP) was included as a voluntary, supplementary activity to assist MO clients select appropriate education, training or employment activities to satisfy their obligation. Career counselling does not satisfy their mutual obligation. A number of eligibility changes have now included any job seeker on benefits and young people aged 15 to 18 years old who are not eligible for income support.

In the schools sector, students may be required to participate in curriculum-based career education activities. Schools may also advise an 'at risk' student to see a counsellor for advice regarding their training choices or subject mix. If the student is unwilling to accept assistance to remedy their problem, this may disadvantage them in some situations. Students at risk of non-completion may be referred to pathways officers at JPP. In some schools in NSW, a negotiated re-entry process for an individual student may include participation in career activities. Individual behaviour management programmes may also require a student to consider their future options in order to develop greater motivation and direction.

New initiatives such as MIPs or pathways projects at local levels in Victoria require some participation by students in organised career counselling sessions.

In some situations, students making post-compulsory schooling subject choices are required to attend a compulsory meeting with the school counsellor to ensure that they know what they wish to do after they finish school and that they will be able to meet the requirements and deadlines associated with their choice.

In universities, while academic staff may suggest that particular individuals visit the careers service, there is no compulsion, other than when it is a particular course requirement.

5.6 Do policies for information, guidance and counselling services favour: a comprehensive approach (so that services are universally accessible and meet a wide range of needs); or a targeted approach that favours those in greatest need; or both of these approaches?

For young people, the National Goals of Schooling, which outline student entitlement to information, guidance and counselling, promote a comprehensive approach. However, more recent policy initiatives, designed to support particular groups of young people at greatest risk of labour market, economic and social marginalisation, are more targeted in their focus.

In meeting these goals, all State and Territory Education and Training Systems have previously favoured comprehensive provision, and are currently developing targeted services for those in greatest need. In practice, universal access to services for school students is not yet available but, generally speaking, comprehensive strategies involve career education programmes, cross-curricular activities to achieve vocational learning outcomes, and individual or small group counselling sessions for those most in need.

A comprehensive approach is the goal of most university and TAFE careers and counselling services, though services target and cater for specific groups as the need arises. The comprehensive services that tend to be provided include web page information, group sessions, etc where the careers staff can work with large numbers of students in one timeslot. The provision of individual appointments is restricted wherever possible to people who are considered to need individual help.

For adults, public employment services that include elements of career information and guidance are clearly targeted at those in greatest need of assistance. Other, publicly-funded career information, guidance and counselling services that can be accessed by all Australians, regardless of employment status or age, or attachment to a particular institution comprise a range of publications, website information, and 12 Career Information Centres.

5.7 Please describe the major gaps, if any, in the provision of information, guidance and counselling services. Are there any groups whose needs appear to be met less effectively than others?

As previously described, recent reports have identified young people, and particularly those at risk of becoming disconnected from school, as not being adequately served by current career information, guidance and counselling services. There is a common view that many school-based career information services are skewed towards higher education pathways, so that the needs of those students not going to university are less well addressed.

At the same time, the provision of proactive, comprehensive services for all young school students is a national goal that governments have yet to realise. Service provision remains uneven within and across States and Territories and tends to focus on students at, or near, critical decision points in schools, TAFE colleges and universities.

Despite a range of targeted initiatives, a number of groups have been identified through research at both national and state levels as being less than equitably served. The particular career information and guidance needs of indigenous students; students from Non-English Speaking Backgrounds (NESB); and students with a disability are yet to be addressed systemically, though States such as New South Wales and South Australia for example are developing programmes and trialling approaches to better meet their needs.

Most of the services that are available to people with disabilities are focused on helping people with disabilities gain employment rather than providing structured career guidance and counselling delivered by specialist, designated career counsellors. This emphasis on helping people with disabilities gain employment rather than pursue meaningful careers is supported by researchers in this field (Buys *et al.*, 2001). There is a need for a "service delivery system that emphasises meaningful careers (which) is more likely to achieve sustainable employment outcomes for people with disabilities than the current focus on job placement" (Buys *et al.*, 2001, p. 35).

Researchers have also indicated a need for better career development programmes in schools for students with disabilities. The school curriculum needs to be broadly based, with a more functional approach so those with disabilities acquire competencies. Career development programmes need to begin in the early school years and need to be implemented systematically (Gillies & Knight, 2001).

Employment, education and training issues for rural and remote young people have emerged as an area for urgent government action over the past two or three years. The collapse of the youth labour market and high unemployment in rural areas is worsened by a lack of access to career information, guidance and counselling and transition-to-work programmes (National Youth Affairs Research Scheme, 2001). In the Northern Territory, rural and remote indigenous students and students who leave school before Year 7 or before Year 10 are a particular concern.

Counselling and guidance services for adults, including older retrenched workers – a group of particular concern to government - are not yet widely available except on a user pays basis or where employers (usually in large and or medium sized organisations) provide outplacement assistance.

While the House of Representative's Standing Committee on Employment, Education and Training, 1998 Committee viewed the Career Counselling Programme as a positive step towards providing people with more information on their education and career options, it concluded that current government-sponsored careers guidance programmes do not go far enough.

In his submission to the Inquiry, Dr Alastair Crombie, Executive Director, Australian Association of Adult and Community Education, noted the dearth of available services for adults and suggested that "most of our resources for educational guidance and counselling are parked at the front end of people's educational lives or the final years of secondary or, of course, universities, to attend to their graduates" (House of Representatives Standing Committee on Employment, Education and Training, 1998).

He suggested that "improving the guidance and information available by providing an open comprehensive service to people to negotiate the post secondary education system has the potential to save individuals and the community a vast amount of time and money,

maximise human potential and match prospective students to courses most suited to their needs" (House of Representatives Standing Committee on Employment, Education and Training, 1998).

References

Buys, N., Buys, L., Kendall, E. and Davis, D. (2001). Career development, disability and vocational rehabilitation. In W. Patton and M. McMahon (eds.), *Career Development Programs: Preparation for lifelong career decision making*. Victoria, Australia: Australian Council for Educational Research, 35-45.

Gillies, R.M. and Knight, K. (2001). Career Programs for people with disabilities. In W. Patton and M. McMahon (eds.), *Career Development Programs: Preparation for lifelong career decision making*. Victoria, Australia: Australian Council for Educational Research, 152-160.

National Youth Affairs Research Scheme (2001). *Creating better educational and employment opportunities for rural young people*. Hobart: Australian Clearinghouse for Youth Studies.

House of Representative's Standing Committee on Employment, Education and Training (1998). *Today's training. Tomorrow's skills*. Canberra.
(<http://www.aph.gov.au/house/committee/ewr/tafes/report/contents.htm>)

5.8 Please describe how information, guidance and counselling services are organised and provided for adults in your country. For example: which agencies (educational institutions, community organisation, the public employment service) typically provide services for adults; are these different from the agencies that provide services for youth; how are different agencies co-ordinated; what priority do services for adults have compared to services for youth; what recent initiatives have been taken to provide services to adults?

Adults who are attached to education and training institutions, such as universities and TAFE institutes, have greatest access to career guidance and counselling services in Australia. Other adults were previously identified as a group not well served (see Q 5.7).

A recent enquiry into issues specific to mature-age workers (House of Representatives Standing Committee on Employment, Education and Workplace Relations, 2000) found that many mature-age workers have never had access to career counselling but are in just as much need of such advice as young people. In particular, the report identified quality labour market information, advice about making career changes and access to training and re-skilling options as crucial elements that mature-age workers should have access to. The report recommended that the government fund a universal, professional careers guidance service, available without fees to young people at school and to all job seekers on benefits (House of Representatives Standing Committee on Employment, Education and Workplace Relations, 2000).

(<http://www.aph.gov.au/house/committee/ewr/owk/report/>)

Career information resources, such as publications and online resources, while still primarily targeted at young people/students, are also accessible to the wider adult population. The resources available through Career Information Centres are also open to adults.

The only other nationally-available, publicly-funded services for adults are those that are accessed through Centrelink, such as the Career Counselling Programme, and employment placement assistance programmes that provide elements of career information and guidance for registered job seekers. Additionally, under the *Australians Working Together* policy, carers returning to work have been identified for career assistance.

Because agencies with responsibility for schooling assume a leadership role in the provision of careers services and services in most States and Territories, the needs of adults are not part of their consideration. However, in Western Australia where the Department of Training has assumed a strong role in the provision of labour market information to assist career decision-making, and the provision of community-based employment assistance programmes for all job seekers, the needs of adults are better catered for.

TAFE institutes and Adult Community Education (ACE) providers, play a role in the provision of 'second chance' education for adults. Many programmes, such as the Full Steam Ahead Program in the ACT, and the New Opportunities for Women Program, provide career development opportunities for adults. In New South Wales, the DET-funded Mature Workers programme is designed to help those over 40 who do not qualify for assistance through the Job Network. Assistance is accessed through community based organisations. In Western Australia, the Profit from Experience Program, funded by the Department of Training, and accessed through community based Joblinks, supports mature age people to enter the workforce.

Other services for adults have 'membership' requirements such as eligibility for assistance through Job Network, attachment to a particular organisation, or membership of a professional association, or occupational grouping, or union. For example, a transition scheme for ballet dancers, a group that face an early career transition as a result of injury or age barriers, operates in the Australian Ballet Company (Beall, 1989).

The Athlete Career and Education Program, managed by the Australian Institute of Sport, and the Olympic Job Opportunities Program, managed by Ernst and Young, provide athletes with an introduction to career planning and development by focussing on values and interest exploration, career awareness and decision-making, CV preparation, interview techniques and job search strategies to assist their transition into post-sport careers (Ryan, 2001).

Discussions with a number of consultants offering careers services to employees within organisations suggest that most careers services are biased towards full-time employees, particularly those facing redundancy, who work in large or medium-sized organisations.

References

Beall, C. (1989). *Dancers' Transition: A Report Investigating the Needs of Professional Dancers Making Career Transitions*. Canberra: Actors' Equity of Australia.

House of Representatives Standing Committee on Employment, Education and Workplace Relations (2000, June). *Age Counts: An inquiry into issues specific to mature-age workers*. Canberra: The Parliament of the Commonwealth of Australia.

Ryan, S. (2001). Career transition programmes for dancers. In W. Patton and M. McMahon (eds.), *Career Development Programs: Preparation for lifelong career decision making*. Victoria, Australia: Australian Council for Educational Research, 134-143.

SECTION 6

6.1 What types or categories of staff are employed to provide information, guidance and counselling services in your country? For example: information librarian, classroom careers teacher, school counsellor, public employment service counsellor.

There is considerable variation in the categories of staff that provide career information, guidance and counselling services in Australia.

While career guidance activities have largely been the province of qualified teachers in the schools sector, this is changing with the introduction of Jobs Pathways Programme service providers, and other transition support personnel such as MIPs Officers, or Pathways Coordinators in Victoria, and the soon to be launched Transition Advisors trialling Career and Transition Support Services throughout Australia.

Additionally, in some schools non-teaching staff, such as Student Support Officers, School Counsellors, Psychologists, and Guidance Officers, are expected to play a significant role in career guidance activities. In Queensland, guidance officers are responsible for career counselling and the coordination of career information and career education programmes.

In addition, teachers with responsibility for year coordination, pastoral care of particular student groups, and subject teachers play some role in providing advice, particularly with regard to subject selection. VET in Schools Coordinators or Structured Workplace Learning Coordinators also assume responsibilities for career information. And in schools, where the decision has been made to 'actively' employ a cross-curricula perspective, all teachers have a shared responsibility for career-related outcomes.

It would seem that there is greater consistency in the categories of staff employed in university careers services. Careers Counsellors with postgraduate careers qualifications, and Careers Information Officers, with a range of tertiary and careers qualifications and variously qualified Graduate Employment Officers are the norm.

TAFE institutes, generally speaking, are most likely to employ Counsellors (Psychologists), and Employment Placement Officers.

Professionally-qualified career counsellors are a requirement of the Career Counselling Programme. Clerical/administrative staff with appropriate labour market backgrounds are engaged in Career Information Centres.

The categories of staff employed in other organisations providing some aspects of career information, guidance and counselling usually reflect the 'core' business of the organisation:

- ITAB executive officers/managers/research officers (usually qualified in a major occupational category within the industry sector that they promote) provide information, guidance and counselling services to members of their industry sectors.
- Defence Force Recruitment Officers provide advice through Defence Force Careers Reference Centres.
- The careers advice given by Group Training Companies would almost always be undertaken by field staff who provide careers advice to students through a range of mechanisms including careers days/fairs/exhibitions, school visits, student visits to GTCs, member to electronic access to full information resources via the Internet.

In summary, and at the broadest possible level of generalisation, categories of staff include:

Counselling and Guidance Professionals

- Careers Counsellors
- School Counsellors/Guidance Officers
- Counsellors (generic)
- Careers development professionals
- Psychologists (generic)
- Rehabilitation Counsellors

Teachers/Lecturers

- Career Education Teachers
- Work Education Teachers
- Careers Advisers

Other Teachers/Lecturers/Schools Personnel

- Year Coordinators
- Senior Administration
- Pastoral Care Coordinators
- Subject teachers/lecturers(with subject/industry specific or cross-curriculum responsibilities)
- Youth Education Officers
- VET in Schools Coordinators
- Home School Liaison Officers (including Aboriginal Student Liaison Officers)

Information Officers

- School Librarians
- Information Officers
- Researchers
- Client Services/Student Support Officers
- Web-based data administrators
- Executive Officers (Professional/industry associations/ITABs)
- Resource Centre Coordinators
- Field Officers (Group Training Companies)
- New Apprenticeships Officers

Employment/Recruitment-focused Officers

- Graduate Placement/Recruitment Officers
- HR Professionals
- Employer Program Coordinators
- Job Placement Officers
- Schools Industry Liaison Officers
- Employment Officers (Job Network Officers)
- Transition advisers (eg JPP providers; Pathways Planning Officers)
- Defence Careers Advisers

6.2 What is the best information that can be provided on the number of staff, by type or category, who are employed to provide information, guidance and counselling services in your country? Please indicate if information on their age, gender and equity group structure is available.

The Australian Standard Classification of Occupations (ASCO) is used in all Australian Bureau of Statistics (ABS) censuses and surveys where occupational data are collected. 1996 census data is the most recent data available and it records 1,429 Careers Counsellors (ASCO Group 2513 – 17) Australia-wide. Rehabilitation Counsellors totalled 1,207 and Student Counsellors, part of whose time may be devoted to counselling, totalled 2,110.

Numbers of Counsellors in Australia, ABS Census 1996

	ACT	NS W	NT	Qld	SA	Tas	Vic	WA	Total
Careers Counsellor	69	538	11	202	124	42	343	100	1429
Rehabilitation Counsellor	28	382	16	171	222	47	196	145	1207
Student Counsellor	80	977	13	336	252	20	331	101	2110
Counsellors nfd*	77	628	35	382	144	59	436	184	1945
Counsellors nec**	20	237	9	95	55	21	145	78	660
Total Counsellors**	274	276	84	118	797	189	145	608	7351
*		2		6			1		

* Counsellors nfd covers all respondents to the census who indicated that they were a counsellor but did not indicate a specialisation of counsellor.

** Counsellors nec covers all respondents to the census who indicated a specialisation of counsellor that does not appear as a current specialisation of counsellor as defined by the Australian Standard Classification of Occupations (ASCO).

*** The total number of counsellors does not include the specialisations of Family Counsellor or Drug and Alcohol Counsellor.

This data excludes a number of providers – notably career education teachers - who predominate in the provision of services in schools. In the schools sector, very few States and Territories collect data at the system level. Numbers offering services in Independent and Catholic Schools were not able to be sourced except in a few isolated dioceses or States. Available data are described in EN 1.

Numbers of staff employed in Commonwealth-funded services, such as the Job Network, who may offer some career guidance, are not known. Outsourced services (such as Job Network) have no standard staffing formula.

NAGCAS conducts periodic surveys of university careers services. In 2000, the survey showed that 182 full-time equivalent staff (including administrative support) were employed across Australia. GCCA's *Guide to Campus Recruiting* (2001) provides names of all Careers Service Staff. By attributing gender to names, in 2001, males comprised approximately 23% and females 77% of all employed staff.

A compilation of data that informs the likely numbers currently engaged in career counselling activities is appended at EN 2. It includes actual numbers, and estimates

(based on known figures and crude estimates made on the basis of total numbers of schools etc). In those cases where it is impossible to determine the percentage of time allocated to career information, guidance and counselling, the number of services is included as an indication of activity only. It should be noted, however, that in some cases data relates to 2000 and in others, 2001. No totals therefore have been attempted.

Explanatory Notes

1. Data available on school based personnel

Education Queensland reports that in 1999 there was a full-time equivalent of 175 specialist guidance officers providing a service to students in high schools, secondary departments and other facilities. In addition, a range of other personnel provided support services in the careers area.

In New South Wales, staff are allocated to schools on the basis of a staffing formula linked to student enrolments. In approximate terms, they indicate that 450 full-time careers advisors are employed in high schools with 50 careers advisors in central schools who assume the duty as part of a total teaching role.

In Victoria, it is estimated that there are approximately 103 full time and 205 part time careers personnel in schools.

In Victorian Catholic Education schools, records indicate that only two schools out of 94 do not have a member of staff appointed with specific duties related to vocational orientation. In Catholic Education schools in Queensland, it is estimated there is one per school. In South Australia, information on teachers delivering these services is not collected at a system level.

TAFE New South Wales estimates that state-wide there are approximately 115 equivalent full-time positions in TAFE institutes.

2 Table of careers personnel (known data and estimates)

Type of Institutions	No. of Institutions	Actual Staffing Numbers Provided			Est Staff Numbers – Aust Total (FTE)
		FT	PT	FTE	
State Secondary Schools and K-12 Schools	1382	450 (NSW) 175) 103 (QLD) (VIC)	50 (NSW) 205) (VIC)		1046*
Independent Schools and K-12 Schools	608				304*
Catholic Independent Schools and K-12 Schools	591				296*
Universities	45			145 (FTE)	145
State ITABs	115				46**
National ITABs	22				9**
TAFE Colleges	74	1 (ACT) 115 (NSW) 31) 12 (QLD) (TAS)	60 (SA) 152 (VIC)		278***
Group Training Companies	120				
New Apprenticeship Centres	64				
Job Network Providers (2001)	2010				
Jobs Pathway Providers (2001)	95	236			236
Career Information Centres (2001)	12	34			34
Professional Associations	69 (est)				
Industry Associations	21 (est)				

* Estimates total numbers of staff – includes actual numbers and estimates taken at 0.5 staff per institution in those cases where exact numbers are not known.

** Estimate based on an average of 4 employees per ITAB spending 10% of their time on career information and advice (ITAB estimate).

*** Estimates total numbers of staff including actual numbers in some States and estimates determined by averaging 2 counsellors per institution in others (responses indicated between 1 – 3 counsellors per institution).

References

Australian Association of Career Counsellors (2001, June). *Regional career education development project: A report to the Hobart Education Business Training Partnership (HEBTP)*. Hobart: Australian Association of Career Counsellors.

Australian Bureau of Statistics (ABS) (1996). *ABS Census 1996 Data*, unpublished.

Graduate Careers Council of Australia (2001). *Guide to Campus Recruiting 2001*. Parkville, Victoria: Graduate Careers Council of Australia.

National Association of Graduate Careers Advisory Services (NAGCAS) (2000). *Survey of University Careers Services in Australia* (unpublished).

6.3 What education and training qualifications are the different types or categories of career information, guidance and counselling staff required to have? (Where qualifications are required, please indicate whether it is government or a professional association that requires them, and describe relevant professional licensing bodies)

The lack of consistency in the education and training qualifications for career information, guidance and counselling providers was identified by the National Board of Employment, Education and Training in 1991. Subsequently, a National Training Framework for Careers Coordinators, which provided a basis for voluntary cooperative effort on a national scale by education systems, and other involved parties, including business and industry sectors, government departments and professional associations, was developed (NBEET, 1992).

There has been, however, no systematic implementation of the framework over the last decade. More recently, the development of quality standards for career practitioners has been transferred from the agenda of the National Careers Taskforce to the work plan of the MCEETYA Taskforce on Transition from School.

There are no relevant professional licensing bodies (other than for broader occupational groupings such as psychologists who may be employed as counsellors). Any required qualifications are State/Territory specific; institution/organisation specific or programme specific.

State Specific requirements

In most States and Territories the only requirement for schools-based personnel is an educational qualification. Those who assume a counselling role, such as School Counsellors and Guidance Officers, require a psychology qualification or a post-graduate counselling qualification. These requirements do not apply to youth service providers operating within schools/or providing services to schools.

In New South Wales, the Department of Education and Training determines requirements centrally. Careers advisers are required to have a teaching qualification and a post-graduate careers qualification or a DET-delivered retraining course. However, where positions are advertised, individual schools identify essential and desirable criteria. Where positions are not filled by advertisement, a suitable member of the existing teaching staff may be nominated. Access to the DET course is only available upon appointment to a careers advisory position.

The qualifications and experience required of staff employed in university careers services also vary from service to service. An appropriate tertiary qualification is generally required of all careers advisers, and post-graduate level career guidance qualifications are most often a desirable rather than essential requirement. There is greater variation in the education and training qualifications of recruitment and employment support officers for whom experience is considered to be a more critical factor. Staff are not required by their contract of employment to belong to, but are encouraged to join, a relevant professional association.

Reflecting their responsibilities beyond careers counselling, it is a requirement that TAFE Counsellors have a university degree with psychology major, and, in practice, preference is for Registered Psychologists – 4 years psychology with 2 years supervised post-degree experience. Tertiary qualifications are generally required in Psychology, Behavioural Sciences, Social Work or other closely related disciplines for careers advisers.

