

# NATIONAL CAREER DEVELOPMENT STRATEGY GREEN PAPER

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*June 2012*

## Introduction

The Australian Government recognises the need to support individuals, throughout their lives, to make appropriate choices about education, training and work, and to manage their careers successfully. A National Career Development Strategy will help to achieve this.

This Paper outlines a proposed way forward for a National Career Development Strategy. It has been informed by extensive discussions with key stakeholders and by a number of national research projects. It:

- outlines why career development is important for Australia's future
- indicates why Australia needs a National Career Development Strategy
- suggests some initial priorities for a National Career Development Strategy; and
- seeks feedback on these priorities.

## Why is career development important for Australia's future?

### **Career development assists people to gain the knowledge, skills, and behaviours to manage learning and work throughout a productive and engaging working life**

Australia is an open society committed to individual choice and opportunity with a labour market that is dynamic and highly flexible. The Australian Government believes that people should be equipped with the skills and knowledge needed to take full advantage of the opportunities that arise from ongoing changes in the labour market and in education and skill requirements.

All Australians need the knowledge and skills to manage their careers throughout life: beginning early with school students; through school; students transitioning from school to further training, education or work; students transitioning into the workforce; employees changing career direction; groups entering or re-entering the workforce; and, mature-age workers who are looking to change careers or to change their lifestyle as they transition to retirement. Career development skills are needed throughout life, and information and advice should be provided in a way that allows people to access what best suits their needs: at a time, in a place and in a manner of their own choosing.

This lifelong perspective on career development that has career self management skills at its heart is now widely accepted in OECD countries as a necessary foundation for labour market flexibility and lifelong learning.<sup>1</sup> When considering the earnings variations between OECD countries the OECD points out that educational qualifications and measurable skills account for less than half of the variation. Most of the remaining variation can be explained by the importance of people's ability to manage and build their skills: the ability to learn, to identify learning needs, to manage learning, and to understand how to best use skills through career planning, job search and career management skills.<sup>2</sup> This places career development at the heart of our economic and social strategies. The European Union has reflected its belief in the importance of career development for public policy in its 2008 Resolution on Lifelong Guidance, and in the creation in 2007 of the European Lifelong

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<sup>1</sup> OECD (2004) *Career Guidance and Public Policy: Bridging the Gap*, Paris; OECD and European Commission (2004) *Career Guidance: A Handbook for Policy Makers*, Paris.

<sup>2</sup> OECD (2002) "Rethinking human capital", *Education Policy Analysis*, Paris.

Guidance Policy Network, consisting of 29 member countries, to support national lifelong guidance policy development.<sup>3</sup>

### **Both individual needs and national productivity benefit from career development**

The benefits of a lifelong career path (through school; from school to further education, training and employment; throughout a working life) for individuals with timely, quality career development support, have long been understood. Those benefits include: increased confidence; better informed decisions; smoother transitions to employment or further education; and, higher job satisfaction. In the last decade governments have begun to accept not only that career development support and services benefit individuals, but also that they can make substantive contributions to many key public policy objectives: in education, in the labour market, to promote equity and productivity.

For example:

- **Raising educational attainment and skill levels:** Career development skills can help to reduce the number of early school leavers by giving young people a clearer idea of the goals that they are working toward, thus increasing their motivation to stay at school. In post compulsory school and further education, students who are studying something that they are not interested in and who do not know where it will lead may disengage. Young people who understand themselves, who have a good understanding of education and work opportunities, who focus upon their future education and work, and who are able to plan and to make decisions, achieve better outcomes than young people who show the reverse characteristics.<sup>4</sup> This also applies to mature age workers.
- **Successful Career Transitions:** Career development is a lifelong pathway and early engagement in school is the first step in this journey, reinforced throughout schooling, and leading to positive transitions from school to further study, training or work. During education a particular approach is required for disadvantaged students including those: with a disability; from low socio economic backgrounds; Indigenous; in rural and remote locations; from non-English speaking backgrounds; and those at risk of leaving school early. The most successful early intervention services for those at risk of leaving school early include individual mentoring, support and career advice to help young people re-engage with learning and complete upper secondary education.<sup>5</sup> Career development skills can assist individuals at other key transition points in their lives, resulting in successful change.
- **Raising labour force participation:** Raising national productivity levels through increased labour force participation rates (e.g. via school based apprenticeships and increased engagement by industry) will require increased transition to employment by young people after they leave education, more rapid re-insertion into work by the long term unemployed, and increased engagement in employment by groups such as welfare recipients and those who are undergoing occupational rehabilitation, e.g., those recovering from illness or accident and focussed on re-entering the workforce. Career development skills have been

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<sup>3</sup> Council of the European Union (2008) Council Resolution on better integrating lifelong guidance into lifelong learning strategies, [http://www.consilium.europa.eu/uedocs/cms\\_Data/docs/pressdata/en/educ/104236.pdf](http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/104236.pdf) and <http://ktl.jyu.fi/ktl/elgpn>.

