

## HANDOUT 1 – CRITICAL REVIEW OF HISTORICAL DEVELOPMENT OF TECHNICAL & VOCATIONAL EDUCATION IN AUSTRALIA, 1828-1996

AUSTRALIAN FEDERAL GOVERNMENTS (Reports)	GLOBAL /NATIONAL FACTORS	LEGISLATORS/ LEGISLATIVE ACTS	NATIONAL TECHNICAL EDUCATION BODIES	STATE TECHNICAL EDUCATION BODIESs	Details – STATE TECHNICAL BODIES	OUTCOMES
<p><b>The colonial period (1828-1900)</b> <i>In the colonial period Australia “was a collection of British colonies.</i></p> <p><i>Each colony was under the rule of a governor or lieutenant governor” (PEO, 2016, ¶ 1)</i></p> <p>COLONIES OF</p> <ul style="list-style-type: none"> <li>- NSW</li> <li>- Victoria</li> <li>- Queensland</li> <li>- South Australia</li> <li>- Western Australia</li> <li>- Tasmania</li> </ul>	<ul style="list-style-type: none"> <li>• British models of technical education</li> <li>• 1897 London’s International Conference of Technical education</li> </ul>	<p>Between 1823 and 1870 Legislative Councils and House/ Legislative Assemblies with elections were established in each colony</p>	<p>1824 - 1844 <b>Mechanics Institutes, Schools of Arts,</b></p> <p>1844-1900s <b>Schools of Mines</b></p> <p><b>Some form of Technical College in each colonial capital</b></p>	<p><b>NSW –</b></p> <ul style="list-style-type: none"> <li>• 1865: Engineering Assoc of NSW + community groups approached govt to establish Working Men’s Colleges</li> </ul> <ol style="list-style-type: none"> <li>1. 1879 Sydney Mechanics School of arts</li> <li>2. 1882 Board of Technical Education</li> <li>3. 1889 Department of Public Instruction</li> </ol> <p><b>VIC –</b></p> <ul style="list-style-type: none"> <li>• Technology commission</li> <li>• Independent rural boards</li> </ul> <p><b>QLD –</b></p> <ul style="list-style-type: none"> <li>• colonial government</li> <li>• Until 1990s independent rural technical education</li> </ul> <p><b>SA –</b></p> <ul style="list-style-type: none"> <li>• colonial government</li> </ul>	<p><b>Working Men’s Colleges</b> subjects were technical + broad range classical and artistic subjects</p> <p><b>Technical College established in Sydney</b> [adjacent between 1879-1889] overseen by series of <i>three organisations</i></p> <p>1889 – became centralized system with 12 colleges in city and rural areas</p> <p>1869-1890 oversight of <b>Schools of Arts</b></p> <p><b>Schools of Mines</b> operated like working men’s colleges</p> <p>1882 <b>Brisbane Technical College</b></p> <p>Rural – based in Schools of Arts in form of <b>Mechanics Institutes</b></p> <p>1856 <b>South Australian Institute</b></p> <p>1889 <b>School of Mines and Industries, Adelaide</b></p> <p>In rural areas <b>Schools of Mines</b></p>	<p>“The year 1889 can be considered to be a significant time-line in the development of technical education, as by this date most of the structures and the frameworks for future development had been established” (Goozee, 2001, p.13).</p>

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				<p><b>WA &amp; Tasmania</b></p> <ul style="list-style-type: none"> <li>• part of government public schooling</li> <li>• Technical colleges established in capital cities</li> </ul>	<p><b>Technical subjects part of school curriculum</b></p> <p>1883 – Tas 1893 – WA</p> <p>1888 – in Tasmania <b>Hobart &amp; Launceston Technical Colleges</b></p> <p>1900 – in WA <b>Perth Technical College</b></p>	
