



INFORMATION PAPER

The VET Reform Journey

An overview of major VET policy directions, 2006-2010.



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Introduction

The challenge of raising Australia's educational attainment and increasing productivity and workforce participation levels are well understood by governments across Australia, However achieving consensus on the direction of the VET sector in delivering the solution that can make a difference has been the focus of debate for the best part of a decade. Skills Australia contends that the nation risks missing out on the full benefit of future global economic growth and the dividends from our investment in education unless the VET sector is given a reinvigorated mandate in deepening our skills base and improving workplace productivity.

- *Skills Australia, October 2010. Creating a Future Direction for Australian VET. Discussion Paper. pp7*

The past four years have seen a sharp elevation in status for vocational education and training policy across Australia. Just prior to what would become a global recession, a range of policy reviews gave rise to new directions in VET across state and federal jurisdictions. This intensified throughout the GFC, as countries internationally began to refocus on the dual objectives of VET as an important public and private good. In 2010, almost every state has developed an independent timetable for reform, driven in many ways by a highly active federal agenda. Into this space, Skills Australia has recently begun a sweeping consultation strategy to establish a new vision of VET across Australia.

It is therefore timely to review and assess the rapid and diverse policy journey of the past four years. The purpose of this document is not to comment on a recommended policy direction, or to reflect the views of Construction Skills Queensland; the views of the organization have been articulated in a separate response to Skills Australia entitled '*Front-line Productivity*'¹. This document instead provides a synopsis and thematic analysis of the direction of VET reform in Australia (and the UK, which has been moving in similar directions), with a view to identifying where the separate efforts converge and where they differ. The document focuses on policies and issues that are of particular interest to the Queensland construction industry, but all industries with a stake in the VET system will find this synopsis useful. A double-page timeline summary can be found at the back of this document to aid in understanding the positions of various jurisdictions and their progress to date.

¹ Visit www.csq.org.au to download the CSQ response.

As Skills Australia coordinates a broad consultation agenda entering 2011, it is important to reflect on progress to date, with a view to identifying those areas of success and best practice.

A Changing Landscape

In the continued aftermath of the Global Recession, it has become increasingly clear that rapid economic growth and prosperity can no longer be taken for granted by the developed world. Australia and other OECD countries are acting on an increasingly competitive international stage and will have to ensure that they create the social and economic foundations for productivity and participation to match developments elsewhere. Not only are high level and targeted skills required, there is an increasingly urgent need to ensure that enterprises and business increase their skilling commitment, both as co-investors in skills, and as drivers of skills-thirsty, highly productive and innovative organisations. The problem is more complex than a simple need for additional VET funding, or an increase in the quantity of training. It is also clear that a focus on reform on the training system itself is not sufficient to meet a rapidly changing social and economic environment. The latest policy commentary calls for a more sophisticated approach: that training investment should deliver outcomes for industry and individuals, which leads to real social and economic productivity gains by renewing the focus on skills utilization.

The fundamental role of appropriate skills development in providing a foundation for social and economic growth and stability is seldom challenged² and this policy terrain has received significant attention internationally and in Australia both during - and in the wake of - the recent international recession. Governments have driven the development of a plethora of reforms, strategies, blueprints and plans which seek to drive a policy agenda for skilling to meet the twin targets of supporting economic productivity growth and meeting social and community objectives in a rapidly changing macroeconomic environment.

In Europe, and to a lesser extent Australia, public coffers are increasingly constrained. Much of the emphasis has been on more efficient and effective ways of meeting skills, jobs and productivity challenges, by ensuring that public funding for skills development is better targeted, market-led, more responsive, and leverages greater commitment from employers and individuals. As Noonan has commented, there is a need to move beyond the debates of the past decade on the future of the VET sector in Australia, and accept its inherent complexity:

² In parallel with the one year review of the Ambition 2020 report, the UKCES noted that “[i]t is essential that we more effectively make the case for skills” and commissioned *The Value of Skills: An Evidence Review* (UKCES July 2010), a lengthy review of the economic and social benefits that skills generate - in support of significant public focus on skills development.

“What is required is a new VET settlement. It must face up to fundamental questions of federal-state relations and seek to accommodate the basic dichotomies which have too often been elided or disguised: that VET serves both individuals and industry as well as communities, that it has economic and social justice dimensions, that it is tertiary and sub-tertiary, that there is a place for both market forces and public provision, that solutions are matters of short – or medium- term public administration and long term cultural change”.

