



# **Australian Government**

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## **Department of Education, Science and Training**

### **Survey of Vocational and Technical Education (VTE): Participation, Triggers, Perceptions and Aspirations**

**Surveys and Workforce Analysis section  
Department of Education, Science and Training  
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## Executive Summary

The main purpose of this study was to gather information from young people about their Vocational and Technical Education (VTE) experiences and also from their parents about their perceptions of their children's VTE experiences.

This information was collected via a random telephone survey of young Australians aged 15 to 19 years ('Teenagers') and their parents/guardians ('Parents') which was developed and conducted in-house by the Department of Education, Science and Training. Further details on the methodology used in this survey are included in the introduction.

### Key findings

#### Availability of, and participation in, VTE at school

Approximately 80 per cent of Government schools and 70 per cent of Catholic and Independent schools attended by respondents offered VTE programs or courses for secondary students. The majority (80 per cent) of Year 11 and 12 students reported their schools provided VTE training, compared to just over half (60 per cent) of those in Year 10 or below. The VTE participation rate was higher in remote (one in three 'Teenagers') and regional (one in four 'Teenagers') areas than in major cities (one in five 'Teenagers').

'Teenagers' who anticipated going to university were less likely to participate in VTE at school (20 per cent) than those who anticipated going to TAFE (40 per cent).

'Teenagers' who expected to undertake a New Apprenticeship (40 per cent) were more likely to participate in VTE at school than those who expected to undertake other part-time or casual work (20 per cent). 'Teenagers' whose 'Parents' had a qualification of mid-secondary level or less were more likely to participate in VTE at school (35 per cent) than those whose 'Parents' had a university qualification (27 per cent).

#### Triggers to VTE participation

'Future job opportunities' was reported by 80 per cent of 'Students' and 'Non Students', and by 78 per cent of 'Parents' as the most common trigger to VTE participation. Other important triggers were 'A recognised qualification' and 'Interesting subjects'. However a lower proportion of respondents (28 per cent of 'Teenagers' and 43 per cent of 'Parents' respectively) reported 'Parents wishes' as an important trigger to VTE participation. The proportion of 'Teenagers' who viewed 'Convenient locations', 'Other career paths' and 'Flexible study' as important triggers to VTE participation was higher in remote areas (70 per cent, 62 per cent and 70 per cent) than in major cities (57 per cent, 57 per cent and 60 per cent) respectively. The proportion of 'Parents' who viewed 'New Apprenticeship opportunity' as an important trigger to VTE participation was higher in remote (65 per cent) and regional (55 per cent) areas than in major cities (48 per cent).

The proportion of 'Students' who participated in VTE at school and who viewed 'New Apprenticeship opportunity' as an important trigger to VTE participation (57 per cent) was higher than those who did not participate in VTE-at school (42 per cent). Moreover the proportion of 'Parents' whose teenager participated in VTE at school and who

viewed 'Industry knowledge and practical experience' as an important trigger to VTE participation (81 per cent) was higher than those whose teenager did not participate in VTE at school (70 per cent).

The proportion of 'Parents' with a mid-secondary qualification who viewed 'New Apprenticeship opportunity' as an important trigger to VTE participation (62 per cent) was higher than those with a university qualification (37 per cent). By comparison, the proportion of 'Parents' with a TAFE qualification who viewed 'Interesting subjects' as an important trigger (80 per cent) was higher than those with other qualifications (between 72 per cent and 75 per cent).

#### Perceptions of VTE participation

'VTE enhances the chances of getting a New Apprenticeship', 'VTE leads to other types of study' and 'VTE uses a hands on approach' were the main benefits as perceived by 80 per cent of respondents. 'Parents' in remote areas strongly perceived that 'VTE is an alternative if you are unable to find a job' (94 per cent) and 'VTE is considered a second chance for people who want further education' (87 per cent). The proportion of respondents who perceived that 'University qualifications are more likely [to be] recognised than VTE qualifications' was higher in major cities (64 per cent) than in regional (56 per cent) and remote (44 per cent) areas.

The proportion of 'Parents' with a mid-secondary qualification who perceived that 'VTE is an alternative if you are unable to find a job' (79 per cent) and 'VTE is considered a second chance for people who want further education' (81 per cent) was higher than those with a university qualification (72 per cent and 73 per cent respectively). By comparison, the proportion of 'Parents' with a university qualification who perceived that 'University qualifications are more likely [to be] recognised than VTE qualifications' (71 per cent) was higher than those with a mid-secondary qualification (52 per cent).

#### Types and sources of information

The majority of 'Teenagers' (80 per cent) and 'Parents' (90 per cent) viewed information about the 'Quality of VTE teaching staff' and 'Potential employment prospects' as important in deciding whether or not to participate in VTE. The proportion of 'Teenagers' who viewed 'Location of college/institution', 'Career guidance services' and 'Financial assistance' as important information was higher in remote areas (73 per cent, 62 per cent and 60 per cent) than in major cities (56 per cent, 55 per cent and 53 per cent) respectively.

Sixty per cent of 'Teenagers' and 80 per cent of 'Parents' viewed 'Teachers' and 'Written information from schools' as important sources of information when deciding about VTE participation. A higher proportion of respondents (74 per cent of 'Parents' and 58 per cent of 'Students') viewed 'Career counsellors' as an important source of information, compared to those who viewed 'Private training institution' (40 per cent) and 'Group Training Company' (45 per cent) as important sources of information.

### Education and employment aspirations

At least half of the 'Students' (60 per cent) and 'Non Students' (50 per cent) hoped to commence or complete university during the next one to five years, while 48 per cent of 'Parents' expected their teenager to commence or complete university. Eighteen per cent of 'Students' and 32 per cent of 'Non Students' expected to commence or complete TAFE or other VTE courses, while 29 per cent of 'Parents' expected their teenager to commence or complete TAFE or other VTE courses.

A higher proportion of female 'Students' anticipated attending university (65.8 per cent) compared to male 'Students' (55.0 per cent). Conversely, a higher proportion of male 'Students' (20.7 per cent) anticipated attending TAFE or other VTE courses compared to female 'Students' (14.4 per cent).

The proportion of 'Teenagers' who anticipated going to university decreased with the degree of remoteness from major cities (62 per cent) to regional (46 per cent) and remote (38 per cent) areas. Conversely those who anticipated going to TAFE or other VTE courses increased with the degree of remoteness from major cities (21 per cent), to regional (26.6 per cent) and remote (27 per cent) areas. The proportion of 'Parents' who expected their teenager to commence or complete university also decreased with the degree of remoteness from major cities (51 per cent) to regional (44 per cent) and remote (42 per cent) areas, while the proportion of 'Parents' who expected their teenager to commence or complete TAFE or other VTE courses increased with the degree of remoteness from major cities (27 per cent) to regional (32 per cent) and remote (33 per cent) areas.

The proportion of 'Teenagers' who expected to undertake a New Apprenticeship and the proportion of 'Parents' who expected their teenager to undertake a New Apprenticeship was higher in remote areas (14 per cent and 25 per cent) than in major cities (10 per cent and 16 per cent) respectively.

The proportion of 'Parents' with a university qualification who expected their teenager to commence or complete university (70 per cent) was higher than those with a mid-secondary qualification (30 per cent). The proportion of 'Parents' with a mid-secondary qualification who expected their teenager to commence or complete TAFE or other VTE courses (30 per cent) was higher than those with a university qualification (18 per cent). Twice as many 'Parents' with a mid-secondary qualification (22 per cent) expected their teenager to undertake a New Apprenticeship than those with a university qualification (11 per cent).

### Important influences on study and career path decisions

The vast majority of 'Students' (85 per cent), 'Non Students' (88 per cent) and 'Parents' (94 per cent) viewed the 'Teenager themselves as the most important influence on their study and career path decisions, compared to 71 per cent, 65 per cent and 79 per cent respectively who viewed 'Parents' as an important influence. Half of the 'Students' and 'Parents' viewed 'Teachers' as an important influence, compared to 39 per cent of 'Non Students'.

## 1. Introduction

The main purpose of this study was to gather information from young people and their parents about their Vocational and Technical Education (VTE) experiences and also from their parents about their perceptions of their children's VTE experiences. The report provides information and analysis on:

- the characteristics of survey respondents;
- the availability of VTE training being offered at Schools and the patterns of VTE participation by students;
- the perceptions of 'Teenagers' and 'Parents' regarding VTE participation and the triggers that might lead to this participation;
- the types and sources of information required and used by young people in deciding to participate in VTE;
- the educational and employment outcomes are expected by 'Teenagers' and their 'Parents'; and
- the key influences of young people's study and career decisions.

The statistical results will broadly reflect the national population, in terms of the characteristics such as gender, age, and State/Territory. This study will also examine the impacts of socio-demographic factors on the triggers to the perceptions of VTE participation, and educational and employment outcomes.

## Methodology

The survey of a national sample of Australian young aged 15 to 19 ('Teenagers') and their parents was developed and conducted in-house using Computer Assisted Telephone Interview (CATI) techniques.

There were 4013 persons surveyed across three demographic groups:

- Current secondary students aged 15 to 19 ('Students');
- Non-secondary students aged 15 to 19 ('Non Students'); and
- Parents/guardians of 'Teenagers' aged 15 to 19 ('Parents').

The distribution of respondents is shown in Table 1.1 below:

**Table 1**

### Type of survey respondents

	Number	Proportion of survey respondents (%)
'Students'	1281	31.9
'Non Students'	712	17.7
'Parents'	2020	50.3
Total	4013	100.0

Survey respondents were selected at random from the White Pages telephone directory. The sample was selected to approximate State/Territory populations, as reflected in Australian Bureau of Statistics (ABS) population data for 2004 (see below).

The State/Territory<sup>1</sup> distribution of participants was as follows:

- New South Wales, 32.9 per cent (compared to 32.8 per cent of the national population);
- Victoria, 23.5 per cent (compared to 24.2 per cent of the national population);
- Queensland, 20.3 per cent (compared to 19.8 per cent of the national population);
- Western Australia, 10.6 per cent (compared to 10.6 per cent of the national population);
- South Australia, 7.7 per cent (compared to 7.6 per cent of the national population);
- Tasmania, 2.4 per cent (compared 2.4 per cent of the national population);
- Australian Capital Territory, 1.7 (compared to 1.7 per cent of the national population);  
and
- Northern Territory, 1.1 per cent (compared 1.1 per cent of the national population).

Statistical validity at the national level was achieved at 95 per cent confidence within  $\pm 1$  per cent standard errors for each group. However, it should be noted that as more cross tabulations of responses take place, the accuracy of responses will decline. The detailed characteristics of survey respondents are attached in Appendix A.

## **The report**

This report is structured as follows:

- Chapter 2 investigates VTE availability at schools and patterns of VTE participation;
- Chapter 3 examines important triggers to, and perceptions of, VTE participation;
- Chapter 4 focuses on important types and sources of information when deciding about VTE participation;
- Chapter 5 discusses anticipated educational destinations and expected employment outcomes;
- Chapter 6 discusses who are important influences on study and career path decisions;  
and
- Chapter 7 provides a summary of conclusions from the analysed results.

