

3.4 OUTCOME 4

TRANSITIONS – INDIVIDUALS ACQUIRE CAREER DEVELOPMENT SKILLS AND MAKE SUCCESSFUL TRANSITIONS TO FURTHER EDUCATION, TRAINING AND/OR EMPLOYMENT

Outcome 4 resourcing

Table 3.4.1 shows how the 2007-08 Budget appropriations translate to total resourcing for outcome 4, including administered expenses, revenue from government (appropriation), revenue from other sources, and the total price of outputs.

Table 3.4.1: Total resources for Outcome 4 (\$'000)

	Estimated Actual 2006 - 07 \$'000	Budget Estimate 2007 - 08 \$'000
Departmental appropriations		
Output 4.1 – Policy Services	3,306	3,037
Output 4.2 – Programme Management	8,631	7,927
Output 4.3 – Service Delivery	3,404	3,226
Total revenue from government (appropriations) contributing to price of departmental outputs	15,341	14,190
Revenue from other sources		
Departmental	261	221
Total price of departmental outputs (Total revenue from government and from other sources)	15,602	14,411
Administered expenses		
Careers, Transitions and Partnerships	98,057	110,858
Community Festivals	700	0
Career Planning	3,701	1,886
National Disability Co-ordination Officers	0	3,469
Total administered expenses	102,458	116,213
Total administered revenues	426	426
Total estimated resourcing for Outcome 4 (Total price of outputs and administered appropriations)	118,060	130,624
Average staffing level	85	83

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Measures affecting Outcome 4

Workforce English Literacy and Numeracy Programme

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	-	-	-	-

National Disability Coordination Officer Programme

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	2.4	2.1	2.1	2.1

Contributions to achievement of Outcome 4

Australia's future depends on its population being highly skilled and participating fully in work and society. Individuals need to be able to move effectively through high quality and dynamic education and work systems, to acquire foundation skills, values, knowledge and the understanding necessary for lifelong learning, employment and citizenship.

Career development and transition support policies recognise that Australia's future rests with Australians being equipped with the foundation skills, values, knowledge and understanding required to manage their own capabilities over the course of their lives and to make informed choices for their ongoing effective participation in further education, employment and society.

Policies which aim to assist all Australians to realise their full potential through matching individual's talents, interests and abilities to their career preferences will ultimately result in more active community participation and greater productivity.

The Australian Government, alongside local communities, industry and state/territory governments, plays a key role in supporting young people to identify their career interests and have a smooth transition through education and onto work. The broad policy approach embraces the principles that underpin this area which include:

- Increasing community, parental and industry partnerships to support the transitions of young people
- Increasing participation in vocational learning by students
- Increasing the number of young people completing Year 12 or equivalent
- Increasing quality and awareness of career education, information and advice.

Career Advice Australia, introduced in 2005, facilitates industry engagement and information at the local level that is used by parents and schools in supporting young people. Further, the work of the Australian Government extends broadly into raising the quality and status of career services for all Australians.

OVERVIEW OF OUTPUTS

The Australian Government is committed to supporting individuals in undertaking these educational and work-life transitions. A major component is the department's implementation of the Australian Government's Career Advice Australia (CAA) initiative (2005-2008), which has established a comprehensive national career development and transitions support network for young people aged 13 to 19. The network focuses on community partnerships, industry advice, quality measures and improved provision for the most disadvantaged.

Administered activities

The department administers a number of programmes and initiatives aimed at improving individuals' transition to further education and work. These interact with and support other Australian Government programmes aimed at enhancing Australians'

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educational outcomes and work skills. The main programmes and initiatives the department administers under this Outcome are:

- *Careers, Transitions and Partnerships* – comprises a series of programmes to assist young people in making a smooth transition through school and from school to further education or employment:
 - Local Community Partnerships (LCPs) – the department will consolidate its establishment of LCPs in 213 Service Regions to partner with industry and employer groups, schools, professional career advisers, community organisations, parents, young people, youth service providers and other government and community organisations to assist young people aged 13 to 19 years make successful transitions through and from school to further education, training and employment
 - Career and Transition Support (CTS) – LCPs facilitate access for young people to a range of career and transition support services that link to and complement programmes and services at the local LCP Service Region level; this includes:
 - facilitating the provision of assistance to students to enable them to develop individual Transition Plans and to understand their study and work options
 - facilitating access to professional career advice
 - promoting vocational education and training pathways and opportunities
 - enhancing the monitoring and mentoring arrangements of all young people, particularly Years 9 and 10 students
 - facilitating the engagement of parents, teachers and careers advisers in advising young people about their post-school options
 - facilitating the provision of advice on available youth services and programmes.
 - Adopt a School – aims to build links between businesses, students, teachers and the broader school community through activities that increase knowledge and opportunities for careers and further education
 - Structured Workplace Learning (SWL) – aims to assist young people's employability skills through structured workplace learning in real or simulated workplaces
 - Enterprise Learning for the 21st Century Initiative – aims to promote a culture of enterprise and innovation among young people by: developing capabilities, skills and values to assist them to achieve their full potential; and building partnerships with business, industry and community organisations, to support integration of what young people learn at school and during transition with their lifelong learning needs

