



Australian Government
**Department of Education,
Skills and Employment**
National Careers Institute

**National Careers Institute
Consultations and Co-design**

Background Paper

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Part 1: Context

Establishing the National Careers Institute

The National Careers Institute (the Institute) was established on 1 July 2019, initially within the Department of Employment, Skills, Small and Family Business. On 1 February 2020, it transferred to the Department of Education, Skills and Employment through machinery of government changes.

The Institute was announced as part of the 2019-20 Federal Budget, *'Delivering Skills for Today and Tomorrow'* Skills Package which lays the foundation for the Australian Government's commitment to strengthening and modernising the skills and careers sectors.

Immediate priorities

The Institute has been established to simplify and strengthen Australia's career development system so Australians can get the career support they need.

The Government has defined immediate priorities for the Institute's work in 2019–20, including:

- Undertaking **research**, including around international best practice, **and stakeholder engagement** to map the careers development system and identify the needs, priorities and experiences of those who support, administer and deliver career information across Australia, and the people who benefit from it to understand its role and functions. In mapping the current system, the Institute will look for opportunities to consolidate and aggregate careers programs, products and services, especially at the Commonwealth level.
- Supporting the appointment of a **National Careers Ambassador** to promote the work of the Institute and report to the Government on its progress 12 months after its establishment.
- Scoping opportunities to **build data capability and linking government data** to underpin the provision of useful, impartial and reliable careers advice, information and guidance that can be personalised to the needs of individual users. The Institute's data capture will encompass the whole of the labour market and relevant career pathways to serve the needs of all users who would benefit from effective career information, advice and guidance. This will include exploring options that could include **making data available to other providers** in the career development system to drive useful, unique careers information.
- Designing and delivering a **digital platform**. The digital platform will be underpinned by the data outlined above and user research, which will assist people to find accurate and authoritative careers information and advice on learning, training and work pathways. This platform will provide people with simpler navigation to address the inconsistency of government information provided across the careers marketplace.
- Establishing a **grants program** in 2020 to support innovative education and training pathways aligned to employer needs. Funding will support projects that improve careers information and address service gaps by enhancing partnerships between industry, employers, schools and tertiary providers.

Rationale for Action

Establishment of the Institute was recommended in an independent review of Australia's Vocational Education and Training (VET) sector to examine ways to deliver skilled workers for a stronger economy. In addition, the review was also seeking to understand how the sector could improve the provision of information for people to make more informed careers decisions.

The review process was led by the Hon Steven Joyce and its final report, *Strengthening Skills: Expert Review of Australia's Vocational Education and Training System* (the Review), was delivered to the Government in April 2019.

The Review identified a need for Australia to:

- improve the quality of career education being provided to school students and leavers, their influencers, and job seekers of all ages
- resolve the fragmentation and complexity of the careers sector.

To address these issues, the Review proposed establishing a National Careers Institute to '*provide a single, authoritative government source of careers information*'.ⁱ The Review went on to say that the Institute should be '*stakeholder focused and consumer oriented to the exclusion of other considerations*'.

Key issues for the Institute to address are:

- reducing the mismatch between students' education choices and their desired career choice
- increasing the use of direct pathways into a desired occupation
- consolidating existing Commonwealth data, and improving linkages between administrative data sets
- providing accurate information on incomes flowing from different qualifications, using actual income data
- producing an improved suite of communication products about careers, the labour market, and education and training in Australia.ⁱⁱ

Based on the findings of the Review, the following leadership themes for action have been identified:

1. defining an optimal system framework derived from evidence and contemporary practice
2. aggregating existing data, information and resources to deliver an evidence-based, coordinated careers system and more informed decision making
3. promoting pathways that enable people to enter the workforce more directly and align with industry needs
4. addressing current career pathway and service gaps through innovative approaches
5. measuring users' experiences within the careers system and aligning individual outcomes with labour market needs.

A History of National Career Policy

Improving the effectiveness and efficiency of the career development system has long been of interest to policy makers, practitioners, governments and business.