Appendix A reviews the characteristics of survey respondents.

Appendix B provides the survey questionnaires which underpin the survey.

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<sup>1</sup> State or Territory refers to the jurisdiction (State or Territory) in which the survey respondents were living.

## 2. Availability of, and participation in, VTE at school

The questions addressed in the chapter are:

- What proportion of schools attended by respondents offered VTE programs or courses? Were there any significant difference amongst the categories of schools, levels of schooling, and geographic localities and States/Territories?
- Who participated in VTE programs and courses being offered by schools and what was the VTE participation rate?
- What were the relative strengths of the associations between the socio-demographic characteristics and the VTE participation rate?
- To what extent were anticipated education and employment associated with the VTE participation rate?

### 2.1 VTE availability at school

The relevant survey question was: *'Did/Does your (or your teenager's) secondary school offer any Vocational and Technical Education programs or courses (yes/no/not sure)?'*

Two-thirds of Australian secondary schools attended by respondents offered VTE programs or courses. Table 2 shows that 76 per cent of 'Students' reported that their secondary schools offered VTE programs or courses, compared to 74 per cent of 'Non Students' and 'Parents'. The data also indicate that 12 per cent of respondents were not sure about the VTE programs and courses being offered by the schools with which they are associated.

**Table 2**

**Proportion of VTE at schools by type of survey respondents**

	Students (%)	Non Students (%)	Parents (%)
Yes	76.4	74.0	74.5
No	10.3	13.9	11.7
Not sure	13.3	12.1	13.9
Total	100	100.0	100.0

Approximately 80 per cent of Government schools and 70 per cent of Catholic and Independent schools attended by respondents offered VTE programs or courses for secondary students. Table 3 shows that for 'Students' the highest proportion of schools offering VTE programs or courses was Government (79.0 per cent) followed by Catholic (73.7 per cent) and Independent (70.5 per cent). However, 18 per cent of 'Students' from Catholic schools indicated that they were not sure whether their schools offered any VTE programs or courses, while 15 per cent of

'Parents' whose teenager was either at a Government or a Catholic school said they were 'not sure', which was 5 percentage points higher than for the 'Parents' whose teenager was at an Independent school.

**Table 3****Proportion of VTE at schools by school sectors**

	Government (%)	Catholic (%)	Independent (%)	Total (%)
<b>Students</b>				
Yes	79.0	73.7	70.5	76.4
No	8.6	8.6	16.2	10.3
Not sure	12.4	17.7	13.3	13.3
Sub-total	100.0	100.0	100.0	100.0
<b>Non Students</b>				
Yes	74.2	71.7	75.9	74.0
No	13.3	17.0	13.5	13.9
Not sure	12.5	11.3	10.5	12.1
Sub-total	100.0	100.0	100.0	100.0
<b>Parents</b>				
Yes	74.9	76.4	73.1	74.5
No	10.0	9.1	18.0	11.7
Not sure	15.1	14.5	9.0	13.9
Sub-total	100.0	100.0	100.0	100.0

Table 4 shows a consistent pattern of an increasing proportion of schools offering VTE programs or courses above Year 10. The proportion of secondary schools attended by respondents which offered VTE programs or courses for Year 11 (80.7 per cent) and Year 12 students (84.6 per cent) was higher compared to the proportion for Year 10 or lower (60.9 per cent). Also 23.1 per cent of 'Students' of Year 10 or below and 21.2 per cent of 'Parents' whose teenager was at Year 10 or below reported that they were not sure about the VTE programs and courses being offered by the schools.

**Table 4****Proportion of VTE at schools by current level of secondary studies**

	Year 10 or lower (%)	Year 11 (%)	Year 12 (%)	Average (%)
<b>Students</b>				
Yes	60.9	80.7	84.6	76.4
No	16.0	8.1	8.0	10.3
Not sure	23.1	11.2	7.3	13.3
Sub-total	100.0	100.0	100.0	100.0
<b>Parents</b>				
Yes	65.4	79.8	79.0	74.7
No	13.4	8.2	8.2	10.0
Not sure	21.2	12.0	12.8	15.4
Sub-total	100.0	100.0	100.0	100.0

Table 5 shows that location-wise, the proportion of schools offering VTE programs or courses was higher in regional and remote areas than in major cities.

**Table 5****Proportion of VTE at schools by geographic locality**

	Major Cities (%)	Regions (%)	Remote (%)	Australia (%)
<b>Students</b>				
Yes	74.1	81.1	77.8	76.4
No	11.2	8.7	7.4	10.3
Not sure	14.7	10.2	14.8	13.3
Sub-total	100.0	100.0	100.0	100.0
<b>Non Students</b>				
Yes	75.1	70.5	80.0	74.0
No	13.3	15.8	10.0	13.9
Not sure	11.6	13.7	10.0	12.1
Sub-total	100.0	100.0	100.0	100.0
<b>Parents</b>				
Yes	72.8	76.4	78.8	74.5
No	12.7	10.6	5.8	11.7
Not sure	14.4	13.0	15.4	13.9
Sub-total	100.0	100.0	100.0	100.0

In this report, regional information has been categorised by three remoteness areas based on the definition of Australian Standard Geographical Classification (ASGC) - 'major cities', 'regional areas' (comprising ASGC 'inner regional' and 'outer regional' areas), and 'remote areas' (comprising ASGC 'remote' and 'very remote' areas).

## 2.2 VTE participation rate at school

The relevant survey question was: *'Are you participating/Have you participated in VTE programs or courses at school?'* The VTE participation rate is the proportion of young people who participated in VTE at school as a proportion of the total (both VTE participants and non participants).

One in four 'Students' and one in three 'Non Students' and 'Parents' reported that they, or their teenager, participated in VTE at school. Table 6 shows that 23 per cent of 'Students' and 28.7 per cent of 'Non Students' said that they participated in VTE programs or courses at school, compared to 30.6 per cent of 'Parents' who said that their teenager participated in VTE programs or courses at school.

**Table 6****VTE participation rate by survey respondents**

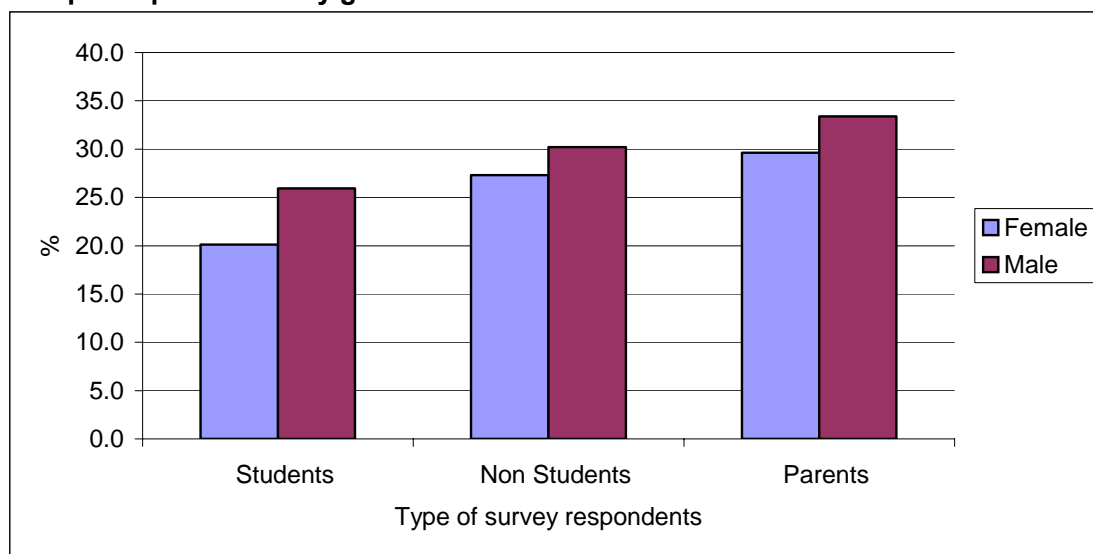
	Students (%)	Non Students (%)	Parents (%)
Yes	23.0	28.7	30.6
No	77.0	71.3	69.4
Total	100.0	100.0	100.0

*VTE participation rate associated with gender and main language spoken at home*

The VTE participation rate was higher for males than for females. Chart 1 shows 'Students' reported the bigger difference in the VTE participation rate between males (25.9 per cent) and females (20.1 per cent). There were fewer apparent differences in the VTE participation rate between females (27.3 per cent) and males (30.2 per cent) reported by 'Non Students' and between females (29.6 per cent) and males (33.4 per cent) reported by 'Parents'.

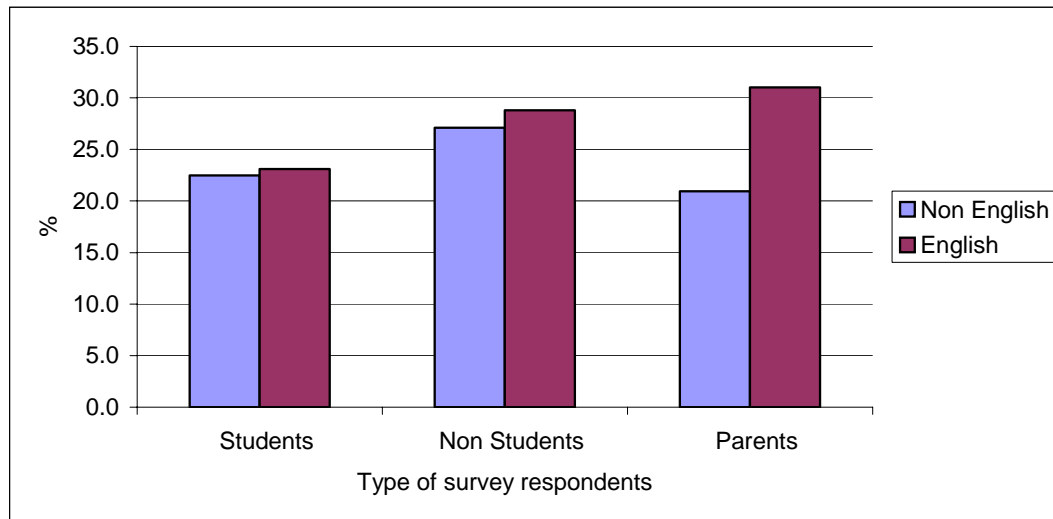
**Chart 1**

**VTE participation rate by gender**



There was no significant variation in the VTE participation rate between 'Teenagers' from Non-English speaking homes and from English speaking homes shown in Chart 2. However, the VTE participation rate reported by 'Parents' was 10 percentage points higher for 'Teenagers' from English speaking homes than for those from Non-English speaking homes.

