

New framework

for vocational education in schools

IMPLEMENTATION

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Organisations and their acronyms

ACACA	Australian Curriculum, Assessment and Certification Authorities
ACCI	Australian Chamber of Commerce and Industry
ANTA	Australian National Training Authority
ANTA MINCO	Australian National Training Authority Ministerial Council
AQF	Australian Qualifications Framework
ARF	Australian Recognition Framework
ASTF	Australian Student Traineeship Foundation (became ECEF in 2000)
AVCC	Australian Vice-Chancellors' Committee
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
CESCEO	Conference of Education System Chief Executive Officers
DETYA	Department of Education, Training and Youth Affairs
ECEF	Enterprise and Career Education Foundation (formerly the ASTF)
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
NEPM	National Education Performance Monitoring taskforce
NTF	National Training Framework
OECD	Organisation for Economic Cooperation and Development
RTO	Registered Training Organisation
TAFE	Technical and Further Education
VET	Vocational Education and Training
VET-TER	This refers to a national group which is working towards gaining greater recognition by tertiary institutions, business and industry of achievement in VET in Schools courses .

Introduction

This booklet is a companion document to, and should be read in conjunction with, the *New framework for vocational education in schools: Policy directions*.

This booklet provides the details of a broad strategy to implement the new framework in all schools nationwide, commencing in the year 2001.

The implementation strategy is presented as a set of six tables—one for each of the six key elements around which the new framework has been developed:

- vocational education and training
- enterprise and vocational learning
- student support services

- community and business partnerships
- effective institutional and funding arrangements
- monitoring and evaluation.

Each table describes broad outcomes of the new framework that have been agreed to by all government and non-government school systems and authorities and other key stakeholders. There are also indicative timelines for achieving these outcomes.

Following the strategy tables, the MCEETYA Taskforce on VET in Schools presents a commentary on a way forward to improving mechanisms for coordinating policy, program and resource management across the broad area of vocational education in schools.

National implementation strategy

In preparing this implementation strategy, the MCEETYA Taskforce on VET in Schools notes:

- For jurisdictions, parts of this strategy may already be in place or in progress, but may need to be expanded upon and enhanced.
- The strategy includes ‘examples of key actions’ against the areas of specific activity under each of the six elements of the new framework. The taskforce stresses these are examples and are not intended to be prescriptive for and binding on jurisdictions.
- There are resourcing implications for the adoption of the new framework and jurisdictions need to determine their own priorities.
- There are no extra reporting requirements other than those already agreed to by ministers, or may be agreed to in the future. The taskforce is of the view that it should continue to be responsible for coordinating the collection of data against agreed performance measures from jurisdictions, and reporting these data to appropriate bodies and agencies.

National priorities for 2001

The following priorities have been identified for action at a national level for 2001.

- Commence implementation of the new framework for vocational education in schools (hereinafter referred to as the new framework) according to the national implementation strategy.
- Ensure national structures are in place to address the new framework and provide policy advice on its development and implementation.
- Within jurisdictions, announce policy and action plans that outline the implementation of the new framework.
- Identify resource implications and the range of resources available that can be drawn together to provide support for the implementation of the new framework.
- Implement national awareness raising activities in consultation with key stakeholders.
- Develop national guidelines and principles for the key elements of the new framework.
- Develop national principles and guidelines that support broad community partnerships.
- Develop nationally agreed performance measures and data collection processes within school systems and authorities and boards of studies to inform the implementation and development of the new framework.
- Continue development, nationally and within school systems and authorities, boards of studies and universities, of processes to recognise achievement in VET in Schools programs undertaken as part of a senior secondary certificate for admission to university.
- Continue development of arrangements both nationally and within school systems and authorities and boards of studies of arrangements to support and acknowledge business and community contributions to the adoption of the new framework.

