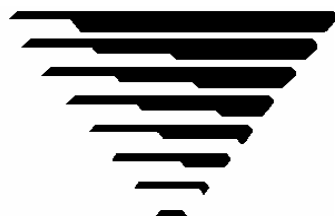# Submission to the House of Representatives Standing Committee on Education and Training

Inquiry into vocational education in schools

AUSTRALIAN
NATIONAL TRAINING
AUTHORITY

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PART 1: BACKGROUND

The Australian National Training Authority

1. Vocational education, training and lifelong learning form the pivot around which much of our world is turning in the 21st century. Robust and expanding economies, richer and more diverse societies, stronger and more cohesive communities: for all these to exist and grow, the enterprises, individuals and communities involved must have access to the learning and skills they need.

2. The role of the Australian National Training Authority (ANTA) is to work cooperatively with our stakeholders to build a vocational education and training system that can meet the needs of those enterprises, individuals and communities. We seek a 21st century national training system that can respond quickly to emerging needs, plan for future skill demand and continuously improve the quality training products, services, structures and systems our clients deserve.

3. ANTA was established by the Australian National Training Authority Act 1992 to promote the development of a national vocational education and training system. ANTA's objectives are specified in an *ANTA Agreement* that is negotiated between the Commonwealth, States and Territories.[1] The Agreement provides the basis for a joint partnership between governments and industry.

4. ANTA is a Commonwealth statutory authority with an industry-based Board[2] that reports to and advises the ANTA Ministerial Council (ANTA MINCO) consisting of the Ministers from each State and Territory and the Commonwealth who are responsible for vocational education and training. ANTA MINCO is chaired by the Commonwealth.

5. ANTA's business is to work with our stakeholders to build a fully integrated, quality national vocational and education system that meets client needs. Our clients are learners, the employers who hire them, and the communities they come from.

6. ANTA is a leader in the vocational and education and training sector. It advises the ANTA Ministerial Council on national policy, strategy, priorities, goals and objectives and has key planning and reporting responsibilities. ANTA also administers national programs and projects and distributes Commonwealth funding for the national system to States and Territories.

7. The overall vision and direction for the national vocational education and training system is captured in *A Bridge to the Future: Australia's National Strategy for Vocational Education and Training 1998-2003*[3]. Within this strategy, the ANTA Ministerial Council has identified five objectives which underpin the agreed mission statement for the system:

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[1] The ANTA Act 1992 and the ANTA Agreement 2001-2003 are provided at Attachment A.
[2] The current ANTA Board membership is provided at Attachment B.
[3] This is provided at Attachment C.

- equipping Australians for the world of work,
- enhancing mobility in the labour market,
- achieving equitable outcomes in VET,
- increasing investment in training, and
- maximizing the value of public VET expenditure.

8. The overarching challenge in the National Strategy is to create the world's most innovative and best regarded vocational education and training sector. The current National Strategy will be complete in 2003. A new National Strategy involving extensive public consultation is under development and will be considered by Ministers in mid-2003.

9. The introduction of VET in Schools throughout Australia has been a resounding success for all governments. There is no doubt it is one of the key success stories in terms of national reforms in Vocational Education and Training and in senior secondary schooling. Choices are now available for young people to learn skills for the workforce; industry has been a key supporter and enterprises are engaged in providing opportunities for young people; we now have a school system which was once regarded as being totally focussed on the university pathway now balancing this with an increasingly stronger connection to the workforce. If it hadn't been for the staggering degree of growth which has been experienced, the challenges which we are now confronted with, and outlined in this submission, would have taken many more years to emerge. The next step must now be focussed on moving this program from the "margins" to the "mainstream", by underpinning and integrating VET as a universally accessible and valued option for all Australian senior secondary school students.

What is the National VET System?

10. The National Training Framework is comprised of Training Packages - supported by the Australian Qualifications Framework - and the Australian Quality Training Framework. Industry leadership is at the heart of the VET system with industry defining the outcomes to be achieved.

11. For enterprise, individual, and community clients VET delivers:

- *Competency-based training.*
  This represents a move away from time-based programs dependent on institutional practices and particular pathways to a system in which the qualification is based on demonstrated competence. Skills-based training and assessment around competency outcomes identified by industry is the key distinctive feature of Australian vocational education and training. These outcomes are defined in Training Packages. As at October 2002, sixty-seven industry and seven enterprise Training Packages have been endorsed. There are five additional industry and two enterprise Training Packages within the development process.

- *Nationally recognised qualifications.*
  These represent a move away from the myriad of local courses available in 1994, when employers had little understanding of their content and value, to a structure in which there are now consistent definitions and standards across Australia for all levels of Certificates and Diplomas. These are defined in the Australian Qualifications Framework. Achievement of these qualifications provides for portability across Australia.

- *A quality framework.*
  This covers the standards required for the registration of Registered Training Organisations and the accreditation of courses by the relevant State and Territory bodies, an essential requirement given the opening of the training market. This is provided through the new Australian Quality Training Framework (AQTF)[4]. Public and private providers which meet the standards can be registered to deliver VET – compared to the past, this can now include schools.

The 15- 19 Year Old Cohort

12. In making this submission ANTA wishes to draw attention to the overall state of the 15 – 19 year old cohort of young people. 15-19 year olds face a range of challenges – it is a time when they need to make choices about their futures and begin on a pathway that may lead them to further education, training and/or employment. At the same time they are at an age when they are vulnerable to a range of social and economic pressures. The 15-19 year old cohort is regarded by policy makers as a period of transition – transition from compulsory secondary education to a variety of post-compulsory destinations while at the same time moving to take on adult status in our society. Some do not make the transition comfortably.

13. Young people in the age group tell us through research and client surveys that in this transition they want to develop their skills and have them recognised, they want to feel in control of their lives and be confident that the pathways are leading to the outcomes they want and that this will connect them to society. They also want the capacity to transfer between and across institutions and to be able to learn in a flexible manner through a variety of settings, modes and times. Finally, they want their learning to be relevant to them and able to be applied. The recent Ministerial statement *Stepping Forward: Improving Pathways for all Young People*[5], agreed at the June 2002 ANTA MINCO meeting and signed by all Commonwealth, State and Territory Ministers for Education, Training, Youth Affairs and Family and Community Services captured their needs well and pledged their commitment to young people through a vision, and a series of challenges. The challenge now is to develop an action plan which meets the needs of this client group and provides a range of interconnected pathways.

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[4] The AQTF encompasses two sets of standards: *Standards for Registered Training Organisations* and *Standards for State and Territory Registering/Course Accrediting Bodies.* Copies of these documents are provided at Attachment F. In July 2001 the ANTA Ministerial Council agreed that these standards would be implemented by 1 July 2002.
[5] *Stepping Forward: Improving Pathways for all Young People.* A copy is provided at Attachment E.

14. Work is underway through the MCEETYA Task Force on Transition from School to draft an Action Plan for consideration by Ministers. A "one size fits all" solution is not the answer. ANTA's national marketing strategy (June 2000) provided evidence of this when it identified eight segments in the general community – each with different individual learning attitudes, learning habits, demographics and media/leisure preferences[6]. ANTA would be pleased to bring this to the attention of the Inquiry, if requested.

15. ANTA 's mandate focuses on preparing people for work both for today and for the future, with industry leading the way. As such it has a critical role to play in assisting young people in moving through this period of transition and ensuring enterprise clients are satisfied with the outcomes of training. The VET sector itself, through public and private providers and through Adult and Community Education (the ACE sector) remains an attractive option for many young people who leave school, whether through institutional learning arrangements or through New Apprenticeships. The data on New Apprenticeships, for example, continues to show an upward trend since 1996. Similarly participation in VET in Schools programs has risen steeply over the same period.

16. Whilst much has already been achieved, there is always scope for further improvement, particularly given the increasing attention on providing for the full 15-19 year old cohort. Young people are less likely to be in the labour force, but most are either studying or working (92%). However, 8% are neither studying nor in employment, according to the ABS in May 2001[7]. Whilst these figures are quoted it is recognised that they represent a "point in time" picture as at May 2001. The Dusseldorp Skills Forum have recently released their annual update and commentary on the status of young Australians in this cohort[8]. Their report indicates that for those in the labour force youth unemployment is higher than that for other age groups and that youth are over-represented in part-time jobs.

17. There is a growing emphasis on developing options for the group not participating. Additionally, within senior secondary schooling there has been a focus on the needs of students who do not wish to proceed to university and who may find their post-school needs more appropriately met through other options. Vocational Education and Training, no matter where it is delivered, is an option which is well placed to assist government in reducing the numbers not in education, training or work; it has undoubtedly assisted many young people still in school to not "give it away".

ANTA and Vocational Education and Training (VET) in Schools

18. Central to Australia's National Strategy for Vocational Education and Training 1998 - 2003 is the objective of "equipping Australians for the world of work". This strategy aims at "expanding pathways and options", and within this "expanding and enhancing vocational education and training programs in schools." The Annual National Priorities for 2003 include "improving pathways

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[6] *A National Marketing Strategy for VET: Meeting Client Needs* (ANTA, 2000)
[7] ABS Education and Work Survey, May 2001
[8] *How Young People are Fairing: Key Indicators 2002 an update about the learning and work situation of young Australians* (Dussledorp Skills Forum, September 2002)

between the vocational education and training sector and the schools and higher education sectors".

19. Since 1997, ANTA has provided $20 million per annum to State Training Authorities to expand the take-up of VET in Schools programs, including School Based New Apprenticeships. For the years 2002–2004 this funding is being supplemented with indexation. The base for 2003 will now be $20,450,000. A copy of the *Principles and Guidelines for Improving Outcomes for VET in Schools (2002–2004)*[9] is attached for information (Attachment F). In addition, $5 million per annum was allocated in the years 1997–1999 from ANTA's Infrastructure Funding Program for Skill Centres for School Students. A total of $4 million per annum has been made available for Skills Centres in 2000–2002.

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[9] *Principles and Guidelines for Improving Outcomes for VET in Schools (2002–2004).* A copy is provided at Attachment F.

PART 2: ANTA'S RESPONSE TO THE TERMS OF REFERENCE

Preamble - ANTA's Scope of Responsibility within the New Framework for VET in Schools

1. In making this submission the Australian National Training Authority (ANTA) would like to clearly indicate that ANTA's responsibilities and the contents of this submission focus on those aspects of vocational education in schools that pertain to the National Training Framework. ANTA acknowledges that the scope of the Inquiry is broader than ANTA's area of focus. The broader scope of vocational education in schools is outlined in the *New Framework for Vocational Education and Training in Schools* developed through the former MCEETYA Taskforce on VET in Schools and subsequently endorsed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA)[10].

2. The diagram at Figure 1 clearly shows ANTA's role and responsibility within the broader context of the MCEETYA Framework. National Training Framework program elements are shown in yellow. Vocational and Enterprise Learning programs which are outside the National Training Framework are shown in blue. The green areas indicate those areas that require cross-sectoral activity and collaboration. These include the work on Employability Skills and Student Support Services on which ANTA is actively working with other sectors. The diagram also includes some new areas of work currently being undertaken within ANTA; these are designated as 'work in progress'.