Chart 2

**VTE participation rate by main language spoken at home***VTE participation rate associated with school sector and level of education*

The VTE participation rate of 'Teenagers' who studied at Government schools was higher than that of 'Teenagers' who studied at Catholic and Independent schools. Table 7 shows that the VTE participation rate for 'Students' at Government schools (25 per cent) was 5 percentage points higher than those in Catholic schools (20 per cent) and 6 percentage points higher than those in Independent schools (19 per cent). The VTE participation rate for 'Non Students' at Government schools (31 per cent) was 8 points higher than those in Catholic schools (23 per cent) and 4 points higher than those at Independent schools (27 per cent). The 'Parents' reported that the VTE participation rate for 'Teenagers' at Government schools (33 per cent) was 8 points higher than those at Catholic schools and 6 points higher than those at Independent schools.

Table 7

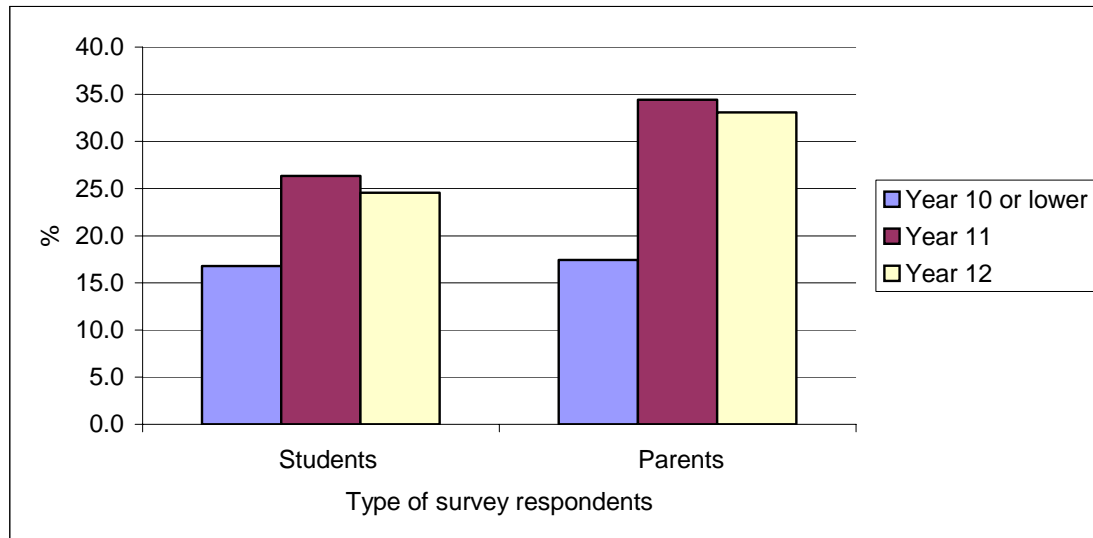
**VTE participation rate by school sectors**

	Government %	Catholic %	Independent %
<b>Students</b>	24.9	20.2	19.1
<b>Non Students</b>	30.5	22.6	27.1
<b>Parents</b>	32.9	24.6	26.9

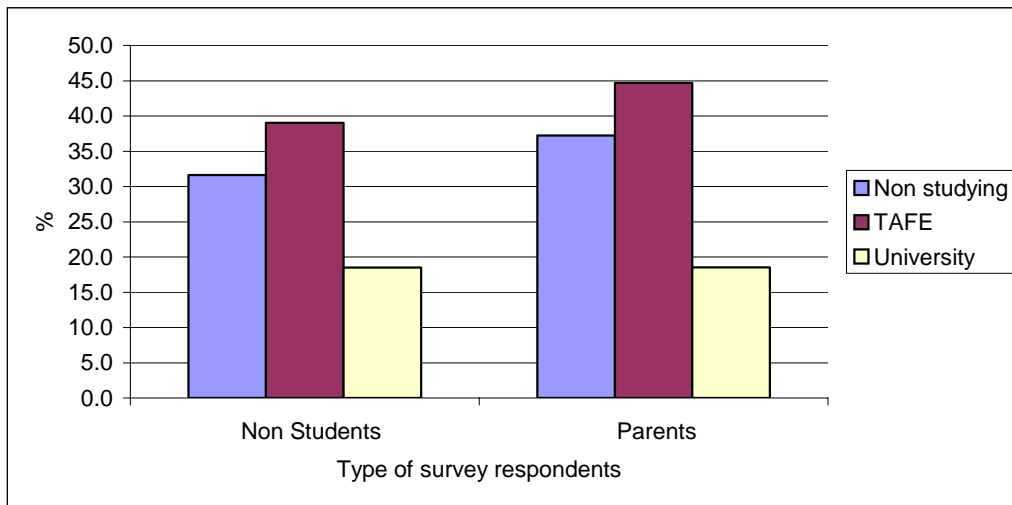
Chart 3 shows that the VTE participation rate for Year 11 and Year 12 'Teenagers' was higher than the VTE participation rate for 'Teenagers' at Year 10 or below. 'Parents' reported a 15 percentage point higher participation rate for their 'Teenagers' in Years 11 and 12 than those in Year 10 or lower.

**Chart 3**

**VTE participation rate by level of secondary education**



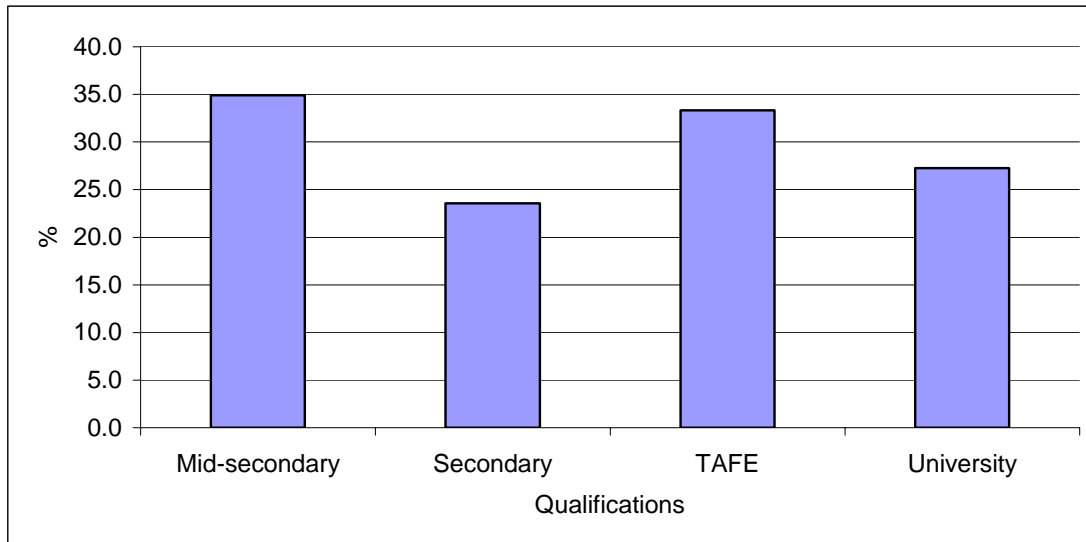
Of 'Non Students', those who were at university during the survey were less likely to have participated in VTE at school than 'Non Students' who were either not studying or were involved in TAFE. Chart 4 shows that 32 per cent of 'Non Students', who were not studying during the survey, reported participating in VTE at school, compared to 39 per cent who were involved in TAFE and 18.5 per cent who were at university.

**Chart 4****VTE participation rate by school leavers**

Note: Non studying includes the categories of employed and unemployed people aged 15-19.  
TAFE refers to TAFE and other, accredited VET training courses.

Proportionally more 'Teenagers' whose 'Parents' had lower educational qualifications participated in VTE at school than those whose 'Parents' held higher level qualifications. A correlation between the VTE participation rate and the highest level qualification of 'Parents'<sup>2</sup> is evident in Chart 5. Just over one-third (35 per cent) of 'Teenagers' whose 'Parents' had a mid-secondary qualification, participated in VTE at school. This is higher than those whose 'Parents' had a TAFE qualification (33 per cent), a university qualification (27 per cent), or had completed secondary school (24 per cent).

<sup>2</sup> The highest completed qualifications of parents was measured by the aggregated categories of the qualifications based on Australian Standard Education Classification (ASCED) according to whether they are mid-secondary level or less, completed secondary school, completed a TAFE qualification, or completed a university qualification.

**Chart 5****VTE participation rate by highest level of qualification of 'Parents'**

Note: Mid-secondary includes 'Never attended school', 'Left school before completing Year 10', 'Completed Year 10' and 'Left school before completing Year 12'.  
 Secondary refers to 'Completed Year 12'.  
 TAFE includes 'Certificates I, II, III, IV' and 'Diploma and advanced diploma'.  
 University refers to 'University degrees'.

*VTE participation rate associated with geographic locality*

The VTE participation rate was higher in regional and remote areas than in major cities. As shown in Table 8, one in four 'Teenagers' in regional areas, and one in three in remote areas, participated in VTE at school, compared to one in five 'Teenagers' in major cities. Moreover, one in three 'Parents' in major cities reported that their teenager participated in VTE at school, compared to one in two 'Parents' in remote areas.

**Table 8****VTE participation rate by geographic locality**

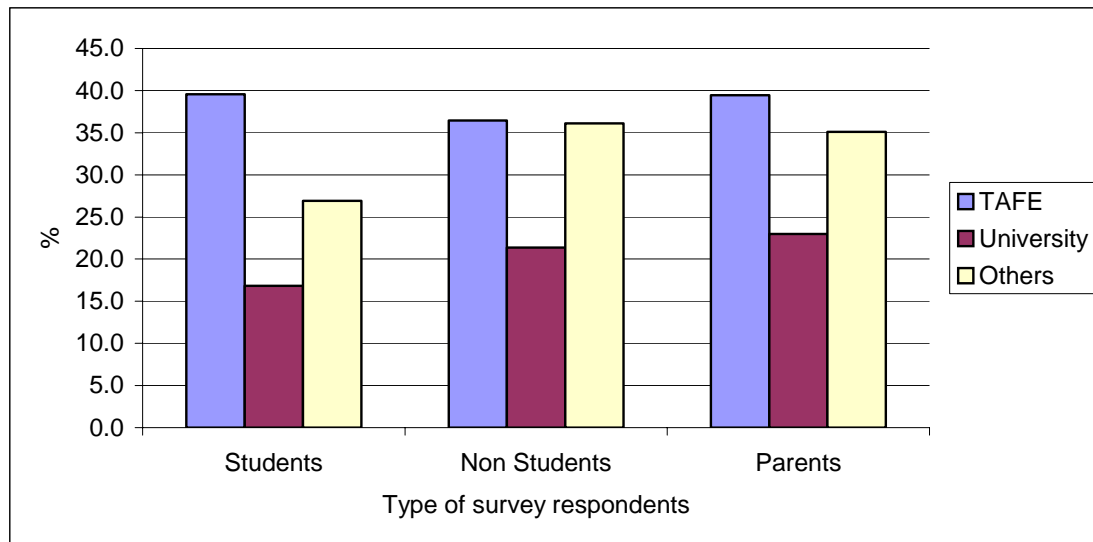
	Major Cities	Regions	Remote
	%	%	%
<b>Students</b>	22.0	24.6	33.3
<b>Non Students</b>	25.6	35.5	60.0
<b>Parents</b>	28.7	32.2	46.2

### *VTE participation rate associated with education and employment aspirations*

'Teenagers' who anticipated going to university during the next five years were less likely to participate in VTE at school than those who anticipated going to TAFE or other VTE courses. Chart 6 shows that amongst those who anticipated TAFE or other VTE courses as an education destination (either 'Students' and 'Non-Students' for themselves or 'Parents' for their teenager), the VTE participation rate for 'Students' and 'Non Students' at school was 40 per cent and 36 per cent respectively, while a 40 per cent participation rate for 'Teenagers' was reported by 'Parents'. This compared to 20 per cent of respondents overall who nominated university as an education destination.

