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Working for an Australia free of poverty

Factors enabling engagement with VET for early school leavers

Preliminary findings

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Research question

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

Approach and scope

A new framework of VET engagement
Staged consultations with intermediaries
and young people (Vic, Tas and Qld)

The current VET landscape

Context

- Global transformation and uncertainty
- NEET levels
- Reliance on VET as a policy solution
- VET system in constant state of flux
- Poor completion rates

Analytical approaches

- Viewing participation and outcomes
- Variables and responses
- Limitations of existing tools

An alternative approach

Key insights from the literature

- 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

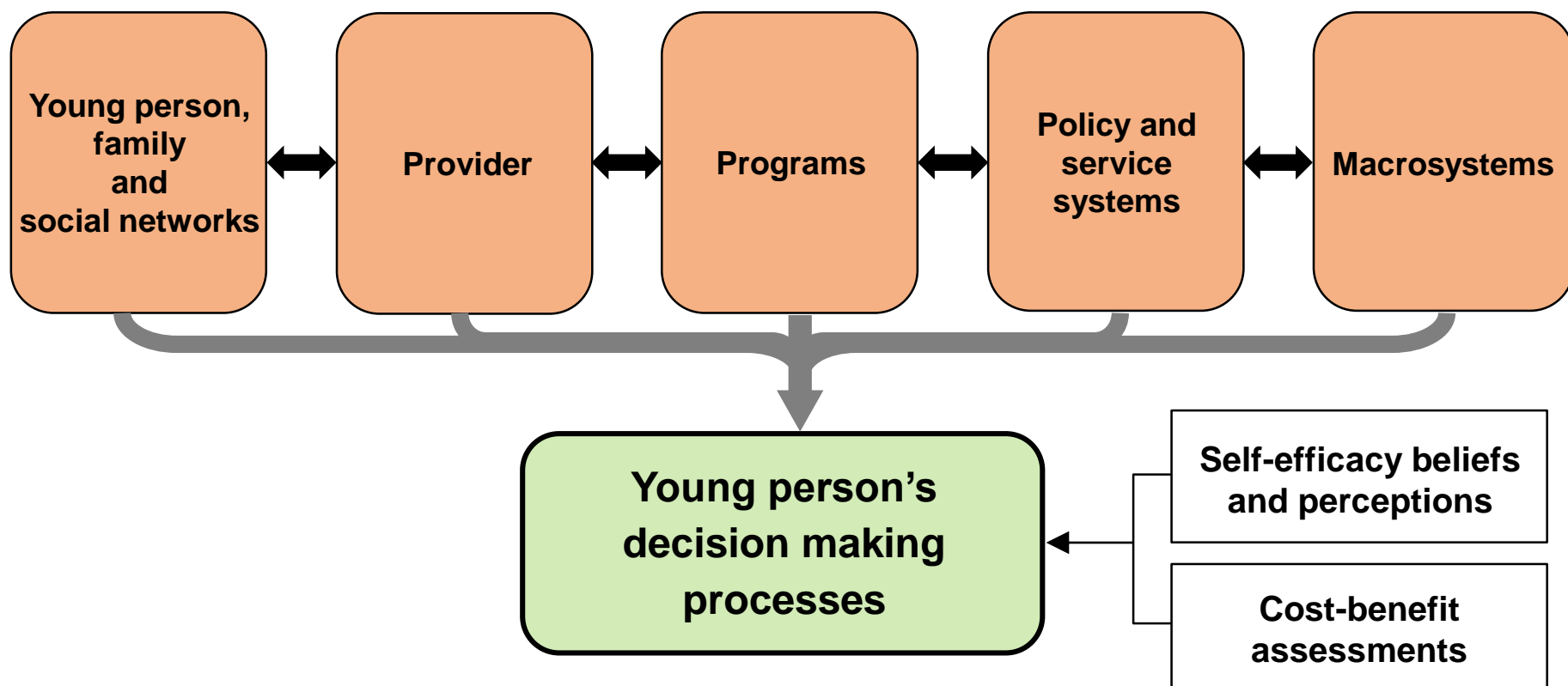
We need a framework that

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

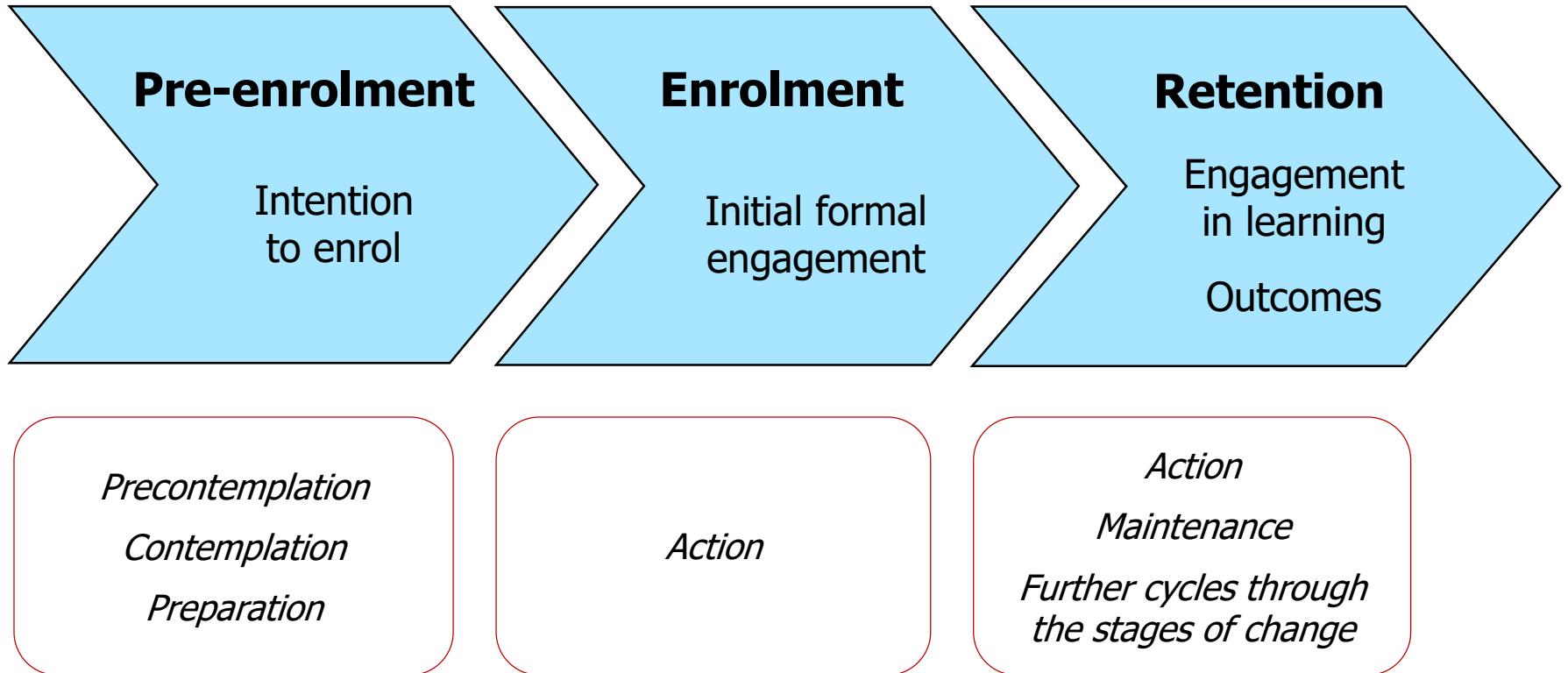
A conceptual framework that views engagement – or its absence – as relating to a *dynamic process*, and explores factors across multiple levels (micro → macro)