Format of the implementation strategy tables

This shows the format of the implementation strategy for each of the six key elements of the new framework. Each strategy is organised under the following headings:

Area of specific activity	Outcomes	Indicative timelines	Key agencies	Examples of key actions
<p>Each element has been broken down into a number of specific areas.</p>	<p>For each area of specific activity, a number of agreed broad outcomes have been identified.</p>	<p>For each outcome a broad timeline has been agreed. The year (first or second half) in which activity should start is indicated, as well as expected duration.</p>	<p>For each outcome, the key agencies that should be involved in achieving the outcome are listed.</p>	<p>For each outcome one or more examples of key actions have been provided. These indicate what might be done to achieve good practice. It is recognised that systems and authorities may choose to adopt some of these or include others, or have already achieved the intended outcome.</p>

Vocational education and training: Implementation strategy

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Area of specific activity	Outcomes	Indicative timelines					Key agencies	Examples of key actions
		2000	2001	2002	2003	2004		
VET in Schools	Agreed national principles and guidelines to underpin further development for VET in Schools.	▲					<ul style="list-style-type: none"> State/territory systems and non-government education authorities ANTA MCEETYA taskforce 	<ul style="list-style-type: none"> Develop principles and guidelines focused on sustainability, skill shortages, national consistency and quality assurance.
	Agreed funding arrangements for ANTA VET in Schools funding for 2001.	▲					<ul style="list-style-type: none"> MCEETYA taskforce ANTA, state/territory systems and non-government education authorities 	<ul style="list-style-type: none"> Develop an agreed allocative mechanism for 2001 ANTA VET in Schools funds.
	Agreed funding options for VET in Schools for 2002–2004 that take account of: <ul style="list-style-type: none"> a funding framework which sets conditions that promote the integration into schools' and systems' budgets and operations and transfer of resources to VET from other activities evidence of alignment between end-of-school and VET qualifications and recognition of VET achievements, including for tertiary entrance conformity of VET in Schools, in quality and status, with the National Training Framework, to the maximum that is possible evidence of attainment of the ongoing support and confidence of employers, particularly through partnerships at the local level more comprehensive measurement and accountability. 	▲	▲				<ul style="list-style-type: none"> State/territory systems and non-government education authorities ANTA DETYA ECEF ACACA agencies 	<ul style="list-style-type: none"> Validate the Ernst & Young report costings of VET in Schools programs and identification of cost efficiencies. Identify sources of funding for VET in Schools programs and develop an agreed allocative mechanism for 2002–2004. Review VET in Schools arrangements arising from changes made to Australian Recognition Framework arrangements by ANTA MINCO.

<p>VET in Schools</p>	<p>Explicit and well-organised education and training pathways that:</p> <ul style="list-style-type: none"> increasingly provide complete and transparent recognition of achievement in VET in Schools programs in end-of-school certification and for tertiary entrance purposes are widely understood and accepted by business and the community take account of business and industry requirements. <p>There is increased quality of, and opportunities for, structured workplace learning as an integral component of VET in Schools programs.</p>	<p>▲</p> <p>▲</p> <p>▲</p> <p>▲</p> <p>▲</p> <p>▲</p> <p>▲</p> <p>▲</p>	<ul style="list-style-type: none"> National VET-TER Working Group ANTA AVCC Boards of studies State/territory systems and non-government education authorities Universities DETYA <ul style="list-style-type: none"> Business and industry State/territory systems and non-government education authorities ECEF 	<ul style="list-style-type: none"> Continue the development of processes to recognise achievement in VET courses undertaken as part of the senior secondary certificate for admission to university. Raise awareness of VET pathways through initiatives that promote the status of VET in Schools programs and the potential to provide access to post-school destinations. <ul style="list-style-type: none"> Refine the definition of structured workplace learning. Implement training and professional development for key stakeholders. Increase coordination between schools, TAFE and employers. Develop more explicit roles for industry associations. Promote communication strategies on mutual expectations at the local level between schools and employers. Promote leadership roles for employers at the local level.
<p>New Apprenticeships for school students</p>	<p>Participation of school students is increased.</p>	<p>▲</p> <p>▲</p> <p>▲</p> <p>▲</p> <p>▲</p> <p>▲</p> <p>▲</p>	<ul style="list-style-type: none"> MCEETYA taskforce ANTA State/territory systems and non-government education authorities State/territory training authorities DETYA Business and industry ECEF ACACA 	<ul style="list-style-type: none"> Develop a re-drafted set of principles. Identify the impact on future VET sector funding arrangements of extending the use of funds provided through State Training Authorities for the training of New Apprentices who are school students. Identify long-term support arrangements to ensure the coordination, promotion and supervision of high quality programs. Identify the potential for the recognition of VET competencies in students' part-time employment. Expand into industry areas where there are skills shortages. Disseminate good practice models in the coordination and delivery of New Apprenticeships for school students.

