



Brotherhood
of St Laurence

Factors enabling engagement with VET for young early school leavers

Towards a new framework of VET engagement

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Aims

What approaches would maximize successful entry into and engagement with VET for disadvantaged young people?

Scope and approach

Staged consultations

Victoria, Tasmania, Queensland

A framework for VET engagement

Context

- **Global transformation and uncertainty**

Loss of entry level jobs, digitization, robotics, manufacturing, service sector, polarization, the 'hustler environment'...the young hit hardest.

- **NEET levels**

314,000 15-24 yo; 7% 15-19; unemployment 13.4%; underemployment 17.3% AIHW 2015

- **Reliance on VET**

741,700 15-24 yo; 306,600 no-year 12 NCVET 2015

- **VET system in constant state of change**

In perpetual review: its role, marketization, funding, quality, standards, jurisdictional conflict, role of TAFEs, training packages, entitlements, unpaid debt, Skills Councils' role, apprenticeships

- **Poor completion rates**

40.9% -25 yo NCVET 2015

The existing toolbox

- **Viewing participation and outcomes**

Morgan, Chiem & Ambaye 2004 'The equity edge...'

NVEAC Equity Outcomes Framework (Rothman et al) 2013

NCVER Student Outcomes Survey

- **Variables and responses**

McVicar & Tabasso 2016 'The impact of disadvantage...'

Semo & Karmel 2011 'Social capital and youth transitions....'

Bowman & Callan 2012 'A pedagogic framework for socially inclusive VET...'

Davies, Lamb, & Doecke 2011 'Strategic review of re-engagement models...'

