This is an alternative text version of *Indigenous VET participation, completion and employment outcomes: infographic*. It is designed to be read via a screen reader and consequently has had all visual elements removed. Please see the online version available at <<http://www.ncver.edu.au/infographics>> if you wish to view the full version.

# Indigenous VET participation, completion and employment outcomes: changes over the last decade

## The recent *Overcoming Indigenous Disadvantage* report <<http://www.pc.gov.au/research/ongoing/overcoming-indigenous-disadvantage/2016>> and *'Closing the Gap'* reports <<http://closingthegap.pmc.gov.au/>> shows there have been increases in Indigenous participation in education across the board, from increasing Year 12 completions through to increased participation in tertiary education. However, these increases do not appear to be translating into improved employment rates for Indigenous people, which has plateaued since 2008, see <<http://caepr.anu.edu.au/Publications/WP/2017WP114.php>>.

## This infographic seeks to highlight some of the trends in vocational education and training (VET) participation, completions and outcomes data to provide a more nuanced picture of Indigenous engagement in VET and employment outcomes. It is based on the research report *Indigenous VET participation, completion and outcomes: change over the past decade*, which focuses on 2005 to 2015, and is available on the NCVER Portal <<https://www.ncver.edu.au>>.

## Increases in education across all sectors

Despite the substantial increases over the past 10 years, Indigenous retention to Year 12 and participation in higher education remain low compared to the non-Indigenous population. In contrast, Indigenous people participate in VET and VET in Schools at a higher rate compared to the non-Indigenous population.[[1]](#footnote-1)

Year 7/8 to Year 12 Apparent Retention Rate (%)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Indigenous | 39.5 | 40.1 | 42.9 | 47.2 | 45.4 | 47.2 | 48.7 | 51.1 | 55.1 | 59.4 | 59.4 |
| Non-Indigenous | 76.6 | 76.0 | 75.6 | 75.6 | 77.3 | 79.4 | 80.7 | 81.3 | 82.9 | 84.8 | 85.2 |
| All | 75.3 | 74.7 | 74.3 | 74.6 | 76.0 | 78.0 | 79.3 | 79.9 | 81.6 | 83.6 | 84.0 |

VET in Schools participation rate for 15-19 year olds (%)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Indigenous | 10.1 | 11.3 | 15.3 | 17.0 | 17.6 | 18.8 |
| Non-Indigenous | 11.5 | 12.4 | 16.0 | 15.9 | 15.3 | 15.9 |
| All | 11.4 | 12.4 | 16.0 | 15.9 | 15.4 | 16.0 |

VET participation rate for 15-64 year olds (%)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Indigenous | 17.4 | 18.4 | 18.8 | 18.8 | 18.6 | 20.3 | 20.9 | 20.9 | 19.5 | 19.9 | 18.7 |
| Non-Indigenous | 9.2 | 9.5 | 9.9 | 10.0 | 9.8 | 10.5 | 11.0 | 11.5 | 11.1 | 10.6 | 9.3 |
| All | 11.3 | 11.3 | 11.2 | 11.2 | 11.1 | 11.6 | 12.1 | 12.4 | 11.7 | 11.2 | 9.9 |

Higher education participation rate for 15-64 year olds (%)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Indigenous | 2.4 | 2.5 | 2.6 | 2.5 | 2.7 | 2.8 | 2.9 | 3.0 | 3.2 | 3.4 | 3.6 |
| Non-Indigenous | 5.3 | 5.3 | 5.4 | 5.4 | 5.5 | 5.8 | 5.9 | 6.1 | 6.4 | 6.6 | 6.7 |
| All | 5.2 | 5.2 | 5.3 | 5.3 | 5.5 | 5.7 | 5.8 | 6.1 | 6.3 | 6.5 | 6.6 |

## Indigenous VET participation rates: who has the highest participation?

The growth in VET participation rates for all students between 2009 and 2012, is largely due to the National Agreement for Skills and Workforce Development and the policy levers which were enacted to encourage growth in the sector. This initial growth has been followed by a decline in participation across the board from 2012 onward.

Despite the fluctuations in participation rates, Indigenous people continue to participate in VET at higher rates than the non-Indigenous population, across all age groups and sexes.

VET participation rate for 15-64 year old males (%)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Indigenous males | 18.8 | 19.9 | 20.4 | 20.6 | 20.6 | 22.4 | 22.6 | 22.1 | 20.6 | 21.1 | 19.8 |
| Non-Indigenous males | 9.5 | 10 | 10.3 | 10.5 | 10.4 | 11 | 11.4 | 11.9 | 11.5 | 11 | 9.8 |
| All males | 11.8 | 12 | 11.8 | 11.9 | 11.7 | 12.2 | 12.5 | 12.8 | 12.3 | 11.8 | 10.5 |

VET participation rate for 15-64 year old females (%)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Indigenous females | 16 | 16.9 | 17.2 | 17.2 | 16.6 | 18.1 | 19.3 | 19.7 | 18.5 | 18.7 | 17.7 |
| Non-Indigenous females | 8.9 | 9.1 | 9.4 | 9.5 | 9.3 | 10 | 10.6 | 11.1 | 10.6 | 10.1 | 8.8 |
| All females | 10.7 | 10.6 | 10.6 | 10.6 | 10.4 | 11 | 11.6 | 11.9 | 11.2 | 10.7 | 9.3 |