Program specific requirements

- Under DEST's Career Counselling Programme, career counsellors are required to have, as a minimum, an appropriate tertiary qualification, preferably at the post-graduate level in career guidance, advising or counselling and be able to demonstrate at least 5 years' recent experience in providing career counselling to young people and be affiliated with a State/Territory or national career counselling organisation.
- The only requirement of the mandatory Career Transition Advisor to be employed in the Career and Transition Support pilots is that they must be a professionally trained person.
- Knowledge of the Australian labour market, and education and training systems, is a selection criteria for producers of the *Job Guide*.
- No formal qualifications are required of Career Information Centre staff, however, all senior CIC staff are members of AACC.

References

National Board of Employment, Education and Training (NBEET) (1992, April). *A National Training Framework for Careers Coordinators: A Proposal*. Commissioned Report No. 14. Canberra: NBEET.

6.4 What, typically, are the types of competencies (or knowledge and skills) that these different types or categories of workers are required to have?

The only comprehensive national assessment of the required competencies of career information, guidance and counselling professionals was undertaken in 1992 with the development of the National Training Framework for Career Counsellors. Interviews with and observations of those involved in career education and related activities and State and non-State systems were undertaken in order to determine need within a national context. A statement of the knowledge and understandings, attitudes, and skills required by careers coordinators and others involved in career education and related activities was developed. (Competency Standards are outlined in EN 1) This statement established broad parameters to facilitate the negotiation of training programmes between systems and higher education institutions, within the context of particular systemic and operating environments and industrial arrangements.

While the framework focused on careers coordinators in schools, it was developed to address the needs of career personnel in other sectors, such as higher education, TAFE, the workplace and in the broader community. Its development was stimulated by an acknowledgement that systemic programmes to implement emerging career education initiatives required a more competent workforce. As a range of career guidance and transition support initiatives are being developed currently throughout Australia, progressing the implementation of a competency framework for practitioners is a priority item on the work plan of the new MCEETYA Transition from School Taskforce.

Organisations consulted in the development of this response were also asked to nominate the skills and knowledge that practitioners working within their sector/institution/organisation needed. The chart at EN 2 shows the priority that was accorded overall to particular skills and knowledge. Responses indicate that the most frequently nominated set of knowledge and skills for staff across the board is Communication Skills, accorded a high ranking for all categories of staff.

Interestingly, labour market knowledge was accorded the next highest, although of concern is that only a medium priority was given to this knowledge or skill for Counselling and Guidance Professionals. Labour market information officers in the Occupational and Skills Analysis Section in DEWR require a suite of skills including knowledge of the Australian labour market, including occupational developments; knowledge of the occupational structure and skills needed for particular occupations; and knowledge of occupational forecasting procedures.

In descending order, the next most frequently nominated knowledge or skill was Group Facilitation Skills, followed by Individual and Group Assessment Skills, Knowledge of Career Development Theory, and finally IT skills, which was given a low priority. This too is interesting given the rush to online services.

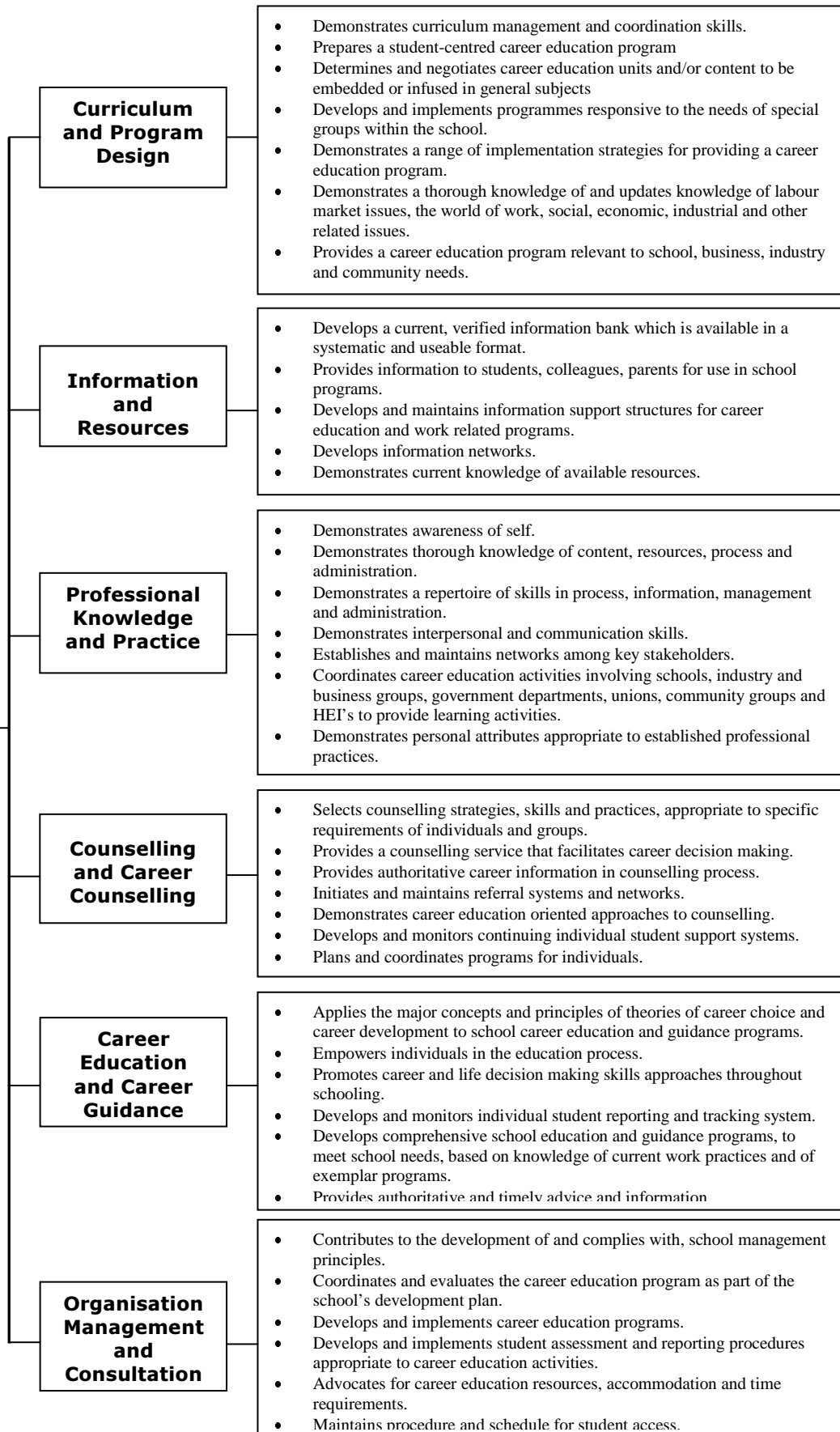
In addition to these core competencies, respondents also mentioned a range of others (including what would be better termed as attributes) they considered important. Examples included:

- empathy and ability to gain trust
- impartiality
- Warmth
- knowledge of course entry requirements (which some also included under Labour Market Knowledge)
- organisation and management skills (including 'events' management)
- co-ordination skills
- capacity to influence/advocacy
- marketing
- networking
- industry experience
- analytical skills
- resources and information management
- report writing
- design skills
- a good mix of different types of people with different skills.

Explanatory Notes (see over)

1. Competency Standards Format for Careers Coordinators

**EERS
INATOR**



2. Priority Knowledge and Skills According to Staff Category

Categories of Staff	Skills					
	Communication Skills	Group Facilitation Skills	Individual and Group Assessment Skills	Labour Market Knowledge	Knowledge of Career Development Theory	IT
Counselling and Guidance Professionals <ul style="list-style-type: none"> • Career Counsellors • School Counsellors/Guidance Officers • Counsellors (generic) • Career Advisers/Career Development Professionals (non-teaching) • Psychologists (generic) • Rehabilitation Counsellors • Manager, Careers Services 	High	Medium	Medium	Medium	Medium	Low
Teachers <ul style="list-style-type: none"> • Career Education Teachers • Career Advisers (NSW) 	High	Medium	Medium	High	Medium	Low
Other Teachers/Lecturers <ul style="list-style-type: none"> • Year Coordinators • Senior Administrative Coordinators • Pastoral Care Coordinators • Subject / faculty staff (cross-curriculum activities) • Youth Education Officers • VET in Schools Coordinators 	High	High	High	High	Low	Low
Information Officers <ul style="list-style-type: none"> • School Librarians • Information Officers • Researchers • Client Services / Student Support Officers • Executive Officers (Professional / Industry associations / ITABs) • Resource Centre Coordinators 	High	Medium	Medium	High	Medium	Low

Categories of Staff	Communication Skills	Group Facilitation Skills	Individual and Group Assessment Skills	Labour Market Knowledge	Knowledge of Career Development Theory	IT
Employment / Recruitment-focused Service Providers Graduate Placement / Recruitment Officers HR Professionals <ul style="list-style-type: none"> • Employer Program Coordinators • Job Placement Officers • Schools Industry Liaison Officers • Employment Officers (Job Network) • Transition Advisors (e.g. JPP Providers, Pathways Planning Officers) 	High	High	Medium	High	Medium	Low

6.5 How are the competencies or knowledge and skills required of those who provide information, guidance and counselling changing, and why? What is being done to meet these changing knowledge and skill needs?

Rather than requiring new competencies, knowledge and skills, it is perhaps more accurate to say that those who provide career information, guidance and counselling in a rapidly changing, uncertain labour market will not be able to perform their role effectively if they have not developed the competencies, knowledge and skills that have been identified in frameworks such as the proposed National Training Framework for Careers Coordinators (NBEET, 1992).

It has not been entirely unusual in the past, and in the schools sector in particular, for teachers without training or even interest in career development to have been assigned the role of careers coordinator. This has been extremely detrimental in terms of the esteem in which the profession is held, despite the fact that many careers professionals have postgraduate level career qualifications. It is critical, therefore, that a distinction be made between acquiring new competencies, and acquiring the competencies that professional practitioners have always developed, maintained and valued. Adequate resourcing of career activities is also critical to enable qualified professionals to apply their knowledge and competencies more effectively.

Changing employer requirements, changing industry structures, including the development of multiple pathways into many traditional occupations, less secure employment tenure, and new ways of working are all well documented labour market shifts that practitioners are required to understand. Although the speed and the magnitude of these shifts puts greater pressures on practitioners, effective practice has always required them to establish and maintain current and accurate information systems (including networks) and to use career development techniques that are appropriate to the circumstance of the individual/group.

As for most occupational groups, the application of new Internet-based information technologies has changed the nature of practice (both in terms of delivery and administrative procedures), and practitioners have been required to develop and constantly update new information technology skills. As the Internet expands the volume of available information, screening and evaluation of it becomes increasingly important.

For producers of career and labour market information, the main changes are associated with the evolution of Internet sites and the consequent need to manipulate large data sets. This requires familiarity with Internet developments, high level spreadsheet, data checking and automatic graph generation techniques, as well as presentation and design skills.

As many school systems report their intention to promote an integrated, cross-curriculum, whole-of-school and even wider community approach to the delivery of careers services, there will be a shift for some practitioners from direct provision to facilitation of provision.

Most of the systemic initiatives in the schools sector to address these changing requirements have focused on the provision of information and some in-servicing. Efforts to expand teachers' awareness of industry requirements/practices/cultures through School-Industry Teacher Programmes have also been employed in several States and Territories. In Victoria, the Career Education Association of Victoria has adapted its provision of professional development in the last five years to incorporate the huge growth in VET in Schools Programmes. In the Northern Territory, vocational learning has recently been embedded in the Curriculum Framework and implementation of the framework will involve in-service activities for staff. In Tasmania, teachers indicate there are some professional development opportunities available for all careers personnel.

In New South Wales, the careers advisers' retraining course developed and delivered by DET has been modified in recent years and will be undergoing review in the future to ensure that it adequately and appropriately prepares careers advisers to undertake their role in government schools including:

- liaising, establishing and maintaining links with industry, business, TAFE colleges and other community organisations to prepare school leavers for their transition
- supporting teachers to implement a range of vocational programmes across the curriculum such as career education, work education, enterprise learning and vocational courses in the HSC
- promoting and coordinating workplace learning opportunities for students, including HSC work placements
- facilitating student access to information on career opportunities and post-school options, particularly through the use of technology and links with industry
- researching, accessing and disseminating information on current labour market data and local employment opportunities to students and teachers
- coordinating a whole school approach to the provision of school to work planning to better prepare students to take up employment and further study at TAFE, university and government approved private colleges
- organising and conducting information sessions for parents and caregivers, employers, teachers and students on post-compulsory education and training options
- providing strategic advice to the school executive on government and departmental policy initiatives and practices in vocational learning
- collecting data on the post-school destinations of students to inform school planning and curriculum provision.

In the main, practitioners assume responsibility for their own development through professional journals and attendance at conferences and other development activities provided by professional associations. DEST has also provided funding to the Career Industry Consortium Australia (CICA) to assist members to travel to national meetings to put forward practitioner views and to arrange their own meetings to progress such quality issues.

References

National Board of Employment, Education and Training (NBEET) (1992, April). *A National Training Framework for Careers Coordinators: A Proposal*. Commissioned Report No. 14. Canberra: NBEET.

6.6 What opportunities exist for information, guidance and counselling service staff to update their knowledge and skills? For example: Do industrial agreements allow time for recurrent education and skills upgrading? What time, and what programmes, do government agencies provide for the purpose? What recurrent education and skills upgrading courses are provided by tertiary institutions?

To respond to this question from a national perspective is not possible given the enormous variance in industrial awards and conditions that govern such opportunities. Various researchers, however, draw attention to the dearth of training and the *ad hoc* nature of training for the provision of careers services. In Australia, career development practitioners enter the field through a range of pathways, and many have no formal training in career related studies, with instead backgrounds in education, psychology, human resource management and social work (Patton & McMahon, 2001).

There are currently two Bachelor of Education Awards that offer electives in career education, and eight postgraduate qualifications in the field of career guidance and counselling, with approximately 180 places being offered in the postgraduate courses each year. Some of these are available through distance learning. Recurrent education and skills upgrading courses are not offered by tertiary institutions. One university reports, however, that 90-95% of enrolled students in a postgraduate qualification are already employed in a careers role.

In New South Wales, teachers appointed as careers advisers undertake the careers advisers retraining course developed and delivered by DET and comprising the following modules:

- Career Education Theory and Programming
- Education, Training and Work
- Consultation, Organisation and Management
- Interviewing and Career Counselling
- Meeting the Career Education Needs of Aboriginal Students
- Technology in Career Education.

Careers advisers and other staff providing career information, guidance and counselling are able to participate in the Teachers in Business Program, under which, teachers are released for between three days to three weeks to undertake an industry work placement. Professional development also supports the School to Work Program.

Generally speaking, opportunities for development of occupation-specific skills and knowledge are largely provided by professional associations. In Victoria, this is supported by government, through a service agreement with the CEAV, which requires delivery of professional development programmes. Generic skills development, such as upgrading IT skills, are usually part of system or organisational initiatives that career practitioners are able to access.

CEAV's member survey in 2000 showed that most career advisers, across all school types, attended one to three professional development courses during 2000. It also found that 14% of government, 9% of independent and 6% of Catholic careers advisers did not attend any course at all (CEAV, 2001).

The NAGCAS annual conference is the major venue for networking and career trends/skills updating for those working in tertiary institutions. Most universities offer a wide range of more generic professional development opportunities for all staff.

Other avenues for the sharing of information are emerging with the development of the Australian Careers Service (a joint public-private sector funded initiative) and the e-communities being established by ECEF. Specifically created to promote networking amongst career practitioners and 'experts' from all over Australia, *e-careers* presents regular online guests and encourages online discussion via mass subscriber-list email.

References

Career Education Association of Victoria (CEAV) (2001, March). *CEAV 2000 Member Survey Report*. Victoria: CEAV.

Patton, W. & McMahon, M. (2001, September). Career Development Work in Australia: Moving Forward in a Context of Change. *The International Careers Journal*, 1(2). (<http://www.careers-cafe.com/current.php3>)

6.7 Please describe any policies that exist to systematically make use of groups such as alumni, parents and local employers in delivering services. For example: by acting as mentors, or by visiting classes to provide information on careers.

While not prescribed in national policy, in practice there is an increasing shift towards involving parents and local communities in career education. Initiatives like *The Real Game*, Career and Transition Pilots, contractual arrangements between ECEF and local level programmes require management committees that includes employers. Many ECEF programmes are strongly encouraging the participation of wider, local communities in the delivery of such services.

Work experience and structured workplace learning activities obviously require the participation of employers, community based organisations, and sometimes parents as employers.

In the Australian Capital Territory, the Government School Education Plan requires implementation of programmes for the participation of parents and the development of links with community organisations in school activities generally.

In New South Wales, DET is supporting the piloting of community-based mentoring in a number of school districts, as one of a number of strategies in the School to Work Planning Initiative. Additionally, many career education programmes in New South Wales schools include visits to schools by a range of guest speakers including parents, employers and other members of the community.

In Tasmania, while there are no requirements to do so, the use of parents and employers is a regular part of most secondary college programmes.

In Catholic Schools in South Australia, Queensland and Victoria, these strategies are employed on an 'as needs' basis by schools, and usually on the instigation of particular teachers.

In Queensland, local networks and programmes are encouraged. VET networks, in particular, have established close links between schools, local businesses and other community agencies.

In South Australia, there are no existing policies but local employers and communities are accessed by regional networks (described in Q 2.4) if they are willing to be involved. Individual schools have the ability to utilise their LLEN (where established) in Victoria.

In the Northern Territory, parents and employers as a classroom resource are not used systematically but as a result of individual teacher initiative.

Leveraging partnerships with employers to assist in the effective implementation of career preparation programmes is the stated policy of one university. Faculties follow this policy and the careers service assist them in this as well as facilitating the on-campus presence of employer groups in career education and recruitment activities. In a number of services, employers participate in career mentoring schemes.

In most services, alumni graduates and employers participate in career workshop segments and employer presentations on campus not in response to policy, but rather as an aspect of good practice.

SECTION 7

7.1 Are separate career education lessons a normal part of the school curriculum? If so, for each school grade, please indicate whether or not such lessons are required and the mandatory number of hours per year.

There is no national pattern. Decisions are taken at the school level in both government and non-government schools in all States and Territories about delivery methods.

In the Australian Capital Territory, career education is integrated into the curriculum as an across-curricula perspective. Hours are not mandated.

In New South Wales, individual schools determine an appropriate career education programme. This programme may include regular, timetabled career lessons. It may, either alternatively or in addition, include small group activities on a withdrawal basis. In Years 7-10 the compulsory Personal Development, Health and Physical Education (PDHPE) syllabuses include coverage of career decision making. The Board of Studies has set a minimum requirement of 300 hours of study in PDHPE in Years 7-10. It further requires that PDHPE is studied in each of Years 7-10.

The New South Wales Board of Studies is currently undertaking a review of the Curriculum Framework K-10 and of Syllabuses Years 7-10. As part of this review, it is proposed that Board syllabuses will address vocational learning outcomes. It is also proposed that the broad learning outcomes appropriate to Years K-10 will include one focused on vocational learning.

In Queensland, most secondary schools have career education as part of the curriculum, although it is not yet mandated. The concentration of programmes is in Years 10, 11 and 12, while some schools also have programmes in earlier years. Queensland Guidance and Counselling Association adds that, in general, career guidance is not provided in primary and preschool settings and that, in general, career guidance provided in secondary schools is not delivered in a systematic way across or within education systems.

In South Australian schools, career education lessons are not part of the normal school curriculum. However, many schools may have 'one-off' special activities to assist students with career information especially prior to senior school subject selection. This would normally happen in Years 9 and 10.

A whole-of-school approach to career education has been adopted in Tasmania, and approaches vary significantly between schools. Most activities are directed at Years 10-12 where all students may have contact with careers personnel and some career education may be integrated into the general curriculum.

Tasmania

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13
Required ?				no	no	no	
Hours				6 hours pre enrolment	20 hours (delivered through support groups)	20 hours (delivered through support groups)	

In Victoria, career education is integrated into the curriculum in Years 7-9, and optional in post-compulsory years. The CEAV suggests that in Victoria there is no general standard,

and formal lessons are found generally only in Year 10. There are no (or very few) classes on this area of learning in Years 7 – 9. The SOSE Curriculum Standards Framework in Victoria does have a few references to aspects of work, but individual classroom teachers determine whether these topics are taught with any major detail or emphasis.

Victoria

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13
Required ?	Integrated into SOSE curriculum	Integrated into SOSE curriculum	Integrated into SOSE curriculum		Can be part of VCE Industry & Enterprise and VET in the VCE studies	Post school pathways as part of the VTAC application process	
Hours				Non mandated	Student selected 4-5 periods per week plus industry placement		

In government schools in Western Australia, provision is primarily at the discretion of individual schools.

Western Australia

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13
Required ?	Optional	Optional	Optional	Optional	Optional	Optional	
Hours	Varies	Varies	Varies	Varies 1 day, 1 term, 1 semester, 1 year	1 semester 1 year	1 semester 1 year	

Separate career education classes are usually offered in Northern Territory schools, but they are not required, and the recommended (not mandatory) number of hours is 40, in Years 9/10. Some teachers in primary schools (Transition to Year 7) teach career education in their classes; however, this is not a formal requirement.

While complete information is not available, it seems that career education classes are recommended, but not required, in most Catholic schools.

7.2 If separate career education lessons are not provided, are policies in place to integrate career education into other subjects?

In all States and Territories, Curriculum Frameworks that specify learning outcomes provide the opportunity to integrate career education across learning areas. In the context of the new VET in Schools Frameworks, it is likely that cross-curricular approach to enterprise and vocational learning outcomes will be adopted.

In Western Australia, the learning areas of Society and Environment and Health and Physical Education provide the best opportunities for integration. However, other Learning

Areas such as English, and Technology and Enterprise also specify career education outcomes.

Education Queensland supports an integrated approach to career education. The department played a lead role in initiating the national pilot of *The Real Game* in Australia. Many schools participating in the pilot have integrated the programme into key learning areas such as English and Study of Society and the Environment.