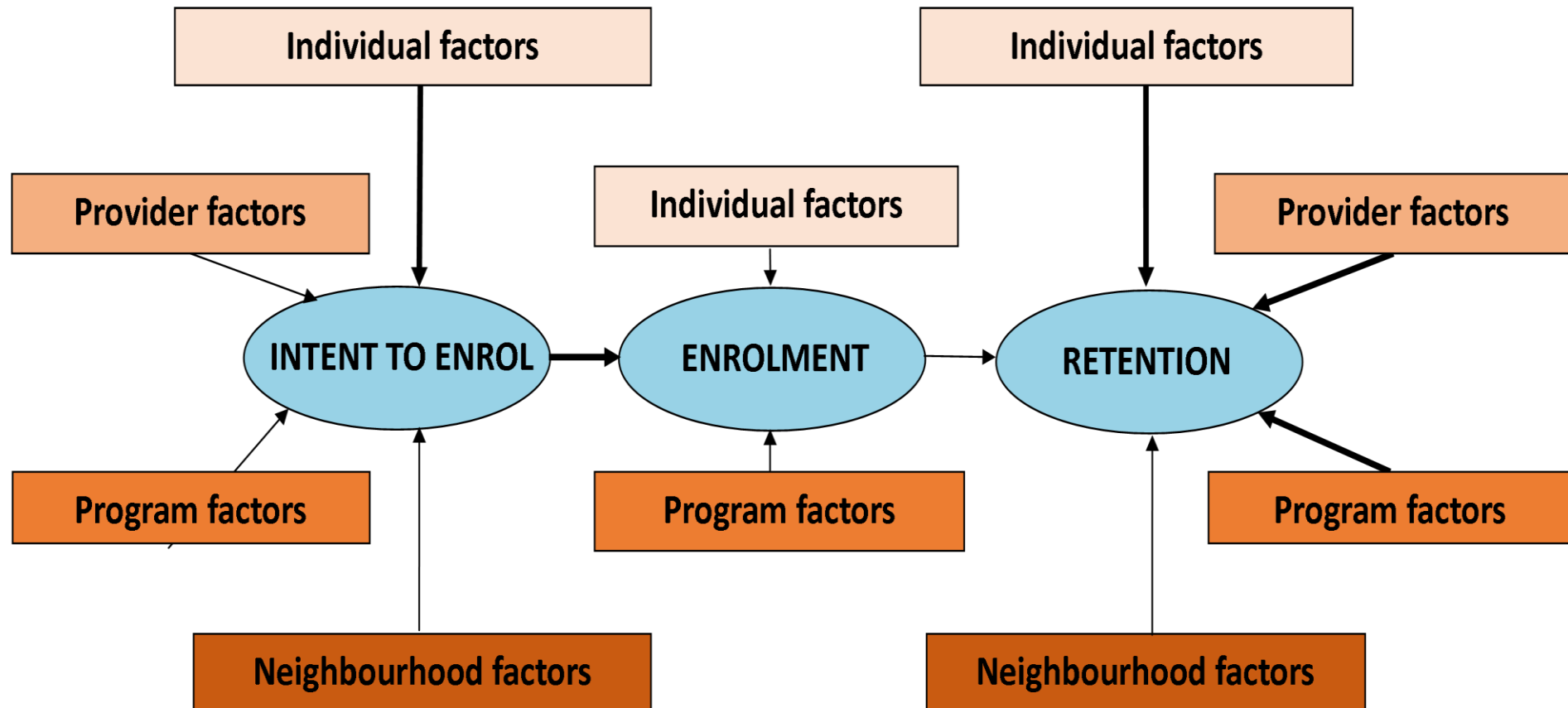
- **...and limitations**

Static, point of time, causes are implied, youth (and youth voice) absent

An alternative approach

A focus on engagement that views it – or its absence – as part of a *dynamic process*, and that explores factors across multiple levels: micro → macro.

Insights from the family support literature



→ Primary influence
→ Secondary influence

Adapted from McCurdy, K & Daro, D 2001, p. 115
(the 'McCurdy and Daro framework')

Key insights

- The importance of intention in producing behaviour
- Different factors are important at different stages
- A broad range of contributing factors that interact with each other