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<p><b>Federation to World War II (1901-1945)</b></p> <ul style="list-style-type: none"> <li>- <b>BARTON PROTECTIONIST/ LABOUR COALITION</b> [1 Jan 1901 – 24 Sept 1903]</li> <li>- <b>DEAKIN PROTECTIONIST/ LABOUR COALITION</b> [24 Sept 1903 – 27 April 1904]</li> <li>- <b>WATSON LABOUR PARTY</b> [27 April 1904 – 18 Aug 1904]</li> <li>- <b>REID FREE TRADERS PARTY</b> [18 Aug 1904 – 5 July 1905]</li> <li>- <b>DEAKIN PROTECTIONIST/ LABOUR COALITION</b> [5 July 1905 – 13 Nov 1908]</li> <li>- <b>FISHER LABOUR PARTY</b> [13 Nov 1908 – 2 June 1909]</li> <li>- <b>DEAKIN COMMONWEALTH LIBERAL PARTY</b></li> </ul>	<p>Boer War 1899-1902</p> <p>1901 Australia becomes an independent Federated nation with the British crown as head of state</p>	<p><b>British Act of Parliament – Commonwealth of Australia Constitution Act 1900 ...</b></p> <ul style="list-style-type: none"> <li>- power of Federal Govt to collect taxes;</li> <li>- power of States over education</li> </ul> <p>Tax = generally customs &amp; excise</p> <p>Income tax “an emergency measure” first imposed by Commonwealth between 1915-1920 to pay for war debts</p> <p>Commonwealth funded old age pension</p> <p>States funded dole through tax on wages</p>		<p><b>VIC – Education Act 1910</b></p> <p><b>NSW – 1913: Trade course advisory committee</b></p> <ul style="list-style-type: none"> <li>– 1914: Director of Education &amp; Superintendent of Technical Education initiated changes to technical education</li> </ul> <p><b>SA – 1915 legislation to implement 1913 Royal Commission recommendations</b></p>	<p>... created a system of junior technical high schools</p> <p>... committee included employer and employee representatives</p> <p>... short daytime courses cancelled</p> <p>... five new 3 year trade certificate courses introduced [engineering, iron trades, science, applied art, manufacturing trades]</p> <p>... higher certificate of trade competency after a further 2 year training</p> <p>... apart from Sydney and Newcastle Technical Colleges all metropolitan and rural colleges became trade schools</p> <p>... correspondence courses for rural areas</p> <p>... Department of Education taking over School of Mines</p> <p>... apprentices compelled to attend technical schools in work hours, ½ day each week</p> <p>... correspondence courses for rural areas</p>	

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<p>[2 June 1909 – 29 April 1910]</p> <p>- <b>FISHER LABOUR PARTY</b> [29 April 1910 – 24 June 1913]</p> <p>- <b>COOK COMMONWEALTH LIBERAL PARTY</b> [24 June 1913 – 17 Sept 1914]</p> <p>- <b>FISHER LABOR PARTY</b> [17 Sept 1914 – 27 Oct 1915]</p> <p>- <b>HUGHES NATIONAL LABOR PARTY</b> <i>becomes NATIONALISTS PARTY</i> [27 Oct 1915 – 9 Feb 1923]</p> <p>- <b>BRUCE NATIONALISTS / COUNTRY PARTY COALITION</b> [9 Feb 1923 – 22 Oct 1929]</p> <p>- <b>SCULLIN LABOR PARTY</b> [22 Oct 1929 – 6 Jan 1932]</p> <p>- <b>LYONS UNITED AUSTRALIA PARTY</b> [6 Jan 1932 – 7 April 1939]</p>	<p>1912 European apprentices given a full day work leave to attend technical classes [not implemented consistently across Australia till 1943]</p> <p>World War I July 1914- Nov1918</p> <p>1918-1919 World Influenza Pandemic</p> <p>1927 Loan Council a commonwealth statutory body</p> <p>29 Oct 1929-1939 The Great Depression</p>	<p><i>Financial Agreement Act 1928</i> [in place until 1985]</p>		<p><b>QLD</b> – 1900-1914: Board of Technical Education – <i>the Technical Instruction Act 1908</i> –Department of Public Instruction</p> <p><b>TAS</b> – 1918 Technical Education branch created within Department of Education</p> <p><b>WA</b> – Education Department by 1904</p> <p>–Department of Mines</p> <p>–Western Australian Arbitration Court in 1910</p> <p>–1920 Royal Commission on the Education System in WA</p>	<p>... by 1918 had taken over independent technical schools</p> <p>... by 1919 three technical schools and one school of mines created with links to the existing 2 Technical colleges</p> <p>... controlled technical schools [3] ... these also held evening continuation schools for students who left school at 6th standard ... there were no high schools until 1913</p> <p>... controlled school of mines [1]</p> <p>... ruled as part of the award that apprentices should have formal education at Perth Technical College ... that employers should pay their apprentices' fees</p> <p>... but no further expansion of technical education until 1940</p>	<p>Between 1920 and 1944 the process of putting all technical education under control of the government school system progressed.