

VETNET WORK 2000 BIENNIAL CONFERENCE

Melbourne, November 2000

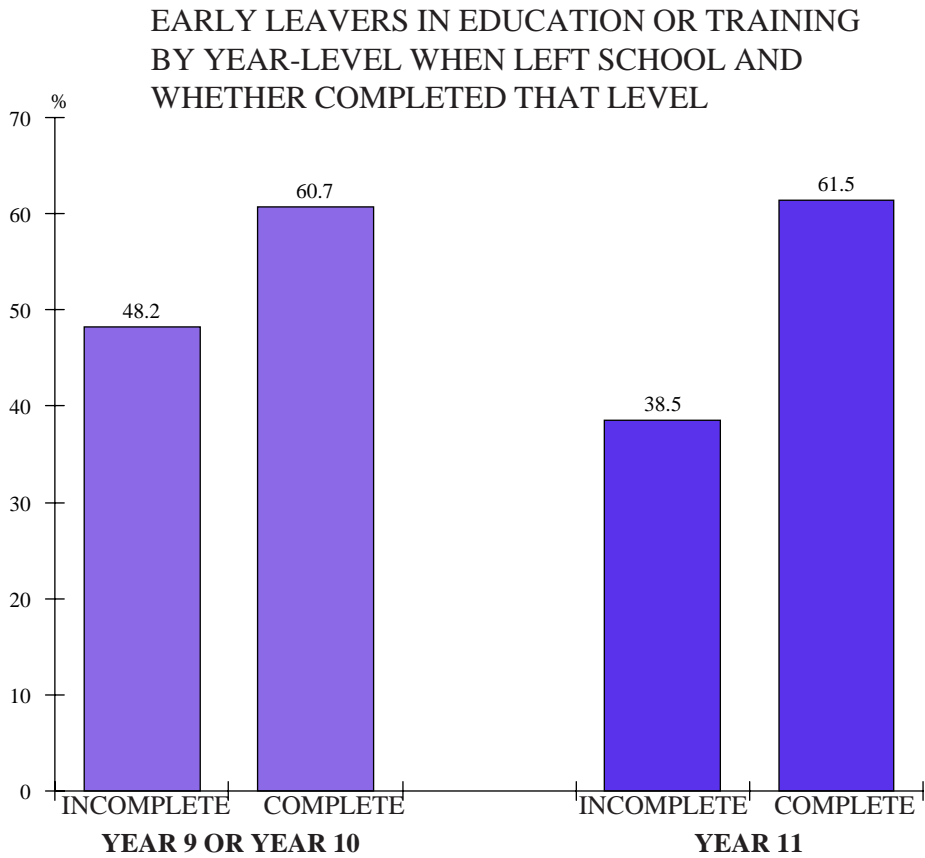
“Six paradoxes in the relationship of young people to VET”

Richard Teese

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1. The full-time labour market for young people has collapsed, but only about half of all early school leavers enter VET (and so do not invest in training for good jobs)



(Source: CPET, Early Leavers Survey, 2000; funded by ANTA and DEET Victoria)

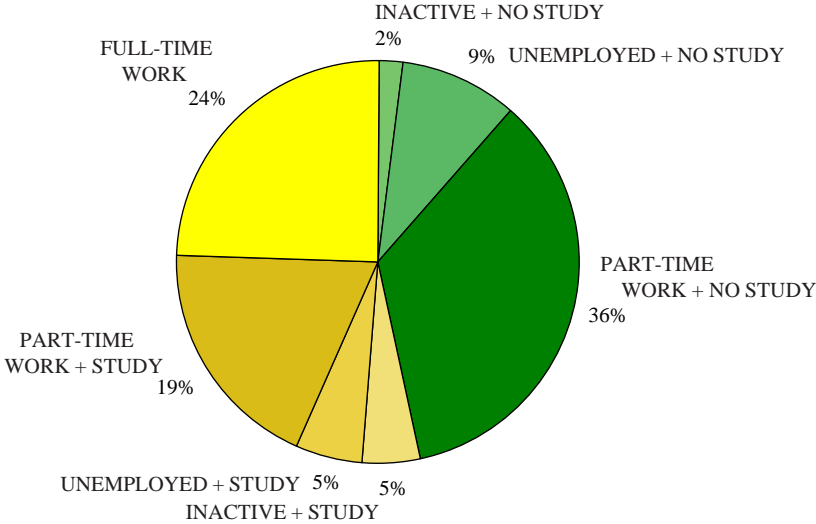


(Source: from ABS Labour Force series, see Kirby Report, Victoria)