VET participation rate for 15-24 year olds (%)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Indigenous | 25.4 | 27.8 | 27.9 | 28.5 | 28.3 | 30.5 | 31.3 | 31.4 | 29.8 | 30.4 | 28.9 |
| Non-Indigenous | 20.1 | 21.7 | 22.1 | 22 | 21.8 | 22.9 | 24 | 25.1 | 23.7 | 22.6 | 20.3 |
| All | 23.2 | 24.6 | 24.2 | 24.1 | 23.9 | 24.8 | 25.9 | 26.4 | 24.8 | 23.7 | 21.3 |

VET participation rate for 25-64 year olds (%)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Indigenous | 13.7 | 14 | 14.4 | 14.2 | 13.8 | 15.3 | 15.8 | 15.7 | 14.4 | 14.7 | 13.7 |
| Non-Indigenous | 6.4 | 6.4 | 6.7 | 6.9 | 6.8 | 7.3 | 7.7 | 8.1 | 8 | 7.6 | 6.7 |
| All | 8.2 | 7.9 | 7.8 | 7.8 | 7.7 | 8.2 | 8.5 | 8.8 | 8.5 | 8.1 | 7.1 |

## Indigenous & non-Indigenous qualification levels: where are the increases?

The National Agreement for Skills and Workforce Development, and its emphasis on increasing higher level qualifications (certificate III and higher) also contributed to the growth in higher level qualifications. For both Indigenous and non-Indigenous enrolments, we can see there has been growth at higher level qualifications, with a decline in lower level qualifications.

This is particularly important for Indigenous students, who historically have been more inclined to enrol in lower level courses than higher level courses. Existing [research](http://www.aihw.gov.au/closingthegap/ItemDetails.aspx?id=361&type=pb) (available at <<http://www.aihw.gov.au/closingthegap/ItemDetails.aspx?id=361&type=pb>>) shows that [employment rates are higher](http://caepr.anu.edu.au/Publications/WP/2017WP114.php) for Indigenous people who gain a certificate III or higher, see <<http://caepr.anu.edu.au/Publications/WP/2017WP114.php>>.

Indigenous program enrolments by qualification (%)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| *Diploma or higher* |  |  |  |  |  |  |  |  |  |  |  |
| Indigenous | 4.4 | 4.0 | 3.8 | 4.0 | 4.1 | 4.8 | 5.1 | 5.3 | 5.9 | 7.4 | 8.7 |
| Non-Indigenous | 15.1 | 13.8 | 13.5 | 13.4 | 14.8 | 15.4 | 15.7 | 14.7 | 13.8 | 15.5 | 17.5 |
| *Certificate III & IV* |  |  |  |  |  |  |  |  |  |  |  |
| Indigenous | 33.8 | 35.6 | 36.6 | 38.2 | 37.0 | 37.9 | 39.9 | 40.0 | 41.9 | 43.1 | 45.3 |
| Non-Indigenous | 53.1 | 52.4 | 53.7 | 55.1 | 55.0 | 54.8 | 56.5 | 57.4 | 57.7 | 60.8 | 59.9 |
| *Certificate I & II* |  |  |  |  |  |  |  |  |  |  |  |
| Indigenous | 61.7 | 60.4 | 59.6 | 57.9 | 58.9 | 57.3 | 55.0 | 54.7 | 52.2 | 49.5 | 46.0 |
| Non-Indigenous | 31.8 | 33.7 | 32.8 | 31.4 | 30.1 | 29.8 | 27.9 | 27.9 | 28.4 | 23.7 | 22.6 |

The decline in certificate I & II is less prominent in remote and very remote areas in comparison with major cities and regional areas. Growth in diploma or higher qualifications is also slower in remote areas.

Indigenous program enrolments by location (%)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2006 | 2007 | | 2008 | | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | | 2014 | | 2015 | |
| *All Australia* |  |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| Diploma or higher | 4.0 | 3.8 | | 4.0 | | 4.1 | | 4.8 | | 5.1 | | 5.3 | | 5.9 | | 7.4 | | 8.7 | |
| Certificate III & IV | 35.6 | 36.6 | | 38.2 | | 37.0 | | 37.9 | | 39.9 | | 40.0 | | 41.9 | | 43.1 | | 45.3 | |
| Certificate I & II | 60.4 | 59.6 | | 57.9 | | 58.9 | | 57.3 | | 55.0 | | 54.7 | | 52.2 | | 49.5 | | 46.0 | |
| *Major cities* |  |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| Diploma or higher | 6.4 | 6.5 | | 6.0 | | 6.8 | | 7.7 | | 8.2 | | 7.7 | | 8.3 | | 11.1 | | 12.5 | |
| Certificate III & IV | 39.3 | 41.5 | | 43.0 | | 42.3 | | 41.6 | | 44.1 | | 44.7 | | 48.1 | | 49.0 | | 49.6 | |
| Certificate I & II | 54.4 | 52.0 | | 51.0 | | 50.9 | | 50.8 | | 47.7 | | 47.6 | | 43.5 | | 40.0 | | 37.9 | |
| *Inner & outer regions* |  |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| Diploma or higher | 4.3 | 3.6 | | 4.0 | | 4.2 | | 4.6 | | 4.9 | | 5.1 | | 5.7 | | 7.1 | | 8.4 | |
| Certificate III & IV | 39.3 | 39.9 | | 41.0 | | 40.4 | | 41.1 | | 42.6 | | 41.5 | | 43.4 | | 45.2 | | 47.6 | |
| Certificate I & II | 56.4 | 56.5 | | 55.0 | | 55.4 | | 54.3 | | 52.6 | | 53.4 | | 50.8 | | 47.7 | | 43.9 | |
| *Remote & very remote regions* |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| Diploma or higher | 2.6 | 1.9 | | 2.3 | | 1.9 | | 2.6 | | 2.5 | | 2.8 | | 3.3 | | 3.5 | | 4.1 | |
| Certificate III & IV | 34.7 | 29.4 | | 31.9 | | 28.8 | | 31.1 | | 32.2 | | 33.5 | | 33.2 | | 32.2 | | 36.0 | |
| Certificate I & II | 62.7 | 68.6 | | 65.8 | | 69.3 | | 66.3 | | 65.3 | | 63.7 | | 63.5 | | 64.3 | | 59.8 | |