> **VET in Schools needs to be clearly distinguished from other vocational learning activities in schools. VET in Schools provides for nationally recognised VET based on industry standards and can also contribute to the award of a Senior Secondary Certificate. VET in Schools programs are based on the National Training Framework and delivered in a manner consistent with the Australian Quality Training Framework; vocational learning programs are not based on the National Training Framework.**

3. It is important to be clear about the governance arrangements and roles and responsibilities for VET. The ANTA Ministerial Council needs assurance that the outcomes for a student undertaking a VET in Schools program and delivered by a school operating as an RTO, are of the same quality as those provided by the mainstream VET sector. This is of critical importance to the integrity of the VET system. The ANTA Board, in advising Ministers on the framework for the system and defining the outcomes to be achieved to meet industry needs, is responsible for advising Ministers on the quality of the system. The specific responsibility to oversee the quality of the system (the AQTF) and its products (Training Packages) rests with the National Training Quality Council (NTQC) of the ANTA Board. For the individual, who expects their training qualifications to be portable across Australia, and for enterprises which expect training to meet their needs, both need to be confident that the standards identified for the system are being
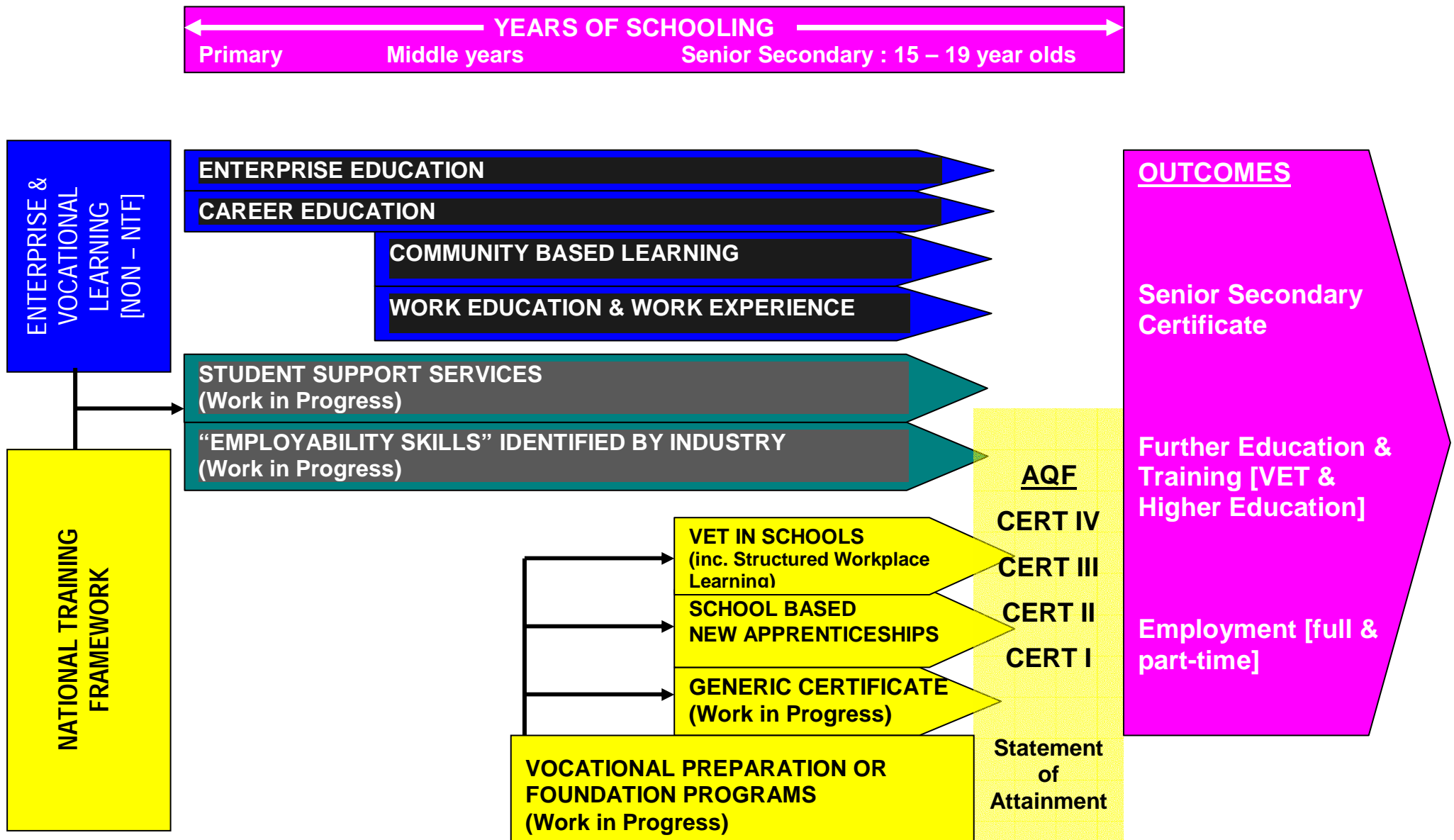
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[10] *New Framework for Vocational Education in Schools, Policy Directions*, MCEETYA (Curriculum Corporation 2000)

met by the training provider. Accordingly, the requirement to meet quality standards needs to be unambiguously clear to all.

4. The AQTF is the key to this assurance. Under these arrangements, schools which are Registered Training Organisations (RTOs) are subject to the same audit requirements as other RTOs. They are audited against the standards contained in the *Standards for Registered Training Organisations*[11]. The auditing bodies themselves are in turn required to meet the *Standards for Registering/Course Accrediting Bodies* and are subject to independent audit with summaries from the audit being provided to the NTQC. In many cases however, schools are entering into partnerships with RTOs to ensure that they can provide programs that meet AQTF requirements. These RTOs then become the bodies responsible and accountable for meeting quality standards.

5. Whatever mechanisms are used, the ANTA Board's advice to the ANTA Ministerial Council is that it is essential that school agencies in all States and Territories be required by MCEETYA Ministers to ensure that all VET in Schools leading to AQF qualifications is conducted under the AQTF requirements. The *Principles and Guidelines for Improving Outcomes for VET in Schools (2002-2004)* includes as an outcome "*the conformity of VET in Schools, in quality and status, with the National Training Framework and a focus on the implementation of Training Packages. In particular, compliance with the new Australian Quality Training Framework, agreed to by ANTA MINCO in June 2001, is to be implemented by July 2002.*"

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[11] A copy of these standards is provided at Attachment D.

Figure 1: The Program Elements of the "New Framework for VET in Schools"

YEARS OF SCHOOLING

Primary   Middle years   Senior Secondary : 15 – 19 year olds

ENTERPRISE & VOCATIONAL LEARNING [NON – NTF]

ENTERPRISE EDUCATION

CAREER EDUCATION

COMMUNITY BASED LEARNING

WORK EDUCATION & WORK EXPERIENCE

STUDENT SUPPORT SERVICES
(Work in Progress)

"EMPLOYABILITY SKILLS" IDENTIFIED BY INDUSTRY
(Work in Progress)

NATIONAL TRAINING FRAMEWORK

VET IN SCHOOLS
(inc. Structured Workplace Learning)

SCHOOL BASED
NEW APPRENTICESHIPS

GENERIC CERTIFICATE
(Work in Progress)

VOCATIONAL PREPARATION OR
FOUNDATION PROGRAMS
(Work in Progress)

AQF

CERT IV

CERT III

CERT II

CERT I

Statement of Attainment

OUTCOMES

Senior Secondary Certificate

Further Education & Training [VET & Higher Education]

Employment [full & part-time]

Term of Reference 1

The House Committee on Education and Training is to inquire into the place of vocational education in schools, its growth and development and its effectiveness in preparing students for post-school options, with particular reference to:

- **the range, structure, resourcing and delivery of vocational education programs in schools, including teacher training and the impact of vocational education on other programs.**

The Range and Structure of VET in Schools

6. Within the overall framework of VET in Schools there are two models operating. One program involves full-time school students undertaking nationally recognised VET as part of their senior secondary certificate. This is the dominant model and generally known as a VET in Schools program. 169,809 students participated in these programs in 2001[12]. School Based New Apprenticeships, on the other hand, involve school students undertaking part-time employment under a contract of training whilst still at school. A School Based New Apprentice is both a paid employee and a senior secondary student. Current statistics on School Based New Apprentices are available from two sources – the MCEETYA Task Force on Transition from Schools and NCVER. These statistics reflect different measures – those "commencing" and those "in training". The MCEETYA statistics indicate that there were 5,755 commencements by the end of 2001; the NCVER statistics indicate that there were over 10,600 School Based New Apprenticeships "in training" as at December 2001[13].

7. ANTA has commissioned a report on School Based New Apprenticeships which has just been completed. A copy of the report is currently being circulated to ANTA CEOs, the ANTA Board, and the MCEETYA Taskforce on Transition from School. ANTA will provide a copy of the final report to the Inquiry following ANTA MINCO on 15 November 2002.

8. Both programs are delivered within the National Training Framework. This means that they are either programs based on Training Packages or nationally recognised courses and that their delivery is to be provided according to the standards required by the Australian Quality Training Framework (AQTF).

9. VET in Schools programs are delivered in substantial numbers in all States and Territories and in all school sectors. The distribution of School Based New Apprenticeships is more uneven. Figure 2 summarises enrolment levels in

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[12] *Report of the MCEETYA Taskforce on Transition from School*, July 2002, page 90.
[13] *At a glance: Australian apprentice and trainee statistics*, December quarter 2001, NCVER, page 3.

each State and Territory as at 2001. This table also shows the extent of VET in Schools and School Based New Apprenticeships relative to total fulltime Year 11 and 12 students[14]. It should be noted that the School Based New Apprenticeship numbers used here are commencements – if those 10,600 "in training" were used, this would indicate that nearly 3% of the Year 11-12 population is involved.

Figure 2: Students enrolled in VET in Schools and Commencements in School Based New Apprenticeships by State and Territory, 2001 (MCEETYA) and as a percentage of total full-time students in Years 11 and 12 (ABS) [15]

State / Territory	VET in Schools		School Based New Apprenticeships	
	Students	% of FT Yr 11 & 12	Commencements	% of FT Yr 11 & 12
New South Wales	55,555	44.6%	317	0.3%
Victoria	22,435	21.4%	883	0.8%
Queensland	48,335	57.0%	3582	4.2%
South Australia	22,531	72.5%	479	1.5%
Western Australia	12,923	29.6%	270	0.6%
Tasmania	2,550	23.7%	4	0.0%
Northern Territory	1,495	50.7%	25	0.8%
Australian Capital Territory	3,985	43.7%	195	2.1%
Total	169,809	41.3%	5755	1.4%

10. In addition to these programs ANTA is also working with industry and jurisdictions on the development of a new range of courses at Certificate I which are more generic in nature which could provide the opportunity for students to access training in a broad range of areas. These courses will provide students with formal recognition for skills attained which can than be credited to them in whichever vocational path they choose to pursue. Related work includes consideration of how vocational preparation or foundation programs can be developed and linked to AQF Certificates. Programs of this type aim to encourage young people who "might give it away" to stay in the education and training system or those who have already left to return.

11. The range of VET in Schools can also be described in terms of industries in which training is delivered. Figure 3 shows the industries delivered through VET in Schools and/or School Based New Apprenticeships programs in each State and Territory. However, it should be noted that enrolment levels differ across industries.