</p> <p>However, although inquiries almost unanimously recommended increasing technical education funding, until the beginning of World War II funding percentages remained consistently low.</p> <p>Grants were made around 1941 to train workers to</p>
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<p>- <b>MENZIES UNITED AUSTRALIA PARTY / COUNTRY COALITION</b> [26 April 1939 – 29 Aug 1941]</p> <p>- <b>FADDEN UNITED AUSTRALIA PARTY / COUNTRY/ NATIONAL COALITION</b> [29 Aug 1941 – 7 Oct 1941]</p> <p>- <b>CURTIN LABOR GOVT</b> [7 Oct 1941 – 5 July 1945]</p> <p>- <b>FORD LABOR GOVT</b> [6 July 1945 – 13 July 1945]</p> <p>( a series of Federal and State government inquiries into technical education between 1899 and 1918)</p>	<p>Sept 1939-1945 World War II</p>	<p>1942 <i>Uniform Income Tax Act [Commonwealth]</i> <b>Commonwealth imposed individual income tax</b> “at a rate equal to the previous total of State and Commonwealth income taxes combined” <b>Commonwealth would give States grants</b> to repay lost wage taxes</p>				<p>assist with wartime manufacturing; and in 1944 the Commonwealth Reconstruction Training Scheme (CRTS) was extended to fund retraining of ex-service men and women (Goozee, 2001).</p>
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<p><b>Post World War II (1946-1970)</b></p> <p>- <b>CHIFLEY LABOR GOVT</b> [13 July 1945 – 19 Dec 1949]</p> <p>- <b>MENZIES LIBERAL/ COUNTRY PARTY COALITION GOVT</b> [19 Dec 1949 -26 Jan 1966]</p>	<p>Greatly increased population growth immediately after WWII [BABY BOOMERS]</p> <p>STATES individually commissioned inquiries into education [1950s]</p> <p>COMMON-WEALTH REPORTS: - 1957 <i>Murray Report</i> reviewed university education [professional education be universities' responsibility; non professional education responsibility of technical colleges]</p> <p>- 1957 NSW <i>Wyndham Report</i> [abolish differentiated high schooling]</p>	<p>1946 - Referendum to alter the Australian Constitution</p>	<p>Increased demand for high schooling in 1950s and 1960s</p> <p>In 1950s technical schools were part of <b>differentiated</b> form of high schooling</p> <p><b>Intelligence Testing</b> commonly used to stream primary children into technical or academic primary [elementary] and high schools.</p> <p><b>High school entrance exams</b> devised by universities to stream students and offer bursaries</p> <p>1960s introduction of <b>Comprehensive High Schools</b> across Australia</p>	<p><b>EG QLD</b> - high school enrolments increased from 5,130 in 1950 to 22,681 in 1959</p> <p style="text-align: center;">→</p> <p>1960s STATES abolished IQ testing and High School public entrance exams</p>	<p>MANY FORMS OF HIGH SCHOOLING ... were industrial, commercial, technical, agricultural, central, domestic science, academic, agricultural, selective, composite and special, mainly junior secondary schools</p> <p style="text-align: center;">→</p>	<p>RESULT OF REFERENDUM: extend "benefits" [<u>funding</u> of] to various social groups including "students";</p> <p>Originally used to fund university students (1951), later this funding was extended to some technical college students (1965). With dramatically increasing high school attendance, Commonwealth funding was also used as a means to help finance the building of more high schools, with technical schools often occupying the same buildings (Hothouse, 1975)</p> <p>IQ TESTING/ HIGH SCHOOL ENTRANCE EXAMS – resulted in <u>labelling</u> those streamed to technical and domestic science schools [not reaching academic streams] as 'not so bright' 'less intelligent'</p>