The Government has led a variety of career initiatives since 1998 and to date has been largely education-centric, seeking to foster the acquisition of career development skills through the schooling system, and to inform post-school pathways to further education or work. However, a recurring theme in their implementation has been the lack of adoption across state and territory government education systems.ⁱⁱⁱ

The establishment of the Institute offers an important opportunity to broaden the scope of career policy beyond education, re-set engagement with state and territory governments and deliver a more coordinated 'whole of system' approach to career development.

A list of some key national initiatives is included below.

Selected National Initiatives

- 1998:** The Ministerial Council for Employment, Education, Training and Youth Affairs (MCEETYA) formed the National Careers Taskforce. The Taskforce endorsed a set of *Principles for Career Education and Advisory Services*, noting the key role of career education in helping people to become lifelong learners, to move between work and learning and to adapt to changing situations.^{iv}
- 2000:** The MCEETYA National Careers Taskforce took carriage of the landmark Youth Pathways Action Plan (Prime Ministers Youth Task Force (2001).
- 2000:** The Government provided funding to establish the Career Industry Council of Australia (CICA).
- 2002:** The Government contracted Education Services Australia to host, maintain and develop the MyFuture website, which attracted more than 2 million individual users each month and for the first time offered regional young people the same resources as urban youth.
- 2003:** Following a visit to Australia in 2002, the OECD released a foundation document: *New Ways Forward in Education*, which argued for the importance of careers guidance for public policy, and the ways in which OECD countries are responding to the challenges surrounding it.^v
- 2003:** The Australian Blueprint for Career Development (the Blueprint) was approved by the MCEETYA as a framework for creating effective career and transition programs and products for both young people and adults.
- 2006:** Coming out of the OECD's 2003 release of *New Ways Forward in Education*, the Government funded CICA to develop the Professional Standards for Australian Career Development Practitioners and Guiding Principles for Career Development Services and Information Products. These standards created a framework to ensure career development services and products in Australia are of a consistent standard and are being continuously improved.
- 2010:** Following the trial of the Blueprint in 25 sites throughout Australia from 2005-2008, the Government rolled out the Blueprint nationally in 2010.
- 2012:** A formal review was undertaken to examine the effectiveness of the Blueprint. The Blueprint remains in market today.^{vi}

- 2013:** The National Career Development Strategy was developed collaboratively between the Australian Government and state and territory governments as one of the elements of the National Partnership on Youth Attainment and Transitions, and set out an overarching vision for career development in Australia.
- 2019:** The student focused National Career Education Strategy was released to emphasise the importance of building the skills and general capabilities of students, strengthen school and employer collaboration and developing students' career management. It is also designed to improve a student's navigation skills so they can make informed choices about post school study and manage multiple careers in their lifetime.

Careers Policy - Education, Skills and Productivity

Careers are dynamic, unique to each person, and involve individuals balancing paid and unpaid work and personal life roles. As distinct from a job (the work a person does to earn money), a career is the interaction of work roles over a person's lifespan. Career success will depend on a person's life circumstances, skills, access to education and work experience as well as psychological and attitudinal factors. So, while career development is more than the sum of a person's education, skills and their current job - education and training are fundamental to supporting individuals to build successful careers.

Noting this, the work of the Institute will align with, support and build on the national effort to strengthen education pathways, especially as it relates to the following reviews and strategies.

Senior Secondary Pathways Review (Shergold Review)

Australian Education Ministers, through the Education Council have established a review of senior secondary pathways into work, further education and training. Chaired by Professor Peter Shergold AC, the review will consider how senior secondary students can better understand and be enabled to choose the most appropriate pathway to support their transition into work, further education and/or training.

Noting that today's students are entering a rapidly evolving world of work, senior secondary graduates will need skills to navigate an increasingly complex range of options and pathways into work, further education and training. In this context the review of senior secondary pathways into work, further education and training is expected to deliver findings and recommendations relevant to the work of the Institute, especially in terms of how to better support students' career options and decision-making. More information can be found at www.pathwaysreview.edu.au.

National Regional, Rural and Remote Tertiary Education Strategy

The Regional Education Expert Advisory Group chaired by the Hon Dr Denis Napthine, developed the *National Regional, Rural and Remote Tertiary Education Strategy* (the Strategy) which aims to provide equal opportunity for every individual from regional, rural and remote (RRR) Australia to access tertiary education, regardless of personal circumstances and location.

