



DEPARTMENT OF EDUCATION, SCIENCE AND TRAINING

**SUBMISSION TO THE HOUSE OF REPRESENTATIVES
STANDING COMMITTEE ON EDUCATION AND
TRAINING INQUIRY INTO VOCATIONAL EDUCATION
IN AUSTRALIAN SCHOOLS**

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EXECUTIVE SUMMARY

Introduction

Australia's future rests on the skills and capabilities of its people. A flexible and responsive education and training system is the key to ensuring that Australia is able to develop a culture of innovation and enterprise, which is the essential underpinning to ensuring our international competitiveness.

The Commonwealth is committed to ensuring that every young Australian has a quality education and is able to make successful transitions from school to work and further education and training. Its role has been, and continues to be, to demonstrate national leadership in key policy areas which can influence the achievement of successful outcomes for Australia's young people.

The role of the Commonwealth in school education needs to be understood within the federated system of government in which the constitutional responsibility for school education lies with State and Territory governments. That said, given the Commonwealth's national leadership role, it has taken action to improve the quality of Australian schooling and ensure the best possible outcomes for young Australians.

The Commonwealth has responsibility, as do all levels of government, to ensure that all young people have the knowledge, skills and attributes to be able to contribute and participate effectively in all aspects of Australian society.

The Commonwealth has taken a leadership role in relation to vocational education in schools, in recognition that vocational pathways are critical to developing the skills and attributes of young Australians to enable full and ongoing participation in learning and work.

Vocational education in schools refers to a broad range of activities including vocational education and training (VET) in schools, School-based New Apprenticeships (SBNAs), enterprise education, structured workplace learning (SWL), and the provision of careers education and services.

The commitment to vocational education in schools is reflected in *The Adelaide Declaration on National Goals for Schooling in the Twenty-First Century (the National Goals)*, agreed to by all Ministers for Education in 1999, which clearly identifies vocational education in schools as a key element of education for all young people. *The National Goals* also state that vocational education in schools opportunities need to be available to all students during the compulsory and senior secondary years of schooling.

The Framework for vocational education in schools, agreed to by all Ministers for Education in 2001 for implementation from 2001, is also a key national policy statement which supports the establishment and expansion of vocational education in schools. Each jurisdiction is implementing elements of the Framework for vocational education in schools in different ways. However, there is an overall commitment to ensure that vocational offerings are part of the school curriculum and that there are opportunities for all students to access enterprise, vocational and career education during the compulsory and senior secondary years of schooling.

The report from the Prime Minister's Youth Pathways Action Plan Taskforce, *Footprints to the Future*, also highlights the key role of vocational preparation in schools to cater for all students' needs, including those at risk of not completing school.

The Commonwealth's support for *the National Goals*, the Framework for vocational education in schools and *Footprints to the Future*, is demonstrated through the provision of general recurrent funding. In 2003, direct Commonwealth funding for all schooling will increase by 7.9 per cent, over 2002, to \$6.5 billion. Vocational education, as an integral part of school curriculum offerings, is supported through the provision of this recurrent funding.

In addition, the Commonwealth has provided significant levels of targeted funding to support vocational education in schools over the past years. The Commonwealth has also worked to broaden vocational offerings by focussing efforts on improving the extent and quality of careers information and guidance available to school students and providing opportunities for young people to develop enterprising attitudes and attributes.

Initiatives include the establishment of the Enterprise and Career Education Foundation (ECEF), a Commonwealth company expressly established to support the promotion of enterprise, career and vocational learning in Australia. The Enterprise and Career Education Programme (ECEP) is another key element of the Commonwealth's support for vocational education in schools. ECEP, with \$25 million over 2000-01 to 2003-04, funds strategic projects that enhance enterprise initiatives in schools. ECEP also supports the production of support materials in enterprise (such as professional development resources for teachers) and career education (such as Job Guide and *myfuture*).

Overall, there have been significant gains in relation to vocational education in schools since 1996. A number of challenges, however, remain.

The place of vocational education in schools, its growth, development and effectiveness in preparing students for post school options

Vocational education in schools should be accorded the same value as more traditional academic curriculum offerings. It is not only critical to meet Australia's future skills needs but to ensure that individuals are able to participate fully in society. The Minister for Education, Science and Training reaffirmed the Commonwealth's commitment to this important pathway when he said "I want to make sure that young people are able to make choices, that they are informed in making those choices and that they don't feel that in some way that because they don't decide to go on to university that they are of lesser value than somebody that does." (the Hon Dr Brendan Nelson, Minister for Education, Science and Training, Door Stop Interview – Parliament House, Canberra 22 January 2002).

VET in schools delivered under the broader VET sector arrangements is still a relatively new feature of schooling in Australia with only relatively small numbers of student cohorts having completed schooling that included VET as an integral element. While data on VET in schools participation is comprehensive the information which examines the post-school destinations for VET in schools students is more limited.

There has been considerable growth in participation in all forms of vocational education in schools. The period since 1996 has seen unprecedented growth in the numbers of students participating in vocational education in schools. The number of students participating in VET in schools as part of their senior secondary certificate grew from 60,000 in 1996 (16% participation) to 169,809 in 2001 (41% participation). Also, the number of Training Agreements in place for SBNA's rose from 1,500 in 1998 to 5,755 in 2001.

Work is underway to provide a more robust examination of the effectiveness of vocational education and the impact on young people's post school pathways. The key research data is provided through the Longitudinal Survey of Australian Youth (LSAY) programme.

A range of government and non-government education authorities are also undertaking research, particularly tracking the destinations of school graduates, which is assisting in developing a “picture” nationally on the effectiveness of vocational education.

A key challenge will be to continue to examine the actual outcomes from participation in the broad range of vocational education in schools offerings. The Commonwealth, through LSAY and other data collections, will work towards collecting robust information on the impact of participation in vocational education in schools.

States and Territories have agreed, as part of the commitment to *the National Goals*, to report on outcomes in key learning areas, including vocational education in schools. In addition, the Commonwealth’s reporting framework for its recurrent funding supports reporting against *the National Goals*.

Work is underway by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) Performance Measurement and Reporting Taskforce to develop key performance measures for national reporting on VET in schools and enterprise education. It will be important that this work is progressed quickly so that data is available to inform future policy directions and to support further work to remove disincentives for young people to pursue vocational options.

Range, structure, resourcing and delivery of vocational education programmes in schools, including teacher training and the impact of vocational education on other programmes

The Commonwealth has provided considerable support in terms of funding and programmes to assist the efforts of the schools and education authorities to broaden school offerings to include vocational education. However, decisions on the vocational programmes to be offered, arrangements for delivery and resourcing, and the impact in terms of the opportunity cost to schools in offering vocational education programmes are ultimately matters for education authorities and schools.

A key challenge will be to ensure that the States and Territories continue to give appropriate priority to vocational education in schools and ensure that vocational education is ultimately managed within the ongoing budgetary processes of schools and systems.

In terms of teacher training, State and Territory government and non-government education authorities have responsibility for the employment of teachers and their professional development. The Commonwealth is the major funding source for teacher education and provides significant funding for ongoing professional development in recognition of the critical role of teacher quality to support Commonwealth, State and Territory governments’ commitments to *the National Goals*.

The Commonwealth provides strategic support to education authorities to assist them in addressing issues around the incorporation of vocational education as part of the mainstream offerings in schools. For example, the Commonwealth has analytic work underway to assess the cost of VET in schools. This work, which is being funded and managed by the Department of Education, Science and Training (DEST) under the auspices of the MCEETYA Transition from School Taskforce, will also examine the issue of possible cost efficiencies in VET in schools.

The ECEF and the Australian National Training Authority (ANTA) also provide critical support at the national level including strategic research projects, and national consultations with

education and training providers and industry on key areas associated with delivery of the broad range of vocational offerings in schools.

The differences between school-based and other vocational education programmes and the resulting qualifications, and the pattern of industry acceptance of school-based programmes

School-based vocational education and training programmes that lead to a vocational qualification or credit towards a vocational qualification should be delivered within the Australian Qualifications Framework (AQF) and the quality assurance arrangements outlined in the Australian Quality Training Framework (AQTF).

Where Training Package endorsed units of competency that result in a VET qualification or Statement of Attainment are delivered in schools, or schools deliver accredited VET courses, the schools are subject to the same quality assurance processes that apply to delivery by Registered Training Organisations (RTOs) generally.

Ensuring the quality of vocational education programmes offered in schools is a key issue. Anecdotal evidence suggests that industry groups are not always convinced of the quality of school-based vocational offerings. The collection of more robust information on the quality of training provided by schools will be a priority. ANTA has work underway to collect more robust data on employer perceptions about the quality of VET in schools. The MCEETYA Transition from School Taskforce has also signalled its intention to examine the parity of quality assurance processes in relation to VET in schools.

Vocational education in new and emerging industries

The nature of new and emerging industries will determine the appropriateness and capacity of schools to offer vocational education in these areas. In some cases, systems and schools will need to consider the opportunity costs of moving into new and emerging industries against offerings already available to students. In other cases, systems and schools will need to identify resources and relationships needed to meet nationally agreed standards in order to expand vocational education offerings to new and emerging areas.

Another key issue which requires further examination relates to student demand for vocational offerings in new and emerging industries. The role that industry can play in supporting vocational education in these industry areas needs to be examined further.

The accessibility and effectiveness of vocational education for Indigenous students

The Commonwealth, together with the States and Territories, has a major commitment to support the improvement of educational outcomes for Indigenous students. While substantial advances in Indigenous education and training have been achieved, Commonwealth, State and Territory educational leaders recognise that significant inequality remains.

The commitment to the inclusion of vocational education in schools is a key element of education for all young people, as reflected in *the National Goals* is also a commitment to Indigenous young people.

While further work is needed to examine the effectiveness of vocational education in schools and the impact on post school pathways, anecdotal evidence suggests that the inclusion of vocational education as part of the school curricula may contribute to increases in school

retention. This is particularly relevant in the case of determining approaches to school education to improve Indigenous student's retention levels.

Further research is needed on the relationship particularly between VET in schools and retention. In the *Partners in a Learning Culture Blueprint for Implementation*, ANTA included recommendations to assist in establishing qualitative and quantitative information regarding Indigenous VET in schools participation and further work to facilitate Indigenous participation in VET in schools. The MCEETYA Transition from School Taskforce has commissioned two projects to carry forward these recommendations.

A key challenge for the Commonwealth and State and Territory government and non-government education authorities is to examine how vocational education in schools can be used to assist in achieving improved participation and retention for Indigenous students together with improved learning outcomes and positive post school pathways. Access to appropriate career information and guidance is also recognised as critical for Indigenous young people.

A range of strategies and initiatives are in place or currently being developed to address the participation of Indigenous young people in vocational education, including within the schools sector. For example, through the National Indigenous Education Literacy and Numeracy Strategy (NIELNS), education and training providers are making more effective use of the significant resources available under all education and training programmes.

The Commonwealth continues to pursue rigorous performance and accountability arrangements with government and non-government school education providers across all Commonwealth funding arrangements, including recurrent and targeted funding, in order to monitor the extent of improvements in Indigenous participation and educational outcomes. In agreeing to the extension of the VET in Schools funding of \$20m per annum for the period 2002 to 2004, the Ministers of the ANTA Ministerial Council also broadly agreed to the *Principles and Guidelines for Improving Outcomes for Vocational Education and Training (VET) in Schools (2002 – 2004)*. One of the key priority areas identified for action through this funding is:

“the introduction of specific strategies to improve access for students in rural and remote areas and for educationally disadvantaged students including Indigenous students and students with a disability:”

The Commonwealth will continue to work with education authorities in the States and Territories and the relevant MCEETYA and MINCO arrangements to progress access and participation of Indigenous young people across the broad range of vocational offerings. This will include identifying the needs and barriers that constrain Indigenous people from accessing and participating in vocational education, both within and outside of school.

Conclusion

The Commonwealth supports a strong schooling system, one that is responsive to the needs of young people as well as to the changing needs of the broader community, including business and industry. While the responsibility for the administration and delivery of school education rests with the States and Territories, the Commonwealth has a role in the broader economic prosperity of the nation and the social well being of Australia's people.

Vocational education in schools is one of the key elements for ensuring that Australia's young people are provided with a wide range of opportunities in and outside of the school environment which will support their further learning and broader contribution to the community.

Significant gains have been made in supporting vocational education in schools with student participation increasing substantially since 1996. A number of challenges remain in terms of measuring the actual outcomes from participation:

- resourcing issues, including possible cost efficiencies;
- the assessment of quality in relation to training provided in schools;
- support for new and emerging industries; and
- access by Indigenous students to vocational pathways.

The Commonwealth will continue to take a leadership role to ensure that young Australians have access to quality schooling which prepares them to participate, beyond school, in further education and training, in work and the broader Australian community.

The background to the Commonwealth's role in vocational education in Australian schools, policy and programme initiatives to support this role, current developments in vocational education and key issues are outlined in more detail in the following chapters:

- Chapter One- provides an outline of the broad context of vocational education in Australian schools;
- Chapter Two - describes the Commonwealth's role in vocational education in Australian schools and how this has changed over time;
- Chapter Three - outlines Commonwealth policy, programme and funding arrangements. Current developments and key issues in relation to the ongoing improvement of the quality and breadth of vocational education offerings in Australian schools are also addressed in this chapter;
- Chapter Four – outlines the Commonwealth's role in vocational education for Indigenous young people and includes key strategic national initiatives;
- Chapter Five – provides an outline of the Commonwealth's support for teacher education and professional development (PD) and also particularly in relation to vocational education in schools; and
- Chapter Six – outlines the Commonwealth role in taking forward a range of research which examines the impact of participation in vocational education on pathways and summarises other national data on growth and outcomes from vocational offerings in school.

CHAPTER ONE

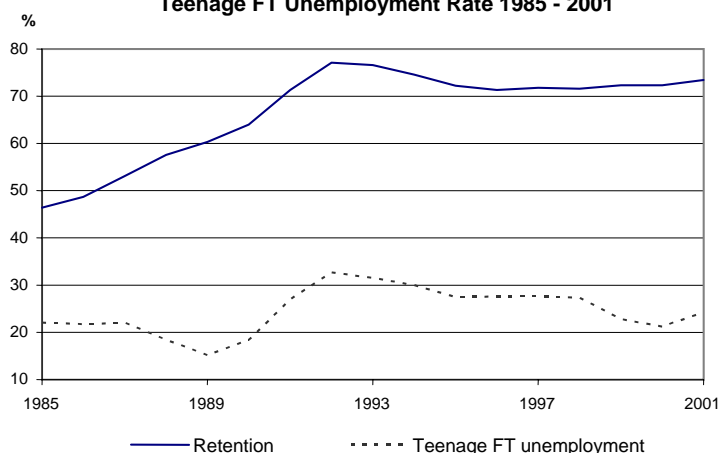
VOCATIONAL EDUCATION IN AUSTRALIAN SCHOOLS – THE POLICY SETTING

Developments in the 1990s

A series of major reviews of Australia's education and training system and significant policy changes and directions occurred throughout the 1990s supporting the incorporation of vocational education as part of general education. These reviews and changes in policy were aimed at strengthening the links between education and the changing needs of the labour market. A consistent thread in the findings of each review was the need for the education and training system to be more responsive to the needs of all young people, not just those who would complete their secondary schooling and move on to tertiary studies.

Major increases in the rates of student retention in the senior secondary school years, Years 11 and 12, during the early part of the 1990s were in large part driven by high rates of youth unemployment. With restricted work opportunities, young people sought higher educational levels to improve their competitiveness in labour markets. This raised significant tensions for senior secondary school provision that had been almost exclusively focused on preparation for university.

Figure 1: The Relationship Between Apparent Retention Rates and the Teenage FT Unemployment Rate 1985 - 2001



Source: ABS Schools Australia 2001, 4221.0 & Labour Force Australia 6203.0

While university places also increased substantially over this period (an increase of 18.5% in domestic student numbers between 1992 and 2001), a growing proportion of senior secondary students (estimates place this around 60 per cent to 70 per cent of senior secondary student enrolments) were obviously not destined to enter university on leaving school.

In December 1990, Ministers at the 63rd meeting of the then Australian Education Council (AEC) agreed to set up a Committee to review participation by young people in post-compulsory education and training. Particular reference was made to those young people, who had left school and were not participating in a formal education or training programme. The decision for the review stemmed from a range of critical changes to the labour market and youth participation in the labour market and education that occurred during the 1980s. The most

notable of these were increased youth unemployment (which was highest for those without qualifications), significant growth in participation in education and training (including post-compulsory education), and workplace and labour market reforms.

In July 1991 the AEC Review Committee produced its findings in a report entitled *Young People's Participation in Post-Compulsory Education and Training*, which is commonly referred to as the 'Finn Report'. The Review Committee reported that Australia must continue to develop both the quality and quantity of its skills and knowledge, especially those of its workforce. Further, it found that Australia needed to re-emphasise the importance of vocational education and recognise the increasing convergence between vocational and general education.

After considering current trends, the educational attainment of the labour force and approaches being adopted by Australia's overseas competitors, the Review Committee recommended that a set of targets be adopted incorporating key qualitative and quantitative objectives. It proposed that almost all young Australians should take sufficient post-compulsory education and training to complete Year 12 or some other initial post-school qualification, and at least half should go on to higher levels.

An important recommendation emerging from the Review Committee was the integration of Key Competency Profiles, as appropriate, across the school curriculum. The Mayer Committee, commissioned by the AEC in 1991, undertook the task to identify the Key Competencies and to develop a means of describing them that would provide a common reference point for curriculum and teaching in both the school and the training sectors. In its report in 1992, the Mayer Committee developed the view that the nature of the Key Competencies were a fusion of the strong foundation knowledge, skills and understanding developed through general education, with vocational competencies. Together these combined to enable people to take an active role in making decisions about the work they do and the way it is done and to make the most of opportunities to learn on the job.

The Mayer Committee identified the seven Key Competencies as essential for effective participation in the emerging patterns of work and work organisation. These competencies are also regarded as essential for effective participation in further education and in adult life more generally.

While this work was underway, the Australian Vocational Certificate Training System (AVCTS) report, produced by a committee chaired by Mr Laurie Carmichael of the Australian Council of Trade Unions in 1992, recommended a move to competency based industry training and lent further weight to the view that vocational and general education should be brought closer together. The Key Competencies were incorporated as foundation components of vocational education and training curriculum and are an integral part of the more recent Training Packages.

The VET system has also undergone substantial reform to improve the efficiency and effectiveness of the system with an emphasis on flexible, responsive delivery of training products and services. Some key reforms include the introduction of User Choice principles, a national AQF, Training Packages and closer cooperation with business at national and State levels.

In 1995, the Karpin Report, *Enterprising Nation*, gave voice to a growing concern that Australian education was not doing enough to foster school leavers who possessed industry understanding and enterprising capabilities.

Key National Policy Decisions

In November 1994, MCEETYA agreed to the progressive implementation of the Australian Vocational Training System (AVTS) into the school sector from January 1995 (The AVTS superseded the AVCTS). The agreement included that vocational programmes in schools would be converted to the AVTS principles by the start of the 1998 school year. The inclusion of the AVTS would increasingly allow school students to achieve vocational qualifications while completing their senior secondary schooling.

Considerable effort was made by Commonwealth, State and Territory governments to ensure a comprehensive implementation of the AVTS in schools including dealing with early issues of implementation and ensuring that growth could be achieved and sustained over the long term. A range of issues were targeted for early action including addressing industrial relations and workplace legislative arrangements that could be barriers particularly to the take up of New Apprenticeships, professional development of teachers, development of courses and course support material, coordination of workplacements, and harnessing business, industry and VET provider support.

The first national overview of progress was provided in the 1998 report to MCEETYA by the former VET in Schools Taskforce (April 1998). While there was a degree of inconsistency in the data collected this was the first comprehensive reporting across a range of data items. The introduction of SBNA's also occurred in 1998.

In April 1999, all Education Ministers agreed to a historic commitment to improving Australian schooling within a framework of national collaboration. *The National Goals* identify the areas of common concern that will be addressed and provides broad directions to guide government and non-government education authorities and others involved in the provision of school education in Australia.

The National Goals clearly reflect that school education is delivered in the context of contributing to the development of young people so that they are able to engage effectively with what has become an increasingly complex world, both in Australia and as part of the global community in which Australia participates.

The National Goals articulate the need for a paradigm shift in the way schools develop and deliver school education and signal a broadening of school education in order to provide for the intellectual, physical, social, moral, spiritual and aesthetic development of young Australians. Underpinning this shift is the need for schools to engage with their community.

“The achievement of these common and agreed national goals entails a commitment to collaboration for the purposes of:

- further strengthening schools as learning communities where teachers, students and their families work in partnership with business, industry and the wider community.” (MCEETYA, 1999)

The National Goals recognise that for the school sector to deliver on the educational and social commitment to young people, schools will need to provide students with a broader range of skills and qualifications, and opportunities to develop an understanding about the contemporary world of work and the range of pathways available.

The National Goals clearly identify that vocational education is an important element of education for all young people in order to assist their transition to a broad range of post-school options and pathways. *The National Goals* contain a number of references to the need for

vocational offerings to be available during the compulsory years of schooling and in the senior secondary years, emphasising that when students leave school they should have:

- “1.5 Employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning.
- 2.3 Participated in programmes of vocational learning during the compulsory years and have had access to vocational education and training programmes as part of their senior secondary certificate.
- 2.4 Participated in programmes and activities which foster and develop enterprise skills, including those skills which will allow them maximum flexibility and adaptability in the future.” (MCEETYA, 1999)

The report of the Prime Minister’s Youth Pathways Action Plan Taskforce, *Footprints to the Future* (2001) supported the directions outlined in *the National Goals* in terms of providing broad vocational experiences for young people as an integral part of their education experience.