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<p>- <b>HOLT LIBERAL/ COUNTRY PARTY COALITION GOVT</b> [26 Jan 1966 - 17 Dec 1967]</p> <p>- <b>McEWEN LIBERAL/ COUNTRY PARTY COALITION GOVT</b> [19 Dec 1967 – 10 Jan 1968]</p> <p>- <b>GORTON LIBERAL/ COUNTRY PARTY COALITION GOVT</b> [10 Jan 1968 – 10 March 1971]</p> <p>- <b>McMAHON LIBERAL/ COUNTRY PARTY COALITION GOVT</b> [10 March 1971 – 5 Dec 1972]</p>	<p>- 1964 <i>Martin Report, the Future of Tertiary Education</i> [recommended three structures for higher education: universities, institutes of colleges and boards of teacher education]</p> <p>1950s-1960s many migrant workers coming to Australia</p> <p>- 1969 <i>Tregellis Report – the Training of Skilled Workers in Europe</i> Commonwealth initiated a Tripartite Mission to Europe</p>	<p>Auspiced by <b>Prime Minister Menzies</b> to investigate how best to fund technical and teachers colleges</p>	<p>1964 Technical and Further Education Teachers’ Association of Australia formed [TAFETAA]</p> <p>1965 Commonwealth Advisory Committee on Advanced Education</p> <p>TRI-PARTITE HIGHER EDUCATION SYSTEM established 1967</p> <ol style="list-style-type: none"> <li>1. Universities</li> <li>2. Colleges of Advanced Education [CAEs]</li> <li>3. Technical Education colleges</li> </ol>		<p>- CAEs took back from the universities diploma courses but which also taught lower certificate courses.</p> <p>-With the expansion of white collar positions, CAE courses included more vocationally based training as well as technical education.</p> <p>- Nevertheless in some States technical colleges still remained intact but just affiliated within the overall CAE institute structure [eg Victoria]</p>	<p>MARTIN REPORT RECOMMENDATIONS: institutes would be <b>affiliated groups of technical colleges and teachers colleges</b>, while <b>Boards</b> were to be established to oversee the higher education teaching activities in each State</p> <p>TREGELLIS REPORT RECOMMENDATIONS: importance of establishing a nationally based training system in Australia with uniform standards, training methods, and qualifications.</p> <p>It stated that Australia should not rely on immigrant workers but train its own population (Goozee, 2001).</p> <p><b>This report was one of the determining factors in changes in technical education occurring in the 1970s.</b></p>
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<b>TAFE-National Technical Education System (1970 to 1987)</b>  <b>WHITLAM LABOR GOVT</b> <b>5 Dec 1972 – 11 Nov 1975</b>	Oct 1973 • Israel Yom Kippur WAR • OIL EMBARGO on the west by OPEC Egypt & Syria		National Training Council (NTC) - 1973	... tripartite industry training committees	<b>NSW</b> – Education Department built regional colleges; decentralized 6 regions/ regional directors  <b>VIC</b> – • early 1970s: self governing technical colleges/CAEs, and technical colleges and schools under the Education Department. • 1980 an independent TAFE Board created • 1981 statewide administration of TAFE separated from the Education Department with the establishment of regional boards (29 colleges of TAFE, + two TAFE/CAE colleges)	“the increase in TAFE enrolments from 400,700 in 1973 to 671,013 in 1975, a fifty-nine per cent increase” and how “[b]etween 1973 and the end of 1975, departmental staff had increased from 1795 to 7957 positions (including those in State offices), which gives an indication of the expanding role of the Commonwealth in Australian education” (Goozee, 2001, p.28).