Enterprise and vocational learning: Implementation strategy

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Area of specific activity	Outcomes	Indicative timelines					Key agencies	Examples of key actions
		2000	2001	2002	2003	2004		
General employability skills and lifelong learning	Employment related skills are: <ul style="list-style-type: none"> defined and agreed nationally emphasised as foundations for lifelong learning integrated explicitly in curriculum frameworks. 	▲	▲				<ul style="list-style-type: none"> State/territory systems and non-government school authorities Boards of studies Business and industry DETYA ANTA 	<ul style="list-style-type: none"> Review and identify the positioning and integration of employment related skills across the curriculum. Extend work already undertaken on Key Competencies and the development of enterprise skills and attributes.
	Young people have access to learning in a broad range of settings which assist them to acquire employability skills and skills for lifelong learning.	▲	▲	▲	▲		<ul style="list-style-type: none"> State/territory systems and non-government school authorities ECEF ANTA DETYA 	<ul style="list-style-type: none"> Incorporate opportunities for the development of employment related skills in the design of learning experiences. Incorporate and implement new and emerging models of delivery of work based or community based learning programs that enhance students' general employability skills and understanding of work. Implement professional development and pre-service programs for teachers.
	Strategies are developed that reinforce the role of schools as community learning resources.	▲	▲	▲	▲	▲	<ul style="list-style-type: none"> State/territory systems and non-government school authorities ECEF ANTA DETYA 	<ul style="list-style-type: none"> Identify (or develop) and trial different models of schools as learning organisations which assist transitions, evaluate them and disseminate examples of good practice.
Enterprise education	There is a nationally agreed definition of enterprise education.	▲					<ul style="list-style-type: none"> Representatives from all nominated lead agencies develop an agreed definition of enterprise education and its relationship to generic skills and competencies. 	

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Enterprise education	Students participate in programs and activities which foster and develop enterprise skills, including those skills which will allow them maximum flexibility and adaptability in the future.	<ul style="list-style-type: none"> ■ State/territory systems and non-government school authorities ■ DETYA ■ Business and industry ■ ECEF 	<ul style="list-style-type: none"> ■ Implement strategies to develop enterprise education at all levels of schooling. ■ Integrate enterprise concepts across the curriculum. ■ Develop community awareness of the importance of enterprise skills. 							
				Business and communities work in partnership with schools in developing, implementing and evaluating projects.	<ul style="list-style-type: none"> ■ State/territory systems and non-government school authorities ■ DETYA ■ ECEF ■ Business and industry 	<ul style="list-style-type: none"> ■ Implement training and continuing development of teachers. ■ Develop new curricula; re-work and establish new priorities in existing curricula. ■ Develop and disseminate materials to support the development of enterprise education. 				
							Enterprise education promotes the growth of partnerships between schools, business and community and maximises the potential and resourcefulness of individuals and communities.	<ul style="list-style-type: none"> ■ DETYA ■ State/territory systems and non-government school authorities ■ ECEF 	<ul style="list-style-type: none"> ■ Develop and encourage innovative activity in the community. ■ Encourage innovation in school curriculum, school teaching and school management. ■ Foster the greater involvement of resources of regions in the support of education initiatives. ■ Promote appropriate enterprise programs run by external agencies. 	
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Student support services: Implementation strategy