<sup>4</sup> Career Industry Council of Australia (CICA) (2007) *The Public Benefits of Career Development Services: A Position Paper*, <http://www.cica.org.au/>.

<sup>5</sup> OECD (2000) *From Initial Education to Working Life: Making the Transition Work*, Paris.

shown to make a significant contribution to successful school-to-work transitions, to successful active labour market programs and to successful welfare-to-work programmes.<sup>6</sup>

- **Labour market flexibility and labour mobility:** Career development services help people to match their skills, interests and qualifications on the one hand and available job opportunities on the other. Career development services can help to improve the allocation of labour across regions, industries and occupations when labour supply and demand fluctuate as the result of technological and structural change. In these ways they can make a contribution to labour market flexibility and arguably to labour mobility. It is important that partnerships exist between government, industry and the labour market to identify the required skills needed and the available job opportunities, and to convey this information to individuals to support appropriate career decisions.
- **Addressing disadvantage:** The most disadvantaged members of the community are the most likely to suffer from information and skill deficits that act as barriers to full participation in education, training and work. Helping all individuals to understand their talents, potential and interests, as well as to understand how to relate these to available education and jobs, can make a significant contribution to every individual as well as to achieving national social inclusion and equity goals. Career development support that involves intensive information, advice, community role models and mentoring can be particularly valuable in contributing to equity goals through helping to raise aspirations and motivation.<sup>7</sup>
- **Responding to the challenges of an ageing population:** With an ageing population and pressures to increase labour force participation, sharp and early transitions from working life to retirement need to be complemented by much more flexible mixes of full and part-time work, voluntary work and non-voluntary work over more extended periods. This can often entail complex decisions in which lifestyle, job satisfaction and financial security need to be balanced. Career development support has a role to play in helping people, including employers, to make such decisions and manage the transition to retirement.<sup>8</sup> In addition, the ageing population will lead to increased skill shortages, placing a greater emphasis on the need for career development support for the remaining workforce.

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<sup>6</sup> Martin, J. (1998) "What works among active labour market policies: Evidence from OECD countries' experiences", *Labour Market and Social Policy Occasional Papers*, No. 35, OECD, Paris.

<sup>7</sup> Breunig, R., Cobb-Clark, D. Dunlop, Y. And Terrill, M. (2003) "Assisting the long-term unemployed: Results from a randomised trial", *The Economic Record*, 79, pp. 84-102.

<sup>8</sup> CICA (2007) op. cit.