## Provider type and location: who is studying where?

Looking at NCVER's Total VET activity collection, we can see the breakdown of provider type in 2015. VET provision by TAFE institutes and private providers is fairly evenly split, but TAFE institutes have a greater prominence in remote areas, whereas private providers are slightly more prominent in major cities. Private providers have a strong presence in Queensland compared with other states, and the university sector in the Northern Territory is also a significant provider of VET compared with other states.

Indigenous program enrolments by provider type and remoteness index (%)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Major cities | | Inner regional | | Outer regional | | | Remote | | Very remote | | All areas |
| TAFE | 37.2 | | 43.3 | | 40.7 | | | 50.7 | | 42.3 | | 41.2 |
| Private training provider | 41.2 | | 38.0 | | 38.2 | | | 30.6 | | 30.9 | | 37.8 |
| University | 0.6 | | 1.8 | | 2.5 | | | 6.5 | | 9.2 | | 2.7 |
| School | 9.7 | | 8.8 | | 10.3 | | | 4.6 | | 4.3 | | 8.7 |
| Community education provider | 4.6 | | 5.8 | | 4.4 | | | 3.6 | | 4.3 | | 4.7 |
| Enterprise provider | 6.7 | | 2.3 | | 3.9 | | | 4.1 | | 8.9 | | 5.0 |
|  |  |  | |  | |  |  | |  | |

Indigenous program enrolments by provider type and states and territories (%)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSW | Vic. | Qld. | SA | WA | Tas. | NT | ACT |
| TAFE | 59.0 | 39.5 | 19.4 | 45.0 | 43.9 | 54.9 | 34.1 | 44.8 |
| Private training provider | 27.0 | 41.2 | 57.2 | 29.9 | 29.4 | 30.4 | 24.5 | 35.6 |
| University | 0.0 | 4.9 | 1.5 | 0.0 | 0.2 | 5.3 | 32.7 | 0.0 |
| School | 8.5 | 3.6 | 16.7 | 0.3 | 1.2 | 6.3 | 1.2 | 11.4 |
| Community education provider | 4.1 | 9.6 | 2.6 | 12.2 | 5.3 | 2.0 | 4.4 | 7.3 |
| Enterprise provider | 1.3 | 1.2 | 2.7 | 12.5 | 20.1 | 1.2 | 3.0 | 0.9 |

## Field of education: who is studying what?

There have been some changes in the last decade in the proportions of program enrolments:

* For Indigenous males, the top four fields of education in 2015 are engineering and related technologies, mixed field programmes, architecture and building, and agriculture, environmental and related studies. The fields of education which have increased their proportions the most since 2005 are engineering and related technologies and architecture and building.
* For Indigenous females, the top four fields of education in 2015 are management and commerce, society and culture, mixed field programmes and food, hospitality and personal services. The fields of education which have increased their proportions the most since 2010 are society and culture and food, hospitality and personal services.
* Mixed field programmes remain one of the top four program enrolments for both males and females but it has experienced a large decrease between 2005 and 2015. It is important to note that approximately 90% of mixed field programmes are certificate I & II level courses.

Indigenous program enrolments by field of education and gender (%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Males | | Females | |
|  | 2005 | 2015 | 2005 | 2015 |
| Natural and physical sciences | 0.1 | 0.2 | 0.1 | 0.3 |
| Information technology | 1.8 | 2.1 | 1.9 | 1.2 |
| Engineering and related technologies | 17.3 | 25.1 | 3.1 | 4.2 |
| Architecture and building | 7.6 | 12.0 | 0.8 | 1.3 |
| Agriculture, environmental and related studies | 14.5 | 10.2 | 4.3 | 3.1 |
| Health | 5.2 | 1.8 | 5.4 | 7.1 |
| Education | 2.6 | 5.2 | 5.8 | 7.6 |
| Management and commerce | 10.9 | 8.5 | 21.8 | 22.7 |
| Society and culture | 5.8 | 8.4 | 13.9 | 23.2 |
| Creative arts | 5.4 | 2.9 | 5.9 | 2.7 |
| Food, hospitality and personal services | 4.4 | 5.6 | 8.4 | 11.5 |
| Mixed field programmes | 24.3 | 18.0 | 28.5 | 15.2 |

