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Student transitions: from School to VET

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Chair

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The school to VET transition: an overview

Kristen Osborne, Graduate Research Officer, NCVER

Overview

- The post-school transition to further education and work is complex for most young people
- The majority of recent school leavers are enrolled in further education of some kind
- In August 2016, approximately 17% of 18-year-olds and 20% of 19-year-olds were undertaking VET
- In 2016, approximately 39% of recent school leavers not enrolled in further study were also not employed

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The school to VET transition

Choosing VET

How do students form aspirations to undertake VET?

How do students receive information about VET pathways?

What are the major influences for choosing a VET pathway?

VET study

What challenges do students face at enrolment and while studying?

What elements of VET study do students find particularly useful/rewarding?

What can help students to complete their studies with their desired qualification?

VET outcomes

What are students' employment and further study outcomes?

Do students feel they have achieved their desired outcome?

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Improving engagement with young students in VET

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Research funded by the NCVER, and also undertaken by:
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THE UNIVERSITY OF MELBOURNE

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Data collection

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Geographical regions

- Queensland (Brisbane)
- Tasmania (Hobart; Northern Tasmania)
- Victoria (Gippsland; North-west Melbourne)

Sample

- 112 young early school leavers
- 55 training provider staff
- 47 intermediary staff

(Via tele-conferences, face-to-face and telephone interviews, and focus groups)

Literature (and findings)

- Different factors are important at different stages
- A range of contributing factors combine

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Our vantage points

Socio-ecological
The locus of change (who, what, where)…

Mircrosystems	Local community	Policy & service systems	Macrosystems
Young person & their immediate social environment	VET providers Non-VET services, resources & infrastructure Community resources	VET sector specific Other policy & service systems	Socio-cultural, ideological, political & economic structures

When

Pre-enrolment

Enrolment

Retention

Factors that hinder or enable engagement

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Pre-enrolment

Hindering factors

- Confusion surrounding entitlement regimes
- ‘Mysteriousness’ of the course and qualification options
- Under-developed skills for making informed training and career decisions

Enabling factors

- Vocational training held in high regard by many disadvantaged young people
- Effective pathways guidance through youth support & other allied supported services
- Vital role of immediate family, carers and friends in promoting engagement

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Enrolment

Hindering factors

- Enrolment processes can be intimidating and unsettling
- Lack of social skills, confidence & motivation to initiate and commence formal enrolment process
- Complex temporary & on-going support needs that may be unrecognized at enrolment

Enabling factors

- Streamlined & personalised enrolment processes can assist in promoting on-going engagement
- Needs assessments at point of enrolment to identify a range of financial, health and learning support needs

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Learning/Retention

Hindering factors

- Language, literacy & numeracy, and wellbeing issues continue to impact engagement throughout the training period
- Where students ‘drop off the radar’ or stop attending during periods of personal crisis

Enabling factors

- SWL seen as fundamental to retention of learners with histories of classroom disengagement
- Safe, reliable and timely transport services crucial to under 18s, particularly in urban fringe and rural areas
- Consistent internal and externally referred student support

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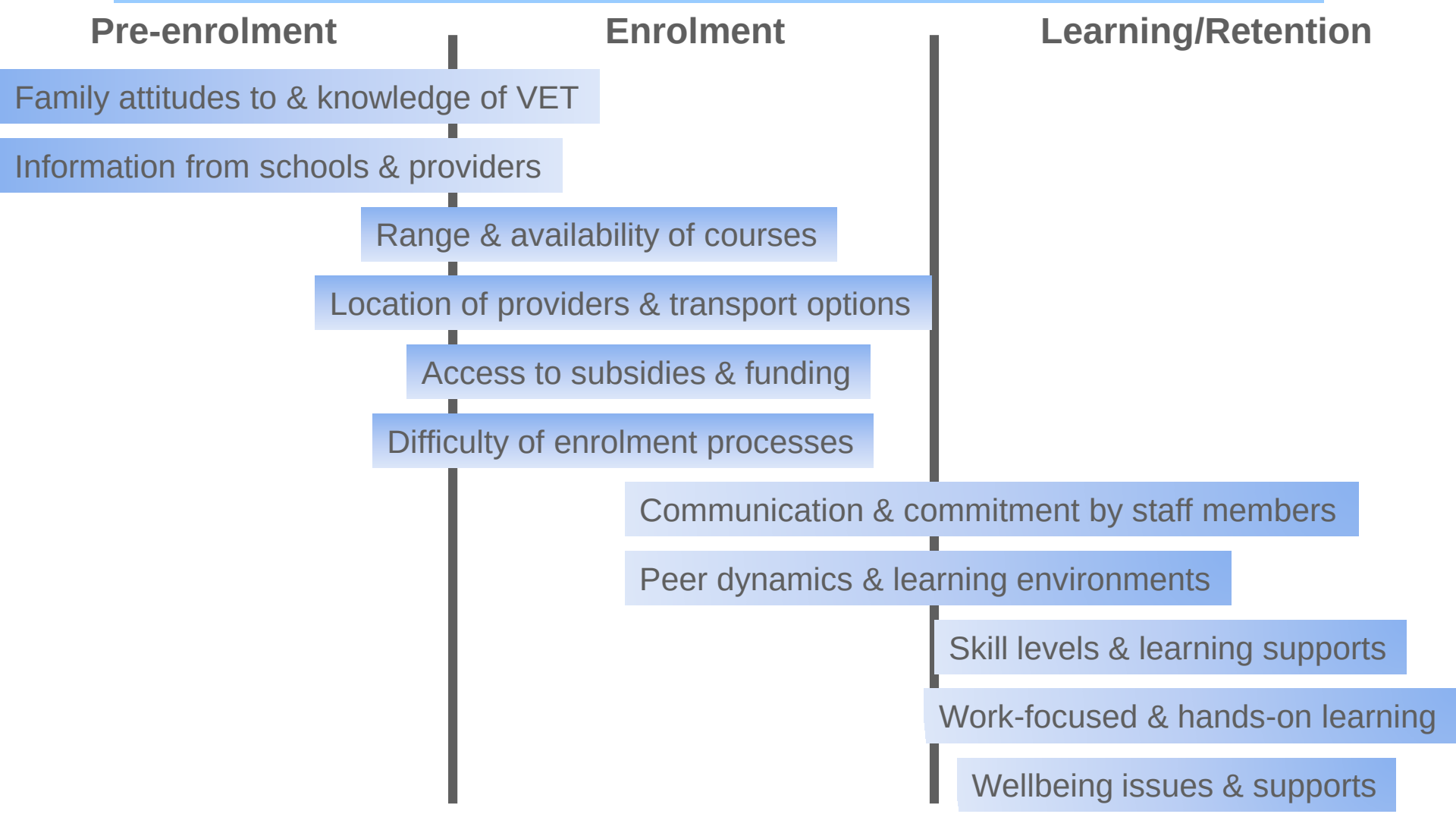
Putting it together…