- *Peter Noonan. 'The Future of VET: The Case for a New VET Settlement' NCVER (2010) The Future of VET: a Medley of Views. p 15*

An Emerging Direction

In the past few years, emerging policy directions in the UK have aligned broadly with those emerging in multilateral organizations, including those of the EU and OECD. Apart from focusing on the need for “making the case for skills” the general approach is to target three main areas for public policy attention, namely:

- Incentives to upgrade and make better use of skills;
- Action to bring the worlds of education, training and work closer together to get the right mix of skills, and;
- Better anticipation of future needs.

In essence the UK Commission put forward a double agenda in its Ambition 2020 strategy: support business to create more and better jobs, while supplying the most skilled and productive people to fill them.

Both the thinking behind the UK Skills Commission direction and the OECD Review of Australia’s training system (2009) has clearly resonated strongly with Australian policy makers. Many of the recent reforms in domestic policy today have clear similarities with the direction taken by the UK Skills Commission and the OECD recommendations for reform of the Australian skilling system.

The recent Skills Australia discussion paper notes that for Australian VET, the next 15 years promise great opportunity. However, whilst there is a broad, general consensus as to what needs to be done, the actual roadmap of how to get there is still under development. There is an identified need for more people with higher level skills, such as technicians, managers and tradespeople, as well as a need for workers skilled for new occupations related to sustainability, environment and emerging technologies. Furthermore, it is identified that more people need to acquire core foundations skills that enable them to enter and retain meaningful employment. It is also clear that there is a need for better regional support and that the VET sector needs to work more effectively with industry to achieve greater utilization of skills in the workplace.

The suggestion in the latest policy debate is that previous reforms in the supply system – the governance of the system, the training market, the packaging of qualifications - may not have completely achieved these broad outcomes.

Governance

“The significant reforms of the 1990s established a national, industry-led and competency-based VET system that retained a commitment to access and equity for the disadvantaged.”

- *Skills Australia, October 2010 ‘Creating a Future Direction for Australian VET’ Discussion Paper.*

The Australian VET landscape has transformed significantly over the past two decades. What was once the preserve of State controlled TAFEs is now an entrenched part of schooling and higher education nationally. Private providers and industry now play a significant role alongside increasingly market driven public providers in determining the quality and content of training in urban and regional centres. VET plays a role in delivering skills and qualifications for workers throughout their careers and has become increasingly flexible to accommodate a range of different markets.

One of the results of the layers of reform of the VET system over the past years has been to create a highly complex and fragmented system. Not surprisingly, the OECD “*Review of the Australian VET system: Learning for Jobs*” (2009) identified the fragmentation of the governance of the Australian VET system as a key challenge whilst at the same time stressing that there is a critical need for locally responsive policies and strategies. In line with this recommendation, “*Transforming Australia’s Higher Education System*” (DEEWR/DIISR) embodied the government’s response to the Bradley Review and took forward the key recommendations, including tasking MCTEE³ to undertake the alignment of the schooling, university and VET systems at a national level and embedding tertiary entitlement funding across both higher education and VET. It also expanded the ambit of Skills Australia to include provision of advice on workforce development and industry needs in both the VET and higher education sectors.

The COAG National Agreement outlines the need for reform of the governance of the tertiary education system as a whole, including proposals regarding governance of VET such as the creation of a National VET Regulator (04/2011), a National Standards Council to advise MCTEE (01/2011), amendments to AQTF, and the introduction of unique student identifier. State governments are expected to partner (as the main public funders of VET) with the Commonwealth through a series of National Partnerships, including

³ The Ministerial Council for Tertiary Education and Employment is made up of 4 principal committees, namely: Workforce Development, Demand and Supply (WA); Access and Participation (SA); Data Performance and Measurement (NSW); Regulation, QA and International Engagement (Commonwealth Government)

PPP, Youth Attainment and Transitions, Compact with Retrenched Workers, and the National Green Skills Agreement. The general direction was given life in the May 2009/10 Budget with a package of measures in the Skills for Sustainable Growth announcements.