## Indigenous apprentices and trainees

Apprenticeships and traineeships remain an important training and employment pathway option for Indigenous people, with Indigenous people having a higher rate of participation in apprenticeships and traineeships than the non-Indigenous population. Despite this strong participation rate, the growth and decline in Indigenous commencements follows a similar pattern to non-Indigenous commencements. This shows that Indigenous commencements are just as susceptible to economic, labour market and policy factors which influence apprenticeships and traineeships. Similarly to non-Indigenous apprentice and trainees, it has been the non-trade and lower-level certificates which have seen the largest decline over the past couple of years.[[2]](#footnote-2)

Commencement rate for 15-64 year old population (%)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| *Trade* |  |  |  |  |  |  |  |  |  |  |  |
| Indigenous | 0.6 | 0.7 | 0.7 | 0.8 | 0.6 | 0.9 | 0.8 | 0.8 | 0.8 | 0.7 | 0.7 |
| Non-Indigenous | 0.5 | 0.5 | 0.6 | 0.6 | 0.5 | 0.6 | 0.6 | 0.6 | 0.6 | 0.5 | 0.5 |
| All | 0.5 | 0.6 | 0.6 | 0.6 | 0.5 | 0.6 | 0.6 | 0.6 | 0.6 | 0.5 | 0.5 |
| *Non-trade* |  |  |  |  |  |  |  |  |  |  |  |
| Indigenous | 2.0 | 2.1 | 2.2 | 2.2 | 2.1 | 2.2 | 2.3 | 2.3 | 1.7 | 1.5 | 1.3 |
| Non-Indigenous | 1.3 | 1.3 | 1.3 | 1.4 | 1.3 | 1.4 | 1.5 | 1.5 | 0.9 | 0.7 | 0.5 |
| All | 1.4 | 1.4 | 1.4 | 1.4 | 1.3 | 1.5 | 1.5 | 1.5 | 1.0 | 0.7 | 0.6 |

Commencement rate for 15-64 year old Indigenous males (%)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Indigenous male trade | 1.0 | 1.2 | 1.2 | 1.3 | 1.1 | 1.5 | 1.5 | 1.4 | 1.4 | 1.3 | 1.2 |
| Indigenous male non-trade | 2.0 | 2.0 | 2.1 | 2.1 | 1.9 | 2.0 | 2.1 | 2.1 | 1.4 | 1.4 | 1.2 |

Commencement rate for 15-64 year old Indigenous females (%)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Indigenous female trade | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.3 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| Indigenous female non-trade | 2.1 | 2.1 | 2.4 | 2.4 | 2.2 | 2.3 | 2.4 | 2.5 | 1.9 | 1.7 | 1.4 |

Commencement rate for Indigenous 15-64 year olds by trade and non-trade (%)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Trade 15-24 year olds | 1.5 | 1.7 | 1.7 | 1.9 | 1.5 | 2.1 | 1.9 | 1.8 | 1.7 | 1.6 | 1.7 |
| Trade 25-64 year olds | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.3 | 0.3 | 0.3 | 0.4 | 0.3 | 0.2 |
| Non-trade 15-24 year olds | 3.7 | 3.7 | 4.0 | 4.0 | 3.7 | 3.9 | 4.3 | 4.3 | 3.3 | 3.2 | 2.8 |
| Non-trade 25-64 year olds | 1.2 | 1.2 | 1.3 | 1.3 | 1.2 | 1.3 | 1.2 | 1.3 | 0.8 | 0.7 | 0.6 |

Proportion of total Indigenous commencements by qualification (%)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Diploma or higher | 0.2 | 0.1 | 0.5 | 0.8 | 0.9 | 2.1 | 3.6 | 4.5 | 1.8 | 2.5 | 2.2 |
| Certificate IV | 5.5 | 6.7 | 6.3 | 7.3 | 9.9 | 9.2 | 9.9 | 10.1 | 10.2 | 6.9 | 6.0 |
| Certificate III | 54.6 | 57.1 | 59.8 | 58.6 | 58.5 | 60.6 | 58.5 | 62.1 | 68.9 | 69.6 | 71.6 |
| Certificate II | 35.9 | 32.6 | 30.5 | 31.2 | 30.6 | 28.0 | 28.0 | 22.6 | 18.7 | 20.9 | 19.5 |
| Certificate I | 3.8 | 3.5 | 2.8 | 2.0 | 0.0 | 0.0 | - | 0.7 | 0.4 | - | 0.7 |

## Indigenous VET completion rates: are completion rates improving?

Indigenous VET program completion rates[[3]](#footnote-3) and subject load pass rates have increased at a similar rate to the non-Indigenous rates over the past few years, but they remain lower than the non-Indigenous rates of completion.

