

CAREER AND TRANSITION SERVICES FRAMEWORK: an effective national approach to youth transitions

PREAMBLE

The Career and Transition Services (CTS) Framework will help young people to make successful transitions through school and between school and post-school destinations. The Framework draws together a range of effective strategies, programs and activities that education and training authorities, schools, community service providers, government agencies and industry bodies can implement.

It is a Framework that expands upon many of the concepts in the *STEPPING FORWARD - improving pathways for all young people* 2002 [Ministerial Declaration](#) and [Action Plan](#). The CTS Framework provides for a national environment in which young people are fostered and challenged. The Framework is a guide for all jurisdictions, as well as the non-government sector and other practitioners, when developing and progressing strategies for the transition years. The Framework provides flexibility for implementing strategies in ways appropriate to organisational circumstances, priorities and resource profiles.

The Framework emphasises the need to act collaboratively and was developed drawing on the collective experience and observations of governments, schools, community groups and industry. It provides for a menu of options that provide practical support options and recognises that many of these strategies are already in varying stages of implementation, while others are the subject of continuing exploration. The strategies are premised on the belief that young people achieve greater success in their transitions when there is shared responsibility across a range of stakeholders.

RATIONALE

To make effective transitions through school and from school to further education/training and employment young people require access to information and suitably qualified people to assist them in making key decisions about jobs, courses and career paths, including access to careers advice which is informed by current labour market trends.

Before making and implementing decisions about careers, young people need to develop knowledge and understanding of themselves in relation to the world of work. This includes consolidating the skills required to learn further as well as recognising and developing employability skills through the course of their everyday learning at school, in employment and training pathways, at home and in the community.

Satisfying the needs of young people is the driving force behind the design and operation of any system that provides such a service, and this service should be available to all young people from their first year of secondary schooling.

All young people connect with educational institutions and therefore schools and other education providers should take a leading role in any systematic and comprehensive approach to assisting young people in managing transition processes. Schools and agencies should work closely together to ensure that young people and their families are aware of the full range of supports and information services available to them.

Career and transition services that meet the needs of young people will:

- Provide general advice and support at those key transition points when guidance on career and educational issues is necessary to help them make decisions that affect their future;

- Provide them with opportunities to develop career planning skills, enabling them to effectively manage their pathways beyond school.;
- Provide comprehensive careers advice connected to job opportunities (including local opportunities) supported by information technology systems accessible at the local level;
- Follow them up as they move through school into post-school destinations;
- Link them to appropriate learning and work opportunities;
- Support them through mentoring, brokering or other appropriate assistance;
- Provide in-depth support for those at risk of not participating effectively in education and training;
- Provide integrated specialist support for those facing substantial, multiple disadvantages preventing them from engaging in education and training and provide them with access to a range of specialist services to overcome barriers;
- Connect those who have left school to education/training, career and employment information and opportunities; and
- Acknowledge options that extend beyond school years and offer support for programs that combine education, employment and training.

OBJECTIVES

The objectives of the Career and Transition Framework are to ensure that all young people, with the support of their families and communities, have access to services through and beyond school which assist them to:

- Make informed choices when selecting schools, courses and post-school opportunities;
- Connect education and training pathways with career choices and employment prospects (including self employment); and
- Access the broad range of community services and specialist supports available to them.

Career and transition services within the framework should be:

- Delivered by professionally trained and committed staff able to access an extensive school-community network;
- Overseen by school principals, working with the school and broader community, who should have the prime responsibility for ensuring that each young person has access to services, including follow up; and
- Supported by appropriate monitoring and tracking arrangements across service and institution boundaries so that young people can be followed up as they move through school into post-school destinations.