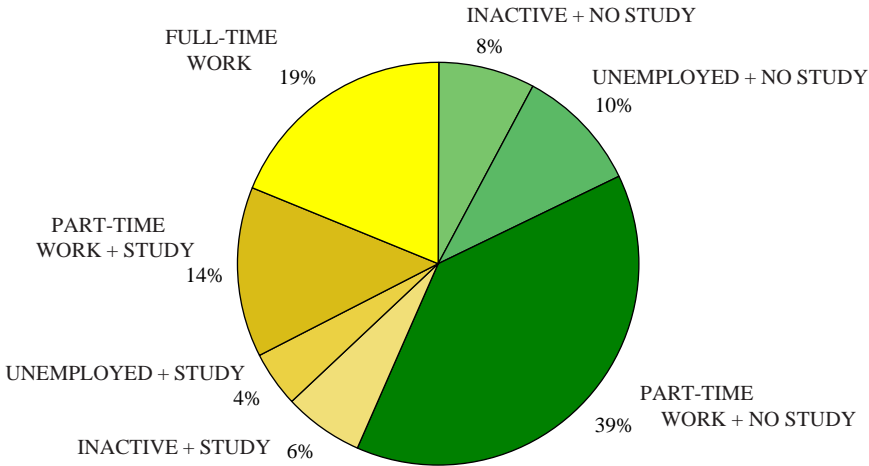
2. The senior school certificate now only gives limited access to full-time jobs and is inadequate for this without further education and training, but high proportions of school completers do not enter further education or training and their employment outcomes are often poor.

DESTINATIONS OF VCE STUDENTS WHO DID NOT APPLY FOR A TERTIARY PLACE THROUGH VTAC, 1998-1999 BY GENDER

BOYS



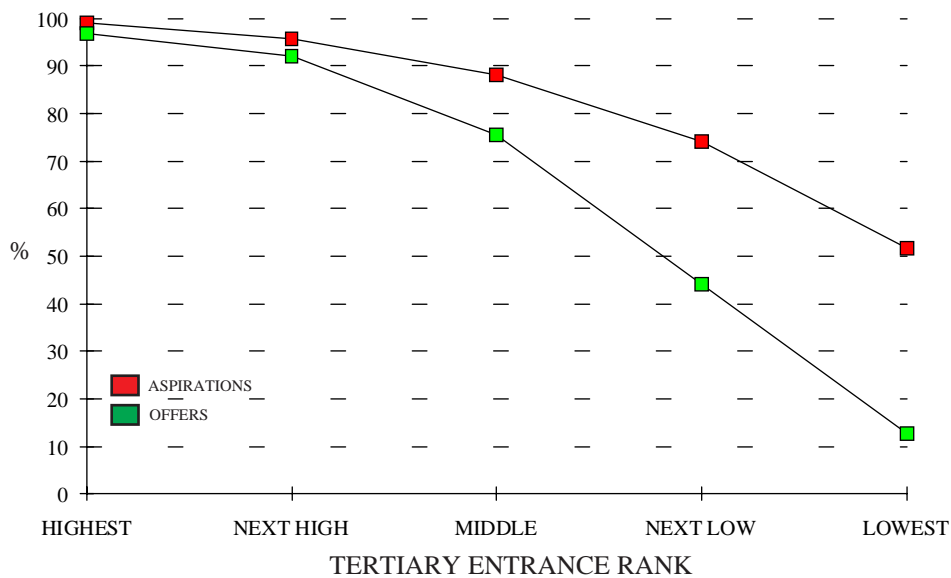
GIRLS



(Source: see Kirby Report, Victoria)

