

CEET Conference and CEET Papers

This issue provides information on:

- **CEET National Conference: Friday 29 October**, Ascot House, 50 Fenton St Ascot Vale, 9.00 to 4.00
- **Making Volunteering Work for Young People**, Report to DFACS
- **Which Workers Lose or Leave jobs and Where Do They Go?** Report to ANTA
- **Trade Unions and Training**, Department of Management, Monash University
- **How Young People are Faring**, Dusseldorp Skills Forum
- **Staff News**

Gerald Burke
Executive Director

CEET National Conference: Friday 29 October 2004

'The policy context for education and training'

Where: Ascot House 50 Fenton St, Ascot Vale, Melbourne 3032

Registration: Check the CEET website www.education.monash.edu.au/centres/ceet or contact amanda.crichton@education.monash.edu.au ph: (03) 9905 9157

The conference will provide a discussion of the major policy issues facing the new federal government and efficient and fair strategies.

Conference opening

Virginia Simmons (CEO Chisholm Institute & Chair CEET VET Advisory Committee)

Session 1. The next steps in policy?

After the election: the national policy context Peter Noonan (Peter Noonan Consulting & Associate of CEET)

The current priorities: following the money trail Gerald Burke (CEET)

Session 2. Addressing disadvantage and regional needs

Indigenous students: economic issues Paul Briggs (Pilican Consultancy)

Improving VET in regional areas Angela Hutson (CEO East Gippsland Institute)

Session 3. Improving pathways and qualifications

How young people are faring and what to do about it Mike Long (CEET) & John Spierings (Dusseldorp Skills Forum)

The role of qualifications in improving pathways Dennis Gunning (Director, Victorian Qualifications Authority)

VET graduates: the match between courses and destinations Mark Cully (General Manager NCVER)

Session 4. Strategies for the economy

Training and employment relations: unions, employees and employers Richard Cooney (CEET)

Work organisation and training Andy Smith (Charles Sturt University & member CEET VET Advisory Committee)

Trade unions learning consultants in the UK Mark Stuart (Leeds University)

Skills shortages and the policy response Chandra Shah (CEET)

Improving frontline management Chris Selby Smith (CEET) & Ian Roos (University of Melbourne)

Making Volunteering Work for Young People

This project explored volunteering by young people aged 16 to 24 years in Australia. It investigated: the kinds of volunteering; the reasons for volunteering; costs associated with volunteering, and the benefits of volunteering. The

work was funded by the Department of Family and Community Services under the National Youth Affairs Research Scheme.

Several factors had a positive influence on participation: compulsory community service; role models; previous volunteering experience; religious belief or activity; and advertising.

When young people consider participating in a volunteer activity most of them look for: activities that engage their passions and interests; activities that involve other young volunteers or young people as the object of the volunteer activity, e.g. youth programs, camps, care for young people with disabilities; and activities where they can see that their efforts have an impact. The project has some key messages:

- Young people are community-minded.
- Some young people face barriers to volunteering.
- Young people benefit from volunteering, especially when the volunteering experience is a positive one.
- Young volunteers are valued by volunteer organisations.

Fran Ferrier, Ian Roos & Michael Long 2004, [*Passions, People and Appreciation: Making Volunteering Work for Young People*](#), A report for NYARS, Department of Family and Community Services

Contact: [Fran Ferrier](#)

Which Workers Lose or Leave Jobs and Where Do They Go?

One of the policy issues in developing training programs is whether the persons trained will make use of the training. Another is whether the training received will be useful in the succession of jobs that a person is likely to go through.

A report by CEET for ANTA provides some basic data in this area. The report is based on the labour mobility behaviour of Australian workers who held a job sometime in the year to February 2002. Some of the findings on mobility are:

- Workers in low skill jobs have high job separation.
- Young workers have high rates of job separation, high rates of change of occupation and of movement out of employment.
- A considerable proportion of older persons separating from a job move to non-employment.
- Women have higher rates of separation from jobs, higher rates of movement out of the labour force and high rates of part-time work.
- Recent migrants have a high rate of job separation and the need for generic skill provision is emphasised.
- Non-metropolitan residents are less likely to remain in an occupation than metropolitan residents.

Chandra Shah and Gerald Burke 2004, [*Labour mobility: demographic, labour force and education effects and implications for training*](#), Report to ANTA. Contact: [Chandra Shah](#)

Trade Unions and Training

Richard Cooney of the Department of Management and CEET and Mark Stuart of the Leeds University Business School have recently published *Trade Unions and Training: Issues and International Perspectives*. It provides Australian and British perspectives on trade union approaches to training and learning with contributions on Norway and Canada and the broader European experience. Contact: [Richard Cooney](#).

How Young People are Faring

Mike Long has prepared this year's study for the Dusseldorp Skills Forum. Among the findings of the report were:

- 15.5 percent or 215,000 teenagers in May 2004 were not in full time education or full time employment.
- More than a quarter of 18 and 19 year olds were not in full time education or full time employment in May 2004
- 51 percent of 20 to 24 year olds had completed a Certificate III or higher, up from 48 percent in the preceding two years.
- 27 percent of teenagers who left school in 2002 were not in study and were either working part time, unemployed, or not in the labour force in May 2003.
- 47 percent of Year 10 completers and 36 percent of Year 11 completers in 2002 were not in study or full time work in May 2003.
- Female school leavers are more likely to experience a troubled transition from school than male school leavers, despite higher rate of completing Year 12 and higher participation rates in post-school education.

- Prospects of work and further education for early school leavers have changed very little in recent years despite the improving economic conditions—43 percent of early leavers and 19 percent of school completers still experienced a troubled transition in 2003.
- In May 2004, there were fewer teenagers and young adults in full time jobs respectively than in 1995. During the same period, full-time jobs for other adults increased.
- In May 2004, unemployment rates for Australians aged 15 to 19 years were nearly three and a half times higher than for adults aged 25 to 64 years.
- Young Australians without an upper secondary qualification are twice as likely to be unemployed as secondary school completers.
- In 2003, 30 per cent of students in Years 10 to 12 were enrolled in a VET in Schools program.

Mike Long 2004, [How Young People are Faring](#), Dusseldorp Skills Forum.

Contact [John Spierings](#) or [Michael Long](#)

Staff news

Phil McKenzie who has been with the OECD since 2002 is to return to ACER and CEET in December. Phil has led the OECD study of teacher policy in 25 countries to be released this year: *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*. Contact phillip.mckenzie@oecd.org (tel. (33) 1 45 24 92 27) in the OECD's Education Directorate. Project details are available from: www.oecd.org/edu/teacherpolicy

Gerald Burke has been appointed Chair of the Victorian Qualifications Authority (VQA) and ex-officio member of the Victorian Learning and Employment Skills Commission (VLESC) and the Victorian Curriculum and Assessment Authority (VCAA). The VQA led by director Dr Dennis Gunning is the statutory authority responsible for developing and monitoring standards in Victoria for education and training after Year 10 (excluding higher education). The VQA is best known for the development of the Victorian Certificate of Applied Learning (VCAL) and its current work on the Credit Matrix. For details see the [VQA](#) website.

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