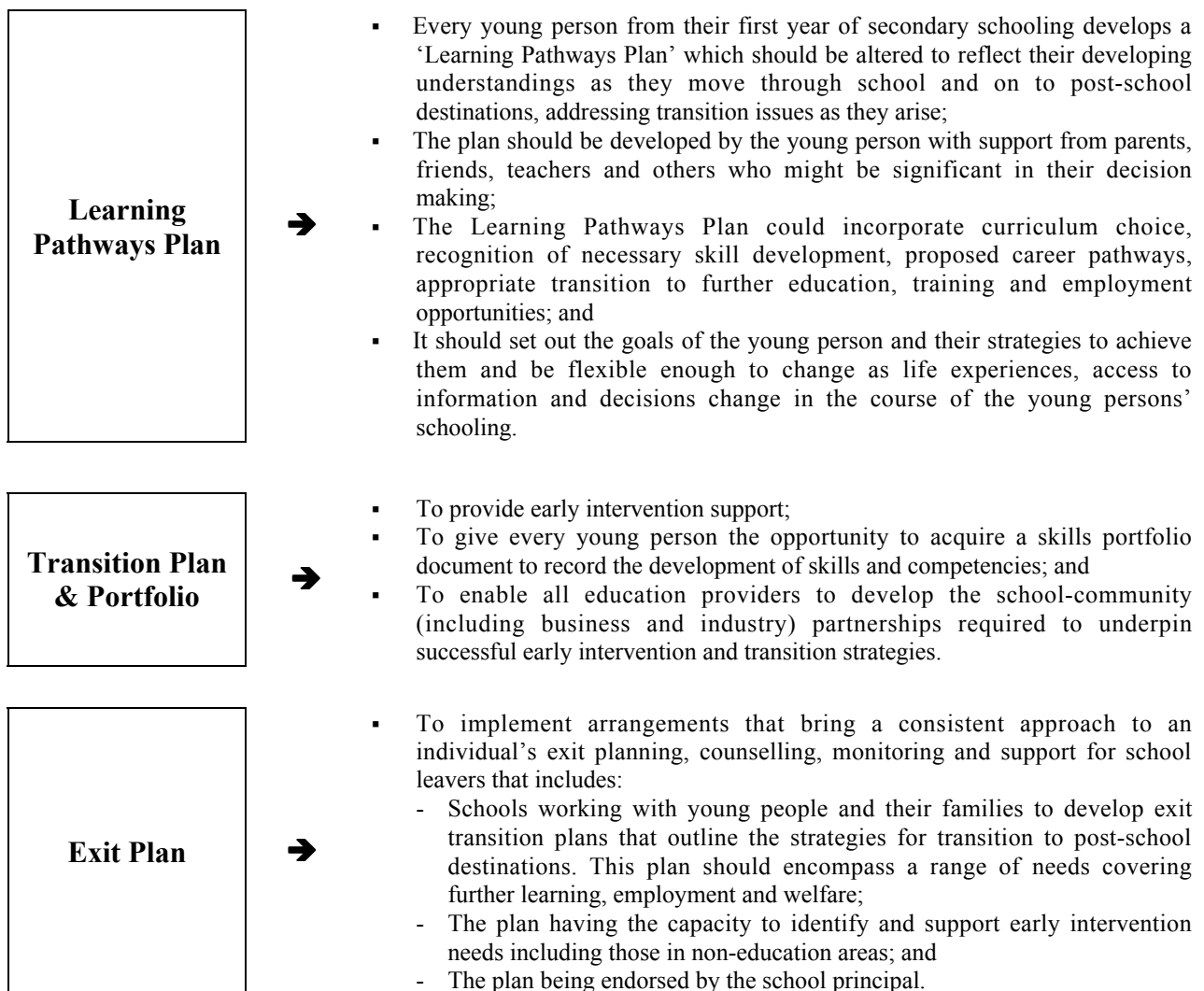
OPERATING PRINCIPLES

- The *goal of transitions* should be comprehensive, covering employment outcomes, social participation and active citizenship;
- *Young people should be placed at the centre* of transitions arrangements – giving them a strong role in both the design of any transitions arrangements, and ensuring that such arrangements place an emphasis on their managing and directing their own transitions;
- The need for *inclusiveness* – a variety of transitions arrangements, appropriate to the capacities and needs of various groups, should apply to *all* youth, including both those in school or who have left school. There should be multiple entry and exit points which give youth multiple opportunities;
- An emphasis on *facilitation* as much as possible, ie providing youth with support which builds their capacity for self-management and direction;
- The need for a *shared vision and sense of ownership* for youth outcomes at the local level;
- The need for *partnerships at a number of levels*. Local partnerships which allow for a variety of approaches to meet diverse needs and circumstances, need to be actively stimulated and strengthened. There is a need to create a common vision and a shared sense of ownership across all the players at the local level;