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Area of specific activity	Outcomes	Indicative timelines	Key agencies	Examples of key actions
Career education in schools	<p>Students will participate in a range of career education programs and activities in both the compulsory and post-compulsory years of schooling, including those that are integrated within the curriculum, that:</p> <ul style="list-style-type: none"> provide them and their families with accessible information engage them in self-directed processes of personal assessment and job and course exploration provide experiences in work and community settings have systematic and organised involvement by community members such as employers and parents. 	<p>2000</p> <p>▲</p> <p>2001</p> <p>▲</p> <p>2002</p> <p>▲</p> <p>2003</p> <p>▲</p> <p>2004</p> <p>▲</p>	<ul style="list-style-type: none"> MCEETYA taskforce ECEF State/territory systems and non-government school authorities DETYA Boards of studies 	<ul style="list-style-type: none"> Develop nationally agreed guidelines for career education in schools programs that provide practitioners, school leaders and communities with appraisal tools. Link career education in schools programs to wider community strategies in order to connect education, labour market and welfare services for young people. Schools provide stronger support to each young person by: <ul style="list-style-type: none"> developing a personal learning and transition plan providing the opportunity to demonstrate, document and articulate their achievement of skills and competencies.
Career and labour market information	<p>Students have accurate and comprehensive career and labour market information.</p>	<p>▲</p> <p>▲</p> <p>▲</p> <p>▲</p>	<ul style="list-style-type: none"> MCEETYA taskforce State/territory systems and non-government school authorities 	<ul style="list-style-type: none"> Develop computerised methods of delivering career and labour market information that can be located in schools, in mobile facilities or information centres. Governments and all schools provide young people accessible information throughout the transition process.
Career and transition management	<p>Integrated and individualised local delivery mechanisms have been organised for careers and transition management services including:</p> <ul style="list-style-type: none"> follow-up for young people as they move through school into post-school destinations linking young people into appropriate learning and work opportunities support for young people through mentoring, brokering or other appropriate approaches provision of personal advice and guidance for young people. 	<p>▲</p> <p>▲</p> <p>▲</p> <p>▲</p> <p>▲</p>	<ul style="list-style-type: none"> DETYA State/territory systems and non-government school authorities ANTA 	<ul style="list-style-type: none"> Review the Jobs Pathway Program. Develop a range of demonstration models of careers guidance and transition services which integrate education, labour market and welfare services at the local level. Recognise and support existing community partnerships that enhance local employment and educational opportunities and consolidate and expand their activity through Commonwealth-state/territory government agreements.

Business and community partnerships: Implementation strategy

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Area of specific activity	Outcomes	Indicative timelines	Key agencies	Examples of key actions
<p>Community partnerships</p>	<p>Mechanisms are in place to allow strong and effective community partnerships to enhance local educational and employment opportunities and expand local services and activities. This includes:</p> <ul style="list-style-type: none"> ■ information about education and business-community partnerships to develop policy and practice ■ planning mechanisms ■ monitoring and evaluation processes that allow partnerships to measure their own performance. 	<p>2000 2001 2002 2003 2004</p> <p>▲ ▲ ▲ ▲ ▲</p>	<ul style="list-style-type: none"> ■ MCEETYA taskforce ■ ECEF ■ State/territory systems and non-government school authorities ■ DETYA ■ ANTA 	<ul style="list-style-type: none"> ■ Formulate clear objectives for partnerships between school training providers, local government, enterprises, unions and community and other government agencies that focus on: <ul style="list-style-type: none"> – education and training opportunities – enterprise and innovation – diverse learning environments and post-school opportunities – following up and supporting young people into post-school destinations – gathering and using knowledge about partnerships to inform policy and infrastructure arrangements. ■ Establish Commonwealth-state/territory policy frameworks that foster and strengthen partnerships by: <ul style="list-style-type: none"> – encouraging flexible, cross-portfolio approaches – giving greater discretion to community based proposals – developing youth transition strategies – encouraging resource sharing – identifying high need communities for targeted initiatives – disseminating good practice – reinforcing and supporting the ECEF to build effective partnerships among schools, employers and communities.
<p>Business participation models</p>	<p>There is increased participation of business and industry through incentives and opportunities to participate in a variety of ways at systemic, regional and local levels.</p>	<p>2000 2001 2002 2003 2004</p> <p>▲ ▲ ▲ ▲ ▲</p>	<ul style="list-style-type: none"> ■ ECEF ■ Business and industry ■ ANTA 	<ul style="list-style-type: none"> ■ Develop an employer participation model that: <ul style="list-style-type: none"> – supports employers of all sizes to customise the participation in enterprise and vocational education activities – can be used by employers to evaluate resources and target them to areas of opportunity.