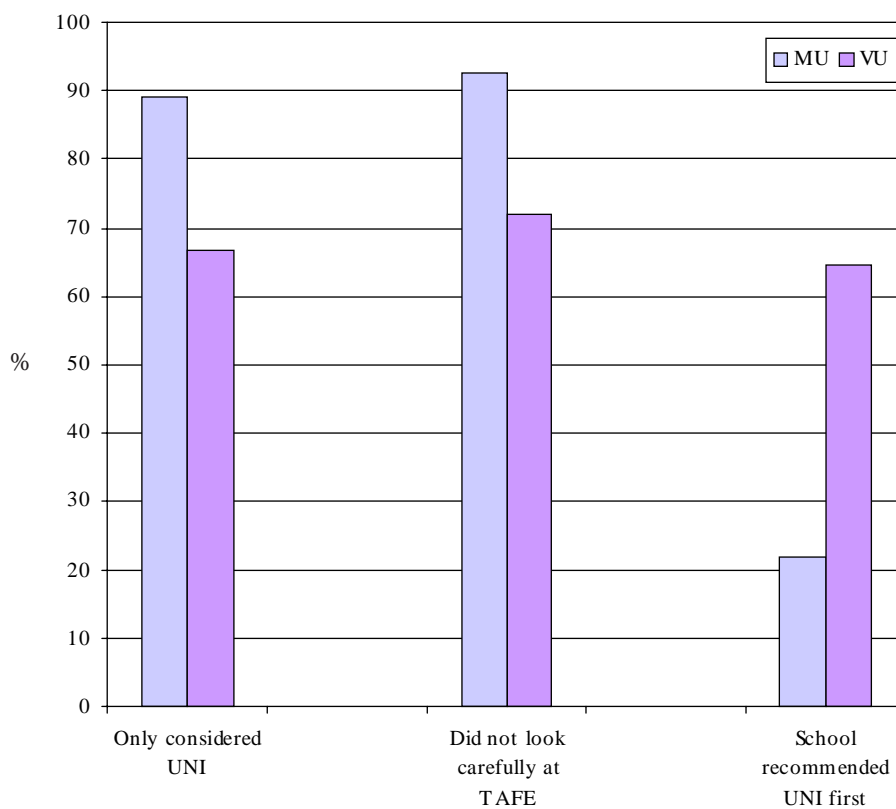
3. Access to university is closely linked to academic attainment, with low achievers having poor chances of selection, but many schools (including some with high proportions of low achievers) provide only limited advice on VET options and sometimes recommend putting university first.

ASPIRATIONS FOR UNIVERSITY AND OFFERS OF UNIVERSITY PLACES BY TERTIARY ENTRANCE RANK, 1998-99¹



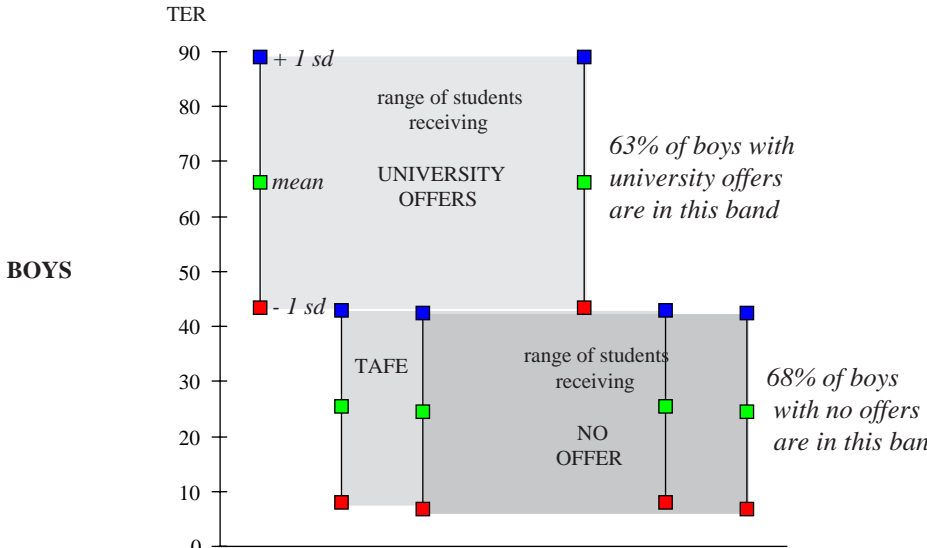
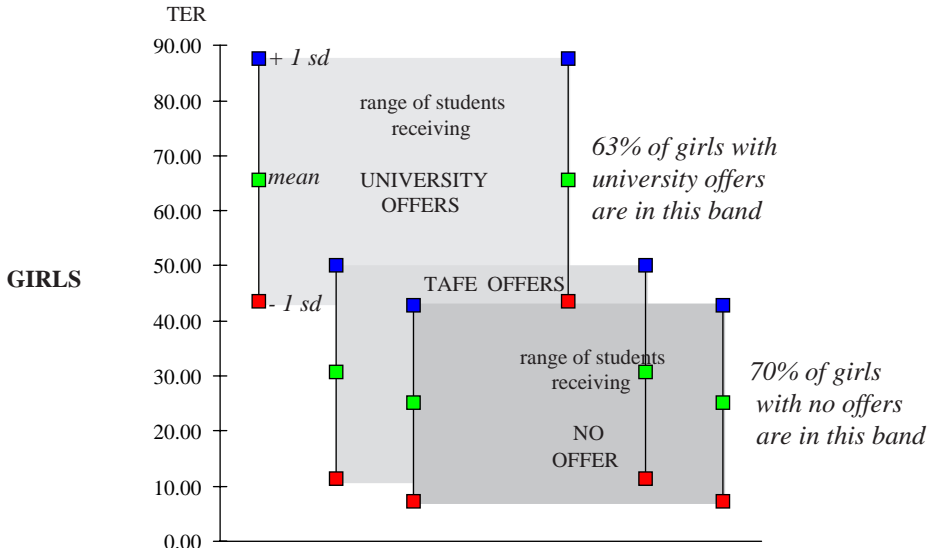
¹ Per cent of school-leaver applicants nominating university as the sector of their first preference and per cent receiving a university offer.