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[14] It should be note that some Year 10 students in States/Territories where it is possible to commence subjects which can be counted towards a senior secondary certificate also participate in VET in Schools. However these percentages are indicative of the impact of VET in Schools and School Based New Apprenticeships programs.
[15] *Report of the MCEETYA Taskforce on Transition from School*, July 2002, pages 90 and 107 and Schools 2001 (ABS Cat 4221.0)

Figure 3: Provision of School Based New Apprenticeship (★), VET in Schools Programs (●) or both VET in Schools and School Based New Apprenticeships (✪) by ANTA industry group (based on 2001 activity reported through MCEETYA) [16]

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
Arts, Entertainment, Sport & Recreation	●	✪	✪	✪	✪	●	●	✪
Automotive	✪	✪	★	✪	✪	●	●	●
Building & Construction	●	●	✪	●	✪	●	✪	✪
Business & Clerical	✪	✪	✪	✪	✪	✪	✪	✪
Communications	●	●	✪	●	✪	●	●	
Community Services, Health & Education	✪	✪	✪	✪	●	●	✪	✪
Computing	✪	✪	✪	●	✪	●	✪	✪
Engineering & Mining	✪	✪	✪	✪	✪	●	●	●
Finance, Banking & Insurance	●		★	●				★
Food processing	●	✪	★	✪	●	●	●	✪
Primary Industry	✪	✪	✪	✪	✪	●	●	
Process Manufacturing			✪	●	●			●
Sales & Personal Services	✪	✪	✪	✪	✪	●	✪	✪
Science, Technical & Other		●	✪	●	●	●		●
TCF & Furnishings	●	●	✪	✪	●		●	●
Tourism & Hospitality	✪	✪	✪	●	✪	●	●	✪
Transport & storage	✪		★		●	●	●	
Utilities	●	●	★	★	●		●	★

12. The above figure provides a broad indication of the industry areas in which the two models operate. It should be noted that the range of programs offered may have expanded in some States in 2002. The first point that can be made is that in most States/Territories VET in Schools programs are offered in a wider range of industries than are School Based New Apprenticeships. All jurisdictions offer VET in Schools Programs in at least 13 of the 18 industry areas.

13. VET in Schools programs are offered in all or most States/Territories in the areas of:

- Arts, Entertainment, Sport and Recreation,
- Automotive (except in Queensland where training is provided via School Based New Apprenticeships),
- Building and Construction,
- Business and Clerical,
- Community Services, Health and Education,
- Computing,
- Engineering and Mining,
- Food processing (except in Queensland where training is provided via School Based New Apprenticeships),

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[16] *Report of the MCEETYA Taskforce on Transition from School*, July 2002, page 107.

- Sales and Personal Services,
- Science, Technical and Other" (all jurisdictions except New South Wales and the Northern Territory),
- Textiles Clothing Footwear and Furnishings (all States except Tasmania),
- Communications (all States except the Australian Capital Territory), and
- Tourism and Hospitality.

By contrast the industry areas of Finance Banking and Insurance, Process Manufacturing, Transport and storage and Utilities are offered as VET in Schools programs in only a minority of States/Territories.

14. Figure 3 also demonstrates that Queensland provides by far the greatest range of options for School Based New Apprenticeships while New South Wales, Victoria, South Australia, Western Australia and the Australian Capital Territory provide this option in nine or ten of the eighteen industry areas. In the Northern Territory the range of School Based New Apprenticeships is more limited and very limited in Tasmania with only a handful of School Based New Apprentices in 2001 in the one industry area, Business and Clerical.

15. States/Territories also differ significantly in the range of industry areas for which School Based New Apprenticeships are available. In 2001 Business and Clerical was the only industry for which this option is available in all States/Territories while the area Sales and Personal Services was available in all States except Tasmania, and the areas of Community Services, Health and Education and Computing in all but two jurisdictions.

For seven industry areas School Based New Apprenticeships were available in four or five of the eight jurisdictions:

- Arts, Entertainment, Sport & Recreation,
- Automotive,
- Building & Construction,
- Food processing,
- Engineering & Mining,
- Primary Industry, and
- Tourism & Hospitality.

For the remaining industry areas, School Based New Apprentices were available in only one, two or three jurisdictions:

- Communications,
- Finance, banking and insurance,
- Process manufacturing,
- Science, technical and other,
- Textiles, clothing, footwear and furnishings,
- Transport and storage, and
- Utilities.

16. It is interesting to note that Victoria has now introduced a mechanism ('block credit') for offering subject credit for all Certificate II to IV level nationally accredited Training Packages. Whilst there is broad coverage of Training Packages in most States and Territories, this mechanism could be investigated further to establish whether student access and choice can become available for the full range of traineeships and apprenticeships.

17. In enrolment terms 62% of VET in Schools students are located in only four areas: Tourism and Hospitality, Computing, Business and Clerical, and General Vocational Education and Training[17]. In 2001, most students were enrolled in either service sector courses (63.7%) or in general courses (13%) while only 21.6% of students were enrolled in courses relating to the manufacturing sector[18]. Although School Based New Apprenticeships are also offered across the full range of industries participation is similarly concentrated in a narrow range of areas. More than 75% of the 5,755 students who commenced a Training Contract in 2001 as a School Based New Apprentice were employed in Sales and Personal Services, Tourism and Hospitality, Business and Clerical, and Primary Industry. Enrolments by industry for both models are illustrated in Figure 4 below.

Figure 4: Distribution of Enrolments in VET in Schools (Government and Catholic Schools only) and Commencements for School Based New Apprenticeships by on Industry: 2001[19]

VET IN SCHOOLS		SCHOOL BASED NEW APPRENTICESHIPS	
Tourism & Hospitality	18%	Sales & Personal Services	39.5%
Computing	16%	Tourism & Hospitality	14.5%
Business & Clerical	15%	Business & Clerical	13.3%
* General Vocational Education & Training	13%	Primary Industry	8.7%
Engineering & Mining	6%	Automotive	6.3%
Arts, Entertainment, Sport & Rec	6%	Engineering & Mining	3.6%
Building & Construction	4%	Building & Construction	3.0%
Primary Industry	4%	Community Services, Health & Education	2.7%
Sales & Personal Services	4%		
TCF & Furnishings	3%		
Community Services, Health & Education	3%		
11 industry areas provide 92% of enrolments. Top 4 industry areas provide 62% of enrolments.		8 industry areas provide 92% of commencements, Top 3 industry areas provide 67% of commencements.	

* Note: The category "General Vocational Education and Training" includes job seeking skills, personal development, work-place communications and Occupational Health and Safety.

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[17] The category "General Vocational Education and Training" includes job seeking skills, personal development, workplace communications and Occupational Health and Safety.

[18] Service sector courses include: Arts and Entertainment, Business, Computing, Communications, Community Services, Education, Finance, Banking and Insurance, Health, Sales and Personal Service, Sports and Recreation, Tourism and Hospitality, Transport and Storage. Manufacturing sector courses include: Automotive, Building and Construction, Engineering and Mining, Food Processing, Primary Industry; Process Manufacturing, Science and technical courses, Textiles, Clothing, Footwear and Furnishings, and Utilities.

[19] Derived from *Report of the MCEETYA Taskforce on Transition from School*, July 2002, pages 94 and 107.

18. This data shows that VET in Schools programs tend to have highest participation levels for a small cluster of industries with very specific characteristics. This suggests that additional mechanisms are required to improve links to industries that are generally under-represented.

19. Comprehensive national data on VET in Schools and School Based New Apprenticeships programs by certificate level is not currently available. The data currently collected on students 'still at school' who are enrolled in an AQF certificate (or equivalent) by the National Center for Vocational Education Research (NCVER) using the Australian VET Management Information Statistical Standard (AVETMISS) is incomplete. It reflects only 118,981 of the full coverage of 169,809 students participating in VET in Schools programs. Nevertheless, as shown in Figure 5 below the data does give a sense of the spread of concentration of school students through the AQF with over 80% at AQF1 and AQFII.

Figure 5: Participation and the AQF: Enrolments in recognised VET by Level

Level/Equivalence	Students at School
AQF I	16,900
AQF II	81,813
AQF III	14,718
AQF IV	2,848
Diploma or Higher	2,702
Total	**118,981**

Note: This data is drawn from AVETMISS data for 2001, is incomplete and does not reflect full coverage of the 180,409 students participating

20. The availability of nationally consistent and AVETMISS compliant data is a key issue which ANTA is keen to progress and will be raising with Ministers at the November ANTA MINCO meeting. *The Principles and Guidelines for Improving Outcomes for VET in Schools (2202 – 2004)* specifically indicate that program planning in each State and Territory is to address the achievement of *"more comprehensive measurement and accountability and the collection of data in 2002 that is AVETMISS compliant for reporting in 2003"*. Consultation so far suggests this is not yet the case in all States and Territories and needs to be a priority area for attention in the development of Agreements between State Training Authorities and school authorities for 2003.

21. ANTA, in conjunction with the NCVER, is working with STAs to achieve this early in 2003 so that further advice can be provided to ANTA MINCO and MCEETYA on the consistency of data for use in 2004. Achieving compliance with data will not only enable more reliable comparisons to be made across States and Territories but also enable funding issues to be addressed and make clear, from a quality perspective, that the outcomes being delivered for school students are based on the same definitions as for the VET sector in general.

Growth and Development

22. The rapid growth and development of VET in Schools can be charted in terms of growth in student numbers, numbers of schools involved and hours of training delivered both on and off the job.

23. Not only is the current extent of participation impressive but there has been steady growth in the VET in Schools student numbers since 1996 from the estimated level of 60,000 to the current 169,809 as shown in Figure 6. This growth represents an increase in the percentage of senior secondary students engaging in VET in Schools programs from 16% to 41%[20].

