

***In this issue***

*We report on recent CEET papers—learning in the world of work, the demand for training, job openings, intellectual capital, and young people's participation in workplace training..*

*CEET's Conference – VET: Connections, Costs and Contradictions will be held on Monday 26 August. Keynote speakers will be Vladimir Gasskov of the ILO and Tom Karmel the new Managing Director of NCVER. Their papers will also be available on the conference page of the website.*

*www.education.monash.edu.au/centres/ceet/*

*We welcome comments and suggestions on our work.*

**Gerald Burke**  
**Executive Director**

*The CEET SHEET is supported by ANTA's funding of CEET as a Key VET Research Centre*

## **Lifelong learning and the world of work**

Trade unions, employer organisations and governments agree on the motivations for lifelong learning, but not on all the links between it and the labour market.

All are concerned with human capital as an asset for enterprise competitiveness, individual advancement and national prosperity. Employers and unions differ in their views on such matters as the rise of outsourcing, casual and part-time work, labour hire and self-employment and their implications for lifelong learning, family life and community participation.

Union responses lay greater emphasis on equitable outcomes in education, training and employment. The dynamism and unpredictability of intensified competition is pushing enterprises towards workforce flexibility, productivity improvement and often a short-term focus on survival, especially in small businesses. Responsibility for lifelong learning has also shifted towards the individual.

These are some of the findings of a study led by Chris Selby Smith and Fran Ferrier and undertaken for the ACCI, the ACTU and ANTA for the OECD's business and trade union advisory committees. The project involved:

- a review of other Australian data and studies,
- a survey and a forum on the views of key stakeholders,
- a survey of the experiences of disadvantaged groups and individuals, and case studies.

Selby Smith, C, Ferrier, F, Burke, G, Schofield, K, Long, M & Shah, C 2002, *Lifelong learning and the world of work: CEET's surveys for ACCI, ACTU and ANTA.*

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## **Demand for training: occupational changes and workplace developments**

This report provides an overview of several factors influencing the demand for skills in Victoria. It was prepared as part of the process of developing the Ministerial Statement *Building Knowledge and Skills for the Innovation Economy.*

The report reviews the changes in the population structure, employment by age and gender, and the structure of the workforce. It reports changes in full and part-time work, casual and permanent employment, public and private sector employment and union membership. These matters are important for the consideration of policies affecting demand because they affect the likelihood that individuals will have access to education and training or employers will be willing to finance education or provide training.

Many older workers have low levels of initial education and get less training as they age. Training tends to be concentrated on younger, full-time, better-educated workers, in the public sector and in unionised workplaces and it varies by occupation and industry. Casual and part-time workers, who are growing in

### **CEET National Conference 2002**

*Ascot House, 50 Fenton Street Ascot Vale Melbourne  
Monday August 26th 2002*

**VET: Connections, Costs and Contradictions**

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#### **INCLUDES:**

Forum on policy and research priorities.

Industry support for training, Vladimir Gasskov (ILO)

Lifelong learning and the world of work: survey for OECD, Chris Selby Smith & Fran Ferrier

The Nursing Workforce in 2010, Tom Karmel (NCVER) & Jianke Li (DEST)

Connecting education and training to the labour market, Chandra Shah

Contradictions and challenges: User choice c2002, Fran Ferrier & Chris Selby Smith

Training market: impacts on RTOs, Damon Anderson  
Costs of VET, Gerald Burke

Reflections on a loans scheme for VET, Mike Long

numbers, and persons not employed, tend to have less than average training.

The report outlines the changes in employment by occupation, industry and qualification. It shows there has been a trend to increased employment in occupations with both higher level and lower level skills but relative stagnation at the middle or tradespersons levels.

The report combines projections to 2006 of employment growth by occupation produced by the Centre of Policy Studies, Monash University, and of net replacement needs produced by CEET. The estimates are for net job openings: those available to new entrants after re-entrants have gained jobs. The data are useful in providing an indication of training needed for newcomers to an occupation.

The further training or re-training of persons already in an occupation and the training of those who are under-skilled are additional matters. The training needed for these persons has to be assessed on the basis of a wide range of information gathered by Industry Training Boards, employer groups and training providers who are in regular discussion with students and employers.

Even if the apparent structure of employment remained unchanged over time there could be substantial changes in demand for training because of a current lack of basic skills; skills gaps (jobs filled by under-skilled workers) and skills shortages (jobs unfilled); and the effect of technology and work practices on skills requirements.

This report discusses some of the qualitative information needed for the assessment of the changing nature of skills within occupations. It reviews the literature on flexible high-training workplaces and the role of 'leading edge' firms in providing early indications of changes in demand for training.

Shah, C Long, M Burke, G & Fischer, J 2002, *Demand for training: labour force changes, projected job openings for new entrants and workplace developments*, Office of Training and Tertiary Education, Victoria.  
[www.otte.vic.gov.au/publications/KnowledgeandSkills/](http://www.otte.vic.gov.au/publications/KnowledgeandSkills/)  
Contact [chandra.shah@education.monash.edu.au](mailto:chandra.shah@education.monash.edu.au)

## Job Openings

Job openings in an occupation are created by growth in employment and even more by workers leaving for other jobs or leaving employment. Estimates of job openings for over 80 occupations prepared by CEET (Chandra Shah) for the Department of Employment and Workplace Relations are the basis for *the Job Prospects Matrix* and the *Centrefold* in the *DEWR Job Outlook* June 2002, available at [www.workplace.gov.au](http://www.workplace.gov.au)

## Intellectual Capital

New on the website, a guide to assist enterprises to manage this performance driver more effectively. It includes information, resources and some basic-steps. Contact [fran.ferrier@education.monash.edu.au](mailto:fran.ferrier@education.monash.edu.au)

## Young people and workplace training

Workplace training provides an important potential source of skills development for young workers—especially for those who are not enrolled in higher education or VET courses. A new paper by Mike Long analyses the information on workplace training collected by ACER's *Longitudinal Surveys of Australian Youth* (LSAY).

At age 19 about 30% of employees had received an average of a week's structured workplace training during the previous year. An additional 15% received only semi-structured training in the workplace. These are perhaps surprisingly high values given the relatively high proportion of casual and part-time work in the youth labour market.

The level of participation in workplace training by those not enrolled in VET or higher education differed little from the level for the overall sample.

Workplace training is closely related to career advancement and employability. Nearly all the training resulted in improved skills. Two-fifths of those who received structured or semi-structured workplace training reported that it *had* helped them get promotion, a pay rise or increased responsibility in their job—and a further two-fifths reported that it *could* help them get a promotion, pay rise or more responsibility in their job. Most who received some training felt that the training would help in getting a job with another employer.

More than three-quarters of the respondents were satisfied with their opportunities for workplace training—but 16% of workers who had received some training thought they needed more.

Again, the satisfaction of young workers not enrolled in study with their opportunities for training and level of training was little different from the overall average.

Long, M 2002, *Workplace Training: The Experience of Young Australian Workers*, CEET Working Paper No. 45 Contact [michael.long@education.monash.edu.au](mailto:michael.long@education.monash.edu.au)

### ACER RESEARCH CONFERENCE

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Papers and conference information are available on

**[www.education.monash.edu.au/centres/ceet](http://www.education.monash.edu.au/centres/ceet)**