	Dec 1973- Mar 1975 • GLOBAL RECESSION		Australian Committee for Technical and Further Education (ACOTAFE)	eleven board members (business, the Australian Council of Trade Unions, State technical education systems and higher education)	<b>SA</b> - A TAFE Advisory council was established, lasted three years; • Department of Further Education name changed to Department of TAFE which continued to administer 29 colleges	
		Student Assistance Act 1973	Tertiary Education Assistance Scheme (TEAS)			
<b><i>(Kangan Report 1974)</i></b>	Khemlani Affair 1975 Australian loans scandal where Whitlam ministers tried to illegally raise \$US4 billion loans from Middle East via Pakistani to fund resources development projects	Technical and Further Education Act 1974	Adult Secondary Education Allowance Scheme (ASEAS) – 1975  TAFE Commission (TAFEC) - 1975	twelve board members		



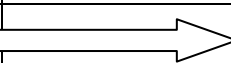
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AUSTRALIAN FEDERAL GOVERNMENTS (Reports)	GLOBAL /NATIONAL FACTORS	KEY LEGISLATIVE ACTS	NATIONAL TECHNICAL BODIES	Details – NATIONAL TECHNICAL BODIES	STATE TECHNICAL EDUCATION BODIES - Details	OUTCOMES
<p><b>FRASER LIBERAL GOVT</b>  <b>11 Nov 1975 - 11 Mar 1983</b></p> <p><i>(Williams Report 1979)</i></p>	<p>1979</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> OIL CRISIS</li> </ul> <p>1980</p> <ul style="list-style-type: none"> <li>• GLOBAL RECESSION</li> </ul>		<p>Commonwealth Tertiary Education Commission (CTEC) - 1977</p>	<p>eight board members</p> <p>three advisory councils: the Universities Council, the Advanced Education Council and the TAFE Council</p> <p>The TAFE council had a diverse membership which included a State TAFE director, and a TAFE teachers' representative, who were conduits for State concerns and Commonwealth perspectives.</p>	<p><b>WA</b> – Little change;</p> <ul style="list-style-type: none"> <li>• 1976, inquiry recommended separating TAFE from Department of Education /establishing a TAFE statutory authority [<u>not done till late 1980s</u>]</li> <li>• consultative body established, Western Australian Post-secondary Education Commission (WAPSEC).</li> </ul> <p><b>QLD</b> - 1977 the adult and technical sectors were combined <i>within</i> the Education Department, with the new title TAFE;</p> <ul style="list-style-type: none"> <li>• under CTEC with required guidelines, a TAFE Operations section was also established</li> </ul> <p><b>TAS</b> - 1978 inquiry recommended a Tertiary Education Commission recognising TAFE as part of tertiary education</p> <ul style="list-style-type: none"> <li>• Administration of TAFE would come under a Director of Further Education located <i>within</i> the Department of Education</li> </ul>	

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<p><b>HAWKE LABOR GOVT</b> <i>11 Mar 1983 - 11 July 1987</i></p> <p><i>(Kirby Report 1985)</i></p>  <p><i>Review of TAFE funding (May 1986)</i> <i>Review of efficiency and effectiveness in higher education (September 1986)</i></p>	<p>1983 - Australia had historically high youth unemployment</p> <p>1982-1987 GLOBAL BOOM ECONOMIES / with HIGH UNEMPLOYMENT [stagflation]</p>		<p>Youth Employment related vocational programs –</p> <ul style="list-style-type: none"> <li>• Education Program for Unemployed Youth (EPUY),</li> <li>• The Transition From School-to-Work Program, the Community Youth Support Scheme (CYSS) and</li> <li>• the Youth Training Program (YTP)</li> <li>• Trade-Based Pre-Employment (TBPE)</li> <li>• the Participation and Equity Program (PEP)</li> <li>• the Australian Traineeship System (ATS)</li> </ul> <p><b>Funding to Youth programs cut But recommended increased funding to TAFE [didn't happen]</b></p>	<ul style="list-style-type: none"> <li>• the TBPE which as a full time trade course conducted at TAFE cost TAFE the equivalent of four apprentice places, that is 4:1</li> <li>• the PEP program was an equity program for schools, TAFE and universities, with a particular focus on improving schools/TAFE collaboration in developing programs. PEP was originally allocated \$74 million funding in 1984. A year later this funding was cut in half.</li> <li>• The ATS was introduced in 1985 where TAFE was to provide a minimum of 13 weeks off the job training in the form of day release two days a week. TAFE received \$1700 per trainee with extra funds for curriculum and staff development; however, again this funding did not cover TAFE costs, with an additional problem of being unable to attract sufficient enrolments in regional areas.</li> </ul>		<p>rising TAFE enrolments, programs for equity groups, and infrastructure, and also development of joint schools/TAFE courses</p>