As with non-Indigenous apprentice and trainee completion rates, Indigenous trade apprentices are less likely to complete their qualification than those in non-trade training. Despite slight increases in recent years, the Indigenous trade and non-trade completion rates are lower than non-Indigenous completion rates for apprentices and trainees.[[4]](#footnote-4)

Estimated program completion rate (%)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2010 | 2011 | 2012 | 2013 | 2014 |
| Indigenous | 21.2 | 23.0 | 23.4 | 23.4 | 25.3 |
| Non-Indigenous | 34.7 | 36.5 | 37.0 | 35.2 | 38.7 |
| All | 33.8 | 35.7 | 36.1 | 34.5 | 38.0 |

Subject load pass rate (%)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2010 | 2011 | 2012 | 2013 | 2014 |
| Indigenous | 72.6 | 74.0 | 74.6 | 74.6 | 75.3 |
| Non-Indigenous | 81.3 | 83.1 | 83.4 | 83.3 | 83.1 |
| All | 81.2 | 83.0 | 83.1 | 83.1 | 83.0 |

Apprentice & trainee completion rates (%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2009 | 2010 | 2011 | 2012 |
| Indigenous trade occupations | 33.7 | 33.1 | 35.9 | 36.5 |
| Non-Indigenous trade occupations | 48.2 | 47.1 | 47.2 | 48.1 |
| Indigenous non-trade occupations | 45.6 | 46.3 | 45.0 | 48.1 |
| Non-Indigenous non-trade occupations | 56.8 | 56.3 | 57.0 | 59.2 |

Nuances in Indigenous program completion rates can be seen when looking more closely at location and qualification level. Similarly to the non-Indigenous population, Indigenous rates of completion are much lower for the lower level qualifications compared to higher level qualifications. For Indigenous people, rates of completion are lower for those living in remote and very remote parts of Australia.[[5]](#footnote-5)

Indigenous estimated program completion rate by qualification (%)

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2010 | 2012 | 2014 |
| Diploma and above | 31.7 | 37.3 | 33.4 |
| Certificate IV | 32.1 | 39.5 | 35.0 |
| Certificate III | 24.9 | 26.8 | 31.6 |
| Certificate II | 19.8 | 20.7 | 23.2 |
| Certificate I | 14.2 | 14.9 | 13.2 |
| Total | 21.2 | 23.4 | 25.3 |

Indigenous estimated program completion rate by age (%)

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2010 | 2012 | 2014 |
| 19 years and under | 19.5 | 20.9 | 24.0 |
| 20-24 year olds | 21.4 | 23.2 | 27.2 |
| 25-44 year old | 21.0 | 23.8 | 24.2 |
| 45 and over | 26.1 | 29.3 | 28.4 |

Indigenous estimated program completion rate by sex (%)

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2010 | 2012 | 2014 |
| Males | 18.8 | 20.2 | 23.0 |
| Females | 24.3 | 27.2 | 28.1 |

Indigenous estimated program completion rate by remoteness index (%)

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2012 | 2013 | 2014 |
| Major cities | 26.8 | 27.2 | 29.2 |
| Inner regional | 24.3 | 22.5 | 25.6 |
| Outer regional | 23.4 | 23.5 | 27.2 |
| Remote | 20.2 | 21.8 | 21.0 |
| Very remote | 18.5 | 17.9 | 16.6 |
| All Australia | 23.4 | 23.4 | 25.3 |

Indigenous estimated program completion rate by state and territory (%)

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2010 | 2012 | 2014 |
| New South Wales | 23.9 | 24.3 | 26.7 |
| Victoria | 16.5 | 24.7 | 23.9 |
| Queensland | 25.3 | 23.8 | 32.5 |
| South Australia | 23.8 | 27.8 | 22.1 |
| Western Australia | 16.4 | 18.3 | 17.8 |
| Tasmania | 19.1 | 23.1 | 33.1 |
| Northern Territory | 15.6 | 21.2 | 21.6 |
| Australian Capital Territory | 40.1 | 31.9 | 34.9 |
| Australia | 21.2 | 23.4 | 25.3 |

## Employment outcomes of training

Employment outcomes for Indigenous graduates have not changed significantly over the past decade (from 2006 to 2016); and Indigenous VET graduates remain less likely to be employed after training compared with non-Indigenous VET graduates.[[6]](#footnote-6)

However, this needs to be taken into consideration with the national employment trends. During the decade there has been a drop in the national employment to population ratio since the global financial crisis in 2008, which has still not fully recovered and may have had an impact on the employment outcomes of all VET graduates. Over this period, the Indigenous population [experienced growth in employment rates](http://caepr.anu.edu.au/Publications/WP/2017WP114.php) between 2002 to 2008, which stabilised between 2008 and 2015, see <<http://caepr.anu.edu.au/Publications/WP/2017WP114.php>>.

2015/2016 graduates employed after training (%)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Indigenous | 73.9 | 74.5 | 67.4 | 73.6 | 67.1 | 68.9 | 67.1 | 68.5 | 66 | 64.6 | 67.5 |
| Non-Indigenous | 81.8 | 83 | 82.8 | 79.8 | 77.9 | 79 | 78.2 | 78.2 | 77.8 | 74.1 | 75.1 |

Employment to population ratio trends (%)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| 15-64 year old  Australian population[[7]](#footnote-7) | 71.7 | 72.2 | 72.8 | 73.4 | 71.8 | 72.3 | 72.7 | 72.3 | 72.1 | 71.6 | 72.1 | 72.6 |

Given the 'Closing the Gap' (<<http://closingthegap.pmc.gov.au/>>) target of halving the employment gap between the Indigenous and non-Indigenous population, our analysis is particularly focused on employment outcomes for Indigenous graduates and how they compare with non-Indigenous graduates. This includes comparing graduates employed before and after training, and those not employed before training and employed after training. To do this we have combined 2015-2016 Student Outcome Survey data to provide a more robust sample.

Indigenous graduates are less likely to be employed after training than non-Indigenous graduates, but they are also less likely to have been employed before training. Indigenous and non-Indigenous graduates who were not employed before training are just as likely to be employed after training as each other.