The Queensland Skills Plan (2008); Skills for Victoria 4 Year Plan (2008) and Skills Strategy for South Australia's Future have provided a solid basis for the COAG directed reforms at State level. The Skills Australia: Foundations for the Future report (2009) built on the COAG direction and early State based responses in invoking a shared national policy agenda on workforce and economic development including a consistent national framework for governance and regulation of the tertiary education sector – with States seen as an underpinning feature of national governance arrangements.

Better intelligence

At the same time as structural changes are being made to the governance of the VET system, fundamental to the new policy direction is a need for better targeting of public funding for skills to achieve social and economic outcomes from both the broadening and deepening of the skills base. Key to this is a better understanding as to how to target funding to maximize efficiencies and leverage from individuals and business. The suggestion is that funding should be directed based on the best and most current workforce and market intelligence. The identification of baselines, and setting of benchmarks and targets came to prominence through the GFC at both national and State level in Australia through the National Agreement for Skills and Workforce development (COAG June 2009).

The need to ensure that more Australians have the basic skills to participate in the economy has been highlighted by the relatively poor position of Australia compared to other OECD countries in meeting basic targets for literacy and numeracy. The skills broadening challenge remains largely the purview of the “public good” and will be driven into the VET sector largely by public investment. At the same time, opening the system up to a demand led market approach is expected to drive a better match between enterprise and industry led skills demand and supply, but the need to ensure specific specialized skills needs are met will continue to require smart public incentivisation. The issues raised relate to better responsiveness to the needs of individuals and employers, through entrenching informed client choice alongside better information and forward planning for public expenditure.

The UKCES *Ambition 2020* Report (2010) sees a clear role for government in establishing and deploying high quality labour market intelligence, enhanced by foresight on emerging strategic skills requirements to inform national and local priorities to match skill supply and demand. This is seen as a key strategy for the maximization of employment and productivity outcomes.

“There is a strong need to anticipate future skills needs given the time lag between education and training and producing suitably qualified recruits. If there is effective anticipation and matching of labour market needs, there will be better labour market utilization, higher labour productivity and more jobs, together with reductions in frictional and structural unemployment..... It remains the case that current uncertainties facing the UK economy and labour market remain considerable and that in such circumstances, producing meaningful and

robust economic and labour market projections is difficult. ..This means that our assessment of future labour market prospects should be treated with care.”

- *UK Commission for Employment and Skills, Ambition 2020 Report (2010), p88*

The National Skills Strategic Audit (UKCES, 2010) sought to define the degree of skills mismatch in the UK labour market and highlight potential problem areas which warrant action. This included areas where there are perceived shortages in skills supply and which manifest themselves as skills shortages and gaps⁴; areas where labour supply may exceed labour demand and which may result in significant unemployment and underemployment; and economic migration which can be seen as a response to existing mismatches within the UK. In a similar vein, a number of States identified the need for delivery of higher level VET skills based on skills shortage forecasts.

⁴ Skills shortages are effectively a sub-set of, and should be distinguished from, Hard-to-Fill-Vacancies (HTFVs) in general, which may be due to issues other than lack of appropriately qualified people or people experienced to fill vacancies, e.g. poor pay conditions, remoteness, etc. Skills gaps exist where members of the existing workforce are seen to have lower skills than necessary to meet current business needs.

Leverage and Contribution

In the face of increased fiscal constraint, questions have begun to be asked about the extent to which public funding should leverage contributions from individuals and enterprises. The UKCES *Ambition 2020* Report (2010) advocates the use of both information and incentives as levers for raising investment in skills. Transforming the quality and availability of information is now seen as essential to achieving broader VET outcomes. The UK Commission stresses that information should be backed up with advice and guidance on career and learning opportunities, through high quality labour market intelligence and the use of Web 2.0 technologies⁵ to widen availability of use - leading to informed choice. At the same time, there is an urgent need to review incentives for individuals and employers and provide further advice about where scarce public funds should be prioritised to add the greatest value in terms of leveraging investment from individuals and employers. The setting of benchmarks and targets which measure outcomes - not inputs and activity is - fundamental to this aim.

Incentivising *employer ambition* and individual aspiration are considered to require government commitment to changing cultural, demand side practice. Employer commitment to investing in business development and skills through promotion, evidence, high quality provision and supplementing existing services with appropriately targeted levers is seen as key within the current UK approach. Similarly, taking action to raise *individual aspiration*, confidence and commitment to lifelong learning and skills development through promotion, evidence, high quality provision and progression and supplementing current services with appropriately targeted levers is expected to maximise individual investment and commitment. This will require deploying existing labour market intelligence more effectively and translating it in a way that empowers individuals, employers and providers to make the right decisions. In this way, choice in provision will be aligned to local labour market needs and informed by customers. (UKCES, *Ambition 2020: The 2010 Report*.)