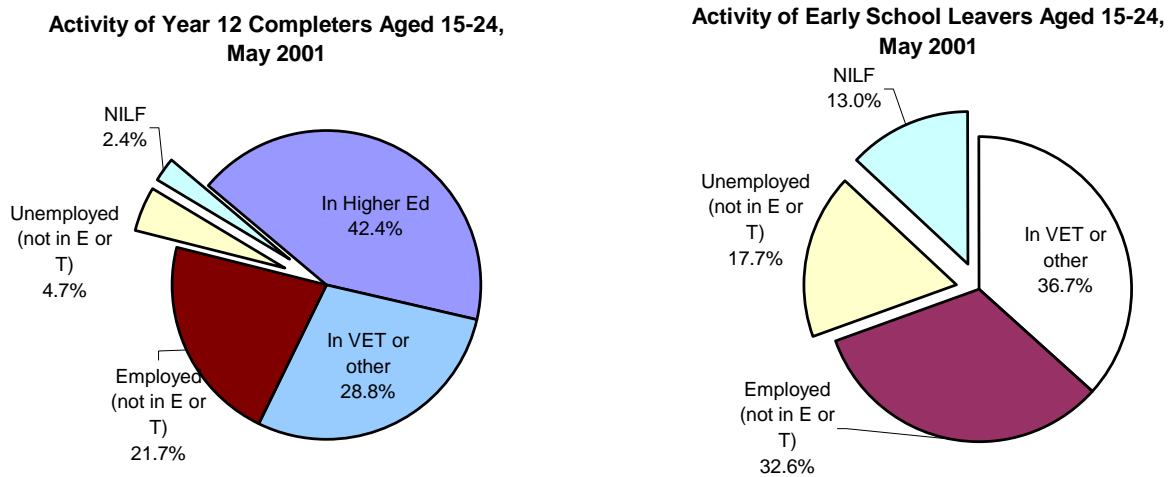
The report notes that during consultations, the Taskforce was told that schools were not catering for the broad aspirations of their students, with not enough being done for those students who would not be going from school to higher education. The Taskforce reports that during the consultations, young people

“consistently called for more relevant, accessible and flexible schooling. They highlighted the need for schooling to relate to the broad range of futures of all students, not just the minority who proceed immediately from school to higher education. They argued that education should be relevant, preparing them for life – for living independently, for managing relationships and for prospective employment”. (Prime Minister’s Youth Pathways Action Plan Taskforce, 2001, p.14)

Recommendation 3 of the report includes that “all young people have access to a range of vocational learning and enterprise education experiences while at school.” (pp 31 and 96).

Australian Bureau of Statistics (ABS) data on the links between the level of school education achieved and subsequent pathways indicates that young people fare best when connected to education pathways with realistic course and career choices and employment prospects (see Figure 2).

Figure 2



Source: ABS Education and Work, 6227.0, T22

NILF – not in labour force
E – Education
T - Training

In order to take forward reforms to school education to provide for a broad range of vocational education offerings as conceived in *the National Goals*, a policy and implementation plan for vocational education in schools, commonly described as the Framework for vocational education in schools, was developed by the former MCEETYA VET in Schools Taskforce.

This Framework for vocational education in schools embraces the need for improved transition pathways for all young people from school to work and further education and training and signals a broadening of the agenda for vocational education. The Framework for vocational education in schools was developed in 2000, with both the Framework and implementation strategy broadly endorsed by all MCEETYA Ministers (in January 2001) for implementation from the 2001 school year.

The Framework for vocational education in schools reflects the key features that support effective transitions and builds on the work undertaken by the Organisation for Economic Co-operation and Development (OECD) Thematic review on the broad area of young peoples' transitions (OECD, 1999).

In developing the Framework for vocational education in schools, the features identified in the OECD work were refined into six interrelated elements, described in the document *New framework for vocational education in schools: Policy Directions* (p 22) as:

Vocational education and training

Appropriately accredited industry-specific training based on AQF qualifications and competencies endorsed within the National Training Framework.

Enterprise and vocational learning

Enterprise and vocational learning perspectives incorporated into general learning that is appropriate for all years of schooling.

Student support services

Services that guide and support young people in their transition from compulsory schooling to post-compulsory schooling options and post-school destinations, especially the inclusion of explicit career education programmes in school curriculum. Services will allow for local discretion over delivery and relate to participation and attainment in education, training and work.

Community and business partnerships

Mechanisms that foster close cooperation between all levels of government, business and community organisations, education and labour market authorities.

Effective institutional and funding arrangements

Policy coherence and effective programme implementation through institutional arrangements for the organised and continuous involvement of all relevant players at the national, State/Territory and local levels.

Monitoring and evaluation

Data collection processes to provide information that will enable the effectiveness of current and future arrangements to be measured.

An important aspect of the Framework for vocational education in schools is that it directs the efforts of the school sector to develop and incorporate vocational education offerings across all years of schooling and to expand the offerings from what had largely been programmes directed to the provision of industry recognised skills. Vocational education in the Australian context now covers a broad range of activities including:

- VET in schools;
- part-time SBNAs;
- general vocational learning including activities, such as work experience and SWL;
- enterprise education; and
- the provision of career education, information and guidance.

These expanded offerings are critical if school education is to cater for all students, including those at risk of not completing school. Many students will leave school before senior secondary years. Early exposure to enterprise, vocational and career education is therefore important in supporting the transition from school to employment, further education or training for early school leavers. A broadening of the school curriculum to include exposure to the world of work and the opportunity to learn in environments outside of the school setting is important in making the school experience more relevant and engaging for a wider group of students.

It is also important to provide young people with appropriate career information. This will assist young people to make informed choices about their future and avoid the possibility of 'churning' through unsatisfactory employment or periods of unemployment on leaving school.

While each State or Territory or non-government school authority may place a different emphasis in terms of policy and implementation on each of the areas of the Framework for vocational education in schools, overall there is a broad level of acknowledgement and support for all elements in recognition of the interrelationship between the elements.

These broader vocational offerings are also responding to industry views about the importance, for industry, of a broader range of skills than the Mayer Key Competencies. Industry are seeking young people with an understanding of the world of work and who have general employment related skills and a broad range of personal attributes that contribute to employability (DEST, 2002).

Further efforts are needed to document the outcomes from vocational education in schools, including:

- participation in employment, education and training;
- the impact on school retention, and
- broader social and economic outcomes.

The monitoring and reporting on outcomes from vocational education in schools will assist in future policy development and the targeting of programmes and funding efforts.

CHAPTER TWO

THE COMMONWEALTH'S ROLE IN VOCATIONAL EDUCATION IN AUSTRALIAN SCHOOLS

Overview/background

School education in Australia is administered under a federated system of government in which the constitutional responsibility for school education lies with State and Territory governments. Notwithstanding this, the Commonwealth has traditionally had a role in providing leadership in areas of national priority. The Commonwealth has advocated strongly for reforms to school education to ensure that it is catering for the needs of all young Australians, not just those going on to further study at the tertiary level.

The Commonwealth undertook to encourage development of a wider array of more clearly articulated and accessible pathways for young people through the later years of schooling and beyond into further education, training and employment. The centrepiece of this in the 1990s was the incorporation of VET within senior secondary school curricula and programmes. In more recent times, the Commonwealth has put increasing emphasis on the need for the school education sector to provide the broad range of vocational offerings across all year levels in Australian schools.

The Commonwealth has supported structural changes and reform through programmes and funding arrangements to facilitate the involvement of all the players involved in the delivery of vocational education. This includes not only targeted funding but the Commonwealth's general recurrent funding, administered through DEST.

The Commonwealth's general recurrent funding is provided to support *the National Goals* and in particular, those areas that have been identified and agreed by all governments as key national priority areas. The Commonwealth's general recurrent funding has strong reporting and accountability arrangements.

The Commonwealth is also actively supporting the development of the national framework for measurement and reporting against *the National Goals*. The development of reporting measures for VET in schools and enterprise education are currently under consideration by the relevant MCEETYA Taskforces.

The Commonwealth role bridges the various State and Territory government and non-government education authority arrangements, and facilitates the participation of others in the Australian community such as business, industry, local communities and parents in the delivery of quality vocational educational offerings.

The Commonwealth targeted funding for vocational education is assisting State and Territory governments and non-government education authorities to establish arrangements that will support the sustainable inclusion of vocational education offerings as part of mainstream schooling.

Relationship with other Key Commonwealth Agencies

The ANTA and the ECEF have particular and unique roles that facilitate work nationally to progress the implementation of vocational education. Their roles complement Commonwealth activities in relation to the broad school funding arrangements and targeted initiatives administered primarily through DEST but also other relevant Commonwealth departments.

Australian National Training Authority

ANTA is a Commonwealth statutory authority, which was established by the *Australian National Training Authority Act 1992* and commenced operations in 1994 to provide a national focus for VET.

ANTA's mission is to ensure that the skills of the Australian labour force are sufficient to support internationally competitive commerce and industry, and to provide individuals with opportunities to optimise their potential.

ANTA has a dual role. It supervises a range of national programmes designed to enhance the effectiveness of the VET system, and it administers over a billion dollars a year provided by the Commonwealth toward the development and operation of the national VET system.

Through the ANTA Ministerial Council (MINCO), ANTA advises the Commonwealth, State and Territory Ministers responsible for vocational education and training on:

- VET policy, strategy, priorities, goals and objectives nationally; and,
- VET plans which States and Territories develop each year. These plans detail how States and Territories propose to meet national priorities, goals and objectives.

Specifically in the area of vocational education in schools, ANTA administers the portion of Commonwealth funds for the VET system that have been agreed by ANTA MINCO to be quarantined to support VET in Schools. ANTA also undertakes research and projects to progress outstanding or emerging issues in relation to vocational education in schools.

These issues relate primarily to the quality and compliance arrangements in relation to vocational education offerings in schools, particularly VET in schools and SBNAs, in keeping with ANTA's role in terms of the National Training Framework and the underpinning the AQTF and the AQF.

ANTA has also played a key role in taking forward major initiatives and projects that are developing greater flexibilities in terms of qualifications. This includes greater recognition of VET qualifications (including those gained through school-based VET programmes) across education sectors, and recognition of skills obtained by young people outside of the education sector.

Enterprise and Career Education Foundation

The predecessor to the ECEF, the Australian Student Traineeship Foundation (ASTF), played a valuable role in encouraging and supporting effective partnerships between schools and industry. It had been established with a reasonably narrow focus that was no longer appropriate to the shift in emphasis of the Commonwealth to pursue a broader vocational agenda.

The ECEF was established in 2001 as a Commonwealth company to support and promote key aspects of the Framework for vocational education in schools and to build upon the important

work of the former ASTF in encouraging and supporting effective partnerships between schools and industry, by more effectively linking businesses, schools and the community.

The ECEF is the Commonwealth body to promote and assist with the implementation of the Framework for vocational education in schools. The ECEF has a key role to play in promoting greater awareness of the broader vocational education agenda and to provide catalytic support to improve and enhance school-industry partnerships, working with States and Territories, facilitating industry's involvement in schools and young people's transitions and undertaking research, marketing and promotional activities.

The ECEF's role in developing and supporting extended partnerships, can be identified by three broad areas of activity, between which strong linkages are being developed:

- vocational education, including SWL;
- enterprise education;
- career education.

The ECEF also has a role to play in networking and linking with other coordinators, programmes, education and training authorities, and other school-to-work transition activities at both the Commonwealth and State and Territory level.

CHAPTER THREE

COMMONWEALTH POLICY, PROGRAMMES AND FUNDING

Overview/background

As noted in the Introduction, the term vocational education encompasses a range of career, enterprise and vocational learning experiences. Vocational education has a range of elements to it, covers all curriculum areas and is increasingly becoming a feature of school education at all year levels.

The Commonwealth supports a range of activities at the national and at the local community and school level to support the establishment of sustainable arrangements to enable education and training authorities to provide vocational education experiences for young people in partnership with communities. The broad arrangements and the Commonwealth's role are described in more detail on the following pages in relation to the key areas of vocational education.

Also outlined are Commonwealth programmes and initiatives that are supporting the national collaborative effort to deliver vocational education in schools. This Chapter outlines avenues for business and industry to provide advice and information in relation to industry views and changing skill requirements. This Chapter also addresses emerging areas and outstanding issues that are being addressed collaboratively with States and Territories and other agencies including ECEF and ANTA. Specific initiatives to support enhanced participation of Indigenous people in vocational education in schools are outlined in detail in Chapter 4 and Appendix B. Initiatives to support teacher PD are outlined in Chapter 5.

Vocational Education and Training

VET in schools refers to school-based VET programmes that provide students with the opportunity to gain credit towards the senior secondary certificate while at the same time gaining a national industry recognised qualification or credit towards this qualification. VET in schools programmes are commonly based on industry endorsed Training Packages and should be delivered to the standards set out in the AQTF.

There are different arrangements in each of the States and Territories in terms of how VET in schools is delivered within the AQTF, which reflect the policy emphasis and structural arrangements of each State and Territory. The Commonwealth has provided considerable support to the States and Territories through a range of programmes and initiatives to assist in the delivery of quality VET in schools offerings. The Commonwealth's level of support was significant over the period 1996 to 2001. The Commonwealth provided over \$283 million between 1996-97 and 2000-01 for a package of measures to assist government and non-government education authorities expand vocational education and training in schools, particularly New Apprenticeships and school to work pathways. The funding also supported efforts nationally to address a range of issues linked to the quality and sustainability of VET in schools including industrial relations, legislation, compliance with VET sector arrangements, teacher professional development and infrastructure including capital works. This includes:

- \$100 million to ANTA for VET in Schools between 1997 and 2001;
- \$27 million for the School to Work Programme between 1996-97 and 1999-2000;

- \$100 million for the ASTF between 1996-97 and 2000-01 (this includes the commitment in December 1999 of an additional \$10 million for Work Placement Coordination for the 2001 school year and \$2 million for developing community partnerships particularly to support New Apprenticeships for school students); and
- over \$56 million for the Jobs Pathway Programme (JPP) between 1996-97 and 2000-01.

Details of the measures and funding provided are outlined in more detail at Appendix A.

The States and Territories have agreed to continue with arrangements to quarantine part of the Commonwealth VET sector funding through ANTA for VET in Schools. It was agreed by ANTA MINCO that Commonwealth funds of \$20 million per annum, including indexation will continue to be provided until 2004. Further detail on this funding is provided under Commonwealth Initiatives/Programmes at Appendix A.

VET Quality Assurance Background

The National Training Framework is an agreement between the Commonwealth and State and Territory governments, which guides the States and Territories in their regulation of the VET system. Its aim is to assist to ensure that the system provides quality, nationally recognised, industry-relevant training. The National Training Framework comprises the AQTF and Training Packages.

Australian Quality Training Framework

The AQTF, which was endorsed by Commonwealth, State and Territory Training Ministers in June 2001 and commenced full implementation by States and Territories from 1 July 2002, is a major step towards assuring nationally consistent and quality VET delivery and assessment. It replaces and builds on previous Australian Recognition Framework (ARF) arrangements, with a new set of standards for registration and auditing of training providers and accreditation of courses. These standards apply to all training providers delivering and assessing recognised training and issuing national qualifications.

The AQTF Standards for RTOs strengthen and clarify requirements for RTOs to support the improvement of their practices and the quality of their services.

The AQTF Standards for State and Territory Registering/Course Accrediting Bodies strengthen and clarify the registration and audit processes and support a nationally consistent approach to audit, registration and the application of sanctions. This in turn supports national recognition of RTOs and their services.

Work is under way on drafting 'model clauses' to give national legislative underpinning to the AQTF and aspects of New Apprenticeships regulation. In May 2002, Ministers reaffirmed their commitment to legislative reform and noted that the preparatory work would be completed, including State and Territory consultations, so that they could consider the clauses in November 2002.

Training Packages

Training Packages are integrated training resources comprising nationally endorsed competency standards, assessment guidelines, and AQF qualifications.

Training Packages are developed by national Industry Training Advisory Bodies (ITABs), other designated industry-based bodies or enterprises to meet the identified training needs of specific industries, industry sectors or enterprises. Funding for Training Package development is

provided by the ANTA under the Training Package National Programme. Some Training Packages are funded by industry themselves, such as specific enterprise based Training Packages.

The development of a new Training Package involves extensive industry consultation and validation to give a range of stakeholders the opportunity to have input into the Training Package and ensuring that the final product will meet the industry or the enterprise training needs. Consultation is a primary requirement for the national endorsement process and must be fully documented.

Endorsement of Training Packages is undertaken by the National Training Quality Council (NTQC). Once a Training Package has been endorsed by the NTQC, it is submitted to Commonwealth, State and Territory Training Ministers for approval of the endorsement.

Training Packages are typically endorsed for three years and formal review of a Training Package occurs within the three-year cycle. The canvassing of industry and training organisation experience and satisfaction with a Training Package is the first step of a review. The redevelopment of the Training Package, based on agreed enhancements, is then subject to the normal validation and endorsement processes established by the NTQC.

Delivery of VET Qualifications in Schools

Each State and Territory education authority, as well as non-government education authorities have established their own administrative arrangements related to registration, accreditation, recognition and quality assurance arrangements for VET in schools within the AQTF. The differences in the implementation of the AQTF standards is primarily due to policy decisions, taken within each education authority, in relation to VET in schools and the delegation of associated responsibilities.

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.

Stand-alone VET refers to the delivery of a VET course or qualification outside of a school subject framework.

Generally, embedding is an arrangement whereby VET competencies or modules are delivered within a general education course. Students can achieve both a vocational and general education outcome. It should be noted that where embedding is the arrangement for delivering VET, a subject result does not automatically credit a student with units of competency or modules.

The purpose of embedding is to minimise the assessment workload of students by avoiding unnecessary duplication. In some States and Territories, embedding is necessary to provide recognition of VET within senior secondary certificates of education and is undertaken at the State/Territory level or at the school level, depending upon the State/Territory arrangements. In other States, stand-alone VET components can contribute towards the senior secondary certificate.

Work Placements

An increasing number of VET in schools programmes include SWL in order to ensure that students develop the competencies. SWL involves the student undertaking learning or training in work placement situations, including on-the-job training under normal operational conditions, and on-site training. The skills or 'learning outcomes' commonly reflect nationally recognised, industry-defined competency standards. The employer does not pay the student.

Quality of VET in Schools Offerings

VET in schools is delivered through the same quality assurance arrangements that apply to VET delivered through other training providers.

Where Training Package endorsed units of competency that result in a VET qualification or Statement of Attainment are delivered in schools, or schools deliver accredited VET courses, the schools are subject to the same quality assurance applied to delivery by RTOs to ensure credibility for this pathway.

The major finding of *The AQTF and VET in Schools: A report to the National Training Quality Council (February 2002)* prepared for the ANTA NTQC was that schools registered as training organisations were generally compliant with the ARF (which was replaced by the AQTF from 1 July 2002).

The report noted that the number of schools operating as RTOs varies greatly between States and Territories. In cases where the school is an RTO, it must comply with all the AQTF standards. In cases where schools are working in partnership with RTOs, the schools need to comply with a number of standards, depending on the nature of the agreement, and may need to change practices in relation to documenting partnership agreements to ensure compliance.

In States and Territories where only a few schools operate as RTOs, considerable confidence in AQTF compliance was reported due to the small numbers and close monitoring. Additionally, schools that have expended considerable time and effort in developing processes and procedures are reasonably confident of complying with the clearer and higher AQTF standards.

The delegation of some AQTF functions of the State Training Authority (STA) to the Board of Studies (BOS) varies. There have been concerns about the potential risk to the quality of the national VET system of those delegations. Under a proposed policy on delegations to extend scope of registration or accredit a course under the AQTF developed by the NTQC, all jurisdictions must be advised of proposals for new delegations to Boards of Secondary Studies 14 days prior to the granting of delegation. The policy is currently being considered by the ANTA Chief Executive Officers (CEOs) Committee.

The report also highlights the very different arrangements adopted by each jurisdiction, depending to some extent on the character of the Senior Certificate.

Industry Perceptions

Since the concerted efforts from the mid 1990's to expand VET in schools offerings and improve compliance with AQTF arrangements, claims and assertions concerning the poor quality of schools as RTOs and the validity of the qualifications being issued have persisted.

One of the issues examined in the ANTA NTQC project *The AQTF and VET in Schools: A report to the National Training Quality Council (February 2002)* was the extent to which VET qualifications gained through a VET in schools arrangement have parity with qualifications gained through other arrangements.

The report on the findings states that "it has been difficult to come to any conclusions about the quality of training provided by schools compared with that provided by TAFE or other RTOs due to:

- the relative newness of VET in schools;
- a lack of knowledge relating to VET in schools by many employers;

- training packages in the school curriculum having not been in existence for long enough for employers to make comparisons;
- a student with a VET qualification not necessarily seeking employment in the related industry, further reducing opportunities for comparison; and
- problems associated with tracking post-compulsory students once they leave school.”
(p 5)

The report also notes, “industry has expressed concerns that students undertaking institutionally based VET do not exit with the same skills as those whose training has occurred largely in the workplace. There are perceptions that schools offering VET are not meeting the same standards as other RTOs. The project was unable to find any concrete evidence to substantiate these concerns in relation to schools”. The report adds, “Nonetheless, to the extent that any such perception is widespread, there is potential risk for the recognition of students’ VET qualifications.”

One of the recommendations arising from the report was the need for further follow-up strategies to examine and address employer perceptions about VET in schools. ANTA has instituted work to more clearly identify the issues and gather quantitative data. The MCEETYA Transition from School Taskforce has also signalled its intention to examine the parity of qualifications and quality arrangements in relation to VET in schools. To date, there has been little in the way of factual information or evidence of systematic or wide-spread problems as claimed and it is critical that the evidence base be established if the schools sector is to respond appropriately.

Industry Coverage

Table 1 provides the percentage of school students participating in VET in schools by ANTA industry groups in each State/Territory in government and catholic schools. (Figures are not available for the Independent sector). The pattern of student enrolments by industry area indicates that over 60 per cent of all participating students are located in only four industry areas:

- Tourism and Hospitality;
- Computing;
- Business and Clerical; and
- General Education and Training (this includes job seeking skills, personal development, work-place communications, and Occupational Health and Safety).