Effective institutional and funding arrangements: Implementation strategy

Area of specific activity	Outcomes	Indicative timelines						Key agencies	Examples of key actions
		2000	2001	2002	2003	2004			
Improving current Commonwealth-state/territory arrangements related to the areas described in this new framework	State/territory and Commonwealth arrangements enable integrated and coordinated approaches to policy, planning, funding and service delivery for operation from the start of 2002.		▲	▲	▲	▲	▲	<ul style="list-style-type: none"> Commonwealth and state/territory systems and non-government school authorities ECEF ANTA 	<ul style="list-style-type: none"> Jointly establish arrangements to develop framework agreements.
	Coordinated and collaborative approaches across programs and funding sources are established.		▲	▲				<ul style="list-style-type: none"> DETYA ECEF ANTA State/territory systems and non-government school authorities 	<ul style="list-style-type: none"> Coordinate mapping across programs and funding sources at Commonwealth, state/territory and local levels.
	Planning and funding systems are in place. They: <ul style="list-style-type: none"> promote local flexibility and delivery enable broad based funding arrangements promote integrated approaches to policy and planning provide confidence and certainty for local stakeholders. 		▲	▲				<ul style="list-style-type: none"> MCEETYA taskforce State/territory systems and non-government school authorities Commonwealth ANTA Business, industry and community ECEF 	<ul style="list-style-type: none"> Examine program and funding design to ensure funding arrangements are innovative, streamlined, more flexible and outcomes driven. Form or redeploy consultative arrangements in each state/territory for the provision of advice on: <ul style="list-style-type: none"> infrastructure that coordinates enterprise and vocational education initiatives structures to facilitate cooperation between industry, systems, authorities, government agencies and the community fresh approaches to integrating activities and facilitating business and industry involvement.
Coordinating policy	There is increased policy coherence and effective program implementation.		▲	▲	▲	▲	▲	<ul style="list-style-type: none"> MCEETYA 	<ul style="list-style-type: none"> Monitor national approaches toward implementation and enhancement of school education with respect to the new framework.

Monitoring and evaluation: Implementation strategy

IMPLEMENTATION

Area of specific activity	Outcomes	Indicative timelines								Key agencies	Examples of key actions
		2000	2001	2002	2003	2004	2004	2004	2004		
National data collection for VET in Schools	A nationally consistent data collection for VET in Schools is agreed to by MCEETYA.	▲	▲	▲	▲	▲	▲	▲	▲	<ul style="list-style-type: none"> MCEETYA taskforce NEPM taskforce Government and non-government school authorities Boards of studies ANTA State/territory training authorities 	<ul style="list-style-type: none"> Develop nationally agreed performance measures for VET in Schools in consultation with the National Education Performance Monitoring (NEPM) taskforce. Obtain formal agreements of states/territories to identify measures. Identify changes required in systems and procedures in each state/territory to align to AVETMISS standards. Establish working groups in each state/territory to provide detailed analysis of implementation issues and resource implications. Implement from 2002 a nationally consistent reporting framework for secondary schools.
Performance measures for enterprise and vocational learning	A nationally consistent and cost effective reporting framework for enterprise and vocational learning is agreed to by MCEETYA.	▲	▲	▲	▲	▲	▲	▲	▲	<ul style="list-style-type: none"> MCEETYA taskforce NEPM taskforce State/territory working groups consisting of government and non-government school authorities, boards of studies and state/territory training authorities DETYA 	<ul style="list-style-type: none"> Develop nationally agreed definitions and a framework for enterprise and vocational learning. Develop nationally agreed key performance measures for enterprise and vocational learning in consultation with the NEPM taskforce. Establish working groups in each state/territory to provide detailed analysis of implementation issues, such as: <ul style="list-style-type: none"> explicit inclusion of vocational learning in curriculum frameworks professional development programs.
Monitoring and tracking	Mechanisms to track the progression and destination of young people are established.								▲	<ul style="list-style-type: none"> Commonwealth State/territory government and non-government school authorities 	<ul style="list-style-type: none"> Implement arrangements which provide: <ul style="list-style-type: none"> a base level monitoring system for young people which will allow schools to report and individual communities to assess the success of local achievements a local monitoring tool to ensure that all young people can be followed up and given appropriate support.

Improving mechanisms for coordinating policy, program and resource management

Introduction

The broad vision for the new framework requires a strategic alliance of key stakeholders and a focus on young people themselves as significant partners in the process of bringing about required change.

Stakeholders in enterprise, career and vocational education include schools, training providers, industry/business and employers, higher education, government agencies and the wider community.

Their cohesion at all levels is required to achieve nationally consistent outcomes across the various sectors.