Through the GFC, government-industry partnerships became central to policy discussions in Australia with increased emphasis on supporting employer / demand led education and training as a way of avoiding skills mismatch as economic recovery takes hold. Alongside this was an emphasis on responsively driving economic participation of the most economically vulnerable and marginalized.

⁵ The term Web 2.0 is commonly associated with web applications that facilitate interactive information sharing, interoperability, user-centered design and collaboration on the WWW. Examples of Web 2.0 include social networking sites, blogs, wikis, web applications, etc.

This dual response to the GFC was captured in the Queensland response: Jobs First – Delivery Jobs for Queensland (August 2009); the South Australia Skills for Jobs 5 Year Plan (November 2009); and the Western Australian Plan: Training WA – Planning for the Future (May 2009).

Skills and Productivity: Matching Skills Supply and Demand

“In a dynamic economy and labour market, there are continuous changes in the demand for skills. At the same time, there are ongoing changes in the supply of skills in the workforce. The issue is how far the changes in supply meet changing demands and how far the market effectively matches supply and demand. It is not enough to ensure an adequate level of skills in the workforce. It is essential that the balance, or mix, of skills is appropriate and aligned with employer and labour market needs.”

- *UK Commission for Employment and Skills, Ambition 2020 Report (2010), p68*

Attempts have been made to quantify and project the supply and demand for skills at a range of qualification levels and establish the degree of mismatch, particularly by the South Australian Training and Skills Commission (*Skills for Jobs* November 2009). It is notable that Australian efforts have (until recently) placed their main emphasis on skills and jobs and significantly less emphasis on productivity levels and employer ambition targets. The focus could be categorized as creating the right skilled “product”. By early 2010, the policy focus had shifted to reflect the new emphasis on the end-user. Reform encapsulated in the Budget announcements in May 2010 included a renewed effort on positioning for recovery, training entitlement, work readiness, workforce planning, and skills utilization.

While a case has been made for the central place of good market intelligence, the OECD⁶ emphasises that skills forecasts should not be the basis of central planning. Rather, they argue more emphasis should be placed on a system driven by student demand, balanced by employer willingness to offer workplace training.

Policy discussion increasingly centers on not just on the role that government is to play in managing a training market, but also how government can encourage employers in driving workforce development and demand for value-added skills. The UKCES *Ambition 2020 Report (2010)* sees a clear role for government in supporting businesses to create more jobs and more high skilled jobs, encourage enterprise, enhance the capacity of firms to be high growth, high skill, high value added, high performance working

⁶ OECD review of the Australian VET system “*Learning for Jobs*” 2009)

businesses, develop greater scope for innovation, develop better leadership and management . Government also has a role to play in stimulating greater employer networking, collaboration and collective action on skills within sectors, labour markets and supply chains.

Targets and benchmarks

The UKCES emphasizes the need to set targets for skills, jobs and productivity along with transparent benchmarks against which to assess progress towards these goals. The UKCES five year strategy stresses that it is critical to assess the extent to which incentives have reinforced policy intent through a review of these measures, targets and incentives. The UK Skills Commission, through its *Ambition 2020* strategy and targets also sought to benchmark the UK's performance in skills, jobs and productivity against other OECD countries. The metrics for benchmarking include: employment rate, productivity level, skill levels (qualifications, training, individual and employer investment); skills/jobs mismatch; and employer ambition (growth in skilled jobs, skill utilisation).