Table 1: Percentage of Government and Catholic School Enrolments in VET in Schools Programmes by ANTA Industry Group (Independent sector figures unavailable)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
CATEGORY A									
Arts, Entertainment, Sport & Recreation	2.2	19.7	3.8	7.7	4.9	7.2	13.8	9.7	6.1
Automotive	2.7	7.1	0.0	2.9	3.5	2.7	9.0	7.4	2.3
Building & Construction	8.0	3.1	3.9	2.1	3.4	1.5	5.2	1.6	3.9
Community Services, Health & Education	3.7	2.9	2.1	4.1	2.9	14.7	2.7	4.0	3.3
Finance, Banking & Insurance	0.4	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1
Food Processing	0.1	0.1	0.0	3.3	0.1	0.2	6.6	0.1	1.0
TCF & Furnishings	1.7	4.3	6.8	0.8	0.9	0.0	0.2	1.4	3.3
Communications	0.4	0.2	1.8	1.8	0.9	0.3	0.3	0.0	1.3
Engineering & Mining	3.6	4.5	8.4	3.9	9.8	1.1	7.5	0.9	5.8
Primary Industry	3.5	5.1	2.1	5.1	4.7	2.7	5.1	0.0	3.6
Process Manufacturing	0.0	0.0	0.5	0.1	0.1	0.0	0.0	2.9	0.3
Sales & Personal Services	9.1	1.4	0.6	4.9	0.5	3.6	1.8	1.9	3.5
Tourism & Hospitality	32.0	19.8	14.5	17.0	11.9	6.9	12.5	14.8	18.4
Transport & Storage	0.4	0.0	0.0	0.0	1.0	0.2	0.5	0.0	0.2
Utilities	1.0	8.6	0.0	0.0	0.2	0.0	1.0	0.0	0.8
CATEGORY B									
Business & Clerical	13.7	14.3	18.1	10.4	15.6	9.6	16.2	27.4	14.8
Computing	17.5	6.0	13.7	23.2	5.0	0.5	7.2	26.2	16.0
Science, Technical & Other	0.0	1.8	0.4	1.0	0.4	0.7	0.0	1.7	0.6
CATEGORY C									
General Education & Training	0.0	0.0	21.0	11.4	34.2	0.4	10.4	0.0	13.1
Not Classified	0.0	1.2	2.2	0.0	0.1	47.6	0.0	0.1	1.6
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Report of the MCEETYA Taskforce on Transition from Schools – July 2002

Business and Industry are recognising the value of VET in schools and SBNA as options to expose young people to a particular industry and as a means of encouraging them to pursue careers in particular industry areas.

There are a range of reasons, at both the school and system level, behind the provision of VET in schools in particular industry areas. In some cases the offerings reflect what the school has traditionally provided or what the particular jurisdiction has endorsed for inclusion in the school curriculum. This may be linked to the resources available to the school in terms of personnel available to deliver the programmes (either existing teaching staff or other personnel in the community that meet the AQTF standards); capital and other infrastructure facilities either on school premises or available through other organisations; access to RTOs and the capacity to enter into arrangements with RTOs; and the availability of work placements particularly where this is a requirement as part of gaining a VET qualification.

In other cases, schools and systems are taking up the challenge to establish the resources and relationships needed to meet the AQTF standards in order to expand the range of VET offerings across a broader number of industry areas. The nature of these industries, particularly new and emerging industries, will determine the capacity of schools to offer VET for these industries, and in particular occupational groups within these industries. Systems and schools will need to consider the opportunity cost of moving into new industry areas against offerings currently available to students.

It also needs to be recognised that school systems and schools are required to comply with a range of legislative and administrative arrangements, not only in relation to VET but also around

the general operations of a school (for example aspects of curriculum and assessment arrangements have a legislative basis). These arrangements, while providing the safeguards that guarantee the quality of school educational offerings, will to some extent inhibit schools and school systems capacity to respond quickly to changes in the VET system and changing skill needs of business and industry.

A key driver behind what schools offer can also be attributed to student demand. Through the work that the Commonwealth is undertaking with business and industry in relation to skill shortages, it is evident that greater promotion of industry to young people is needed. For some industries this will be critical to ensure that young people have a contemporary understanding of the nature of work in particular industries and to dispel misconceptions.

Industry also has a role to play in marketing itself in order to generate the student demand needed to make VET in schools in new and emerging industries, as well as those experiencing skill shortages, viable options for schools and other providers.

Qualifications

The qualifications delivered through VET in schools programmes, including the senior secondary certificate and the vocational qualification, are delivered within the AQF. Students participating in VET in schools programmes can gain a senior secondary certificate and credit towards a vocational qualification which can be a full VET qualification and/or a VET statement of attainment. Generally VET in schools is confined to Certificate I and II qualification levels.

There have been concerns raised by employers and industry as to the parity of qualifications obtained by students through VET in schools compared to qualifications obtained through other providers in the VET sector. There is little in the way of concrete evidence that students are not gaining the skills and competencies.

The skills students learn through their vocational studies are subject to formal assessment by an RTO against the standards outlined in the AQTF. There has been considerable expansion in terms of access to work based training opportunities for VET in schools students.

Over 169,000 senior secondary students undertook vocational education in schools programmes in 2001. In 2001 over 75,000 students completed ECEF supported SWL placements, compared with over 70,000 in 2000. This involved over 50,000 businesses working in partnership with schools.

In addition to SWL, government and non-government education authorities have a range of other approaches to provide work place learning opportunities including Practice Firms and other simulated work environments, through to commercial enterprises established and run by a school or cluster of schools covering a range of industry areas.

Assessment to Meet the Needs of Both Industry and Higher Education

There has been a concerted effort to progress greater recognition of VET in schools qualifications for tertiary entrance purposes. In November 1999, ANTA MINCO Ministers endorsed a set of recommendations to progress action for gaining greater recognition of achievement in VET in schools courses by both industry and higher education. MCEETYA has since then endorsed a set of principles for collaboration between industry, the education and training sectors and universities to enhance recognition of students' vocational outcomes.

A National Working Group, chaired by the Director-General of the NSW Department of Education and Training was established to progress work on this issue. The Working Group includes representatives of industry, universities, and Commonwealth and State/Territory

education and training agencies. A reference group comprised of industry, the Commonwealth, education and training agencies and universities, and chaired by the NSW Department of Education and Training has guided the work of specific projects.

ANTA and the NSW Board of Vocational Education and Training (BVET) have provided funding to support work on the recognition of VET in Schools. Funds allocated by ANTA and BVET have been used in four key areas to:

- Establish a comprehensive stock take of approaches across Australia to VET in schools courses, assessment and reporting, and their place in the calculation of the tertiary admissions index;
- Expand university entrance regimes so that VET in schools students can take advantage of the full range of post-school opportunities;
- Identify and develop practical ways to integrate industry focussed competency assessments and ranking of students to meet the needs of universities; and
- Develop market-based information strategies to promote the outcomes made available to students through increased recognition.

Significant progress has been made in each of these areas.

Twenty universities, in all States and Territories except the Northern Territory, have agreed to move towards implementing innovative recognition arrangements of the achievements of VET in schools students. This is the outcome of research into feasible approaches to recognising achievement in VET in schools courses and the identification of universities willing to move towards implementation of these approaches. Work is continuing with these universities to specify how this recognition of VET in schools courses, will be offered. This work also involves the development of promotional materials to support the process. The work now being undertaken may provide models and outcomes that will persuade other universities to adopt similar approaches.

ANTA has funded the Assessment Research Centre (ARC) at the University of Melbourne to test the feasibility of a standards referenced approach to the scoring of assessment in VET in schools courses. The assessment of each student is against the standards developed by industry as expressed in the units of competency. The methodology of this approach intends to enable a score to be developed which can then be used for tertiary entrance purposes.

The current work to develop this approach follows on from earlier research the ARC undertook into VET in schools assessment and reporting across Australia. The ARC concluded that a standards referenced approach would provide a method of maintaining the integrity of principles underpinning Training Packages and at the same time provide data for use in the calculation of tertiary entrance rankings. It could enable competency assessments as well as distinguishing levels of performance to produce differentiating scores.

This project has been endorsed by the National Working Group on the Recognition of VET in Schools and has been noted by Ministers at MCEETYA. It has the support and involvement of four national ITABs – Tourism Training Australia, Information Technology and Telecommunications, Manufacturing and Engineering, and Business Services Training Australia. The first part of the project has involved the development of standards referenced frameworks and scored assessment tasks for up to 60 units of competency across the four industry areas.

The second phase of the project involves a pilot of some of the frameworks and tasks to evaluate some of the materials, assessment tasks and processes in 2002.

The third phase of the ARC project will be a trial across States and Territories in 2003 of all the selected competencies. The trial will involve sufficient numbers of students and levels of competency to validate the method for the purposes of producing differentiating scores. The trial will take account of developments in jurisdictions including those in Victoria and Western Australia to develop graded assessment arrangements for VET in schools students.

Market Based Information Strategies

A number of activities have been undertaken to promote the advances made in the recognition of VET in Schools including:

- research papers produced through the work of the project were published in 2001 as *Expanding Opportunities for Youth - Greater Industry and University Recognition of Achievement of VET in Schools Courses*;
- a website to promote recognition to students considering what courses to undertake in Years 11 and 12, their parents, careers advisers and teachers; and
- advertising in the *Good Universities Guide* to promote VET in schools.

Key Issues

Successes in terms of students undertaking VET in schools courses and achieving very high tertiary entrance rankings need to be promoted to dispel notions that VET in schools courses may hinder this achievement. At the same time it is important to retain VET in schools options for students who do not wish to pursue tertiary entrance. At the 24 May 2002 meeting of ANTA MINCO, Ministers noted the progress of work on this issue. Ministers agreed to continue to support this work requesting the National Working Group meet late in 2002 to review progress of the standards referenced model, work with universities, and development of information strategies, and to provide further advice of grading practices across all jurisdictions. The critical areas for future progress are:

- refinement of the standards referenced assessment framework and tasks, through the pilot process endorsed by the National Working Group and planning and preparation for a full trial in 2003;
- specification of the recognition of VET in schools to be offered by the twenty universities which have committed to this approach and the use of progress in this area to persuade the other universities to reconsider recognition; and
- improved promotion of recognition to all stakeholders so that the progress made to date is widely understood and provides a basis for further progress.

School-based New Apprenticeships

Background

At the June 1997 meeting of MCEETYA, Ministers endorsed the *Principles and Framework for New Apprenticeships for School Students*. This agreement established the arrangements for New Apprenticeships in schools, with guidelines that set out the relationships between New Apprentices, employers and schools.

Take-Up

According to the most recent data available from the National Centre for Vocational Education Research (NCVER), there were 9,180 SBNAs in training at 30 June 2002, an increase of over 4,000 or 80 per cent since 2001. SBNAs accounted for nearly two and a half per cent of all in-training numbers.

Commencements are also growing considerably. There were 8,800 commencements in the year ending 30 June 2002; nearly double the number for the previous twelve months (4,420).

Group Training Organisations have played a major role in fostering the take-up of SBNAs. They now employ approximately a third of all New Apprentices participating in SBNAs (2,790 as at 30 June 2002).

Quality Assurance

SBNAs are subject to the same regulatory and monitoring frameworks that apply to all New Apprenticeships in relation to the quality of the training being provided and the workplace and supervisory arrangements for the New Apprenticeship. That is, students undertaking a New Apprenticeship have a formal training agreement in place which sets out the training and supervision an employer must provide and the obligations of the New Apprentice. The Commonwealth, States and Territories have arrangements in place to monitor the quality of training under New Apprenticeships.

Future Expansion of School-based New Apprenticeships

The Commonwealth, States and Territories support the expansion of opportunities for vocational education for school students including SBNAs.

The growing importance of SBNAs is reflected in the Government's commitment in the 2002-03 Budget to providing additional incentives for employers who take on a New Apprentice while they are still in school. (See below.)

ANTA has commissioned a national evaluation of SBNAs. The aim of the evaluation is to assist the ANTA Board in developing advice to Ministers for education and training on how to improve and expand SBNAs pathways. In particular, the evaluation is considering structural issues, funding, national consistency and student outcomes.

New Apprenticeships Incentives Programme: School-based New Apprenticeships

New incentives

As announced in the May 2002 Budget, the Government will:

- provide an extra incentive of \$825 (\$750 plus \$75 GST) for employers who are willing to take on a New Apprentice while the young person is still at school, assisting up to 30,000 young people over four years; and
- provide a \$825 (\$750 plus \$75 GST) retention bonus to employers who continue to employ a young person as a New Apprentice within six months of them completing Year 12, with up to 27,000 Year 12 school leavers expected to be eligible to attract the bonus.

The new incentives will commence on 1 January 2003. Employers of SBNAs are also eligible to receive the standard incentives.

The introduction of these new incentives will assist in encouraging school students who may have dropped out of school to continue on by providing a broader range of options. SBNA provide vocational skills and additional pathways, especially for school students who may not plan to continue on to higher education.

Pattern of industry acceptance of school based programmes

The pattern of participation in SBNA across industry tends to mirror the pattern in those sectors which typically take on student workers, such as sales and personal services. However, many industry areas which do not typically engage students prior to leaving school are also represented. This indicates that the take up of SBNA has occurred across a broad range of industries. Table 2 provides the number of school students commencing a part-time SBNA by ANTA Industry Group.

Table 2: Number of Secondary School Students commencing a Part-time New Apprenticeship for Schools Students by ANTA Industry Group - (Signed Training Agreements as at 31 December 2001)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
CATEGORY A									
Arts, Entertainment, Sport & Recreation	0	29	55	1	1	0	0	7	93
Automotive	38	62	211	34	15	0	0	0	360
Building & Construction	0	0	118	0	42	0	2	12	174
Community Services, Health & Education	12	30	101	6	0	0	1	7	157
Finance, Banking & Insurance	0	0	7	0	0	0	0	8	15
Food Processing	0	7	82	5	0	0	0	5	99
*TCF & Furnishings	0	0	38	2	0	0	0	0	40
Communications	0	0	31	0	1	0	0	0	32
Engineering & Mining	6	26	147	2	24	0	0	0	205
Primary Industry	17	145	247	68	22	0	0	0	499
Process Manufacturing	0	0	2	0	0	0	0	0	2
Sales & Personal Services	180	314	1271	351	46	0	19	93	2274
Tourism & Hospitality	21	132	629	0	28	0	0	28	838
Transport & Storage	2	0	16	0	0	0	0	0	18
Utilities	0	0	28	1	0	0	0	1	30
CATEGORY B									
Business & Clerical	34	99	519	9	87	4	1	12	765
Computing	7	39	9	0	4	0	2	22	83
Science, Technical & Other	0	0	64	0	0	0	0	0	64
CATEGORY C									
General Education & Training	0	0	1	0	0	0	0	0	1
Not Classified	0	0	6	0	0	0	0	0	6
TOTAL	317	883	3,582	479	270	4	25	195	5,755

Source: Report of the MCEETYA Taskforce on Transition from Schools – July 2002

Vocational Education in New and Emerging Industries

Under the Innovation New Apprenticeships Incentive, employers will be eligible for an additional \$1,210 for taking on a New Apprentice in Information Technology and other emerging highly skilled occupations. The incentive will commence from 1 January 2003 for qualifications at Certificate III and IV, in line with the emphasis in this incentive on highly skilled occupations. Employers of SBNA will be able to attract this incentive where eligible.

Review of the Commonwealth New Apprenticeships Incentives Programme

The Review of the Commonwealth New Apprenticeships Incentives Programme ran from April to late September 2002. Various issues were raised in respect of young people who participate in VET activity while at school and the review took these into account in formulating improvements to the Programme. As a result, under new arrangements from 1 July 2003, qualifications gained as part of a school programme will be exempt from prior qualifications rules. Specifically, qualifications gained whilst at school will not restrict the individual from attracting incentives provided that any post school New Apprenticeship is of a different or higher qualification.

Existing prior qualifications rules

Existing prior qualifications rules will remain in place until they are replaced by the new arrangements on 1 July 2003. Under current arrangements incentives are not paid in respect of New Apprentices who have prior qualifications in Certificate III or higher, unless they are unable to use that qualification as a result of injury, disability or long term unemployment. School students who undertake a Certificate III VET qualification as part of, or concurrent with their schooling are not eligible to attract incentives. Students who have undertaken a Certificate II are also affected to a lesser extent by these rules.

Commonwealth Funding and Programmes to Support for VET in Schools

The Commonwealth has provided and continues to provide support for VET in Schools. Details of Commonwealth programmes and funding are provided in Appendix A and B and Chapter 2.

Enterprise Education and Vocational Learning

As with other areas of vocational education, Commonwealth, State, Territory and non-government education authorities have developed different approaches to vocational education, including enterprise education.

The Commonwealth has placed particular emphasis on enterprise education in the period since 1996 through the Enterprise Education element of the former School to Work Programme and more recently through the ECEP and the ECEF.

Vocational learning opportunities in the form of SWL are also provided through ECEF.

Enterprise Education

What is enterprise education?

Enterprise education is not a subject or curriculum area, but provides a basis for learning across all areas of the curriculum. It aims to develop in students the willingness, skills and ability to take a pro-active, self-determining and flexible approach to understanding, influencing and shaping their own future. It is relevant to all the years of schooling, and is particularly applicable to the middle years. Enterprise education combines good teaching pedagogy with student learning supported by an authentic learning environment.

A key to the success of enterprise education is the involvement of the local community. By developing partnerships with local businesses, government and community organisations, teachers can build a deeper involvement by students in the workforce and community and provide a context for their learning.

The development of enterprise education in schools

In May 1995, MCEETYA endorsed a set of proposals to promote enterprise education in schools as a joint portfolio initiative between the then Department of Employment, Education, Training and Youth Affairs (DEETYA) and the then Department of Industry, Science and Resources (DISR). The initiative was designed to address the need for a more 'entrepreneurial spirit' in Australia, as identified in the Karpin Report, *Enterprising Nation*, in order to respond to the changing business environment, such as increasing globalisation and widespread technological innovation.

At that time, MCEETYA defined enterprise education in schools as being:

'directed towards achieving a learning culture which will result in greater numbers of students equipped and enthused to identify, create, initiate and successfully manage personal, business, work and community opportunities'.

The Commonwealth allocated \$3.4 million over the years 1996-97 to 1998-99 for the enterprise education in schools initiative (as part of a broader School to Work programme) with the aim that students would:

- develop a greater understanding of economics and how businesses and other enterprises operate;
- acquire competencies, including skills and attitudes, to be enterprising; and
- use enterprising experiences to learn any part of the curriculum.

A range of initiatives were developed which were designed to raise awareness of enterprise education in schools. The initiatives included an information kit, a range of demonstration pilot projects, resource materials, teacher professional development resources and projects designed around simulated business situations. An evaluation of the enterprise education in schools initiative identified that the concept was still developing in schools' consciousness and recommended further awareness raising of the benefits in order for the enterprise education agenda to reach fruition.

Current enterprise education initiatives

Enterprise and vocational learning is a key element of the Framework for vocational education in schools. The policy basis for Commonwealth support for enterprise education continues to be the need for the development of a highly skilled and innovative workforce. The Commonwealth's innovation agenda '*Backing Australia's Ability*' is fostering the acquisition of the skills needed for the jobs of the future and the development of a supportive school environment in which the foundation skills for innovation and creativity can be developed.

The definition of enterprise education currently under consideration by MCEETYA is:

'Enterprise education is learning directed towards developing in young people those skills, competencies, understandings and attributes which equip them to be innovative, and to identify, create, initiate, and successfully manage personal, community, business and work opportunities, including working for themselves.'

The Commonwealth budget of 2000-01 provided \$25 million over four years 2000-01 to 2003-04 for an enterprise education programme to build on the previous initiative and to support workforce development. The focus of the ECEP is to assist young people to develop the skills and competencies which will assist them to be enterprising as well as to develop an

understanding of what it means to work in an enterprise, whether in private business and/or community organisations.

A major project under the Programme is the *Action Research to Identify Innovative Approaches to, and Best Practice in, Enterprise Education* project which is being conducted over the period April 2002 to April 2004. This project will identify and document best practice models for enterprise education in up to 200 primary and secondary schools throughout Australia. The project schools will review, analyse and document new and existing approaches to enterprise education. The results of the action research will be documented in two reports which will provide a synthesis of the school-based research and showcase a range of innovative and best practice models for enterprise education.

ECEF Support for Enterprise Education

The ECEF has a key role in working with the Department in the development and delivery of enterprise education. The ECEF will be funded \$10 million (GST inclusive) over the period 2000-01 to 2003-04 to assist business and industry to develop partnerships with schools and their communities at the local level. The ECEF aims to increase community capacity to support enterprise education through research, marketing initiatives, profiling entrepreneurs and supporting business involvement in enterprise education at the local level.

Vocational Learning

Vocational learning covers a broad range of activities across the curriculum and at all levels of schooling. The purpose of vocational learning is to provide students with exposure to the world of work and to assist in melding academic and applied learning in real life contexts.

The National Goals are clear in the need to broaden the school curriculum so that all students will have opportunities for exposure to vocational learning as a core part of their educational experience. This intent recognises that all students will not necessarily want or need to access VET in schools, however, the broader vocational experience is critical in providing young people with a good sense of the world outside of the school setting and the range of educational and employment pathways.

Vocational learning experiences can be readily incorporated into the school curriculum. For example a history class could be given a project on how work has changed over time and areas of future jobs growth. Primary students could do an activity to research the sorts of jobs that are available in their local community.

Schools also offer students opportunities for work experience placements with business and industry. Work experience is usually available to secondary school students. Work experience differs from SWL as generally it is for short periods and does not necessarily have formal processes such as a student work book or assessment.

Schools have also been able to access or purchase “products” from other organisations including activities such as the Australian Network of Practice Firms, ABW Enterprise Education, E Teams, The Real Game, Young Achievement Australia and Plan Your Own Enterprise, which they have incorporated in to the curriculum offerings.

Employability Skills

“Employability skills” is emerging as a key issue for consideration by the broader education sector.

DEST provided funding early in 2001 to the Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI) to investigate and analyse industry views on possible new requirements for generic employability competencies since the development of the Mayer Key Competencies.

The final report of the project from the BCA and ACCI '*Employability Skills for the Future*' (DEST, 2002), found that employability skills are "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions" (p 14)

The most tangible outcome from the project is an Employability Skills for the Future Framework. The Employability Skills Framework highlights personal attributes and key skills that contribute to employability. The Framework also includes elements that assist to illustrate the application of the Framework in a range of settings. The personal attributes and keys skills are:

Personal Attributes

- loyalty
- commitment
- honesty and integrity
- enthusiasm
- reliability
- personal presentation
- common sense
- positive self esteem
- sense of humour
- balanced attitude to work and home life
- ability to deal with pressure
- motivation
- adaptability

Key Skills

- *communication skills that contribute to productive and harmonious relations across employees and customers;*
- *team work skills that contribute to productive working relationships and outcomes;*
- *problem solving skills that contribute to productive outcomes;*
- *initiative and enterprise skills that contribute to innovative outcomes;*
- *planning and organising skills that contribute to long and short term strategic planning;*
- *self management skills that contribute to employee satisfaction and growth;*
- *learning skills that contribute to ongoing improvement and expansion in employee and company operations and outcomes; and*
- *technology skills that contribute to effective execution of tasks.*

The report confirms the importance, for industry, of a broader range of skills than the Mayer Key Competencies. Another important finding relates to the valuing of specific personal attributes that were not part of the Mayer Key Competencies.

The report represents a contemporary view of Australian industry, and will be useful in moving the discussion forward on generic employability skills and stimulate responses from the education and training sectors.