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<p><b>From TAFE to VET (1987 to 1996)</b></p> <p><b>HAWKE LABOR GOVT</b> 11 July 1987 20 Dec 1991</p> <p>(ACTU &amp; Trade Development Council – 1987)</p> <p>(Dawkins Skills for Australia -1987)</p> <p>(DEET Halton Task Force 1987)</p>	<p>July 1987 - Australian Federal election</p> <p>Black Monday 19 Oct 1987– crash of NY stock exchange</p>	<p>Federal government departments amalgamated – education &amp; employment. Department of Employment, Education and Training (DEET)</p>	<p>REPORTS/ PAPERS WRITTEN or COMMISSIONED BY DAWKINS</p>	<ul style="list-style-type: none"> <li>• ACTU &amp; TDC 1987, <i>Australia Reconstructed</i></li> <li>• Dawkins’ 1987, <i>Skills for Australia</i>,</li> <li>• DEET/ Halton Task Force 1987</li> <li>• Dawkins’ 1987, <i>Green paper on higher education: A policy discussion paper.</i></li> </ul>	<ul style="list-style-type: none"> <li>• IT skills needed to be internationally competitive, <u>increasing post school enrolments to combat youth unemployment</u>, another concern <u>literacy &amp; numeracy proficiency especially of young unemployed people.</u></li> <li>• Platform to announce upcoming changes for TAFE: several grants schemes combined into <u>one infrastructure grant</u> in January 1988; funds to be allocated on the basis of <u>competitive bidding</u>; that fees reimbursement and recurrent grants would be changed to <u>one recurrent grant</u> (dependent on the States agreeing to certain conditions, such as <u>improved productivity</u>, <u>agreed target growth rates in high priority courses</u>, and ability to <u>retain funds from entrepreneurial efforts</u>)</li> <li>• Recommended establishment of NBEET &amp; necessary structures</li> <li>• “Both the green and white papers argued the case for fewer, larger institutions in Australia’s higher education system. The establishment of the <i>Unified National System</i> resulted in the demise of the CAEs” (Gppzee.2001, p.66) [already reduced in numbers from approximately eighty to forty, under the Fraser government]</li> </ul>
	<p>Employment, Education and Training Act 1988, (repealed Commonwealth Schools Commission Act 1973, Commonwealth Tertiary Education Commission Act 1977, the Commonwealth Employment Service Act 1978.)</p>		<p>National Board of Employment Education and Training (NBEET) – 1988</p>	<p>thirteen board members 4 Councils ...</p> <ol style="list-style-type: none"> <li>1. <i>The Schools Council</i></li> <li>2. <i>The Higher Education Council</i></li> <li>3. <i>The Employment and Skills Formation Council</i></li> <li>4. <i>The Australian Research Council</i></li> </ol> <p>ONLY ONE TAFE REPRESENTATIVE</p>	
			<p>PAPERS WRITTEN BY DAWKINS</p>	<ul style="list-style-type: none"> <li>• Dawkins’ 1988, <i>A changing workforce</i></li> </ul>	<ul style="list-style-type: none"> <li>• criticized the Australian wage award employment structure as being too segmented with a large number of job classifications and demarcations. This he felt made training too fragmented, as training was tied to this system. He <u>suggested a much reduced job classification</u></li> </ul>

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				<ul style="list-style-type: none"> <li>Dawkins' 1988, <i>White paper on higher education: A policy statement</i></li> </ul>	<p>system which as a <u>corollary would reduce training courses</u>, streamlining the training system.</p> <ul style="list-style-type: none"> <li>as above ... green paper.</li> </ul>
<p><b>HAWKE LABOR GOVT</b> 11 July 1987 20 Dec 1991</p> <p><b>KEATING LABOR GOVT</b> 20 Dec 1991 11 Mar 1996</p>			PAPERS WRITTEN BY DAWKINS	<ul style="list-style-type: none"> <li>Dawkins' 1989, <i>Improving Australia's training system</i>,</li> </ul>	<ul style="list-style-type: none"> <li>promoting Competency Based Training and a National Training Board (NTB) to take responsibility for the setting of national skill standards</li> </ul>
			National Training Board (NTB) – April 1990	<ul style="list-style-type: none"> <li>-developed the Australian Standards Framework (ASF)</li> <li>-involved in developing the Training Guarantee Scheme legislation</li> </ul>	
		Training Guarantee Act 1990			