The UK metrics align with those adopted in Australia in 2008 through the *National Agreement for Skills and Workforce Development – National Agreement Performance Information*. The COAG National Agreement reform agenda set targets at National and State level to measure progress against a reform agenda aimed at gearing private sector investment and opening the training system up to a demand led market approach. Both the COAG *National Agreement for Skills and Workforce Development* and Skills Australia's *Workforce Futures* (March 2010) lay down key long term targets. The COAG *National Agreement for Skills and Workforce Development* 2009-2012 targets include:

- Halve the proportion of Australians aged 24-60 without qualifications at Cert III or above by 2020.
- Double the number of higher qualification completions (diploma and advanced diploma) by 2020.⁷
- Ensure that 40% of 25-34 year olds have a degree by 2020

The Skills Australia *Workforce Futures* (March 2010) strategy builds on these targets and the reform agenda more broadly and proposes a fundamental overhaul of the way Australia approaches and supports workforce development. It is argued that Australia's future social and economic success depends on a significant increase in workforce participation levels over the next 15 years. To achieve this, targets are set to:

⁷ Commentators have noted that whilst this is an admirable goal, it will only achieve desired productivity outcomes if double the number of jobs are available that need skills at this level! In a critique of this target, Tom Karmel of NCVET argues that degrees are replacing diplomas as the basic minimum for increasing numbers of skilled occupations. Diploma graduates struggle to compete with degree graduates in the labour market. (Note: diplomas accounted for 23%, nearly one-quarter of all TAFEs activity in 2009.)

- Improve workforce participation by 4% to 69% by 2025
- Increase enrolments in higher education and VET (and public investment in education and training) by 3% per year to 2025

In addition to these targets, the *Workforce Futures* strategy highlights the issue of productive use of skills and stresses the need to:

- Target specialised occupations to address emerging and future skills shortages.
- Find ways to get employers to better utilise the skills of the existing workforce: “... *the development of skills is a necessary, but not a sufficient condition to realise the best return on investment in skills made by individuals, industry and government.*”
- Use public training funds to encourage workforce development at enterprise level.
- Take immediate action to raise adult core skills.
- Establish a Workforce Development Observatory to promote best practice.

The Commonwealth Government’s *Skills for Sustainable Growth* package of measures announced in the budget May 2010 directly reflect the direction of the Skills Australia *Workforce Futures* (March 2010) report.

Notably, the recent Skills Australia Discussion Paper stresses that measurement of policy success needs to measure the full range of benefits that the VET sector generates for individuals and enterprises, in order to lead to quality improvements in services delivered. An evidence base needs to be created to guide policy into the future and one which is based on the full range of outcomes for the users of the system.

Entitlement

The OECD *Review of the Australian VET system: Learning for Jobs* (2009) recommended that in Australia students should be entitled to pursue VET qualifications without charge up to the level normally attained at the end of schooling (i.e. Cert II or III). In the Australian Budget May 2010, a number of measures were introduced which aimed to align the skilling, jobs and productivity agenda. A primary measure was the National Entitlement to a Quality Training Place – whereby all young people under 25 to have guaranteed access to a course that enables them to get a first qualification or to lift their qualifications to the next level. Other measures introduced alongside this were the Critical Skills Investment Fund, Apprentice Kickstart Extension, Smarter Apprenticeships; expansion of VET Fee-HELP; and Skills for Sustainable Growth – Foundation Package.

The Federal government has encouraged State governments to make a training entitlement available. In return for Federal PPP funding, State governments are expected to offer all young Australians an accredited training place and extend this entitlement to other Australians looking to expand their foundation skills or undertake further training. At the same time, State governments are expected to commit to the Commonwealth quality⁸ and transparency reform agenda. In line with these national foci, State governments have updated and renewed their earlier strategies and strongly reflect the end-user emphasis and a collaborative partnership approach to meeting skills and productivity challenges. The establishment of the Skills Commission in Queensland reflects this renewed emphasis on centralizing the role of the end user. In Victoria, the entitlement model was recently opened to include individuals seeking to move into, sideways and within the qualifications regime and not only for those seeking linear progression. The role of students and business driving quality and diversity in the training system is now a central tenet of most discussion about the new reform agenda.

However, some concerns have been raised where an entitlement model puts purchasing power in the hands of the individual student. Where such a market operates in conditions of information asymmetry, the individual may not make informed training decisions that support the training needs of industry. This dichotomy is acknowledged by Noonan (as referenced earlier) as part of the most recent Australian policy discussions, acknowledging *“that VET serves both individuals and industry as well as communities...that there is a place for both market forces and public provision”*.

⁸ Eg. the Quality Skills Incentive due to start in 2011/12 for the largest 100 RTOs

Choice

The need for a demand driven quality training system which is measured against transparent outcomes for individuals and business has become central to skills policy in Australia in the past couple of years. One of the recommendations of the *OECD Review of the Australian VET system: Learning for Jobs* (2009) was that students entitled to funding should be able to choose VET providers and that this open competition should be accompanied by support measures to ensure a good range of provision and better information on quality of providers. Opening up the training system and provider choice to users of the system has already come into effect with the advent of User Choice funding models. What has been less well developed and understood is the extent to which user choice should determine the content and structure of training.