At the July 2002 meeting of MCEETYA, Ministers endorsed a proposal that ANTA coordinate a collaborative cross-sectoral approach to assessing the feasibility of implementing the

employability skills framework in an integrated and phased manner across the formal education and training sectors as well as the broader community.

ANTA has since convened the ANTA Employability Skills Cross Sectoral Co-ordination Group comprising representatives of the ACCI, ECEF, the MCEETYA Transition from School Taskforce, ANTA and DEST (both the VET Group and the Schools Group). This Co-ordination Group will report to ANTA MINCO and MCEETYA in 2003 on cross sectoral feasibility.

At the July 2002 MCEETYA meeting, Ministers also agreed that the Transition from School Taskforce undertake a project to verify the Employability Skills Framework. This work will be around the following five stages:

- Verification: Verifying the skills framework in a range of contexts related to schooling.
- Pedagogy: Promoting active teaching and learning approaches for the development of the employability skills.
- Assessment and Reporting: Identifying approaches and strategies for assessing and reporting.
- Universal recognition arrangements: Exploring the feasibility of developing an overarching universal recognition strategy that recognises the range of approaches within each sector.
- Supporting an effective transition system: Identifying strategic approaches for applying and marketing these skills, including strategies to improve information flow between educators and employers.

ANTA has undertaken activities for the NTQC on employability skills. These include:

- consultation with key stakeholders in each State and Territory, review of recent research and monitoring of six research projects on generic skills being undertaken through the National Research and Evaluation Committee (NREC);
- examination of a sample of training packages to evaluate the extent to which these employability skills are incorporated; and
- review of recent research undertaken at the NCVER on generic skills in training packages.

The NTQC considered this work at its meeting on 18 July 2002 and requested further consultation on the employability skills model guideline competency standards. Such consultation would be with State and Territory training authorities, VET practitioners, experts in the writing of competency standards and within workplaces and would aim to determine:

- the validity of the content and the AQF qualification to which they should apply;
- the appropriateness of the approach to each employability skill and identification of alternative approaches;
- options for delivery and
- options for professional development materials and activities.

ECEF Support for Vocational Education

The ECEF continues to build on the work of the ASTF in supporting Workplace Learning, including SWL by working to boost support from industry and business and increase the overall participation by business.

The ECEF is also involved in the broader range of activities identified in the Framework for vocational education in schools, reflecting the breadth of vocational education activities. In particular, activities are being broadened to support the goal of providing students in the compulsory years of schooling, especially in Years 9-10, with programmes of vocational learning that develop employability skills and a knowledge and understanding of the world of work.

Student Support Services

Since the early 1970s, the Commonwealth has helped all Australians, particularly young Australians, to find their potential and manage their careers. It continues to do so because:

- One of the most difficult choices a young person faces is deciding what to do with their life, in terms of education and training, and ultimately their careers.
- Australians are, on average, likely to change jobs many times during their working lives and need special skills in order to manage their careers.
- Those who are not in the labour force may also need guidance and information on options for participating more fully in our society.
- Career development is a vital component in a system which encourages lifelong learning, participation in work and society, and self management.

There is growing interest in the value of promoting lifelong learning in Australia as in the rest of the world. However, despite the fact that career development and lifelong learning both have the potential to increase personal fulfillment, to improve labour market outcomes and to achieve greater social inclusivity, these relationships are not yet widely understood.

Australia is participating in an OECD review of career information, guidance and counselling policies which seeks to increase understanding of how the organisation, management and delivery of career services can help to advance some key public policy objectives, such as the provision of lifelong learning for all and active labour market policies.

In addition, DEST funded a mapping exercise of career services throughout Australia to assist in identifying gaps, opportunities and good practice models in the provision of career services. The exercise, designed to complement the OECD review, will inform the work of the MCEETYA Transition from School Taskforce.

Relevant activities to be undertaken by the Taskforce include:

- steering the National Careers Information System, myfuture.edu.au;
- facilitating professional associations to develop nationally agreed standards for career professionals in all sectors;
- investigating performance indicators for effectiveness of career education in schools in terms of outcomes for young people; and
- developing a Blueprint of competencies for individuals to manage their careers throughout their lifetime.

In addition to its role on the Taskforce, DEST has a substantial role in shaping national policy, producing information and providing services for all Australians, including young people moving from school into further education or work.

The Commonwealth's interest extends to those who are changing jobs or occupations; moving from employment to unemployment or vice versa; re-entering the workforce after an absence; and phasing from work into retirement.

Among other things, DEST:

- project manages myfuture.edu.au. DEST provided over \$4.4 million to develop the system and contributes half of the recurrent funding;
- collaborates with State, Territory and non-government education authorities to introduce *The Real Game Series (The Series)* in Australia;
- funds a network of 12 Career Information Centres;
- produces Job Guide which is distributed free of charge through schools for all year 10 students; and
- produces a range of career information booklets, leaflets and posters.

Further details of these initiatives are provided at Appendix A.

ECEF Support for Career Education

The ECEF has a role in facilitating career information and education initiatives that assist young people to make informed choices about their future and address the broad understandings of the world of work.

In particular, the ECEF plays an important role in increasing industry involvement in the provision of career education and information both at the national and local levels (including providing young people with information about local and regional career/employment opportunities), in gathering and disseminating information on current career opportunities and evolving opportunities at a national level and to promote the provision of quality career services for students.

The ECEF is also working to take forward at the local level the Commonwealth agenda for better career information in areas of skills shortages. Facilitating workplacements in these industries is one strategy to raise awareness of industry opportunities and overcome student perceptions.

Expansion of Structured Workplace Learning

In the 2000-01 Budget the government provided an additional \$9.285 million to the ECEF to extend its Work-placement Co-ordinator arrangements into remote areas of central and northern Australia, ensuring national coverage and to enable young people to gain workplace skills while still at school.

As an initial step in this four-year Commonwealth funded initiative, the ECEF is in the process of planning regional scoping activities particularly in the Northern Territory, Queensland and Western Australia. This strategy reflects the ECEF's eagerness to promote the development of locally shaped plans and priorities.

Community and Business Partnerships

The Commonwealth recognises the challenges and opportunities for promoting and supporting vocational education in schools. It is for this reason that the Commonwealth is working to ensure that all the players have a voice in shaping how vocational education is delivered and to facilitate their involvement in the delivery arrangements established by States and Territories

and non-government education authorities. The Commonwealth has played a critical role for example in developing and supporting partnerships between industry and education at both the national and local level. The Commonwealth has also worked to promote the benefits of reforms to school education to employers.

The Rationale for the Commonwealth's Involvement in Education and Community/Business Partnerships

In recognising that high-quality vocational, enterprise and career education is essential for young people to make a successful transition to working life and active citizenship, the Commonwealth has successfully driven significant reform in broadening secondary schooling offerings for young people. The Commonwealth recognises that business and industry have key roles to play in this process.

The Commonwealth's support for the establishment and promotion of strong community and business partnerships is a key element in supporting vocational education in schools. Strong Community/Business partnerships support the implementation of the Framework for vocational education in schools.

The Role of the Australian Student Traineeship Foundation

To assist in driving its reform agenda, the Commonwealth established and funded the ASTF. It was launched in 1994 with the objectives of:

- promoting the broadening of senior school education to include the opportunity for young people to acquire workplace knowledge and experience before they leave school; and
- assisting in the development and support of school industry programmes that involve work placements as a high quality component of the national VET system.

The ASTF played an important role in the growth of vocational education and training in schools by coordinating some 60,000-work placements with industry each year. To achieve this goal, the ASTF worked with schools and employers to develop opportunities for students to gain recognised vocational competencies whilst still at school. The ASTF demonstrated its capacity to develop innovative local level partnerships with industry and schools.

The School Industry Liaison Officers Project

The ASTF examined the partnerships between community and business which supported vocational education in schools. It was evident that there needed to be strong partnerships to ensure positive outcomes for school students who participated in vocational education in schools. Business and industry wanted school leavers to be more work ready. Schools systems wanted students' education broadened to make it more relevant for students' transition to work.

In 1998, the ASTF's strategy was to develop advocacy and promotional projects with industry associations to encourage greater industry leadership in SWL and increase employer participation. As well as ACCI, the ASTF established arrangements with Australian Industry Group, National Farmer's Federation and Group Training Australia.

In 1998, the ASTF funded ACCI to help engage business in education through the School Industry Liaison Officer (SILO) project. The project employed a National Coordinator, 10 SILOs in State/Territory Chambers of Commerce and Industry and an additional 7 SILOs with national industry associations. The SILO project largely focussed on regional and specific industry

sector activity, developing marketing materials, and promoting vocational education in schools to employers.

The Business Education Partnerships Advocates and Industry Project Officers Project

While the SILO project played a useful role in addressing local and regional partnership issues, the Commonwealth saw a need to examine community and business partnerships from a broader systemic and institutional perspective. In recognition of this, the Commonwealth established and funded the *Business Education Partnership Advocates & Industry Project Officers Project* (BEPA & IPO).

The project was designed to build partnerships between business and education authorities, particularly at the State/Territory and regional levels. Instead of the SILO's somewhat narrow and localised approach, the broader BEPA and IPO project aimed to facilitate systemic change. The objective was to improve school to work transitions by enhancing business input to education planning and by encouraging business and education authorities to develop agreed principles and integrated activities. The broader advocacy and information activities aimed to improve the understanding of the strategic and operational coordination requirements of SWL and of the appropriate roles of stakeholders.

The BEPA was wholly funded by DEST while the IPO was jointly funded by DEST and ASTF (and later ECEF).

The duties of a BEPA or IPO involved facilitation, promotion, awareness raising and advocacy of participation of business with school activities. They worked towards:

- establishing partnerships between school education authorities and business that covered a range of vocational education, enterprise education, career education services and activities that supported school to work transitions;
- developing and implementing agreed activities that resulted from the business-education partnerships established;
- conducting forums with employers and relevant agencies to raise awareness and to determine their views on schools/industry initiatives and draw on these to develop potential options;
- undertaking industry projects that facilitate systemic change, increase employer participation in school to work transitions and build partnerships; and
- identifying issues at the State and Territory, national and regional levels and developing strategies to respond to these issues.

The project is comprised of the following components:

- BEPAs:
 - a total of eight BEPAs, one located in each State or Territory Chamber of Commerce;
 - one National Project Manager;
- IPOs. A total of seven officers were placed in the following Associations:
 - Australian Hotels Association;
 - Printing Industries Association of Australia;
 - Master Builders Australia;
 - Housing Industry Association;

- Australian Retailers Associations;
- National Electrical and Communications Association; and
- Victorian Automobile Chamber of Commerce.

Role of Enterprise and Career Education Foundation in Building Community/Business Partnerships

As mentioned above, the ASTF and subsequently the ECEF have provided funding support for initiatives to build effective community and business partnerships to support vocational education in schools.

The ECEF also has a broader role of play in supporting these partnerships. Following on from the work of the ASTF, the ECEF was established by the Commonwealth to encourage and support effective school-industry partnerships to link businesses, schools and communities to create a diversity of learning experiences. In particular, the ECEF was established to take a leadership role to promote stronger partnerships between schools, business and local communities.

The ECEF is currently examining options to take forward other initiatives to support the enhancement of community and business partnerships.

CHAPTER FOUR

THE COMMONWEALTH'S ROLE IN VOCATIONAL EDUCATION FOR INDIGENOUS YOUNG PEOPLE

Overview/background

In July 2002, educational leaders unanimously agreed that Indigenous students are the most educationally disadvantaged in Australia, and that improvement in outcomes for Indigenous Australians is critical to reconciliation. While substantial advances in Indigenous education and training have been achieved, significant inequality remains.

Indigenous students record markedly lower levels of literacy and numeracy achievement at primary school and have far higher rates of absenteeism and truancy. They are much less likely to continue their education beyond the compulsory years and are generally not expected to achieve a post-school qualification of value to the labour market.

The Commonwealth has done much to markedly accelerate the achievement of educational equality during the current quadrennium, in particular for younger students and new entrants to the education and training systems. Already measurable progress has been achieved.

Accelerating Change

In 1996, the Year 12 retention rate for Indigenous students was 29.1 per cent. In 2001 the retention rate was 35.7 per cent. While the rate remains at around half that of non-Indigenous Australians, there has nonetheless been a steady improvement.

The shift to national standards and to reporting on educational outcomes has exposed Indigenous education and training problems at their source and revealed barriers that need to be overcome to achieve educational equality for Indigenous Australians.

Through the NIELNS, education and training providers are making more effective use of the significant resources available under all education and training funding programmes. Specific initiatives were negotiated with schools and families within communities to ensure assistance reached the areas of greatest need. This programme was flexible in order to be able to address differing needs of Indigenous people throughout the country. Providers could select appropriate performance targets for their sector, and Indigenous education agreements were negotiated with each recipient of funding.

Further work has been undertaken during 2002 through a national framework developed to increase education and training assistance for Indigenous Australians by providing vocational learning opportunities for Indigenous secondary school students. Through this strategy, 1,600 secondary school students in Indigenous communities across the country will be encouraged to stay on and complete Year 12 or move into further education, training or paid employment.

Establishing Mainstream Priorities

The Commonwealth is committed to ensuring that Indigenous students remain a mainstream priority for States and Territories.

Reporting requirements for Commonwealth mainstream funding for schools require a commitment to *the National Goals* and performance measures for all students. To ensure that

outcomes of Indigenous students can be measured and compared with mainstream outcomes, the Commonwealth and States and Territories are cooperating in developing definitions and putting reporting mechanisms in place.

As part of continuing to improve the outcomes for Indigenous Australians, in 2001, the Commonwealth entered into agreements with all school education providers, both government and non-government. Those agreements contain performance targets, which are aimed at significantly and measurably improving the educational outcomes for Indigenous Australians. The effect of these agreements is that there will now be greater transparency and accountability attached to the Commonwealth.

In June 2000, Ministers representing States, Territories and the Commonwealth, agreed to a national Strategy to improve training outcomes for Indigenous people. The Commonwealth has provided funding of \$2.139 million to ANTA to support the national activities outlined in this Blueprint document.

Leadership Initiatives

States and Territories have primary responsibility for the education and training of all students, including Indigenous students. In July 2002, education Ministers from across Australia and New Zealand met to share information and reach agreement on future directions. At this meeting, Ministers reiterated an unremitting commitment to improving Indigenous student outcomes as a key priority of the work of the Council.

DEST has recently undergone a reorganisation which has enhanced the Indigenous area as a standalone Group in DEST. The new Indigenous Group provides support to develop policies and programmes for Indigenous people across preschool, school, vocational education and training and the higher education sectors.

Progressing Reconciliation

Urgent national priority is being given to achieving educational equality for Indigenous Australians through initiatives in education and training. Strategies currently being undertaken under the education portfolio. Of particular note are:

- *A Bridge to the Future: Australia's National Strategy for VET 1998-2003*, which includes achieving equitable outcomes in VET as one its major objectives;
- *Partners in a Learning Culture: Australia's national Aboriginal and Torres Strait Islander strategy for VET from 1999 to 2003* which complements *A Bridge to the Future* and provides an additional set of strategies and key performance measures including participation in VET in schools; and
- *A New Framework for vocational education in schools* which broadens the current focus on Years 11 and 12 to include all years of schooling especially Years 9 and 10. This shift in focus is particularly important for Indigenous students who are often at risk of becoming early school leavers.

The MCEETYA Taskforce on Transition from School is also currently managing a number of equity projects commissioned by ANTA. These include projects that are concerned with:

1. the participation of Indigenous students in VET in Schools programmes; and
2. the accessibility of career guidance and advice services to Indigenous students.

More details on these strategies and other relevant initiatives are at Appendix B.

The Role of ECEF in the Access and Effectiveness for Indigenous Students

The ECEF also has a key role in working with DEST on the development and delivery of vocational and enterprise education to Indigenous youth. Central to ECEF's Indigenous strategy is the need to provide a 'whole of community' approach to promoting effective assistance and support for Indigenous youth to remain at or return to school, and to provide a reliable pathway from schooling to training and employment and onto independence. ECEF has worked on a number of specific Indigenous projects under Wadu and the Indigenous Youth Partnership Initiative (IYPI). ECEF's latest strategy acknowledges the importance of working on a regional level supporting the individual in a holistic way.

CHAPTER FIVE

TEACHER TRAINING AND TEACHER PROFESSIONAL DEVELOPMENT

Overview/background

The National Goals recognise that their achievement entails a commitment to collaboration between all jurisdictions for the purposes of enhancing the status and quality of the teaching profession. In addition, emerging research in Australia and overseas supports the view that high quality teaching is critical in enhancing student learning outcomes.

Teacher training is central to achieving this and includes two components:

- pre-service training (or teacher education), which refers to the preparation of teachers suitable for employment by education authorities; and
- in-service training (or professional development), which involves the development and improvement of those currently employed as teachers in relation to teacher skills (such as pedagogy and classroom management) and understanding (such as in relation to subject matter).

The Commonwealth is the major funding source for teacher education but considers that the responsibility for the content and structure of teacher education courses lies with universities, in consultation with State and Territory government and non-government education authorities. The latter have primary responsibility for the employment of teachers, including their development in relation to their teaching skills and understanding.

The Commonwealth also provides significant funding for ongoing professional development in recognition of the critical role of teacher quality. The Commonwealth seeks to use this funding to provide leadership on key teacher and school leadership issues which impact on the quality of school education and student performance and to provide catalytic support for specific measures, such as the development of teaching standards, which can then be taken forward by States and Territories.

Professional Development

This section provides information on Commonwealth-funded PD for VET, as well as some broad details on professional development in States and Territories.

Quality Teacher Programme

The Commonwealth's overarching quality teaching initiative is *Teachers for the 21st Century* which is focussed on improving teacher quality and increasing the number of highly effective Australian schools in order to maximise student learning outcomes. Its main elements include: lifting quality teaching through targeted professional development and enhancing professional standards; developing the skills of school leaders; supporting quality school management; and recognising and rewarding quality schools, school leaders and teachers.

The Quality Teacher Programme (QTP) is the main programme through which *Teachers for the 21st Century* is implemented. The QTP is intended to update and improve teachers' skills and

understanding in the priority areas of literacy, numeracy, mathematics, science, information technology and vocational education, as well as to enhance the status of teaching in both government and non-government schools. Current funding for the QTP is \$76.8 million over 2000-03. In the recent 2002-03 budget, the government announced an extension of the programme until June 2005, with additional funding of \$82.4 million.

Principle teacher target groups include teachers who have completed formal training ten or more years ago, casual teachers and teachers who are re-entering the teaching profession. Other teacher target groups include teachers of Indigenous students, teachers in rural and remote schools and teachers in disadvantaged urban schools.

Most QTP funds to date (\$70.6 million) have been directed towards the development and delivery of teacher PD activities in the six priority areas. These activities are undertaken under contractual arrangements with the Commonwealth by government and non-government education authorities across States and Territories. The remaining \$6.2 million is reserved for strategic national projects designed to improve the quality of teachers and school leaders. Directions for the new funding, announced in the 2002-03 budget, are currently being determined.

VET in Schools as a Priority Area

The inclusion of VET in schools as a priority area reflects the Commonwealth's desire to provide professional development to teachers so that they are more able to support the longer term development of transferable skills and experiences of students as well as their capacity for further learning and skills development.

This is undertaken through State and Territory teacher PD activities. Based on contractual reports provided by education authorities, 58,000¹ teacher participants undertook QTP PD activities during 2001. Of these, about 6,000 (or 11%) undertook PD activities relating to VET in schools. By far the heaviest concentration occurred in NSW, where about 4,900 teacher participants (or about 30% of NSW teacher participants in all QTP PD activities) undertook PD activities relating to VET in schools. Expenditure (and commitment) of funds for this area was about \$1.2 million in 2001 (or about 10.8% of QTP funds available to NSW for all QTP PD activities).

The Commonwealth has allowed education authorities considerable flexibility in determining the extent to which they prioritise areas and also in the development and delivery of PD activities to allow them to identify and meet the PD needs of their teachers and schools at the jurisdictional level.

Fourteen sub-projects are VET in schools-related. Seven of these, mainly in the Independent and Catholic sectors are designed to provide access to required qualifications (Certificate Level IV in Workplace Assessor Training). Three provide industry experience through work placements or other means. Three are focused on more general improvements to practice, including liaison and building new partnerships with local business and industry groups. One is designed to improve the skills of teachers working in this area with Indigenous students.

The following two specific examples of VET in schools activities are provided by two NSW sub-projects:

- a) *Supporting teachers to deliver quality accredited vocational education:*

¹ The term 'teacher participants' refers to teachers who undertook a PD activity. Teachers who undertook more than one activity are counted more than once. In addition, teachers from more than one teacher target group were also counted more than once.

- participation largely from government sector teachers;
- purpose is to provide training and accreditation to teachers to deliver Higher School Certificate VET courses;
- involves industry placement and VET experience programs for participating teachers; and
- includes a website established offering online activities, resources and links to other sites for teachers.

b) *Assessment and Workplace training and accreditation:*

- participation from non-government sector teachers (Catholic and Independent); and
- provides training to VET teachers to enable them to gain credentials (Assessment & Workplace Training at Certificate IV Level through TAFE) to undertake workplace assessments.

Further details on these sub-projects are available from the NSW QTP website at <http://www.qtp.nsw.edu.au/>

Professional Development in States and Territories

In addition to the national information on teacher participation in QTP activities detailed above, detailed information on expenditure on VET PD activities, participation and the nature of those activities should be sought from education authorities and teacher professional associations. Further information is available from two Commonwealth research projects conducted in 1999, and subsequently published as

- *PD 2000: A National Mapping of School Teacher Professional Development*; and
- *Teachers in Australian Schools: A Report from the 1999 National Survey*.

Both reports are currently available on the DEST website at:

<http://www.dest.gov.au/schools/publications/2001/index.htm>

Findings from *PD 2000* include the following:

- VET in schools was a common priority of education authorities in PD for learning areas in 1999.
- 19.6 per cent of schools reported VET in schools as a PD topic over 1997-99 (noting this was concentrated in secondary schools) and was higher for the Independent sector.
- 14.6 per cent of respondents had undertaken VET PD over 1997-99. The proportion for secondary teachers was 23 per cent, (about half the proportion in relation to areas such as literacy and numeracy and much further below that for information and communication technology [ICT]).
- 15.1 per cent of teachers indicated that VET PD was an area of need. This was well below the identification of need in relation to ICT, but otherwise broadly similar with areas such as science, numeracy, mathematics and literacy.

- Significantly, however, this proportion was virtually equal for both primary and secondary. When compared against the low proportion of primary teachers undertaking VET PD in the period, this may suggest unmet demand for VET PD amongst primary teachers.