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What have we learnt about improving engagement with young early school leavers in VET

- Improve opportunities for families and communities to engage with VET institutions.
- We need to do what we can to help families to understand the true worth and changing nature of VET, and how the work environment is different to when parents may have participated themselves.
- Schools and youth support agencies are a key player.

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What have we learnt about improving engagement with young early school leavers in VET

- Understanding the diversity of young learners' needs and preferences
- Consistency of learning and LLN supports across institutions and providers
- Interpersonal connections between training and support staff with young disadvantaged learners – during and after enrolment

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What have we learnt about improving engagement with young early school leavers in VET

Local community and place matter

- Community and institution assistance
- Youth support services critical (wellbeing, careers guidance) and networks that stretch far beyond training providers themselves
- A need to focus on structural disadvantages, such as transport options

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What have we learnt about improving engagement with young early school leavers in VET

- Disconnect between VET offerings and labour market opportunities
- Funding levels – towards both training and wellbeing services – as well as subsidisation rates and rules
- The ‘visibility’ of the VET system to young people and society

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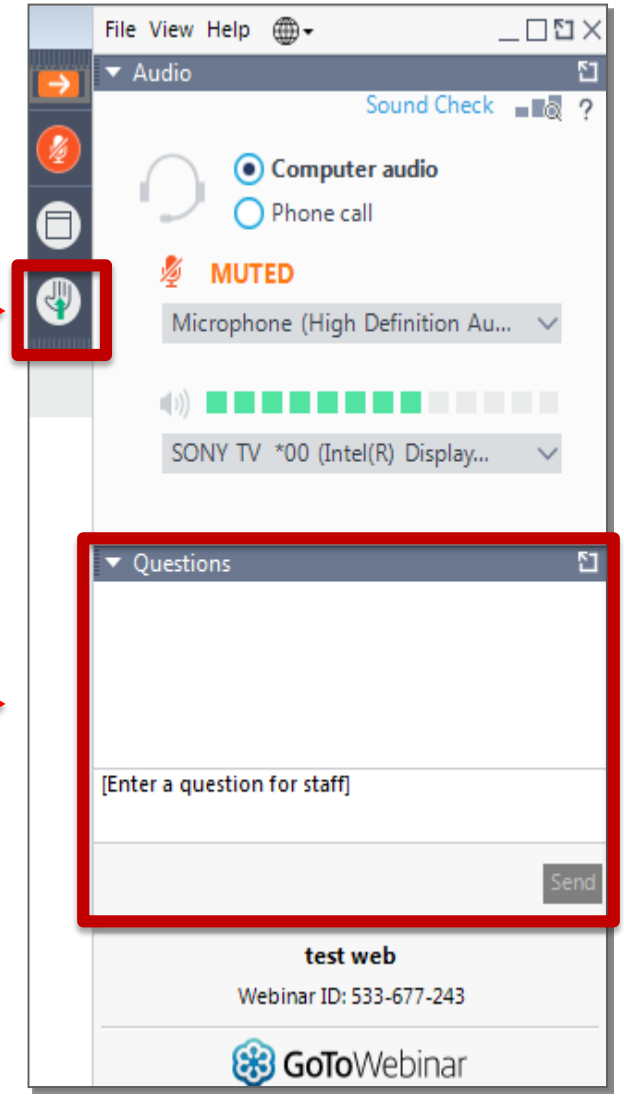
Question and Answer Section

You can ask a verbal question during the Q&A section by raising your hand. We will then unmute your line.

You can submit your questions and comments using the Questions Panel at any time.



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