**Chart 6**

#### **VTE participation rate by anticipated destinations of education**



TAFE refers to TAFE and other VTE courses.

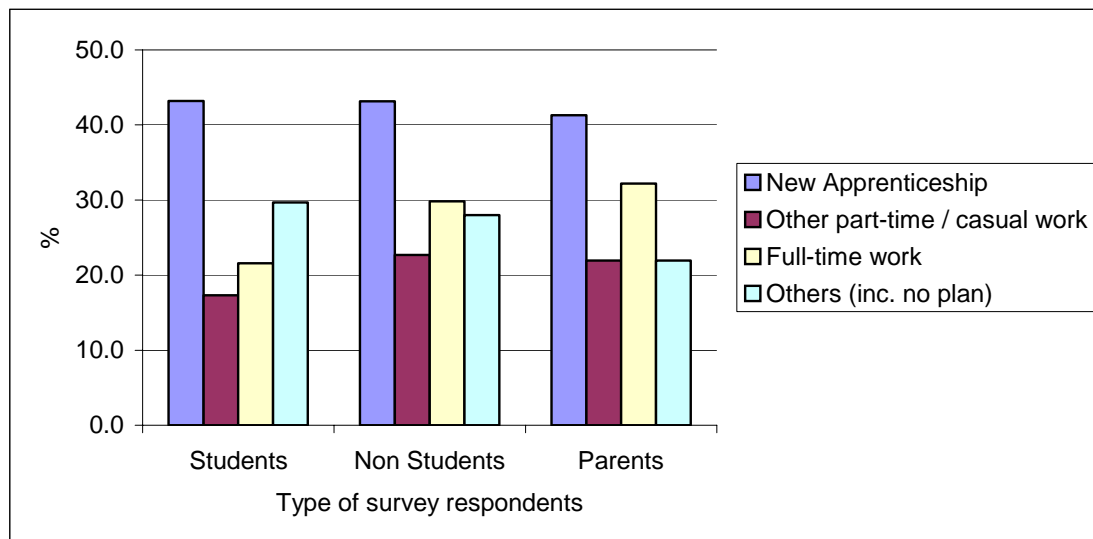
Others include Year 10, Year 12, no plan, Not Stated / Do not know.

'Teenagers' who expected to undertake a New Apprenticeship during the next five years were more likely to participate in VTE while at school than those who expected to undertake other part-time or casual work. Chart 7 shows that amongst those who expected to undertake a New Apprenticeship as an employment outcome, the VTE participation rate was 40 per cent across the three groups of respondents.

This was 20 percentage points higher than that amongst those who expected other part-time or casual work.

#### Chart 7

##### VTE participation rate by expected outcomes of employment



### 3. Triggers to and perceptions of VTE participation

In this chapter we examine the important triggers to, and perceptions of, VTE participation and their influences. The questions addressed are:

- What were important triggers to VTE participation? Were there significant differences amongst 'Students', 'Non Students' and 'Parents'?
- To what extent were important triggers influenced by the different socio-demographic characteristics of survey respondents?
- How was VTE perceived by 'Students', 'Non Students' and 'Parents'?
- To what extent were the correlations between the VTE perceptions and the socio-demographic backgrounds of the respondents?

#### 3.1 Triggers to VTE participation

The relevant survey question was: *'How important are the following reasons (viewed by 'Teenagers' and 'Parents') when deciding whether or not to participate in a VTE program or course?'* Respondents were asked to rate the reasons as 'Important', 'Neither Important nor Unimportant', 'Unimportant' or 'Not stated / Don't know'.

Table 9 shows that 'Future job opportunities' was reported by the majority of 'Students' (81 percent), 'Non Students' (82 per cent) and 'Parents' (78 per cent) as an important trigger to VTE participation. The results indicate that VTE participation was generally viewed as a way to increase the chances of getting a job after leaving school. The table also shows other important triggers were 'A recognised qualification' ('Parents' 78.8 per cent, 'Non Students' 77.8 per cent and 'Students' 73.1 per cent) and 'Interesting subjects' ('Parents' 75 per cent, 'Non Students' 74.4 per cent and 'Students' 77.3 per cent). However, only 28.9 per cent of 'Students', 27.5 per cent of 'Non Students' and 42.7 per cent of 'Parents' reported 'Parents' wishes' as an important trigger to VTE participation.

**Table 9**

**Viewed as 'important' triggers to VTE participation by type of survey respondents (sorted by Students )**

	Students (%)	Non Students (%)	Parents (%)
Future job opportunities	80.8	82.4	77.9
Interesting subjects	77.3	74.4	75.0
A recognised qualification	73.1	77.8	78.8
Industry knowledge and practical experience	68.9	71.5	73.4
Credit towards TAFE or University	66.0	61.0	63.4
Flexible study	60.3	59.0	62.4
Other career paths	58.2	57.0	60.0
Convenient locations	55.3	60.7	67.3
Other study options	53.0	46.9	54.0
New Apprenticeship opportunity	45.2	45.9	51.3
School advice	35.4	23.6	45.0
Parents' wishes	28.9	27.5	42.7

### *Comparing important triggers by geographic locality*

The data in Table 10 show that a higher proportion of ‘Teenagers’ in remote areas (at least 10 percentage points) regarded ‘Convenient locations’, ‘Other career paths’ and ‘Flexible study’ as important triggers to VTE participant than did their major city peers. -The proportion of ‘Teenagers’ who viewed ‘A recognised qualification’, ‘Other career paths’, ‘Convenient locations’ and ‘New Apprenticeship opportunity’ as important triggers to VTE participation increased with the degree of remoteness, while the proportion of ‘Teenagers’ who viewed ‘School advice’ as an important trigger decreased with the degree of remoteness.

**Table 10**

**Viewed as 'important' triggers to VTE participation  
'Teenagers' by geographic locality (sorted by Major Cities)**

	<b>Major Cities</b>	<b>Regions</b>	<b>Remote</b>
	(%)	(%)	(%)
Future job opportunities	81.2	81.9	81.1
Interesting subjects	76.3	75.9	78.4
A recognised qualification	74.6	75.1	81.1
Industry knowledge and practical experience	70.1	68.9	73.0
Credit towards TAFE or University	65.7	60.2	67.6
Flexible study	60.4	57.8	70.3
Other career paths	57.0	59.4	62.2
Convenient locations	56.7	57.8	70.3
Other study options	51.6	48.1	62.2
New Apprenticeship opportunity	43.9	48.6	51.4
School advice	32.1	29.5	27.0
Parents' wishes	28.3	28.3	35.1

The proportion of ‘Parents’ who viewed ‘New Apprenticeship opportunity’ as an important trigger to VTE participation was higher in remote and regional areas than in major cities (7 and 17 percentage points respectively). Table 3.2b shows that the proportion of ‘Parents’ in remote areas who viewed ‘Interesting Subjects’ and ‘New Apprenticeship opportunity’ as important triggers was higher than in regional areas (11.6 and 10.4 percentage points respectively), while the proportion of ‘Parents’ in remote areas who viewed ‘New Apprenticeship opportunity’ as an important trigger was 17 percentage points higher than in major cities.

**Table 11**

**Viewed as 'important' triggers to VTE participation  
'Parents' by geographic locality (sorted by Major Cities)**

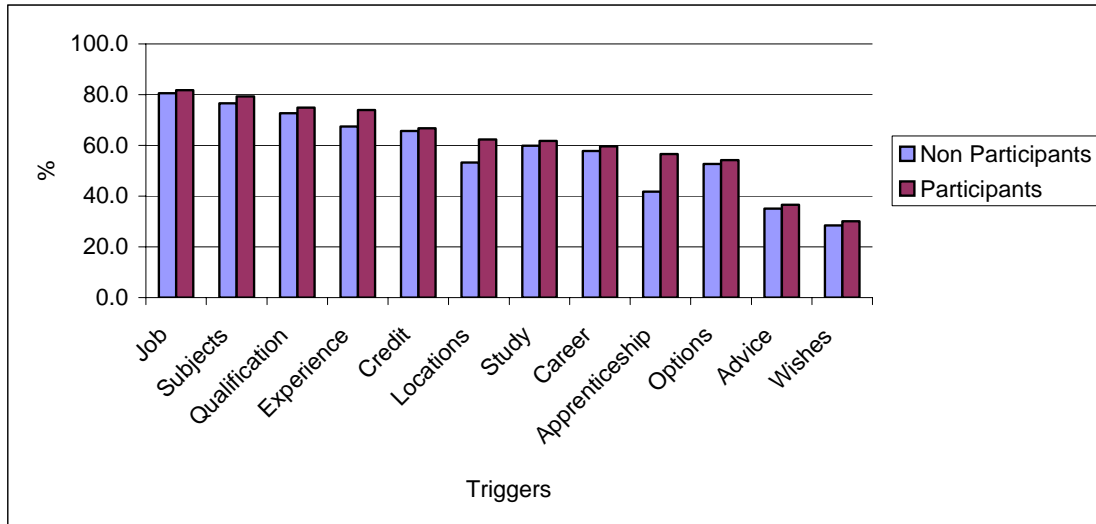
	<b>Major Cities</b>	<b>Regions</b>	<b>Remote</b>
	(%)	(%)	(%)
A recognised qualification	78.0	79.5	84.6
Future job opportunities	76.2	80.5	75.0
Interesting subjects	74.6	74.9	86.5
Industry knowledge and practical experience	72.1	74.8	80.8
Convenient locations	66.5	67.9	75.0
Credit towards TAFE or University	63.7	63.1	61.5
Flexible study	61.2	63.4	71.2
Other career paths	59.2	60.9	61.5
Other study options	53.8	54.3	53.8
New Apprenticeship opportunity	48.1	55.0	65.4
School advice	45.4	44.6	44.2
Parents' wishes	40.1	45.8	50.0

*Comparing important triggers by VTE participants*

Chart 8 shows that the proportion of 'Students' who participated in VTE at school who viewed 'New Apprenticeship opportunity', 'Convenient locations' and 'Industry knowledge and practical experience' as important triggers to VTE participation was higher than those who did not participate in VTE at school (15, 9 and 7 percentage points respectively) However, it is interesting to note that 'Parents' wishes' was viewed as the lowest trigger (around 30 per cent) for 'Students', regardless of whether or not they participated in VTE at school.