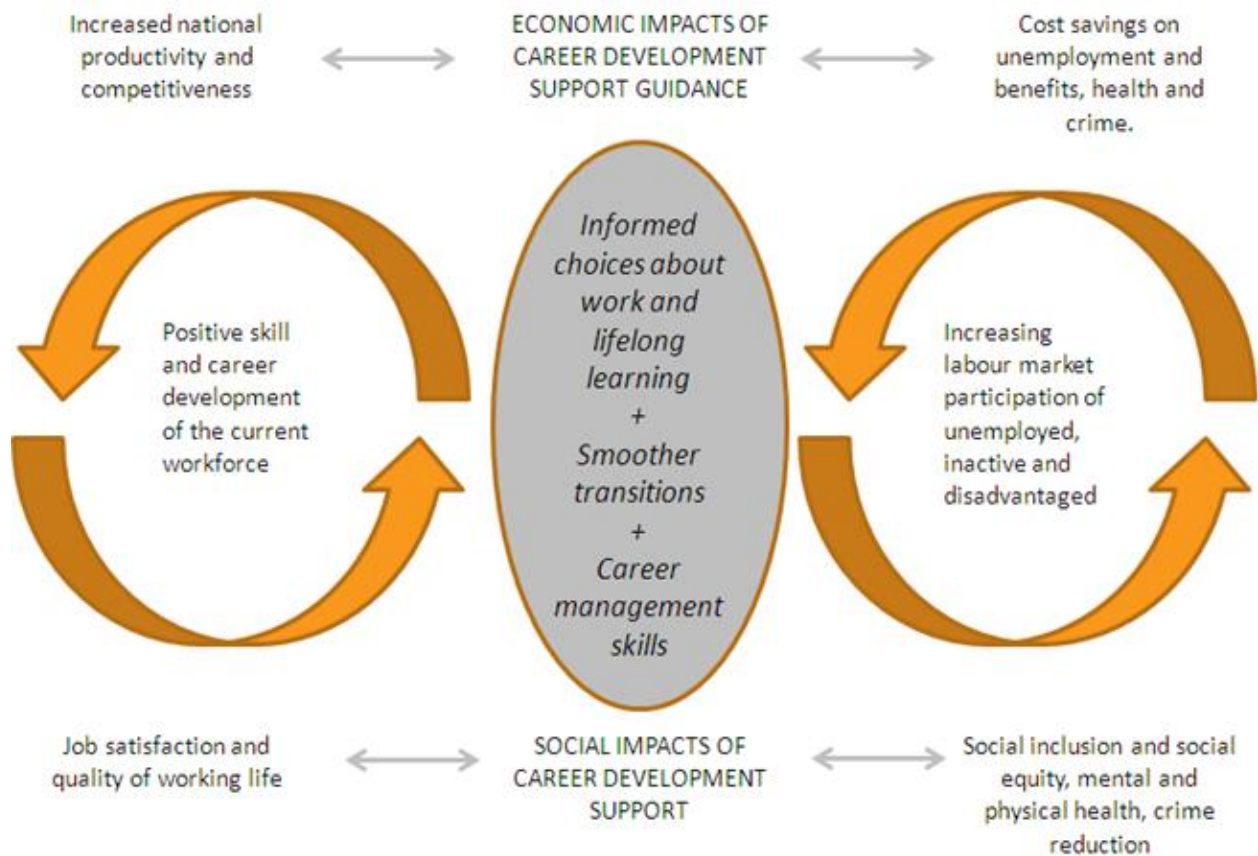


Figure 1: illustrates how individual needs and public policy goals are both served by the attainment of career development skills.<sup>9</sup>

<sup>9</sup> Hirsch, W (2006) cited in *Career development at work – a review of career guidance to support people in employment*. CEDEFOP European Centre for the Development of Vocational Training (2008). Spelling error amended by the Department of Education, Employment and Workplace Relations on 26 March 2012.

### **What is career development?**

Career development is the term that best describes the complex process of managing life, learning and work over the lifespan.

Career development helps people throughout their lives to plan and to make decisions about education, training, and career choices, and provides the right skills to do this. Support for career development (through education providers, governments, employers, career industry) includes collection, organisation and provision of information needed to make these decisions; advice and guidance about education, training and work at key points in people's lives.

What we generally refer to as career development services used to be referred to as career guidance. This was mostly provided to young people, and normally only at the point of leaving school. These days, career development support takes a much broader approach:

Career development support is provided to people whose life circumstances differ widely. They include: primary and high school students; tertiary students; employees of private and public enterprises; job seekers and income support recipients; people having difficulty breaking into the labour market or changing careers such as ex-prisoners, single parents and people with disabilities; and older Australians who want to make a gradual transition to retirement.

Career development support is provided in many different ways, with the aim of supporting individuals to gain career development skills and also to provide point in time career interventions or activities for specific purposes, e.g., included as lessons as part of the standard school curriculum; games and simulations in classrooms, in small groups; on-line services; publications, handbooks, leaflets and databases on jobs and education opportunities; self assessment tools such as interest inventories; periods of vocational learning experiences including work experience and community based projects undertaken individually or in groups; one-to-one advice and assistance; mentoring services provided by employers, alumni and community members; and career planning programmes for employees of private and public enterprises.

Career development support is provided by a very wide variety of groups, e.g., schools, vocational education and training institutions, universities, parents, peers, community groups, employment service providers; private career development consultants, recruitment firms and private enterprises.

Career development services are provided by a wide variety of people. Some are full time career development practitioners. Others are teachers; employment service staff; admissions and information officers in universities and vocational education and training institutions; employers and their staff; and community members. They work in the public and private sectors and the broader community. Some have extensive training and formal qualifications. Others do not, but have learned much of what they do through experience, short courses and the like.

### **Why does Australia need a National Career Development Strategy?**

At present career development education, information, advice, support and services are provided across a multitude of organisations and individuals, through various avenues, with differences in content and quality. A national career development strategy, which promotes the development of

career management skills, the provision of high quality career education, information and services that meet recognised quality standards, and equitable access could benefit all Australians.

Such a strategy could bring together all key stakeholders and promote high-quality career development education, information, advice, support and services that will bring Australia into line with recent international developments. This would lead to a future where all Australians at any stage of their life have the skills to manage their careers, enabling them to engage more effectively in the workforce, contributing to increased national productivity as well as their own well-being.

### Substantial progress has been made

In the last decade Australia has made substantial progress in extending and improving elements of a career development system. At a national level the Australian Government has focused on three major policy priorities:

- *professionalisation of the career industry*: activities to professionalise the career industry include funding the:
  - development of a *Certificate IV in Career Development*
  - establishment of the Career Industry Council of Australia
  - development of the Professional Standards for Australian Career Development Practitioners
  - annual scholarships to enable teachers and career practitioners to gain career development qualifications
- development of *frameworks* to guide effort:
  - the Australian Blueprint for Career Development provides teachers, parents, career practitioners, employment service providers, employers or others who are in a position to support people's careers and transitions with a nationally consistent framework
  - the Career and Transition Services Framework, developed in 2003 with state and territory governments, presents a range of options to support young people in making effective transitions through school and between school and post school destinations
- access to national *career information*:
  - *myfuture.edu.au* (with state and territory governments)
  - Job Guide and Australian Jobs publications
  - Job Outlook and Skills Info websites.