WHETHER TAFE WAS CONSIDERED IN LISTING TERTIARY PREFERENCES (Attrition Survey, EORU, 2000, in progress)



4. Many school completers who apply for a tertiary place and who are not offered one have poor employment chances, but all of them could be accommodated within TAFE, given their academic profile and their vocational needs.

COMPARATIVE ACADEMIC PROFILE OF SCHOOL LEAVERS OFFERED TERTIARY PLACES OR RECEIVING NO OFFER, 1997-98, BY GENDER¹

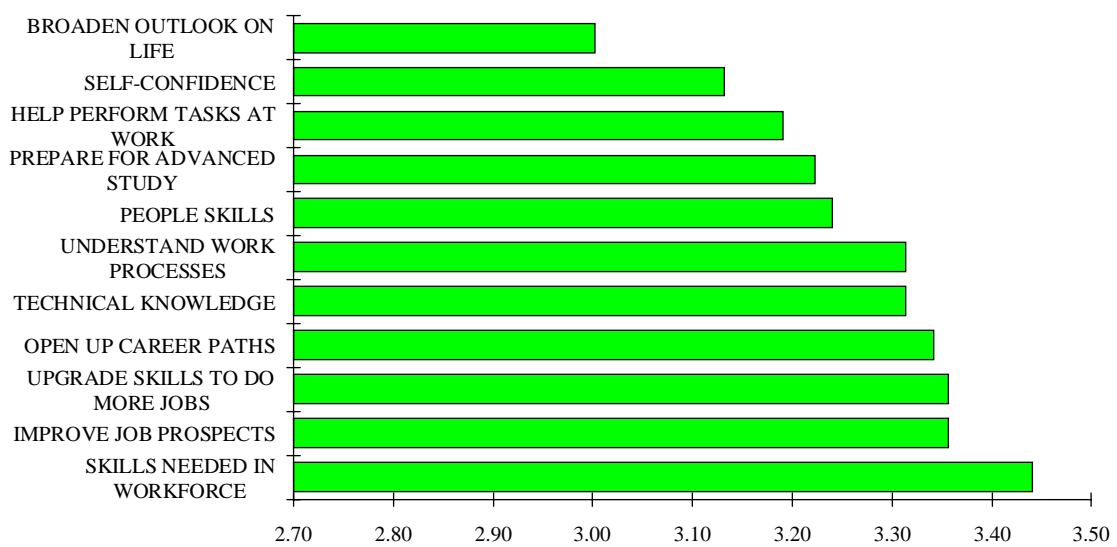


¹ Areas are not proportional to size of each group.

(Source: VTAC data, chart prepared for Kirby Report, Victoria)

5. The young people who do enter TAFE/VET are very positive about their instructional experience and the economic value of their training, but VET is often treated by schools, students and their parents as a second-choice option or relegation stream.