Figure 6: Number of students enrolled in VET in Schools programs in Australia 1996-2001[21]
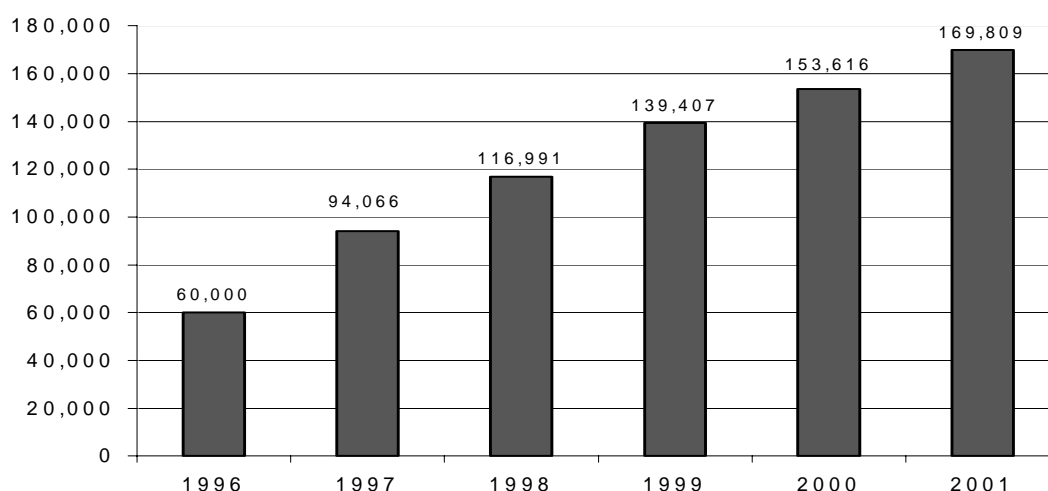
24. Growth has occurred in all three school sectors although the levels of participation as a proportion of total full-time Year 11 and 12 students vary markedly. (See Figure 7 below)

Figure 7: Number of students enrolled in VET in schools programs in Australia by school sector 1996-2001[22]

Sector	1996	1997	1998	1999	2000	2001	2001 as % of FT Yr 11 & 12
Government	NA	53,258	66,366	83,367	97,982	109,900	42.9%
Catholic	NA	12,165	17,825	22,202	25,778	28,925	33.0%
Independent	NA	5,043	8,300	11,035	14,252	15,721	23.2%
TAFE*	NA	23,600	24,500	22,803	15,604	15,263	NA
TOTAL	60,000	94,066	116,991	139,407	153,616	169,809	41.3%

Notes: * Enrolments attributed to TAFE relate to two distinct groups. They include school students in NSW who are taking TAFE delivered courses as part of their Senior School Certificate (15,120 in 2001) and a small cohort of Victorian TAFE students (143 in 2001) undertaking VET subjects as part of their Victorian Certificate of Education.

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[20] *Report of the MCEETYA Taskforce on Transition from School*, July 2002, page 103
[21] *Report of the MCEETYA Taskforce on Transition from School*, July 2002, page 92.
[22] *Report of the MCEETYA Taskforce on Transition from School*, July 2002, page 91.
(Reports to MCEETYA regularly indicate difficulties in making comparisons across States)

25. Comparison of growth between States and Territories is more complex due to the fact that enrolments are recorded differently in relation to the length of courses and the degree to which structured workplace learning takes place. Nevertheless, it is still evident that growth has been strong in all jurisdictions (see Figure 8 below). Slower rates of growth and apparent falls in student numbers in 2000-2001 in some States are due in part to changes in data collection rules. It may also be that participation levels are reaching saturation point in some States, although it is unclear what the level of long term demand will reach. VET in Schools students as a proportion of full-time students in year 11 and 12 provides an estimate of participation. On this measure levels vary markedly from jurisdiction to jurisdiction; again however the statistics need to be carefully examined as there is not a reliable, robust data system in place as yet.

Figure 8: Number of students enrolled in VET in schools programs in Australia by State/Territory 1996-2001[23]

State/ Territory	1997	1998	1999	2000	2001	2001 as % of FT Yr 11 and 12
NSW	42,222	46,462	48,405	48,658	55,555	44.6%
VIC	10,151	12,815	13,887	19,357	22,435	21.4%
QLD	31,182	32,442	41,143	45,010	48,335	57.0%
SA	4,193	13,576	18,515	22,741	22,531	72.5%
WA	2,311	5,090	8,785	9,070	12,923	29.6%
TAS	1,574	2,133	2,604	3,295	2,550	23.7%
NT	411	1,156	1,547	1,349	1,495	50.7%
ACT	2,022	3,317	4,521	4,136	3,985	43.7%
TOTAL	**94,066**	**116,991**	**139,407**	**153,616**	**169,809**	**41.3%**

26. The School Based New Apprenticeship program is smaller in terms of raw numbers compared to VET in Schools. Nevertheless, annual commencements have increased from 1,500 in 1998 to 5,755 in 2001 (as at December 2001). Figure 9 below demonstrates the gradual growth of commencements over time in School Based New Apprenticeships.

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[23] *Report of the MCEETYA Taskforce on Transition from School*, July 2002, page 90.

Figure 9: Secondary school students commencing School Based New Apprenticeships 1998-2001 (MCEETYA figures) [24]
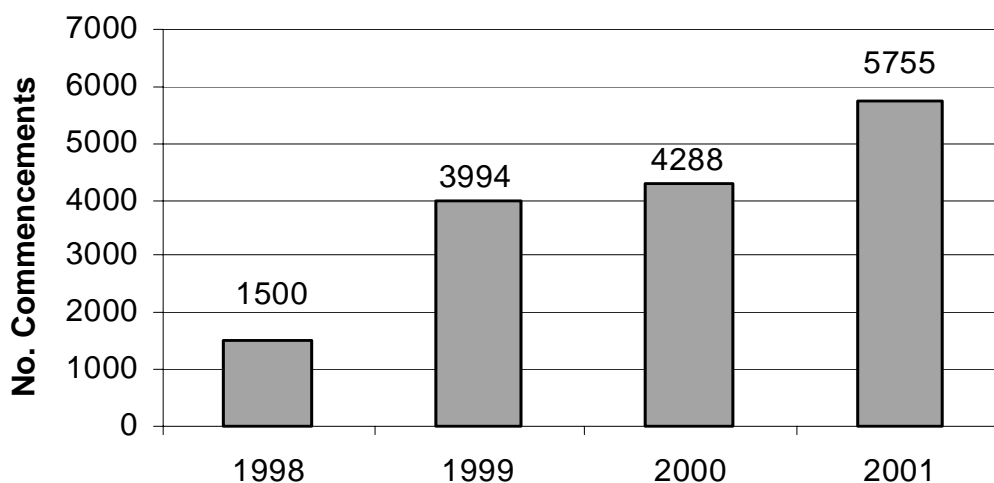
27. Earlier information in this submission (see Figure 2) provided data on enrolments on School Based New Apprenticeships across States and Territories, revealing the large disparities between States and Territories, and particularly the high numbers in Queensland compared to other States and Territories.

28. A further feature of the growth in VET in Schools is the very large increase in the number of participating schools. In 1997 only 70% of all schools across Australia offering a senior secondary curriculum also offered VET in Schools programs. In the Year 2001 nearly 95% of schools offered VET in Schools programs. This growth is diagrammatically represented in Figure 10.

Figure 10: Number of schools providing VET in Schools programs 1997-2001[25]

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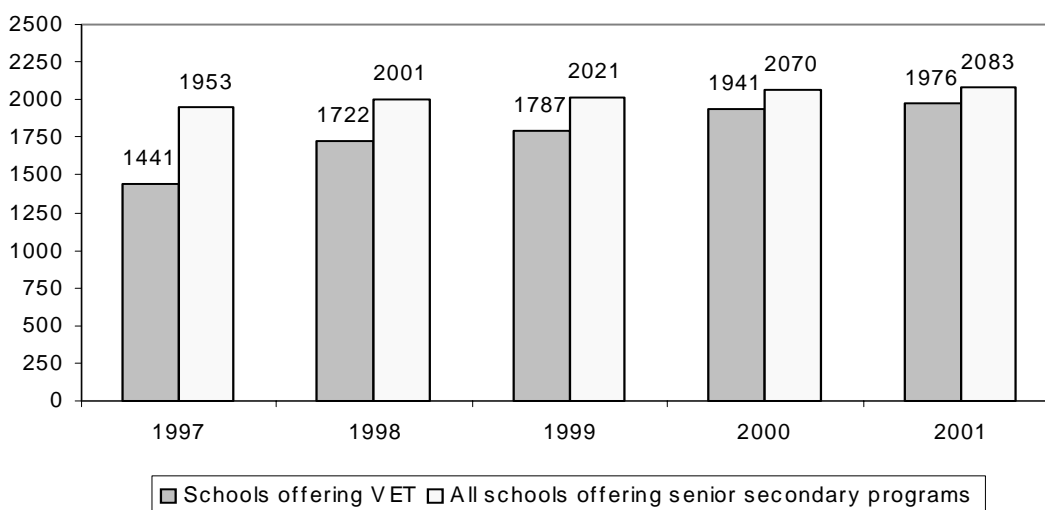
[24] *Report of the MCEETYA Taskforce on Transition from School*, July 2002, page 108.
[25] *Report of the MCEETYA Taskforce on Transition from School*, July 2002, page 94.

29. Another measure of the growth and development of VET in Schools programs is the growth the total hours of training. Figure 11 below charts the growth in Annual Student Contact Hours as provided by States and Territories to the MCEETYA Task Force on Transition from School.

Figure 11: Annual Student Contact Hours (ASCH) for VET in Schools 1998 - 2001[26]

	1998	**1999**	**2000**	**2001**
ASCH	13,052,102	20,096,944	27,229,606	34,763,854
Average ASCH per student	110	147	177	205

30. It should be noted that at this stage these figures have not been subjected to rigorous testing and it is likely that in comparing figures across States and Territories there may be different bases for counting. The process underway for ensuring that all data on VET in Schools is AVETMISS compliant as outlined paragraphs 20 and 21 on page 16 may result in some realignment of figures in this area over time. Nevertheless, and based on these figures, a trend which stands out is the issue of the depth of a student's study in VET which is broadly reflected in the increase in average hours (ASCH) per student.

31. It is acknowledged that the data may differ based on definitions and interpretations, and that there are also differences in the structure and length of programs in each State/Territory. This also makes it difficult to compare activity across States/Territories and sectors. Nevertheless, Figure 12 below provides a basis for comparison of the average hours of training undertaken by each student. Some States/Territories have high levels of participation but lower average levels of VET hours compared to some other States which have lower overall numbers but higher levels of VET hours. The average length of a VET in Schools program is estimated at 205 hours in 2001 – this is up from an average of 110 hours in 1998.

Figure 12: Average ASCH and VET in School enrolments in 2001[27]

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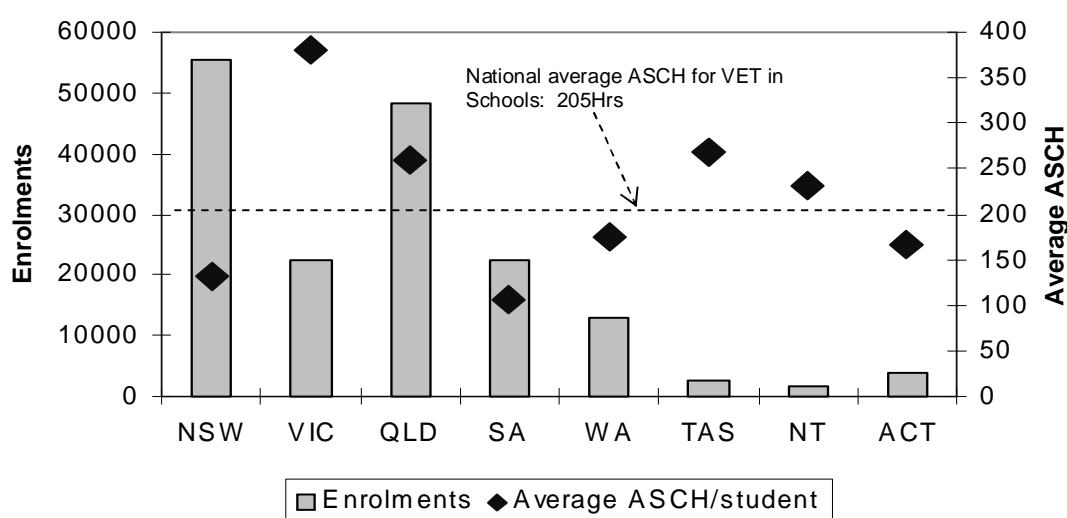
[26] *Report of the MCEETYA Taskforce on Transition from School*, July 2002, page 102.
[27] *Report of the MCEETYA Taskforce on Transition from School*, July 2002, page 104.