At the state and territory level progress has also occurred in a number of ways, for example:

- Many states and territories are making pathway planning compulsory including the Northern Territory, Victoria, Queensland and South Australian public schools.
- In New South Wales, the School-to-Work Program in government schools supports students to develop their skills, understandings and capacities to self manage their transition through and from school to further education, training and employment.
- Victoria has developed a Careers Curriculum Framework based on the Australian Blueprint for Career Development, to support teachers, trainees and practitioners in preparing young people to make successful first transitions from school to further education, training or employment, in addition to the Regional Career Development Officers and Local Learning and Employment Networks programs.
- In Queensland, "My Future My Plan" translates the work in schools from Year 5 to Year 12 to the four phases of career development from the Australian Blueprint for Career Development.



In Queensland there are a number of Indigenous specific programs targeting employment and training, e.g., Positive Dreaming, Solid Futures; Dare to Dream.

- South Australia has included career development as part of the curriculum and it is assessed as part of the South Australian Curriculum Standards and Accountability Framework, South Australian Certificate of Education and national training packages. Programs in South Australia include the Industry Pathways Program, Mentoring and Youth Development Program and Trade Schools for the Future. Seventeen career development services have been established across the state through the South Australia Works initiative, and the appointment of a number of career development practitioners as well as the Skills for All website.
- Western Australia has embraced new technology by establishing a career website. The website includes specific information for Western Australians and links to Australian Government resources, interactive career tools to assist all to manage their careers and social media. Western Australia has established 14 workforce development centres and five Aboriginal Workforce Development Centres.
- In Tasmania schools and Guaranteeing Futures initiatives support students with pathway planning and with access to a range of career development support staff and activities. A requirement of the Tasmanian Certificate of Education is for students to have a Pathway Plan that is developed and reviewed to support their education and training.
- The Australian Capital Territory is strengthening career education in schools and colleges through its Excellence and Enterprise Framework. The ACT has implemented a cross sectoral pathways planning initiative for all young people under the age of 17 which is aligned with the Australian Blueprint for Career Development. A website for the ACT Career and Transition Framework is under development, which will be a resource for all stakeholders.
- Northern Territory initiatives include “Try a Trade” events for Year 9 students; Work ready programs to increase School Based Apprenticeships; VET in Schools and VET in the Middle. Senior school students must pass with a confirmed ‘C’ standard the Personal Learning Plan subject as a completion requirement for their Northern Territory Certificate of Education & Training; eight Indigenous teacher and teacher assistants are training to provide career development services in remote Arnhem schools. Career Expos are run throughout the Northern Territory offering pathway and further education options to students and the wider community.

Further information on these initiatives can be found on state and territory government websites.

## Major challenges remain

Although progress has been substantial, research commissioned by the Australian Government to inform the development of a national career development strategy noted a number of gaps in career development.<sup>10</sup> These major challenges need to be addressed if the vision of career development contributing to national economic and social goals, as well as to individual productivity and success, is to be realised.

- Gaps in *access to services* remain, particularly for groups such as the unemployed (both adults and youth), early school leavers, those on the margins of the labour market, and older Australians.<sup>11</sup> Within our schools, comprehensive career education programs that develop

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<sup>10</sup> Research reports at [www.deewr.gov.au/schooling/careersandtransitions/careerdevelopment/Pages/default.aspx](http://www.deewr.gov.au/schooling/careersandtransitions/careerdevelopment/Pages/default.aspx).

<sup>11</sup> OECD (2002) Career Guidance Policy Review: Country Note Australia, Paris.



career self management skills often remain an aspiration and many services appear to remain concentrated upon individual assistance for those about to leave school.<sup>12</sup>

- Services are provided by a diverse range of public and private organisations, and by practitioners with a wide range of skills and qualifications. Although the evidence is not as good as it might be, there appears to be a private Australian market for career development services and for career information products that is larger than in many other OECD countries.<sup>13</sup> All of this argues for the importance of clear *standards and quality assurance* processes, both for services and for practitioners' skills, training and qualifications, to underpin the public's confidence in available services.
- National processes for *leadership and priority setting* that involve governments, those who receive career development support, practitioners and other key stakeholders are unclear. In Europe, national forums that bring stakeholders together are a precondition for participation in the European Lifelong Guidance Policy Network. The Communiqué of the Sixth International Symposium on Career Development and Public Policy, held in Budapest in December 2011, recommends that where countries have not yet established a career development policy forum they consider what structure would best suit their needs, and how they can draw from the experiences of other countries.
- The *knowledge base* needed to inform policy development remains inadequate. Many different types of services are available, but we know little about the types of services that best meet needs, what those needs are, who accesses them and who does not, what they cost, and what their benefits are.