One of the specific recommendations of the Strategy is to build aspiration, improve career advice and strengthen RRR schools to better prepare RRR students for success.

More information can be found at <https://www.education.gov.au/national-regional-rural-and-remote-education-strategy>.

National Career Education Strategy

The Government recognises the importance for schools and their communities to equip young people to make informed decisions about education, training and career pathways. To this end, the Government committed \$3 million to create *Future Ready: A student focused National Career Education Strategy* (Future Ready). Future Ready focuses on the importance of building students' skills and general capabilities in the Australian Curriculum, strengthening school and employer collaboration, and developing students' career management and navigation skills so they can make informed choices about post school study and manage multiple careers in their lifetime. More information can be found at <https://www.education.gov.au/national-career-education-strategy>.

Strengthening Skills Review (Joyce Review)

As well as recommending the Government establish the Institute, the Joyce Review sets out a number of other recommendations to strengthen the vocational education and training sector. The Joyce Review can be found at <https://www.pmc.gov.au/resource-centre/domestic-policy/vet-review/strengthening-skills-expert-review-australias-vocational-education-and-training-system>.

The Government has responded to the Joyce Review through its \$525 million Skills package – *Delivering skills for today and tomorrow*. More information about the *Delivering Skills for today and tomorrow* package can be found at <https://www.pmc.gov.au/resource-centre/domestic-policy/vet-review/strengthening-skills-expert-review-australias-vocational-education-and-training-system>.

Definitions

The Institute is drawing on several definitions to distinguish a 'job' from a 'career'.

The Career Industry Council of Australia^{vii}

- A **job** is the work a person does to earn money.
- A **career** is a lifestyle concept that involves work, learning and leisure activities across the lifespan. Careers are dynamic, unique to each person, and involve balancing paid and unpaid work and personal life roles.

United Nations Educational, Scientific and Cultural Organisation^{viii}

- A **career** is the interaction of work roles over a person's lifespan, including balancing paid and unpaid work, and their involvement in learning and education.

VET Sources

- A **vocational career** is a field of work in which people (including apprentices and trainees) apply hands-on trade skills and experience in a professional setting or industry of their choice.

Part 2: Background

What is career development?

Career development is the process of managing learning, work, leisure, and transitions throughout life to meet our personal aspirations and goals. In Australia, career development services are delivered by a range of government, private and not-for-profit organisations to support individuals in managing their careers. Broadly, career development services can be grouped in the following categories.

Graphic 1: Career Development Services

Career advice



Career advice is predominantly offered by practitioners, education institutions or government. The quality of this guidance can be inconsistent and there is a lack of support for older Australians.

Anecdotal evidence indicates young Australians are listening to informal advice, such as from influencers or parents, over professional guidance.^{ix}

Career education



Career education empowers people to navigate their own career, capturing skills such as CV writing, communication and presentation.

Development of these skills is becoming more integrated into education as well as being offered through government programs and self-guided training.

Career information



Career information is a critical component of functioning career development. In Australia it is largely delivered online and targeted at young or unemployed people.

Though a significant degree of information is available, users often find it fragmented, outdated and difficult to understand.^x

Career pathways



Career pathways include a broad range of initiatives, activities and support to link those in education and training or seeking employment to the workplace.

Research suggests regional and remote areas have the most success with connecting individuals from training to jobs, and small businesses often require support in this area.

Career technology



Use of technology in career development is rapidly expanding.

This includes technologies that improve users' ability to navigate the career information landscape, to smart tools such as augmented reality and games that can train people to adapt to the changing world of work.

Why is career development important?

A strong, efficient and effective career development services system is critical to our economy and to helping prepare Australians for the workforce of today and the future. Career development informs people's job, industry, education and training decisions and helps individuals to find and succeed at work.

73 per cent of job seekers say looking for a job is one of the most stressful things in life.^{xi} Noting that Australians are changing jobs and industries more frequently, effective career development can greatly reduce the significant stress that often accompanies this time.

Effective career development can also help boost education outcomes and assist people to source the education and training required to help them obtain a sustainable job tailored to their specific needs.