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- Partnership Outreach Education Model (POEM) – the department will consolidate the establishment of the POEM programme to assist the most marginalised young people in the 13 to 19 age group - those who have dropped out of school (POEM will provide accredited education to young people in settings in which they feel comfortable, and will aim to equip them to re-engage in education, training or employment. Up to 3000 young people annually will be assisted through 60 POEM services across Australia.)
- Youth Pathways – delivers customised support to those young people who are most at risk of not making a smooth transition through school to complete year 12 or into further education, training or work (During 2007-08 Youth Pathways will assist an additional 8500 young people [i.e. an increase to 25,500 in 2007] and will consolidate the focus on assisting young people with mental health problems to get the help they need to remain engaged in education. Together, Youth Pathways and POEM will assist up to 6000 young people each year who experience mental health problems.)
- Regional Industry Career Advisers (RICAs) Network – under the CAA initiative, RICAs have been established in 57 regions to work with businesses and industry, providing them with a better link with Local Community Partnerships and schools (RICAs provide quality regional industry career advice, information and resources)
- National Industry Career Specialists (NICS) Network – the NICS network identifies, gathers and provides RICAs with industry sector specific career information and advice including information on skills needs and labour markets.
- *Disability Co-ordination Officers* – improves the transition of people with a disability from schools and the community to VET and higher education, and their participation in VET and higher education.

The department will also continue efforts to raise the quality of outcomes by:

- recognising, rewarding and promoting quality results in vocational education and training in schools achievement through the Australian Vocational Student Prize and the Prime Minister's Award for Skills Excellence
- recognising and rewarding career development best practice through the Career Education Lighthouse Schools programme and Australian Government scholarships for career advisers
- increasing student involvement and the understanding of career development by the community, particularly business, through the School and Industry Leaders Forums
- expanding the profile of vocational education and training in schools and promoting vocational learning as a pathway of choice through representation at key policy forums.

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During 2007-08 the department will continue to:

- strengthen national career development systems through a number of initiatives to improve the quality of career advice
- provide all Australians with career information, including through *myfuture* and the Job Guide
- develop guidelines for career services and career information
- support the work of the National Youth Careers and Transitions Advisory Group, which assists the Minister for Education, Science and Training in progressing the national agenda for young Australians, with a particular focus on helping young people to make a successful transition through school, and from school to further education, training and employment.

Performance information for Outcome 4

Performance information for administered items, individual outputs and output groups relating to the Department of Education, Science and Training are summarised in Table 3.4.2.

Effectiveness Indicators for Outcome 4

Programmes and initiatives delivered by DEST which contribute to Outcome 4 form part of a wider set of factors that affect that Outcome. The indicators in table 3.4.2A provide an indication of the overall trends under Outcome 4.

Table 3.4.2A: Effectiveness Indicators for Outcome 4

Transitions to Work and Education

- Trends in number of students participating in vocational and technical education in schools
- Trends in full-time student enrolments and number of Australian School-based Apprenticeships at Australian Technical Colleges

Table 3.4.2B: Performance in delivery of Administered Outputs

Performance Indicator	2006 Estimate	2006 Est Actual	2007 Estimate
Careers, Transitions and Partnerships			
Number of young people supported through: <ul style="list-style-type: none"> Youth Pathways Partnership Outreach Education Model Structured Workplace Learning 	17,000 - 88,000 ¹	19,323 - 65,000	25,500 3,000 65,000
Number of schools supported through: <ul style="list-style-type: none"> Career and Transition Support Adopt a School 	- -	3,128 834	3,128 1,000
Number of students supported through Adopt a School	-	14,579	16,000
Regional Industry Career Advisers (RICA) Network: <ul style="list-style-type: none"> Number of contracts Number of service regions 	57 57	57 57	57 57
Number of young people enrolled in the Partnership Outreach Education Model (POEM) programme	-	-	3,000
Number of industry sectors with contracts in place to deliver National Industry Career Specialist (NICS) Network services	10	10	10
Disability Co-ordination Officers²			
Number of Disability Coordination Officers funded (FTE)	11.5	11.5	11.5

¹ Estimate based on 2005 actual placements less 20% in recognition of establishment phase of new network of LCPs in 2006

² Funded positions from June to December 2007 only. Programme to be replaced by the National Disability Coordination Officer Programme from 1 January 2008.

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Table 3.4.2C: Performance in delivery of Departmental Outputs

Performance Indicator	2007-08 Estimate
Programme Management	
<i>Quality</i>	
Payments are made in accordance with approved timelines	All programmes to meet relevant administrative targets set by quality assurance processes in DEST
Payments made are based on calculations which are accurate and in accordance with approved guidelines	All programmes to meet relevant administrative targets set by quality assurance processes in DEST
Timeliness of Parliamentary reports (including interim responses where appropriate) provided to Parliament and its Committees	At least 90% meet deadline
High quality Ministerial replies as measured by the level of satisfaction of Ministers and the Parliamentary Secretary with the quality and timeliness of the replies.	Qualitative evaluation of satisfaction using feedback from the Ministers and Parliamentary Secretary to the Secretary. Analysis of trends over time to monitor percentage delivered within agreed timeframes.
Policy Services	
<i>Quality</i>	
High quality policy advice as measured by the level of satisfaction of Ministers and the Parliamentary Secretary with the quality and timeliness of policy advice.	Qualitative evaluation of satisfaction and timeliness using feedback from the Ministers and Parliamentary Secretary to the Secretary
High quality research and evaluation reports as measured by the level of satisfaction of Ministers and the Parliamentary Secretary with the quality and timeliness of the reports	Qualitative evaluation of satisfaction using feedback to the Secretary from Ministers and Parliamentary Secretary.
Research activities are completed according to plan	At least 90% completed to plan