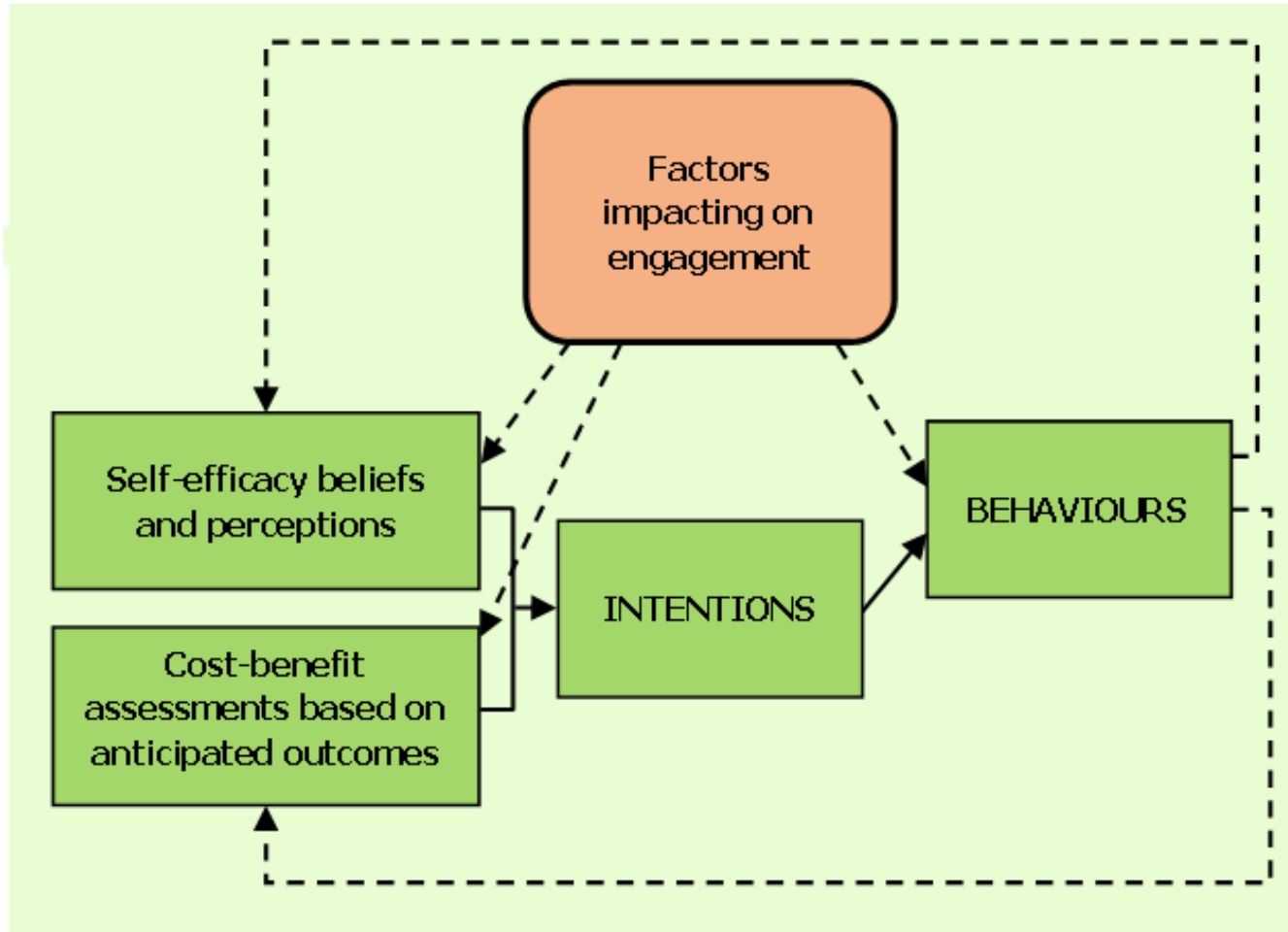
Shortcomings

- Does not adequately acknowledge the complex and dynamic nature of the engagement process
- Overlooks higher level factors (e.g. economic trends, policy, service systems)
- No detailed account of individual decision making processes

We need a framework that...

