

EDUCATION, SCIENCE AND TRAINING

SENATE LEGISLATION COMMITTEE - QUESTIONS ON NOTICE 2005-2006 BUDGET ESTIMATES HEARING

Outcome: 2

Output Group: 2.1 – Vocational Education and Training

DEST Question No. E116_06

Senator Carr provided in writing.

Refers to DEST Question No. E737_05

Question:

Completion rates

ANTA has provided the following response.

Completion rates seem to be improving slowly.

The ANTA funded study, carried out by NCVER, referred to in answer E737_05, looked at what factors might be contributing to this. It said that high-quality teachers were a contributing factor to good completion rates.

But there's a crisis in the TAFE workforce, isn't there? What is the average age of a permanent TAFE teacher now? Is it over 50?

What steps have you decided to take to maintain and improve the age and skill profile of the national TAFE workforce.

The report by NCVER makes a series of recommendations that TAFE colleges:

- Look at the experience of Indigenous students in mainstream courses (as opposed to Indigenous specific ones);
- Collect better data on these experiences: and
- Find ways to monitor and improve the quality of education and training for Indigenous students in mainstream programs.

What has DEST or ANTA done to assist or encourage TAFE institutes to implement these recommendations?

Answer:

Completion rates

ANTA has provided the following response.

The recruitment, selection and workforce planning of the TAFE workforce are outside the jurisdiction of ANTA governance arrangements. As such ANTA does not hold any information on the average age of a permanent TAFE teacher or in a position to take steps to improve the age and skill profile of the TAFE workforce.

The ANTA funded research conducted by NCVER that identified factors that impact on the completion rates of Indigenous people has been widely disseminated throughout Australia. This includes State Training Authorities responsible for State and Territory TAFE workforce planning.

The Australian Indigenous Training Advisory Council (AITAC) in partnership with the National Centre for Vocational Education Research (NCVER) developed *Indigenous Australians in Vocational Education and Training: national research strategy for 2003-2006*. One of the projects underway as part of this research strategy is a face to face survey of Indigenous vocational education and training students who have participated in both Indigenous specific and mainstream vocational education and training courses. The survey aims to cast light on the individual, community and economic benefits from participating in VET by Indigenous people. An outcome of this survey will be important data that will assist the VET sector in better meeting the needs of Indigenous students. The results of this survey will be released at an Indigenous research forum scheduled to meet in August 2005.