These outcomes should demonstrate:

- a common understanding of and commitment to the new framework
- a recognition of the value and necessity of learning in all contexts: workplace, community, school, TAFE, training providers and university
- a clear understanding of roles and responsibilities in the support, development and delivery of programs and services
- a broader understanding of the roles and purposes of schooling to include assisting all students to make successful transitions to further education, training and employment. This involves a commitment to continued cultural and organisational change in secondary schooling
- genuine partnerships and closer relationships at local and systems levels to maximise opportunities for successful transitions from school to training, higher education and employment

- flexibility within structures, programs and delivery processes in order to adapt to new educational, social, economic and technological environments. Vocational education in the broadest sense should be responsive to changing global, national, regional and local labour market conditions, industry demands, the needs of local employers, and technological change.

For the new framework to be effectively implemented in a sustainable way there must be coordination mechanisms on three levels: national, state/territory and local.

- A national approach requires coordination between the Commonwealth government, the state/territory governments, the non-government school authorities and peak industry bodies to enable effective implementation in the various jurisdictions.
- State/territory governments and non-government school authorities must establish strategic partnerships within their jurisdictions and create a supportive environment to enable local community partnerships to flourish.
- The local level partnerships are the critical determinants of success and it is essential that cooperation and collaboration occur at this level to effect the outcomes and transitions for young people.

Partnerships of this type were foreshadowed by the Adelaide Declaration which itself was described by MCEETYA as 'an historic commitment to improving Australian schooling within a framework of national collaboration'.

Improving mechanisms for coordinating policy, program and resource management *(continued)*

A cooperative national approach

In the March 2000 report to MCEETYA the need to link the range of school and industry activities and opportunities was highlighted.¹ In particular, the report also indicated the potential coordination and integration of the following elements:

- VET in Schools programs
- part-time New Apprenticeships for school students
- programs designed to link with the labour market (eg Labour Market Information, the Employment Services Market and Full Service Schools initiative)
- enterprise education programs and entrepreneurial activities
- the placement of teachers in industry and the training of industry personnel
- career education, counselling and vocational learning activities
- human resource strategies, financial systems and strategic planning.²

To achieve this national coordination and integration new arrangements need to be established to:

- develop infrastructure that coordinates initiatives and programs with broad based funding arrangements
- facilitate cross-portfolio and integrated approaches to policy, planning, program development and delivery through cooperation and consultation between industry, systems, authorities, government agencies and the community
- introduce fresh approaches to integrating activities and facilitating business and industry involvement.

Any such new arrangements would take the form of agreements between the Commonwealth government and state/territory education systems and non-government school sector authorities. The ECEF has referred to this approach as a 'Framework Agreement'.³

This approach is consistent with the existing national commitment to achieve the goals for schooling in the twenty-first century and would have the aim of facilitating delivery of programs and services at the critical local level. The important priority is to establish sustainable links and structures between all major stakeholders to facilitate effective transitions for young people.

As indicated in the previous report, such agreements need to establish a cooperative national approach to the progressive realisation of agreed national goals and will:

- be tailored to the unique situation of each system and authority, recognising that they have different histories, needs and emphases
- be outcomes based or based on agreed performance measures
- be based upon an integrated and coherent approach to enterprise and vocational education in schools initiatives
- be supportive of flexibility in local implementation
- integrate any Commonwealth financing into the existing approaches of school systems and authorities.⁴

¹ *New pathways for learning*, Report of the MCEETYA Taskforce on VET in Schools, March 2000, pages 47–53.

² *Ibid*, pages 48–49.

³ *Bright futures for young Australians*, ASTF, 1999, page 33.

⁴ *Ibid*, page 50.

Improving mechanisms for coordinating policy, program and resource management (continued)

It has already been recognised that the multiplicity of programs and administrative arrangements has resulted in significant complexity causing confusion both at the system and local levels. Developing a more coherent and integrated approach between the Commonwealth and the school systems and authorities together with a more focused policy effort is critical in order to support local implementation.⁵

The establishment of agreements between the Commonwealth and the state/territory school systems and non-government school authorities would focus on a 'package' of initiatives rather than separate programs. These broad based funding arrangements would encourage and facilitate greater stability in government funding and greater flexibility for school systems and authorities in providing a range of services to achieve a series of outcomes.