Graphic 2: Career Quick Facts



People who receive career development support are **2 x more likely** to find work.^{xii}



On average, Australians will have **5 to 7 career changes** during the **course of their lifetime**.^{xiii}



74% of people with multiple jobs have worked across **multiple industries**.^{xiv}

The specific benefits that career development can bring individuals, employers, society and the economy are outlined in Table 1 on the following page.

Table 1: Benefits of Career Development

Audience	Description
Individuals	<p>Career development empowers individuals by giving them the skills and guidance to successfully navigate the labour market. This leads to increased engagement in education, better education and employment outcomes^{xv} and higher job satisfaction.^{xvi}</p> <p>On average, Australians will have five to seven career changes over the course of their lifetime^{xvii}, and career development ensures they can manage these transitions smoothly.</p>
Employers	<p>Employers benefit from workers having access to career development through strengthened links between education and employment, better responses to skills shortages and smoother labour market transitions.</p> <p>The OECD reports that career development leads to job applicants having talents and motivations that are matched to employers' requirements, reducing the difficulty of finding employees with the right skills.^{xviii}</p>
Society	<p>The availability of career development leads to stronger social inclusion through better employment outcomes for disadvantaged cohorts.</p> <p>Research indicates that people who receive career support are twice as likely to find work as those who do not.^{xix}</p>
Economy	<p>All of these factors contribute to the efficient functioning of the labour market and broader economy, including through increased workforce productivity, reduced public expenditure through less churn in higher and vocational education courses, and reduced dependency on welfare.^{xx}</p>

Who are the users of the career system?

The primary users of the career system are those who are navigating their career pathways; for ease of reference, the Institute refers to these participants as 'careerees'.

Careerees each have a unique experience, based on their circumstances, needs, aspirations, goals and stage in life. We've identified three broad types of careerees, each of whom can benefit from an effective, quality career development system in different ways. These are described in Table 2 on the following page.

Table 2: Types of ‘Careerees’

Careeree	Description
Pre-Careerees	<ul style="list-style-type: none"> • Contemplating joining the world of work in the future. • Experience of work shaped only by influencers. • Narrower view of career choice and job options, so seeking inspiration about what a career will mean for them.
Early Careerees	<ul style="list-style-type: none"> • Transitioning into the world of work from education and training for the first time or relatively new to their career. • Minimal work experiences to draw upon. • Still exploring what career means for them, discovering what they like and dislike, developing their skills and understanding the work and team environments they enjoy.
Transition Careerees	<ul style="list-style-type: none"> • Already have significant career or work experience. • May be initiating a career change themselves or may have been impacted by a change outside of their control. • May be looking to upskill or reskill because of a redundancy or return-to-work. • May be looking for support to articulate their transferrable skills, identify reskilling opportunities or pathways support.

Careerees make many career decisions over their life as they move through the labour market. Decisions are informed in a range of ways from a range of sources, including with the support of:

- **Professional career guiders** who provide career advice, information and guidance to individuals
- **Education and training providers** that deliver learning designed to develop an individual’s career and employability skills
- **Job placement agents** that help connect individuals with a job and who may or may not also offer career advice
- **Trusted influencers** such as parents, friends and partners who provide informal advice and guidance – noting that this advice may be skewed by individual biases.
- **Employers** that create career opportunities and play a direct role in whether careerees will or won’t stay in a particular workplace and how productive and fulfilled that individual will be.
- **Industry and Sector Influencers** that present information and promote opportunities in particular industries. Their activities play a role in creating awareness and shaping attitudes about the career prospects available in their industry.

Who delivers career development services?

Career development services are delivered by a wide range of stakeholders, owing to the diversity of activities that contribute to career development. As a priority, the Institute has commissioned research to map the range of careers services available in Australia and to whom these are targeted. The below table provides some examples.