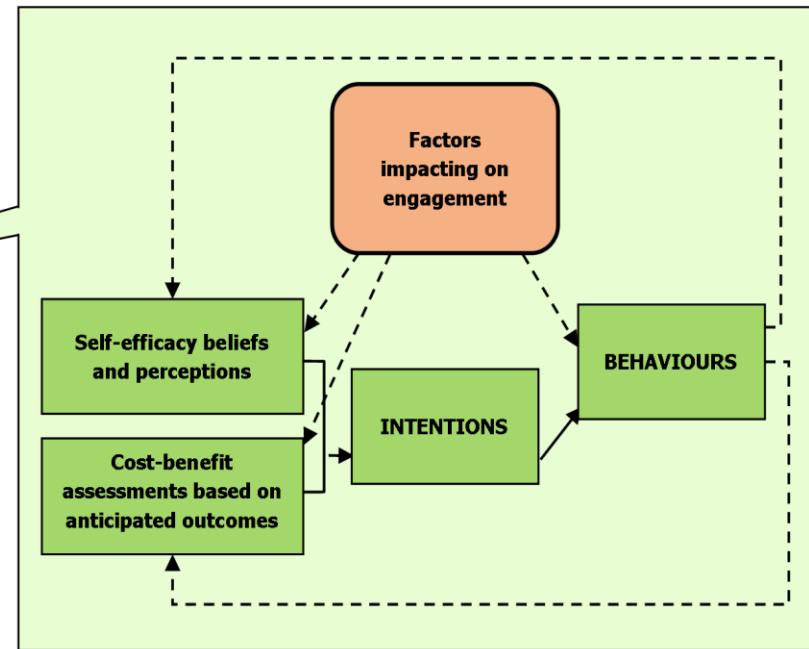
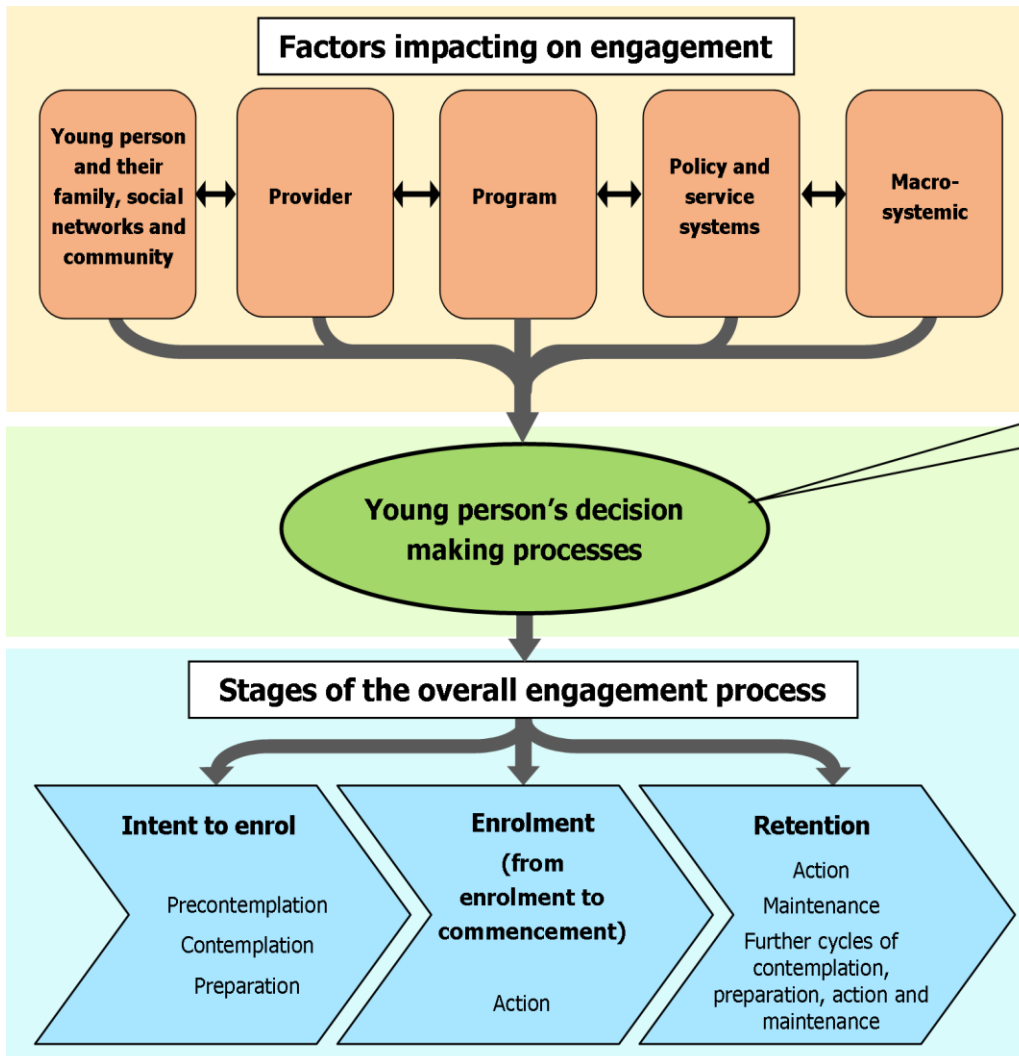
- Takes the ecological approach further
- Provides a dynamic model of engagement
- Rests upon a robust model of individual decision making

Young person's decision making processes



Adapted from social cognitive theory (Bandura 1986) and the theory of planned behaviour (Ajzen 1991; Fishbein & Ajzen 1975).



New framework of VET engagement



Exploring the factors...

Factors impacting on engagement

Stages of the overall VET engagement process

	Young person and their family, social networks and community	Provider	Programs	Policy and service systems	Macrosystems
<p>Intent to enrol</p>  <p>Enrolment</p>  <p>Retention</p>	Place & housing	Location	Accredited & non-accredited learning	The purpose ascribed to VET	Globalisation & neoliberalism
	Health & wellbeing	Architecture	Competency based learning	National & state governance arrangements	Technological change
	Beliefs, attitudes & norms	Advice	Leadership	Funding	Assumption of perpetual growth
	Peers & role models	Scope & modes of delivery	Training packages	Marketization & deregulation	Unemployment & underemployment
	Skill levels & experience	Pedagogy	Foundation level skills	Educational attainments	Inequity & polarization
	Social capital & resources	Student supports	Non-VET components	Policies for young people & education	
		Resources & staffing			

Next steps

Fieldwork informed by our framework of VET engagement

STAGE 2 (Apr - Jun)	INTERMEDIARIES →	Tele-conferences	Statistical data on focus areas	One-on-one interviews	Focus groups
STAGE 3 (July – Sep)	YOUNG PEOPLE →	Survey of early school leavers	Statistical data on focus areas	One-on-one interviews	Focus groups

Summary

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