In *Learning for Jobs* the OECD stress that the Australian apprenticeship system based on competency needs to be translated into further action, allowing flexibility in length of apprenticeships and common procedures for assessment. The UK 5 Year Plan advocates a flexible and modular qualification system that supports learners of all ages to build their knowledge and skills for rewarding work, progression and development through life. It stresses that sectoral occupational standards need to reflect evolving industrial and occupational requirements and inform a flexible, modular and portable qualification system that prepares learners for work. *Learning for Jobs* argued that in order to gain the best advantage from an outcomes based pedagogical model, Australian training packages should be replaced with “much briefer statements of skills standards and make standards consistent throughout Australia”. The debate on “skills sets” as outcomes in their own right has not been taken up seriously in policy discussion to date; although some state-level workforce planning conducted by independent commissions has begun to suggest that skill sets should be further considered.

Quality

The UKCES *Ambition 2020* report (2010) stresses the need to improve the quality, transparency and accountability of information and pricing signals, to encourage greater labour market participation and develop a more skills intensive economy. In so doing, the content of vocational learning (such as apprenticeships) and qualifications is shaped by the needs of the relevant sector with choice in provision being aligned to local labour market needs and where informed customers drive supply, performance and quality. Content and quality of provision is driven through increased competition and market principles and does not rely entirely on a top-down regulatory approach. In line with this, the EU sees trainer and teacher competence and effectiveness as the cornerstone of European VET reforms⁹.

In Australia, quality is a major concern which resonates through all VET policy over the past couple of years. A “[l]ack of external moderation and resultant lack of confidence in comparability of qualifications” has been cited by a number of writers on the topic (e.g. Shreeve, Skills Australia). In the emerging policy environment, compliance is to be replaced by transparency and an outcomes-driven approach, alongside a simple but strong monitoring and regulatory regime with quality indicators. From a provision perspective, the need for professional development both in teaching skills and current industry practice is a key element of the current thinking. Notably, in *Learning for Jobs*, the OECD suggested that the Australian VET system could benefit from initiatives in which trainers work part time in VET and part time in industry.

⁹ CEDEFOP 2009, p. 28

Conclusion

The recent Skills Australia discussion paper sets the scene for a significant rethinking of the role of VET and a shift in understanding how to change the system to meet the challenges of increased participation, relevance and productivity. While it is widely acknowledged that the foundations of the system are strong by world standards, there are concerns that the system could be described as “*at best, coasting*”. The document cites problems with the current system, such as very low growth in publicly funded enrolments in VET, low completion rates of apprenticeships, shaky public confidence in quality, a decline in State funding contributions to the sector, skills mismatch and continued high levels of economic disengagement. Perhaps the most important shift, particularly in the context of the past four years of policy direction, is a growing understanding that reforms aimed at supply side factors may no longer be sufficient:

“There are now worrying trends across the VET sector that suggest a new wave of renewal and reform is necessary..... the nature, extent and speed of the changes required is contested territory. Top-down reforms that impose a particular model of institutional structures across Australia have lost traction recently. One reason for this is that they are seen as incompatible with serving very diverse local and regional needs. Change this time around might perhaps be driven by some radically new policy settings, rather than structural rearrangements.”

- *Skills Australia, October 2010 'Creating a Future Direction for Australian VET' Discussion Paper.*

So the issue is no longer about whether reform is required and what it needs to achieve; rather it is about what practical steps can be made and whether an incremental approach or a radical transformation is required.

The important context to this discussion is clearly highlighted by this policy summary: the reform to date has been varied, interconnected, experimental, and has occurred at different rates between jurisdictions. As decisions are made throughout 2011 regarding the future of Australian VET, it is important to understand the VET reform journey to date, to learn from mistakes and to identify where new ideas and new practice are already driving successful, productive VET outcomes.