Notwithstanding the need for flexibility and the recognition of difference between jurisdictions, an agreement approach would need to reflect the following:

- a clear statement of purpose related to the capacity of community partnerships to directly contribute to and enhance student transitions
- the inclusion of a set of benchmarks related to student access and participation, program quality, integration and student outcomes consistent with the national goals of schooling⁶
- a minimum period of agreement for at least three years
- annual reporting by state/territory governments and non-government authorities to the Commonwealth against specified agreement outcomes
- clearly delineated funding contributions for the parties to the agreement

- clear statements of responsibility for the administration and accountability of the funds by state/territory governments and non-government authorities.

Consolidating partnerships at the local level

In addition to the notion of the agreement between the national and state/territory level it is essential to reflect this integration at the local level. Local level partnerships are usually thought of in terms of single physical regions. However, they can also operate across regional boundaries, recognising the importance of 'place' while also allowing for more flexible notions of partnership.

The March 2000 report of the MCEETYA Taskforce on VET in Schools recognised that successful school-to-work transitions for young people are a shared responsibility, and that governments and school authorities will need to promote community partnerships that:

- foster deep links between local schools and their local communities, including business and industry, local government and other government agencies, to provide workplace and community based learning opportunities
- establish effective connections with other community agencies that have a direct interest in education, training or labour market opportunities
- extend 'pastoral care' commitments to school leavers, including active support for those deemed to be 'at risk'
- actively encourage local involvement in relevant decision making, such as developing targets at regional and community levels as a practical means for improved planning and implementation.⁷

⁵ Ibid, page 52.

⁶ Derived from *Bright futures for young Australians*, ASTF, 1999, page 34.

⁷ *New pathways for learning*, pages 50–51.

Improving mechanisms for coordinating policy, program and resource management (continued)

Enabling local partnerships to act more effectively requires government and government agencies to recognise that:

- communities will need to be given greater authority, flexibility and discretion to determine what will work locally
- communities need time to build appropriate relationships to deliver agreed outcomes
- communities will require appropriate kinds and levels of external support, according to particular needs
- while accountability is essential, it must be less onerous and produce outcomes valued by all stakeholders
- 'brokerage' arrangements that effectively develop and maintain partnerships should receive priority support.⁸

Local agreements need to be established between state/territory level authorities and the representatives of local community partnerships. Such agreements need to be established within the context of existing state/territory policy and within the context of the national agreement. Accordingly national and state/territory policy will act to determine the parameters of local agreements.

The specific detail would properly vary from community to community to reflect their differing histories and stages of development. At the core of the agreement would be negotiated student outcomes in terms of program and service delivery and coordination. An example of this within the new framework could include the following elements being drawn together in a coordinated way at the local level:

- a three year strategic plan for the provision of vocational education in schools within the community

- a clear set of student outcomes consistent with the national goals of schooling
- coordinated provision of VET in Schools programs and of part-time New Apprenticeships for school students
- coordination of structured workplace learning
- program provision that is linked with career advisory services, labour market information and placement and referral services within the community
- coordinated provision of the range of student advisory and guidance services to assist all students to make successful transitions
- coordinated provision of additional support, including case management where appropriate, and especially for students at risk
- systematic tracking of student destinations to further education, training and employment
- coordination of brokerage services provided for students within the community
- the systematic promotion and coordination of vocational learning programs particularly where they intersect with other community stakeholders.⁹

While the content of the negotiated agreement between state/territory authorities and local communities would focus on the integrated delivery of programs and services to students, the key features would be similar to the national agreement between the Commonwealth government and the state/territory governments and non-government authorities. These key features are:

- a clear statement of purpose related to the capacity of community partnerships to directly contribute to and enhance student transitions

⁸ Ibid, page 51.

⁹ Derived from *New pathways for learning*, page 52.

Improving mechanisms for coordinating policy, program and resource management *(continued)*

- the inclusion of a set of benchmarks related to student access and participation, program quality, integration and student outcomes consistent with the national goals of schooling
- a minimum period of agreement for at least three years
- annual reporting by local communities to the relevant state/territory government and non-government authorities, as appropriate, against specified agreed outcomes
- clearly delineated funding contributions for the parties to the agreement
- clear statements of responsibility for the administration and accountability of the funds by the local communities to the state/territory governments and non-government authorities.