32. This rise in the average hours reflects a concerted effort over the past few years to provide students with greater depth in their VET studies and towards completing VET qualifications whilst at school, rather than small scale sampling of VET programs.

Training on the job

33. As shown in Figure 13 below the amount of training delivered in the workplace for students undertaking a VET in Schools program has also expanded over the last five years. States and Territories report that the number of students undertaking some part of their training through structured workplace training has also almost quadrupled from 25,780 in 1997 to 101,208 in 2001. In consequence the proportion of VET in Schools students gaining access to structured workplace learning has increased from approximately 27% to approximately 60%. As a corollary, approximately 40% of the 169,809 students undertaking a VET in Schools program do not undertake training in the workplace, whether by reinforcing competencies learnt off the job or by competencies being assessed on the job. Growth in structured workplace learning opportunities associated with VET in Schools programs is a key objective for ANTA.

34. As the numbers have increased so also have the hours students undertake – States and Territories report these having increased from 2.4 million hours in 1997 to 7.1 million hours in 2001. Within these figures, the average length of structured workplace learning undertaken by each student participating in this mode of delivery was 70 hours in 2001. Average hours per student have fluctuated over the years, a reflection of both uneven patterns of expansion and redefining what is counted. It is important to ensure that expansion is achieved in the amount of time spent in the workplace as well as in terms of numbers participating.

Figure 13: Structured Workplace Learning 1997- 2001[28]

	1997	1998	1999	2000	2001
Students	25,780	61,294	57,343	81,047	101,208
Hours	2,387,723	4,558,245	5,610,733	6,470,392	7,113,742
Average Hours per student	92	74	98	79	70
% of VET in Schools students undertaking SWL	27%	52%	41%	53%	60%

35. The amount of workplace based learning varies from jurisdiction. Figure 14 below outlines the differences. In two States, New South Wales and Tasmania, structured workplace based training has become mandatory for all VET in Schools students. They have already achieved relatively high levels of participation although the average hours per student is relatively low in New South Wales. Western Australia has achieved not only high levels of participation but a high average length of time in the workplace for each student participating. Figure 14 below shows these differences between jurisdictions.

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[28] *Report of the MCEETYA Taskforce on Transition from School*, July 2002, page 106.

Figure 14: Structured Workplace Learning in 2001 by State/Territory[29]

State / Territory	Students undertaking SWL	Hours of SWL	Average Hours	% of VET in Schools Students undertaking SWL
New South Wales	47,928	1,674,966	35	86%
Victoria	11,855	880,635	74	53%
Queensland	17,305	1,404,798	81	36%
South Australia	9,100	754,576	83	40%
Western Australia	10,648	1,984,315	186	82%
Tasmania	2,265	297,582	131	89%
Northern Territory	818	37,990	46	55%
Australian Capital Territory	1,289	78,880	61	32%
Total	**101,208**	**7,113,742**	**70**	**60%**

36. As with other statistics provided in this report the need to ensure data is robust is a key aim for ANTA. With respect to data on workplace learning this means also ensuring that the workplace component is clearly related to a VET in Schools program, and not a general work experience program.

Effectiveness in Preparation of Students for Post School Options

37. To date there has been little longitudinal research on the impact of VET in Schools on post school outcomes. Some early research indicated that some school leavers who had taken VET in Schools experienced difficulty in gaining employment[30]. Recent research points to more positive outcomes indicating that participation in VET in Schools and particularly participation in structured workplace learning gave students an advantage in gaining employment on leaving school[31]. Research on the outcomes for VET in Schools students in Victoria shows that they are successful in proceeding to work or further study either in the university sector or in VET[32].

38. The formal arrangements provided by VET in Schools and School Based New Apprenticeships help ensure that students' time in the workplace is a productive learning experience and that there are direct linkages between learning in the workplace and learning in the classroom. Such best practice outcomes are of course dependent upon the close collaboration of schools and employers and upon employer's understanding of their responsibilities in accepting a student

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[29] *Report of the MCEETYA Taskforce on Transition from School*, July 2002, page 105.

[30] Ball, K and Lamb S, *Curriculum and careers: the education and labour market consequences of Year 12 subject choice*, LSAY research report, no 12, ACER, (Melbourne 1999)

[31] Misko J, *Destination of 1999 school leavers who participated in structured workplace learning programs*, (ECEF and NCVER, 2001)
Smith E and Green A, *School students' learning from their paid and unpaid work* (ANTA 2001), page 84
*Vocational Education and Training in Small Rural Communities* (NCVER and Youth Research Centre, 2001)

[32] *CPET Research Letter 4 - VET in Schools in Victoria*, Centre for Post-compulsory Education and Training

for a work placement or employment as an apprentice of trainee[33]. Some research indicates that School Based New Apprenticeships may be particularly advantageous because they offer both a focus on learning outcomes and paid employment which can in turn ensure that students access a greater range of opportunities and responsibilities in the workplace[34].

39. Anecdotally, some researchers have commented on the positive skill and attitude transfer from VET participation to other studies. The different learning and assessment style may produce success for many young people and it is claimed that this experience of success has a positive impact on other studies and future work and study choices.[35]

40. One area worthy of further investigation is the potential of VET in Schools programs and School Based New Apprenticeships to address issues raised by the House of Representatives Standing Committee on Education and Training's report *Boys: Getting it right.* VET in Schools (particularly when incorporating structured workplace learning) and School Based New Apprenticeships can offer boys a 'real world' orientation, links between school and work, contact with positive role models and access to a variety of learning styles and environments. Unfortunately at the present time there are no comprehensive national statistics showing the participation of males and females across both VET in Schools and School Based New Apprenticeships. Collection of such data is currently being addressed by ANTA in collaboration with the MCEETYA Taskforce on Transition from School and the MCEETYA Performance Measurement and Reporting Taskforce.

41. Recent increases in the apparent retention rates, particularly for males (see figure 15), may also indicate that the introduction of VET in Schools has had a positive impact on the school experience of students and the likelihood of Year 12 completion itself a predictor of more positive post-school outcomes.

Figure 15 Apparent Retention Rates Years 10-12 (1994-2001)

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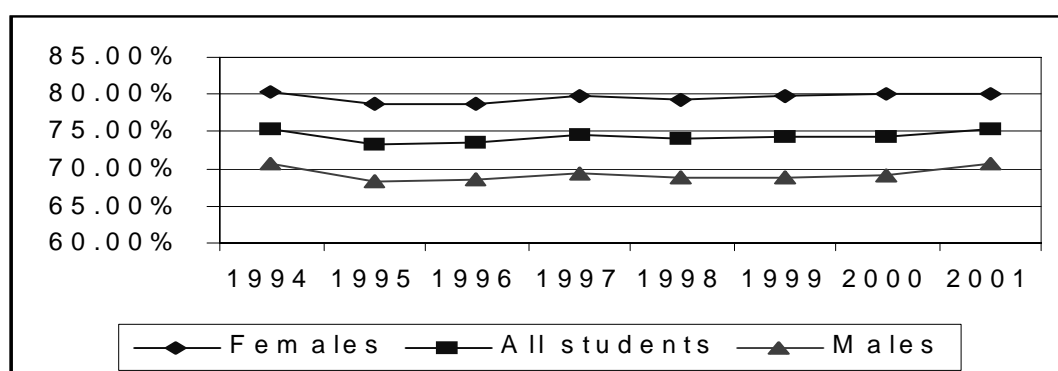
[33] Smith E and Green A, *School students' learning from their paid and unpaid work* (ANTA 2001), pages 73-4 78-9
[34] Schloss J, 'Structured Workplace Learning programs versus part-time paid employment', *Curriculum Perspectives* 20 (1), pages 54-58. (2000)
[35] See for example Smith E and Wilson L*, School student views on their working and learning in the workplace*, NCVER, 2002.

42. ANTA is working with States and Territories to increase the level of recognition given to VET in Schools students for the skills and attainments they achieve and to strengthen post-school pathways. To date 20 universities have agreed to look at ways in which VET in Schools outcomes can be taken into account as a basis for university entrance. Recognition and transfer of credit arrangements are being pursued in mainstream VET and university sectors. Recent changes to Commonwealth incentives for employers will also improve opportunities for VET in Schools graduates to progress to employment as trainees and apprentices.

43. ANTA's work on the development of further vocational courses at Certificate I level, perhaps through more generic certificates, and on vocational preparation or foundation programs is designed to meet the needs of students who wish to explore a range of options before electing which vocational path to pursue or who might have difficulties achieving in courses at Certificate I and above. This is all aimed at a greater range of options in preparing students for post-school options.

The introduction of VET in Schools throughout Australia has been a resounding success for all governments. There is no doubt it is one of the key success stories in terms of national reforms in Vocational Education and Training and in senior secondary schooling.

Choices are now available for young people to learn skills for the workforce; industry has been a key supporter and enterprises are engaged in providing opportunities for young people; we now have a school system which was once regarded as being totally focussed on the university pathway and is now balancing this with an increasingly stronger connection to the workforce.

If it hadn't been for the staggering degree of growth which has been experienced, the challenges which we are now confronted with, and outlined in this submission, would have taken many more years to emerge.

The next step must now be focussed on moving this program from the "margins" to the "mainstream", by underpinning and integrating VET as a universally accessible and valued option for all Australian senior secondary school students.

Resourcing

44. As indicated earlier ANTA has provided VET in Schools funding of $20million per annum since 1997. The *Principles and Guidelines for 2002–2004*[36] make provision for this funding to continue with adjustments for indexation. This funding is widely recognised as having made a significant difference to the uptake of VET in Schools and School Based New Apprenticeships pathways. An evaluation undertaken by the Allen Consulting Group in 2000 clearly acknowledged this[37]. Significant funding provided through States and Territories and the Commonwealth and the participation of industry has also contributed to the success so far.

45. In the first five years of the ANTA program (1997–2001) this funding was viewed as a significant lever to set programs in train and to ensure that developments within the school sector are based on the National Training Framework. Following the program evaluation in 2000, the second phase of the program began. Having established significant school students numbers the current phase (2002–2004) is focused on addressing specific priorities and moving towards mainstreaming VET in the schools system. Whilst a formal evaluation of the current phase has not yet been undertaken it would be expected that the next step would be to focus on improvements within a mainstreamed system.

46. There are substantial pressures building on the ANTA funding arrangements for VET in Schools both in terms of the quantum, source and means of allocating funds to State and Territory and sectors.

47. The current VET in Schools funding arrangements conclude at the end of 2004. At the May 2002 ANTA MINCO meeting a range of recommendations were agreed which related to funding, both of a short and long term nature. Some resolutions calling on long term funding commitments by the Commonwealth were agreed to by State and Territory Ministers but not by the Commonwealth. Ministers also agreed "to consider any outcomes from the consultation process on VET in Schools funding arrangements to 2004 currently being undertaken by ANTA and the work being undertaken by DEST to examine the cost of delivery of VET in Schools programs, including an analysis of cost efficiencies."