2015/2016 graduate employment outcomes (%)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Employed before training | Employed after training | Not employed before training and employed after training |
| Indigenous graduates | 56.5 | 65.9 | 40.1 |
| Non-Indigenous graduates | 67.4 | 74.6 | 42.5 |

## Employment outcomes by student and training characteristics

Looking at selected characteristics, we can see some notable differences in employment outcomes for Indigenous graduates:

* Male and female Indigenous graduates have similar employment outcomes. However, males who were not employed before training but employed after training are more likely to be employed after training than females.
* Unsurprisingly, younger Indigenous graduates are less likely to be employed before training than older graduates, and these younger graduates are also less likely to employed after training.
* Diploma or higher and certificate IV graduates are more likely to be employed after training compared with other qualification holders. Certificate III graduates are more likely to be employed after training than certificate I and II graduates.
* Employment outcomes for Indigenous graduates who were not employed before training are reasonably consistent across provider type. For all graduates, those that studied at a TAFE institute are more likely to be employed after training compared with graduates from other providers; but TAFE graduates are also more likely to be employed in the first place.
* Indigenous graduates from remote and very remote areas are more likely to be employed after training than graduates from other areas. However, graduates from remote and very remote areas are also more likely to be employed before training.

2015/2016 Indigenous graduates employed after training by sex (%)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Employed  before training | Employed  after training | Not employed before training and employed after training |
| Male | 54.2 | 65.7 | 44.8 |
| Female | 59.6 | 66.1 | 34.7 |

2015/2016 Indigenous graduates employed after training by age (%)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Employed  before training | Employed  after training | Not employed before training and employed after training |
| 15-19 year olds | 32.9 | 52.9 | 43.7 |
| 20-24 year olds | 57.9 | 67.6 | 45.1 |
| 25-44 year olds | 63.0 | 70.8 | 42.1 |
| 45-64 year olds | 64.4 | 65.7 | 22.1 |

2015/2016 Indigenous graduates employed after training by AQF qualification level (%)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Employed  before training | Employed  after training | Not employed before training and employed after training |
| Certificate IV & higher | 73.9 | 75.0 | 35.8 |
| Certificate III | 56.5 | 66.8 | 44.1 |
| Certificate I & II | 32.3 | 50.8 | 38.0 |

2015/2016 Indigenous graduates employed after training by provider type (%)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Employed  before training | Employed  after training | Not employed before training and employed after training |
| TAFE and other government providers | 60.9 | 69.6 | 41.0 |
| Community education providers | 48.4 | 53.0 | 30.9 |
| Private training providers | 49.6 | 60.6 | 41.3 |

2015/2016 Indigenous graduates employed after training by remoteness index (%)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Employed  before training | Employed  after training | Not employed before training and employed after training |
| Major cities | 53.0 | 63.9 | 42.3 |
| Inner regional | 57.6 | 65.2 | 37.2 |
| Outer regional | 56.9 | 66.2 | 37.0 |
| Remote & very remote | 68.8 | 75.8 | 52.7 |

## Employment outcomes by field of education and occupation

We can also see some differences in employment outcomes when we look at field of education and intended occupation:

* Education and Health are the fields of education where graduates are most likely to be employed after training, mainly due to the large proportions of graduates previously employed in these fields of education.
* The fields of education which see the greatest difference in proportions of those employed before training and then employed after training are Mixed field programmes, Architecture and building, Engineering and related technologies.
* For graduates who were not employed before training the fields of education with the which have the highest likelihood of being employed after training are Architecture and building, Food, hospitality and personal services, and Engineering and related studies.
* Creative arts appear to have the least favourable employment outcomes for those graduates who were not employed before training.
* Looking at intended occupation, not unexpectedly those employed before training are very likely to be employed after training in their intended occupation, with the exception of machinery operators and drivers.
* For those graduates who were not employed before training, those who trained as technicians and trades workers are the most likely to be employed after training in their intended occupation.
* For all Indigenous graduates, technicians and trades workers and community and personal service workers are more likely to be employed in the same occupation as their training course.

Indigenous graduates 2015/2016 by field of education (%)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Employed before training | Employed after training | Not employed before training and employed after training |
| Information technology | 46.8 | 47.2 | - |
| Engineering and related technologies | 54.0 | 69.3 | 48.6 |
| Architecture and building | 60.3 | 77.0 | 59.2 |
| Agriculture, environmental and related studies | 62.8 | 71.1 | 40.3 |
| Health | 69.0 | 80.9 | 47.2 |
| Education | 81.1 | 84.8 | 45.9 |
| Management and commerce | 52.1 | 61.5 | 35.9 |
| Society and culture | 60.1 | 64.8 | 37.3 |
| Creative arts | 41.3 | 34.0 | 16.0 |
| Food, hospitality and personal services | 60.2 | 71.9 | 55.4 |
| Mixed field programmes | 32.4 | 51.8 | 45.1 |

Note: All Indigenous Natural and physical sciences graduates, and Indigenous Information technology graduates (who were not employed before training and employed after training) have been excluded from analysis due to low sample size.