Chart 8

**Viewed as 'important' triggers to VTE participation  
'Students' by VTE participants in Schools**

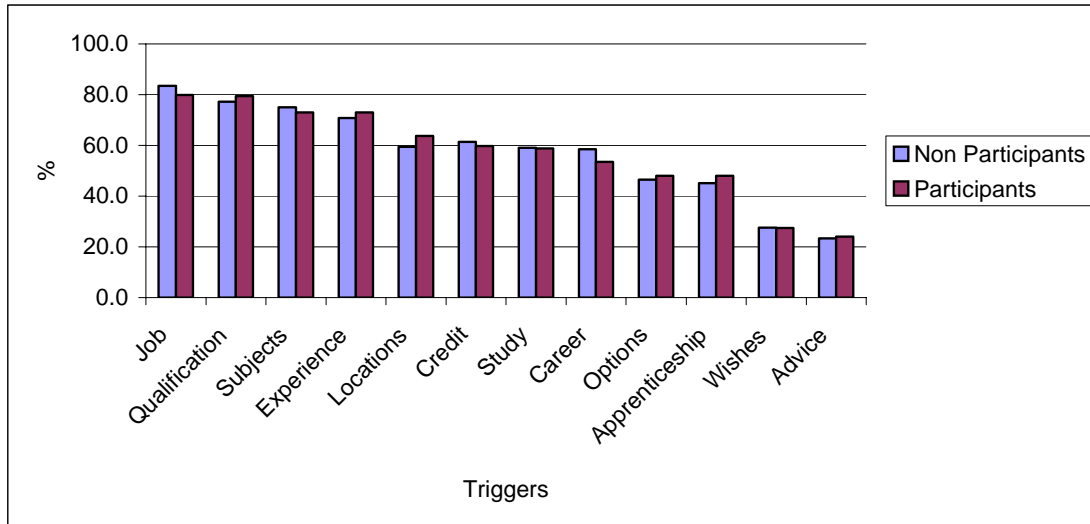


- Job - Future job opportunities
- Subjects - Interesting subjects
- Qualification - A recognised qualification
- Experience - Industry knowledge and practical experience
- Credit - Credit towards TAFE or University
- Locations - Convenient locations
- Study - Flexible study
- Career - Other career paths
- Apprenticeship - New Apprenticeship opportunity
- Options - Other study options
- Advice - School advice
- Wishes - Parents' wishes

The views of 'Non Students' on the important triggers to VTE participation are similar, regardless of whether they participated in VTE at school or not. However, Chart 9 shows that 'Non Students' who participated in VTE at school regarded 'Convenient locations' and 'New Apprenticeship opportunity' as more important triggers to VTE participation than their 'Non Student' peers who did not participate in VTE. 'Non Students' who did not participate in VTE at school assigned slightly more importance to 'Other career path' and 'Future job opportunity' as triggers to VTE participation.

Chart 9

**Viewed as 'important' triggers to VTE participation  
'Non Students' by VTE participants in Schools**

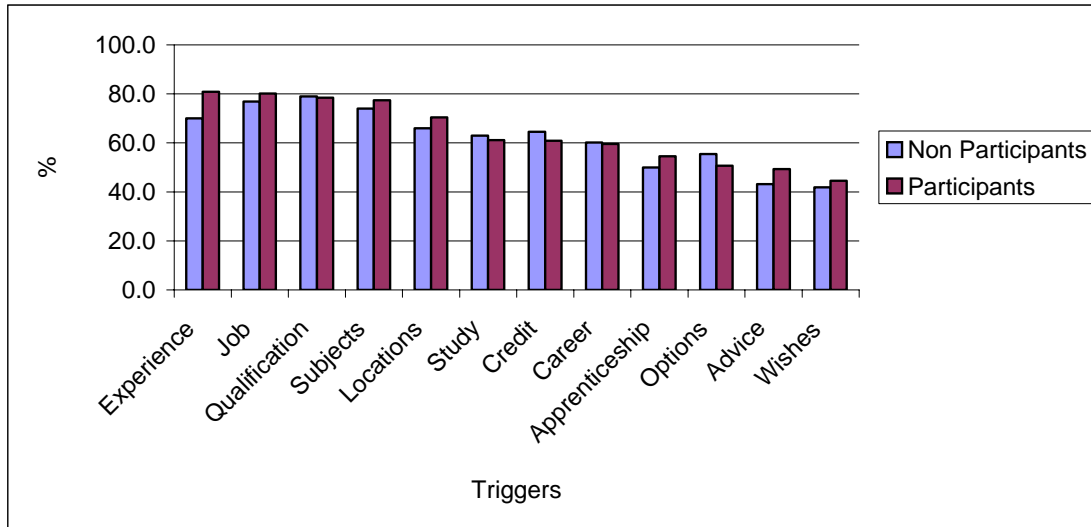


- Job - Future job opportunities
- Qualification - A recognised qualification
- Subjects - Interesting subjects
- Experience - Industry knowledge and practical experience
- Locations - Convenient locations
- Credit - Credit towards TAFE or University
- Study - Flexible study
- Career - Other career paths
- Options - Other study options
- Apprenticeship - New Apprenticeship opportunity
- Wishes - Parents' wishes
- Advice - School advice

The views of 'Parents' on the important triggers to VET participation are similar, whether their 'Teenagers' participated in VTE at school or not. The proportion of 'Parents' whose teenagers participated in VTE at school who viewed 'Industry knowledge and practical experience' as an important trigger to VTE participation was 11 percentage points higher than those whose teenagers did not participate in VTE at school. Chart 10 shows that 80.9 per cent of 'Parents' whose teenagers participated in VTE at school viewed 'Industry knowledge and practical experience' as an important trigger to VTE participation, compared to 70 per cent of 'Parents' whose teenagers did not participate in VTE at school.

Chart 10

**Viewed as 'important' triggers to VTE participation  
'Parents' by VTE participants in Schools**



- Experience - Industry knowledge and practical experience
- Job - Future job opportunities
- Qualification - A recognised qualification
- Subjects - Interesting subjects
- Locations - Convenient locations
- Study - Flexible study
- Credit - Credit towards TAFE or University
- Career - Other career paths
- Apprenticeship - New Apprenticeship opportunity
- Options - Other study options
- Advice - School advice
- Wishes - Parents' wishes

*Comparing important triggers by highest level qualification of 'Parents'*

Table 12 shows that, overall, the proportion of 'Parents' with a mid-secondary or TAFE qualification who viewed each trigger as important was higher than those with a university qualification. In particular, the proportion of 'Parents' with a mid-secondary or TAFE qualification who viewed 'New Apprenticeship opportunity' as an important trigger to VTE participation was higher than those with a university qualification (25 and 15 percentage points respectively). Moreover, 80 per cent of 'Parents' with a TAFE qualification viewed 'Interesting subjects' as an important trigger, compared to between 72 per cent and 75 per cent of those with other qualifications.

**Table 12**

**Viewed as 'important' triggers to VTE participation  
By highest level of qualification of 'Parents' (sorted by Mid-secondary)**

	Mid-secondary (%)	TAFE (%)	Secondary (%)	University (%)
A recognised qualification	83.1	81.9	78.3	70.3
Future job opportunities	82.0	80.3	77.2	71.8
Industry knowledge and practical experience	76.8	76.9	73.2	66.5
Interesting subjects	75.3	78.9	72.8	72.4
Convenient locations	72.4	70.8	64.1	58.9
Flexible study	67.2	66.0	63.4	53.0
Credit towards TAFE or University	65.1	63.9	64.5	59.5
Other career paths	62.2	59.0	65.6	55.2
New Apprenticeship opportunity	62.1	52.3	48.2	37.4
Other study options	55.5	56.7	57.2	48.6
School advice	49.1	45.8	40.9	41.1
Parents' wishes	48.5	44.4	37.0	36.8

Note: Mid-secondary includes 'Never attended school', 'Left school before completing Year 10',

'Completed Year 10' and 'Left school before completing Year 12'.

Secondary refers to 'Completed Year 12'.

TAFE includes 'Certificates I, II, III, IV' and 'Diploma and advanced diploma'.

University refers to 'University degrees'.

### 3.2 Perceptions of VTE participation

The relevant survey question was: *'Do you agree or disagree with the following statements about Vocational and Technical Education?'* Responses were coded to one of the following responses: 'Agree', 'Neither Agree nor Disagree', 'Disagree' and 'Not stated / Don't know'.

'VTE enhances the chances of getting a New Apprenticeship', 'VTE leads to other types of study' and 'VTE uses a hands-on approach' were the main benefits perceived by 80 per cent of respondents. Table 13 shows that 80 per cent of 'Teenagers' and 85 per cent of 'Parents' perceived that 'VTE enhances the chances of getting a New Apprenticeship', 'VTE leads to other types of study' and 'VTE uses a hands-on approach'. Over 80 per cent of 'Parents' perceived that 'VTE is good for people who aren't suited to academic careers', considerably higher than 'Students' and 'Non Students' (62 and 65 per cent respectively). Less than 9 per cent of respondents perceived that 'VTE courses are designed to suit males and not females'.

Moreover, 68 per cent of 'Parents' perceived that 'VTE courses cost less than university courses'. This compared to 62.4 per cent of 'Non Students' and 55.2 per cent of 'Students'.

**Table 13****Perceptions of VTE participation by survey respondents (sorted by Students)**

	<b>Students</b>	<b>Non Students</b>	<b>Parents</b>
	(%)	(%)	(%)
VTE enhances the chances of getting a New Apprenticeship	82.0	81.6	87.2
VTE leads to other types of study	80.2	81.7	86.4
VTE uses a hands-on approach	80.0	79.4	85.9
VTE is considered a second chance for people who want further education	71.5	75.0	78.1
University qualifications are more highly recognised than VTE qualifications	67.0	63.5	60.0
VTE is good for people who aren't suited to academic careers	61.8	64.9	81.9
VTE accepts people on the basis of skills and experience as well as marks	60.7	61.4	64.7
VTE is an alternative if you are unable to find a job	58.2	61.1	76.0
VTE courses cost less than university courses	55.2	62.4	68.3
VTE courses are designed to suit males and not females	7.1	6.5	8.9

*Comparing perceptions by geographic locality*

Table 14 shows that the proportion of 'Teenagers' who perceived that 'VTE courses cost less than university courses' was slightly higher in remote areas (65 per cent) than in major cities (59 per cent). The proportion of 'Teenagers' who perceived that 'University qualifications are more likely [to be] recognised than VTE qualifications' was also higher in major cities (69 per cent) than in regional and remote areas (60 per cent).