### **Observations from the Communiqué of 2011 International Symposium on Career Development and Public Policy**

Career development policies and provision tend to be located within sectors (schools, vocational education and training, higher education, adult education, and employment) but careers involve the construction of pathways across these sectors, on a lifelong basis. Services to support them need to be as seamless as possible. It is accordingly important to develop lifelong strategies based on communication, collaboration and co-ordination across sectors.

Career development policy forums or other policy co-operation/co-ordination mechanisms can be established to develop such strategies. These may include the relevant ministries, the social partners (employers and trade unions), associations of career professionals and other stakeholders. Many countries, in Europe in particular, have now developed structures of these kinds.

### **Recommendation to countries**

"Countries that have not yet established a career development policy forum or other policy cooperation/co-ordination mechanism to consider what structure would best suit their needs, and how they can draw from the experiences of other countries in this respect."<sup>14</sup>

<sup>12</sup> See research reports prepared for this Green paper

[www.deewr.gov.au/schooling/careersandtransitions/careerdevelopment/Pages/default.aspx](http://www.deewr.gov.au/schooling/careersandtransitions/careerdevelopment/Pages/default.aspx); Sweet, R. et al. (2010) *Making Career Development Core Business*, Victorian Departments of Education and Early Childhood Development and Department of Business and Innovation, Melbourne.

<sup>13</sup> OECD (2002) *Career Guidance Policy Review: National Questionnaire Australia*, Paris.

<sup>14</sup> Communiqué, 6<sup>th</sup> International Symposium on Career Development and Public Policy. Budapest, December 2011.

## **A National Career Development Strategy**

A national strategy, to help steer Australia's career development system toward a model that will better address both individual needs and public policy goals, could be the next step. A strategy alone will not address all of the challenges that we know exist but it could help to set a course for the future. It could focus on lifelong learning across all ages to provide the coherence needed to ensure individuals can develop career development skills, or access support, at any time when they need it most. This would not preclude a focus on key cohorts, e.g. young people and mature aged workers.

Initial priorities for a strategy would need to be determined and will be informed by this consultation process and previous research undertaken by government. The kinds of initiatives that could be advanced through a strategy may include articulating the roles and responsibilities of key stakeholders; developing a national leadership body that can bring together the key players and develop oversight and prioritise outcomes for the industry; supporting individuals to improve their career development skills; and improving the knowledge base through a research agenda. These suggestions are expanded below.

### **Articulating the roles and responsibilities of key stakeholders**

Career development is provided in many ways by many people: across all levels of government, in many different portfolios, in the public and private sectors, and the broader community. The roles and responsibilities of the various stakeholders and contributors could be defined in a way that reflects what each is best placed to do and provide clarity for users.

A first step might be for the Australian Government to set out what it sees to be its role, particularly given its national responsibilities for economic management and the labour market, and the key role that human capital plays in contributing to both. The Australian Government's role could focus on providing national leadership; developing and disseminating national career information; providing services for those at risk in the labour market and in the transition from education and training to working life and strengthening Australia's international connections in career development and public policy.

Responsibility for the provision of publicly-provided career development services would remain with state and territory governments. These include the areas of school education and vocational education and training, and career development in other state and territory portfolios that provide career development services such as juvenile justice and community welfare.

Similarly, responsibility for service provision, priority setting and co-ordination of services within tertiary education, non-government schooling and the broader community (falling within current state and territory responsibilities) would rest with those institutions.

Logically, business and industry would remain responsible for the career development of their employees and contribute, as a key stakeholder, to career information for those wishing to join their industries. Industry has an important role in supporting apprenticeships and traineeships, the ageing workforce and skill shortages and could be encouraged to expand this role and embrace the lifelong learning of employees through career development. There may be a role for governments to provide opportunities for industry to engage more fully in career development and lifelong learning processes.

Career development services are provided by a wide diversity of organisations and individuals, both in the public and private sectors. Service delivery that best meets client needs should be guided by professional standards and quality assurance processes. This would lead to the establishment of

high quality career development services, fostering partnerships between key stakeholders in promoting both vision and standards. The career development industry should contribute to policy development and to the career development evidence base, as well as ensuring its members continue to meet improved national quality standards and continue to develop quality resources.

Some of the more important developments in the link between career development and public policy in recent years have occurred at the international level through bodies such as the OECD, the European Commission, the International Centre for Career Development and Public Policy, and the European Lifelong Guidance Policy Network. Ensuring that Australia monitors and is linked into these developments could be an important aspect of the Strategy.

Australia currently sits on the Board of the International Centre for Career Development and Public Policy and participates in the Centre's bi-annual conference.

### **A national leadership body for career development**

A national leadership body could be established to increase understanding of the value of career development to individuals, society and the economy. It could promote a vision for career development; facilitate greater involvement of key stakeholders, reinforce national standards and quality practices, undertake appropriate research and inform government policy.