South Australia has a new curriculum framework, South Australian Curriculum Standards and Accountability (SACSA) for government schools. This encompasses the traditional eight Key Learning areas and a number of cross curriculum perspectives, one of which is Enterprise and Vocational Education. It is expected that all classroom teachers through SACSA, and initiated by their schools, will integrate a broad understanding of the world of work within their teaching.

In Victoria, career education is integrated within the SOSE CSF, Economy and Society strand, Levels 4–6 which is delivered to students in Years 7 –10. The main focus is on Year 10 level where students usually undertake work experience and counselling for their VCE subject selection.

The Northern Territory Curriculum Framework, for the compulsory years of schooling, will go through the mandating process later this year. The mandating process will determine the compulsory parts of the curriculum. As vocational learning (including career education) is a cross-curricula perspective, it should be a compulsory part of the curriculum across all the Year levels (Transition to Year 10).

The New South Wales Board of Studies has developed and distributed Statement of Career Education Outcome Years 7-12 and Career Education Modules 7-10, which include specific reference and support for delivery across the curriculum, the identification of 11 specific career outcomes and the identification of where such learning might be achieved. One of the published priorities for the implementation of School to Work Planning in New South Wales is establishing links across the curriculum. The extent to which schools are addressing the priorities of the programme has informed decisions about funding support to individual schools.

In practice, in most States and Territories, integration has not been fully achieved.

<p>7.3 Are periods of work experience required as part of the secondary school curriculum? For each school grade please indicate whether or not such experience is required, and how many hours per year are required.</p>

Work experience requirements differ in each State/Territory. Work experience is not a required component of the secondary school curriculum in any State or Territory but recommended as a part of the career education programmes delivered by schools.

Most work experience is undertaken in Year 9 or 10.

In the Australian Capital Territory, it is not a requirement, but all students are given the opportunity to participate in work experience. Work experience usually comprises two weeks per year and is available to students in Years 10, 11 and 12.

In New South Wales, individual student participation in work experience takes place in the context of career education programmes that varies from school to school. Participation is not required as part of the secondary school curriculum.

In the Northern Territory, work experience programmes are usually offered at Year 10, but may also be offered in Year 11 and/or 12. Students normally have to be at least 15 years old, but in special cases, some younger students are able to participate. All students must be briefed about their responsibilities in the workplace in particular occupational health and safety issues (including sexual harassment), before undertaking work experience. This briefing is usually done as part of the Career Education programme. Some senior secondary students have work experience as part of their Work Education course.

Northern Territory

	Year 9	Year 10	Year 11	Year 12
Required ?	Occasionally	Usually	Sometimes	Sometimes
Hours	40	Usually 40 Sometimes 80	40-80 hours	40-80 hours

In Queensland, while work experience is not a mandatory activity in the school curriculum, most secondary schools do include it. It tends to be offered mainly in Years 10 and 11, and in many cases only to students who are not required to do structured workplace learning. There is anecdotal evidence to suggest that, as a result of employers' greater focus on SWL in VET, there are reduced opportunities for work experience placement opportunities for students.

In South Australia, students are not required to undertake work experience but it is fairly common that they do, especially in Year 10. In some schools it may not be incorporated into a career education programme.

In Tasmania, work experience is optional. Some schools have discontinued their work experience programmes, or restricted them to at risk students. Others offer work experience to Year 10 students only or to students who are enrolled in Work Studies courses. Some private schools run compulsory programmes for Year 10 students and offer voluntary programmes for other senior students (AACC, 2001, p25).

In Victoria, work experience is not mandated in schools and therefore an accurate time allocation is not available. Students can complete 10 days' work experience per term with a maximum of 40 days per annum. Generally, Victorian students participate in a one or two week placement, in either Year 9 or 10. Some students do extra placements in Years 11 and 12. Work experience is not compulsory. Most placements occur with Year 10 students.

Victoria

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13
Required ?				Not mandated			
Hours							

In Western Australia, work experience is an optional activity.

WA

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13
Required ?			Optional	Optional	Optional	Optional	
Hours			1 week	1-2 weeks	1-2 weeks	1-2 weeks	

Catholic Education Offices in Victoria, Queensland and Western Australia suggest that periods of work experience are encouraged (but are not obligatory) across the system. Schools make individual decisions about whether it is mandatory. Work experience rarely

occurs prior to Year 10. Schools make individual decisions about whether it is mandatory. In the Townsville District, most students would spend a minimum of five days in work experience in Years 11 and 12.

References

Australian Association of Career Counsellors (2001, June). *Regional career education development project: A report to the Hobart Education Business Training Partnership (HEBTP)*. Hobart: Australian Association of Career Counsellors.

7.4 What other types of career information, guidance and counselling services are typically provided for school students (that is, apart from career education lessons and work experience)?

While provision varies from school to school, individual schools most commonly, but not automatically, offer secondary students:

- access to the *Job Guide*
- visits to the 12 Career Information Centres as part of a school excursion or, in some cases, Centre staff visit schools
- opportunity to participate in *The Real Game* series in some schools
- in regions where services are provided, eligible participants may access the Jobs Pathways Programme and referral to the Career Counselling Programme for students who are at risk of becoming disconnected from school (and those who already have)
- attendance at careers expos, which are held throughout Australia
- access to career information through the Internet
- access to computer-based career information and development programmes
- access to career resources in school libraries or in small career resource centres attached to Career Advisers rooms
- access to individual counselling
- visits to university and TAFE Open Days
- VET in Schools programmes
- business-enterprise programmes that are facilitated by various organisations
- school visits/guest speakers by industry/community/training providers/Group Training Companies
- information seminars/course information evenings for students and parents/caregivers
- access to videos on a range of occupations
- in Victoria, development of Individual Pathways Plans as part of the Managed Individual Pathways initiative
- Year 12 students across Victoria usually attend a 90 minute session provided by Victorian tertiary institutions (acting as a cooperative) on tertiary options. The session allows for questions from the floor and a chance to visit each institution's stall to collect literature on post-secondary studies. This is called the Tertiary Information Service, and has been in existence since the early 1980s. Over 80% of Year 12 students in Victoria participate in this programme.

7.5 What information, guidance and counselling services are provided by the public employment service? For example: what is the relative balance between career and job information services and guidance and counselling; what types of clients typically seek and receive assistance; how are these services related to overall national labour market and employment policies?

The Department of Employment and Workplace Relations (DEWR) purchases employment services on behalf of the Commonwealth, through the contracting out of Job Network services to a variety of community-based organisations throughout Australia.

Centrelink is the first point of contact for most people seeking access to Commonwealth-funded employment services. Unemployed people register at Centrelink for allowances and receive advice on their eligibility for employment services. Centrelink also assesses people for referral to Intensive Assistance and Job Search Training, and for referral to the Community Support Programme. Centrelink is also responsible for referring people to the Career Counselling Programme (CCP), instigated and funded by DEST.

Public employment services (other than job matching) are targeted at 'at risk' groups that experience difficulty in finding long-term and appropriate employment. 'At risk' job seekers are identified by the Job Seeker Classification Instrument (JSCI) based on a range of characteristics shown to affect their chances of getting a job, not just membership of a specific group. The groups that receive points (indication of their labour market disadvantage) include those with poor educational attainment, indigenous people, mature-age workers, people suffering disabilities and other special needs groups such as parents entering or re-entering the workforce.

All job seekers registered with Centrelink and receiving Newstart or Youth Allowance and Jobs, Education and Training (JET) customers may be referred to the CCP. Young people aged 15 to 18, who are registered, but not eligible for, income support, can also request or be offered career counselling.

Job Network consists of over 200 private, community and government organizations contracted to provide the following services:

- **Job Matching:** Job Network providers match job seekers' skills and experiences to job vacancies. Job Network providers canvass employers for jobs, and match and refer suitable job seekers to vacancies.
- **Job Search Training:** The objective of Job Search Training is to improve a job seeker's job search skills and motivation in looking for work and to expand their job search networks.
- **Intensive Assistance:** one-to-one assistance and support to help eligible job seekers who have, or are likely to have, difficulty in getting a job. The kind of help may include: arranging counselling, providing vocational training or work experience, or assisting with job search techniques and employment goal setting.
- **New Enterprise Incentive Scheme and Self Employment Development:** assists unemployed people to start their own businesses.

Job seekers with specific job search needs or few barriers to employment are directed to Job Search Training and those with a high level of disadvantage are referred to Intensive Assistance, where employment officers have a key role in maintaining the intensity of job search activity and motivating and supporting job seekers (ie a stronger 'counselling' role).

Job Search Training and Intensive Assistance providers both offer help with writing resumes; job applications; seeking references; looking for work and interview preparation. In addition, Intensive Assistance participants may also undertake specific skills training in

English language, literacy or numeracy or computing, and participate in community or voluntary work in order to improve their employability.

In 1996, a review by Patton showed that very few providers of case management services for the unemployed (through the previous Commonwealth Employment Service) directly include career guidance processes in their practice, and any elements of testing and follow-up counselling was done by individuals with little training in career guidance (Patton, 1996 in Patton, 2001). More promisingly, one Course Coordinator of a postgraduate career course now estimates that around 30% of enrolled students work in case management or employment services, in CRS, Centrelink or Job Network.

With Intensive Assistance being the most closely related service to guidance and counselling activities, the relative balance between the different levels of assistance are as follows: Of the 540,658 people exiting Job Network programmes (exits) for the DEWR Reporting Period to December 2000, 32% of exits were from Job Matching services. Those who had received Job Search Training accounted for 11% of exits and 57% exited from Intensive Assistance programmes (DEWRSB, 2001).

Some Job Network providers also use the Career Information Centres as a source of assistance for their clients. For example, 2,331 groups of Job Network clients accessed Career Information Centres in the six months to June 2001 and in the 12 months to June 2001 13,689 people were referred to the Career Counselling Programme.

Ministerial responsibilities for employment, and for career guidance and counselling, are divided at the Commonwealth level. The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) affords the main opportunity for relationships to be forged between employment, labour market and career information, guidance and counselling policies. The Centrelink portal, through which clients can access income support, employment services, and career counselling enables clients to access 'joined up' services.

The relationship between effective career guidance and successful labour market outcomes are also being made in current transition support strategies for students. Schools are being encouraged to take greater responsibility for the vocational preparation of young people and for monitoring more closely their post-school labour market experiences.

In the tertiary sector, the linkages are explicit in the mandate of the Graduate Careers Council of Australia, which draws together graduate employers and university careers services to promote and foster career and employment opportunities for graduates.

References

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Patton, W. (2001). Facilitating career guidance for unemployed workers. In W. Patton and M. McMahon (eds.), *Career Development Programs: Preparation for lifelong career decision making*. Victoria, Australia: Australian Council for Educational Research, 144-151.

7.6 Please describe information, guidance and counselling services that are provided within tertiary education. For example: Are they a normal and standard service within tertiary institutions or are they only provided in some institutions? Are they normally provided separately from or together with personal and study counselling services? Are they normally provided separately from or together with job placement and graduate recruitment services?

Please note that information related to careers services in universities and TAFE Counselling Services has been included throughout the questionnaire. A brief summary is provided here.

University Careers Services

The Australian Vice-Chancellors' Committee (AVCC) published guidelines in 1999 on *Universities and their students: Expectations and responsibilities* (AVCC, 1999). These included that universities would encourage a network of support for all students to be developed which might include access to graduate career planning.

The AVCC code has now been incorporated in a consolidated set of AVCC codes and guidelines entitled *Universities and Their Students: Principles for the Provision of Education* by *Australian Universities*. (http://www.avcc.edu.au/policies_activities/teaching_learning/guidelines_codes/index.htm)

The guidelines state that:

Universities will encourage the development of a network of support for all students.

All public universities have a dedicated 'careers service' (generic term). The role undertaken by the individual service, the level of resourcing and the line of reporting vary from service to service according to the level of funding and the priority placed upon these activities within particular universities.

Most are 'stand alone' services under a student services umbrella, although there are some services which are integrated with general or personal counselling services.

All services offer career guidance and counselling, career education/development programmes, and graduate employment services, which include careers libraries, web-based information/counselling/labour market information. Some services also offer part-time and casual employment opportunities for students.

In the light of overall funding cuts to universities and the consequent impacts on careers services, many services have had to readjust the way that services are delivered. A recent survey (Murry, 2000) revealed:

- funding cuts (largely in the form of a reduction of staff salaries) to two-thirds of university careers services
- a reduction in staffing levels in 56% of all services responding to the survey that coincided with an overall increase in student use of the services.

In response to a reduction in funding, two-thirds of careers services had actively sought alternative sources of funding and the majority of services had restructured the delivery of the services (Murry, 2000).

Only five services were identified in the NAGCAS Survey of university careers services in Australia (2000) as having achieved the recommended staff to student ratios identified in the 1991 Koder Review (DEET, 1991). Most services operate with significantly higher staff to student ratios than those recommended in 1991, despite greater demand for services and significantly different and more demanding labour market conditions for graduates.

An interesting new development has been the introduction of credited career courses in universities. Three fully credited units in career management are offered through RMIT, Murdoch University and Edith Cowan University. Feedback from the coordinators suggests that these programmes are highly successful with students – evidenced by anecdotal and survey feedback - and students who are registering their interest in enrolling. Several other universities offer short- term, not-for-credit courses (either online, external or workshop attendance). There are also a number of pilot programmes which may or may not continue.

TAFE Counselling Services

Information on career information, guidance and counselling services in TAFE institutes is more difficult to access, with few State Training Authorities keeping aggregate data on service provision. Nor was it possible to obtain information on the careers services offered by other Registered Training Organisations offering VET qualifications.

Student Services in TAFE traditionally offered a full range of services to facilitate students' access, participation and success in vocational education and training (Doratis, 2000). However, in Victoria, the Ministerial Review of Post Compulsory Education and Training Pathways found that advisory and guidance services that were once provided through the sector's role in labour market programmes have declined with the cessation of these programmes (Kirby, 2000).

Generally, TAFE careers services (which may comprise one counsellor offering personal, educational and careers counselling) come under the banner of student services, and career counselling is provided as a part of the broad counselling services of the institutes.

Services offered by counsellors and careers advisers generally include career planning, career development, educational counselling, pre-course counselling, post-course counselling, job information and job-seeking skills, self-directed searches, vocational testing and assistance with decision-making. Many services also now offer computer-assisted career planning (eg *Career Mate* and JIGCAL) software. Some have limited career libraries.

In addition to careers counsellors, some TAFE institutes have Job Placement Officers to assist students with employment, work experience, industry placement, job seeking skills/strategies, interview techniques, resume writing, job applications, personal presentation, providing information on labour market trends and liaising between students and industry/employers.

Inadequate levels and inappropriate conditions of funding to support core services are matters of concern for those working in TAFE Counselling Services. With the introduction of new Training Packages (curriculum resources) the number and type of pathways to gaining VET qualifications has grown, and staff and students alike need greater assistance/decision-making skills.

Commercialisation of TAFE career and counselling services is becoming more apparent with the introduction of services (using commercial career packages) for fee-paying clients. In some cases, people, who would like to obtain career/educational counselling and do not intend to enrol in a TAFE course, may be able to access such a service for a fee (eg through TAFE NSW).

At other TAFE institutes, the provision of targeted, specific career guidance and counselling is a developing service. The provision of course-related career information has been a feature of the services of institutes for some time, with teaching staff routinely giving guidance about career choices within their own course discipline.

Some TAFE institutes have, or are starting to emulate the level of careers services of universities as the boundaries between the two sectors have become more blurred, and there is greater recognition of the competitive edge that a good careers service can give.

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7.7 What is known about career guidance and counselling services provided by the private (for-profit) sector: such as management consultants, outplacement services or private practitioners? For example, describe their client base, the level of their fees, the sorts of services that they provide, and what is known about growth in these services over time.

In the absence of any regulatory mechanisms, governments have little knowledge of the services provided by the private (for-profit) sector, other than where private sector organisations are contracted to provide publicly-funded services.

Estimates of the size of the sector are difficult. A search of the Yellow Pages Business Telephone Directory (<http://www.yellowpages.com.au/>) using the keyword, Career Counselling, suggests that approximately 600 private sector organisations/individuals specialise in the provision of careers services.

Outplacement services are not listed in this directory, however, a search of the Recruitment and Consulting Association's website (http://203.18.39.131/rcsa/rcsaframe_online.htm) shows that some 250 member organisations offer outplacement services. A search of the Institute of Management Consultants' website (<http://www.imc.org.au>) records 16 of its member organisations as providing outplacement services. However, a recent Australian review suggests that the main providers are a handful of large companies such as TMP Worldwide, Right D & A, DBM and Lee Hecht Harrison (Cyngler, 2001).

Around 1,200 organisations offer recruitment services, but no estimate of those that offer career transition services could be made. Membership of the Human Resources Institute totals 17,000 and it is likely that many Human Resource Consultants offer careers services also. Short of a census, it was not possible to estimate numbers.

The Australian Society of Rehabilitation Counsellors (ASORC) has about 700 members nationally. They see clients who have work injuries funded by workers compensation, and counselling includes vocational counselling.

Telephone consultations with private sector practitioners reveal that clients range from the unemployed to school leavers, to mature age clients seeking a career change or clients who have been made redundant. The clients are typically self-referred and sessions are usually one-on-one.

Organisations offering career-related services generally enlist the services of qualified counsellors (some of whom are specialist career counsellors), psychologists and social workers. The fee structure varies but ranges from \$80 to \$110 per hour. Larger organisations reported significant growth in the demand for services, however, those working in sole practice suggest that is difficult to sustain a viable full-time practice.

Some of the larger recruitment agencies offer career transition services, both to individuals and to organisations wishing to provide redundancy support to workers. Other organisations specialise solely in outplacement services:

Programs vary in length depending on the amount the employer is willing to spend. Most are for six to eight weeks, but four, twelve or even sixteen-week programmes are not unusual. The costs start from \$1,500-\$6,000 and may extend to \$8,500 - \$25,000 at the senior executive end of the market (Cyngler, 2001, p.163)

Growth in outplacement services is generally reported to be high with demand shifting from large organisations to include medium organisations facing the impact of rapid advances in technology and globalisation. As Simpson, (cited in Cyngler, 2001, p. 168), asserts:

Outplacement remains the vital support to the employee in transition. We, in Australia, have turned outplacement into a 'must-have' for most medium to large organisations. The outplacement industry has convinced employers of the necessity and benefits of outplacement support. Now, it is totally accepted as part of the employer contract.

According to Cyngler (2001), the main providers of outplacement in Australia are TMP Worldwide, Right D & A, DBM and Lee Hecht Harrison. They all operate from offices in and around the central business district in Melbourne, Sydney, Canberra, Perth and Brisbane, and offer outplacement services based on United States models with adjustments for Australian conditions and culture. Only one provider offers online programmes (Cyngler, 2001).

Although the provision of outplacement services by organisations throughout Australia has increased, other career development programmes in organisations have been slower to take off. Generally speaking, career development activities are confined to graduate programmes in the top end of town; related to achieving equity objectives in the public sector, and rarely available to blue collar workers (Santic, 2001).

As Santic, (2001, p. 104) states:

Despite the abundance of literature outlining the value of such programmes, there is a scarcity of documented, comprehensive career development programmes in organisations, particularly in Australia.

References

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7. 8 Please describe any steps that governments have taken to try to encourage private (for-profit) organisations to provide guidance and counselling services or to regulate the ways in which such services are provided.
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DEST invites proposals from private organisations to provide career guidance counselling services. CRS Australia is contracted by DEST to provide the Career Counselling Programme. The Jobs Pathway Programme is delivered through a range of organisations including private for-profit, private not-for-profit, community organisations, schools and TAFE Institutes. DEWR has devolved employment services to the Job Network.

CRS Australia is a business unit of the Commonwealth Department of Family and Community Services (FaCS). Partly self-funded, the majority of clients are referred by FaCS and Centrelink who pay for their services.

Key performance indicators are made explicit in the contractual arrangements and service providers have to meet certain standards to be eligible to compete for contracts. For example, the Career Counselling Programme details the qualifications and experience

expected of providers. Ratings of Job Network service providers are available to clients via the web and this may influence their choice of provider. There are no charges for people accessing these services.

7.9 What role do other organisations -- for example in the community sector -- play in providing information, guidance and counselling services? What types of clients do they serve? What types of needs do they attempt to meet?

Community sector agencies are eligible to tender for services that are contracted out by governments, including public employment services provided through the Job Network, JPP and the Community Support Programme (CSP). Those community service organisations that elect to offer these services generally do so through a specially established corporate arm.

Some community services organisations consider that participation in the delivery of prescribed, government-funded services inhibits the advocacy role of the community services sector, while others see it as an opportunity to offer 'best practice' services within their own organisational ethos of care and compassion.

Traditionally, clients of community sector agencies have been those requiring specialist services or those with serious and/or numerous barriers to gaining employment.

Peak community service agencies, such as the Australian Council of Social Services (ACOSS), the Brotherhood of St Laurence, the Jesuit Social Services and the Salvation Army, continue to play a significant role in undertaking research and advocating to government on transition issues for young people, and to improve public employment services for all.

Community service agencies also initiate and participate in special initiatives designed to provide appropriate services for those in need of additional/alternative assistance. McKillop Family Services is a Full Service School provider whose goal is to equip educationally disadvantaged school students for further studies, traineeships, apprenticeships or work. Career Education classes are mandated and one-on-one career counselling is provided. A variety of Work Preparation programmes are offered, as is work experience and courses delivered in partnership with TAFE.

The Dusseldorp Skills Forum (DSF) is an independent, non profit association with a charter to stimulate innovative educational developments. Their focus, in particular, is to promote the formation of skills and personal effectiveness, particularly in young people. A range of initiatives supported or initiated by DSF include Whittlesea Youth Commitment, Mentoring Australia, and Plan-it-Youth (<http://www.dsf.org.au>).

The Brotherhood of St Laurence is a welfare agency in Melbourne, "tackling the causes and effects of poverty by providing practical services and advocating through independent research, policy development and social action." They offer employment services and transition support services to assist young people to make a successful transition from school to work (<http://www.bsl.org.au/>).