Table 3: Career development service deliverers

Service Deliverer	Description
Governments	<ul style="list-style-type: none"> • Employment services for job seekers • Structural adjustment programs • Labour market data and skills matching information
Education providers	<ul style="list-style-type: none"> • Career education programs in schools and tertiary institutions • Career support and advice
Career development sector	<ul style="list-style-type: none"> • Advice and guidance from professional career development practitioners • Management of professional standards
Industry	<ul style="list-style-type: none"> • Industry-specific information and advice • Industry-led training and career pathways
Not-for-profits	<ul style="list-style-type: none"> • Advocacy • Training and counselling services

Career development products and services

Career development products and services span a wide range of purposes to inform differing aspects of a person’s decision-making. While a complete capture of products and services has not yet been completed by the Institute, a desktop search indicates that there is a proliferation of career development products and services, which can be either:

Explicit – specifically providing career information, advice and guidance as the primary or exclusive purpose.

Australian Government examples include:

- The Career Transition Assistance Scheme (CTAS) helps facilitate transition from military to civilian employment through training and financial support.^{xxi}
- Career Transition Assistance (CTA) supports jobseekers aged over 45 years into employment.^{xxii}
- Job Outlook – a guide to Australian careers.^{xxiii}

Or

Embedded – offering career related information or advice in the context of, or alongside, fulfilling another purpose or purposes.

Australian Government examples include:

- The Transition to Work Service which provides intensive, pre-employment support to young people aged 15-21 years, to improve work-readiness and help them into work (including apprenticeships and traineeships) or education.^{xxiv}
- The Skills Checkpoint Program which provides targeted support to help older Australians stay in or get into the workforce.^{xxv}
- MySkills – a website that helps individuals compare the outcomes, durations and locations of nationally-accredited training from registered training providers.^{xxvi}

The proliferation of choices and options, including through embedded products and services, increases the risk that careerees become confused about where to turn, find it difficult to assess quality or simply can't develop a good sense of awareness from the multitude of options available. The Productivity Commission highlighted this issue in their 5 Year Productivity Review, arguing the 'burgeoning number of websites to assist people carries the risk of a confusing maze of information'.^{xxvii}

Changing career landscape

The effects of new technology, globalisation, and changes in demography and consumer preferences are changing existing jobs, creating new jobs and shifting labour market demand for skills. For instance, today there is an increasing need for digital skills, ranging from basic digital literacy to specialised and high-level technical skills. In addition, demand is growing for creativity, complex judgement, emotional intelligence and communication skills.

Noting this, individuals will likely need to train and upskill throughout their careers to adapt to changing roles. Businesses — small and large — may need information and support to reskill or upskill current workers, rather than take the more costly path of recruiting for new skills.

A 2016 World Economic Forum report estimates that 65 per cent of children beginning primary school will eventually work in a career that does not yet exist.^{xxviii}

In his review of the VET sector, Mr Steven Joyce noted that, *new digital technologies are changing the way Australians live and work. Emerging technologies such as the internet of things, artificial intelligence, automation and robotics will affect the nature and type of jobs available and the skills and capabilities required to perform both new and existing jobs.*^{xxix} He also noted that *the pace of change is picking up.*

While many people and businesses will prosper in this environment, the changing nature of work may result in negative impacts for some regions, occupations and vulnerable cohorts. Career development needs to keep pace with these changes.

Challenges

In responding to an evolving career landscape and the changing nature of work, the career development system faces some challenges. It's important that the Institute is established to help the system as a whole meet these challenges so that careerees realise the opportunities and meet their career aspirations and employers have the supply of skilled labour they need.

A 2017 research study^{xxx} into lifelong career pathways underscored the need for career development to keep pace with the rest of Australia's education, training and employment systems to ensure Australians are part of a productive workforce. The study further concluded that Australia's current system of support is inadequate to meet individuals' needs nor those of the evolving labour market. This study, along with others, highlights a number of challenges in the system.

Career support is more important than ever to help people to adapt to change and make transitions throughout their career no matter their life stage and circumstances.^{xxxi} However, the current system is focussed mostly on the school-to-work or further education transitions, which are only two of many in the life of the modern careereer. The system needs to support consumers over their whole lives.

Technological advances are changing individuals' expectations and preferences about how and when they want career support.^{xxxii} The career system needs to be holistic and keep pace with increasingly sophisticated consumer needs for personally tailored information, support and advice.