Indigenous graduates 2015/2016 by intended occupation (%)

|  |  |  |
| --- | --- | --- |
|  | Employed before training and employed after training | Not employed before training and employed after training |
| Managers | 89.0 | - |
| Professionals | 83.6 | 23.1 |
| Technicians and trades workers | 91.8 | 68.7 |
| Community and personal service workers | 84.3 | 40.6 |
| Clerical and administrative workers | 91.0 | 25.8 |
| Sales workers | 88.1 | 40.6 |
| Machinery operators and drivers | 59.7 | 41.3 |
| Labourers | 90.0 | 30.1 |

Note: Indigenous graduates (who were not employed before training) who trained as Managers have been   
excluded from the analysis as the sample was too low.

Indigenous graduates 2015/2016 training and occupation match (%)

|  |  |
| --- | --- |
|  | In same occupation as training |
| Managers | 9.9 |
| Professionals | 14.9 |
| Technicians and trades workers | 62.6 |
| Community and personal service workers | 59.7 |
| Clerical and administrative workers | 18.7 |
| Sales workers | 17.3 |
| Machinery operators and drivers | 23.1 |
| Labourers | 14.8 |

## Employment outcomes for apprentice and trainees

The majority of Indigenous and non-Indigenous graduates who have been undertaking an apprenticeship or traineeship are later employed after training. This is not unexpected as having employment is a requirement of undertaking an apprenticeship or traineeship. But when we look more closely at apprentice and trainee graduates who were not employed before training, we can see there are clear differences in employment outcomes:

* Indigenous and non-Indigenous graduates who were not employed before training are more likely to be employed after training if they were undertaking a trade occupation course compared with those undertaking a non-trade occupation course.
* Indigenous graduates who were undertaking a trade occupation course (predominantly males) are more likely to be employed after training compared to non-Indigenous apprentices & trainees.

2015/16 Indigenous apprentice and trainee graduates not employed  
before training and employed after training, by sex (%)

|  |  |  |
| --- | --- | --- |
|  | Trade | Non-trade |
| Male | 89.2 | 34.0 |
| Female | - | 53.4 |

Note: Female Indigenous apprentice & trainee graduates undertaking a trade   
occupation course have been excluded from analysis as the sample is too low.

2015/16 Indigenous apprentice and trainee graduates not employed   
before training and employed after training, by remoteness (%)

|  |  |  |
| --- | --- | --- |
|  | Trade | Non-trade |
| Major cities | 86.9 | 77.7 |
| Inner & outer regional | 94.8 | 63.3 |
| Remote & very remote | 93.8 | 69.0 |

2015/16 apprentice and trainee graduates not employed before   
training and employed after training (%)

|  |  |  |
| --- | --- | --- |
|  | Trade | Non-trade |
| Indigenous | 89.2 | 42.5 |
| Non-Indigenous | 77.9 | 51.0 |

## Satisfaction with training and the job benefits

Despite the lower employment outcomes, Indigenous graduates are overall quite satisfied with their training and achieved the main reason for doing the training, regardless of whether they were employed after training or not.

Of those who were employed after training:

* four fifths of Indigenous graduates improved their employment status after training
* the majority cited their training as relevant to their job
* just under two thirds of graduates not employed before training reported they got a job
* over a third of graduates employed before training reported they got a promotion
* over a quarter of graduates reported getting a pay rise.

2015/16 Indigenous graduates (%)

|  |  |
| --- | --- |
|  | Achieved main reason for undertaking training |
| Employed after training | 89.8 |
| Not employed after training | 68.9 |

2015/16 Indigenous graduates (%)

|  |  |
| --- | --- |
|  | Satisfied with the overall training |
| Employed after training | 89.0 |
| Not employed after training | 90.5 |

2015/16 Indigenous graduates (%)

|  |  |
| --- | --- |
|  | Improved their employment circumstances |
| Employed after training | 81.7 |

2015/2016 Indigenous graduates employed after training (%)

|  |  |
| --- | --- |
|  | Found training to be relevant to their job  after training |
| Employed before training | 82.3 |
| Not employed before training | 72.6 |

2015/2016 Indigenous graduates employed after training job benefits (%)

|  |  |  |
| --- | --- | --- |
|  | Employed before training | Not employed before training |
| Increase in earnings | 28.4 | 26.3 |
| A promotion | 34.9 | 20.2 |
| Set up/expanded own business | 9.2 | 7.1 |
| Got a new job/changed job | 23.9 | 18.0 |
| Got a job | 29.1 | 62.8 |
| No job-related benefits | 24.6 | 20.9 |

## Further study outcomes for VET graduates

Indigenous and non-Indigenous enrolment in further study has remained reasonably consistent between 2006 and 2016, with around a third of graduates going on to further study.

* Indigenous graduates are more likely to be enrolled in further study if they have completed a higher level qualification or a lower level qualification compared with those who have completed a certificate III.
* Indigenous graduates who have completed a higher level qualification (diploma or higher and certificate IV) are more likely to be enrolled in further study than their non-Indigenous counterparts.
* Over a quarter of young Indigenous graduates (who undertook certificate I & II) are enrolled in further study at a higher level, which is lower than their non-Indigenous counterparts. This proportion has not changed over the last decade.
* When we look at where Indigenous graduates are doing their further study, we can see more of them are heading to private providers or community providers than in previous years, but overall TAFE institutes retain the largest proportion of Indigenous graduates who are enrolled in further study.
* The proportion of Indigenous VET graduates enrolling in university has not changed over the past decade.