Teachers in Australian Schools presents data from a sample survey, of Australian teachers providing updated information on selected quantifiable characteristics of Australia's teachers in Government, Catholic and Independent schools. Findings from *Teachers in Australian Schools* include the following:

- 11.1 per cent of teachers indicated they taught "subjects with a vocational component";
- 7.6 per cent of teachers indicated that they had participated in VET PD over 1997 -98; and
- 23.8 per cent of teachers (i.e. more than those teaching VET subjects) had industry experience (eg retail and hospitality being highest).

Teacher Education

As noted, the content and structure of teacher education courses are the direct responsibility of universities, in consultation with government and non-government education authorities who employ teachers. However, at the broader policy level, the Commonwealth is working with States and Territories through MCEETYA to improve the quality of Australian teaching. The Commonwealth participates on the Taskforce on Teacher Quality and Educational Leadership (TQELT), which is currently considering a number of key teacher quality issues, including teacher preparation and ongoing development aimed at improving the quality and standard of teaching and learning.

Vocational education is generally included as a part of existing teacher education courses or individual units of study and does not constitute a separate component, as is the case with other learning areas, such as science, mathematics, etc. This situation can vary between institutions within a State or Territory as well as across States and Territories, according to the priority given to vocational education by relevant curriculum authorities, education authorities and universities. As such, it is difficult to provide a comprehensive national overview of vocational education in teacher education. However, material relating to Queensland is presented below as a case study.

University education

Use of the title 'university' and authority to grant higher education awards is controlled by law in Queensland. Universities are established under State legislation and are subject to oversight by both State and Commonwealth governments. The Queensland Office of Higher Education is an element of the State Department of Education and provides advice to the State government on all aspects of higher education policy, planning, regulation, financing and performance. This includes:

- administering funds allocated to it by the State government for higher education;
- liaising with a range of bodies in performing its roles;
- monitoring the impact of Commonwealth funding and policy; and
- establishing broad priorities for higher education provision in Queensland in light of Queensland's responsibilities in a number of areas including secondary schooling and vocational and workforce training.

This role may potentially allow for some level of co-ordination and review in relation to VET in teacher education, but it is not possible to report as to whether this takes place.

Teacher registration

The Queensland Board of Teacher Registration (QBTR) is a State government statutory authority responsible for the registration of teachers (for both government and non-government schools), for keeping teacher registration under review, and for approving Queensland initial teacher education courses for teacher registration purposes. It publishes guidelines for teacher education to assist universities to develop initial teacher education programmes, which will enable graduates to be registered as teachers in Queensland. The Board lists those teacher education programmes acceptable for teacher registration purposes.

In relation to VET, the Guidelines recommend that teacher education graduates should have:

- an awareness and understanding of the VET agenda as part of the changing school context, especially at the secondary level; and
- (for those intending to teach in secondary schools), the necessary knowledge, skills and understandings appropriate to broadening of the school curriculum at post-compulsory levels. This includes generic aspects of the VET agenda (such as the competency-based training and assessment, ARF, and the AQF).

Assistance for teachers to support Indigenous student access and participation

There are a number of national projects covering the professional development of teachers which are being undertaken under the National Indigenous English Literacy and Numeracy Strategy and funded under the Indigenous Education Strategic Initiatives Programme during the 2000-2004 quadrennium.

What Works

In 2000-01, the *What Works* project was undertaken by a consortium of the Australian Curriculum Studies Association and the National Curriculum Services at a cost of \$990,000. The aim of the project was to focus on initiating change in teaching practices at the school level and to markedly accelerate the achievement of educational equality for Indigenous students over the next few years. The project involved the development of a PD package entitled *What Works. The Work Program. What Works. The Work Program* is a set of materials designed for those working in education and training institutions - part of the national effort designed to improve outcomes for Aboriginal and Torres Strait Islander students. It provides some information about that effort and, more importantly, provides advice and information about how improvement can be achieved and examples of contemporary cases where this is occurring.

It consists of three elements: a Guidebook, a Workbook and digital materials (accessible from a website or a CD-ROM, and was launched by Dr Nelson on 8 August 2002.

The *What Works* professional development package is now available, under licence, on the Australian Curriculum Studies Association (ACSA) website under the domain name of www.whatworks.edu.au with a teacher discussion forum attached.

The next phase of the *What Works* project is the conduct of workshops to implement the *What Works* package and the update of the case studies on the ACSA website. Tenders for this work closed on 19 July 2002. Negotiations are currently taking place with the preferred tenderer.

Dare to Lead and Taking it on

In 2000-2001, the *Dare to Lead* project was undertaken by the Australian Principals Associations Professional Development Council (APAPDC) to support effective leadership by school principals for \$1,060,576. On 21 May 2002, Dr Nelson approved the final report of the *Dare to Lead* project for printing and distribution.

The next stage of the *Dare to Lead* project, to be called *Taking it on*, will build on the successes of the *Dare to Lead* project. The project will target around 1500 principals around Australia and will commit principals who sign up to work to improve educational outcomes for Indigenous Australians. Under the project, principals will also be provided with a range of assistance and support to help them achieve their objectives. Funding of up to \$3.2 million has been approved from the Quality Teaching Programme over the period 2002 to 2004. Negotiations are currently taking place with the APAPDC to finalise the contract.

Support Resources for Teachers and Teacher Professional Development

The Commonwealth has also provided assistance to the States and Territories for teacher PD in relation to the Framework for vocational education in schools through a range of resources and support materials. This assistance is outlined below:

Teacher Professional Development and Support Resources for VET in Schools

The Commonwealth provided \$2 million for a project undertaken by the Curriculum Corporation, managed by ANTA, to develop support materials to assist with the implementation of Training Packages from a range of key industries in VET in schools programmes. In addition to these materials, the Curriculum Corporation has also developed a multimedia CD ROM PD resource to assist teachers, school leaders, VET coordinators and others involved in the planning and delivery of VET in schools.

The VET in schools Training Package support materials will assist VET teachers to implement Training Packages in schools, including SBNA's and will also assist to extend the scope of delivery of VET in schools across a broader range of industries and beyond the Certificate II level. Priority industry sectors for the development of these materials was agreed early in 2000 and involved consultation with State and Territory education authorities, ANTA, the ACCI, the Australian Education Union (AEU) and the MCEETYA Taskforce for VET in Schools (now the Transition from School Taskforce).

The multimedia CD ROM resource is currently nearing completion and will be distributed to schools shortly. The first CD ROM will have an implementation and teaching and learning focus. It will include resources to assist in the planning and implementation of programmes. The second CD ROM will focus on teacher/trainer professional development activities on assessment. The resource will also offer teachers/trainers the option of pursuing a pathway to formal recognition for PD Activities by using the resource.

Support Resources for Enterprise Education

To assist primary and secondary school leaders and teachers in the development of enterprise education in their schools, DEST provided all schools with a package of professional development resources in July 2002. The package includes:

- The Enterprising School;
- Enterprise Education in Primary Schools;
- Enterprise Education in Secondary Schools; and
- Enterprise Education in Schools Professional Development CD-ROM.

The resources provide school leaders and teachers with ideas, activities and strategies to assist them to understand enterprise education and how it could be implemented in their school.

CHAPTER SIX

DATA AND RESEARCH

Overview/background

This chapter consolidates the data and research currently available on VET in schools. It examines:

- who is participating in VET in schools programmes, and why these students might be participating;
- which areas of VET are the most popular with students; and
- discusses the outcomes and pathways for VET in schools graduates.

While there are some gaps in the research, largely due to relative newness of vocational education in schools, existing information highlights a mainly positive experience for young people who undertake VET subjects at school. A trial survey in schools in Queensland and Victoria found that levels of satisfaction with VET in schools was generally high, and students reported that they were learning useful work skills and their self-esteem and confidence had improved (University of Melbourne, 2001). Other research supports this finding and while different students take up VET subjects at school for different reasons, the research generally finds that VET in school programmes provide valuable skills for a range of students.

Information is also provided on progress with developing key performance measures for VET in schools.

In addition to VET in schools data and research, there is also some evidence emerging from other work to support the development of an enterprising culture in Australian schools and assist young people to develop the skills, attitudes and attributes to make smooth transitions through and from school to work and/or further education and training.

In addition to research supported through the Commonwealths contribution to national research through MCEETYA, the Commonwealth through DEST and ECEF is providing additional support for a range of Australian Education Systems Officials Council (AESOC) and MCEETYA endorsed projects. The Commonwealth also has a significant programme of research activity through DEST to examine young people's educational outcomes and pathways. The LSAY is a key part of this research.

The LSAY is a national programme jointly managed by DEST and the Australian Council for Educational Research (ACER). The major objective of the programme is to improve the knowledge base that informs debate and policy development concerning the transition of young people from school to further education, training and work in Australia through:

- the collection of a rich and comprehensive set of data on young Australians as they move from school to further education and training and into the labour force; and
- research into, and analysis of, transition issues based on these data which is policy relevant, rigorous and accessible to policy makers and the wider community.

The LSAY surveys the same group of young people on a regular basis over time. The oldest cohort are now in their mid-twenties and are still surveyed annually. Most of the focus of the LSAY programme is on the two newest cohorts – nationally representative samples of Year 9

students selected in 1995 and 1998, known as Y95 and Y98. For both these cohorts, the first contact occurred when the young people in the sample were still in school. At that point, extensive information was collected on their social background, their achievement in literacy and numeracy, and their attitudes and aspirations.

Currently, DEST contributes around \$1.16 million per annum to the LSAY programme. Some \$600,000 is provided under contract to a data collection agency, while approximately \$540,000 is provided under contract to ACER to undertake analysis of the data, publish research, briefing and technical reports and provide administrative support. The remainder is used to fund a programme of grants for external analysis of the data and to support the engagement of external academic expertise on Project Advisory Panels and other expert groups.

Day to day management of the programme lies with DEST and ACER and is exercised through the LSAY Management Group. Wider stakeholder interests and policy and academic expertise are engaged through the LSAY Steering Committee.

Currently, reliable information about Indigenous students' participation in VET in schools programmes and their outcomes is not available. While the LSAY is a very rich source of information on all young people's participation in education and training and their pathways, due to the small numbers of Indigenous people in the sample, the data are not reliable and are not published or available. Furthermore, a large proportion of young Indigenous people leave school early and may not be captured in the LSAY studies as the focus is often on a cohort of students who were in Year 9 in a particular year, and many indigenous students have already left the school system by then.

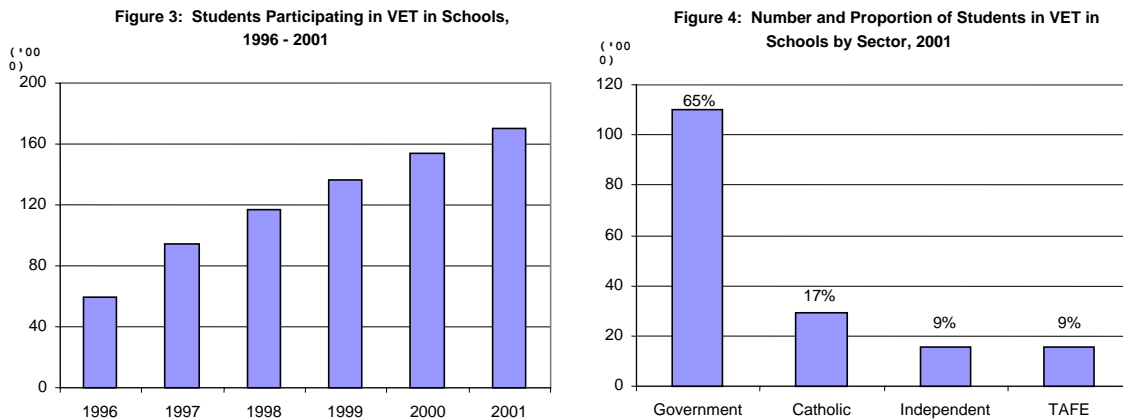
Clearly more information is needed on the participation of indigenous students in VET in schools programmes. Under *Partners in a Learning Culture, a Blueprint for the National Strategy for Aboriginal and Torres Strait Islander Vocational Education and Training, 2000-2005*, ANTA have recommended that MCEETYA commission projects to:

- address the lack of qualitative and quantitative information regarding Indigenous VET in schools participation and outcomes;
- develop pilot models which assist Indigenous students to participate in VET in schools; and
- expand awareness of career and VET in schools options for Indigenous students in the middle years of schooling.

Number of Students and Schools Participating

In Australia, the provision of VET in schools programmes is expanding, though access to VET in schools programmes differs by State, sector and region. In 2001, almost 170,000 students, or 41 per cent of senior secondary students were undertaking VET in schools within their senior secondary certificate. This has grown from 60,000, or approximately 16 per cent, in 1996. Large numbers of students participate from all sectors, however, Government schools account for most students (65%), followed by Catholic (17%), Independent (9%) and TAFE (9%).

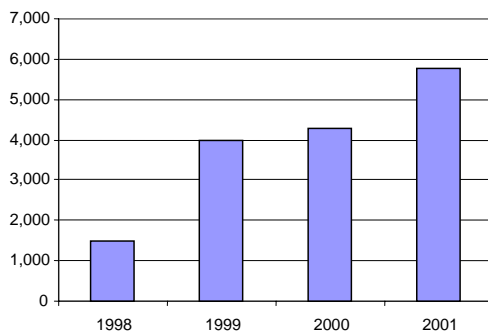
Figure 3 outlines student participation and Figure 4 demonstrates the number and proportion of students in VET in schools by sector in 2001.



Source: MCEETYA 2002

The number of students participating in SBNAs has also grown significantly in recent years, from 1,500 in 1998 to 5,755 in 2001. Figure 5 outlines the number of students commencing a part-time SBNA in 2001.

Figure 5: Number of Students Commencing a Part-Time School-Based New Apprenticeships, 1998-2001



Source: MCEETYA 2002

Characteristics of the VET in Schools Population

LSAY Data

The LSAY programme has investigated participation in vocational education at schools in a number of reports (see Appendix C). The most detailed and up-to-date findings are published in LSAY Research Report No 21 - *VET in Schools: Participation and Pathways* (Fullarton, 2001). This report is based on a survey of about 6,100 young people who participated in Year 12 in 1998 and their pathways in the first and second years out of school.

Key findings from this study are:

- 15 per cent of students had undertaken some VET in schools subjects in either Years 11 or 12;
- a further seven per cent had completed subjects in both Year 11 and Year 12; and
- slightly more than one per cent had participated in a SBNA or traineeship.

Students participating in VET in schools subjects were more likely to be:

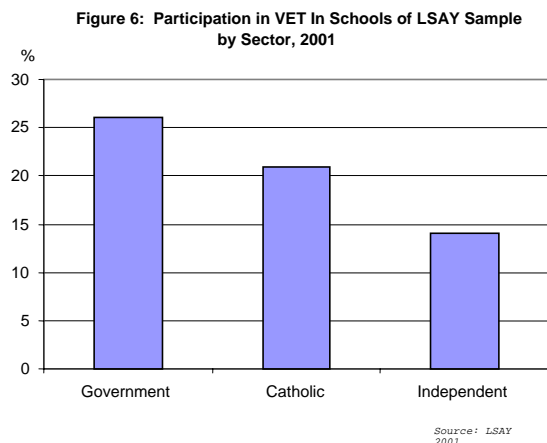
- from regional and rural areas;
- attending a government school; and
- have Australian-born parents.

There was little apparent difference in the participation rates of males and females in VET in schools programmes.

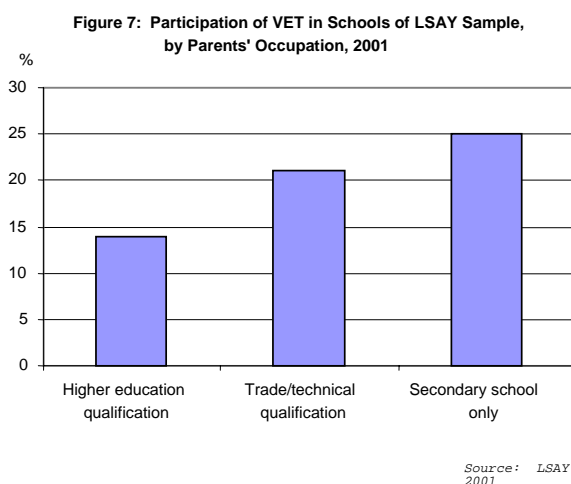
In more detail, the LSAY data show:

- the proportion of males and females participating in any form of VET in school were relatively even (25% and 23% respectively). Only the types of vocational subjects studied by males and females differed substantially. In addition, more males undertook school-based apprenticeships or traineeships than females;
- Year 9 achievement level and parents' educational background appear to have an important influence on participation in VET in schools programmes. A greater proportion of students from the lowest school achievement level participated in any form of VET in school programmes (36%). It is important to recognise, however, that a significant proportion of higher achievers also participated in any form of VET in school programmes (13%); and

- 26 per cent of the LSAY sample who attended a Government school took part in any form of VET in school, compared to 21 per cent of students in Catholic schools and 14 per cent of students in Independent non-Catholic schools (see Figure 6).

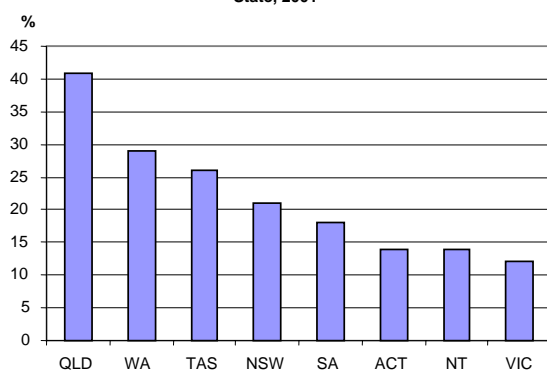


- slightly more students whose parents were born in an English-speaking country participated in VET: 25 per cent compared to 19 per cent of students whose parents were born in a non-English speaking country;
- the proportion of students undertaking VET in schools, whose parents completed secondary school (25%) or who possessed a trade/technical qualification (21%), was higher than students whose parents obtained a higher education qualification (14%). Similar rates also applied to students whose parents were employed in manual or clerical occupations compared to professional or managerial occupations (see Figure 7);



- slightly more regional and rural students participated in VET in Years 11 or 12 (26%) than those from urban areas (21%);

Figure 8: Participation in VET in Schools of LSAY Sample, by State, 2001



Source: LSAY 2001

- Queensland (41%) had the highest proportion of students participating in VET in schools in Years 11 and/or 12, while Victoria had the lowest participation rates (12%). On average, around 21 per cent of students nationally participate in VET in schools in Year 11 and/or Year 12. (see Figure 8); and
- generally, those who did no VET study and those who participated in VET in schools were similarly satisfied with school in general and with their interactions with teachers. Students who participated in VET, however, had a significantly lower belief in their ability to do well in their schoolwork and felt less strongly that school was relevant for them.

In summary, students with lower achievement levels and from lower socio-economic status (SES) backgrounds were more likely to participate in VET in schools programmes in Years 11 or 12. However, a significant proportion of high achieving students and those from high SES backgrounds also participated in VET in school programmes in those years.

Type and Duration of VET Studies

VET in schools programmes now cover a wide range of industries and occupations. Figure 9 below shows the most popular VET in school industries. The pattern of student enrolment by industry area indicates that over 60 per cent of all participating students are located in four industry areas:

- Tourism and Hospitality;
- Computing;
- Business and Clerical; and
- General Education and Training.

There has been little change in the pattern of industry enrolment between 2000 and 2001.

Figure 9:

Eleven Most Popular ANTA Industry Areas for VET in Schools Programs (for Government and Catholic Schools Only), 2000 & 2001

Industry Area	2000	2001
Tourism and Hospitality	21.2	18.4
Computing	13.6	16.0
Business and Clerical	16.4	14.8
General Education and Training	10.8	13.1
Arts, Entertainment, Sports and Recreation	5.4	6.1
Engineering and Mining	6.7	5.8
Building and Construction	4.8	3.9
Primary Industry	3.3	3.6
Sales and Personal Services	3.9	3.5
TCF and Furnishings	4.4	3.3
Community Services, Health & Education	3.2	3.3

Source: MCEETYA 2002

LSAY data (Fullarton, 2001) show that of those who participated in VET in schools programmes, males were more likely to be studying computer sciences, with the remainder generally entering trades. Females were more likely to be enrolled in travel and tourism courses, with the remainder in other personal service areas (for example childcare, humanities or secretarial studies). VET in school students were also more likely to undertake apprenticeships or traineeships than those who did no VET studies.

In Victoria, the majority of VET in school programmes are offered at the AQF Certificate II level. Certificate III is offered for some occupations, for example in Information Technology, Automotive Repair, Community Services, and Laboratory Skills, and Certificate IV for Food Technology.

Duration

The length of time students are spending in VET in school programmes is also increasing. Annual Student Contact Hours (ASCH) for VET in school participation has increased significantly between 1998 and 2001. In 1998, the average length of a VET in schools programme was about 111 hours. In 2001, 169,809 students were undertaking VET in schools programmes across Australia, totalling approximately 34.8 million ASCH. The estimated average length of a VET in schools programme was approximately 205 hours.

Some States and Territories have high levels of participation but lower average levels of VET hours compared to other States/Territories which have lower numbers but higher levels of VET hours. Victoria reported the highest average ASCH per student, at 381 hours, followed by Tasmania (268 hours) and Queensland (260 hours). New South Wales and South Australia reported the lowest number of hours, at 131 and 106 hours respectively. (Note that there are difficulties in comparing ASCH estimates across States as data are not entirely comparable, i.e. QLD Catholic data is derived; WA data for government schools does not separate New Apprenticeship students; and Tasmanian government schools data is likely to be underreported). (source: Report of the MCEETYA Taskforce on Transition from Schools – July 2002)

Work Placements

Participation in school programmes that involve students spending time in the workplace has grown. In 2001, almost 60 per cent of students undertaking VET programmes were involved in SWL (compared to 42% in 1999 and 53% in 2000). A national survey of just over 700 schools in 1999 (Malley et. al., 2001) showed that approximately 76,000 students participated in some form of school-industry training. The amount of time spent in the workplace varies from short

duration (10 days or less), mid duration (11-20 days) or an extended duration (more than 20 days). Although only a small proportion of students participate in extended work placements, this grew from 8,600 in 1996 to just under 13,000 in 1999. Extended work placements offer greater opportunities to learn skills and procedures on the job in a more intensive form (Malley et. al., 2001). The survey found that more females (53%) participated in structured work placement than males (47%), however a slightly greater proportion of males participated in extended placements (52% compared to 48% for females). This reflects the greater proportion of males in SBNA's, which tend to be longer in duration.