Career support also needs to adapt to an increasingly competitive labour market environment and changing global activity, which sees greater competition for labour alongside the need to provide career support which aids global mobility.

Some of the challenges facing the system are described below.

- **Fragmentation**

Career information is often fragmented, disjointed, outdated and not related to the person's circumstances.^{xxxiii} This is exacerbated by the proliferation of both explicit and embedded services described above.

While there is a wealth of information available for job seekers and students transitioning to post-schooling, the surplus of information sources in the system creates 'a confusing maze'^{xxxiv}, making it difficult for users to find relevant and useful information.

The impact of students and transitioning workers not having access to the best information on their education and training pathways can be considerable, resulting in skills mismatches with labour market demand, inefficient use of taxpayer dollars in course subsidies, and poorer outcomes for individuals.

- **Inconsistency**

Formal career guidance and advice is of inconsistent quality. This issue is particularly pertinent within the school context, where the delivery of career development services is subject to the discretion of each school and their respective state or territory jurisdiction.^{xxxv}

- **Misguided advice**

Informal career guidance provided by influencers can be misguided, especially if it is based on the person's own values, assumptions and a limited understanding of the labour market. For example, four in five parents would prefer their children to go to university after leaving school, rather than undertake a vocational training pathway.^{xxxvi}

- **Insufficient supply**

There is insufficient career guidance and advice for those outside of education institutions and unemployment programs.^{xxxvii}

- **Underservicing**

User groups such as those seeking to change careers and workers returning to the workforce are underserved by the existing service offerings, which presents issues in the context of the increasing rate of change.

Features of a quality system

In order to deliver on its immediate priorities and realise the vision articulated in the Joyce Review, the Institute will draw on evidence, both domestic and international, to understand and apply learnings about what features make up quality career systems.

Learning from other countries

Internationally, there are signs that countries with well-developed career development systems are increasing their investment and fine-tuning their efforts to improve performance. The list below provides some examples of international learnings which the Institute will incorporate into its system analysis.

- The International Centre for Career Development and Public Policy and Skills Norway held its 9th international symposium on career development and public policy in June 2019. The symposium brought together policy makers, career development professionals, researchers, and employer and workplace representatives to discuss the way forward for global career development. During the symposium most participating countries reported their government recognised the value of career development as a part of public policy and were currently increasing public investment in the field.
 - The symposium recognised the value of career development policies, programmes and services, noting that they can empower individuals by supporting them to explore the labour market, analyse changes and build responses to these changes that enhance resilience and ensure their livelihoods. Furthermore, these policies and services can support employers by strengthening the links between education and employment, addressing skills needs and smoothing labour market transitions. Career development can also serve to enhance equality and social inclusion by providing useful information and access to networks for the disadvantaged.
- South Korea is currently developing the 3rd National Career Education Policy Plan (2021-2025) which aims to revitalise career education for all, including students, life-learners and minority groups.
- Improving career guidance is a key goal within the Finnish Government's Inclusive and Competitive Program (2019).
- The Canadian Government is continuing to invest billions of dollars in career development and related activities.^{xxxviii}
- Improving young people's access to careers facilities and resources through face-to-face, internet and telephone helpline services delivered in a variety of accessible locations is viewed as a key priority by government policymakers in contributing to the UK's social and economic prosperity.^{xxxix}

- Countries where dual training program models are supported by well-resourced career support centres were found to have very low *not in education, employment, or training* (NEET) outcomes, and provided smoother transitions to employment in skill shortage areas and economic need.^{xi} For example:
 - in Switzerland^{xii}, every 16-year-old can either enrol in vocational education and training (VET) or they can go to a baccalaureate (pre-university) school.
 - Germany has a well-established dual program of education and training, which has resulted in low youth unemployment and high skill levels.

Domestic Insights

Stakeholders have welcomed the 2019 Machinery of Government changes, which joined up the Government's skills and employment policy functions. The move is strategically important *'as it provides an opportunity for the first time in Australia to focus on career development from a whole of life perspective.'*^{xiii} A whole of life perspective means career development information, advice and guidance should:

- Support career decision making at all points over a lifespan - taking a lifelong approach, and
- Be contextualised and tailored to a person's life circumstances, skills, education, work experience and access to services as well as psychological and attitudinal factors.