<p><i>(Deveson report 1990)</i></p> <p><i>(Finn report 1991)</i></p> <p><i>(Carmichael Report 1992)</i></p> <p><i>(Mayer Report 1992)</i></p>			<p>SUBSTANTIAL FOLLOW UP REPORTS</p> <p>VET ...</p> <p>Employment focus for TAFE &amp; schools</p> <p>Market education:</p> <ul style="list-style-type: none"> <li>- fees but delayed</li> <li>- trainee wage</li> <li>- TAFE charge industry</li> <li>- private colleges</li> <li>- students = clients</li> <li>- increase yr 12 equiv completion rates</li> <li>- CBT/AVTS</li> </ul>	<ul style="list-style-type: none"> <li>Deveson report 1990 - <i>Training costs of award restructuring: report of the Training Costs Review Committee.</i></li> <li>Finn report 1991 - <i>Young people's participation in post-compulsory education and training.</i></li> <li>Carmichael Report 1992 - <i>Australian Vocational Certificate Training System.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>on the job training</b> related to award restructuring should be increased &amp; be provided by private and public trainers; <u>TAFE should increase its level of industry delivery on full cost basis</u>; level of TAFE funding for public delivery should be increased by 5%; there was still a case for charging TAFE students fees even though income remuneration as a result of course completion was not the same as university students, however, as a result of equity and practical issues fees should not be immediately introduced and HECs for TAFE students was rejected.</li> <li>increasing completion rate for year 12/equivalent post secondary qualification to 95%; schools and TAFE changing their approach to "<u>become more concerned with issues of employability</u>" and the provision of <u>broad vocational education</u>"; prior to employment all students develop six key competencies (language and communication, mathematics, scientific and technological understanding, cultural understanding, problem solving, personal and interpersonal competencies); defined school and TAFE students as "clients".</li> <li>establishing a competency based Australian Vocational Certificate System (AVTS); <u>merging apprenticeships and traineeships</u>; replacing award rates for young people with a trainee wage based on competencies rather than industrial job classifications; training to be provided by TAFE, senior colleges, private and community colleges; TAFE to mainly concentrate on vocational courses, certificates II to</li> </ul>

## HANDOUT 1 – CRITICAL REVIEW OF HISTORICAL DEVELOPMENT OF TECHNICAL & VOCATIONAL EDUCATION IN AUSTRALIA, 1828-1996

AUSTRALIAN FEDERAL GOVERNMENTS <i>(Reports)</i>	GLOBAL /NATIONAL FACTORS	KEY LEGISLATIVE ACTS	NATIONAL TECHNICAL REPORTS /BODIES	Details – NATIONAL TECHNICAL REPORTS /BODIES	Further Details - REPORTS
				<ul style="list-style-type: none"> <li>• Mayer Report 1992 – <i>Key Competencies</i>.</li> </ul>	<p>diploma</p> <ul style="list-style-type: none"> <li>• to advise AEC and MOVEET on employment-related Key Competencies for post compulsory education and training recommended: seven key competencies (collecting, analysing and organising information/communicating ideas and information/ planning and organising activities/ working with others and in teams; using mathematical ideas and techniques/ solving problems/ using technology), designating three levels of Performance; stipulating that assessment criteria should encompass six principles: common reference point for assessment, validity, fairness, reliability, the relationship between assessment and learning, the place of assessment in program delivery; and this should be implemented in a four staged approach between October 1992 and 1995</li> </ul>
		<p>Australian National Training Act 1992</p> <p>Vocational Education and Training (VET) Act 1992</p>	<p>The Australian National Training Authority (ANTA) - 1992</p>	<ul style="list-style-type: none"> <li>• Funding body to allocate recurrent, growth and capital funds through State/Territory State Training Profiles</li> <li>• State Profiles contained information on each State’s government funded training activity, along with fee for service activities of both public and private VET providers.</li> <li>• Oversight of DEET’s many recurrent and capital funding programs transferred to ANTA.</li> <li>• For their agreement the States were to receive \$70million growth funding for three years and the \$720million TAFE funding as promised in Keating’s One Nation statement.</li> <li>• Additionally as part of the agreement all States had to pass legislation that contained their acknowledgement of ANTA’s national role as well as naming/establishing a State training authority.</li> <li>• By 1995 the requisite legislation and training authorities had been instituted in each State.</li> </ul>	
	<p>1993 - State education ministers endorsed the Australian Quality Framework (AQF)</p>	<p>By 1995 the requisite legislation and training authorities had been instituted in each State.</p>	<p>And in this same year, as per the Mayer report’s four stages of implementation, the previously agreed AQF was launched</p>		

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