Adult Community Education (ACE) providers generally provide a bridge to formal studies for many whose needs are not well served in more formal institutional education and training settings. While they do not play a large role in the provision of information, guidance and counselling, they enable access to a range of preparatory programmes for people who are not comfortable in more formal learning environments.

7.10 Have governments attempted to increase their role (for example by contracting out services)? If so, why? Have they attempted to regulate the ways in which they provide services?

In recent years, many government programmes have been delivered through competitive tender processes. A wide range of organisations are funded to provide services under the Job Network and the Jobs Pathway Programme, including Group Training Companies, charity organisations, secondary schools and registered training organisations. Job Network services are provided by private sector employment agencies and community and social services agencies.

Competitive tendering is designed to increase the efficiency with which services are delivered and to encourage diverse models of service provision. Given the limited direct service provision role of the current Commonwealth Government, tendering out of careers services is one of the ways that the Commonwealth can influence national provision.

Services are regulated by the contracts held in place between providers and governments.

SECTION 8

8.1 Career information, guidance and counselling services can be delivered in a variety of ways. In the last five years, how have these been influenced by government policies?

In December 1997, the Prime Minister committed the Commonwealth to bringing all appropriate services online via the Internet by 2001. This policy directive influenced the decision to bring print-based career resources such as *Job Outlook* and *Job Guide* online and has provided impetus for the development of the NCIS. The primary focus of DEWR has been on progressively enhancing Internet-based self-exploration and job search packages, and making them available through the Department's Workplace portal.

Internet and intranet resources are also seen to be a cost-effective delivery mechanism, particularly for the provision of career information. Commonwealth government funding, through the National Industry Skills Initiative, supports the development of electronically available career information.

The expansion of VET in Schools programmes over the last five or six years has meant that increasing numbers of students have been given opportunities for workplace learning as a requirement of the unit of competence they were seeking to develop. While this has provided welcome opportunities for vocational learning for many students, in many cases it has not been part of a comprehensive, 'signposted' career guidance strategy, and its potential value has not been fully realised.

Many of the transition support measures being developed to implement national and state policy decisions promote an individualised approach to career guidance. For example:

- The development and regular review of transition plans for young people will require face-to-face interviews involving schools personnel, parents and students.
- Social welfare reforms, proposed under *Australians Working Together Initiative*, all suggest a shift towards more personalised forms of support (and mentoring) for job seekers.
- The existing Jobs Pathway Programme provides individualised and tailored support services. Each participant receives an initial assessment to identify their individual needs in terms of making the transition from school to work, further education or training. The initial assessment also determines the follow-up assistance and ongoing support to be provided.

On the other hand, practitioners in schools, TAFE and universities suggest that funding policies have contributed to the trend away from one-on-one services to group based interventions. Group workshops and guidance and counselling sessions are more cost-effective, and pose less pressure on resources than individual counselling sessions. In some situations, students can only access one-on-one counselling after attendance at a group session.

As described elsewhere, methodologies for involving communities will be tested through the Commonwealth-funded Career and Transition Support Projects. ECEF's new mandate has expanded to include facilitation of local level partnerships in support of career education activities. Throughout Australia, jointly funded and organised career expos are a common delivery mechanism for bringing together employers, professional associations, private sector organisations offering products, education and training providers, students, parents and other clients with an interest in career and course information.

A desire to provide equitable access and improve service delivery for students off-campus has seen an increase in the use of telephone counselling, email contact and videoconferencing in universities and TAFE Colleges. Equity policies have also driven specific initiatives for indigenous students and many TAFE career counsellors work closely with disability services officers or Aboriginal and Torres Strait Islander (ATSI) officers.

Generally, careers advisers are not registered or qualified psychologists, so they would not be using psychological testing instruments to any significant degree. Students with an identified need for such services would be referred to the school counsellor. Additionally, some such forms of assessment are being questioned by career development theorists (Buys, *et al.*, 2001; Lenz *et al.*, 2001).

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8.2 Please describe any recent or current initiatives to develop Internet-based information, guidance and counselling services.

The most significant recent national Internet-based initiative is the development of the National Career Information System (NCIS) by the Commonwealth, with the expectation that the Commonwealth, States and Territories will share the responsibility for the recurrent funding costs.

The NCIS will provide a single, comprehensive and effective Internet-based career exploration service for all Australians and represents a significant step forward given that, in the past, States and Territories have adopted quite different approaches to the delivery of career information, guidance and counselling.

Students across all Australian education sectors are its primary target audience. It aims to provide a comprehensive and linked set of career data as well as provide high level comment and website links to a wide range of topics. Material is also being developed especially for people (eg parents, teachers, community organisations) who play a role in helping others make career choices.

The NCIS will also feature high interactivity, such as online career exploration conferences, scheduled chats, mentoring systems and self-reflection activities for individuals to clarify their career goals.

NCIS commissioned a paper on Accepted Understanding about Career Guidance and Development, which has provided a theoretical framework for NCIS. For information, visit <http://www.educationau.edu.au/careers.html>.

There have been several DEWR initiatives to enhance career information in recent years, and some of the most noteworthy are:

- *Job Outlook*: a completely new module of the Workplace portal, with information on occupational trends, characteristics and prospects for around 380 occupations. This site has several graphs for each occupation, information on tasks and an assessment of prospects.
- *SkillSearch*: this site enables users to access comprehensive information on education and training courses and providers for particular occupations and localities in Australia.
- Occupational search: the occupational structure underpinning *Job Outlook*, *SkillSearch* and vacancies has been revamped to make it easier for users to search for occupations of interest. A large keyword file facilitates the link to occupations.
- JobSearchIT: The Department has developed sites for particular groups, such as the JobSearchIT site for the growing number of IT qualified job seekers. This site has IT vacancies as well as links to IT relevant sites.
- CareerQuiz: This is a fast online assistance tool, which helps users to select career interest areas and then provides links to relevant occupations listed in *Job Outlook*.

Concurrently, some States and Territories have recently developed State-specific career information sites in response to the ongoing cry for user-friendly local level labour market and career information. The *GetAccess* and *YEL* sites are not closely linked to NCIS at this stage. Once NCIS is launched, however, the owners of the State-specific sites will be able to identify ways in which NCIS supports their purposes and make links at deeper levels as appropriate. NCIS developers have worked with various State initiatives to ensure technical compatibility. This strengthens the likelihood of inter-operability. NCIS also largely uses classification standards that enable interchange of data.

In Western Australia, the Department of Training has developed a range of online services in the careers area. These include the *GetAccess* career information service, the *Surfing for Work* Tutorial (in partnership with BC WorkinfoNet in Canada), an online version of the popular *Job Search Guide* and a parallel Web/TV development between Pathways Careers TV and the *GetAccess* website (<http://www.getaccess.wa.gov.au>).

Planning is underway to develop a range of new interactive online services over the next five years including career assessment tools, checklists and inventories and an online resume writing facility. The Department will also be investigating the use of streaming technologies to communicate and deliver career information and services (eg digital video clips, streaming of digital TV-based content and web casting of career events and expos).

In Victoria, the Victorian Department of Education, Employment and Training (DEET) recently launched the *Youth Employment Link* (<http://www.yel.vic.gov.au>). Similar to *GetAccess*, it offers comprehensive descriptions for a range of occupations, with salary ranges and insightful interviews with Victorians currently working in industry. Other available career aids include lists of recruitment agencies and tips for résumé-writing.

The Victorian DEET have also launched *SOFweb* (<http://www.sofweb.vic.edu.au>), a web portal for numerous career resources for students, parents and teachers. These resources include training packages, post compulsory education options and recent policy developments in the areas of vocational education and training.

Also in Victoria, the *Local Learning and Employment Network Statistics* (<http://www.llen.vic.gov.au/lLen/lLenstat>) contains employment-related statistics presented by Victorian regions. These statistics include employment numbers by industry or employment mode and the highest qualification achieved over time, and are sourced from the Australian Bureau of Statistics (ABS).

The New South Wales Department of Education and Training *School to Work* (<http://www.tdd.nsw.edu.au/schooltowork>) has been developed as a professional development support tool for careers advisers and other teachers implementing elements of the School to Work Program. The website includes links to useful career information websites.

Unusually, a private web page design company in the Australian Capital Territory (ACT) developed a career information website called *On The Job* (<http://www.e-muse.com.au/onthejob/>). This website contains general information for a narrow range of occupations, but also has interactive features and links to useful websites for Year 4-9 students.

The Careers and Guidance unit of Education Queensland has a website containing various career information resources (<http://education.qld.gov.au/tal/ccgis>). Among these resources are information sheets on topics ranging from career pathways in different industries, details on career fairs and expos to listings of careers and their relevant high school subjects.

Due to the remote location of many of Northern Territory schools and the absence of adequate telecommunications infrastructure, Internet-based education has not been widely utilised. The NT Government has recently undertaken a project called *Learning and Technology in School* (LATIS). The LATIS project will introduce a Territory-wide online network for schools giving improved Internet and email services, digital curricula and sharing of software.

To support VET in Schools initiatives, ANTA developed *Take Off!*, (<http://takeoff.anta.gov.au>). Designed for diverse audiences (eg students, their parents and teachers, careers counsellors, VET coordinators), it provides information on the features of the VET system, including links to training options in different industries, as well as case studies and interviews with young people who have chosen VET options. The website exists alongside other media, including a CD-ROM with classroom activities, a video, an implementation guide, and worksheets for students and parents.

A number of industry-specific career information sites have been developed recently both by national and state ITABs and industry associations funded under the National Industry Skills Initiative to develop a career information strategy which includes a career information Internet site. Interesting approaches are evidenced in the following sites:

Autocareers developed by the Retail Motor Industry Taskforce
(<http://www.autocareers.com.au>)

Electrotecfutures developed by the Electrotechnology Industry Taskforce
(<http://www.electrotecfutures.com.au>)

zoom developed by the Engineering Industry Taskforce
(<http://www.zoom.aigroup.asn.au>)

Construct My Career developed by the Queensland Building and Construction Industry Fund
(<http://www.constructmycareer.com.au>)

Careers in Sport and Recreation developed by NSW Sport and Recreation ITAB
(<http://www.nswsritab.asn.au/careers/>)

Retail Careers developed by the Australian Retailers Association's
(<http://www.ara.com.au/careers>)

Most tertiary careers services have developed in-house online services, which include online planning and career development activities as well as online employment services.

Gradlink (<http://www.gradlink.edu.au>) also provides information on graduate careers. Established by two peak bodies in the graduate careers field, the Graduate Careers Council of Australia (GCCA) and the National Association of Graduate Careers Advisory Services (NAGCAS) with the financial backing of Australian universities, it contains tools for exploring career options, employer details and other job search related information. It is also a portal for other *gradlink* websites such as *Graduate Opportunities*. The most significant recent development for *gradlink* is the introduction of GradsOnline via the homepage – placing detailed graduate destination data in the public domain. (<http://www.graduateopportunities.com.au>).

8.3 Can examples be provided of the use of screening tools to match client needs or client type to the type of service provided? If such screening tools exist, please describe the reasons for developing them, and describe where they are used.

In general, screening tools are not used to match client needs to career information, guidance and counselling services. However, they are used to determine job seekers' access to different levels of public employment assistance.

The Job Seeker Classification Instrument (JSCI) is a tool used by Centrelink to identify job seekers that are at risk of becoming or remaining long-term unemployed. JSCI is a series of questions used to identify what barriers a person faces in gaining employment. A JSCI score (reflecting the degree of labour market disadvantage) is allocated to each job seeker on the basis of a range of factors, including duration of unemployment, age, educational attainment, recency of work experience, Aboriginal and Torres Strait Islander status, geographic location, disability/medical condition, and language and literacy. Bandwidths of scores are used to indicate whether a job seeker is eligible for Intensive Assistance, and whether the job seeker is classified into Intensive Assistance funding level A or B.

Funding for Intensive Assistance is primarily based on outcome payments and is dependent upon the classification level given to the job seeker using the JSCI and the level of employment maintained by the job seeker. The JSCI is a relative measure of job seeker disadvantage in the labour market. Job seekers may have similar levels of disadvantage measured by the JSCI, but each may have different needs and a different profile of skills and circumstances.

Since JSCI was introduced, changes have been made to allow for greater recognition of certain factors. Changes include adjusting upwards the weighting for women under 45 to address the under-representation of both younger women and sole parents in Intensive Assistance, and changing the measurement for geographical disadvantage.

People with a disability are assessed by Centrelink, which streams job seekers to the provider of their choice, based on their eligibility for either a Job Network (funded through DEWR) or Disability Employment Services (funded by FaCS)

The determining factor for eligibility to these services is the Work Ability Tables (WATs) assessment result, which looks at the nature and impact of the disability upon employment options and in gaining potential employment. The assessment is also informed by other documents such as the Looking for Work form (filled in by the job seeker or the job seeker's advocate) and the WAIR (work ability information professional's report), which can be filled in by a service provider, or treating doctor.

Initial screening would happen at Centrelink where a job seeker with a disability must score more than 50 on the WATs to be streamed to a FaCS-funded service. A job seeker is then given a choice of services (a minimum of three if possible), which they are at liberty to approach. The three categories of service are the open employment services, supported employment services (also known as Business Services), and vocational rehabilitation through CRS Australia.

In smaller rural areas and in regions with good Centrelink/service provider liaison, services may be approached by Centrelink to assist people with a disability make an informed choice of the type of employment service they would like. Individual services have their own entry criteria to screen job seekers (eg disability type, work motivation, ability to travel or be travel trained to get to and from the workplace, home supports etc).

Less formal screening devices include:

- An Intake Counsellor in a combined university service conducts an initial interview and then refers to the appropriate staff member within the Counselling, Careers and Health Service (eg Personal Counsellor – Careers Counsellor – Health agent etc.). This ensures that clients are referred to the most appropriate staff member and much of the initial/preparatory information is given to the client for perusal/action prior to consulting with the staff member concerned.
- Skilled reception staff who determine whether a student is allocated an interview with a careers counsellor or whether they are referred to the careers information officer.
- Attendance at groups is sometimes a precursor to access to individual assistance – in terms of cost effectiveness. The intention is to service the majority through group settings, and reserve individual work for those whose needs cannot be met in a group setting.

SECTION 9

9.1 What is the public sector's role in producing career information?

The public sector is the primary producer of career information, either producing it directly or contracting out its production, or through providing funding support to other organisations to produce it within the context of their own activities (as in the case of ITABs).

The major producers of career information are the Commonwealth Department of Education, Training and Youth Affairs (DEST) and the Commonwealth Department of Employment and Workplace Relations (DEWR). These are followed by State/Territory education/training authorities, where the commitment to producing or providing a lead in the production of career information is patchy across the country. The Ministries or sub-Ministries responsible for employment and training are as likely to assume a role in the production of career information as those responsible for school education.

The information is, in the main, for either direct access by clients, or for use and dissemination by career advisers, schools, other educational institutions and employment and other service providers.

The material is produced through a variety of means. DEST tends to contract out the research, development and publication tasks associated with the development of career information, whereas DEWR undertakes the majority of these functions in-house. States either undertake the production of career information in-house, sometimes in conjunction with ITABs and industry associations, or contract this work out to careers/labour market specialists in the private sector (as do the most pro-active of the states, Victoria and Western Australia). ITABs will also either band together within their national networks or conduct the research and publication separately.

The career information produced by the Commonwealth Government is mainly regionalised to the State/Territory level. Career information produced by the States/territories is more likely to have sub-state regional information. Victoria's LLENSTAT website (www.llen.vic.gov.au/llen/llenstat/default.htm) aims to provide very localised labour market and related information.

There is no directly relevant legislation to cover career information, with the exception of provisions within VET legislation that stipulates that training providers must not give false information about course outcomes. Details are provided in EN 1.

Explanatory Notes

1. The Roles of Different Public Sector Agencies

The Commonwealth Government:

DEST and DEWR are the key agencies that provide high quality, unbiased and comprehensive career information for young people.

DEST provides seed funding to national and local projects to encourage:

- other public and private sector organisations to play a role in the provision of information in their sector/region;

- partnerships in local communities in the development of career information; and
- innovation and creativity in the field - including through support of the Enterprise and Career Education Foundation (ECEF) which produces/packages career information related to local regions to support local education/industry partnerships.

DEST also performs a safety net/complementary role to local providers of career information to help fill in the gaps, and encourages and drives policy discussion on the relevance and importance of career information.

Career information products produced by or supported by DEST include *Job Guide* (produced under contract by the Good Guides Group). The *Job Guide* publication is disseminated widely to all schools (with an Internet edition also increasingly accessed). *OZJAC* is also widely utilised by schools (traditionally in CD-ROM format but now increasingly over the Internet).

OZJAC is owned by the Curriculum Corporation, and its management is outsourced to the Good Guides Group.

In its national coordination role, DEST is also supporting the development of an Internet-based NCIS, and the DEST-funded ECEF also promotes and supports the production and dissemination of locally relevant career information usually in brochure and fact sheet formats.

DEWR also produces complementary career information in hard copy and Internet formats. DEWR's career information has more of an economic and industry focus, providing considerable statistical detail on occupations, employment by industry, job prospects and the availability of relevant courses.

Products include the *Job Outlook* and *SkillSearch* websites (within the *Australian Careers* site, part of the *Australian Workplace (Employment)* portal, and a widely-distributed *Job Outlook* hard copy publication. Most of the career information is prepared in the Occupational and Skills Analysis Section (OSAS) which is responsible for updating existing online products, developing enhancements to online products as well as for reviewing the occupational structure.

OSAS is also involved in advising on particular issues relating to careers, such as jobs with good prospects and developments and prospects within fast-growth sectors such as IT. Involvement with industry, for example as part of DEST's skill shortage working groups, also involves advice on development and dissemination of career information.

ANTA's role in production of career information is not substantial. However, Training Packages (industry training resources developed to support consistent training standards throughout the country) contain some elements that guide or provide information related to specific careers or career paths within an industry. Detailed advice on career paths and options are provided in Training Package Support Materials.

Also, to promote VET in Schools, during 1998–2001 ANTA developed and maintained *Take Off!* a free multimedia resource programme to help students, their parents, career counsellors and teachers understand the benefits and features of VET, as well as providing advice on the diverse range of careers pathways available. *Take Off!* includes:

- a student video that profiles four secondary school students from a range of industries
- interviews with their parents, teachers and employers

- an Implementation Guide that features student activities and information on training and career pathways
- a website that features interviews with over 100 young people at www.takeoff.anta.gov.au
- a CD Rom that has over 16 classroom activities and teacher notes
- a professional development video that provides an introduction to all *Take Off!* resources
- newsletters that provide news on latest developments.

From 2002, elements of *Take Off!* will be incorporated into the new NCIS web site. As well, ANTA will partner with WorldSkills Australia and other organisations to develop a booklet/CD-Rom that will provide brief career pathways snapshots of the 29 recognised industry areas in Australia for participants and young people at WorldSkills Australia skill competitions.

In addition, ANTA undertook research and then developed two brochures entitled *Leaving School Early* that highlighted the pitfalls of early leaving - poorer job prospects and less income than their classmates who go on to finish Year 12 (<http://www.anta.gov.au/publication.asp?qID=50>).

The Australian Defence Force produces and provides recruitment-oriented information on defence careers.

State/Territory Governments

There is considerable unevenness in the production and provision of career information by States and Territories, with activity falling into either the education authority or the training authority/employment services agency. The various authorities are listed at EN 1.

The States and Territories indicating that they do produce career information through one of these central authorities are the Australian Capital Territory, New South Wales, Queensland, Victoria and Western Australia.

Within the States/Territories, the most prominent producers of career information are:

- Victoria with its Youth Employment Link (YEL) site, which includes localised occupational profiles and course information; and its provision of local labour market information through its 31 new Local Learning Employment Networks (LLENs) around the State and its LLENSTAT website.
- Western Australia with its *GetAccess* careers website containing over 300 occupational profiles with a local labour market flavour and associated course information. An indication of the ongoing need for this type of service is indicated by the fact that the *GetAccess* site continues to average over 75,000 'hits' per week. This has prompted the Department of Training to complement the existing range of career information with other related services including a Job Search Guide, A Work Search Tutorial and the integration of a Careers TV Show (Pathways TV) into the site.
- New South Wales with the production of industry-specific information in partnership with industry (through ITABs).

While not nominating as producing career information, South Australia has developed training materials for interviews, applications, job search, etc, support materials for ITABs on traineeship and apprenticeships, and materials to support field staff in discussing employment and training opportunities with a wide variety of clients. Some

material is produced or re-packaged to support work experience and placement programmes, including those associated with VET in Schools.

A number of States and Territories have also developed information and resource material for indigenous clients. For example, the New South Wales Office of the Board of Studies has produced a range of resource materials for its Aboriginal Careers Aspiration Program (ACAP) using the funding the Indigenous Education Strategic Initiatives Programme (IESIP).

VIBES is an electronic information newsletter produced by the School to Work Unit in the Northern Territory. It includes information on local and national events, Internet sites, resources and important dates for careers and VET events.

School authorities

In the main, the independent schools associations and Catholic school authorities don't seem to have a direct role in the production and provision of career information.

Where central school authorities (including State/Territory, independent and Catholic) do not have a substantial role in producing and providing career information, they often see their role in raising awareness within schools of existing materials and products. There can also be some element, at the school/cluster level, of re-packaging or tailoring existing career information to meet the specific needs of their students.

However, State/Territory education authorities are implicitly involved in the 'production of career information' through the development of curriculum materials, which increasingly have employment-related and 'world of work' content and perspectives built in.

TAFE institutes/VET systems

State/Territory VET systems (managers of the VET market, TAFE institutes and other RTOs) produce course handbooks, brochures and fact sheets which sometimes contain information on job prospects and career pathways related to courses provided. These materials are available for students/clients directly, for counsellors and career 'information centres' within systems and/or institutes.

Universities

Universities produce and obtain career information from professional associations and through their extension services and relationships with industry. The material is used to attract prospective students and to provide career advice to students and graduates. For example it is used in career and employment service centres in the institutions, in career expos and open days. The information often contains career pathway opportunities for specific courses, 'stories' of alumni, as well as detailed information on courses themselves. Material is provided in all formats – handbooks, fact sheets and brochures, and web-based.