The leadership body could consist of representatives from key stakeholder groups and could develop advice on projects, which might include:

<b>Involving industry more actively in career development</b>	<p>Australian industry needs a highly skilled workforce that is able to adapt and innovate in a rapidly changing economy while both increasing Australia's productivity and responding to a shrinking workforce and ongoing skills shortages.</p> <p>It is also recognised that the ongoing employability of individuals is dependent on their set of relevant personal attributes and skills that will prepare them for both employment and further learning.</p> <p>Career information and industry expectations need to be clearly articulated for all Australians. Closer alignment with industry will ensure that career information and advice is up to date and relevant.</p>
<b>Building career development skills in individuals</b>	<p>Career development skills, including the life skills and general competencies that are important for managing a career, are needed throughout life. A better understanding of the personal attributes and skills that will prepare people for employment and further learning, and of how these can be developed, can help to ensure that career development support and assistance are provided appropriately at different stages of people's lives. This approach may lead to linking career development skills with the curriculum through general capabilities and potentially lead to a less ad hoc approach to the development of these skills.</p>
<b>Improving the quality of advice and professionalism of the industry</b>	<p>The quality of career advice in Australia can be variable and patchy, and that while tools like the Australian Blueprint for Career Development and the Professional Standards for Career Practitioners exist, it is not clear how widely they are utilised.</p>

	<p>Parents expect career practitioners to be appropriately qualified so that users can be confident that the information, advice and services they receive is of the highest quality. The establishment of benchmarks and the continuous improvement of standards for delivery of services, regardless of setting, and the regulation of strong national professional standards would provide this assurance. This approach could include a national pre-service and in-service teacher training program that includes career development.</p> <p>This work could be progressed in collaboration with other countries who are addressing similar issues.</p>
<b>Improving access to relevant work experience and vocational learning experiences</b>	<p>Research shows that young people want more exposure to the world of work through work experience to develop their skills and employability and make decisions on their career paths. The research also showed young people and their parents value such experiences over and above many other career development activities.</p> <p>Parents also noted that 'young people have the preference to speak to someone who has done the type of work they are interested in'.</p> <p>Targeted support needs to be provided for all young people including those at school, those not in school and those already in the workforce.</p>

## Supporting individuals to gain career development skills

Supporting individuals throughout their lives to make education, training and work choices, is a key to individuals' success and a key element in the growth of the national economy. Providing individuals with the right skills at the right time empowers them to manage their careers successfully.

With a changing labour market, career development advice and support needs to be flexible and based upon current knowledge of the labour market. Accordingly, a strategy could seek to provide effective and equitable access to career advice and support, including career information, ensuring that individuals are given opportunities to develop skills, knowledge and competencies necessary to successfully manage their careers. Integral to this approach is a focus on supporting those that provide informal career advice and support, e.g. parents, with the appropriate tools to undertake this role. A lifelong approach is preferable to ad hoc interventions and a coordinated approach should reduce duplication of effort of the disconnections that can occur. It may be possible that a career plan developed in school continues to be useful, and is updated in late education, training or employment settings.

## Career information

The Australian Government believes that, central to this objective is the redevelopment of the *myfuture.edu.au* website, Australia's national career information service. The website could be redesigned with a more citizen-centric approach to improve ease of use and functionality, with further enhancements to consider its usability and the technological abilities of different age cohorts.

- Information could be tailored to support parents to provide career advice as the key influencers of their children.
- Through stronger connections with industry young people could have more of the information they want, presented in the format they want. Additionally, the same career information provided would be presented in a form relevant to workforce development needs, supporting individuals to make informed decisions about their careers.
- Through social technology networks young people may be able talk to someone working in the industry they are interested in.
- Through integration with the *My Skills* website more comprehensive information about course and training options could be made available in one place.

For career interventions to be as effective as possible, they need to occur at the most appropriate time and in the most appropriate way, matching the decision making ability of an individual.<sup>15</sup> Obviously, decision making and career planning needs to be tailored for various student age groups, including for early school leavers, and these skills can readily be fostered within the existing curriculum. Access to support should be available in a consistent way across the country, regardless of the location or age of an individual.

#### **Victoria has embedded career development into their Curriculum**

Victoria has created a Careers Curriculum Framework with career education embedded in the curriculum. The Framework provides a scaffold for a career education program for all young people from Year 7 to Year 12 and for young learners in the Adult and Community Education and Technical And Further Education sectors. The Framework is based on the eleven competencies identified in the Australian Blueprint for Career Development and links to the existing dimensions of learning in the Victorian Essential Learning Standards Strands and Domains.

### **Career development assistance in the labour market, including for those at risk**

Support services available to jobseekers could be enhanced, to provide easier access for individuals to increase career development skills, and to improve career development information and advice. Some examples of current actions are provided below. Stronger links to these programs could be investigated.

