Support for making informed education & training choices

Yes, support the notion of senior secondary students developing a career plan to:
– link education experiences to career interests
– develop skills to manage their careers into the future

Other actions that should be taken to ensure availability of career development services:

– upskill careers teachers about regional skill shortage areas (locally...are they in the local with the Gippsland Regional Skills Forum and it's link with the Gippsland Regional Plan? Which agency could run a workshop for careers (& other) teachers to upskill them about this? RDV? DIIRD? Maybe get in Bernard Salt or Mark McCrindle as a Pd to look at the changes in demographics & the emerging industries.

– make work experience compulsory. Support young people to identify & obtain work experience through a process which might include an ‘inspiring young people’ event and an industry-based mentor as part of the careers curriculum. (see later comments)

How can business & industry be more involved in assisting students’ career choices?

– Resource the LLENs to have more partnership brokers on the ground to develop school-industry gateways (SIGs) at the industry sector level with school clusters. The SIGs can then develop, through integrated planning, a sequential engagement program with students and parents, commencing in the upper years of primary school and continuing throughout secondary school. The engagement would include: Making connections with local workplaces & being exposed to the diversity of careers offered within them, work experience, industry based mentoring and Structured Workplace Learning and project-based programs such as Students @ Work.
--Encourage business & industry to support their staff to participate in local events such as Inspiring Young People and then following on to become a workplace mentor to a young person who is interested in their career sector. This could be more strongly promoted as part of Corporate Social Responsibility and contributions to Regional Youth Commitments.

Arrangements that support and encourage young people to complete qualifications

What would further strengthen the delivery partnerships between government and non-government schools and between schools and VET providers?

These partnerships need to identify and agree on aligning a VET day per week, so that VET offerings can be maximised by enrolling students from a range of schools in order to achieve the minimum class size.

Videoconferencing technology needs to be available to students from remote schools to enable them to participate in the VET classes.

Provision plans need to be developed to align Vet delivery with the emerging needs of industry.

Improved access to the school bus network would remove current barriers to students wishing to undertake VET studies.

What additional actions should Government take to support young people to complete initial qualifications in the VET sector?

Improved access to the school bus network would remove current barriers to students wishing to undertake VET studies.

Financial incentives to business & industry to offer Structured Workplace Learning
How can business and industry be involved in increasing completion rates – especially for apprenticeships?

If there was more engagement through SIGs (School-Industry Gateways) eg. more workplace exposure and more work experience placements were offered, young people could make more informed decisions prior to commencing apprenticeships. Ie they will make more appropriate choices if more exposed to the industries earlier in their school life.

Work experience could then be seen as a potential to VETiS, which is on the pathway to apprenticeships.

Systems that assist students to move effectively between courses, institutions and sectors

How can student transition to the VET sector, higher ed and full-time employment be improved?

There needs to be more support for rural students. This could take the form of:

- increased financial support to tertiary students to match the support available to apprentices. The Deferral study has shown in Victoria that rural students defer at more than twice the rate of metropolitan students. 30% still don’t take up their tertiary place after 12 months, citing financial reasons as the barrier. (Polesel, 2009)
- improving access to the school bus network for young people attending VET courses. Access is currently ad hoc, on a term by term basis.
- Promoting cadetships as a pathway option with the same profile as apprenticeships and traineeships. Cadetships give those at university or TAFE some financial support (eg vacation work, fee support) with/from the employer they are committed to work with after finishing their training.

What other steps are required to assist schools’ connection to the world of work?

Students need more access to role models from the world of work and to be mentored by them, in the students’ own sectors of work interest. More resources need to be made available to support work-based mentoring programs, including incentives for employers to release staff one hour per week to be mentors.
What other initiatives would improve school to tertiary education articulation and support young people to take advantage of the expansion of these sectors?

How can governments improve provision and articulation arrangements to better support young people, especially in regional and rural areas to access tertiary qualifications without needing to relocate?

Expansion of the range of available studies in programs such as ‘Deakin @ Your Doorstep’ which enable young people from rural areas to commence a degree (or pathway to a degree) at their local TAFE college.

Removing the new requirements for students from townships such as Maffra, Yarram and Sale to qualify for independent Youth Allowance. These young people will struggle to find employment for 30 hours per week for 2 years and will not receive as much assistance during the length of their studies from the Living Away From Home allowance. They are disadvantaged because their townships are deemed to be in the ‘inner regional’ zone, compared with other townships in the same LGA.

Should efforts to improve VET to higher education articulation and credit arrangements ……..

Opportunities for young people to re-engage with education and training

Should LLENs be provided some flexibility to facilitate and broker service provision to young people 20 and over, in line with the flexibility in Youth Connections service provision?

Yes, if they are also given some additional resources to enable them to have the capacity to do this work. There is currently no capacity under the ‘Enhanced LLEN’ funding model.