48. For the immediate future, consultation on the $20 million ANTA VET in Schools funding for 2003 was completed via the MCEETYA Transition from School Taskforce resulting in a recommendation that "the existing formula for funding VET in Schools, using the latest available ABS data, should be maintained for 2003, and that this approach be recommended to ANTA MINCO". Figure 16 below provides the specific allocations for 2003 drawn from of the ANTA Board report to ANTA MINCO *Directions and Resource Allocations for 2003*, for agreement at the November 2002 ANTA MINCO meeting. It should be noted that the $20m base has increased by $450,000 to reflect indexation**.**

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[36] See Attachment E

[37] *Review of the ANTA VET in Schools Program*, the Allen Consulting group, June 2000.

Figure 16 ANTA Funding for VET in Schools: Proposed Allocations to States/Territories and Schools Sectors 2003

State / Territory	Total for State	Government	Catholic	Independent
New South Wales	$6,093,086	$3,855,834	$1,442,167	$795,084
Victoria	$4,670,783	$2,786,704	$1,018,691	$865,388
Queensland	$3,728,820	$2,338,734	$710,428	$679,658
South Australia	$1,765,639	$1,138,520	$317,201	$309,919
Western Australia	$2,221,669	$1,422,338	$423,983	$375,348
Tasmania	$776,457	$589,034	$103,905	$83,519
Northern Territory	$540,530	$426,191	$46,413	$67,926
Australian Capital Territory	$653,016	$434,631	$154,579	$63,806
Total	**$20,450,000**	**$12,991,985**	**$4,217,367**	**$3,240,648**

49. Further work is required on the potential of performance based funding allocation models to be used for 2004, however this cannot be finalised until nationally consistent AVETMISS compliant data is available. As indicated in paragraphs 20 and 21 on page 16, addressing this issue will not only enable this funding issue to be addressed but also make clear, from a quality perspective, that the outcomes being delivered for school students are based on the same definitions as for the VET sector in general.

50. At this stage, VET subjects are overwhelmingly additional to, rather than a substitute for, the existing suite of senior school certificate subjects. The consequence of this is that firstly, schools generally rely on tagged funding from external sources (eg ANTA) rather than transferring funding from other programs in the school budget and secondly, introducing additional VET subjects places stress, and competes with, the existing timetable and curriculum offerings.

51. Addressing the long term funding arrangements for VET in Schools is both a complex and sensitive issue, requiring advice for Ministers to be developed which makes the most efficient use of public funding and recognises the growth which has already taken place and which may continue into the future. The central issue relates to how the costs of delivery for a program which involves both the schools and VET sectors might be funded through clear "mainstream" arrangements in the future, rather than through a range of sources involving Commonwealth and State and Territory recurrent and specific purpose program provision.

52. When ANTA MINCO first agreed to the allocation of $20m for VET in Schools, it was clear that these funds were not being allocated as part of the ANTA Agreement. The scope and boundaries of the ANTA Agreement have been specific in not counting effort in VET in the school system. However, there was considerable debate over whether the $20m funding should be available for the costs of delivery or just for promoting systemic and school change. Following negotiation, the guidelines have since 1997 included reference to the ANTA funds being:

"allocated by school authorities to schools or school clusters in the form of a contribution to support course or program delivery. This should contribute to meeting:

- *delivery costs, where limited funds for each additional hour of course delivery are made available (figure to be agreed per Annual Hours Curriculum) as an encouragement to a school to increase provision and to increasingly utilise recurrent school resources for VET…..,*

- *new development purposes such as once-off costs of professional development at the school level, the purchase of consumable materials or education materials to support delivery (eg. Training Packages)….*

"School authorities must identify this additional delivery in their Agreement to receive these funds."[38]

53. A preliminary analysis of the plans for expenditure forwarded to ANTA by State Training Authorities indicates that of the $20m ANTA funds provided for 2002 for the government and non-government sectors, between 34% and 100% of their allocations is used as a contribution to the costs of delivery. At the high end, this might reflect the pressure on funding as a result of significant growth since 1997, however, it was never intended that the $20m would be exclusively used for delivery. It is certainly not clear from a national perspective, the degree to which recurrent school funding is providing the balance, as was always the intention. In addition, it appears that some VET in Schools is delivered by the TAFE system using VET recurrent funding.

54. The Commonwealth Department of Education, Science and Training (DEST) has recently engaged the consortium of The Allen Consulting Group, the National Centre for Vocational Education Research and Deloitte Touche Tohmatsu to undertake a project, *Analysis of the costs of delivery of Vocational Education and Training (VET) programs in schools, including analysis of cost efficiencies*. The project is being overseen by a Steering Group, chaired by DEST with representatives from a number of States and Territories and ANTA. The overarching objectives for the project are to:

- undertake research and analysis of the Report on Costing of VET in Schools (April 1999) prepared by Ernst & Young in order to test the national costing model for VET in Schools as outlined in that report, and

- explore actual and potential options for developing cost efficiencies for the delivery of VET in Schools.

This work is expected to be complete late this year.

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[38] *Principles and Guidelines for Improving Outcomes for Vocational Education and Training (VET) in Schools (2002-2004)*. Paragraph 10.

55. The urgency to resolve the long term funding arrangements was discussed at the September meeting of ANTA CEOs. The meeting acknowledged the importance of the DEST work and that the funding of VET in government and non-government schools involves shared contributions from a mix of government sources – Commonwealth provision through both the States Grants Act and the ANTA Act, and at the State and Territory level through both their school and VET budgets. CEOs also acknowledged that whilst the spectacular growth in numbers over a short period of time had substantially altered the senior secondary landscape in terms of options for young people, resourcing pressures were emerging which needed to be addressed.

56. Given the cross-sectoral nature of this activity and the funding involved any solutions are likely to require discussions at ANTA MINCO and MCEETYA and in framing information and options the expert involvement of key program policy and budget staff from ANTA, the Commonwealth, and State and Territory schools and VET sectors. Given scheduled ANTA MINCO and MCEETYA meetings in the middle of 2003 and the urgency of the task in preparing for future years a proposal will be put forward to the November meeting of ANTA MINCO for advice being developed in time for the ANTA CEOs and the ANTA Board to put to ANTA MINCO and then to MCEETYA in mid-2003.

57. ANTA would be pleased to provide further information on this issue following the ANTA Ministerial Council meeting in November 2002.

58. ANTA funds for VET in Schools are apportioned between States/Territories on the basis on shares of the 15-19 year old population plus a base funding allocation that recognises the needs of smaller states. ANTA also determines the share of funds to be apportioned to each school sector on the basis of shares of the Year 11 and 12 cohort in each State/Territory. The table at figure 15 above details this split for 2003. Some stakeholders are concerned that this means of allocation does not sufficiently recognise and reward achievement of growth in VET in Schools programs.

> **The long term resourcing of VET in Schools and School Based New Apprenticeship programs has been identified as a key issue and advice on a way forward is to be provided to the November ANTA MINCO meeting.**

59. As indicated earlier ANTA has also provided funds through the Skill Centres for School Students (SCSS) Program. The major objective of this program includes to further the development of vocational education for school students by providing capital funds to assist in the establishment of capital projects which:

- provide additional facilities for training opportunities for school students in years 11 and 12,
- help students adapt to new or advanced technology and information systems,
- encourage an increased provision of vocational education and training among school students, particularly for apprenticeships or

traineeships, or modules in Training Packages which relate to apprenticeships and traineeships, and

- improve the ability of students to undertake further VET courses and obtain workplace skills.

One key criteria for funding is that these facilities should provide industry standard training environments which would not otherwise be available.

60. Over 100 SCSS projects have been funded since the program's inception in 1997. Projects fall into one or more of the following categories:

- new facilities to provide specialist training,
- refurbishments and fit-out to existing school facilities, and
- provision of equipment to deliver VET in Schools.

61. The program has facilitated the delivery of VET in Schools across a wide range of industry areas such as Information Technology and Multimedia, Tourism and Hospitality, Business, Electronics, Automotive, Agriculture and Horticulture and Retail.

62. Project allocations have varied from $30,000 to provide equipment to supplement a school's existing VET facilities to over $500,000 to construct and fit-out a training centre, and provide equipment. The average allocation under the program since 1997 has been $184,000.

Delivery

63. The variety of ways in which VET in Schools is delivered across Australia depends on the following three factors:

- the organisation with responsibility as a Registered Training Organisation to oversee delivery, assessment, certification and quality assurance,
- the actual site(s) of training delivery, and
- the way in which subjects are structured in order to link them to the senior secondary certificate.

64. These differences will often reflect difference in the ways State Training Authorities implement policy. They are outlined in detail in a major report commissioned by ANTA, *The AQTF and VET in Schools*. [39] This report was commissioned to assess the readiness of schools systems to implement the new AQTF by July 2002.

65. With respect to the first factor listed above, the report identified the three main types of delivery arrangement:

- schools which are Registered Training Organisations in their own right,
- school sectoral bodies (such as regional offices or Boards of Studies) which hold RTO status on behalf of a group of schools, or

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[39] *The AQTF and VET in Schools, a report to the National Training Quality Council*, February 2002

- schools working in partnership with an RTO[40].

66. As regards to the second factor, the actual site of training delivery may be a school, a Skill Centre, a TAFE campus or private RTO, a workplace (through structured workplace learning), a simulated work environment or any combination of these. On-line and distance learning are also used, particularly to increase regional and remote access to training opportunities.

67. With regard to the third factor States and Territories package VET in Schools differently in relation to the senior secondary certificate. This means that VET in schools is delivered in a variety of ways across Australia. Schools may offer VET as:

- 'stand-alone',
- 'embedded', or
- a combination of 'stand-alone' and 'embedded'.[41]

68. "Stand-alone VET" refers to the delivery of a VET qualification or suite of competencies as a separate course. Generally, embedding is an arrangement whereby VET competencies or modules are delivered within a general education course, producing both vocational and general education outcomes. The purpose of 'embedding' is to minimise the assessment workload of students by avoiding unnecessary duplication. In some States/Territories embedding is necessary to provide recognition of VET within senior secondary certificates of education. In other States, stand-alone VET components can contribute towards the senior secondary certificate. [42]

69. The ANTA Board has had an agenda to establish a national VET system where the skills acquired through any of the pathways available are crystal clear, both to the VET student and to employers across the country. The Board believes that where VET is not delivered in a "stand alone" manner and packaged differently across the senior secondary certificates, that the potential for industry to regard the VET qualifications gained by school students as "different" is a significant risk. This concern remains despite reports from States and Territories where "embedding" takes place, that assessment is against units of competency.

Teacher training

70. Whilst ANTA has no jurisdiction over teacher training what must be ensured in the delivery and assessment of VET in Schools is that VET specialists receive training which includes exposure to industry and the development of skills and competencies consistent with the requirements of the AQTF. The AQTF sets

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[40] *The AQTF and VET in Schools, a report to the National Training Quality Council*, February 2002, pages 11-12
[41] *The AQTF and VET in Schools, a report to the National Training Quality Council*, February 2002, page 4.
[42] *The AQTF and VET in Schools, a report to the National Training Quality Council*, February 2002, page 5.

out minimum competency standards for staff responsible for the delivery of training and the conduct of assessments[43].