**Job Services Australia:** Job Services Australia (JSA) provides assistance for all job seekers nationally including those who have recently lost their job and those seeking to re-enter the workforce after a period of absence. JSA providers work with job seekers to develop an employment pathway plan, tailored to their needs, including the training, work experience and other assistance required to enable a job seeker to find a job.

**Disability Employment Services:** Disability Employment Services currently provide job seekers with a disability access to career development services that are tailored, flexible and responsive to both their needs and those of employers. All eligible job seekers with a disability have access to capacity

<sup>15</sup> Westwell, 2011, National Career Development Strategy Research Project, Cognitive neuroscience: implications for career development strategies and interventions.

building, training, work experience and other interventions to help participants obtain and maintain suitable employment.

**Australian Apprenticeships Advisers Program:** To ensure that people interested in Australian Apprenticeships are better informed the Australian Government is establishing the Australian Apprenticeships Advisers Program. It will support around 140 Australian Apprenticeships Advisers who will provide occupation/industry specific information to potential Australian Apprenticeship candidates, to assist them in choosing the right Australian Apprenticeship for them.

**Indigenous Youth Careers Pathways Program:** Indigenous youth will continue to be supported to develop career pathways through the Indigenous Youth Careers Pathways Program that provides mentoring and case management to support Indigenous youth in transition from school to further education, training and employment, specifically supporting 6400 school based traineeships.

**Experience+:** To assist mature age people to stay in the workforce, the Experience+ initiative is a suite of programs that provides information and support to mature age Australians. One component of Experience+ is access to professional career advice for people aged 45 years and over, delivered through a telephone and email based service.

**Career Advice for Parents** commenced 1 January 2012 as part of the *Building Australia's Future Workforce* package. Eligible parents are those impacted by changes to the eligibility requirements for Parenting Payment and registered with an Employment Service Provider. The *Career Advice for Parents* initiative provides access to free professional career advice to help them re-enter the workforce. The Career Advice service assists parents to identify transferrable skills, explore career options and develop a plan of action to help them achieve their employment goals.

### **A national policy-focused career development research agenda**

A national career development research agenda could be developed to improve the evidence base to inform career development policy. This could be undertaken in conjunction with key stakeholders including the recipients/beneficiaries of career development support and skills, career practitioners and researchers to develop this research agenda.

It would be important to see this as a national research agenda with agreed priorities, established after receiving appropriate advice from relevant stakeholders, rather than as a set of unrelated individual projects. The models used for research conducted under the Longitudinal Surveys of Australian Youth, and national vocational training and education research are possible models. If it is established, a national leadership body could advise on priorities for the research.

## **Making a submission**

The Australian Government is seeking your views on this Green Paper and encourages general comments and feedback that stakeholders may have in relation to the development of the National Career Development Strategy.

The Green Paper is available from:

- [the National Partnership on Youth Attainment and Transitions page](http://www.deewr.gov.au/Youth/YouthAttainmentandTransitions/Pages/NationalPartnership.aspx)  
[www.deewr.gov.au/Youth/YouthAttainmentandTransitions/Pages/NationalPartnership.aspx](http://www.deewr.gov.au/Youth/YouthAttainmentandTransitions/Pages/NationalPartnership.aspx), and;
- [the Career Development page](http://www.deewr.gov.au/schooling/careersandtransitions/careerdevelopment/Pages/default.aspx)  
[www.deewr.gov.au/schooling/careersandtransitions/careerdevelopment/Pages/default.aspx](http://www.deewr.gov.au/schooling/careersandtransitions/careerdevelopment/Pages/default.aspx).



Receipt of your submission will be acknowledged.

You are encouraged to use the 'Questions for Consideration' below to guide your responses.

The closing date for submissions is 6:00 pm on Wednesday 1 August 2012.

### Questions for Consideration

**Do you have any comments on what you see as the key priorities and proposed direction for the National Career Development Strategy?** (Please refer to page 9)

**Do you have any comments on the possible direction for the Australian Government?** (Please refer to pages 9-10)

**Do you have any comments on the ongoing and future role for the state and territory governments?** (Please refer to pages 9-10)

**Do you have any suggestions for enhancing the role for industry?** (Please refer to pages 9-10)

**Do you have any comments on the formation or proposed direction for a national leadership body?** (Please refer to page 10-11)

**Do you have any additional comments or suggestions?**

(Please note: Where possible, if you are suggesting other ideas or priorities please include references that provide evidence to support your suggestions)

### Additional Information

In developing this Green Paper the Australian Government commissioned a number of research projects and consulted with key career development policy stakeholders in Australia. Over 5,500 people were consulted including representatives from every state and territory government. Target groups included young people (within and outside the education sector), parents, teachers, career practitioners and employers.