**Table 14****Perceptions of VTE participation  
Teenagers' by geographic locality (sorted by Major Cities)**

	<b>Major Cities</b>	<b>Regions</b>	<b>Remote</b>
	(%)	(%)	(%)
VTE leads to other types of study	81.8	78.5	75.7
VTE enhances the chances of getting a New Apprenticeship	81.6	82.8	75.7
VTE uses a hands-on approach	79.5	80.2	83.8
VTE is considered a second chance for people who want further education	72.8	73.2	64.9
University qualifications are more highly recognised than VTE qualifications	68.5	59.6	59.5
VTE is good for people who aren't suited to academic careers	62.2	64.8	59.5
VTE accepts people on the basis of skills and experience as well as marks	60.6	62.8	48.6
VTE is an alternative if you are unable to find a job	59.5	59.0	54.1
VTE courses cost less than university courses	58.9	54.6	64.9
VTE courses are designed to suit males and not females	6.4	8.0	8.1

Table 15 shows that 94 per cent of 'Parents' in remote areas perceived that 'VTE is good for people who aren't suited to academic careers', compared to 80 per cent of 'Parents' in major cities and regions.

The proportion of 'Parents' who perceived that 'VTE courses cost less than university courses' was 15 percentage points higher in major cities (69 per cent) than in remote areas (54 per cent). The proportion of 'Parents' who perceived that 'University qualifications are more likely [to be] recognised than VTE qualifications' was also significantly higher in major cities (64 per cent) than in remote areas (44 per cent).

**Table 15**

**Perceptions of VTE participation  
Parents' by geographic locality (sorted by Major Cities)**

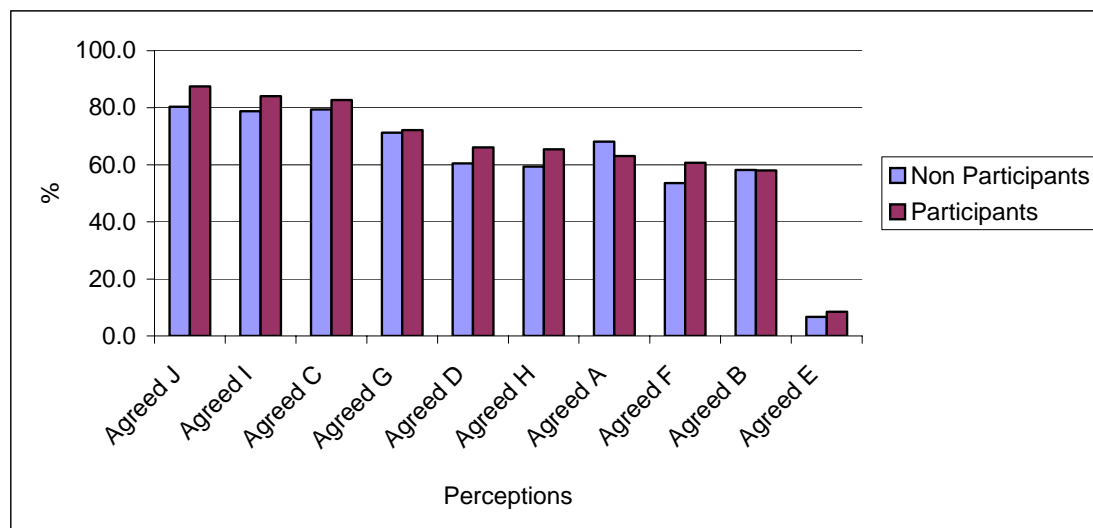
	<b>Major Cities</b>	<b>Regions</b>	<b>Remote</b>
	(%)	(%)	(%)
VTE leads to other types of study	86.9	85.6	86.5
VTE enhances the chances of getting a New Apprenticeship	86.7	88.2	82.7
VTE uses a hands-on approach	86.5	85.4	82.7
VTE is good for people who aren't suited to academic careers	82.1	81.1	94.2
VTE is considered a second chance for people who want further education	78.0	77.7	84.6
VTE is an alternative if you are unable to find a job	74.8	77.4	78.8
VTE courses cost less than university courses	68.8	68.5	53.8
VTE accepts people on the basis of skills and experience as well as marks	64.8	64.2	69.2
University qualifications are more highly recognised than VTE qualifications	63.7	56.0	44.2
VTE courses are designed to suit males and not females	8.4	9.9	3.8

*Comparing perceptions by VTE participants*

Although the perceptions of VTE participants are similar, Chart 3.2a indicates that proportionally more 'Students' who participated in VTE at school considered that 'VTE enhances the chances of getting a New Apprenticeship' and 'VTE courses cost less than university courses', than their peers who did not participate in VTE at school.

Chart 11

**Students' perceptions of VTE participation  
by VTE participants in Schools**



Agreed A - University qualifications are more highly recognised than VTE qualifications

Agreed B - VTE is an alternative if you are unable to find a job

Agreed C - VTE leads to other types of study

Agreed D - VTE is good for people who aren't suited to academic careers

Agreed E - VTE courses are designed to suit males and not females

Agreed F - VTE courses cost less than university courses

Agreed G - VTE is considered a second chance for people who want further education

Agreed H - VTE accepts people on the basis of skills and experience as well as marks

Agreed I - VTE uses a hands-on approach

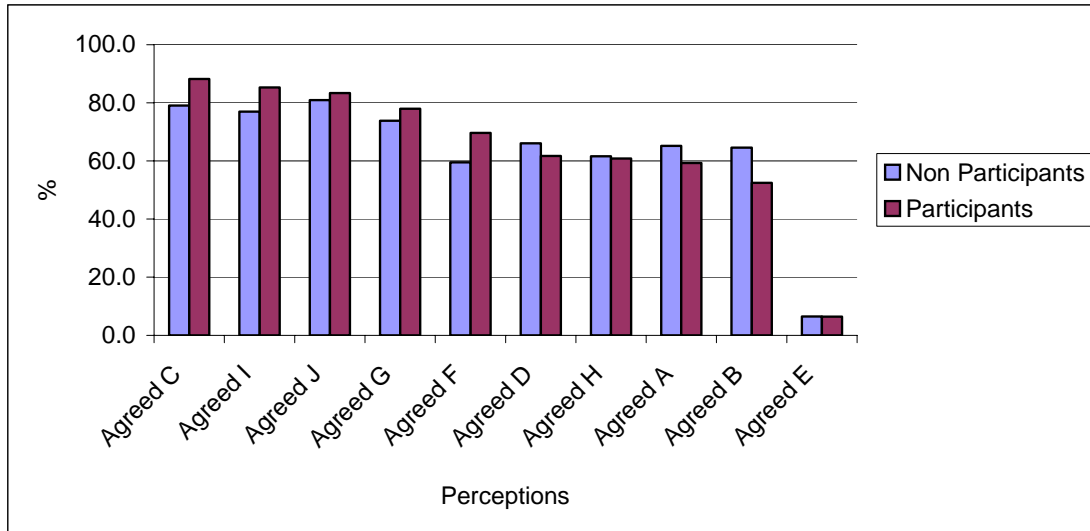
Agreed J - VTE enhances the chances of getting a New Apprenticeship

The perceptions of 'Non-Students' are also similar. Chart 12 indicates that proportionally more 'Non Students' who participated in VTE at school perceived that 'VTE courses cost less than university courses', 'VTE leads to other types of study' and 'VTE uses a hands-on approach' than their peers who did not participate in VTE at school. Proportionally more 'Non Students' who did not participate in VTE at school perceived that 'VTE is an alternative if you are unable to find a job' and 'University qualifications are more likely [to be] recognised than VTE qualifications'.

Notably, only a small proportion of respondents perceived that 'VTE courses are designed to suit males and not females'.

Chart 12

**Non Students' perceptions of VTE participation  
by VTE participants in Schools**



Agreed A - University qualifications are more highly recognised than VTE qualifications

Agreed B - VTE is an alternative if you are unable to find a job

Agreed C - VTE leads to other types of study

Agreed D - VTE is good for people who aren't suited to academic careers

Agreed E - VTE courses are designed to suit males and not females

Agreed F - VTE courses cost less than university courses

Agreed G - VTE is considered a second chance for people who want further education

Agreed H - VTE accepts people on the basis of skills and experience as well as marks

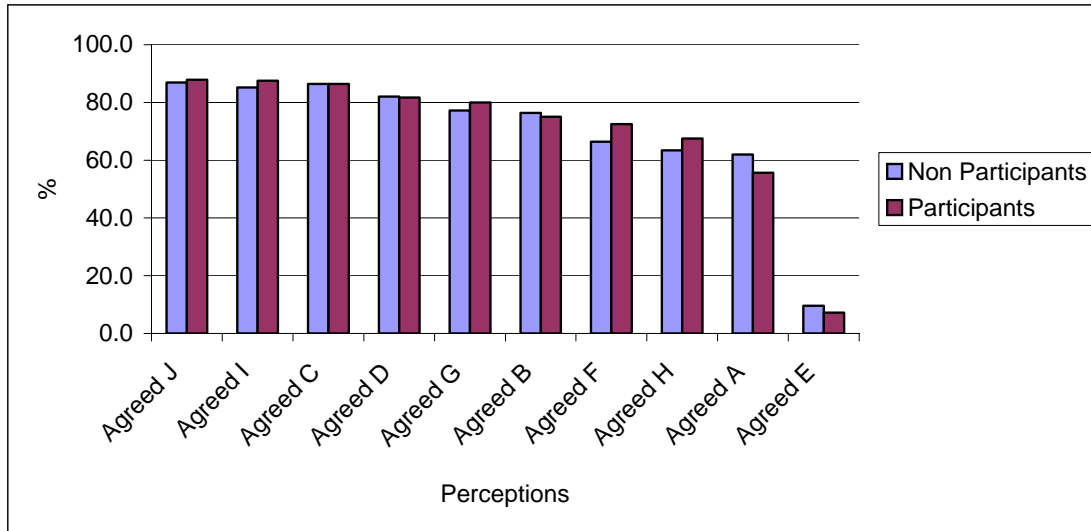
Agreed I - VTE uses a hands-on approach

Agreed J - VTE enhances the chances of getting a New Apprenticeship

Again, the perceptions of 'Parents' are similar, regardless of whether or not their teenagers participated in VTE. Chart 13 indicates that proportionally more 'Parents' whose teenagers participated in VTE at school perceived that 'VTE courses cost less than university courses' than 'Parents' whose teenagers did not participate in VTE. -The highest proportions of parents perceived VTE as enhancing the possibility of getting a New Apprenticeship. Proportionally more 'Parents' whose teenager did not participate in VTE at school perceived that 'University qualifications are more likely [to be] recognised than VTE qualifications than those whose teenager did participate in VTE at school.

**Chart 13**

**Parents' perceptions of VTE participation by VTE participants in Schools**



- Agreed A - University qualifications are more highly recognised than VTE qualifications
- Agreed B - VTE is an alternative if you are unable to find a job
- Agreed C - VTE leads to other types of study
- Agreed D - VTE is good for people who aren't suited to academic careers
- Agreed E - VTE courses are designed to suit males and not females
- Agreed F - VTE courses cost less than university courses
- Agreed G - VTE is considered a second chance for people who want further education
- Agreed H - VTE accepts people on the basis of skills and experience as well as marks
- Agreed I - VTE uses a hands-on approach
- Agreed J - VTE enhances the chances of getting a New Apprenticeship

*Comparing perceptions by highest level qualification of 'Parents'*

Table 16 indicates that the proportion of 'Parents' with a mid-secondary qualification who perceived that 'VTE is an alternative if you are unable to find a job' and 'VTE is considered as a second chance for people who want further education' was slightly higher than those with a university qualification. By comparison, the proportion of 'Parents' with a university qualification who perceived that 'University qualifications are more highly recognised than VTE qualifications' was considerably higher (19 percentage points) than those with a mid-secondary qualification.