Reasons for Choosing VET in Schools

To date, only limited research has been done on the perceptions of students towards VET in schools. Existing studies on students' perceptions towards TAFE show that attitudes towards TAFE and VET are changing (Australian National Opinion Poll 1992, 1994, Stokes and Holdsworth 1998). Both teachers and students now see TAFE as a positive option and a realistic choice. The shift in attitude is likely to have resulted from a greater number of senior high school students having direct experience with VET through increased opportunities to participate in VET in schools programmes, and due to more information on VET being readily available.

The reasons for undertaking VET in schools subjects are varied and there is little quantitative data to form any conclusive evidence. The NCVET report, *Vocational Education and Training in Small Rural School Communities* (Chiswell et al., 2001) collected feedback from students from various rural schools. Comments by students suggested VET:

- is more practical and relevant for getting a job in their area of interest;
- is a good way to develop useful contacts;
- improved job prospects;
- increased self-confidence;
- gave a 'hands on' approach; and
- helped to determine career choice through experience (see pp 43, 62 & 76).

Other evidence suggests that students may participate in VET in schools for the following reasons:

- helps individuals to make better career choices – structured work placements can help to determine which careers are right, or wrong, for an individual;
- provides valuable life and employment skills not gained through academic school subjects;
- builds confidence and gives the student the chance to prove themselves;
- provides more options – students who undertake both VET subjects and academic subjects can end up with two qualifications, a training certificate and Year 12 completion certificate, which:
 - provides more options, to attend university or TAFE, for example it strengthens employment prospects – a recognised qualification increases the chance of gaining employment;
 - students who gain more than one qualification have a competitive edge in the labour market; and

- is more relevant and appealing – students with low engagement levels at school have the option of learning and gaining a qualification in an environment that suits them.

Outcomes and Pathways

Previous research suggests that young people who leave school and directly enter full-time work or education or training generally have less problematic transitions in their mid 20s. Those school leavers who experience extended periods of unemployment or who do not undertake full-time study are more likely to experience difficulties. In this context, it is important to examine the impact of VET in schools programmes on the post-school destinations of young people.

There is ample data on participation in VET in schools programmes and there is some limited information which examines the post-school destinations for VET in schools students. Very little is known, however, about the direct or causal relationship between participation in VET courses at school and outcomes for students.

LSAY Data

The LSAY research report *VET in Schools: Participation and Pathways* (Fullarton, 2001) examined the pathways for young people in the first two years after completing Year 12 in 1998 and who self-identified as VET students. The results suggest that VET in schools is associated with a pathway either into a recognised form of post-secondary vocational education and training, including apprenticeships and traineeships, or into work without any further training. Participation in VET in schools is much less likely to provide a pathway to university study.

The LSAY data show mainly positive outcomes for students who undertook VET in schools:

- students who undertook VET programmes at school are more likely to be employed full-time once they leave school compared with non-VET students, who are more likely to be engaged in full-time study. In 1999, the first year out of school for this cohort, 29 per cent of those who undertook some VET study in either Year 11 or 12 were employed full-time. By 2000, this had increased to 42 per cent;
- it should be noted that such changes in teenage full-time employment can be affected by a range of external factors, including the state of the teenage labour market in general. ABS data reveal that teenage labour market conditions improved over this period. The proportion of teenagers employed full-time (and not studying full-time) increased slightly from 16.6 per cent to 16.8 per cent between 1999 and 2000, and the teenage full-time employment to population ratio fell from 5.2 per cent to 4.8 per cent, a significant improvement in teenage unemployment (ABS Labour Force Survey data, annual averages);
- there appears to be a stronger pathway to full-time employment for males who studied VET, than for females. This is especially the case for males who undertook VET studies in both years 11 and 12;
- female VET students are more likely to gain full-time employment than their non-VET counterparts, however they are also more likely to be employed part-time and not studying;
- Unemployment rates for those who had undertaken VET in school and those who had not were similar.
- VET students are also more likely to be undertaking an apprenticeship or traineeship once they leave school (15% in 2000 for VET students, compared to 8% for non-VET). Males

who studied VET subjects at school are the most likely to be undertaking an apprenticeship or traineeship; and

- those who studied VET subjects at school were more likely to progress to TAFE while those who did not tended to go on to university. This probably shows a process of self-selection to some extent, with those students who wished to enter the VET sector after school being more likely to undertake VET courses while at school to enable them to make the transition.

In the first year out of school, the rate of 'at risk' outcomes (defined in the report as part-time work only, unemployed, or not in the labour force) for the group who participated in VET in schools subjects in either Year 11 or Year 12 (17%) was slightly higher than for those who did not participate in VET subjects at all (12%) and for those who participated in VET in schools in both Year 11 and Year 12 (14%). The report suggests that this indicates that the first group of students may not have shown the same commitment either to work or further study as the other two groups. In the second year out of school, however, the rate of 'at risk' outcomes was similar for the two groups who participated in VET in schools (19% for those who participated in either year and 20% for those who participated in both years).

Outcomes by Students' Level of Achievement

Participation in VET in schools and progression to TAFE should not be viewed as a sub-standard outcome. A larger proportion of low achieving students and students from lower socio-economic backgrounds tend to study VET in schools. However, a substantial number of high achieving students also undertake VET subjects and, clearly, all students can learn valuable skills from VET programmes.

While VET is taken up by a range of students at school, the research suggests the programme works differently for students from different achievement profiles. Lower achieving students are likely to be seeking to gain skills which allow them to become job-ready, to enter a trade, or to establish links with employers and industry. For many of these young people, taking up VET at school provides a "head-start" towards their preferred post-school destination, as is often the case with students who take up SBNA. Higher achievers are more likely to be aiming to complete a second qualification by the time they leave Year 12 and are seeking additional skills, to provide a wider range of post-school options. When interpreting existing information, it is important to note that little is known about students' motivations for choosing (or not choosing) VET subjects.

Low achieving students

For lower achieving students, VET in schools assists in facilitating pathways to full-time employment rather than to further education. In the first year after leaving school, for those lower achievers who had undertaken some VET study, 73 per cent were employed, with 34 per cent working full-time; 17 per cent combining part-time work and study; and 13 per cent undertaking an apprenticeship or traineeship. In the second year out of school, the proportion employed full-time had increased to 45 per cent.

While the preferred post-school destination for this group appears to be entering the workforce, a substantial proportion who studied VET also went on to full or part-time study, at either TAFE or university.

High achieving students

For high achieving students, progression rates to university for both VET and non-VET students are high, 40 per cent and 65 per cent respectively. About 13 per cent of high achieving students who studied VET went on to an apprenticeship or traineeship.

For high achieving students who do not progress to university, undertaking VET in school may assist in providing skills and opportunities to move directly from school into the workforce.

Limitations of the LSAY Research

The report's analyses do not include those young people who did not complete Year 12 and about one-quarter of the original sample of students did not finish Year 12. In addition, the analysis does not include a control group, for example an earlier cohort of students with similar characteristics who did not participate in VET in schools.

Most students taking VET programmes spend relatively little time in that part of their curriculum – the report estimates approximately three hours a week (this cohort is based on students who were in Year 11 in 1997 and Year 12 in 1998). The limited amount of time involved suggests caution in attributing too much to the effect of VET participation on post-school activities. Furthermore, the participation in VET in schools data is based on students' self-reports. Students who do not recognize that they are participating in VET in schools subjects are not included in the analyses. This study therefore allows a somewhat limited assessment of the impact of VET in schools, including its impact on school completion.

The LSAY data tracked movements of young people who were in Year 9 in 1995, and therefore in Year 11 in 1997 and Year 12 in 1998. Clearly the VET in schools programme has developed and grown significantly since 1998 but there is no other more recent data at the national level which examines the post-school outcomes for VET in schools graduates.

Victorian Data

The University of Melbourne has produced some important research, which examines the destinations of Victorian students, for the Department of Education, Employment and Training in Victoria. The Victorian example generally supports the findings in the LSAY data, suggesting that those students who undertook VET in schools had positive pathways after leaving school.

For 1999, the latest data available,

- VET students in the lowest band of achievement had a higher probability of entering tertiary study after school, compared with their non-VET counterparts. In addition, they were more likely to be employed and less likely to be unemployed;
- for the highest academic achievers, rates of progression to tertiary education remain high, for both VET and non-VET students. While the VET students are more likely than their non-VET peers to go to TAFE, over 60 per cent of VET students in this group went on to university;
- a comparison of the Victorian findings with national ABS data reveals that:
 - for those not currently studying, former VET students are slightly more likely to be employed compared with all school leavers; and
 - a larger proportion of VET students enter the labour force, with fewer VET students entering unemployment.

Employer attitudes

In assessing the value of VET in schools programmes, it is worth examining employers' views on VET in schools graduates. While this approach focuses on only one of the range of post-school pathways, it is useful in helping to understand whether VET programmes in schools can provide young people with the types of skills and experience that employers find valuable.

There is limited information available on this issue. The University of Melbourne produced a report for the Victorian Department of Education, Employment and Training in March 2001, titled *The Employer Perspective: A Report on Employer Views of the VET in Schools Program* (Polesel et al., 2001). The report is based on a survey of employers who had been involved in the VET in schools programme and who had subsequently employed a VET in schools graduate.

While the survey underlying the report was quite small and limited to Victoria, the findings of the report were overwhelmingly positive and are encouraging for the national context. Nearly all of the employers surveyed believed their VET in schools recruits performed routine tasks well, got on well with other staff, and showed an interest in their work. Furthermore, they were punctual and reliable, and had good communication skills. The report also highlighted some areas for improvement, including the ability to work unsupervised, thinking for themselves and needing more confidence in some areas. It should be noted however that these are likely to be problem areas for all new labour market entrants.

Over 80 per cent of the graduates were recruited following a work placement with the employer, and 38 per cent of employers said that recruitment occurred through contact with the school. This suggests that the work placement component of VET in school programmes does have a strong positive impact on helping young people secure employment after completing school.

School Completion and Retention to Year 12

It is difficult to establish direct causal relationships between VET in schools programmes and school completion and retention from the existing research and data. While more research needs to be done, it is clear that by broadening the curriculum and offering a wider range of subjects (many of which have direct links with industry), students are provided with a greater range of post-school opportunities and pathways.

The availability of VET subjects at school may also provide incentives for potential early school leavers to stay at school to complete Year 12. While reasons for non-completion are diverse, both ACER and ABS data highlight 'work related factors' as a key reason for leaving school before completing Year 12, including wanting to get a job or an apprenticeship. 'School-related factors' are also important, such as not liking school, not doing well at school, and the school not offering subjects, courses or training of interest. The LSAY report discussed above found that of those students who had indicated that they wanted to leave school before completing Year 12, but had remained at school, almost half had subsequently participated in VET in schools subjects.

For students at risk of not completing school, VET subjects can play an important role in making school more relevant and appealing to them. For example, the workplace-learning component of VET courses provides the opportunity to gain skills and experience in a real workplace setting and may supply the incentive for many young people to stay on at school. (Note that workplace placements are not a component of all VET courses).

Areas for Further Research

There is a range of mainly quantitative data and research available on VET in schools programmes. However, the focus tends to be on rates of participation by school, sector, industry coverage and so on. There is far less comparable, national information available on the reasons why students decide to take up (or not take up) VET in schools, the impact of participation on their school completion and Year 12 retention, and a consequent assessment of their post-school outcomes. Further research into this area is needed, including:

- identifying the reasons students take up VET in schools:
 - while VET subjects have appeal for a range of students, different students are likely to take up VET courses for different reasons. Anecdotal evidence suggests that different students undertake VET subjects for varying reasons. Some high achievers take up VET subjects to complete an extra qualification by the time they finish Year 12, while for some other students, the primary motivation is to gain skills to enable a transition into full-time employment. Both pathways are valid, but little is known about the motivations of young people and what they hope to achieve. Very little is also known about the reasons why a significant number of Year 11 and 12 students have not taken up the VET in schools option;
- the impact on the amount and type of VET studies:
 - the ACER data compares those students who undertook VET studies in either Years 11 or 12, with those who studied VET in both Years 11 and 12. While this provides some important findings, more information is needed on the specific amounts of VET undertaken, in conjunction with the type of learning, and how this impacts on future destinations; and
- the impact of VET in schools courses on retention to Year 12:
 - currently there is little known about the direct relationship between VET in schools programmes and whether this can play an important role in keeping potential early school leavers at school.

VET in Schools – National Performance Measures

As set out earlier in the submission, vocational education in schools is a priority area under *the National Goals* and in particular:

- Goal 1.5: That when students leave school they should have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning.
- Goal 2.3: That students should have 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.

VET in schools has been identified as one of the priority areas for reporting on student outcomes against *the National Goals*. In 2001, MCEETYA approved three key performance measures for student participation in VET in schools:

- the number of students undertaking New Apprenticeships, and the number of students as a percentage of all students enrolled in courses leading to the senior secondary certificate;
- the number of students enrolled in VET in schools programmes leading to a senior secondary certificate, and such students as a percentage of all students enrolled in courses leading to the senior secondary certificate; and
- the average annual student contact hours delivered through VET in schools programmes.

In addition, MCEETYA noted a further two measures for student completion:

- the number of students who have completed a VET qualification by the highest AQF level attained, and such students as a percentage of all VET students;
- the average student contact hours completed through VET in schools programmes.

These measures were forwarded to the (then) National Education Performance Monitoring Taskforce for consideration.

In addition to VET in schools measures, there is work underway to identify key performance measures for broader aspects of vocational education in schools, namely vocational learning and enterprise education. In 2000, MCEETYA noted definitions of vocational learning and enterprise education and requested that work continue on the develop of performance and programme measures for these two areas.

The full set of proposed measures is now being examined by the two relevant MCEETYA Taskforces (the Performance Measurement and Reporting Taskforce and the Transition from School Taskforce) with a view to producing a more succinct and focused set, to be put to Ministers in due course.

Comprehensive information will need to be available to support whatever the final performance measures in vocational education in schools are agreed. NCVET has been undertaking a review to ensure that data to be provided by States and Territories against such measures will comply with the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).

Research to Support the Framework for Vocational Education in Schools

In addition to research efforts to examine participation and attainment in VET in schools, there is also work underway to support the broader agenda for vocational education in schools including vocational learning, enterprise and career education.

The MCEETYA Transition from School Taskforce has a range of research projects included as part of the Taskforce workplan to support the implementation of the Framework for vocational education in schools.

DEST, ECEF and ANTA are contributing to the research effort, through collaborative work through the Taskforce, and by funding and managing a range of research projects. For example, DEST is currently funding and managing a research project to examine the cost and efficiencies in the delivery of VET in schools which is due to report to the Transition from School Taskforce early in 2003. DEST has also commissioned a major research initiative under the ECEP, *Action Research to Identify Innovative Approaches to, and Best Practice in, Enterprise Education in Australian Schools*. Details of this project are outlined in more detail on page 35. DEST has also provided significant support to take forward a range of initiatives to support careers and this is outlined in Appendix A, pages 77 – 80.

ANTA is also undertaking a range of projects and initiatives to examine issues in relation to the quality of VET in schools arrangements, particularly including employer perceptions about the parity of VET in schools qualifications and quality assurance arrangements compared to broader VET offerings.

Outcomes from much of the DEST, ECEF and ANTA research activity will not be available until 2003 but will provide much needed information to assist education authorities to incorporate the

full range of vocational offerings as part of mainstream education and to address issues of quality and sustainability.

TERMS OF REFERENCE

Terms of the Inquiry

The House of Representatives Standing 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 programmes in schools, including teacher training and the impact of vocational education on other programmes;
- the differences between school-based and other vocational education programmes and the resulting qualifications, and the pattern of industry acceptance of school-based programmes
- vocational education in new and emerging industries; and,
- the accessibility and effectiveness of vocational education for Indigenous students

APPENDIX A

Commonwealth Initiatives/Programmes

Pre-1996

Key Competencies Programme

Funding: \$20m

Years: 1993/94 – 1995/96

The Commonwealth provided funding over the three years 1993-94 to 1995-96 under the Key Competencies Programme to support further development of the proposals set out in the Mayer Report and to support States and Territories and other education authorities in piloting and assessing the feasibility of the proposals. The Programme consisted of two elements: General and Pilot. The General Element supported developmental work on the Key Competencies, delivery of a general promotional strategy, development of a professional development package, and related research. The Pilot Element supported trialing, piloting and testing of the Key Competencies by the school and vocational education and training sectors.

Post-1996

Australian Student Traineeship Foundation (ASTF)

Funding & Years: \$20.23m – 1998-99; \$20.38m – 1999-2000; \$22.6m – 2000-01

The ASTF was established in 1994 by the Commonwealth Government to facilitate the development of structured, quality school-industry programmes for year 11 and 12 students. The primary role of the ASTF was initially to provide funding to new and existing programmes to encourage their development towards the ASTF's 'best practice' criteria. In addition to this role, the ASTF developed and distributed resources to support school-industry programmes and encouraged networking and information sharing between programmes.

School to Work Programme

Funding: \$24m

Years: 1996-97 – 1999-2000

The School to Work Programme was established to support the transition of young people from school to further education, training and employment. The funding was divided between the VET in Schools Element, comprising of a State Component and a Strategic Component, and an Enterprise Education in Schools Element.

VET in Schools Element

State Component

Under the State Component, approximately \$15 million was allocated to State and Territory education authorities for the development and implementation of programmes which enabled industry and VET personnel to deliver nationally recognised VET courses in schools, particularly New Apprenticeships.

Strategic Component

Over \$8.4 million was allocated to 35 projects to support the expansion of VET in secondary schools. Projects piloted school-based part-time New Apprenticeships, and developed vocational programmes for students in Years 9 and 10, those at risk of leaving school early and students living in country areas.

Enterprise Education in Schools Element

The Enterprise Education in Schools Element was designed to address a number of issues concerning enterprise education arising out of the Karpin Report, *Enterprising Nation*. The Commonwealth allocated \$3.4 million over a three year period from 1996/97 to 1998/99 to support initiatives designed to develop enterprising attitudes in students.

Employability Skills

Funding: \$175,000

Years: 2001

This research was undertaken by the BCA, in collaboration with the ACCI, to analyse and report on current business requirements for 'employability skills'. The project's final report *The Employability Skills for the Future*, was released in May 2002 by the Minister.

Current/Continuing

Enterprise and Career Education Foundation (ECEF)

Funding & Years: \$28.77m – 2001-02; \$23.82m – 2002-03; \$24.82m – 2003-04; \$24.05 – 2004-05

ECEF was set up by the Commonwealth to help young people make the right choices about their futures and to achieve a successful transition from school to further education, training and employment. The Foundation plays a key role in the development of skills to support the transition of young people from school to work through the continuing SWL programme for Year 11 and 12 students. The programme provides school students with the opportunity to gain practical workplace skills recognised by industry and the education system as the first steps towards successful transition from education to work.

Approximately \$45.2 million of the \$100 million provided to ECEF supports SWL programmes. An additional \$9.3 million has also been provided over four years to expand the ECEF Work-placement Coordinator arrangements in remote parts of central and northern Australia to enable young people to gain workplace skills while still at school.

Enterprise and Career Education Programme

Funding: \$25m

Years: 2000/01 – 2003/04

The ECEP aims to support the development of an enterprising culture in Australian schools and assist young people to develop the skills, attitudes and attributes to make smooth transitions through and from school to work and/or further education and training. Enterprise education is dependent on a broad curriculum approach as well as the involvement of community organisations and the business and industry community.

ECEF will be funded \$10 million (GST inclusive) over these years from ECEP funds (subject to Commonwealth procurement and financial management procedures) to support their role in the Programme, and the balance of \$15 million will support research, professional practice and strategic responses and is primarily disbursed on the basis of open and competitive purchasing principles.

Indigenous Participation

Vocational and Educational Guidance for Aboriginals Scheme (VEGAS)

Funding and Years: \$8.65m – 1999-2000; \$7.82m – 2000-01; \$10.77m – 2001-02

The Vocational and Educational Guidance for Aboriginals Scheme (VEGAS) was introduced in 1992, and forms part of the Indigenous Education Direct Assistance (IEDA) suite of programmes. VEGAS was designed to support the objectives of the National Aboriginal and Torres Strait Islander Education Policy (AEP), which is an education strategy supported by

Commonwealth and State Governments, Catholic and Independent schools. In particular, VEGAS encourages Indigenous participation in education and assists appropriate outcomes.

VEGAS provides grants to sponsoring organisations to enable them to conduct projects for Indigenous students and their parents. Projects are conducted to foster positive attitudes towards participation in education and provide information to assist Indigenous students to make informed choices about further education and employment. VEGAS is not specifically related to VET.

Working Together for Indigenous Youth (Australians Working Together)

Funding: \$6m

Years: 2002-2004

The *Working Together for Indigenous Youth* initiative under *Australians Working Together* aims to assist some 1,600 secondary school students in Indigenous communities to stay on and complete Year 12 or move into further education, training or paid employment. Project co-ordinators will work to develop compacts with local companies, schools and Indigenous families. The project will bring key local stakeholders together to discuss the barriers to a successful education experience for Indigenous students and their families and try to work out collaborative solutions to overcome the barriers.

Industry Partnerships

National Industry Skills Initiative (NISI)

Since 1999 the Federal Government has been working with a group of selected industries to identify present and future skill needs and to address current and emerging areas of skill shortage through the NISI.

Through this industry led process, each participating sector has been assisted to develop an Action Plan based on the outcomes of investigations and deliberations of a representative Working Group. Implementation of the Action Plan is then the responsibility of an industry Task Force. The Industries currently participating in NISI have collectively received over \$10m in funding through various DEST programmes to help address current and future skills needs in their sectors.

Business Education Partnerships Advocates Programme (BEPA) and Industry Project Officer Programme (IPO)

Funding and Years: \$924,000 – 2000; \$1,48m – 2001-02

The focus of the BEPA Programme from 2000 to 2001 was to build partnerships between business and education authorities, particularly at the State/Territory level. From 2001 the objective was to assist in the implementation of the Framework for vocational education in schools through enhancing business input to education planning and encouraging businesses and education authorities to develop agreed principles and integrated activities for young people participating in enterprise and career activities.

The IPO Programme provided the ACCI with funding to employ seven officers based with relevant industry associations. The broad objective of the Programme was to implement effective links between schools and industry at the national, state, territory and local levels, particularly in industry sectors that are experiencing skill shortages.

Jobs Pathway Programme (JPP)

Funding: around \$23m per year

JPP is designed to assist young people make a successful transition through school and from school to further education, training or work. JPP service providers are contracted by the Commonwealth Government to assist eligible young people by providing practical assistance based on an assessment of their needs.