- The *role of governments* include supporting local partnerships between business, education, communities and community organisations with appropriate frameworks and systems that explicitly articulate a partnership approach. Governments should aim to ensure continuity and sustainability of approaches;
- The *role of schools* needs to be examined and articulated. There may be a need to explicitly focus on changing the culture of schools and their perception of their role of supporting transitions. Specific areas to be addressed include school culture, their capacity for adopting a facilitative approach which supports young people’s self-management, and the need for career and transition support to be delivered by professionally trained and committed staff; and
- The value of *assigning accountability for transitions and measuring outcomes*. The outcomes to be measured could include participation in education, training, employment and active citizenship, or the extent to which a young person (having left school) has acquired the means to access another stage to economic and social independence.

ELEMENTS OF A FRAMEWORK FOR CAREER AND TRANSITION SERVICES

The Taskforce is proposing a framework for career and transition services which education and training authorities, schools, community service providers, government agencies and industry bodies can implement in ways appropriate to their circumstances. This framework consists of the following elements:



**Follow-up
Support**



- This includes developing a system that actively engages with the young person and follow up young people as they make their transition from school. This might include:
 - Reintegrating early school leavers back into school;
 - Supporting transitions to vocational education programs, employment assistance and/or employment; and
 - Providing support through the initial phase of employment.

**Career
Education**



- Career education has an important role to play:
 - Within compulsory education: developing self awareness, knowledge and competencies regarding the world of work, and making decisions and transitions; and
 - Within post-compulsory education: being provided with effective advice and guidance on educational options (including links between these options and later occupational destinations) will help to better match individuals' learning choices to their interests, talents and intended destinations.

**Brokerage:
VET, SWL
Vocational
Education**



- Young people will have opportunities to participate in a range of vocational education experiences, including:
 - VET in schools programs;
 - Structured workplace learning; and
 - Community based learning.

**Career
Information,
Guidance and
Counselling**



- This will refer to services that assist all young people at any point throughout their transition process to make educational, training and occupational choices and to manage their careers. It will include a wide range of activities including:
 - Activities within schools to help students clarify career goals, understand the world of work and develop career management skills;
 - Personal advice, guidance or counselling to assist with decisions about initial courses of study, courses of vocational training, further education and training, initial job choice;
 - The organised and systematic use of community members such as employers, parents and peers to provide occupational and educational advice and information; and
 - Print-based, computer-based or on-line services to produce and disseminate information about jobs and careers, courses of study and vocational training to help individuals make career choices.
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 - Career information, guidance and counselling services will:
 - Include the use of current industry based information
 - Be provided in a variety of settings: not only educational institutions and employment offices but also workplaces and community settings;
 - Be provided in a variety of sectors: not only the public sector but also the private and community sectors;
 - Allocate an important role to informal and non-professional sources of information and guidance such as local employers, community members, parents and peers as well as the formal professional sources;
 - Play a pro-active role, helping individuals to create new options, as well as skills matching into existing jobs and courses. This implies:
 - ❖ Advocacy on individuals' behalf, and support for their self-advocacy on their own behalf;
 - ❖ Feedback to learning providers on learners' unmet needs; and
 - ❖ Encouraging and supporting the skills of career management, not simply facilitating initial educational and occupational choices.

**Brokerage:
Placement or
Referral**



- Young people will receive efficient and effective help to secure and retain a placement in education, training or work suitable to their individual needs. Young people may also need access to a range of services such as accommodation, access to alternative education and training, counselling and advocacy.

**Individual
Support
Approaches**



- This will ensure approaches such as mentoring and case management are available for young people who would benefit from more intensive one to one approaches. These approaches will ensure:
 - That early recognition of issues for 'at risk' young people can be reflectively responded to and addressed; and
 - Practical local packages of support for young people with high support needs are available.