71. In response to these requirements, ANTA is aware that a number of universities providing qualifications for VET practitioners have aligned their programs with the Certificate IV in Workplace Training and Assessment. We would like to see the same thing encouraged in teacher education programs for the schools sector. Schools which intend using their own teachers for VET delivery must also be aware of the AQTF requirement that persons working on behalf of Registered Training Organisations must hold relevant vocational competencies, in addition to teaching/assessment competence, at least to the level being assessed.

72. States and Territories have also allocated considerable resources, including ANTA VET in Schools funds, to the development and delivery of professional development for teachers of VET and VET program coordinators. To date, however, there has not been a comprehensive national approach in this area and whilst ANTA is aware that there has been considerable activity, it is likely that the approaches differ. Given the mainstreaming of VET in Schools, a more concerted effort may now be needed.

73. A related area of specialisation that should be further encouraged is career education. *The OECD Report on the* Thematic *Review of the Transition from Initial Education to Working Life 1996-1999* indicated that information and guidance sources are poorly organised and resourced and this has an impact on the quality of career education[44]. The *Footprints* report also focused on the importance of career education in the transition process[45]. In recent times the MCEETYA Transition from School Taskforce has turned its attention to the development of a Career and Transition Services Framework. ANTA is concerned however that specialists in this area often have little knowledge of the VET sector. The training of teachers or others to take on this important role in counselling young people needs to focus more on the VET sector and work, not just on the university pathway.

The impact of vocational education on other programs

74. The Common and Agreed National Goals for Schooling in the Twenty First Century, endorsed by Ministers in April 1999, specifically refers to vocational education in schools. Specific references include:

  "In terms of curriculum, students should have:….

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[43] *Standards for Registered Training Organisations* (ANTA 2001) page 17
[44] Sweet R, *The Jigsaw Revisited, Comparative Perspectives on Transitions*, paper presented to VIEP Forum, Melbourne, 26 April 2000 and derived from *The OECD Thematic Review of the Transition from Initial Education to Working Life 1996 – 1999.*
[45] *Footprints to the Future*, Report from the Prime Minister's Youth Pathways Action Plan Taskforce, 2001.

- *participated in programs of vocational learning during the compulsory years and have had access to vocational education and training programs as part of their senior secondary studies.*

- *participated in programs and activities which foster and develop enterprise skills, including those skills which will allow them maximum flexibility and adaptability in the future."*

and

"Schooling should be socially just, so that:….all students have access to the high quality education necessary to enable the completion of school education to Year 12 or its vocational equivalent and that provides clear and recognised pathways to employment and further education and training." [46]

75. The Goals make it clear that vocational learning should be present in a student's program and that vocational education and training is an option that needs to be available for all[47]. The impact of such programs on other programs is clearly a question of balance, both at a systems level and for the individual.

76. At the system level, ANTA is aware that the demand for VET in Schools programs over the past six years may well have had an effect on what schools can offer to senior secondary students. In some cases this may have resulted in some studies no longer being available. Boards of Studies in the schools sector will be able to provide the Inquiry with details of how senior secondary enrolments have altered since the emergence of VET in Schools as a viable choice for young people.

77.   For ANTA what is important is the impact on the individual. There are the vocational options now available which meet the needs of our clients - individuals and enterprises. This was clearly not the case to the same degree pre-1997. For enterprises they know that students are focussing on, or have completed, a range of competencies identified by industry. For individual students the most appropriate balance will vary from student to student with some undertaking greater depth in their VET studies than others. It should be noted, however, that at senior secondary level a VET program is only one element of a student's program. The balancing act now is ensuring a general education includes vocational training and elements of a traditional general education.

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[46] *The Common and Agreed Goals for Schools in the Twenty First Century*, April 1999, paragraphs 2.3, 2.4 and 3.6
[47] *The Common and Agreed Goals for Schools in the Twenty First Century*, April 1999.

Term of Reference 2

> **The House Committee on Education and Training is to inquire into the place of vocational education in schools, its growth and development and its effectiveness in preparing students for post-school options, with particular reference to:**
>
> - **the differences between school-based and other vocational education programs and the resulting qualifications, and the pattern of industry acceptance of school-based programs**

The differences between school-based and other vocational education programs and the resulting qualifications

Vocational Education and Training and vocational learning

78. The preamble to ANTA's response to the Terms of Reference indicates that there are key differences between vocational education in school that is based on the National Training Framework and vocational learning that is not.

79. In July 2001, MCEETYA Ministers agreed to the following definition of vocational learning:

> *"Vocational learning is general learning that addresses broad understandings of the world of work and develops in young people a range of knowledge, skills, competencies and attributes relevant to a wide range of work environments."* [48]

80. In this definition the nature of vocational learning is preparatory and awareness raising whereas vocational education and training provided under the National Training Framework is nationally recognised training based on agreed industry standards. The outcomes of vocational education and training are recognised in terms of formal qualifications or statements of attainment for individual competencies gained.

81. School programs which combine traditional school studies with nationally accredited training and generic skills, add value to the student. However, the added value of integrating vocational education with general education still tends to be undervalued by both industry and school communities.

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[48] *Report of the MCEETYA Taskforce on VET in Schools*, July 2001, page 112.

VET in Schools and the wider VET Sector

82. Compliance with the National Training Framework means that there should be no difference in policy terms between VET undertaken by school students - whether through VET in Schools programs or through School Based New Apprenticeships - and any other Vocational Education and Training (VET). The VET in Schools pathway is essentially one pathway amongst many. Like all other training in the VET sector the standard and quality of these arrangements has been developed to meet industry needs and is assured through a Registered Training Organisation (RTO). As in mainstream VET, programs may provide variable amounts of workplace learning or on-the-job training to support off-the-job training.

83. VET in Schools students can either work towards a full VET qualification - usually at AQF Certificate I, II or III - or they can work towards a statement of attainment - a record of the nationally recognised competencies that they have attained. These options are the same as the options available to students in the wider VET sector. The difference is that in the wider VET sector a broader range of courses is available including qualifications at AQF Certificate IV, Diploma and Advanced Diploma.

84. The qualifications gained through School Based New Apprenticeships are the same as those gained through VET in Schools but the pathway is different. The student enters into a Training Contract with their employer which sets out the obligations of each party including a commitment to provide and to participate in on-the-job training. The student/trainee is both a school student and an employee for the purposes of this arrangement and is paid a wage for the period of time spent on-the-job. Not only is on-the-job training a compulsory part of this pathway, but the duration of time spent in the workplace is typically longer than that experienced in VET in Schools programs. In essence, the School Based New Apprenticeship pathway is more of an employment-based pathway than VET in Schools.

85. Students undertaking School Based New Apprenticeships are typically working towards a Certificate II qualification. These qualifications are Training Package based and consequently the same as those accessed by full-time New Apprentices and Trainees. There is strong industry support for this model although it is recognised that it is unlikely to have the same take-up as the VET in Schools program. As mentioned in paragraph 7 on page 11, ANTA has commissioned a report on School Based New Apprenticeships which has just been completed. A copy of the final report will be provided to the Inquiry following ANTA MINCO.

86. In addition to being based on national VET qualifications, both VET in Schools and School Based New Apprenticeships are recognised by State/Territory Boards of Study and contribute to the award of Senior Secondary Certificates. Many jurisdictions also have in place arrangements which ensure that achievements in VET in Schools can contribute to the calculation of tertiary entrance scores.

Pattern of industry acceptance of school-based programs

87. As outlined in paragraphs 3-5 on pages 8-9 of this submission the governance arrangements and roles and responsibilities for VET are set out for the ANTA Ministerial Council, the ANTA Board and the National Training Quality Council. For the individual, who expects their training qualifications to be portable across Australia, and for enterprises which expect training to meet their needs, both need to be confident that the standards identified for the system are being met by the training provider. Accordingly, meeting quality standards needs to be unambiguously clear to all.

88. Despite the significant growth and support for VET in Schools, concerns are beginning to be raised by industry about quality issues. The National Training Quality Council (NTQC) was quick off the mark on this issue and during 2001 commissioned a report on schools and the Australian Recognition Framework (ARF) and the move to the Australian Quality Training Framework (AQTF). In the report provided to the NTQC earlier this year the evidence indicated that schools which are RTOs have generally been compliant with the ARF[49]. However, in terms of anticipated compliance with the AQTF, responses varied from confidence to uncertainty.

89. Some of the responses made during the consultation phase of the project indicated potential problems eg schools that have struggled to comply with the standards of the ARF will struggle under the AQTF, small schools which are RTOs may find AQTF compliance more demanding because of lower staffing levels, the requirement of complying with the AQTF may cause some schools to reduce their scope of registration, change to VET delivery under partnership arrangements, or cease offering VET altogether. On a more positive note States and Territories, sectors or schools that have expended a great deal of time and effort into developing processes and procedures and/or enjoyed Quality Endorsed status, felt reasonably confident of complying with the AQTF Standards.

90. The AQTF is the key to this assurance. Under these arrangements, schools which are Registered Training Organisations (RTOs) are subject to the same audit requirements as other RTOs. Industry representatives have been raising concerns with ANTA that this may not be the case in some circumstances. In many cases however, schools are entering into partnerships with RTOs to ensure that they can provide programs that meet AQTF requirements.

91. Whatever mechanisms are used, it is essential that school agencies in all States and Territories be required by MCEETYA Ministers to ensure that all VET in Schools leading to AQF qualifications is conducted under the AQTF requirements. The *Principles and Guidelines for Improving Outcomes for VET in Schools (2002-2004)* includes as an outcome:

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[49] *The AQTF and VET in Schools*, a report to the NTQC, February 2002.

"the conformity of VET in Schools, in quality and status, with the National Training Framework and a focus on the implementation of Training Packages. In particular, compliance with the new Australian Quality Training Framework, agreed to by ANTA MINCO in June 2001, is to be implemented by July 2002."

92. Reports from all States/Territories to the NTQC through the AQTF Reference Group have confirmed that AQTF implementation is in hand even though it may take some time for audit cycles to cover all RTOs. In relation to reporting on the operation of the AQTF in 2002, the NTQC has specifically requested advice on the compliance of schools as RTOs. This advice will be available on a national basis for the first time early in 2003. At that stage the NTQC will be able to draw some conclusions about the comparison of training provided by schools with that provided by TAFE or other RTOs.

93. Any analysis of industry responses to VET in Schools needs to be prefaced by an understanding of the scope of VET in Schools programs and industry involvement with them. In the first instance, enrolments for 2001 show that the majority of VET in Schools students (62%) are concentrated in just four areas:

- Tourism and Hospitality   18%
- Computing   16%
- Business and Clerical   15%
- General Vocational Education and Training[50] 13%

  Further examination indicates that 63.7% were enrolled in service sector courses, compared with 21.6% in courses related to the manufacturing sector[51].

94. Beyond questions of compliance with the AQTF as outlined in paragraphs 90-91 on pages 35-36 above, industry representatives have also been raising concerns that in many cases VET delivered by schools may be of a lower standard than that delivered by other RTOs. These concerns are anecdotal as no comprehensive evaluation has yet been made of the actual quality of outcomes. However, if the concerns persist they would affect the employment outcomes sought by VET in Schools students.