JPP assists young people between the ages of 15 and 19 who meet the following eligibility requirement:

- those still at school who are preparing to leave school before 31 December 2002; and
- those who have left school within the preceding 12 months – however, registration with a JPP provider must occur before the 12-month period elapses.

School-based New Apprenticeships

The New Apprenticeship Access Programme

Funding: \$10.2m

Years: 1997 – 2006

The New Apprenticeship Access Programme (NAAP) provides vocational training, support and assistance to job seekers who experience barriers to accessing a New Apprenticeship. Secondary outcomes include employment and further education and training.

Eligible jobseekers are provided with: vocational training which is nationally recognised and linked to a New Apprenticeship pathway; support while looking for work; and assistance for the first 13 weeks while they settle into the workplace.

New Apprenticeships Incentives Programme: Expanding School-based New Apprenticeships Initiative

Funding and Years: \$4.2m – 2002-03; \$9.1m – 2003-04; \$9.2m – 2004-05

Initiative to provide two additional financial incentives under the New Apprenticeships Incentives Programme. The incentives, of \$750 each, are intended to encourage employers to increase structured training opportunities for SBNA's and to retain the New Apprentices after they have finished school respectively.

Joint Policy Funding and Group Training New Apprenticeships Targeted Initiatives Programme

Under current arrangements for the funding of New Apprenticeships through Group Training arrangements, Commonwealth contributions match those of the States/Territories on a dollar for dollar basis. For the 2001-02 financial year, the Commonwealth provided \$7,998,043 in Joint Policy funds, through the ANTA Agreement, to GTOs.

Additionally, the Commonwealth administers the Group Training New Apprenticeships Targeted Initiatives Programme (TIP). This programme is designed to assist GTOs establish sustainable markets and provide additional New Apprenticeships opportunities in areas that have been identified by Commonwealth and State/Territory governments as critical, challenging or under serviced. Currently, the Department has fifty-four contracts in place with various GTOs to undertake projects funded under TIP. These contracts, running over several financial years, total \$9,788,083.

Teacher Professional Development

Quality Teacher Programme

Funding: \$76.8m

Years: 2000-03

The QTP is the main programme through which *Teachers for the 21st Century* is implemented. The QTP is intended to update and improve teachers' skills and understanding in schools in the priority areas of literacy, numeracy, mathematics, science, information technology and vocational education, as well as enhance the status of teaching in both government and non-

government schools. In the recent 2002-03 budget, the Government announced an extension of the programme until June 2005, with additional funding of \$82.4 million.

Most QTP funds to date (\$70.6 million) have been directed towards the development and delivery of teacher PD activities in the six priority areas. These activities are undertaken through contracts by government and non-government education authorities across States and Territories. The remaining \$6.2 million is reserved for strategic national projects into key teacher and school leader quality issues. Directions for the new funding, announced in the 2002-03 budget, are currently being determined. The focus in the QTP on VET in schools is through State and Territory teacher PD activities.

Australian National Training Authority

VET in Schools Funding

Funding: \$20m

Years: 1997 – 01; 2002 - 04

ANTA administers the \$20 million per annum distributed to government and non-government education authorities to support the delivery of VET in Schools. The funds are distributed through the State Training Authorities. The decision to extend the ANTA funding for the period 2002-04 includes indexation.

Skill Centres for School Students Programme

Funding and Years: \$5m – 1997, 1998 & 1999; \$4m – 2000, 2001 and 2002

The Commonwealth has allocated funds to the Skill Centres for School Students (SCSS) Program through the Australian National Training Authority (ANTA) since 1997. The Information Paper and Guidelines for Pilots for the SCSS Program issued by ANTA in May 1997 specified the following objectives for the initiative:

The major objectives ... are to further the development of vocational education for school students by providing capital funds to assist in the establishment of a small number of pilot 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;
- improve the ability of students to undertake further VET courses and obtain workplace skills.

Types of Projects Funded

Programme funding is provided for expenditure of a capital nature. Section 6.1 of the Skill Centres for School Students and Industry Based Skill Centre Programme guidelines state that:

- Funds from ANTA for projects ... will be provided as a contribution towards *capital establishment costs only* for the establishment or expansion of training facilities. Proposals should not include requests for funds for any operational or overhead expenses, for course materials development or the value of time of personnel involved in the development or implementation of the proposal.

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

- The construction of new facilities to provide specialist training;
- Refurbishments and fit-out to existing school facilities; and
- Provision of equipment to deliver VET in Schools.

The programme has facilitated the delivery of VET in Schools across a wide range of training areas. The major training areas are:

- Information Technology and Multimedia;
- Tourism and Hospitality;
- Business;
- Electronics;
- Automotive;
- Agriculture and Horticulture; and
- Retail.

Applicants for SCSS funding must be registered training organisations (RTOs) or be assessed as capable of becoming an RTO within 12 months of funding approval. In cases where the school applying for funds is not an existing RTO, auspicing arrangements with TAFE institutes and/or private providers are established.

Cost of Projects

Project allocations vary 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.

VET in Schools Recognition by Both Industry and Higher Education

Funding: \$200,000

Years: 2002

Managed by NSW and supported with ANTA National Project funds.

It aims to achieve greater recognition by both industry and higher education of student achievement in VET in school courses for the purposes of university entry. Training Reform Section is the contact point for the Department for this project and provides briefing for the participation of the Branch Manager of Quality and Access Branch in the project reference group.

Partners in a Learning Culture: Australian National Aboriginal and Torres Strait Islander Strategy for Vocational Education and Training

Funding: \$2.1m (through ANTA)

Years: 2000-05

Partners in a Learning Culture is a five year national strategy with an accompanying implementation blueprint for increasing opportunities for Indigenous people in vocational education and training. These documents are designed to contribute to reconciliation and justice and support community economic development and sustainability among Indigenous Australians.

Student Support Services

Mapping exercise

In September 2001, Miles Morgan Australia Pty Ltd was contracted to undertake a comprehensive mapping of career information, guidance and counselling services throughout Australia. The purpose of the mapping exercise was to identify gaps, opportunities and good practice models in the provision of career services throughout Australia.

OECD Review of Career Guidance Policies

In 2000 the OECD's Education Committee and Employment, Labour and Social Affairs Committee endorsed a comparative review of career information, guidance and counselling policies. The principal aim of the review is to increase understanding of how the organisation, management and delivery of services can help to advance some key public policy objectives such as the provision of lifelong learning for all and active labour market policies Australia is one of fourteen countries participating. The project involved:

- the development of a detailed questionnaire;
- preparing Australia's response to the questionnaire; and
- hosting a visit to Australia by an OECD Country Review Team for discussions with policy makers, researchers, stakeholders and service providers and guidance and counselling services;
- a report of the visiting review team; and
- a comparative report developed at an analytical meeting in Bonn in September 2002.

The review team visited Australia in March 2002 and its report² draws on information gathered on their visit, Australia's questionnaire responses and other documentation. In the report the visiting review team covered five key topics:

- Career education and VET/Transition programmes in schools;
- Tertiary education;
- Services for adults;
- Professional Standards; and
- Strategic coordination and leadership.

In August 2002 the report of the review team was accepted by the Commonwealth, and published on the OECD website. Strengths and weaknesses identified in the report³ are:

The *strengths* of the Australian career guidance system include:

- The substantial efforts being made to strengthen the vocational elements within the school curriculum and to support young people's initial transitions from school.
- The attention being given to forging pathways and partnerships across the traditional boundaries between education, training and employment which will make it easier for individuals to move across these boundaries.

² OECD Review of Career Guidance Policies – Australia Country Note March 2002

³ OECD Review of Career Guidance Policies – Australia Country Note March 2002, page 25

- The growing recognition of the value that can be added to state and local efforts through national initiatives like the National Career Information System and the development and dissemination of the Australian version of *The Real Game*.

The potential *weaknesses* include:

- That the efforts in schools to strengthen the vocational elements within the curriculum and to support young people's transitions may paradoxically lead to neglect of the career education and guidance which is crucial to the success of these efforts.
- That the focus on supporting initial transitions from school is at the expense of attending to the need to support subsequent transitions across the lifespan.
- That where attention is being given to the guidance needs of adults, the focus is on a remedial approach addressed to the long-term unemployed, rather than on a proactive approach designed to help all individuals to manage the shifts and changes that will enable them to maximise their contribution to a dynamic economy.
- That while important pieces of career information and guidance provision in support of lifelong learning are in place, other pieces are missing, and an overall lifelong strategy has not yet been clearly articulated.

The report will assist governments with future policy development.

myfuture

In March 2000 MCEETYA agreed to the development of a national career information system. The system, myfuture.edu.au, was launched in July 2002. It is Australia's online career exploration service and is freely available on the Internet.

DEST provided over \$4.4 million to develop the system. Ongoing maintenance costs of nearly \$1.6 million per annum are being shared between the Commonwealth, States and Territories.

myfuture allows individuals to actively explore their options and to make informed career decisions. Individuals are able to develop their career plan and research options for further study or training. They can access information on occupations, industries, starting a small business, relevant courses and training providers, financial support and much more.

Information about the labour market, employment conditions and income data for any region of interest and throughout Australia helps to create a framework against which potential employment options can be assessed.

myfuture recognises the changing nature of the workplace and the increasing likelihood that individuals will need to reassess their career path and embark on new career opportunities at some stage of their working life. Individuals considering a change of career, and people returning to work after a long absence, can match their current skills and interests to relevant occupations and make informed choices about the next steps on their career path. Careers advisors and other influencers can find the support and guidance provided for them by myfuture of enormous benefit in helping those in their care to make informed career decisions.

The Real Game

Since 1999, the Commonwealth has collaborated with State, Territory and non-government education authorities to introduce *The Real Game Series (The Series)* in Australia. *The Series* was developed in Canada and consists of six innovative career education and life skills

experiential programmes. *The Series* enables students to understand and appreciate the value of work and the importance of ongoing education, adaptability and positive attitudes.

During 2000, over 100 government and non-government schools across Australia successfully piloted *The Real Game* (for 12 to 14 year old students) and an Australian edition of *The Real Game* is now available through the Australian website for the *Real Game* series at <http://realgame.dest.gov.au>.

Two additional programmes in *The Series*, *The Make It Real Game* (for 10 to 12 year old students) and *The Be Real Game* (for 14-16 year old students) were piloted in 2001, in over 200 government and non-government schools and are currently being independently evaluated. Feedback from teachers, parents and students has been overwhelmingly positive and it is anticipated that Australian editions of the programmes will be available to schools in the second half of 2002. The remaining two programmes aimed at school students, *The Play Real Game* (for 8 to 10 year olds) and *The Get Real Game* (for 16 to 18 year olds) will be piloted and independently evaluated in 2003.

Centrelink Career Information Centres

Since the early 1970s, the Commonwealth has supported Career Reference Centres. There are now a network of 12 Career Information Centres, operated by Centrelink and funded by DEST, which are located in each of the State and Territory capital cities, and in Mermaid Beach, Newcastle, Wollongong and Geelong.

These Centres assist the public to make informed decisions about their education, training and employment options and pathways. They provide a range of services including information about:

- jobs and employment;
- employment trends and opportunities;
- job search strategies and advice on writing resumes and applications;
- industry associations and training bodies contact details;
- education and training providers and courses and qualifications.

They do so by hosting individual inquirers and group visits, conducting outreach activities to schools, and participating in employment and careers events. The majority of groups assisted consist of under 25 year olds, with 49 per cent of the groups from secondary schools and TAFE colleges.

Job Guide

For over 30 years the Commonwealth has produced Job Guide which is a publication (now internet, CD ROM and book) that provides information on occupations, education and training. The information is provided in seven versions specific to States and Territories and updated annually. Job Guide is written primarily for year 10 students but provides useful information for all age groups. The Job Guide is distributed free of charge through schools for all year 10 students and can be found on the web at <http://jobguide.dest.gov.au>. The cost of producing and providing Job Guide is approximately \$1.9 million each year.

Career information booklets

As well as Job Guide, a range of career information and job search booklets, leaflets and posters are also produced in hard copy and are available on the internet to provide information to school students (and other Australians) about employment, education and training options, job search techniques and the world of work. Schools are able to order the booklets and they are provided free of charge.

APPENDIX B

Programmes and Initiatives to Support Indigenous Participation

A Bridge to the Future and Partners in a Learning Culture

The *National Strategy for Vocational Education and Training 1998-2003*, agreed by all States and Territories and the Commonwealth, sets out the major objectives for the national VET system. One of the key objectives is “achieving equitable outcomes in VET for all Australians,” including Indigenous Australians. In relation to Indigenous people, a specific priority is to increase participation by Indigenous people in VET, particularly in higher-level award programmes, improve retention and completion rates and improve employment outcomes.

To complement this, in June 2000, Commonwealth, State and Territory Ministers of training, as members of the ANTA MINCO, agreed to *Partners in a Learning Culture*, a National Strategy and Blueprint to improve training outcomes for Indigenous people, over the period 2000-2005. These documents outline strategies and actions at national, State and Territory level to increase opportunities for Indigenous people in VET. The needs and barriers that constrain Indigenous people from accessing and participating in VET were identified in the consultation process that was undertaken in the development of the Strategy.

An Australian Indigenous Training Advisory Council (AITAC) was established in 2000 and consists of Indigenous people and representatives from stakeholder groups, including industry, unions, the Commonwealth and all State and Territory governments. AITAC provides advice to the ANTA Board on Indigenous training issues, and monitors the implementation of the Blueprint. AITAC has an Executive Sub-committee, a Managing & Monitoring Sub-committee and an Indigenous Policy Sub-committee. The latter is comprised entirely of AITAC’s Indigenous representatives.

The Indigenous VET Strategy was developed in order to:

- identify the key vocational education and training issues and activities which are most important for Indigenous community development;
- include the perspectives of Indigenous people in current and future vocational education and training policy and programmes at all levels;
- ensure the vocational education and training decisions result in better outcomes for Indigenous individuals and communities;
- show how vocational education and training programmes can be better managed for Indigenous communities;
- lay down quality and continuous improvement measures which build upon positive gains already made within the sector; and
- set out measurable objectives to improve outcomes for Indigenous Australians in vocational education and training and employment.

The four objectives of *Partners in a Learning Culture* are:

1. Increase the involvement of Indigenous people in decision-making about policy, planning, resources and delivery.
2. Achieve participation in VET for Indigenous people equal to those of the rest of the Australian community.
3. Achieve increased, culturally appropriate, and flexibly delivered training, including use of information technology, for Indigenous people.

4. Develop closer links between VET outcomes for Indigenous people and industry and employment.

State and Territory Training Authorities, who are responsible for funding programmes for Indigenous people in VET, have been asked to report in their annual VET plans on progress towards achieving the strategies in the Blueprint. A mid-term review of progress in implementing the Blueprint will be completed by the end of 2002.

DEST has provided funding of \$2.1 million to ANTA to support national activities outlined in the Blueprint for the period 2000 to 2003.

New Framework for Vocational Education in Schools

The development and implementation of the *New Framework for Vocational Education in Schools* has considerable implications for accelerating the achievement of educational equality for Indigenous students, especially for two groups: early school leavers up to year 10, and those who leave after commencing senior school studies.

National Indigenous English Literacy and Numeracy Strategy

The NIELNS was launched in March 2000 by the Prime Minister and is aimed at improving education outcomes for Indigenous people. The strategy builds on the National Literacy and Numeracy Plan endorsed by the Commonwealth, State and Territory Ministers in March 1997.

The strategy acknowledges that extra effort is required for Indigenous students to be successful and aims to address six key elements:

- lifting school attendance rates to national levels;
- addressing hearing and other barriers to learning;
- providing preschool opportunities;
- training and retaining good teachers in areas with significant Indigenous student populations;
- ensuring teachers use the most effective, culturally appropriate teaching methods; and
- increasing accountability and improving performance measurement techniques for school and teachers.

There are a range of initiatives being implemented across the country under NIELNS, with a number aiming to improve Indigenous participation in vocational education and training. An evaluation of NIELNS is currently being undertaken.

MCEETYA's Transition from School Taskforce

In the *Partners in a Learning Culture Blueprint for Implementation*, ANTA recommended that MCEETYA commission projects to:

- address the lack of qualitative and quantitative information regarding Indigenous VET in schools participation and outcomes;
- develop pilot models which assist Indigenous students to participate in VET in schools; and
- expand awareness of career and VET in schools options for Indigenous students in the middle years of schooling.

Among a number of ANTA commissioned projects currently being managed by the MCEETYA Taskforce on Transition from School, two projects have been commissioned to carry forward the above recommendations.

The first project, *Participation of Indigenous Students in VET in Schools Programs*, combines the first two recommendations, above, from the *Blueprint* to ensure that substantive results derive from this study. This project will seek to quantify Indigenous participation in VET in schools and assess the qualitative impact such participation currently has on school education outcomes for young Indigenous people. It will also identify and document examples of good practice VET in schools delivery to Indigenous students in urban, rural and remote areas and make recommendations from these.

The second project, *Career Guidance and Advice for Indigenous Students*, will aim to provide career and VET in schools information and guidance to Indigenous students, commencing below Years 8 and 9. This project will develop, trial and evaluate career guidance products and materials and appropriate structures for the delivery of career guidance to Indigenous students.

Indigenous Transition Programmes

A number of Commonwealth programmes that address Indigenous VET in schools needs, are also currently in place, either specifically or as part of broader VET, transitions or literacy and numeracy agendas. These programmes include both those specifically targeting young Indigenous people, and mainstream programmes with a strong Indigenous focus.

The Indigenous Youth Partnership Initiative

The Department funds the ECEF to deliver the IYPI. The aim of the IYPI is to address young Indigenous people's relative disadvantage in education, training and employment. This involves a "whole of community" approach to promoting effective assistance and support for Indigenous youth to remain or return to school, and to provide a reliable pathway from schooling to training and employment and onto independence. The programme compliments and forms part of the broader NIELNS.

To date twenty projects have been run nation-wide: the last two, Cape York and Newcastle, under a model of collaboration between ECEF, DEST, DEWR, ATSIC, FaCS and Health.

Wadu Indigenous Youth Partnership Initiatives

Funding: \$4.2m

Years: June 2000 – December 2002

Additional funding has been provided to ECEF to manage and deliver the Wadu Indigenous Youth Partnership Initiatives (IYPI) from June 2000 to the end of 2002, IYPI builds into ECEF's existing Wadu strategy.

Wadu IYPI is addressing young Indigenous people's relative disadvantage in education, training and employment. this involves a 'whole of community' approach to supporting Indigenous youth to remain at or return to school, and provides a reliable pathway from schooling to training and employment and onto independence. IYPI complements and forms part of the broader Federal Government's National Indigenous English Literacy and Numeracy Strategy

Up to May 2002, 20 IYPI projects had been run nation-wide with the two most recent additions being in the Cape York and Newcastle regions under a model of collaboration between ECEF, DEST, the Department of Employment and Workplace Relations (DEWR), Aboriginal and Torres Strait Islander Commission (ATSIC), Family and Community Services (FaCS) and the Department of Health and Ageing.

Expansion of the National Geographic Coverage of Work Placement Co-ordination

In the 2001-02 budget the government provided an additional \$9.285 million to the ECEF to extend its Work-placement Coordinator arrangements into regional and remote areas of central and northern Australia, ensuring national coverage. The Work-placement Coordinators activities involve promoting partnerships between industry and education at the local level in order to offer students SWL placements.

As an initial step in this four-year programme, ECEF is in the process of planning regional scoping activities particularly in the Northern Territory, Queensland and Western Australia. Although this funding is not intended to be used exclusively for Indigenous young people, by nature of location the Northern and Central Australia initiative will have a large Indigenous component.

Australians Working Together

Under the *Australians Working Together* umbrella, the Commonwealth has allocated \$10 million to support senior secondary Indigenous students to complete Year 12 and go on to higher education or vocational education and training. There are two initiatives under this measure.

The Minister has approved a National Framework to support the first element, *Working Together for Indigenous Youth*. Through this initiative some 1,600 secondary school students in Indigenous communities will be encouraged to stay on and complete Year 12 or move into further education, training or paid employment. Facilitation agents will work to develop compacts with local companies, schools and Indigenous families. The project will bring key local stakeholders together to discuss the barriers to a successful education experience for Indigenous students and their families and try to work out collaborative solutions to overcome the barriers.

The second element of *Australians Working Together* entails increasing education and training assistance for Indigenous Australians by providing vocational learning opportunities for Indigenous secondary school students. The intention is to build on the initiatives being undertaken by the ECEF as part of the NIELNS. Some 2,300 secondary school students will be supported through this initiative. The findings of ECEF's existing IYPI evaluation will be used to shape the way in which this measure is applied. Discussions with ECEF regarding this element are ongoing.

DEST/DEWR Joined Up Programmes for Indigenous Youth

DEST and DEWR are currently working together on the Joined Up Programmes for Indigenous Youth (JUPIY) initiative. JUPIY aims to better connect each Department's programmes for Indigenous youth in the school to work transition.

Partnership Outreach Education Model pilots

The Partnership Outreach Education Model (POEM) pilots respond to recommendation 21 of the Youth Pathways Action Plan Taskforce report: *Footprints to the Future*. Recommendation 21 calls for new approaches for engaging (disconnected) young people in community learning environments. POEM pilots target 13 – 19 year olds who are disconnected from education and possibly their families and communities. Participation in POEMs may also be negotiated for young people who are tenuously connected to education where it is considered this approach would be best for them. For a variety of reasons the mainstream schooling experiences of many POEM participants will have been negative, therefore the pilots will provide a supportive learning environment for participants where the focus is on helping participants to gain the

accredited education (academic) and training (vocational) outcomes and to develop the life and employability skills necessary to help them avoid long term welfare dependency.

Funding of \$4.0m has been allocated across 2002 and 2003 to fund 21 pilot projects in metropolitan, regional, rural and remote Australia. While all pilots will engage the target groups in a supportive education environment, the approaches taken differ significantly, thereby enabling DEST to test a range of responses.

All POEM pilot projects will assist Indigenous young people as part of their client mix, however a high proportion will have a very strong focus on Indigenous young people.

Jobs Pathway Programme

The JPP helps young people who have left school, or are thinking about leaving school, to make a smooth transition through school, or from school to further education, training or work. JPP providers are required to specifically target their assistance to several defined disadvantaged groups including Indigenous people.

In recent years there has been a steady increase in the percentage of Indigenous JPP participants. Since August 2001, five per cent of participants have identified themselves as belonging to the Indigenous target group; compared to 3.8 per cent for the year from August 2000 to July 2001, and 2.7 per cent for the year from August 1999 to July 2000.