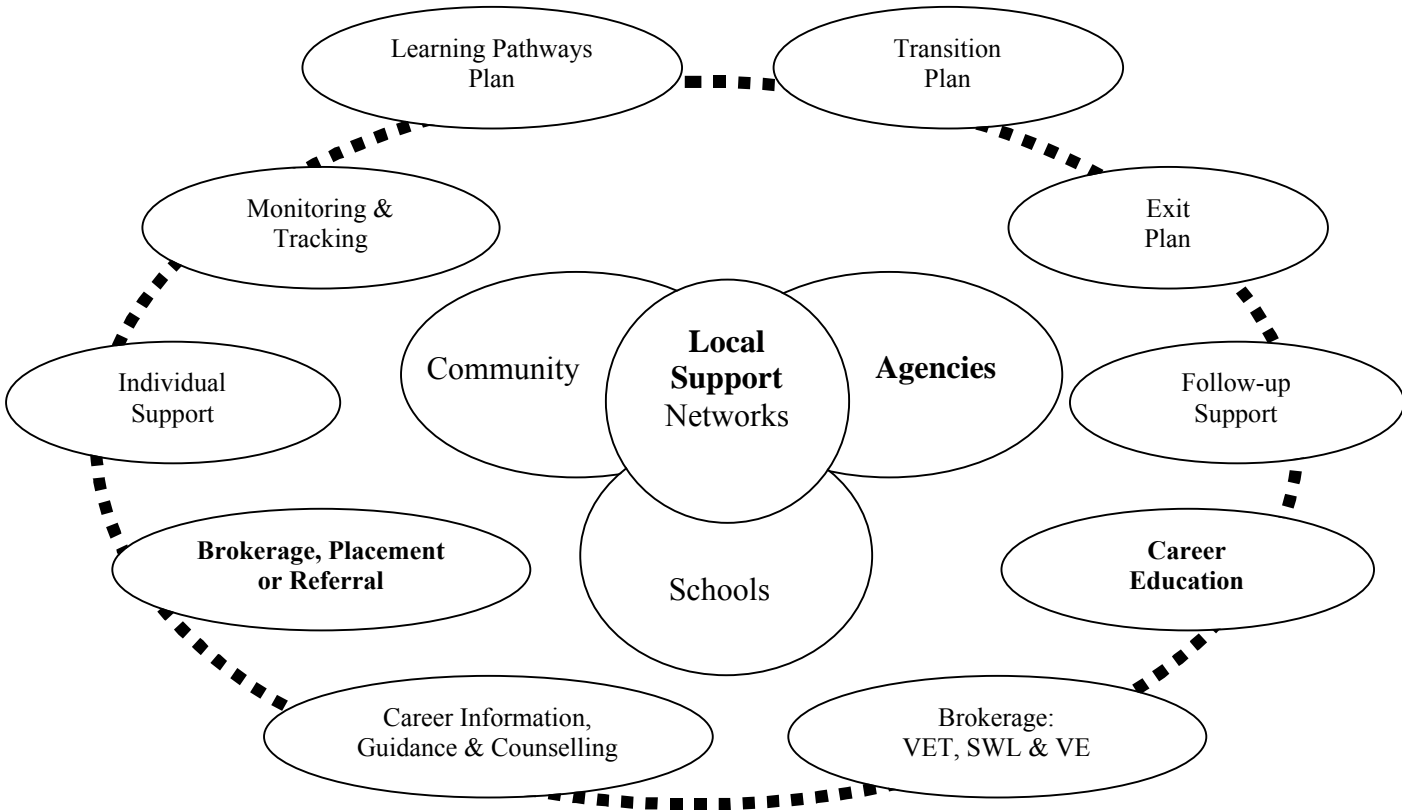
**Monitoring and
Tracking**



- This will ensure appropriate arrangements across service and institution boundaries so young people can be followed up as they move through school into post-school destinations. A monitoring and tracking system will:
 - Help identify students who become vulnerable or potentially at risk of not making successful transition;
 - Assist schools to assess achievements in supporting young peoples' transitions and report on these to their communities; and
 - Provide a basis for evidence-based planning (assisting schools, community groups and the department to refine programs and services).
- This will include planning and developing (in a systematic way) a comprehensive IT based system:
 - To act as a base-level universal statistical monitoring system for young people from their first year of secondary schooling that allows school principals to report on, and individual communities to assess, the success of local transition achievements; and
 - To act as a local monitoring tool to ensure that all young people can be followed up and given appropriate transition support, including case management across a number of services and agencies where this is required.