BENEFITS OF VET AS SEEN BY YOUNG PEOPLE

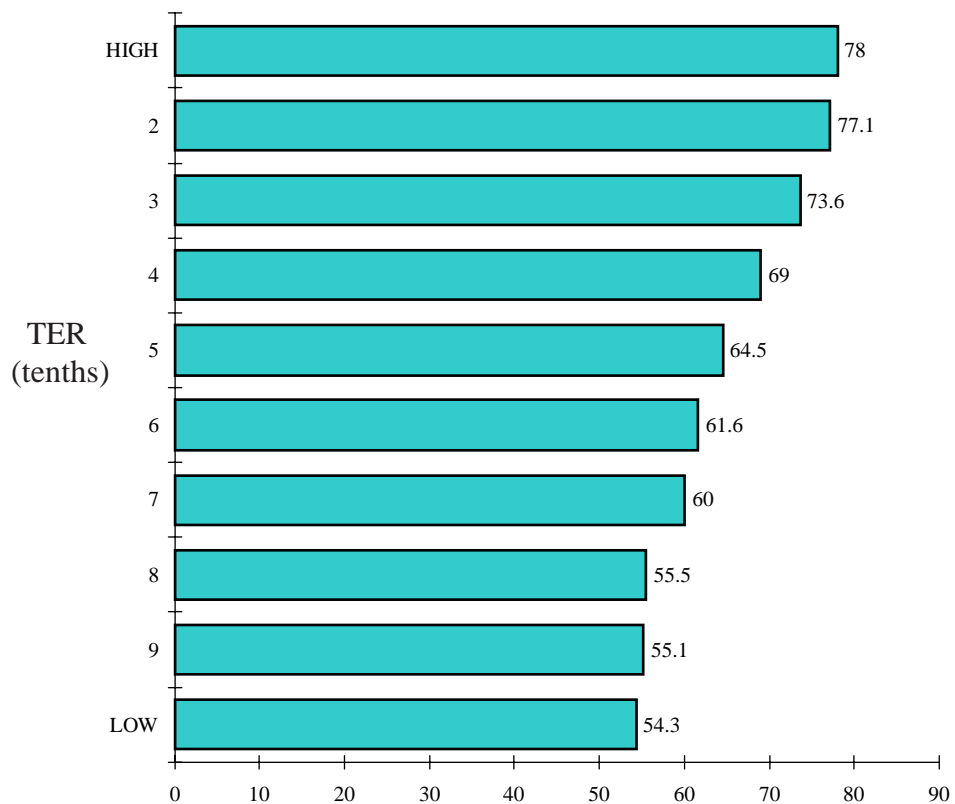


Scale: 1=strongly disagree, 4=strongly agree

(Source: CPET, survey of young people in TAFE)

6. Young people with low TERs who enter university have a high probability of dropping out, but they often have not undertaken recognized VET while at school and so have no recognized vocational training to fall back on.

FIGURE T COMPLETION RATES BY T.E.R. (1992-1997)¹



¹ Extracted from DETYA, *Completions. Undergraduate academic outcomes for 1992 commencing students* (Higher Education Division, Occasional Paper Series, 99G, August 1999), p. 7

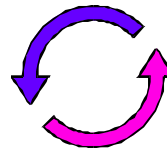
POLICY IMPLICATIONS

AIMS:

- ▲ REDUCE NEGATIVE EARLY LEAVING**
- ▲ MORE OPPORTUNITIES FOR PERSONAL INVESTMENT IN TRAINING**
- ▲ GREATER FLEXIBILITY OF OPTIONS**
- ▲ MORE INCLUSIVE SYSTEM**

1. CYCLICAL EVALUATION OF SCHOOL CURRICULA

- ◆ BASED ON GROUP OUTCOMES & TEACHERS' EXPERIENCE**
- ◆ IMPROVE DESIGN & TEACHING**
- ◆ PROFESSIONAL DEVELOPMENT**
- ◆ CONDITIONAL RE-ACCREDITATION**



2. VET PROGRAMS IN SENIOR YEARS

- ◆ NESTED IN EMPLOYMENT CONTRACTS, NOT ACADEMIC CERTIFICATES**

3. INTEGRATED SENIOR CERTIFICATE AND DIPLOMA PROGRAMS

- ◆ INTERNAL PROMOTION FROM SCHOOL TO TAFE**
- ◆ COMBINED WITH APPRENTICESHIP**

4. REGIONAL CROSS-SECTOR DELIVERY OF POST-COMPULSORY PROGRAMS