**Table 16****Perceptions of VTE participation  
by highest level of qualification of 'Parents' (sorted by Mid-secondary)**

	<b>Mid-secondary</b>	<b>TAFE</b>	<b>Secondary</b>	<b>University</b>
	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>
VTE enhances the chances of getting a New Apprenticeship	87.0	89.8	90.2	84.7
VTE leads to other types of study	85.4	90.5	82.2	86.2
VTE uses a hands-on approach	82.1	89.4	87.7	89.0
VTE is good for people who aren't suited to academic careers	81.3	83.6	85.5	80.1
VTE is considered a second chance for people who want further education	81.0	79.2	79.0	73.1
VTE is an alternative if you are unable to find a job	78.7	76.6	74.3	72.0
VTE courses cost less than university courses	63.7	72.5	67.8	71.1
VTE accepts people on the basis of skills and experience as well as marks	61.2	64.4	60.5	70.5
University qualifications are more highly recognised than VTE qualifications	51.8	54.6	67.4	70.5
VTE courses are designed to suit males and not females	7.7	7.6	9.1	10.5

Note: Mid-secondary includes 'Never attended school', 'Left school before completing Year 10',  
'Completed Year 10' and 'Left school before completing Year 12'.

Secondary refers to 'Completed Year 12'.

TAFE includes 'Certificates I, II, III, IV' and 'Diploma and advanced diploma'.

University refers to 'University degrees'.

## 4. Types and sources of information when deciding about VTE participation

The survey also sought information from respondents on the types and sources of information when deciding about VTE participation. The questions addressed in the chapter are:

- What were the important types of information when deciding about VTE participation? Were there significant differences amongst 'Students', 'Non Students' and 'Parents'?
- To what extent were important types of information influenced by different socio-demographic characteristics of survey respondents?
- What were important sources of information when deciding about VTE participation? Were there significant differences amongst 'Students', 'Non Students' and 'Parents'?
- To what extent were important sources of information influenced by different socio-demographic backgrounds of survey respondents?

### 4.1 Important types of information when deciding about VTE participation

The relevant survey question was: *'How important is the following type of information when you are deciding whether or not to participate in VTE?'* Respondents were asked to answer the question with one of the following responses: 'Important', 'Neither Important nor Unimportant', 'Unimportant' or 'Not stated / Don't know'.

In general, the types of information can be categorised into *services information* (i.e. VTE products such as 'Career guidance', 'Content and duration', 'Location', 'Teaching staff', 'Costs' and 'Financial assistance') and *outcomes information* (i.e. the value of participating in VTE courses such as 'Employment prospects' and 'Credit for study').

Table 17 shows that over 80 per cent of respondents viewed 'Quality of VTE teaching staff' (VTE products) and 'Potential employment prospects' (VTE value) as important in deciding whether or not to participate in VTE. 'Parents' assigned higher levels of importance to all types of information in deciding VTE participation, compared to 'Students' and 'Non Students'.

'Career guidance' was viewed as important in deciding whether or not to participate in VTE by a significantly higher proportion of 'Parents' (76.3 per cent) than 'Teenagers' (55.7 per cent for 'Students' and 52.0 per cent for 'Non Students'). Additionally, 'Parents' were more likely than 'Teenagers' to view 'Location', 'Financial assistance' and 'Employment prospects' as important.

**Table 17****Viewed as 'important' type of information in deciding VTE participation by survey respondents (sorted by Students)**

	Students (%)	Non Students (%)	Parents (%)
Quality of the teaching staff	81.5	81.3	86.9
Potential employment prospects	78.8	79.5	89.8
Credit towards further TAFE or University study	74.2	75.3	79.8
Content and duration of courses	69.9	73.9	83.2
Costs of courses	60.5	61.2	64.8
Location of college/institution	57.5	59.3	73.6
Career guidance services	55.7	52.0	76.3
Processes for getting financial assistance	53.6	54.4	66.1

*Comparing important types of information by geographic locality*

While the importance attributed to types of information in deciding VTE participation was generally consistent across geographic locations, Table 18 shows that the proportion of respondents who viewed 'Location of college/institution', 'Career guidance services' and 'Financial assistance' as important information was higher in remote areas than in major cities. A slightly higher proportion of respondents in major cities viewed 'Potential employment prospects' as important in deciding whether or not to participate in VTE, compared to respondents in remote areas.

**Table 18****Viewed as 'important' type of information in deciding VTE participation Teenagers' by geographic locality (sorted by Major Cities)**

	Major Cities (%)	Regions (%)	Remote (%)
Quality of the teaching staff	80.9	82.4	83.8
Potential employment prospects	79.5	78.2	75.7
Credit towards further TAFE or University study	76.0	71.3	75.7
Content and duration of courses	71.5	71.0	70.3
Costs of courses	59.2	64.3	62.2
Location of college/institution	56.4	61.3	73.0
Career guidance services	54.6	53.4	62.2
Processes for getting financial assistance	53.3	54.9	59.5

Table 19 indicates that the proportion of 'Parents' who viewed 'Content and duration' as important decreased with the degree of remoteness – major cities 84.1 per cent, regional areas 82.3 per cent and remote areas 78.8 per cent. The trend was similar for 'Credit for study' (80.8 per cent, 78.9 per cent and 71.2 per cent) and 'Career guidance' (76.9 per cent, 75.9 per cent and 71.2 per cent), but it was reversed for 'Financial assistance' (65.6 per cent, 66.6 per cent and 73.1 per cent).

Table 19

**Viewed as 'important' type of information in deciding VTE participation  
Parents' by geographic locality (sorted by Major Cities)**

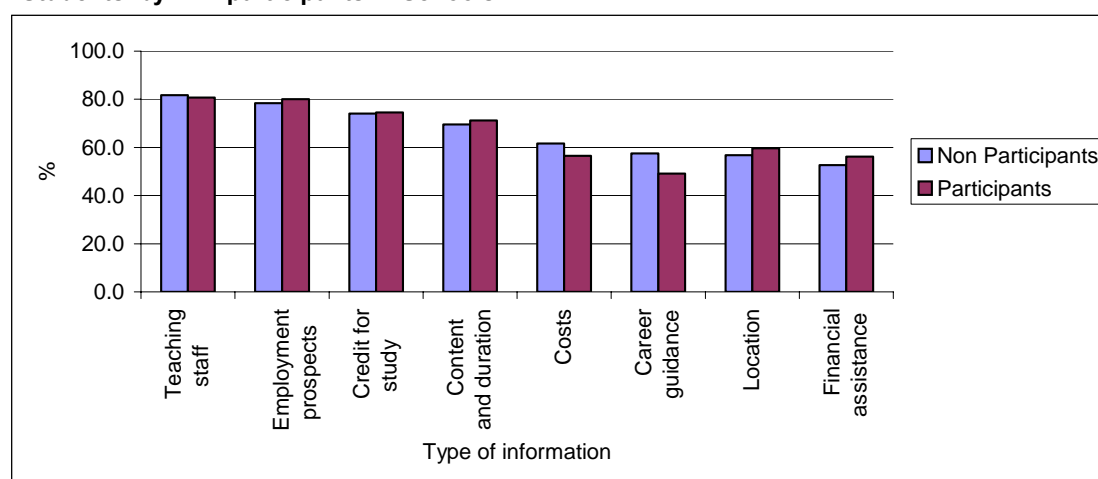
	Major Cities (%)	Regions (%)	Remote (%)
Potential employment prospects	89.9	89.4	92.3
Quality of the teaching staff	87.2	86.4	88.5
Content and duration of courses	84.1	82.3	78.8
Credit towards further TAFE or University study	80.8	78.9	71.2
Career guidance services	76.9	75.9	71.2
Location of college/institution	71.3	77.0	69.2
Processes for getting financial assistance	65.6	66.6	73.1
Costs of courses	63.6	66.5	63.5

*Comparing important types of information by VTE participants*

The importance assigned to the types of information in deciding about VTE participation was similar for 'Students', whether or not they had participated in VTE at school. Chart 14 shows that proportionally more 'Students' who did not participate in VTE at school viewed 'Costs of courses' and 'Career guidance services' as important information, than 'Students' who participated in VTE at school.

Chart 14

**Viewed as 'important' type of information in deciding VTE participation  
'Students' by VTE participants in Schools**

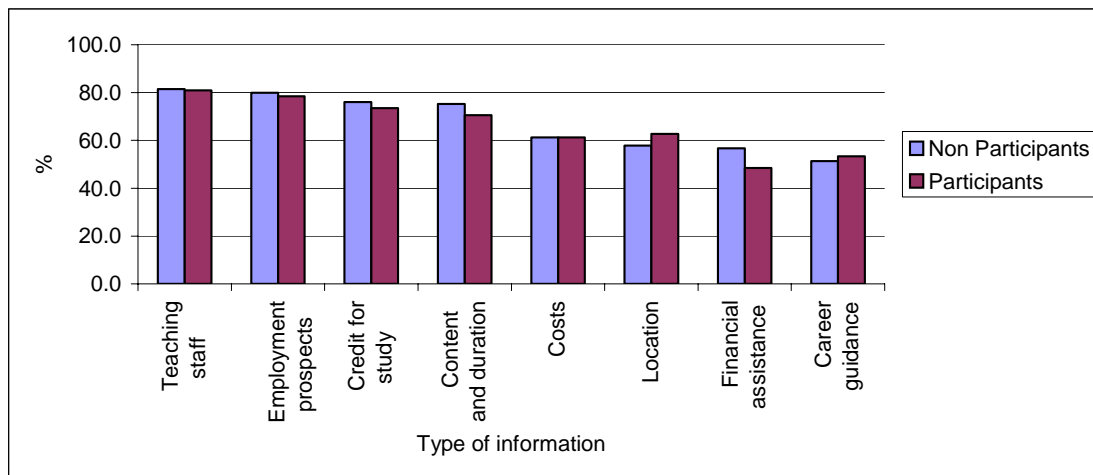


- Content and duration of courses (*Content and duration*)
- Location of college/institution (*Location*)
- Costs of courses (*Costs*)
- Quality of the teaching staff (*Teaching staff*)
- Processes for getting financial assistance (*Financial assistance*)
- Career guidance services (*Career guidance*)
- Potential employment prospects (*Employment prospects*)
- Credit towards further TAFE or University study (*Credit for study*)

For 'Non Students', the levels of importance assigned to information in deciding about VTE participation were similar, regardless of whether or not they had participated in VTE at school. Chart 15 shows that proportionally more 'Non Students' who did not participate in VTE at school viewed 'Content and duration' as important information in deciding whether or not to participate in VTE, than those who did participate in VTE.