**A NATIONAL FRAMEWORK FOR
CAREER & TRANSITION SERVICES**

**STEPPING
FORWARD**



**POSITIVE
OUTCOMES
FOR ALL**

ALL YOUNG AUSTRALIANS

LOCAL SUPPORT NETWORKS

- Community Partnerships should be utilised to build Local Support Networks to implement the Career and Transition Framework. This approach recognises the responsibility of the community as a whole to work together to support young people in their transitions from school to further education, training and employment. Principals will work closely with Local Support Networks, with all partners negotiating, and agreeing, to roles and responsibilities for the delivery of services to young people from their first year of secondary schooling. In signing off on the school exit plan, principals will ensure each young person has the opportunity to access appropriate services.
- Local Support Networks will streamline current services through the creation of a network of professional advisers drawn from a range of backgrounds. Their functions will include:
 - Supporting the development of the Pathway Plans with young people and their families;
 - Supporting initiatives to make schooling more relevant for all young people;
 - Supporting all students to negotiate a school-to-work or further education or training Exit Plan;
 - Facilitating the follow up of all school leavers;
 - Facilitating the brokerage of placements;
 - Facilitating school-based mentoring arrangements; and
 - Referring ongoing brokerage and case management to appropriate people located in other agencies to ensure continuity.
- To inform the planning of services, Local Support Networks will identify numbers of young people at the regional level with the following needs:
 - Relevant and appropriate information and advice on education/ vocational, health and social issues;
 - In depth guidance and support including the out of school population; and
 - Sustained, integrated specialist support and tailored provision for those hard to reach and engage.
- Local Support Networks will outline the range and concentration of services to meet the needs of young people including ready access to information, guidance and transition support including:
 - A network of appropriately qualified advisers sufficient to meet identified needs;
 - Delivery mechanisms showing how existing resources are to be used;
 - Improving data sharing to enable efficient operation of services to be developed;
 - Ensuring the commitment of all organisations involved in the delivery of services;
 - Involving young people, their parents and the range of business/industry and community organisations in the development of services; and
 - Working with local providers to develop strategies to match provision to the needs of young people.
- Local Support Networks will support young people including those who are disconnected from schooling or at risk of leaving school early, by strengthening their abilities to make successful transitions to post-school options.
- Local Support Networks can be initiated within Community Partnerships by bringing together key agencies committed to supporting young people and their families and enabling them to:
 - Set their own locally relevant objectives within an agreed Career and Transition Framework;
 - Design their own advisory and planning structures that would be empowered to initiate local project development and delivery;

- Design and operate their own local action structures; and
- Pool the expertise and resources of local, state/territory and national bodies, initiatives and programs to support local activity.

The approaches developed through Local Support Networks should have the following elements:

- Access to the information that young people and their families need when making key decisions about skills, courses, employment and career paths;
- Regionally specific information about education and training options, possible career paths, employment opportunities and current labour market statistics;
- The transition process has young people and their families as the drivers, navigators and decision makers;
- Every young person receives professional and ongoing transition advice beginning with their first year of secondary schooling;
- Schools take a systematic and comprehensive approach to assisting young people in managing the transition process;
- Transition advice services provided in schools and the local communities will follow up all young people as they move through school into post-school destinations; work with school community partnerships to link each young person with appropriate learning and work opportunities; support each young person with appropriate learning and work opportunities; and support each young person through mentoring, brokering or other appropriate support;
- Young people who have left school have access to education, training, career and employment information; and
- Schools and community agencies work closely to ensure that young people and their families are aware of the community, government and industry information services available to them.