The universities also support the Graduate Careers Council of Australia (GCCA), which conducts graduate destination surveys, and this information is utilised by individual institutions in their marketing and production and provision of career information.

Graduate Careers Council of Australia (GCCA)

The GCCA plays a significant role in the production of career information by:

- researching and reporting on first destinations and salaries of new graduates and interpreting trends in the graduate labour market
- producing high quality career education products and services both in print and online via the *gradlink* website.

Industry Training Advisory Bodies (ITABs)

ITABs are significant producers of career information, supported by government in the core funding grants. Career information and advice is either an explicit requirement of funding or implicit in the services being funded. Career information produced includes material within and supportive of Training Packages; brochures, fact sheets and presentation materials on employment and training opportunities for career expos, school career nights, to support the recruitment functions of New Apprenticeship Centres and Group Training Companies (materials designed to encourage interest in and entry to careers in the particular industry). For example, the minerals industry and metals and engineering industries traditionally suffer skill shortages and 'image' problems which act to limit the interest of young people in careers in these sectors.

As the ITABs have national bodies and State/Territory networks, nationally relevant information is often developed at the national level (or by a State body on behalf of the national body), and then may be tailored with State-specific or region-specific information and products. ITABs are increasingly posting career information on their websites or with links to related industry association, major employer or government sites.

Industry associations

Similar to, and sometimes in conjunction with, ITABs, industry associations often produce career information related to their particular industry.

Recently, a number of targeted industry sectors have received public funding to produce information. It is usually prepared in-house with members validating the information. It is similarly utilised for activities such as career fairs, school career nights, and for providing advice to individuals and information on entering the industry, relevant education and training, and career path opportunities. (See response to Q8.2)

Information is also provided on the qualities and qualifications required to access a traineeship or apprenticeship, the nature of the work involved and the times that applications can be made. Accordingly, the information is also often utilised to support allied functions of the association, such as Group Training Companies and New Apprenticeship Centres (the latter contracted by the Commonwealth Government to provide a range of apprentice and trainee services). The information also supports the running of regional forums with employers and school sectors and career education forums for teachers/careers advisers.

9.2 What forms does career information typically take? (For example: printed guides containing information on a large number of jobs and courses; individual leaflets or information sheets; CD-ROMs; Internet-based services.)

In general, career information is produced in a variety of formats, including a number of products that come in more than one format, for example, *Job Guide* is produced in hard copy, CD and Internet formats.

Often it is considered that multiple formats facilitate broader access by potential clients partly because of still limited access to technology. Formats include:

- Internet
- CD
- video
- publications (including information bulletins, newsletters, workbooks, guides and manuals associated with such things as Work Experience)
- handbooks
- brochures
- pamphlets
- fact sheets
- posters
- resource kits for initiatives such as ACAP (which provides specific materials for Aboriginal students) produced by the New South Wales Board of Studies and *The Real Game* being currently trialled.

As technology develops, new ways of producing and providing career information can be expected. For example, the New South Wales Department of Education and Training is currently undertaking a project to use DVD technology for the first time.

However, hard copy materials still have a place in producers' strategies, although the pace of change and short shelf-life of information means that many are moving their focus to online information. For example, because of reduced funding, many universities are shifting from extensive one-on-one counselling to Internet-based strategies to service their students, and this is having a significant impact on the skills required of careers personnel. For example, more webmasters are being employed at the expense of resource centre managers.

The full development of the NCIS is expected to provide further impetus to provide Internet-based information, because of the ability to link to related information sources and in order that other producers/providers of career information can be 'visible' in the new career information and services landscape.

9.3 Typically, which client groups is it aimed at? (For example: school students; public employment service clients; tertiary students; the general public)

In general terms, the primary target markets for career information are:

- career decision makers and/or employment seekers, in school, having left school (including early school leavers), in university or VET, and those considering or making a career shift in later years, or returning to the workforce

- those providing assistance or a reference point for such clients (eg career counsellors/advisors in schools, VET and tertiary institutions, teachers, lecturers and parents, and service providers such as employment services providers, VET in Schools coordinators, disability services agencies, Job Network providers, Centrelink officers, New Apprenticeship Centres, and employers, and the broader community).

The student target groups are fairly diverse – comprising school students (at just prior to and during the post-compulsory transition and career-decision making period – Years 10-12), VET and tertiary students, graduates and potential students. Career education professionals/associations have raised the importance of career information going down into lower age groups with specifically tailored age-relevant materials.

Clearly there are a range of purposes for such information, depending on the provider. Some are providing the information in the context of their charter to assist individuals with career decision-making (and to facilitate the economic benefits of a more efficient labour market). For others, the objectives are more closely aligned to attracting people into their institutions or industries.

For universities, the target client groups are prospective students (and their mentors) and enrolled students, particularly those in final year seeking graduate employment opportunities. The information is sometimes also partly directed at staff and alumni.

In case of ITABs, the predominant market is potential new entrants, usually comprising school students and to a lesser degree existing workers and the general public, who may be considering a career change. ITABs also target influencers such as parents, career counsellors and employers. A consideration in these efforts is raising awareness of industry careers, and making peer group/parental/teacher influences more positive.

9.4 What methods are used to gather it?

Information is gathered through a variety of means. DEST tends to contract out the research, development and publication tasks associated with the development of career information, whereas DEWR undertakes the majority of these functions in-house, with contracted support. The same variation exists in State/Territory agencies.

Some data for NCIS has been purchased from contractors or public agencies, some made freely available, and other data collections have been specially commissioned. Numerous articles have been commissioned. Data collection processes will be reviewed after the launch.

In general terms, governments (Commonwealth and those States that have substantial career information programmes) undertake or require by contract substantial research programmes to produce occupational or industry information. These generally include surveys of industry and education and training institutions; statistical analysis of labour force data; and extensive consultation with ITABs, professional associations as well as people currently working in particular occupations or industries.

ITABs and industry associations will also engage in their own research programmes, often involving member surveys, and they may also adapt existing career information (such as *Job Guide* and *Job Outlook*) for the purposes of their sector.

VET and tertiary education institutions and systems gather information through graduate destination surveys and student satisfaction surveys, and may combine or incorporate this

information into related externally available labour market and career information for the purposes of promoting their course offerings to the marketplace.

Schools and school systems more typically adapt or re-package existing information, particularly for use at a local level. In the context of the introduction of such strategies as LLENs in Victoria, it is expected that the production and use of regional labour market and career information will become more common.

The research and information gathering methods of organisations consulted in the development of this response include:

- researching primary sources available from institutions, research organisations, employers and professional bodies
- synthesising existing research that goes into ITAB training plans, including analysis of skill shortages and oversupply
- research and consultation with industry
- deliberations within the ITAB network
- focus groups
- conferences
- industry surveys
- industry reference groups
- Australian Bureau of Statistics
- industry association member surveys
- ongoing liaison with industry representatives and technical experts
- interviews with industry personnel
- Internet research
- literature reviews
- government organisation statistics
- meetings with industry leaders, industry associations, the union, trades people in the industry, TAFE representatives
- anecdotal feedback from sources such as industry and career advisors
- partnerships and networking with industry stakeholder graduate destination and student satisfaction surveys

DEWR, a key producer of national labour market information, presents its methodologies as follows:

Most information is statistically oriented and is obtained from the ABS Labour Force Survey, supplemented by some Census data, information on tasks and associated occupations from the Australian Standard Classification of Occupations (ASCO) 2nd edition. *Job Outlook* also includes occupational and industry prospects information, based on Departmental assessments and economic-modelling forecasts, and estimates of job turnover from a consultancy. A variety of other data sources are also used in the *Job Outlook* publication, for example, graduate employment outcomes and Departmentally-based skill shortage information.

Data for *SkillSearch* is obtained primarily from the *OZJAC* database of education and training courses and providers, embellished with data from the ABS Transition from Education to Work supplementary survey.

9.5 Please describe the steps that are taken to ensure that it is accurate and timely

Maintaining information accuracy and timeliness is a major challenge, and considerable resources are applied to this objective.

In deference to the rapid changes occurring continually in the education and training sectors and the labour market, and the ongoing (at least annual) decision-making activities by individuals requiring accurate information on, in particular, education and training offerings and requirements, the respective research, surveying and consultation processes are also ongoing, generally on an annual basis, and timed to coincide as far as possible with both data availability and enrolment times.

These processes typically validate or amend existing information and track trends or significant shifts in the labour market, industry developments, and education and training.

In addition, contractors to government in the production of career information are invariably subject to very strict quality standards and rigorous processes for ensuring the validity of the information.

DEST explicitly outlines in its contracts with the producers of the material that it must be accurate and timely. In the case of the *Job Guide* publication, for example, research and writing is subject to a comprehensive Standards Manual which stipulates the processes for accessing and validating information, with a hierarchy of contacts for cross referencing and cross-checking the information gathered (through the Internet, handbooks and publications and extensive surveying of education and training institutions, industry, unions and professional associations, government departments, ITABs and individual employers).

The data utilised in DEWR's set of career information products are checked by the OSAS work team, and some navigational checking is undertaken by the *Australian Job Search* team in the Department. The information on *Job Outlook* is updated mainly on an annual basis, six monthly for *SkillSearch*, and some more dynamic data sets (such as employment growth) may be updated more frequently.

Other methods utilised include:

- steering committees
- regular culling of resource centres
- reviewing twice a year or annually
- testing on targets groups before general distribution
- reliance on expertise of staff

For industry associations, ITABs and some service providers, the input from board members and networking within their own spheres and forums/feedback of members provides an ongoing if somewhat informal medium of validation.

In turn, government producers of career information (and their contractors) validate their information against these industry representatives.

Universities tend to rely on the expertise of their staff, and also verify information against graduate survey data and with professional associations and through their extension services and relationships with industry.

In general, all involved in the production of career information tend to feed off other producers and products to greater or lesser extents. In addition, constant networking and

referencing between industry, government and education/training organisations is employed to ensure accuracy.

NCIS has set Quality Standards for content. Articles will be reviewed by a critical network and subject to final approval by DEST as project sponsor. Data purchase contracts all address quality issues.

9.6 Please describe the steps that are taken to ensure that it is user-friendly and oriented to user needs.

In general, the methods used for ensuring the user-friendliness and orientation to user needs are similar to the methods for verifying accuracy – that is, through surveying and other consultative methods (of/with industry, education and training representatives, and association members etc) to check the validity and appropriateness of the material, and through feedback from clients, particularly on material posted on websites. This medium facilitates such feedback.

DEST commissioned a user needs analysis of career information in 1995 which looked at the levels of use and access as a function of such factors as socio-economic status, family background, geographical location, gender, age, educational level, etc, upon which to base the target pitch of the materials produced.

It is usually a requirement of producers of career information that the information they do prepare is appropriate to the target audience. Accordingly, materials are also often trialed and evaluated during and after development.

An Information Design Project Officer has been appointed to the *education.au limited* NCIS team with a brief of working with writers and other content developers to ensure content is appropriate for users. A user consultancy project is currently being conducted.

Contractors to *Job Guide* have a strict requirement to make the information appropriate to the Year 10 primary target audience, and this is closely scrutinised through the rigorous quality assurance processes utilised in the production of *Job Guide*, and an annual review of the product.

DEWR uses the usability laboratory to test navigation of Internet sites. There is also a feedback link on the Workplace portal website, consultations with users and informal feedback, for example as part of promotional activities. There was a feedback survey relating to the *Job Outlook* publication, including comments on *Job Outlook* online.

However, as noted in the ANTA response, user friendliness and meeting user needs may need to be measured differently to 'accuracy'. User friendliness lies in the eyes of the user and each will have a different perspective. The same can be said for meeting user needs as each person will be at a different stage and have different requirements.

9.7 How is it typically distributed?

Information is increasingly distributed via the Internet and CD ROM, although hard copy materials are still distributed widely to schools, TAFE institutes and universities, through Career Information Centres and their State and Territory equivalents, libraries and resource centres, and community and social welfare organisations, in counselling sessions and at careers expos, information sessions and through association member bases.

Privately produced materials (and some publicly funded products) are sold in bookshops, newsagents, news services, and may be ordered online or via mail order.

The continuing reliance on hard copy partly reflects the still patchy access to appropriate technology, and also the continuing need for information to be provided in alternative formats in order to ensure wide access to information. *Job Guide*, for example, has a print run of some 120,000 copies in 2002, being provided free every secondary school and college in the country.

The *Job Outlook* publication is distributed widely; for example, to labour market intermediaries, education providers, job seekers, career advisers, Job Network providers and schools. Around 15,000 copies were distributed in 2000. The *Job Outlook/ SkillSearch* website is accessible from the Internet through Career Information Centres and public libraries. In addition, many schools have Internet access and students can access the information that way.

9.8 What role does the private (both for-profit and not-for-profit) sector play in providing career information?

Private sector companies with an interest in the provision of career information in Australia, generally speaking, comprise publishing houses and private sector research organisations, with an interest in labour market issues. Most often, the public funding of some of their products underpins the viability of their activities.

There is some blurring of the private sector and public sector roles in this area. Some not-for-profit organisations, which are substantially funded to provide certain functions to government, also operate in the open competitive market when governments tender products. Other private sector organisations may partner with government or semi-government organisations to provide career information.

Guidance and counselling tools are usually provided by the for-profit sector (eg *JigCal*) and some texts for career education classes are also provided by publishing companies and educational research arms, such as the Australian Council for Education Research (ACER).

There are also fairly widespread examples of the mass media providing career information in dedicated career sections or related to recruitment sections, and on websites. Many of the major dailies and the major national newspaper also have periodic feature sections on careers and education and training options, sometimes linked to editorial material, and often timed for particular pertinent events, such as the tertiary entrance exams or timing of future course or subject selection.

Sometimes these articles or features coincide with or are stimulated by the advertising paid for by education and training institutions, which provides enrolment, course and marketing information.

There is a small number of privately funded generic career websites, such as the Good Guides Group's *Future Finder* site (supported by OZJAC data), and industry-specific sites which act to raise awareness and interest in careers in those industries. The largest area of online information is to be found in 'employment' websites (mostly recruitment sites which can also provide some careers and labour market information or link to other sites providing this). Such sites are estimated to total around 400 in Australia.

The most prominent private sector provider in Australia is Hobsons Australia Pty Ltd (The Good Guides Group). This Melbourne-based company produces an array of print and electronic resources, either on a directly commercial basis, on contract to government, in partnership with government and collaboratively with newspapers.

Print media products include:

- *Job Guide* (book, CD and website) – information on occupations and direct entry pathways, including education and training, employment opportunities, with industry statistics on electronic versions, and seven State/Territory-specific books (funded by DEST).
- Universities Guides – information on undergraduate and postgraduate courses at Australian universities, TAFEs and RTOs; also information on career upgrades, details of courses, location, information on the providers, facilities, and costs.
- *Job Maps* – aimed at Year 10/11 students who have registered with Future Finder – providing information on industries, occupations within the industries, wages and opportunities, case studies/comments from workers and managers in the industries.
- *Graduate Opportunities* (also web-based) – for final year university students in Australia and NZ, industry profiles, how to apply/where to look for jobs, general career and job hunting advice, directory of employers offering graduate employment.
- *Graduate Futures* – as for *Graduate Opportunities* but for penultimate year students in Australia and NZ.
- *Australian Careers Service* – national network and resources for careers advisors working with young people – open to all sectors. Quarterly newsletter, website. Award for innovative careers programmes.

Electronic products include:

- OZJAC – CDROM and website – information on occupations and all entry pathways, including education and training, employment opportunities, industry statistics, with national and state-specific sections (owned by the Curriculum Corporation and managed by the Good Guides Group).
- *Job Guide* – (book, CD and website) – information on occupations and direct entry pathways, including education and training, employment opportunities, industry statistics on electronic versions. National with State-specific sections.
- *Future Finder* – free personalised website. Students register and are provided with education and training, career and lifestyle information relevant to them. Regular e-zines as well as *Job Maps*. Open to all Australian students, aimed at Years 10/11, although members are from Years 7–12.
- *Graduate Opportunities* (also book) – for final year university students, industry profiles, how to apply/where to look for jobs, general career and job hunting advice, directory of employers offering graduate employment (a GCCA product).
- GO web – registrants are matched with employers according to employer criteria.

Regular e-zines include:

- GO Asia – as for GO web, but aimed at international employers and students.
- ACS site – national network and resources for careers advisors working with young people – open to all sectors. Quarterly newsletter, website (a joint initiative with the Curriculum Corporation).
- Student Recruitment Centre – answers queries from international and domestic students about client universities, and makes all contact and screening activities through to the letter of offer.

New Hobsons Press Pty Limited also produces career information products. Careers and education publications constitute approximately 70% of their market. Its publications are primarily books, although they also produce a few study aides and, in association with APN Educational Media, newsletters/newspapers such as *Campus Review*, *Nursing Review*.

Streetwise Communications is a non-profit organisation that produces career information, mainly in the form of an array of publications such as comics, magazines, posters, educator's kits, plus animation and video resources. Funding is project by project, mostly funded by Federal or State governments, although sometimes by other institutions or corporations.

A small number of academics and prominent career development practitioners produce career information resources to support the practice of career professionals.

9.9 Have governments tried to increase the role of the private sector in providing career information?

Recent years have seen a trend by government to outsource the production of career information, produced on behalf of the particular government agency. There is also a tendency to encourage partnerships between government and private sector providers in the production of career information (in ways described in Q 9.8).

The research and production of much of the career information provided by DEST is contracted to private companies who have tendered in a competitive process to undertake the work. Often such contracted work is steered by a reference group with representatives from industry, career practitioners, client groups and government.

Employer/industry associations are also sometimes contracted to produce career-related information relevant to their sectors of coverage. The Career Information Industry Partnership Programme, which encourages identified industries suffering from skills shortages and poor image to produce innovative and creative career information through providing seed funding for a year.

In addition, ITABs are encouraged (and often contractually required) to provide career-related information to their industry constituents and to target markets like schools and individuals as potential entrants to the industry.

Developments such as LLENs in Victoria aim to encourage (and contribute funding to) the development of local labour market, industry and career information, for use in the development of strategies to promote for example, increased participation in post compulsory education and training or to consider a wider range of career options. The ECEF has also undertaken this kind of catalytic role in local career related information.

In respect of *Job Outlook*, online and hard copy, officers within DEWR have undertaken most of the research and data manipulation. Some information, such as job turnover estimates (a consultancy) and economic/employment-modelling forecasts (subscription to Monash occupational and industry projections), is privately provided, although the industry and employment projections are developed within DEWR (the Monash projections are an input to this process). Development of *Job Outlook* has contributed to the importance of these academic contributions, as well as supporting enhancements to the information on issues such as job turnover in the Australian labour market.

As a result of the *SkillSearch* site, DEWR is working with the Good Guides Group to improve the accuracy of the links between courses and occupations. Overall, the evolution of online

career information sites has been a catalyst for enhancements to information relevant to careers from outside the Department, even though the bulk of the work and data analysis is undertaken within DEWR.

With most private sector involvement being project based, there are some concerns regarding maintenance and currency of information post contract completion. The introduction of advertising into some government publications is also a matter of concern for some practitioners seeking assurances about the objectivity of information.

9.10 Please describe the ways in which labour market data is typically included in career information.

The Commonwealth and State/Territory governments are the major providers and organisers of labour market information, producing it directly for clients through a variety of means and formats; incorporating it in planning resources and information; and providing a variety of databases on which other parties can access and adapt to suit the needs of their own target groups.

Labour market information including data on employment growth patterns, actual and projected employment opportunities, earning capacity, and the prevalence of unemployment is routinely incorporated into resources.

The NCIS will include labour market information on economic trends, industries and occupations including growth information. The information will be provided in article formats using graphs and charts reflecting national and state level information and in some cases will be linked to labour market information produced by DEWR for their *Australian Workplace* website (See Attachment A for website link).

A lot of effort is now going into the production of local labour market information, by the States and Territories and regional networks and education/industry partnerships. Examples include the newly implemented Local Learning and Employment Networks (LLEN) in Victoria, with careers practitioners, students, parents and employers having access to specific region and state-wide data, which include unemployment rates and earnings as well as data on regional variations in employment and unemployment for particular occupations.

Universities and TAFE institutes tend to rely heavily on graduate destination and student outcomes data. They may use labour market information in the production of discipline-specific web-based information, in one-to-one careers counselling, in research for faculty-specific presentations, for the production of school-specific careers packs and course-specific careers handouts.

Reflecting a fairly widespread view that labour market information is difficult for students to digest, educational authorities and systems tend to encourage passing this type of information on to students through informal discussion. Students choosing subjects or leaving school for employment are encouraged to seek work in those areas in which there is a current shortage of skilled workers.

ITABs and industry associations often provide in-depth, pertinent labour market information about their industries, covering such areas as local employment need, most common entry methods, preferred employer requirements, earnings, skill shortages by occupation, industry sectors and sub-sectors. Professional associations provide similar occupational profiles.

SECTION 10

10.1 What method(s) do governments use to fund information, guidance and counselling services?

Governments fund information, guidance and counselling services through a combination of direct service provision; contracting out/tendering; and public-private partnerships.

However, the nature of funding channels in Australia for education, training and employment services, within which the funding for information, guidance and counselling services flow, together with the added complexity provided by Commonwealth/State boundaries and responsibilities, means that there is little precision in the available information that could be provided by the major government agencies.

The approximate break-up of funding methods according to the various service providers is as follows:

Direct Provision

- DEWR (approximately 90% of development and delivery of information, although another category of funding, for employment services, is contracted out)
- DEST (little direct service provision – most services, such as career information, Career Counselling Programme, JPP and CATs are contracted out)
- Centrelink through Career Information Centres (100%)
- Universities (largely direct service provision: combined with fee for service arrangements)
- TAFE (most through State and Commonwealth – ANTA – global/profile funding; but also from 'student services' fees)
- Schools (100% although partnerships via the ECEF, and the VET in Schools programme, may involve other parties - such as TAFE Institutes and private or industry training organisations - in delivery)
- State government authorities (who may contract out development but directly deliver the service, eg *GetAccess* in Western Australia and *YEL* in Victoria).

