A World Class System

VET for School Students

27 February 2020
A World Class VET for Schools System
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- Options known and valued
- The right policy settings are in place
- Providing quality programs and services
- Invested in the future workforce

GOOD STUDENT OUTCOMES

COMMUNITY

GOVERNMENT

SCHOOLS

INDUSTRY
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- High school completion
- High rate of transition post-school
- Low youth unemployment
- Low NEET - not in education, employment or training
The Swiss System – the Gold Standard

- Dual system – learning in school with learning in workplace settings
- Compulsory education ends at year 9
- VET is the mainstream upper secondary program – 70%
- Prepares cross-section of high achievers for a range of occupations – high tech, health, human service and trades
- VET is fully integrated into the senior secondary education system
FIGURE 1: THE SWISS EDUCATION SYSTEM

TERTIARY LEVEL TYPE B
- Federal PET Diploma and Advanced Federal PET Diploma Exams
- Professional Colleges

TERTIARY LEVEL TYPE A
- Universities of Applied Sciences
- Universities and Federal Institutes of Technology

Vocational Education and Training
- Federal VET Certificate (2 Years)
- Federal VET Diploma (3 or 4 Years)
- Bridge-year Courses

Continuing Education and Training

Selective Schools

Federal Vocational Baccalaureate
Federal Academic Baccalaureate

Compulsory Education

- direct access
- additional qualifications necessary
https://www.youtube.com/watch?v=2BuwMO77kD8
Adolescence unemployment in Europe and the discrepancy of the educational system

Adolescence unemployment quota: The proportion of unemployed people in the workforce, 15–24 years of age, 2014 (in %)

- Countries with the dual vocational education and training system
- Countries with a full time school education without vocational education and training
In Australia

Gen Z express a collective lack of confidence in:

• Their available career options
• The academic institutions they attend
• The life skills they need to survive in the real world.

Source: After the ATAR II – Understanding how Gen Z make decisions about their future (2018)
Barriers young people identified to full-time work

- Lack of career management skills
- Not enough work experience
- Lack of appropriate education
- Not enough jobs

The New Work Reality, Foundation for Young Australians (2018)
How well do you feel you understand these pathways?

- **University**
  - Strong understanding: 35%
  - Good understanding: 14%
  - Average understanding: 12%
  - Poor understanding: 3%
  - No understanding: 12%

- **Vocational education and training (VET)**
  - Strong understanding: 30%
  - Good understanding: 14%
  - Average understanding: 29%
  - Poor understanding: 5%
  - No understanding: 23%

- **Apprenticeships**
  - Strong understanding: 32%
  - Good understanding: 12%
  - Average understanding: 31%
  - Poor understanding: 4%
  - No understanding: 21%

- **Traineeships**
  - Strong understanding: 31%
  - Good understanding: 10%
  - Average understanding: 32%
  - Poor understanding: 4%
  - No understanding: 23%

- **Private education providers**
  - Strong understanding: 28%
  - Good understanding: 13%
  - Average understanding: 27%
  - Poor understanding: 4%
  - No understanding: 27%

84% of the 50 occupations projected to have the most jobs growth in the next eight years do not require a bachelor degree.

Just five of the top twenty will predominantly hire university graduates, compared to the ten that will predominantly hire VET graduates.

Training and Skills Commission (2019)
VET System is separate to the Education System

https://www.youtube.com/watch?v=BPCnRVk4wik
South Australia – a review of VET for School Students

Government
• Geographical barriers, confusing for schools, inconsistent and complex policies
• Not integrated into education system

Industry
• VET for school students is often not aligned to job outcomes
• School students graduates do not possess relevant skills or experience to work in industry
• Does not value VET delivered to school students
South Australia – a review of VET for School Students

Schools
• Schools and training providers are not always clear on best practice operating models or the role and responsibilities of the players
• The knowledge and experience of key personnel may fall short
• The school system uses VET for school students in a variety of ways
• The unavailability of necessary facilities affect the quality of the student learning

Community
• VET for school students suffers from a perception issue
• Students are guided towards VET for school students for the “wrong” reasons
• University is the preferred option
VET FOR SCHOOL STUDENTS POLICY
Student Outcomes

- Increase proportion of young people in post-school education, training or employment
- Increase SACE completion rates
- Increase VET completion rates for school students
- Increase number of young people transitioning to VET post-school
- Provide a pipeline of young skilled workers to meet employers’ needs.
Vocational learning and VET delivered to secondary students

VOCATIONAL LEARNING
- Career education and work exploration
- Work-related curriculum

VET
- Training packages and accredited courses
- School-based apprenticeships and traineeships

Volunteering and part-time work
Timeframes – non negotiables

Semester 1, 2020
• *Flexible Industry Pathways* for school students guidelines
• New marketing and promotional materials
• Enterprise and employability skills

Semester 2, 2020
• Flexible Industry Pathways
• High quality career information and resources
• ePortfolio application, WOW challenge
• Industry and employer immersion program
• Capability program for RTOs and Online community