2008 – The Global Financial Crisis

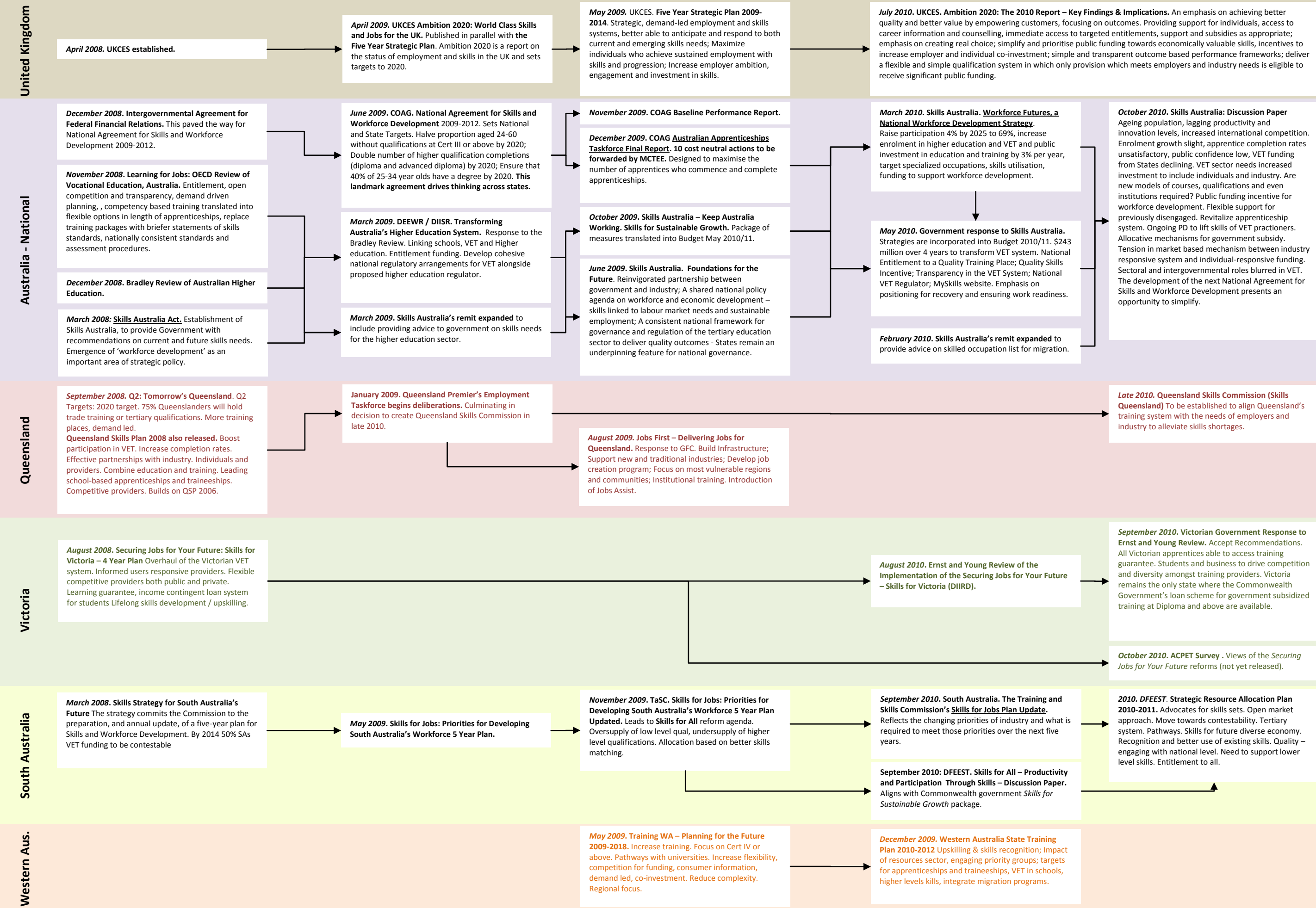
New 'Workforce Development' focus – Need for change – The Bradley Review

2009 – Responding to the Recession

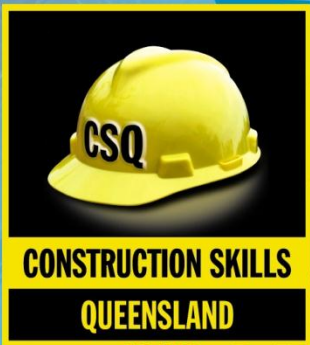
Skills to drive employment – Establishing metrics and benchmarks – A national agreement – Positioning for future growth

2010 – Big Questions & New Directions

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