Towards a VET engagement framework

Factors impacting on engagement

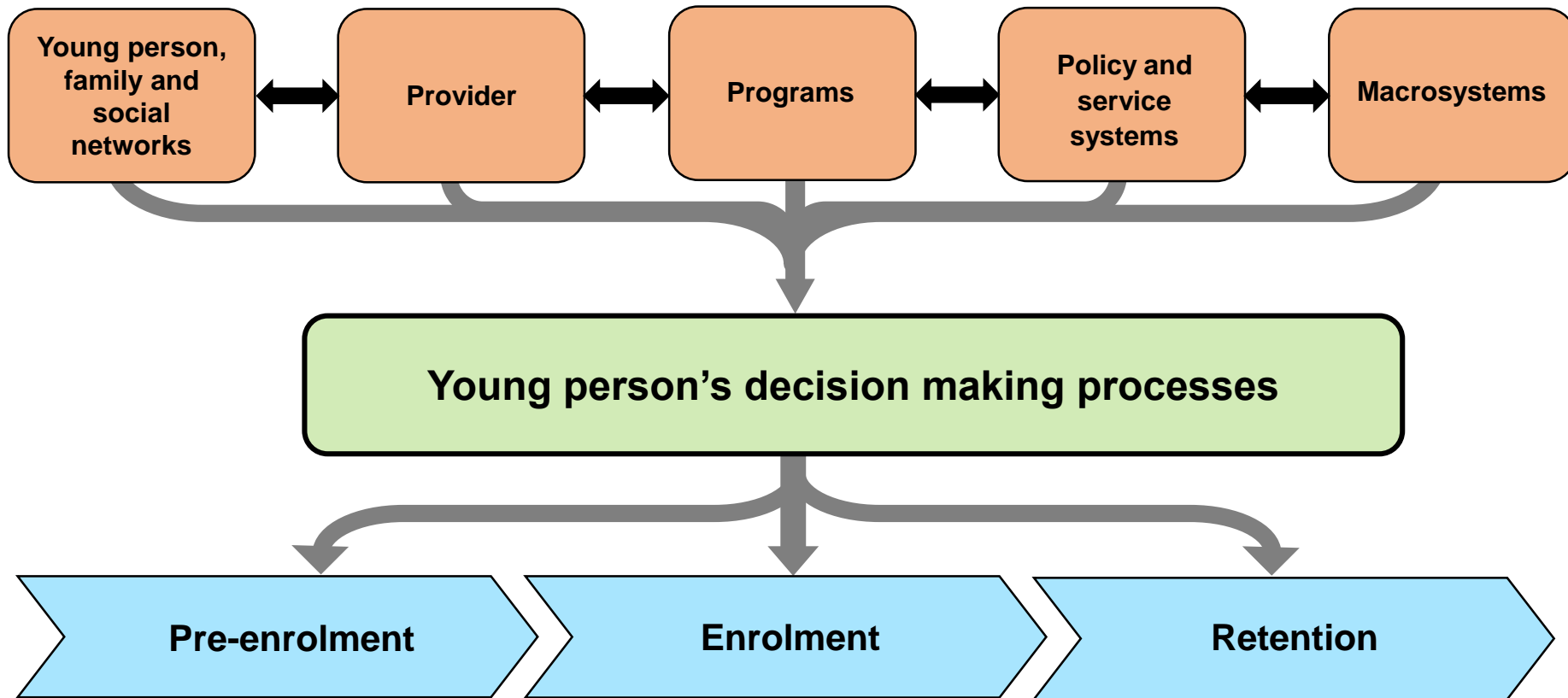


Stages of engagement





VET engagement framework

Factors impacting on engagement



Stages of engagement

Findings from intermediary teleconferences

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

Next steps: fieldwork

Victoria, Tasmania, Queensland

Intermediaries

VET system
Support services

Young people

Completed
VET

Currently
in VET

Discontinued
VET

Never in VET

Interviews

Focus groups

Surveys

Synthesis /
Analysis



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Concluding remarks

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