2015/2016 graduates enrolled in further training (%)

|  |  |  |
| --- | --- | --- |
|  | 2006 | 2016 |
| Indigenous | 35.6 | 33.9 |
| Non-Indigenous | 33.5 | 32.5 |

2015/2016 graduates enrolled in further training by AQF qualification level (%)

|  |  |  |
| --- | --- | --- |
|  | Indigenous  graduates | Non-Indigenous graduates |
| Cert IV & higher | 41.4 | 33.3 |
| Certificate III | 27.9 | 39.4 |
| Certificate I & II | 37.9 | 41.0 |

2015/2016 graduates enrolled in further training (%)

|  |  |  |
| --- | --- | --- |
|  | 2005/06 | 2015/16 |
| Indigenous graduates undertaking further study | 42.6 | 42.5 |
| Non-Indigenous graduates undertaking further study | 48.4 | 50.6 |
| Indigenous graduates undertaking further study at a higher level | 28.2 | 28.9 |
| Non-Indigenous graduates undertaking further study at a higher level | 35.7 | 37.8 |

2015/2016 graduates enrolled in further training by provider type (%)

|  |  |  |
| --- | --- | --- |
|  | 2006/07 | 2015/16 |
| Secondary school or other provider | 11.5 | 14.2 |
| Private training provider or community education provider | 12.6 | 23.6 |
| TAFE institute | 55.7 | 43.5 |
| University | 20.1 | 18.7 |

## Personal benefits of VET for Indigenous graduates

In addition to employment and further study outcomes of VET, personal outcomes, such as advancing skills, satisfaction of achievement, gaining confidence and improving communication skills, are also important for building the social capital of Indigenous people. These personal benefits are reported highly by Indigenous graduates regardless of whether they are employed after training or not.

2015/2016 Indigenous VET graduates personal benefits (%)

|  |  |  |
| --- | --- | --- |
|  | Employed after training | Not employed after training |
| Advance my skills | 75.3 | 69.8 |
| Satisfaction of achievement | 63.8 | 63.8 |
| Gained confidence | 60.1 | 63.8 |
| Improved communication skills | 49.7 | 55.3 |
| Made new friends | 47.0 | 53.6 |
| Role model in the community | 37.6 | 36.8 |
| Got into further study | 28.3 | 33.7 |
| None | 4.8 | 4.2 |

It is the combination of employment, further study and personal benefits that make VET an integral part of efforts to close the gap in education outcomes and in employment outcomes. While it is clear some gains have been made over the last decade, when it comes to completion rates, further study and employment outcomes, the outcomes for Indigenous VET graduates continue to lag behind those of non-Indigenous VET graduates.

This infographic is based on the NCVER report *Indigenous VET participation, completion and outcomes: change over the past decade*.

**SOURCE:** Australian Bureau of Statistics (ABS) 3238.0 - Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026; ABS 3201.0 - Population by Age and Sex, Australian States and Territories; 4221.0 Schools Australia 2015; ABS 6291.0.55.001 Labour Market; Department of Education and Training Higher Education Statistics Collection; National VET Provider Collection, National Apprentice and Trainee Collection, National VET in Schools Collection, National Student Outcomes Survey. For more information on these data sources and their use in these charts, please refer to the report.

**Created by** National Centre for Vocational Education Research (NCVER)

© National Centre for Vocational Education Research, 2017

Description: G:\pub_prod\PublicationComponents\logos\Creativecommons\CC BY logo.eps

For details and exceptions visit <https://www.ncver.edu.au/policies/copyright>.

1. For more information on how rates were calculated, please refer to the method and charts in the report. [↑](#footnote-ref-1)
2. For more information on how commencement rates were calculated please refer to the report. [↑](#footnote-ref-2)
3. For more information on how completion rates are derived please see *The likelihood of completing a government-funded VET program 2010-2014* <<https://www.ncver.edu.au/publications/publications/all-publications/the-likelihood-of-completing-a-government-funded-vet-program-2010-14>> and [*Lifting the lid on completion rates in the VET sector: how they are defined and derived*](https://www.ncver.edu.au/publications/publications/all-publications/lifting-the-lid-on-completion-rates-in-the-vet-sector-how-they-are-defined-and-derived) <https://www.ncver.edu.au/publications/publications/all-publications/lifting-the-lid-on-completion-rates-in-the-vet-sector-how-they-are-defined-and-derived>. [↑](#footnote-ref-3)
4. Apprentice and trainee completion rates for 2013 and 2014 have been excluded as a significant proportion of apprentices and trainees are still continuing their training.  [↑](#footnote-ref-4)
5. VET program completion rates for remoteness have only been calculated from 2012 onwards as they are based on the 2011 definition of Accessibility/Remoteness Index of Australia (ARIA).  [↑](#footnote-ref-5)
6. For analysis using the Student Outcomes Survey the unweighted sample size for Indigenous respondents is 1770 in 2015 and 831 in 2016. Confidence intervals have been included in all charts reporting this data. Confidence intervals allow data users to determine the amount of certainty (or error) in a reported measure when comparing groups. This is important, given that measures are based on information provided by a sample rather than a population. Please refer to the report to see the confidence intervals for these charts. [↑](#footnote-ref-6)
7. The employment to population ratio is sourced from ABS 6291.0.55.001 - Labour Force, Australia, Detailed - Electronic Delivery, Jan 2017. [↑](#footnote-ref-7)