95. Work undertaken during 2002 indicates that industry responses to and acceptance of VET in Schools varies greatly. In some cases industry views are reflective of their views regarding VET in general. In other cases the issues raised are specific to VET in Schools. At the same time it needs to be acknowledged that industry experience of VET in Schools varies significantly from jurisdiction to jurisdiction.

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[50] General courses include job seeking skills, personal development, work-place communications and occupational health and safety.

[51] Service sector courses include: Arts and Entertainment, Business, Computing, Communications, Community Services, Education, Finance, Banking and Insurance, Health, Sales and Personal Service, Sports and Recreation, Tourism and Hospitality, Transport and Storage. Manufacturing sector courses include: Automotive, Building and Construction, Engineering and Mining, Food Processing, Primary Industry, Process Manufacturing, Science and technical courses, Textiles, Clothing, Footwear and Furnishings, and Utilities

96. Key industry concerns include:

- *Assurance that training achieves industry standards.*
  ANTA's guidelines for the $20m per annum for VET in Schools promotes the use of Training Packages. While VET in Schools programs are relatively new and focused in a narrower range of areas than VET in general, the takeup of Training Package based programs is high. Concerns voiced by industry are most often raised in relation to the 'embedded model' of VET in Schools provision where VET studies are 'embedded' within broader senior secondary subjects. However, the strong uptake and use of support materials developed by the Curriculum Corporation for ANTA indicates that inappropriate use of Training Packages is not likely to be a wide-spread issue.

- *Workplace based training and assessment opportunities.*
  In the period 1997 to 2001 the number of students participating in structured workplace learning has grown from 25,780 in 1997 to 101,208 in 2001[52]. The percentage of VET in Schools students participating in structured workplace learning was almost 60 percent in 2001. On average these students receive 70 hours a year in structured workplace learning although actual levels vary widely from State to State. In New South Wales and Tasmania workplace based learning is mandatory for VET in Schools students. However, for the 40 percent not undertaking structured workplace learning, there is a concern that they may not be able to demonstrate skills in the workplace. This issue holds for any institutional pathway.

- *Assurance that programs offered, particularly at Certificate III, are realistically attainable.*
  Whilst it is accepted that students may be capable of acquiring the technical knowledge required for a Certificate III qualification, some industries consider it unlikely that a student could be assessed as gaining a Certificate III qualification because of issues such as, achieving a consistent standard of work within deadlines, providing customer satisfaction (Information Technology, and Laboratory Skills) and demonstrating the interpersonal skills necessary for dealing with adults. In some industries the concern has also been expressed about the provision of Certificate II level courses through VET in Schools. The extent of these concerns and their basis is an area that requires monitoring over time.

- *Assurance that higher level programs are being offered in suitable environments.*
  Some concern has been expressed that schools do not provide a suitable environment for higher level programs. However, relatively few schools registered as RTOs have registration to provide programs at Certificate III and as a result will partner with suitable RTOs or outsource provision entirely.

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[52] *Report of the MCEETYA Taskforce on Transition from School*, July 2002, page 106.

- *Clarity of communication.*
  Employers receive information and requests for support from numerous educational programs. They are often confused by the array of programs on offer. It may also be necessary to attend to issues of branding. The name "VET in Schools" may have contributed to the perception that training is delivered entirely within a school environment without exposure to industry standard training facilities or work placements. Whilst this perception is generally erroneous there are no doubt some instances where this occurs.

- *VET in Schools is sometimes perceived to be 'second rate' or for 'students at risk'.*
  Within the school sector there continues to be a perception that "VET is not for high achievers". Whilst there is some recent research which shows that in fact students participating in VET in Schools programs are by no means 'low achievers' there is scope to more effectively document and communicate to industry the quality of outcomes provided by VET in Schools.

97. States and Territories have reported to ANTA examples of the range of specific initiatives being pursued to ensure quality in the provision of VET in Schools and to address some of the concerns raised by industry. These include:

- implementation of AQTF arrangements,
- expansion of programs in consultation with ITABs, local industry or in accordance with State/Territory training priorities,
- increase of teacher exposure to industry through industry placements and networks,
- support for local networks and partnerships as a means of expanding training opportunities at the local level,
- inclusion of industry in key consultation processes,
- provision of information, and
- surveys of industry/employer views at system and/or local level.

98. At the national level these quality issues were recently addressed by the NTQC. At the 1 October meeting of the National Training Quality Council (NTQC), the Council:

"noting that the MCEETYA Transition Taskforce will provide advice to MCEETYA in 2003 on this issue of the quality of VET in Schools programs after consideration of reports to the NTQC and ANTA MINCO, recommended that a consultant be engaged to provide a report for consideration by the ANTA Board and ANTA CEOs before mid 2003 MINCO, to address the following issues:

- *given concerns raised by industry organisations about the institution based delivery and assessment of VET without a workplace component in the schools sector, investigate what evidence exists to support such concerns, including whether they are general or relate to specific programs, and whether they are specific to VET in Schools,*

- *whether the coverage of VET in Schools programs across industries meets the needs of employers and students,*
- *based on the reporting on the operation of the AQTF in 2002, determine whether school based RTOs are being audited in a similar manner to other RTOs,*

- *when is it appropriate for direct delivery by schools and delivery by mainstream VET providers for school students,*

- *what evidence (by way of research findings and data) is available about the quality and outcomes of VET in Schools programs, and*

- *what needs to be done to compile such evidence and data on a more regular basis"*

In developing the report consultations will take place with the government and non-government school sectors and Boards of Studies, the VET sector and industry and be reported back to ANTA MINCO next year.

99. The provision of industry relevant AQTF compliant training is often linked to effective multi-sector partnerships. Key stakeholders in these partnerships include industry as well as VET providers, such as TAFE Institutes and private providers. Where there is difficulty accessing work placements this becomes a barrier to school expansion and enhancement of the quality of vocational education programs. Addressing this barrier is critical for the growth and quality of VET in Schools.

ANTA is aware of a perception arising from parts of industry of concerns about the quality of VET in Schools, and has a process in place through the National Training Quality Council of ANTA to check on these perceptions and to address the issue, if required.

Term of Reference 3

The House Committee on Education and Training is to inquire into the place of vocational education in schools, its growth and development and its effectiveness in preparing students for post-school options, with particular reference to:

- **vocational education in new and emerging industries**

100. The ANTA guidelines for the $20 million VET in Schools program have always been clear about encouraging State/Territories and school sectors at all levels to build closer partnerships with industry and employers and to customise programs to meet local needs. The Principles and Guidelines for 2002-2004 specifically refer as a priority to the need to address skill shortages and new and emerging industries.

101. Current data on participation in programs as outlined in paragraphs 11 to 16 and figures 3 and 4 on pages 12-15 and following of this submission indicate that VET in Schools programs are highly concentrated in a small number of areas. As a result programs may be underdeveloped in others. There are several reasons for this including Training Package program availability in a State or Territory, how long the program has been available, the degree of industry support for programs as well as the relative ease of program implementation for schools.

102. Patterns of provision may also reflect what has traditionally been provided by schools or what can easily be adopted by schools or areas that are in apparent high demand from students. Nevertheless in all States and Territories, and in government and non-government sectors, schools have substantially broadened their VET offerings.

103. VET offerings for school students do not appear to be determined following a clear examination of their relationship to employment patterns. They tend to be more focused on student interest. As such there is always the danger that insufficient attention to local employment opportunities and career guidance may lead to negative outcomes for students if they take on VET in Schools programs in the expectation of gaining employment outcomes that prove unrealistic. The national evaluation of VET in Schools highlighted a number of instances where schools believed they were "over-training" in relation to regional employment opportunities.[53] There have, however, been examples of direct industry involvement in course design and liaison with schools to encourage growth in skilled employment in their sector.

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[53] *Review of the ANTA VET in Schools Program*, the Allen Consulting group, June 2000.

104. The MCEETYA Transition from School Taskforce has initiated a project to identify strategies that can be used to ensure that VET in Schools contribute to addressing skill shortages and meeting the needs of new and emerging industries. ANTA will be chairing the sub-group of this Task Force project which is being funded by the ECEF. This work is just beginning and progress will be reported to the Inquiry.

105. Additionally, and in line with the NTQC resolution outlined at paragraph 98 on pages 38-39 ANTA will be addressing the extent to which VET in Schools programs are meeting the needs of industry and individuals and to develop strategies for improvement.

> **ANTA is of the view that the range of program participation needs to take account of known skill shortages and the emerging needs of industry.**

Term of Reference 4

> **The House Committee on Education and Training is to inquire into the place of vocational education in schools, its growth and development and its effectiveness in preparing students for post-school options, with particular reference to:**
>
> ▪ **the accessibility and effectiveness of vocational education for indigenous students.**

The accessibility and effectiveness of vocational education for Indigenous students

106. The provision of access to vocational education and training programs for Indigenous students is a key strategy within ANTA's blueprint for implementing the National Strategy for Aboriginal and Torres Strait Islander People in Vocational Education and Training (Strategy 4). Progress in implementing this strategy is currently being evaluated[54].

107. Whilst there has been enormous growth in VET in Schools participation it is not clear to what degree young ATSI students who move into the senior secondary years are involved. A lack of data to date has made it difficult to determine whether Indigenous students are achieving appropriate access to VET in Schools program. ANTA is now moving to secure some data in this area to inform future work.

108. ANTA has commissioned the South Australian Department of Education and Children's Services to manage two projects on behalf of the MCEETYA Transition from School Taskforce. One project is a review of the effectiveness of VET in Schools programs in meeting the needs of Indigenous young people and measures to improve effectiveness. Whilst the systematic collection of data have been agreed to at the MCEETYA and ANTA MINCO lends, it will take some time before this is available nationally. In the meantime this ANTA project will attempt to collect data available from a variety of sources through a specific investigation, in order to assess current provision. In the context of this work, ANTA wishes to also investigate the appropriateness of VET programs for Indigenous students below Years 11 and 12. A second project seeks to specifically expand the awareness of career and VET in Schools options through examining the provision of career information and guidance to Indigenous students below Years 8 and 9.

109. In the interim, the work that ANTA is currently undertaking in the development of generic Certificate I qualification programs and foundation and vocational preparation programs will be designed to be of direct assistance to Indigenous students and other equity groups in the future.

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[54] *Partners in a Learning Culture: Blueprint for Implementation from 2000 until 2005* (ANTA, 2000)pages 29-32

110. In the initial years the ANTA VET in Schools program funding focussed on establishing pathways in senior secondary certificates. When the guidelines for the program for the years 2002-2004 were re-negotiated it was agreed that the guidelines should also provide for the capacity to enable developmental work to take place which would assist those likely to leave school early and not to proceed to years 11-12[55]. Now that the new guidelines have been in place for the first year of this three year program, ANTA will assess to what degree this capacity has been utilised.

> **The provision of access to vocational education and training programs for Indigenous students is a key strategy within ANTA's blueprint for implementing the National Strategy for Aboriginal and Torres Strait Islander People in Vocational Education and Training.**

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[55] *Principles and Guidelines for Improving Outcomes for Vocational Education and Training (VET in Schools (2002-2004)* paragraph 5.