Vocational and Educational Guidance for Aboriginals Scheme

VEGAS grants are provided to sponsoring organisations which conduct projects for Indigenous school students, their parents, and Indigenous people in custody which provide them with information about career and study options and which foster positive attitudes about participation in education. This scheme is ongoing.

Career and Transition pilots

The Career and Transition (CAT) Pilot Programme was introduced in direct response to the *Footprints to the Future* report. Funding of \$3.6 million has been allocated to run 23 pilots for one year in a variety of settings across Australia. The CAT pilots test ways of providing enhanced career and transition support to all young people aged 13-19 years by improving the quality of career information and advice provided to them, such as through the provision of dedicated Career Transition Advisers, and the development of Learning Pathway Plans.

There are five projects which have a specific focus on Indigenous young people, with two of these having a dedicated Indigenous CAT Adviser. While other projects are not specifically targeting Indigenous young people, the projects have a systemic approach to the delivery of career and transition information, advice and support that will include Indigenous young people.

New Apprenticeships

As at March 2002, there were 6,430 Indigenous Australians in training, representing 1.9 per cent of total numbers in training. This represents an equitable proportion in training as Indigenous Australians currently represent 1.9 per cent of the working age population. It also represents a steady increase in Indigenous Australian representation in New Apprenticeships, up from 890 in March 1996 (0.6% of total numbers in training). As at March 2002, there were 1,480 Indigenous Australians, representing 2.2 per cent of total commencements in New Apprenticeships.

APPENDIX C

Longitudinal Surveys of Australian Youth (LSAY) Programme

In addition to LSAY Research Report No. 21: VET in Schools: Participation and Pathways referred to above, the LSAY programme has investigated participation in vocational education at schools in a number of other reports. The main points of these are set out below.

LSAY Research Report No.15: Subject Choice by Students in Year 12 in Australian Secondary Schools

An examination of subject choice by students who were in Year 12 in 1998 gives a picture of participation in vocational education at school which is broader than the more specific VET in schools initiative. Table 3 shows Year 12 participation rates in subject areas for 1993 and 1998. In 1998, around one-quarter of Year 12 students participated in Computer Studies and Technical Studies. Participation in other vocational subjects such as Home Science, Food/Catering, Tourism and Hospitality, Agriculture, Secretarial Studies and Child Studies involved much smaller proportions of students (from 1.1% for Child Studies to 6.5% for Food/Catering).

Participation in Home Science, Secretarial Studies and Tourism and Hospitality has declined since 1993, but participation in other vocational subject areas has increased. The increase in enrolments in Technical Studies and Computer Studies has occurred across all States of Australia. In Queensland and the Northern Territory, the enrolment index has more than doubled, while there have also been large increases in Western Australia and Tasmania.

Males predominated in Technical Studies (80% of enrolments in 1998), and in Computer Studies (65% of enrolments), but females account for a high proportion of enrolments in Home Science (71% of enrolments). There is also an association between socio-economic status and subject area enrolments. Enrolments in Technical Studies and Computer Studies were higher for students from the lowest socio-economic level and tended to fall as the socio-economic level rose. By contrast higher enrolments in Mathematics, Humanities and Social Sciences, Physical Sciences and Languages other than English were associated with higher socio-economic status.

For each of the subjects in the Technology Key Learning Area, there was a negative association between enrolments and earlier school achievement in literacy and numeracy. This association was particularly strong for Technical Studies, where students from the lowest achievement quartile were around three times as likely to be enrolled as students from the highest achievement quartile. In Computer Studies the trend was in a similar direction, however the magnitude was not as great, with students in the lowest achievement quartile being about one and a half times as likely to study subjects in this area.

Students in government schools are more likely than students in Catholic and Independent schools to be studying in the Technical Studies, Computer Studies, Home Science and Agriculture areas.

Table 4 shows participation by students who self-identified as VET participants in the range of subject areas. Students in this group answered 'yes' to the following questions:

1. *During 1998, as part of your schooling, have you done, or are you doing, study at a TAFE or TAFE subjects at school?*

2. *This year have you done, or are you doing, any non-TAFE VET subjects or courses at school, that is, Vocational Education and Training?*

Students enrolled in VET units are less likely to be enrolled in Mathematics, Humanities and Social Sciences, Languages other than English, and the Biological Sciences, and only about one-quarter as likely to study subjects in the Physical Sciences. The area in which enrolments by VET students outstrip those of other students is in the Key Learning Area of Technology, particularly in Technical Studies, Home Sciences and Agriculture.

LSAY Research Report No. 12: Curriculum and Careers: the Education and Labour Market Consequences of Year 12 Subject Choice

The LSAY Report *Curriculum and Careers: the Education and Labour Market Consequences of Year 12 Subject Choice* analysed the effect of undertaking particular groups of subjects in Year 12 on participation in further education and training and on labour market outcomes. The analysis is based on data collected between 1990 and 1997. Four subject groups were identified as belonging to the Vocational Education and Technology cluster:

1. Technical Drawing, Technology, General Maths, Computing (2.9% of enrolments);
2. Agriculture, Craft, Technology, General Maths, Health, General Science (2.9% of enrolments);
3. Typing, Secretarial Studies, General Maths, Home Economics, Applied Computing (3.4% of enrolments); and
4. Maths, Industrial Arts, Industrial Technology, Technical Drawing (3.1% of enrolments).

Figure 1 illustrates the differences in post-secondary education and training outcomes depending upon curriculum participation in senior secondary school. More than one-third of students undertaking the vocational education and technology courses did not enter any form of further education or training after leaving school, and for some subject groups more than a half of students did not pursue study. By contrast only about 10 per cent of students undertaking Maths, Advanced Maths, Physics and Chemistry did not undertake further education or training. Students undertaking vocational education and technology courses do not gain entry to university, except for those doing the Industrial Arts, Industrial Technology, Maths and Technical Drawing combination. Even then the rate is less than one in six. For the others, the rates of entry are at best less than one in 12.

However, students entering vocational education and training by age 19 have often taken subject combinations from the vocational education and technology stream. Over a third of all students doing a vocational education and technology course in Year 12 had obtained an apprenticeship or traineeship or studied a TAFE course by age 19. With the exception of the subject combination including typing and secretarial studies, between 18 per cent and 25 per cent of students who studied a vocational education and technology curriculum in senior secondary school entered an apprenticeship by age 19. The results suggest that while the study of vocational education and technology subjects in school is related to high rates of post-school VET participation, the participation is, relatively speaking, achieved through access to apprenticeships and traineeships rather than other TAFE courses.

Figure 2 illustrates differences in initial work status of young people that are associated with the combination of subjects taken in senior secondary school. Broadly, those participating in the 'vocational education and technology' course in Year 12 more often sought entry to the workforce than further education. The rates of those in full-time work at age 19 suggest that many students doing combinations of vocational education and technology subjects were relatively successful in gaining jobs, as they had the highest rates of participation in full-time

work. However, those from these courses also faced the highest risks of being unemployed or not in the labour force, based on the rates at age 19. It would seem that while many obtain jobs, over 20 per cent do not. This was also true for those from courses in 'Health Sciences and 'Physical Education' and some 'Arts and Humanities courses'.

The analysis also reveals that the length of time unemployed varies depending on Year 12 study. The young people who spend the greatest proportion of their time unemployed – more than half their time – from the point of leaving school to age 19 more often had studied the Arts and Humanities courses and the Vocational Education and Technology combinations, although this was not uniform. (The course combining Agriculture, Craft, Technology, Health and General Science was associated with a relatively high proportion of students who did not experience any unemployment and only a small proportion who were long term unemployed). Further, one in four students who studied a combination of Technical Drawing, Technology, General Maths and Computing in Year 12 experienced three or more spells of unemployment by age 19. Only one in 20 students studying Mathematics, Economics, Geography, History and Art had this experience.

In summary, the transition from school to stable and secure employment is affected by the subjects young people study in senior secondary school. Young people who entered the labour market after studying technology-based vocational education courses experienced some difficulty in obtaining secure and stable jobs and in avoiding extended periods of unemployment. These findings hold after controlling for differences in student background, achievement and school difference, suggesting that the school curriculum and student course-taking have independent influences on post-school outcomes.

LSAY Research Report No. 10: Work Experience and Work Placements in Secondary School Education

The relatively recent introduction of SWL is often a component of VET in schools. The LSAY data has been used to examine the incidence, student characteristics and indicative outcomes of participation by students in Year 10 and 11 during 1996 and 1997. Workplace learning programmes normally involve students spending an extended period of time in a workplace focused on acquiring occupationally specific skills and knowledge. They are usually intended to help students gain qualifications that lead either directly to the labour market or to vocational studies at tertiary levels.

At the time this study was conducted, workplace learning programmes were relatively new in Australian schools and involved comparatively small numbers of students undertaking a great variety of different programmes. In 1997, around 67 per cent of secondary schools provided some form of workplace learning programme compared with 46 per cent of schools in 1995. Provision was highest in the government sector (68% of schools) and lowest in the Independent sector (64%).

While a high proportion of schools provided some form of workplace learning programme, only eight per cent of Year 11 students in 1997 participated in a workplace learning programme. The Year 11 students most likely to participate are those who live in rural or remote areas, whose parents did not complete secondary school, and whose parents are employed in skilled trades or unskilled occupations. The students were also more likely to be those who achieved lower levels of literacy and numeracy in Year 9 than those who achieved at higher levels.

Table 3: Year 12 participation rates in subject areas

Key Learning Area	Subject /Subject Group	Percentage of Year 12 students	
		1993	1998
English	English	92.1	92.8
	ESL	1.2	0.8
	Literature	5.5	5.3
Mathematics	Mathematics	86.3	87.5
Society and Environment	History	21.1	17.4
	Geography	18.3	13.8
	Politics & Social Studies	15.2	15.7
	Economics	17.8	10.8
	Legal Studies	15.2	11.1
	Accounting	12.0	7.3
	Business Studies	9.2	17.1
	Secretarial Studies	4.3	1.8
	Tourism & Hospitality	1.9	1.5
	Religious Studies	17.6	12.2
Science	Chemistry	22.6	20.3
	Physics	20.4	20.0
	Biology	31.7	25.2
	General/Multi Strand Science	7.2	10.2
	Psychology	5.1	5.5
	Other Sciences	4.2	1.9
Arts	Creative and Visual Arts	17.4	18.2
	Performing Arts	7.3	6.6
	Graphic Communication	4.5	2.7
	Music	3.6	4.9
LOTE	French	1.9	1.5
	German	1.2	1.3
	Indonesian	na	0.8
	Italian	1.1	1.0
	Japanese	2.2	2.1
	Other languages	1.3	3.4
Technology	Computer Studies	20.7	27.7
	Technical Studies	16.9	23.2
	Home Science	11.0	4.7
	Food/Catering	3.8	6.5
	Agriculture	2.4	2.8
	Child Studies	na	1.1
Health & Physical Education	Physical Education	17.6	17.7
	Health	1.9	8.5
Not Classified/Other		1.7	7.2

Technical studies comprises subjects such as Materials & Technology, Design & Technology, Technology Studies, Textiles and Design, Graphics.

Table 4: Enrolments^a in Year 12 in subject area by participation in VET

Key Learning Area	Subject Area	VET	Non-VET
English	English	18.0	18.8
Mathematics	Mathematics	16.1	17.4
Society & Environment	Human/Social Sciences	6.1	9.5
	Economics & Business	10.2	9.4
	Religion/Pastoral Care	2.0	2.2
		18.3	21.1
Science	Biological/Other Sciences	6.2	8.9
	Physical Sciences	1.9	7.3
		8.1	16.2
Arts	Arts	7.3	7.2
LOTE	Languages	0.9	2.2
Technology	Technical Studies	8.0	3.5
	Computer Studies	6.2	4.6
	Home Science	6.8	2.7
	Agriculture	0.8	0.4
		21.8	11.2
Health & Physical Education	Physical Education	4.1	3.1
	Health	1.8	2.0
		5.9	5.1
Not Classified/Other		3.7	0.8

a as measured by the enrolment index

Figure 1: Participation in Post-school Education and Training by Age 19, by Year 12 Study (%)

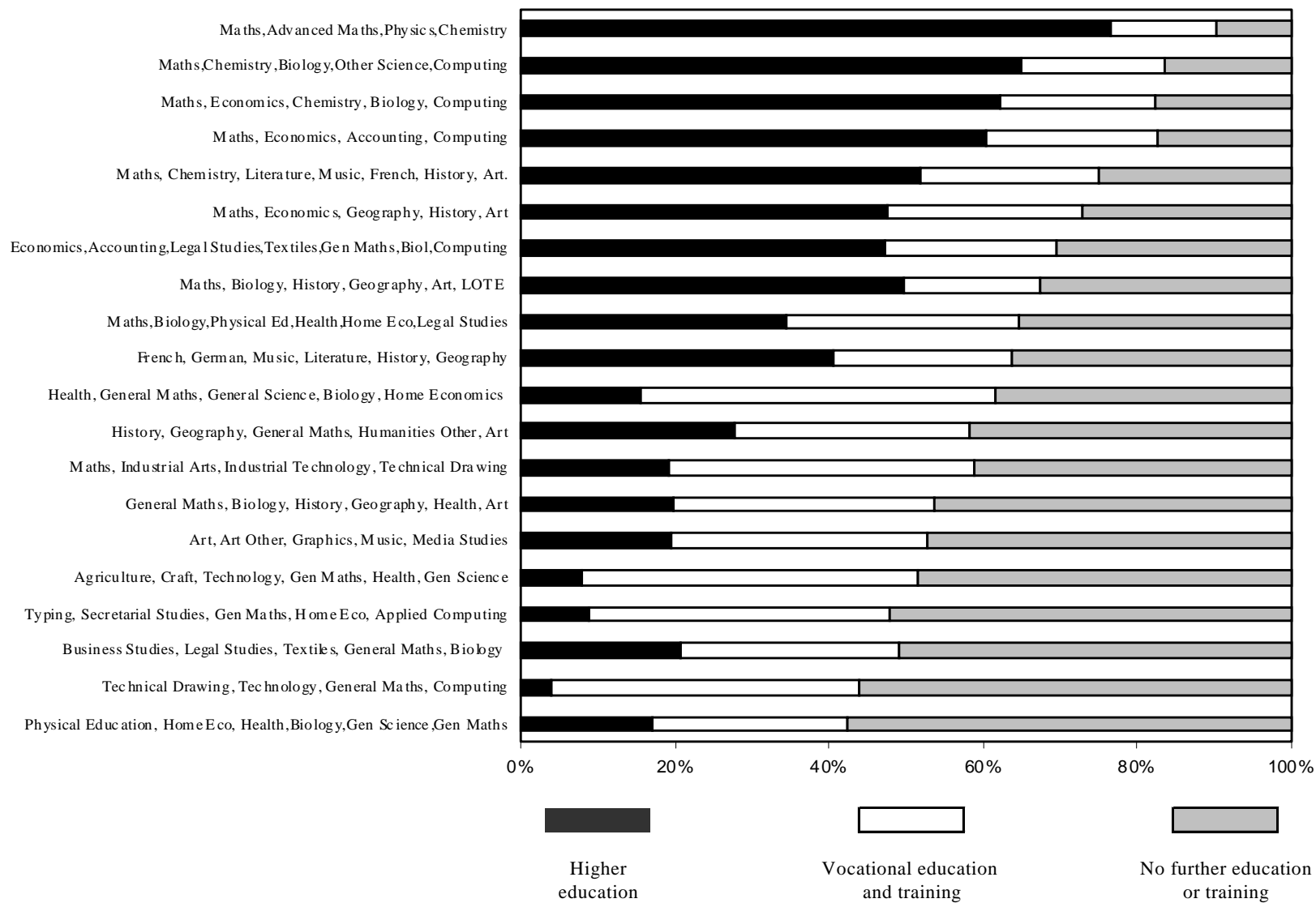
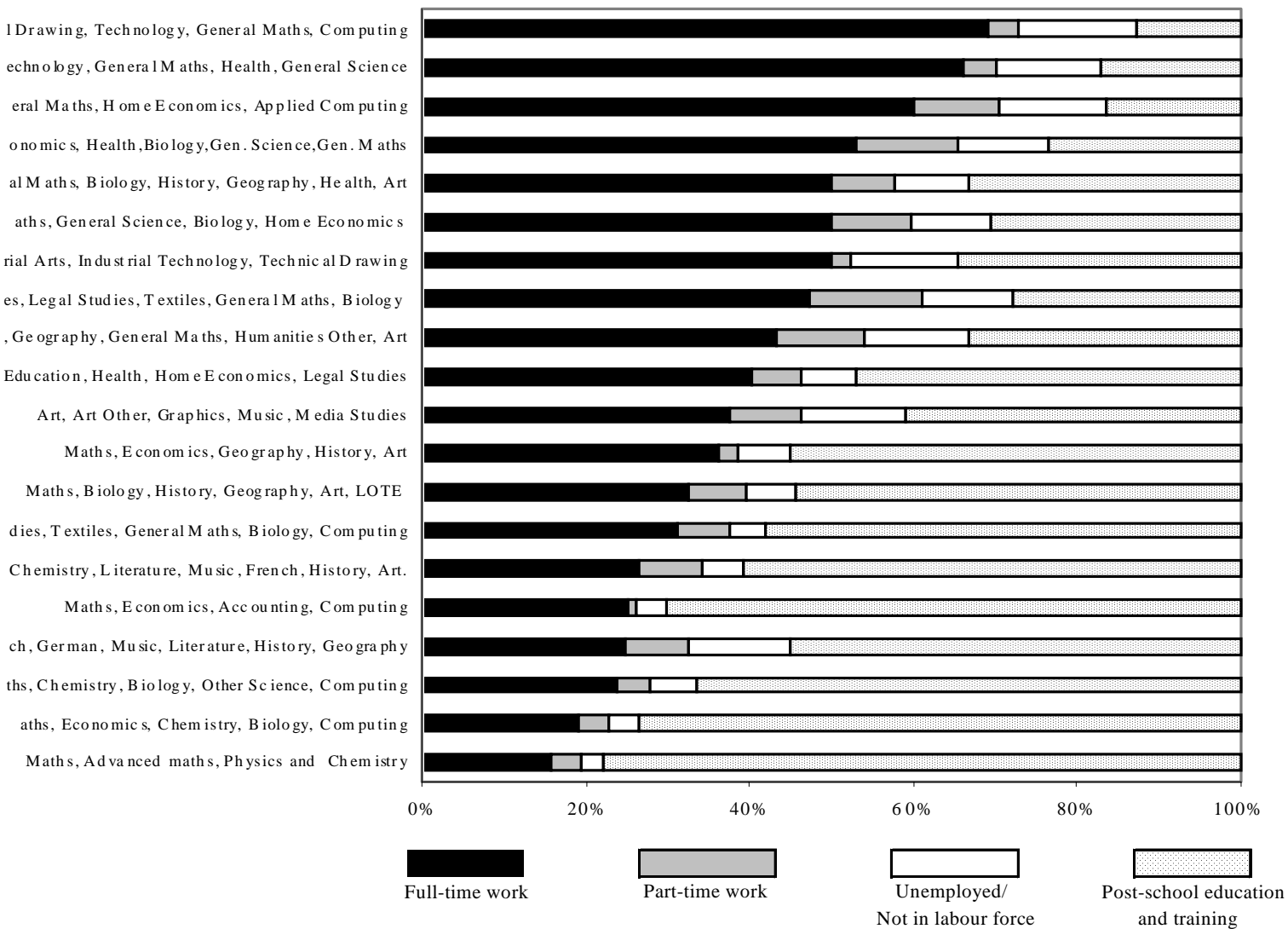


Figure 2: Education and Employment Status of Young People at Age 19, by Year 12 Study (%)



APPENDIX D

List of Acronyms

ABS	Australian Bureau of Statistics
ACCI	Australian Chamber of Commerce and Industry
ACER	Australian Council for Educational Research
ACSA	Australian Curriculum Studies Association
AEC	Australian Education Council
APAPDC	Australian Principals Associations Professional Development Council
AEP	National Aboriginal and Torres Strait Islander Education Policy
AESOC	Australian Education Systems Officials Committee
AEU	Australian Education Union
AITAC	Australian Indigenous Training Advisory Council
ANTA	Australian National Training Authority
ANTA MINCO	ANTA Ministerial Council
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ARC	Assessment Research Centre
ARF	Australian Recognition Framework
ASTF	Australian Student Traineeship Foundation
ATSIC	Aboriginal and Torres Strait Islander Commission
AVCTS	Australian Vocational Certificate Training System
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
AVTS	Australian Vocational Training System
BCA	Business Council of Australia
BEPA	Business Education Partnerships Advocate
BOS	Board of Studies
BVET	NSW Board of Vocational Education and Training
CATs	Careers and Transitions pilots
CEO/s	Chief Executive Officer/s

DEETYA	Department of Employment, Education, Training and Youth Affairs
DEST	Department of Education, Science and Training
DEWR	Department of Employment and Workplace Relations
DISR	Department of Industry, Science and Resources
ECEF	Enterprise and Career Education Foundation
ECEP	Enterprise and Career Education Programme
FaCS	Department of Family and Community Services
ICT	Information and Communication Technology
IEDA	Indigenous Education Direct Assistance
IPO	Industry Project Officer
ITAB/s	Industry Training Advisory Board/s
IYPI	Indigenous Youth Partnerships Initiative
JPP	Job Pathways Programme
JUPIY	Joined-up Programmes for Indigenous Youth
LSAY	Longitudinal Surveys of Australian Youth
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
NAAP	New Apprenticeships Assistance Programme
NCVER	National Centre for Vocational Education Research
NIELNS	National Indigenous English Literacy and Numeracy Strategy
NISI	National Industry Skills Initiative
NREC	National Research and Evaluation Committee
NTQC	National Training Quality Council
OECD	Organisation of Economic Co-operation and Development
PD	Professional Development
POEMs	Partnership Outreach Education Model
QBTR	Queensland Board of Teacher Registration
QTP	Quality Teaching Programme
RTO	Registered Training Organisation
SBNA/s	School-based New Apprenticeship/s
SES	Socio-economic Status

SILO	Student Industry Liaison Officer
STA	State Training Authority
SWL	Structured Workplace Learning
TCF	Textiles, Clothing and Footwear
TIP	Targeted Initiatives Programme
TQELT	Taskforce on Teacher Quality and Educational Leadership
VEGAS	Vocational and Educational Guidance for Aboriginals Scheme
VET	Vocational Education and Training

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