Contracting out/Tendering

- DEST (most product development and service delivery is contracted out and delivered largely through service agreements with Centrelink);
- DEWR contracts out employment services which include a small component of career information, guidance and counselling services;
- ITABs (which are contracted by the Commonwealth (ANTA) and State/Territory governments with global funding, but requiring explicitly or implicitly a commitment to provide career or labour market information about the industry covered)
- Funding of careers services for indigenous people is contracted to individual projects (education systems and independent education providers in all sectors). The funding comes from DEST's Vocational Education Guidance for Aboriginals Scheme (VEGAS), and the Indigenous Education Strategic Initiatives Programme (IESIP).

Public/Private Partnerships

- DEWR (perhaps 10% in terms of product development and distribution of information products)
- DEST in partnership arrangements with bodies such as Curriculum Corporation and edu.au, including in the development of the NCIS (for which DEST is funding development with States and Territories contributing to recurrent costs)
- DEST funding through partnership arrangements with Industry Associations in the development and/or provision of career information, or employer associations delivery BEPA.

10.2 Are individuals required to meet some of the costs of government information, guidance and counselling services? If so, what sorts of clients are asked to pay, and what is the typical level of fees charged?

In the main, government information, guidance and counselling services are free to clients, although some products are free only to people in particular target groups, with others having to pay.

For example, the DEST *Job Guide* book is provided free to Year 10 school students, but others are required to pay, although this and related products are also freely available on the Department's Internet site.

Registered job seekers can access the DEST Career Counselling Program and Career Information Centres at no cost. Access to the Department of Employment and Workplace Relations' Australian Workplace Portal, and hence *Job Outlook* and *SkillSearch* is free to all. Free access is also intended for the National Career Information System's online service, currently under development.

Career information, guidance and counselling services are almost always provided free to school students, although students may also be required to pay a fee for being placed in a structured work placement. As an example, one schools authority noted that, if students are placed in structured work placement by some external cluster group arrangement, there is a fee of \$40 (+GST) per placement imposed.

In some settings, decisions are made to outsource testing and analysis and, in these circumstances, parents are often required to pay, although there is no data available on the frequency or scale of this.

Job Network providers provide a free service, although they may also offer additional services such as tutoring or computer training at a cost to the client. Other service providers, such as Family and Community Services and Disability Services Commissions, provide free services to clients.

Mostly no charge is made for basic services in universities, although some differentiate between their own students and others, providing a free service to their own students, but charge others. Other universities see the provision of services to the public as an important marketing strategy to interest potential students in studying at the institution. It is also noted that students ultimately contribute to the cost of 'free' careers services through course fees or HECS.

Advanced services, such as psychometric tests and inventories, are often charged for additionally on a cost recovery basis. For Career Assessments, one university charged fees ranging according to client group from \$16.50 for its own students, \$44.00 for school

students and \$77.00 for the public. Others indicated that they charged a small fee (ranging from \$5-\$20) to use electronic testing equipment.

In the main, there are no specific fees charged for TAFE services. However, students do contribute to the cost of these services through the payment of student services and amenities fees.

There were fairly widespread comments from TAFE institutes that, to compensate for funding cuts, many TAFE careers services are looking for ways to raise revenue. Like the universities, in some cases additional fees can be charged for advanced services such as career assessments, in one case ranging from \$165-\$185, for clients including school leavers, unemployed, and employed seeking a career change. Another reported charging \$250-\$290 for career counselling with computer assisted packages, providing workforce information and trends and referral to other services for non-intending students. Other provided services for non-enrolled potential students, involving one free careers counselling session with follow-up sessions charged for.

10.3 Please describe what cost and expenditure data is available to government and to stakeholders -- for example, on the relative costs of different delivery methods, or the cost of achieving particular outcomes, or the costs of providing services to particular types of clients -- when making policies for information, guidance and counselling services. Describe the ways in which this information is used, providing specific examples if possible.

There is very little data available and/or no detailed analysis undertaken.

As noted in more detail in Q 12.4, no national studies have been undertaken in the past five years on this issue, although Family and Community Services has undertaken a study of support costs of disability services comparing block-grant funding and case-based funding.

The leading Commonwealth organisations, DEST and DEWR, and relevant State and Territory school, vocational education and training and employment agencies, have little or no information on relative costings to outcomes.

As such information largely does not exist, finely-tuned cost considerations could have little role in the decisions about what services will be provided and by what means to particular types of client, other than in the very gross terms of the respective budgetary environment.

However, agencies do make such decisions on a cost basis, or at least on the basis of their belief about costing. Hence the widespread and rapid shift out of print media and into online (although many would argue that this is more a reflection of the capacity of online systems to broaden and deepen access to information, and improve the currency of such information than of cost per se).

At a more fundamental level, the widespread belief amongst practitioners that not enough resources are going into careers services, and past budget decisions by government that have created that view, are based on perceptions about the cost of these services within perennially tight budgets. But, more than this, it reflects the value that has previously been put on careers services, relative to other programmes and services introduced by government to address unemployment, poor transition pathways and so on.

10.4 Please provide the best available estimates of the cost (most recent year) to governments of providing information, guidance and counselling services.

On the basis of the information available, there is no way of definitively recording and consolidating the cost to government of providing information, guidance and counselling services in Australia.

There is a wide range of provision at various levels and within various portfolio areas of government and differing views as to what information can be released or cannot (for confidentiality/commercial in confidence reasons). Additionally, most financial systems in operation have not been set up to monitor the application of funds applied to this purpose. There are considerable gaps.

Therefore the information presented below is a combination of known costs and estimates (and 'guesstimates') reflecting what is available through documentation, what agencies are willing to release and, in some cases where they have released information but do not want it exposed directly, what is considered to be a reasonable description of the facts.

In summary, the estimated costs are as follows:

Latest Year Cost to Governments of Providing Career Information, Guidance and Counselling Services

Agency/Item	Comment/Coverage	Cost Estimate
DEST	<p>This figure includes expenditure on career information products, the Career Counselling Programme, the Career Information Industry Partnership Programme, funding of career information and referral services by Centrelink, Career Information Centres, Go Career campaign, The Real Game, National Career Information System, and policy initiatives. Approximately 16 staff members in the Department were involved in the administration and delivery of such services.</p> <p>This figure does not include Enterprise and Career Education Foundation (\$100m over 4 years) as it not possible to cost out separately the funding spent only on careers services in these initiatives. However, it is expected that ECEF resources will increasingly go into careers services as the original objective of building industry partnerships is widely achieved.</p>	\$11m including \$4m to build the NCIS
DEWR	<p>In terms of career information provision by DEWR, the Occupational and Skills Analysis Section (OSAS) is a small part of the whole labour market analysis area, and the career information work comprises about one third of what the section does. At a very rough guess, they estimate perhaps \$175,000 - \$200,000 for recurrent staffing, publication and IT costs, although establishment costs were significant and additional project costs are incurred from time to time.</p> <p>Estimate does not include career services provided though Job Network. It is not possible to quantify.</p>	\$175,000 - \$200,000 for recurrent staffing, publication and IT for OSAS
Australian National Training Authority	Costs associated with career information, guidance and counselling cannot be separated from other related programmes/projects within ANTA.	N/A
Defence Force Recruiting Organisation	Total costs of recruitment services for the financial year 2000/01 is estimated at approximately \$106m, which includes all direct and indirect costs such as salary and allowances, facility leasing, advertising, travel and equipment.	\$106m (includes recruitment)
States/ Territories	<p>The major resourcing by State and Territory governments is the provision of school personnel to undertake career information, guidance and counselling. However, State/Territory departments don't always know or can't access staffing information.</p> <p>The following snapshots were provided:</p>	

Agency/Item	Comment/Coverage	Cost Estimate
Education Queensland	Complete data is not available due to the wide range of personnel involved in pivotal and support roles, and variations in proportions of time allocated by schools and personnel to career guidance services.	
New South Wales Department of Education and Training	The NSW Government recently allocated \$21m over 4 years (with \$5.7m in 2001-02) for the School to Work Program. Estimate includes approx. \$25M for salaries for careers advisers and \$5.7M for the School to Work Program in 2001. This does not include the proportion of staff salaries for school counsellors and other related staff in government schools who play a role in career counselling.	\$30.7m
SA Department of Education, Training and Employment	There is no data available on the cost of the services of those people within schools who provide the range of career services as these are usually delivered within a teaching or personal counselling role and have no separate funding component. For the three year period, 1999/2000-2001/2002 twenty regional networks across the state have received funding to support local arrangements for career services and this includes outsourcing to local providers. \$2.19m has been allocated across the twenty regions over this period. As many regional networks were not in a position to access funds for this purpose in the first year, \$1m is an estimate of the value for the latest year.	\$1m
Victorian Department of Education, Employment and Training	No overarching data is available and it is difficult to determine because schools global budgets vary and staffing allocation and programmes delivery will vary. However, \$15m has been provided across all sectors under the Managed Individual Pathways (MIPs) programme as tagged resources for guidance support for the school-age cohort. (\$45m over three years has been allocated to MIPs.)	\$15m
Western Australian Department of Training	Career information personnel plus a portion of the State-wide employment services network totals around \$1.4m. Additional costs associated with the establishment of <i>GetAccess</i> .	\$1.4m
Schools	There is no consolidated information readily available on total funding to schools. Approx 1,700 FTE careers staff throughout Australia across the State, Catholic and independent schools sectors, at a median salary of \$54,000. NB some overlap with State government funding above. Excludes \$25m estimate of NSW staffing	\$66.8m

Agency/Item	Comment/Coverage	Cost Estimate
	costs included elsewhere in table.	
Universities	145 FTE counselling staff @ a median salary of \$60,000 plus 37 FTE support staff @ \$35,000. However, this may be low, as universities indicated total cost of service was some was around \$300,000 - \$400,000 per annum, ranging to up to approximately \$1m in others.	\$10m
ITABs	Based on an estimate by a number of ITABs of an average of 4 employees per ITAB spending 10% of their time on career information and advice.	\$2.5m
TAFE	TAFE Institutes also had a range of provision and funding commitment, although as an approximate guide, it was suggested that there would be around 1 – 3 FTEs per each of the 74 Institutes nationally, usually with main Institute personnel looking after the career information, guidance and counselling needs of individual campuses. Based on an estimate of 278 FTE (comprising a combination of actual figures provided for some States and an estimate of 2 staff per institution for other States) at a median salary of \$55,000.	\$15.3m
Rough Total	Excluding Defence (DFRO)	\$153.9m
Rough Total	Including Defence (DFRO)	\$259.9m

10.5 Please provide an indication of the statutory salaries of information, guidance and counselling service workers. As a base, take the case of guidance officers/counsellors with a guidance or counselling qualification at ISCED-97 level 5 (i.e. a university degree or equivalent).

This information is categorised according to the following:

- the starting salary for those with the minimum required training
- the salary after 15 years' experience
- the number of years from the starting salary to the top salary
- where available, equivalent information for other categories of guidance and counselling workers.

Sector	Starting salary	Salary after 15 years' experience	Number of years from starting to top	Other categories
<p>Schools:</p> <p>Data taken from across the States and Territories</p>	<p>Teachers paid according to teacher award rates, approximately \$30,000. Counsellors with higher degrees generally range from around \$48,000 to \$60,000 per annum</p>	<p>The salary after 15 years' experience - \$53,000 - \$66,000.</p>	<p>Submissions suggested considerable range, on average from 3 to 8 years.</p>	
<p>Universities:</p>	<p>\$31,000 - \$52,000.</p>	<p>\$45,000 - \$61,000.</p>	<p>Submissions suggested considerable range, on average around 4 years.</p>	<p>Career information officers' salaries can range from \$36,000 to \$40,000 and admin staff from \$33,000 to \$38,000.</p>
<p>Government agencies:</p> <p>Please note that these personnel are not usually qualified at the professional base level:</p>	<p>\$35,000 - \$36,000.</p>	<p>\$39,000 - \$45,000. This rises to a range of \$45,600 to \$51,000 for rehabilitation counsellors.</p>	<p>Submissions suggested considerable range based on merit and opportunity, on average around 4 years.</p>	<p>Relevant to the adjacent figures (except the top range)</p>
<p>ITABs</p> <p>Please note that these personnel are not usually qualified at the professional base level and industry experience is usually given greater weight.</p>	<p>\$33,000 - \$45,000.</p>	<p>\$40,000 - \$48,000 (Some senior appointments are paid considerably higher.)</p>	<p>Submissions suggested considerable range based on merit and opportunity.</p>	<p>Relevant to the adjacent figures.</p>

TAFE:	\$31,000 - \$47,000.	\$47,000 - \$65,000.	Submissions suggested considerable range based on merit and opportunity.	Career information officers' salaries can range from \$35,000 to \$40,000 and admin staff from \$25,000 to \$35,000.
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SECTION 11

11.1 Please describe the steps that governments take to maintain and increase the quality of information, guidance and counselling services.

There is considerable effort to develop, maintain and increase the quality of information, guidance and counselling services in Australia. Many schools, working within Curriculum Frameworks and the Careers Education Quality Framework (CEQF), have and are developing integrated guidance programmes. Some universities work within quality frameworks based on Blueprints developed elsewhere, and within frameworks based on career development theories. Professional associations contribute through professional development activities, as do career development theorists who offer formal courses of study and contribute to research. There are, however, no national standards that cover all career activities.

At the peak level, the development of quality standards and performance indicators are on the work plan of the MCEETYA Taskforce on Transition from School.

The Taskforce will be addressing:

- the quality of career information and data collection methods (some work is being done in this field already to assist with the building of the NCIS)
- performance indicators for career education
- quality standards for career practitioners.

Reaching an agreed position on such issues is not a simple matter when several levels of government and all sectors of education and training are involved, and where the practice of professionals working within various industrial frameworks is involved. The development, and importantly the implementation, of consistent frameworks for service provision standards of competence for practitioners have been on the national negotiating table since the early nineties.

Most efforts to maintain and increase the quality of information, guidance and counselling services tend largely to be agency-specific. However, the steps that government take to ensure the quality of nationally available products and services generally comprise promotion of effective practices, establishing standards in service provision contracts, and continuous user evaluation.

DEST's contractual requirements for the production and delivery of information, guidance and counselling services – including the *Job Guide* - specify quality standards required and contractual work is monitored against those standards.

DEWR is working with the Good Guides Group to improve the accuracy of the links between courses and occupations, to underpin the quality of the *SkillSearch* site. Overall, the evolution of online career information sites has been a catalyst for enhancements to information. DEWR has conducted user feedback surveys for the *Job Outlook* publication and the website. In addition, AJS has an online feedback email link. Initial design of *Job Outlook* tested the site with job seekers in the Department's Usability Laboratory.

The Enterprise and Career Education Foundation works actively to promote a holistic approach to guidance and counselling, encompassing the following:

- new coordinators are given systematic training
- established programmes are benchmarked
- online professional networking
- mentoring
- promotion and use of the Careers Education Quality Framework (CEQF – developed in 1999 by the Career Education Association of Victoria in association with the ASTF/ECEF)
- a key ECEF strategy for the promotion of best practice, involves a pilot of 3 sites that are utilising the CEQF as their planning tool, documenting the process and outcomes on the website
- a national Research Forum with over 100 participants was held in May 2001, with follow-up discussion online, and formulation of possible research proposals arising from the forum
- sponsorship of a National Innovation in Schools Careers Program Award (2nd year running) which utilises the CEQF. Nominees outline their achievements against the criteria specified in the CEQF.

The development of the National Career Information System (NCIS) has strict quality standards in the gathering, preparation and updating of information. Data must be:

- accurate (obtained from primary sources wherever possible)
- authorised with the imprimatur of government
- comprehensive in two senses – collected under a comprehensive set of relevant field headings to address all possible enquiries; and containing the fullest possible set of records for all data collected
- current
- available to publish on the Internet (licensed for public access and with privacy and copyright issues resolved)
- robust – that is, the data source will be expected to provide information well into the future
- appropriate to the needs of the target group – in terms of clarity and simplicity of language
- accessible
- standardised – in terms of content and technical structure

A range of measures are taken by jurisdictions and agencies to maintain and increase quality. For example, in NSW schools measures include:

- professional development support
- reporting through school annual reports
- support to schools and practitioners through VET in Schools Directorate and district-based staff.

Notwithstanding these efforts, most observers, researchers and practitioners welcome current initiatives to formalise these approaches in order to raise standards of professional practice.

11.2 Do standards exist for the delivery of information, guidance and counselling services? How and by whom were these developed? What status do they have? Do they differ between providers?

While, as the response to Q 11.1 indicates, there is considerable effort by and on behalf of governments to maintain and enhance the quality of career information, guidance and counselling, there are no national standards in place that cover all service providers.

There are, however, agency or sector-wide standards that impact on the provision of national services and products.

Standards developed for career education in the schools sector, and embodied in the CEQF have been endorsed by MCEETYA and enthusiastically adopted by most States and Territories. The ECEF has been active in their promotion (<http://www.curriculum.edu.au/mceetya/>). ECEF is also developing a new integrated framework, in consultation with all States and Territories, which will encompass enterprise and vocational (career) learning.

The NSW Board of Studies developed and distributed Statement of Career Education Outcomes Years 7-12 and Career Education Modules Years 7-10 set out the policy context for development and implementation of career education in NSW schools. Career advisory services must comply with government legislation and regulations, which set out standards of delivery for a range of programmes in government schools.

As in other States and Territories, DET policies dealing with child protection, student welfare and a wide range of other factors impinge on and determine quality standards for careers advisory services in schools.

The NCIS has a set of content standards, which were developed by the *education.au limited*/NCIS project team in consultation with DEST (described also in Q 11.1).

Centrelink is guided by a national customer service charter. Customer service standards apply across all Centrelink businesses, and are measured by customer satisfaction. Centrelink performance in general is reported annually to Parliament through an annual report.

In addition, the Graduate Careers Council of Australia (in consultation with the Australian Vice-Chancellors' Committee) has a comprehensive Standard Recommended Methodology for universities undertaking and utilising information from the Graduate Destination Survey and Course Experience Questionnaire (July 1996) [EN 1].

National Disability Standards are in place for all services, including employment services, funded by government. The Commonwealth Parliament endorsed eleven Standards in December 1992 as the Commonwealth Disability Standards, which took effect under the Disability Services Act from March 1993. Three of these standards were developed to apply only to employment services funded by the Commonwealth under the Disability Services Act.

Many services, including those in universities and TAFE institutes, and professional associations, prescribe codes of ethical practice that provide some consistency nationally.

In the manufacturing and engineering sector, it is clearly stipulated within the Federal Metal Industry Award that anyone providing advice on industry standards must meet certain requirements and hold a Manufacturing, Engineering and Related Services Industry Training Advisory Board (MERS-ITAB) registration. Registration requirements have been put in place to ensure consistency, integrity of information that guides employee development programmes, and the production of occupational information.

Explanatory Notes

1. The aim of the Graduate Destination Survey (GDS) is to collect information about the activities of graduates after the completion of their degrees and also to gather, (via the Course Experience Questionnaire, or CEQ), their opinions of their courses. The responses provide valuable feedback to universities, and their staff and current students. They also provide information for prospective students to assist them in making informed career decisions, and careers advisers can integrate the survey results into their counselling practices.

In order to improve the quality of the data gathered in the GDS (including those gathered via the CEQ) the GCCA endeavours to ensure that all universities conform as closely as possible to a standard survey form and methodology. The standards/guidelines cover:

- survey Management
- questionnaire design and management
- survey population
- methodology
- information from sources other than the graduate
- data preparation
- response rates
- reporting GDS national results
- reporting of GDS institutional results
- code of practice

11.3 Do standards exist for the competencies required by information, guidance and counselling services staff? If so, how and by who were these developed? What status do they have? Do they differ between providers?

As noted in Q 6.4, a set of competency standards were developed in the early 1990s, but never implemented, and the issue is still on the table of the MCEETYA Taskforce (for further detail refer to Question 6.4).

The Australian Standard Classification of Occupations (ASCO) also provides a description of the duties and usual skill levels of career counsellors. The only entry requirement specified for this occupation is a bachelor degree or higher qualification. In some cases, relevant experience is required in addition to the formal qualification [EN 1].

Competency standards and qualification standards for TAFE counselling staff are prescribed in TAFE's Enterprise Agreement. Other standards that exist, do so within the generic standards for other occupational groups such as psychologists, counsellors etc or within position description forms which contain essential and desirable criteria for position holders.

Full membership to professional associations may or may not require educational and training standards to be met, and these standards vary substantially between State/Territory and national associations.

The Australian Association of Career Counsellors (AACC) require that those seeking professional membership hold a tertiary degree in an accredited course and are currently working in a career counselling position for at least one year. Alternatively, those without tertiary qualifications but who have been working in the area of career counselling for a minimum of five years may apply.

The National Association of Graduate, Careers Advisory Services (NAGCAS) requires their members to have a tertiary qualification in a range of disciplines such as education, training or psychology and be currently working as a career counsellor in a university.

In the majority of State/Territory school career adviser associations, there are no formal qualifications necessary and most members tend to hold teaching qualifications only. NSW DETE, for example, notes that competency standards have not been developed as an 'across the board' instrument, and the competency of staff is determined annually by school principals.

An extensive body of theory underpins the practice of professionally qualified career counsellors and research and members of career associations operate within codes of ethics that specify their qualifications and practice. It is a matter of ongoing concern to them that some employing authorities are less rigorous in the deployment of personnel into careers work.

Explanatory Notes

1. Career Counsellor (ASCO code: 2513-17)

Advises individuals and groups about career choices and assists individuals with self-development.

Skill Level:

The entry requirement for this occupation is a bachelor degree or higher qualification. In some cases relevant experience is required in addition to the formal qualification.