A 2011 study undertaken to support the National Career Development Strategy found that:

- The impact and effectiveness of career development services, particularly Australia-specific evidence, is currently limited.
- For individuals to develop career management skills and successfully manage their career, they require better and more widely accessible information and services for career development through enhanced on-line delivery, face-to-face services; curriculum and quality standards.
- There is a need to increase the number of people using career development services.^{xiiii}

What makes a quality system?

Based on learnings outlined above, the Institute has developed a preliminary list of key features of a quality system outlined on the following page in Table 4. This understanding will be tested with stakeholders through a comprehensive engagement strategy.

Table 4: Features of a quality careers development system

Feature	Description
Leadership, clarity and coordination	In a system as diverse and dispersed as the one providing career development services, a strong drive for integration, consistency, accessibility and quality is essential.
Lifelong and Holistic	Careers development is not something that happens at a single point in time, but is important throughout users' entire lives.
Relevant	There must be multiple points of access to career development, to cater and be relevant for differing needs of the diverse user group.
Quality	Information and advice is based on quality information and supported by a strong, authoritative and impartial data and evidence base.
Connected, connecting and integrated	<p>Services need to be joined up, providing a seamless user experience no matter their situation.</p> <p>Connected to government, industry, local communities and educational institutions.</p>
Tailored to the individual	Recognising that each person seeking support has a unique career journey, services must be tailored and individualised.
Enabling and empowering	Services support users to manage their career independently and navigate the changing career landscape.

Part 3 – Consultation and Co-Design Strategy

In the context of the information presented earlier, the Institute has been established to make it easier for people to navigate the careers development system, ensuring its contribution is of most value to careerees and the broader labour market.

To do this, we need to be clear about the ongoing role and function of the Institute, its form and the issues or objectives it is trying to influence.

Engagement will take place over a number of phases to invite deep discussion, collaboration and co-design around specific areas of focus. The first phase of engagement covers establishment issues as outlined below.

1. Phase One – Establishment
2. Phase Two - Data and Digital
3. Phase Three – Funding and Services
4. Phase Four – Promoting Pathways

In this formative period, we invite stakeholders to co-design the role, goals and functions of the Institute so that we:

- position this new national body in the system in a way that maximises impact and merit
- understand and learn from history, so that the Institute adds value and avoids mistakes and missed opportunities of the past
- build on the good work already underway, avoiding duplication of effort by addressing service gaps and opportunities
- draw on what is known about best practice domestically and internationally.

Consultation and engagement will occur in a range of ways, including:

- co-design workshops, as part of the coordinated series of engagements alongside the National Skills Commission and Skills Organisations, in 11 locations, including all state and territory capital cities, Cairns, Orange and Bendigo.
- ongoing bilateral and multilateral engagement with careers system stakeholders and international experts; and
- interactive, public facing and open dialogue through our online engagement tool, www.nci.employment.gov.au.

Objectives of consultation and co-design

The key objectives of co-design and consultation in the Establishment phase are to:

1. **Establish, test and enhance a shared understanding of the current state of Australia’s career system.**
(Why is career development important? What does careers development look like in Australia? How is the career system currently performing?)

2. Agree high level goals for the whole career system.

(Who does the career system serve? What does the career system need in order to support the people it serves?)

3. Identity a clear role for the Institute.

(How does the Institute contribute to the goals of the career system? What role for the Institute will maximise public value?)

4. Agree and prioritise functions for the Institute to deliver on its agreed role.

(What evidence is available for decision making? How can the Institute be responsive to changing workforce and labour market needs? How can we measure the Institute's impact?)

The Institute's e-Hub

To support its stakeholder engagement agenda, the Institute has built a stakeholder engagement platform, the National Careers Institute e-Hub, to enable deliver targeted, insightful, constructive and meaningful dialogue with stakeholders across a range of customisable content tools to suit the Institute's projects.

The e-Hub provides the Institute with rich data collection on its users and stakeholder cohorts to assist in gaining real time and insightful feedback on its projects.

The e-Hub can be viewed at nci.employment.gov.au.

End Notes

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