Reports from the research projects carried out for the Green paper are available at [the Career Development page](#):

[www.deewr.gov.au/schooling/careersandtransitions/careerdevelopment/Pages/default.aspx](http://www.deewr.gov.au/schooling/careersandtransitions/careerdevelopment/Pages/default.aspx)

Further information on resources referred to in the Green Paper is available at:

- Australian Apprenticeships Advisers Program:  
[www.australianapprenticeships.gov.au/MentoringPackage/AdvisersProgram.asp](http://www.australianapprenticeships.gov.au/MentoringPackage/AdvisersProgram.asp)
- Australian Blueprint for Career Development: [www.blueprint.edu.au/](http://www.blueprint.edu.au/)
- Australian Job Search: <http://jobsearch.gov.au/>
- Career Advice for Parents:  
[www.deewr.gov.au/Employment/Programs/CareerAdviceforParents/](http://www.deewr.gov.au/Employment/Programs/CareerAdviceforParents/)
- Career and Transition Services Framework:  
[www.mceecdya.edu.au/verve/\\_resources/c\\_t\\_services.pdf](http://www.mceecdya.edu.au/verve/_resources/c_t_services.pdf)



- Certificate IV in Career Development: [www.career.edu.au/](http://www.career.edu.au/)
- Disability Employment Services: [www.deewr.gov.au/Employment/Programs/DES/](http://www.deewr.gov.au/Employment/Programs/DES/)
- Experience +: [www.deewr.gov.au/Employment/Programs/ExpPlus/](http://www.deewr.gov.au/Employment/Programs/ExpPlus/)
- Indigenous Youth Careers Pathways Program:  
[www.deewr.gov.au/indigenous/pages/iycpp.aspx](http://www.deewr.gov.au/indigenous/pages/iycpp.aspx)
- Job Services Australia: [www.deewr.gov.au/employment/jsa/](http://www.deewr.gov.au/employment/jsa/)
- Myfuture: [www.myfuture.edu.au/](http://www.myfuture.edu.au/)
- Professional Standards for Career Practitioners: [www.cica.org.au/practitioners/standards](http://www.cica.org.au/practitioners/standards)

Further information on state and territory programs, developments and initiatives can be found on the following state and territory websites:

- NSW Department of Education and Training: [www.det.nsw.edu.au](http://www.det.nsw.edu.au)
- Victorian Department of Education and Early Childhood: [www.education.vic.gov.au](http://www.education.vic.gov.au)
- Queensland Department of Education and Training: [www.deta.qld.gov.au](http://www.deta.qld.gov.au)
- South Australian Department for Education and Child Development: [www.decd.sa.gov.au](http://www.decd.sa.gov.au)
- South Australian Department of Further Education, Employment, Science and Technology:  
[www.dfeest.sa.gov.au](http://www.dfeest.sa.gov.au)
- Western Australian Department of Education: [www.det.wa.edu.au](http://www.det.wa.edu.au)
- Tasmanian Department of Education: [www.education.tas.gov.au](http://www.education.tas.gov.au)
- Northern Territory Department of Education and Training: [www.det.nt.gov.au](http://www.det.nt.gov.au)
- ACT Education and Training Directorate: [www.det.act.gov.au](http://www.det.act.gov.au)

Further information on international approaches to career development and public policy is available from:

- European Lifelong Guidance Policy Network: <http://ktl.jyu.fi/ktl/elgpn>
- International Centre for Career Development and Public Policy: [www.iccdpp.org](http://www.iccdpp.org)
- International Labour Organisation career guidance resource handbook:  
[www.ilo.org/youthmakingithappen/PDF/career\\_guidance.pdf](http://www.ilo.org/youthmakingithappen/PDF/career_guidance.pdf)
- OECD career guidance policy review:  
[www.oecd.org/document/20/0,3746,en\\_2649\\_37455\\_32474452\\_1\\_1\\_1\\_37455,00.html](http://www.oecd.org/document/20/0,3746,en_2649_37455_32474452_1_1_1_37455,00.html)

## International definitions of career development<sup>16</sup>

- **Career Information** – the co-ordinated provision of print, electronic and contact resources to enable users to develop a better understanding of occupations, employment types, sectors and employing/learning organisations; current and future employment, training and educational opportunities.
- **Career Advice** – is a process, delivered individually or in groups, often using printed or electronic resources, which helps individuals to access and interpret specific information. It involves professional opinion, feedback and suggestions for action in relation to the communication, development and self presentation of an individual's career management.
- **Career Guidance** – is a process, delivered individually or in groups (sometimes with reference to printed or electronic resources) which helps individuals to gain a clearer understanding of their career development needs and potential, an appreciation of the process of career planning, decision making and to clarify and attain their career objectives through the successful understanding and application of their career management skills. Career guidance makes use of theories of career development, occupational choice, psychological and economic analyses and puts into practice a variety of frameworks for effective guidance delivery. This includes the use of techniques and tools which focus on personal challenge and growth. Career guidance practitioners are professionally qualified.

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<sup>16</sup> Scottish Government, 2011, Career Information, Advice and Guidance in Scotland, A framework for service redesign and improvement.