Tasks Include:

- provides information and resources to assist clients with job-seeking skills
- assists clients to develop awareness about career options by obtaining and examining information relevant to their abilities and needs
- maintains careers and labour market information
- may organise interview programmes, surveys and career displays
- may assist with special courses or community awareness programmes
- may maintain job registers and refer clients to employers.

11.4 Are there formal requirements, for example expressed in regulations or legislation, for the education and training qualifications required by information, guidance and counselling staff?

There are no legislative requirements that determine the education and training qualifications required for information, guidance and counselling staff. Some industrial agreements such as the TAFE Enterprise Agreement may specify requirements.

Otherwise, and more generally, requirements are determined in local, sectoral or jurisdictional settings. In the schools sector, there are no formal requirements beyond those that relate to, for example, teachers, or generic counselling professionals.

Education Queensland specify that guidance officers must have a base qualification in education as the guidance and counselling position is one of a number of specialist teaching positions. Although there is no one guidance and counselling course, subject area or level of qualification which is mandatory to guidance positions, there are departmental approved courses and the majority are at Masters levels in counselling, education or educational psychology.

There are no formal qualifications required by university career counsellors, and requirements are articulated by positions descriptions, policy statements and Enterprise Bargaining Agreements at university, division, and section level.

The guidelines for DEST's Career Counselling Programme include qualification standards as described in answers at Q 6.

Contractual requirements for the Career Counselling Programme (CCP) specify that counsellors employed to deliver the CCP must have a tertiary qualification, preferably at the postgraduate level in career guidance, advising or counselling; currently have a role in providing career counselling; have current knowledge of the labour market and its operations; have at least five years' recent experience in providing career counselling to young people, and be affiliated with a State/Territory or national career counselling organisation.

11.5 Do guidelines exist on information quality standards to help groups such as tertiary institutions, industry associations and individual enterprises produce career information?

There are no comprehensive or 'generic' guidelines on information quality standards specifically designed to help groups such as tertiary institutions, industry associations and individual enterprises produce career information.

As mentioned previously, the MCEETYA Taskforce on Transition from School has included in its work plan the need to develop quality standards for career information.

Information quality standards have been developed, and are applied in the development of particular career products, such as the *Job Guide*, or govern data collection for Graduate Destination Surveys in the tertiary sector.

Adhering to the requirements of DEST's Standards Manual for research associated with the production of the *Job Guide*, is a contractual requirement.

The development of the NCIS has strict quality standards in the gathering, preparation and updating of information. Data must be:

- accurate (obtained from primary sources wherever possible)
- authorised with the imprimatur of government
- comprehensive in two senses – collected under a comprehensive set of relevant field headings to address all possible enquiries; and containing the fullest possible set of records for all data collected
- current
- available to publish in the Internet (licensed for public access and with privacy and copyright issues resolved)
- robust – that is, the data source will be expected to provide information well into the future
- appropriate to the needs of the target group – in terms of clarity and simplicity of language
- accessible
- standardised – in terms of content and technical structure.

Data Information and Analysis Standards within the CEQF identify four elements:

- career information is accurate, current, relevant and accessible
- career knowledge processes are rigorous and active
- information and data analysis is used to guide decisions and planning of career education
- career education is accurately and thoroughly documented.

NSW DETE suggests that design specifications are developed for each project. These, along with contractual requirements, make specific reference to quality standards.

It would be fair to say that some existing guidelines set out expectations rather than measures by which the achievement of standards may be judged.

11.6 Please provide details of any professional groups, bodies or associations of information, guidance and counselling services workers in your country. In answering this please describe the extent to which such professional groups, bodies or associations: work to raise standards of professional practice, for example through the professional development and recurrent education of their members; are actively involved in lobbying governments on professional issues, for example relating to service quality; and have an industrial role to improve the employment conditions of their members.

A number of professional associations exist in Australia. All associations provide a forum for professional exchange, cooperation, and professional development to improve the quality of practice wherever possible. In some States and Territories, associations that represent school-based practitioners are supported by government to undertake this role. Most associations are active in lobbying governments, either directly or through submitting to various inquiries. Few have a formal industrial role, but work to improve the conditions of members where appropriate.

The Careers Industry Consortium of Australia (CICA) – a recent confederation of Careers industry associations - has been established to provide a more representative voice to government on national issues. CICA, therefore, has a strong lobbying role to play.

The AACCC is an association that caters for career counsellors, regardless of their area of speciality and their employment situation. It has a strong representation of career counsellors working in the private sector.

Other associations support particular groups of career counsellors. The Career Advisers' Association of New South Wales (CAA) and the Career Education Association of Victoria (CEAV) offer support primarily to career educators, advisers and (in Victoria) VET in Schools coordinators in Catholic, independent and state schools.

The Career Education Association of Western Australia (CEAWA), the Career Education Association of the Northern Territory (CEANT) and the ACT Career Education Association Inc. provide professional development and information for schools-based careers professionals.

The Queensland Guidance and Counselling Association Inc. (QGCA) is the peak professional association for guidance officers and school counsellors from the state, Catholic and independent school systems in Queensland. The members of this Association provide a range of guidance and counselling services including the provision of career information, guidance and counselling. The Queensland Association of Student Advisors provides a forum for student advisers to come together for collegiate support and updating of information and trends in training, employment and tertiary education.

The newly established Australian Careers Service (ACS) provides its members with information and support via a website and a quarterly newsletter. The ACS with the support of the Enterprise and Career Education Foundation sponsors an annual National Innovation in Schools Careers Program Award. It is a free, national professional service for 1,400 school-based careers personnel.

The majority of higher education staff in Australia belong to the National Association of Graduate Careers Advisory Services (NAGCAS). Membership is by service, but individual staff get the benefits of membership. NAGCAS runs an annual conference to enable networking, professional development and strategic planning for the careers area. Through its representatives on the board of the Graduate Careers Council of Australia, NAGCAS is in a position to bring professional and service issues to the attention of other national bodies of influence, including the Australian Vice-Chancellors Committee (AVCC).

Careers counsellors assisting people with disabilities or undergoing rehabilitation are likely to be members of the Australian Society of Rehabilitation Counsellors.

Additionally, some career counsellors belong to the Australian Guidance and Counselling Association (AGCA) or the Australian Psychological Society of the Australian guidance and Counselling Association or the Human Resources Institute.

Contact details for major professional associations are provided in EN 1.

Explanatory Notes

1. Contact Details

ACT Career Education Association Inc.

PO Box 70
GRIFFITH, ACT 2603
President: Fiona Picot
Ph 61-2-6205 8207

Australian Association of Career Counsellors (AACC)

PO Box 5084
ALBERTON, SA 5014
Ph 61-8-8341 1492
Fax 61-8-83411635
<http://www.aacc.org.au>

Australian Careers Service

22 William Street
MELBOURNE, VIC 3000
Ph 61-3-9627 4849
Fax 61-3-9649 7899
acs@thegoodguides.com.au
<http://www.acs.futurefinder.com.au/>

Australian Society of Rehabilitation Counsellors

GPO Box 1978
BRISBANE, QLD 4001
Ph 1800 643 155
Fax 61-7-3822 2499
admin@asorc.org.au
<http://www.asorc.org.au/>

Career Advisers Association of NSW (CAA)

PO Box 790
INGLEBURN, NSW 1890
Ph 61-2-4777 4888
mgeev@stpauls.nsw.edu.au
<http://www.caa.nsw.edu.au/>

Career Educators Association of the Northern Territory (CEANT)

C/- Darwin High School
Bullocky Point
DARWIN, NT 0810
President: Christine Moran
Ph 61-8-8999 1222

Career Education Association Victoria (CEAV)

150 Palmerston Street
CARLTON, VIC 3053
Ph 61-3-9349 1900
Fax 61-3-9349 3311
ceav@netspace.net.au
<http://www.netspace.net.au/~ceav/>

Career Education Association Western Australia (CEAWA)

PO Box 1446
SOUTH PERTH, WA 6951
President: David Carney, Aquinas College
Ph 61-8-9450 5222
Fax 61-8-9313 1901
<http://career-ed.iinet.net.au>

Careers Industry Consortium of Australia

University of Wollongong
Northfields Avenue
WOLLONGONG, NSW 2522
Ph 61-2-4221 3555
Fax 61-2-4226 2399
Contact: Martin Smith
Direct No. 61-2-4221 3324
martin_smith@uow.edu.au

National Association of Graduate Careers Advisory Services - (NAGCAS)

University of Wollongong
Northfields Avenue
WOLLONGONG, NSW 2522
Ph 61-2-4221 3555
Fax 61-2-4226 2399
President: Martin Smith
Direct No. 61-2-4221 3324
martin_smith@uow.edu.au
<http://www.gradlink.edu.au/gradlink/nagcas/nagcas.htm>

Queensland Association of Student Advisers

Hubbards School
PO Box 1576
MILTON, QLD 4064
Ph 61-7-3371 5999
Fax 61-7-3371 5999
<http://www.pa.ash.org.au/qasa/>
Secretary: Marilyn Pemberton
Ph 61-7-3214 8463

Queensland Guidance and Counselling Association (QGCA)

PO Box 351
EVERTON PARK, QLD 4053
Ph 61-7-5583 6313
marilyn.campbell@qed.qld.gov.au
<http://www.qgca.asn.au>

11.7 Please describe any ways in which career information, guidance and counselling professionals are involved in the development of policy: for example, through formal roles for professional associations; or through providing feedback to service providers.

The Australian Association of Career Counsellors (AACC) and the National Association of Graduate Careers Advisory Services (NAGCAS) were represented on the MCEETYA National Careers Taskforce.

The Commonwealth, through DEST, has recently arranged funding for the newly formed Career Industry Consortium Australia (CICA) to enable its members to travel to meetings, conferences and policy forums so that they can represent the coordinated view of career practitioners at the national level to help inform policy. CICA will be represented on a working group of the newly formed MCEETYA Taskforce on Transition from School.

NAGCAS has formal representation on the Graduate Careers Council of Australia (GCCA) is a peak body with representatives from graduate employers, universities and government. The Council is responsible for promoting and fostering employment and career opportunities for graduates from higher education institutions in Australia. While GCCA does not have a formal advocacy role for careers services, both NAGCAS and the AVCC are represented on its board, thereby offering opportunities to influence policy directions.

State/Territory professional associations that primarily represent schools-based personnel may be invited to comment or represent their members on committees that give advice to governments on matters of policy. All associations use opportunities such as participation in community consultations and responding to calls for submissions to public enquiries and reviews.

SECTION 12

12.1 What information is available about the extent to which information, guidance and counselling services are used? What is known about differences in levels of use and access as a function of factors such as: socio-economic status or family background; geographical location; gender; age; educational level; and levels of disadvantage? Do regular national statistical collections monitor access? Have access and usage levels changed over time?

Little is known about the extent to which information, guidance and counselling services are used in Australia. Longitudinal Surveys of Australian Youth (LSAY), conducted jointly by ACER and DEST, ask secondary and tertiary students about their access to services and their rating of careers guidance and information services provided by educational institutions. Although these data have not yet been analysed by ACER, they, along with other LSAY data, have been deposited with the Social Science Data Archives (SSDA) at the ANU for access by other researchers.

Centrelink's internal use statistics collected from Career Information Centres provides information on numbers accessing CICs and some user characteristics. In the period between January and June 2001, CICs provided a service to 187,244 customers, broken down into factors such as type of service provided (direct contact, group contact, telephone, mail etc), origin of group (including rural or metropolitan, ATSI, or Job Network provider) and the age demographic (15-24 or 25 and over). These figures were then compared with the previous year's figures. Statistical data indicated that more CIC customers were over the age of 25 and the most used mode of delivery was face to face, personalised service. More people in the under 25 age group accessed the CICs compared to the previous year, whilst this trend was reversed in the over 25 age group [EN 1].

Other service providers, including individual schools, maintain records of various indicators of usage, though few are required to do so. An exception is New South Wales TAFE, which collates user statistics maintained by TAFE Counselling Services throughout the state.

Very few services disaggregate the data by user characteristic. CRS Australia which delivers the Career Counselling Programme is only required contractually to provide details of programme participants broken down into six age groups and geographical location (States and Territories). Records of other user characteristics are not kept. Numbers accessing the service in the 12 months to June 2001 totalled 13, 689 [EN 2].

Records that are variously kept include numbers of students counselled; website hits; numbers of workshops; numbers of guest speakers; attendance at career expos, career workshops or employer presentations; mail outs or emails to careers officers; participation in school-based VET programmes; demand for industry/association's leaflets and phone enquiries are also monitored by some.

While some service providers regularly survey users of their careers services, most surveys seek to determine levels of customer satisfaction rather than patterns of usage.

Based on their own internal data collections and experience, career counsellors working in a range of settings suggest that access and usage has continued to increase over the years, however there is no nationally available aggregate data.

Explanatory Notes

1. This report is a national summary of statistics collected from CICs for the period January to June 2001 (submitted by Centrelink)

School and Community Groups at CICs

This table provides information about the number of customers, which attend CICs in groups. 57% of the groups are from secondary schools and TAFE colleges. The origin of groups is primarily from areas closer to CICs and this is consistent with the previous report.

Groups at CIC's	Number of customers			Number Origin of groups of groups		
	15 to 24	25 and over	Total		Metro	Regional
Schools/TAFE	9383	2001	11384	546	455	82
ATSI	30	15	45	5	4	0
Job network providers	626	1646	2272	211	162	24
Employment Agencies	70	262	332	24	24	1
Other #	1558	4240	5798	427	302	12
Total	11667	8164	19831	1213	947	119

Outreach

This table provides the number of customers who access CIC services in the community, either through outreach to individual organisations, at community events or visits to secondary schools. These figures do not include participation at career expos.

Groups - Outreach	Number of customers			Number Origin of groups of groups		
	15 to 24	25 and over	Total		Metro	Regional
Schools/TAFE	12880	861	13741	166	87	79
ATSI	70	3	73	2	1	1
Job network providers	5	54	59	7	6	
Employment Agencies	0	0	0	0	0	
Other #	4680	3006	7686	54	44	8
Total	17635	3924	21559	229	138	88

- # Please note that other groups include: Occupational rehab providers, Migrant resource centers, Adult migrant education groups (AMES), Community groups, JET groups, Youth Centres, JPET providers, JPP providers, Disability groups.

Personal attendance at CICs

This table provides the total number of customers, who personally attend CICs and are provided with service. Please note that a number of CICs have Job Network Access

(JNA) facilities and this has some influence on the number of self-service customers included in the statistics.

Individuals Personal visit	Number of customers		
	15 to 24	25 and over	Total
Number of assisted customers	20453	42384	62837
Number of self serve customers	13189	26654	39843
Total	33642	69038	102680

Phone contact

This represents the number of enquiries received by phone. Note that responses by CICs can be by phone, mail, fax or e-mail and this is not represented in these statistics.

Individuals - Phone contact	Number of customers
Total Number of calls received	39887

Letters and e-mails

This shows the amount of correspondence received by CICs. In comparison with the previous report, the amount of e-mail's received has grown by 3%. This trend is expected to strengthen during this year.

Correspondence requesting information	Number of customers
Letters and facsimiles received	2673
e-mails received	614
Total	3287

Type of Career information services provided

The statistics in this report only relate to direct customer contact. Based on the CIC costing exercise conducted last year, this comprises approximately 70% of total CIC activities. An additional 21% of CIC activities relate to supporting direct contact with customers such as maintaining career information resources, research, publicity and marketing.

Over this six monthly statistical period, CICs provided a service to 187,244 customers.

This is broken down as:

	This report	Previous report
Face to face personalised service	55 %	(60) %
Telephone contact	21 %	(21) %
School and community group visits	11 %	(13) %
Outreach	11 %	(4) %
Mail	2 %	(2) %

Customer breakdown by age

Under 25	44 %	40 %
Over 25	56 %	60 %

2. Career Counselling Programme

Age Groups

Age Group	Cumulative 2000/2001	Referrals
15-20	2,519	
21-24	2,398	
25-30	2,498	
31-40	3,188	
41-50	2,368	
50+	718	
Total	13,689	

States

State	Referrals
ACT Total	351
NSW Total	3,998
NT Total	160
QLD Total	2,495
SA Total	1,250
TAS Total	165
VIC Total	3,983
WA Total	1,287
Total	13,689

12.2 How is the level of community need and demand for information, guidance and counselling services established (for example by use of surveys, rates of service usage, waiting lists)? What is known about the expectations that clients have of services?

Levels of community need and demand for information, guidance and counselling services across all groups surveyed are primarily gauged by the following ways: client feedback via surveys, rates of service usage, demand for services (including, waiting lists), liaison with different stakeholders and focus groups.

At a national level, Centrelink currently conducts Community Partnership Workshops, where local Career Information Centre staff work with community group representatives to develop ways to improve the service. Some state departments of education conduct regular surveys or reviews of a range of stakeholders to monitor career expectations and views.

A three-yearly review cycle of all stakeholders uses state-wide survey instruments to monitor stakeholder views and expectations in Tasmania. Stakeholders include students, staff, ex-students, employers, parents, community members and other institutions (eg universities).

Education Queensland has recently conducted a Review of Career Guidance (1999) and a Review of Guidance Staffing (2000-1). Feedback from stakeholders indicated that there was a high demand for career guidance personnel and that their services were highly valued.

In other settings, client expectations are gauged by customer satisfaction surveys and formal and anecdotal feedback from stakeholders. ITABs and industry associations regularly monitor the take-up of entry-level positions in key occupations within their sector, as well as skill shortage data as a determinant of the need for industry-specific career information resources.

Research conducted in the area of client expectations of careers services suggests that shortfalls exist in the current provision of career information and advice on vocational pathways. An ANTA funded research, *Why Not Consider TAFE?* (ANTA, 2001) shows how surveyed students in Victoria were dissatisfied with the quality and quantity of advice they were given regarding TAFE courses as opposed to university courses. Similarly, a presentation by Van Beek (2000) comments on the current lack of connection between career education and VET in Schools programmes.

The regional career education development project findings indicate that in the Hobart district in Tasmania "career education is not currently considered a priority in the provision of vocational and general education, and outside the education system there is no guarantee of access to advice and guidance to assist young people" (AACC, 2001, p.1). Further research to determine what young people want was recommended.

The ECEF-funded trial undertaken by the Youth Research Centre based at Melbourne University, *Young Visions* has based part of this research exercise on the previous research findings that some students get good advice about university pathways and careers and less about TAFE and apprenticeships/traineeships (YRC, personal communication, November, 2001).

In the Youth Pathways Action Plan Taskforce, *Report From The Prime Minister's Youth Pathways Action Plan Taskforce (2001) – Footprints To The Future*, young people and their families voiced concerns about the quality and availability of career advice and transition support. The findings suggested that young people and their families believed that they did not have access to career information in schools, information was conflicting or inaccurate, there was too much or no information to sort through and what was available was in an inaccessible form. Similar issues were raised by Kirby (2000); the former MCEETYA Taskforce on VET in Schools Report (1999) and commissioned papers for the Youth Pathways Action Plan Taskforce.

References

Australian Association of Career Counsellors (AACC) (2001, June). *Regional career education development project: A report to the Hobart Education Business Training Partnership (HEBTP)*. Hobart: Australian Association of Career Counsellors.

Kirby, P. (Chair) (2000). *Ministerial Review of Post Compulsory Education and Training Pathways in Victoria*. Victoria: Department of Education, Employment & Training.

Prime Minister's Youth Pathways Action Plan Taskforce. (2001). *Footprints to the Future*. Canberra: Prime Minister's Youth Pathways Action Plan Taskforce. (<http://www.youthpathways.gov.au/documents/summary.pdf>)

Van Beek, H. (2000, April). *Strengthening the links: Career education and VET in schools*. Presentation to International 2000 Conference in Perth.

12.3 What criteria are normally used to judge the benefits or outcomes of information, guidance and counselling services?

Criteria normally used to judge the benefits or outcomes of information, guidance and counselling services include further education, training or employment outcomes; client or industry feedback (anecdotal or by way of survey); participation in, or demand for, training; and feedback from community consultations to measure the benefits or outcomes of services. To a lesser degree, repeat business (including sale of career-related products), meeting contractual obligations, achievement of VET outcomes and whether or not legislated standards are being met, are also used as measuring tools.

Criteria also depend on the types of programmes being assessed. For example, DEST has an evaluation strategy for any new service or programme and the criteria vary according to the programme type. The evaluation of *The Real Game Pilot* consisted of evaluation forms by participating schools, direct feedback from students and parents, and pre and post-programme *World of Work* surveys. Thereafter all written feedback was analysed, focus groups conducted, an online survey by pilot schools completed and a subsequent report written (Curriculum Corporation, 2001). The same criteria, plus additional online input, are being used in the current evaluation of the *Make it Real and Be Real Game Pilots*.

Similarly, the Australian National Training Authority formally evaluated the *Take Off!* website assessing criteria such as awareness of product, use of product, design and content, who is counselling students on careers and subject selection, preferred medium and use of the Internet.

The Career Counselling Programme delivered by CRS Australia has been reviewed by an external consultant for DEST, looking at factors such as time constraints determined by funding levels and the fact that the programme has less flexibility in addressing individual needs comprehensively. Conclusions indicated that within the resource constraints, the programme is reaching and helping its intended target group, and demonstrates good outcomes and a high level of client satisfaction.

The duration and extent of other rehabilitation services provided to work injured clients by CRS Australia is determined by the insurer. Although CRS Australia provides a quality service, the adequacy of this in terms of meeting the client's needs is likely to vary, dependent upon the resources the insurer is prepared to commit.

The new Career and Transition Pilots will also be subject to an evaluation strategy.

In all sectors, destination studies seem to be the preferred method of assessing success of career counselling, guidance and information services, and all schools are being encouraged to systematically collect post-school destination data for their students.

According to Patton (2001, p.10) there is a need to "conduct longitudinal studies of the transition from school to work, focusing on the nature of the transition ... the relationship between the type of programme and career related variables, and the role of career education in the career development of these young people experiencing different pathways."

Patton (2001) also identifies that there is a need to research the different performance indicators for effective career education and develop a model for assessing delivery and achievement of career education in school and in the workplace.

References

Curriculum Corporation (2001, May). *Review of the 'Real Game' 12-14 Project' Version 1.0.* Canberra.

Patton, W. (2001). *Career education: What we know. What we need to know. Forum Report.* Sydney: ECEF.

12.4 Please provide details of any recent (last five years) studies that have been conducted of: The costs of providing information, guidance and counselling services. How costs vary as a function of the type of service delivered and the characteristics of clients. How the outcomes or benefits of information, guidance and counselling services relate to their costs. How the benefits or outcomes of information, guidance and counselling services are related to the type of service provided and the characteristics of clients.

No national studies have been conducted by key research organisations in the past five years concerning the above areas. Some exceptions were cited by several of the agencies surveyed, though the majority indicated that they had no knowledge of any such studies being undertaken.

In regards to the costs of providing information, guidance and counselling services, some State TAFEs have reviewed the role of Student Services Officers and their costs, and examined the impact of centralising services, including the viability of fee for service initiatives and how to measure outcomes of careers counselling. In relation to how costs vary as a function of the type of service delivered and the characteristics of clients, no formal studies were conducted through TAFE, though it was recognised that the costs of addressing the needs of certain students with disabilities were higher. For example, they may utilise a higher proportion of a counsellor's time.

The Department of Family and Community Services is conducting the most recent in depth national study in this area undertaken by a government department. The Case Based Funding (CBF) Trial Cost Attribution Study looks at support costs for disability services using both block grant funding and case based funding approach.

Objectives of the CBF trial are to:

- examine the impact of case based funding on employment outcomes for the range of job seekers including disability type, location and level of assistance required
- assess the suitability of the classification process in placing job seekers into differing funding bands reflecting broad support requirements
- determine the appropriateness of the trial funding levels in meeting the costs incurred
- assess the impact of CBF on service viability and responsiveness
- identify financial incentives and disincentives for improved performance in different service types, sizes and various locations.

The Rural & Remote Disability Employment Assistance Study, completed in February 2001, also addressed how costs vary as a function of the type of service delivered and the characteristics of clients. This study looked at the costs of providing disability employment assistance services in rural and remote areas and focused in particular on the needs of Indigenous job seekers with a disability in remote communities.

In response to the recommendations raised in the report of this study, the Department of Family and Community Services will pilot a number of innovative ways to service delivery in rural and remote locations. According to the Department, (FaCS, 2001), these pilots would

reflect the funding principles through case management and brokerage, collaborative relationships, and community development models.

Research commissioned by the Office of the Board of Studies (NSW) has also examined the question of how the benefits or outcomes of information, guidance and counselling services are related to the type of service provided and the characteristics of clients. Evaluative research of the Aboriginal Careers Aspiration Program (Lester, 2001) covered questions such as, 'does the careers aspirations programme have an effect on the career aspirations of indigenous and non-indigenous students in different geographical settings such as urban, remote or rural?'

The need for further research such as longitudinal research in the area of rehabilitation counselling has been raised in an article by Buys *et al.* (2001, p.45). Here they state:

Longitudinal research that evaluates the economic and social consequences of a career development approach is required to determine whether such a model is of sufficient value to justify an increase in rehabilitation expenditure in return for long-term cost savings associated with increased job retention.

References

Buys, N., Buys, L., Kendall, E. and Davis, D. (2001). Career development, disability and vocational rehabilitation. In W. Patton and M. McMahon (eds.), *Career Development Programs: Preparation for lifelong career decision making*. Victoria, Australia: Australian Council for Educational Research, 35-45.

Family and Community Services (FaCS) (2001). *Disability Programs: Rural and Remote Disability Employment Assistance Study* [online]. Available WWW: http://www.facs.gov.au/disability/ood/CBF/rural_updte.htm.

Lester, J. (2000, October). *Evaluative Research Into the Office of the Board of Studies', Aboriginal Careers Aspiration Program for Aboriginal Students in NSW High Schools*, NSW: Umulliko Indigenous Higher Education Research Centre, University of Newcastle. (http://www.boardofstudies.nsw.edu.au/aboriginal_research/aboriginal_research.html)

12.5 Please provide details of any recent (last five years) initiatives or pilot projects that have been designed to provide insight into: the impact of careers services on individuals' career choices; the ability to use career information; the impact of services upon employers; the impact of services upon the development of a learning society.

There have been no national initiatives or pilots in the last five years that have been designed to provide insight into the impact of careers services on individuals' career choices; the ability to use career information; the impact of services upon employers or the impact of services upon the development of a learning society.

However, next year DEST will be implementing the Career and Transition Pilots (DETYA, 2001), which may provide insight into these areas of concern. Some of the aims of the CAT pilots are to investigate, test and evaluate innovative ways of improving the quality and delivery of career information; and to test and evaluate the scope of assistance and guidance on education pathways, careers information and employment opportunities required to meet the expectations of target groups, especially those in rural and remote areas. This data will be collected and reported at local, state and national levels.

There have also been community consultations conducted by Centrelink in relation to services provided by the Melbourne Career Information Centre, exploring the characteristics of the customer base and preferences for access including options to deliver services through different channels. Centrelink has also conducted a number of workshops to explore the formation and scope of community partnerships. These are run at the CIC/Community level and used in the development of local action plans.

The New South Wales Office of the Board of Studies' Aboriginal Careers Aspiration Program conducted evaluative research for Aboriginal Students in NSW High Schools (Lester, 2000). This specifically addresses the question of whether the aboriginal careers aspiration programme had an effect on the career aspirations of students, evaluated through a pre- and post- programme questionnaire.

The impact of careers services upon employers was addressed by one university in their current survey to benchmark satisfaction of employers with the university's employment services, satisfaction with job applicants, and the generic attributes of the university's students.

Another tertiary institution mentioned the correlation between implementation of new information technologies and the impact on the development of a learning society. Software programmes helping students track and monitor skill sets, and online employment software may allow the generation and collation of data that will provide insight into the impact of the service on individual career choices and vocational outcomes.

Review and evaluation of new models of service provision, such as the NSW Government's School to Work Program, and the MIPs in Victoria, may provide many of the insights described.

References

Department of Education, Training and Youth Affairs (DETYA) (2001, October). *Career and Transition Pilots (CATS): Pilot Guidelines for Applicants*. Canberra: DETYA.

Lester, J. (2000, October). *Evaluative Research Into the Office of the Board of Studies', Aboriginal Careers Aspiration Program for Aboriginal Students in NSW High Schools*, NSW: Umulliko Indigenous Higher Education Research Centre, University of Newcastle. (http://www.boardofstudies.nsw.edu.au/aboriginal_research/aboriginal_research.html)

12.6 Do any national research centres specialise in career information, guidance and counselling services? Do they specialise in evaluative and policy studies: or do they mainly focus upon guidance techniques and methods?
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There is no national research centre that specialises in career information, guidance and counselling services. However, there is some work being conducted in this area on a local level, and some national research centres although not specialising in research in career information, guidance and counselling services may touch upon relevant issues in their broader opus of research. Most research undertaken is focused on policy or evaluative studies with very little focus on guidance techniques and methods.

Some research centres within universities specialise in career information, guidance and counselling services. At the Schonell Special Education Research Centre within the School of Education, University of Queensland, Dr Robyn Gillies has conducted research into the

career development of people with disabilities (blind/vision impaired and people with spinal injuries). This research has been evaluative in nature and has been published internationally and nationally.

The School of Learning and Development and the Centre for Cognitive Processes in Learning located at Queensland University of Technology specialises in research in career information, guidance and counselling services. Much research has been undertaken by Dr Mary McMahon and Associate Professor Wendy Patton and published nationally and internationally. The research is both evaluative (eg training needs of career practitioners) and also focuses on guidance techniques and methods.

The Youth Research Centre at Melbourne University is trialling a study called 'Young Visions'. Funded by the ECEF, the study involves looking at perceptions of young people and their attitudes to enterprise, career education and the workplace. This may be funded as a study next year whereby a survey will be sent to a large number of young people, with one specific question being, 'What are your perceptions of the quality of career guidance?' This research will be used by the ECEF to influence policy and is evaluative of general approaches.

At Swinburne University of Technology there is no research centre specialising in this area, however, the Careers and Employment Unit specialises in career information, guidance and counselling research using evaluative procedures.

The University of New South Wales, School of Psychology has indicated that they conduct some career-related research.

Some national research centres such as the Australian Council for Educational Research (ACER), although not specialising in this area, have conducted some research on career information, guidance and counselling services over the last couple of years looking at both evaluative, policy and guidance techniques and methods. An example is the work by Harvey-Beavis & Robinson (2000) and Lokan & Patton (2000). ACER also conducts research in the development of products or services to assist career information and guidance (Shears, 2000).

The Enterprise and Career Education Foundation (ECEF) plays a leading research role in the field of enterprise and career education and school-industry partnerships. ECEF commissions and participates in many different research projects every year, often in conjunction with leading research organisations. Since the beginning of 2001, ECEF has begun to conduct research in the area of career information guidance and counselling and a future research project with the Curriculum Corporation will be to map current activity in career information, guidance and counselling services in local programmes. The research focuses on both evaluative and policy studies, though the focus is more toward policy studies as ECEF seeks to influence policy decisions and discussions.

The National Centre for Vocational Education Research (NCVER) is the primary national body for VET research and evaluation in Australia, collecting, analysing and publishing statistics relating to VET. Although it is not clear if they undertake research in the area of career information and counselling services specifically (providing a very brief response to the survey), they have conducted research into the following areas: longitudinal studies, delivery of VET, Industry Training, Lifelong Learning, Research based on the NCVER statistical collections and Internal aspects of VET (NCVER, 2001). It is important to also note that the NCVER suggested that key issues in transitions from education to work that needed addressing included 'What career guidance is available to students at school? Who are the counsellors?' (NCVER, 2001, p.6).

NCVER, under contract to ANTA, manages the VET research and evaluation programme which provides national research grants for the VET sector at a level of \$2.2m per annum

over three years. The National Research and Evaluation Committee (NREC) determines key priority research areas. In the 2000-2002 Research Program, one of the NREC key research priorities is VET in Schools, where "a key focus for research should be the provision of career information and the growth of enterprise education" (NCVER, 2001, p.17).

The Career Education Association of Victoria has conducted its own research into the resourcing of the careers role in secondary schools, including the time allocation, the budget, the training levels of the incumbent etc. (CEAV, 2001).

There are some elements of the career, information and guidance and counselling services touched on in other research projects generated within research units of community organisations. For example, The Smith Family is undertaking joint research with the University of Sydney into the transition strategies of students in their 'Learning for Life' Program. The Smith Family specialises in evaluative and policy studies. Similarly, the Dusseldorp Skills Forum (<http://www.dsf.org.au>) undertakes research in regard to youth education and employment transitions.

Practitioners and academics specialising in careers counselling also undertake much research. Individual researchers findings are often published in key journals such as the Australian Journal of Career Development.

References

Career Education Association of Victoria (CEAV) (2001, March). *CEAV 2000 Member Survey Report*. Victoria: CEAV.

Harvey-Beavis, A. and Robinson (2000). *Views and Influences: Tertiary Education, Secondary Students and Their Advisers. A Report to the Evaluations and Investigations Program, DETYA*.

Lokan, J. and Patton, W. (2000, January). Perspectives on Donald Super's construct of career maturity. *International Journal for Educational and Vocational Guidance*.

National Centre for Vocational Education Research (NCVER) (2001). *The National Research and Evaluation Strategy for Vocational Education and Training in Australia: 2001-2003*. South Australia: NCVER.

Shears, M. (2000). *Self-Directed Search. Revised Australian Education. Form R*. Victoria: ACER Press.

12.7 How useful have governments found the work of research centres in developing policy for information, guidance and counselling services?

Feedback from agencies with responsibility for the provision of career guidance, information and counselling services suggests that little is known about the work of research centres (which place a particular emphasis on career-related research) and, consequently, their work is rarely used except where reports are specifically commissioned by government agencies on particular issues.

From the researchers' side, most were aware that their research was being broadly disseminated to and cited by state and federal agencies in reports and publications, but not aware of any direct influence on developing policy for information, guidance and counselling services.

According to ECEF, a particularly widely-used report was *Bright Futures for Young Australians*, which looked at how young people can be equipped to successfully make the transition from school to work.

The National Youth Affairs Research Scheme (NYARS) distributes all final research reports widely through State, Territory and Commonwealth Government departments and inter-jurisdictional discussion groups are created to consider the implications and recommendations of the Reports. However, none of their commissioned research to date has been involved in the area of career information, guidance and counselling services.

NCVER recognises the importance of the effective dissemination of research to effect policy changes and have developed new ways of disseminating findings including intensive face-to-face workshops, World Wide Web, and synthesis publications. NCVER also conducts 2-3 hour research policy briefings, carried out for State and Territory Training Authorities (NCVER, 2001).

Research by both The Smith Family and Dusseldorp Skills Forum has had a wide circulation through government agencies (e-bulletins, journals and newsletters) and has been referred to in reports (Kirby, 2000; Prime Minister's Youth Pathways Action Plan Taskforce, 2001).

McCowan (2000) also states that, "There is so much research around but in Oz (sic) we don't seem to take much notice of it!"

The potential of analysis of relevant data from Longitudinal Surveys of Australian Youth (see Q 12.1) needs to be realised and a closer nexus established between research and policy making in this area.

References

Kirby, P. (Chair) (2000). *Ministerial Review of Post Compulsory Education and Training Pathways in Victoria*. Victoria: Department of Education, Employment & Training.

McCowan, C. (2000, November). *Vocational Learning: The Links to Career Development*. Presentation to the VETNET Conference 2000.

National Centre for Vocational Education Research (NCVER) (2001). *The National Research and Evaluation Strategy for Vocational Education and Training in Australia: 2001-2003*. South Australia: NCVER.

Prime Minister's Youth Pathways Action Plan Taskforce. (2001). *Footprints to the Future*. Canberra: Prime Minister's Youth Pathways Action Plan Taskforce. (<http://www.youthpathways.gov.au/documents/summary.pdf>)

12.8 Have governments taken steps to increase the evidence base for information, guidance and counselling services through support for relevant research centres? Has such support been on the basis of individual commissioned studies, or are more on-going forms of support used?

There is no conclusive evidence to suggest that governments have taken steps to increase the evidence base for information, guidance and counselling services through support for relevant research centres. What research funding that is available seems to be given primarily on the basis of individual commissioned studies. However, there are some recent initiatives that are certainly well placed to gather such evidence. These include the Pilot

projects that are to be introduced by DEST in 2002 (Partnership Outreach Education Models, Career and Transition Pilots and Innovative and Collaborative Youth Servicing Pilots).

DEST also commissions specific studies from time to time and there are a number of organisations well placed to undertake research.

ECEF is funded by the Commonwealth Government and will be over the period 2002-2004. Their research charter is broadening, with more studies on research into the career information, guidance and counselling services area planned. Future projects such as Young Visions is funded by the ECEF as an individual commissioned study (as described in Q 12.6).

The Graduate Careers Council of Australia (GCCA) receives a proportion of its funding from DEST to undertake research on graduate destinations and the course experiences of university students.

Generally, most funding of research funding comes from commissioned projects. For example, about eight per cent of ACER's funding comes from a general government grant and the remainder is raised from commissioned research and the sale of products and services. Research centres located in universities generally seek funding through various national and university research schemes and funding is usually on an individual commissioned basis.

Research through The Smith Family and Dusseldorp Skills Forum is funded either by internal budget or research grants through relevant bodies. For example, The Smith Family *Learning for Life Program* is an ARC-funded SPIRT (Strategic Partnership with Industry – Research and Training) project with the University of Sydney. This three-year project focuses on the transition strategies of students and a key component of the project is to do a longitudinal study of students as they make career choices and enter the labour market.

McCowan and others note that the findings of many commissioned reports that have recommended career interventions over the past ten years have not been addressed and McCowan asserts that this is because the corresponding money, resources, and attention has not accompanied them (McCowan, 2000).

References

McCowan, C. (2000, November). *Vocational Learning: The Links to Career Development*. Presentation to the VETNET Conference 2000.

Glossary of Acronyms

AACC	Australian Association of Career Counsellors
AAGE	Australian Association of Graduate Employers
ABS	Australian Bureau of Statistics
ACAP	Aboriginal Career Aspirations Programmes
ACCI	Australian Chamber of Commerce and Industry
ACE	Adult and Community Education
ACEE	Australian Centre for Equity through Education
ACER	Australian Council for Educational Research
ACOSS	Australian Council of Social Services
ACT	Australian Capital Territory
ACTU	Australian Council of Trade Unions
ADTAC	Australian Disability Training & Advisory Council
AEC	Australian Education Council
AEMP	Advanced English for Migrants Programme
AICAPP	Aboriginal and Torres Strait Islander Career Aspirations Pathways Program
AIG	Australian Industry Group
AITAP	Aboriginal and Torres Strait Islander Tertiary Aspirations Program
AJS	Australian Job Search
AMES	Adult Migrant Education Services
ANTA	Australian National Training Authority
ANTA MINCO	Australian National Training Authority Ministerial Council (MINCO)
ANU	Australian National University
AQF	Australian Quality Framework
AQTF	Australian Quality Training Framework
ASCO	Australian Standard Classification of Occupations
ASORC	Australian Society of Rehabilitation Counsellors
ASTF	Australian Student Traineeship Foundation
ATAP	Aboriginal Tertiary Aspirations Programmes
ATSI	Aboriginal and Torres Strait Islander
AVCC	Australian Vice Chancellors' Committee
BCEC	Brisbane Catholic Education Commission
BEPA	Business Education Partnership Advocates
BOS	Board of Studies
BPA	Business Partnership Arrangements
CAA NSW	Career Advisers' Association of New South Wales
CAT	Career and Transition (Pilots)
CBF	Case Based Funding
CCI	Chamber of Commerce and Industry
CCIWA	Chamber of Commerce and Industry Western Australia
CCP	Career Counselling Programme
CEANT	Career Education Association of the Northern Territory
CEAV	Career Education Association of Victoria
CEAWA	Career Education Association of Western Australia
CEQ	Course Experience Questionnaires
CEQF	Careers Education Quality Framework
CIC	Career Information Centre(s)
CICA	Career Industry Consortium Australia
CIGC	Career Information, Guidance and Counselling
CIIPP	Career Information Industry Partnership Programme
CRC	Career Reference Centre

CREATE	Cultural Research Education and Training Enterprise
CRSA	Commonwealth Rehabilitation Service Australia
CSF	Curriculum Standards Framework
DEET	Department of Education, Employment and Training
DET	Department of Education and Training
DETE	Department of Education, Training and Employment
DEST	Department of Education, Science and Training
DEWR	Department of Employment, Workplace Relations
DFRO	Defence Force Recruiting Organisation
DSA	Disability Services Act
DSF	Dusseldorp Skills Forum
DSP	Disability Services Program
ECEF	Enterprise and Career Education Foundation
EVE	Enterprise and Vocational Education
FaCS	Department of Family and Community Services
GCCA	Graduate Careers Council of Australia
GDS	Graduate Destination Surveys
GTC	Group Training Company
HEBTP	Hobart Education Business Training Partnership
HECS	Higher Education Contribution Scheme
HSC	Higher School Certificate
ICDEP	Indigenous Community Development Employment Projects
ICT	Information and Communications Technology
IEEP	Indigenous Education and Employment Project
IESIP	Indigenous Education Strategic Initiatives Programme
ITAB	Industry Training Advisory Body(s)
JET	Jobs Education and Training
JIIG-CAL	Job Ideas and Information Generator – Computer Assisted Learning
JN	Job Network
JPET	Job Placement, Employment and Training Programme
JPP	Jobs Pathway Programme
JSCI	Job Seeker Classification Instrument
KPI	Key Performance Indicators
LATIS	Learning and Technology in School
LLEN	Local Learning and Employment Network(s)
LLENSTAT	Local Learning and Employment Networks Statistical Database
LSAY	Longitudinal Surveys of Australian Youth
MCEETYA	Ministerial Council on Employment, Education, Training and Youth Affairs
MERSITAB	Manufacturing, Engineering and Related Services Industry Training Advisory Board
MIP	Managed Individual Pathway(s)
MO	Mutual Obligation
MOU	Memorandum of Understanding
NAGCAS	National Association of Graduate Careers Advisory Services
NBEET	National Board of Employment, Education and Training (NBEET)
NCIS	National Career Information System
NCT	National Careers Taskforce
NCVER	National Centre for Vocation Education Research
NREC	National Research and Evaluation Committee
NSW	New South Wales
NT	Northern Territory

NTCCI	Northern Territory Chamber of Commerce and Industry
NTDEET	Northern Territory Department of Employment, Education and Training
NYARS	National Youth Affairs Research Scheme
OECD	Organisation for Economic Cooperation and Development
OSAS	Occupational and Skills Analysis Section
OSE	Office of School Education
PDHPE	Personal Development, Health and Physical Education
QGCA	Queensland Guidance and Counselling Association
QLD	Queensland
QSE	Queensland State Education
RMIT	Royal Melbourne Institute of Technology
SA	South Australia
SACSA	South Australian Curriculum Standards and Accountability
SBS	Special Broadcasting Service
SEAS	State Employment Assistance Strategy
SOSE	Studies of Society and Environment
SOSE CSF	Studies of Society and Environment, Curriculum and Standards Framework
SPIRIT	Strategic Partnership With Industry – Research and Training
SSDA	Social Science Data Archives
STA	State Training Authority
SWL	Structured Workplace Learning
TAFE	Technical and Further Education College
TAS	Tasmania
TRG	The Real Game
TST	Transition from School Taskforce
VCE	Victorian Certificate of Education
VECCI	Victorian Chamber of Commerce and Industry
VEGAS	Vocational Education Guidance for Aboriginals Scheme
VET	Vocational Education and Training
VIC	Victoria
WA	Western Australia
WAIPR	Work Ability Information Professional’s Report
WATS	Work Ability Tables
WELL	Workplace English Language and Literacy
YEL	Youth Employment Link
YRC	Youth Research Centre