**Chart 15**

**Viewed as 'important' type of information in deciding VTE participation  
'Non Students' by VTE participants in Schools**

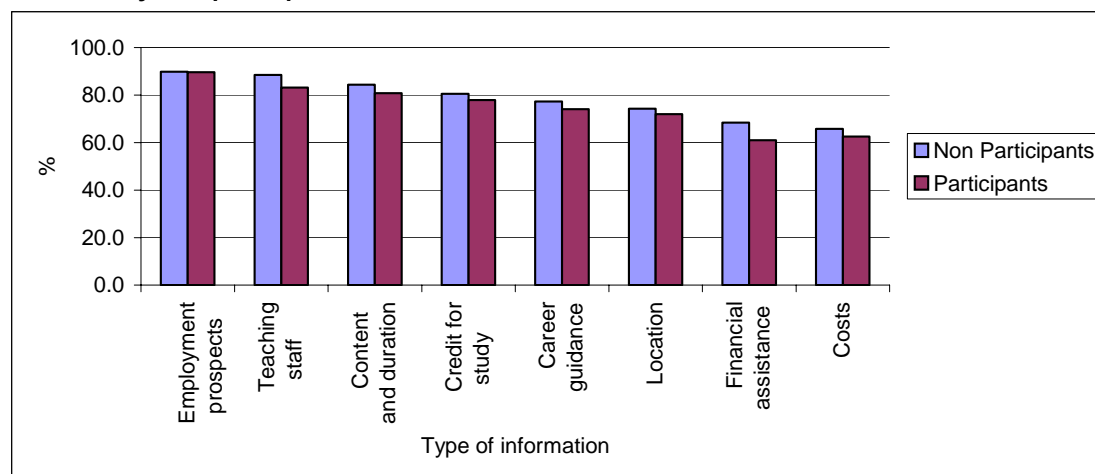


- Content and duration of courses (*Content and duration*)
- Location of college/institution (*Location*)
- Costs of courses (*Costs*)
- Quality of the teaching staff (*Teaching staff*)
- Processes for getting financial assistance (*Financial assistance*)
- Career guidance services (*Career guidance*)
- Potential employment prospects (*Employment prospects*)
- Credit towards further TAFE or University study (*Credit for study*)

As shown in Chart 16, regardless of whether their 'Teenagers' did or did not participate in VTE at schools, 90 per cent of 'Parents' viewed 'Potential employment prospects' as an important source of information in deciding about VTE participation. In addition, proportionally more 'Parents' whose teenager did not participate in VTE at school viewed all types of information as important in deciding whether or not to participate in VTE.

**Chart 16**

**Viewed as 'important' type of information in deciding VTE participation  
'Parents' by VTE participants in Schools**



- Content and duration of courses (*Content and duration*)
- Location of college/institution (*Location*)
- Costs of courses (*Costs*)
- Quality of the teaching staff (*Teaching staff*)
- Processes for getting financial assistance (*Financial assistance*)
- Career guidance services (*Career guidance*)
- Potential employment prospects (*Employment prospects*)
- Credit towards further TAFE or University study (*Credit for study*)

### *Comparing important types of information by highest level qualification of 'Parents'*

Table 20 indicates that the proportion of 'Parents' with a mid-secondary qualification who viewed 'Financial assistance', 'Career guidance' and 'Costs' as important information in deciding VTE participation was at least 15 percentage points higher than those with a university qualification.

**Table 20**

**Viewed as 'important' type of information in deciding VTE participation  
by highest completed qualification of 'Parents' (sorted by Mid-secondary)**

	Mid-secondary (%)	TAFE (%)	Secondary (%)	University (%)
Potential employment prospects	90.4	92.4	92.4	86.4
Quality of the teaching staff	88.0	88.7	89.9	82.9
Career guidance services	82.3	76.2	78.3	67.4
Content and duration of courses	82.1	85.2	84.4	82.0
Credit towards further TAFE or University study	80.1	82.9	78.6	77.3
Location of college/institution	79.4	74.3	72.5	66.9
Processes for getting financial assistance	74.1	63.7	66.3	56.9
Costs of courses	71.0	64.6	63.4	56.9

Note: Mid-secondary includes 'Never attended school', 'Left school before completing Year 10', 'Completed Year 10' and 'Left school before completing Year 12'.  
Secondary refers to 'Completed Year 12'.  
TAFE includes 'Certificates I, II, III, IV' and 'Diploma and advanced diploma'.  
University refers to 'University degrees'.

## 4.2 Important sources of information when deciding about VTE participation

The relevant survey question was: *'How important is the following source of information when you are deciding whether or not to participate in VTE?'* The question was scaled by 'Important', 'Neither Important nor Unimportant', 'Unimportant' and 'Not stated / Don't know'.

Table 21 shows 60 per cent of 'Teenagers' and 80 per cent of 'Parents' viewed 'Teachers' and 'Written information from school' as important sources of information when deciding about VTE participation. Almost two-thirds of respondents (60 per cent) viewed 'TAFE College' as an important source of information, while a lower proportion viewed 'Private training institution' (40 per cent) and 'Group Training Company' (45 per cent) as important sources of information.

Less than half of the 'Students' (45 per cent) and 'Non Students' (35 per cent), viewed 'Parent/teacher information session' as an important source of information, compared to 71 per cent of 'Parents'. 'Parents' (74 per cent) were more likely to view 'Career counsellors' as an important source of information than 'Students' (58 per cent) and 'Non Students' (52 per cent).

**Table 21**

### **Viewed as 'important' source of information in deciding VTE participation by survey respondents (sorted by Students)**

	<b>Students</b>	<b>Non Students</b>	<b>Parents</b>
	(%)	(%)	(%)
Teachers	66.3	58.6	75.7
Written information from school	61.4	57.6	79.7
Careers Expo	60.3	55.6	63.6
TAFE College	60.0	65.3	68.8
Career counsellors	57.5	51.5	73.9
Local industry	53.6	54.1	65.5
Parents/friends	49.0	51.8	56.5
Newspaper/television/radio	45.5	47.2	50.8
Group Training Company	45.0	43.1	47.3
Parent/teacher information session	44.8	34.8	71.1
Private training institution	43.0	42.3	41.9

### *Comparing important sources of information by geographic locality*

Table 22 shows that the proportion of 'Teenagers' who viewed 'Teachers' as an important source of information increased with the degree of remoteness - major cities 62.4 per cent, regional areas 65.5 per cent and remote areas 73.0 per cent. The trend was similar for 'TAFE college' (60.3 per cent, 65.2 per cent and 70.3 per cent), but it was reversed for 'Careers expo' (59.5 per cent, 57.2 per cent and 51.4 per cent).

**Table 22**

#### **Viewed as 'important' source of information in deciding VTE participation Teenagers' by geographic locality (sorted by Major Cities)**

	<b>Major Cities</b>	<b>Regions</b>	<b>Remote</b>
	(%)	(%)	(%)
Teachers	62.4	65.5	73.0
TAFE College	60.3	65.2	70.3
Written information from school	59.7	60.1	70.3
Careers Expo	59.5	57.2	51.4
Career counsellors	55.0	55.6	62.2
Local industry	52.2	57.2	56.8
Parents/friends	49.0	52.2	54.1
Newspaper/television/radio	46.3	46.1	40.5
Group Training Company	44.0	45.1	40.5
Private training institution	41.9	44.4	45.9
Parent/teacher information session	40.5	42.7	45.9

Table 23 shows the proportion of 'Parents' who viewed 'Written information from School' as being important decreased with the degree of remoteness - major cities 80.8 per cent, regional areas 78.8 per cent and remote areas 69.2 per cent. The trend was similar for 'Teachers' (75.9 per cent, 75.6 per cent and 73.1 per cent), but it was reversed for 'Parents/friends' (55.7 per cent, 57.1 per cent and 67.3 per cent).

**Table 23**

#### **Viewed as 'important' source of information in deciding VTE participation Parents' by geographic locality (sorted by Major Cities)**

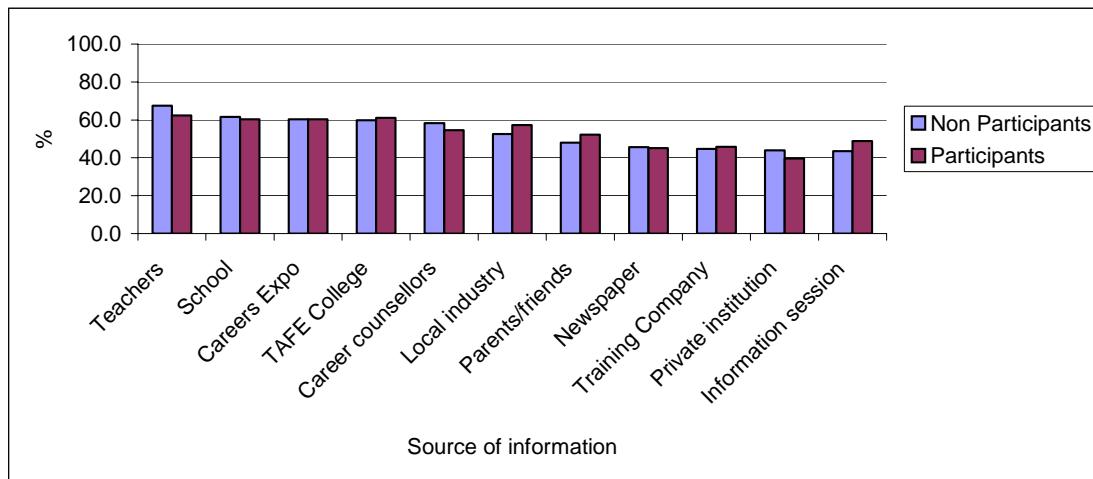
	<b>Major Cities</b>	<b>Regions</b>	<b>Remote</b>
	(%)	(%)	(%)
Written information from school	80.8	78.8	69.2
Teachers	75.9	75.6	73.1
Career counsellors	75.7	72.0	65.4
Parent/teacher information session	71.5	70.9	65.4
TAFE College	69.3	68.3	63.5
Careers Expo	63.9	64.2	48.1
Local industry	63.3	68.6	65.4
Parents/friends	55.7	57.1	67.3
Newspaper/television/radio	50.4	51.9	44.2
Group Training Company	46.4	48.4	50.0
Private training institution	41.7	42.6	36.5

### Comparing important sources of information by VTE participants

'Students' assigned similar levels of importance to the sources of information in deciding VTE participation, regardless of whether or not they had participated in VTE at school. Chart 17 shows that proportionally more 'Students' who did not participate in VTE at school viewed 'Teachers', 'School', 'Career counsellors' and 'Private institution' as important sources of information, compared to 'Students' who did participate.

**Chart 17**

**Viewed as 'important' source of information in deciding VTE participation  
'Students' by VTE participants in Schools**

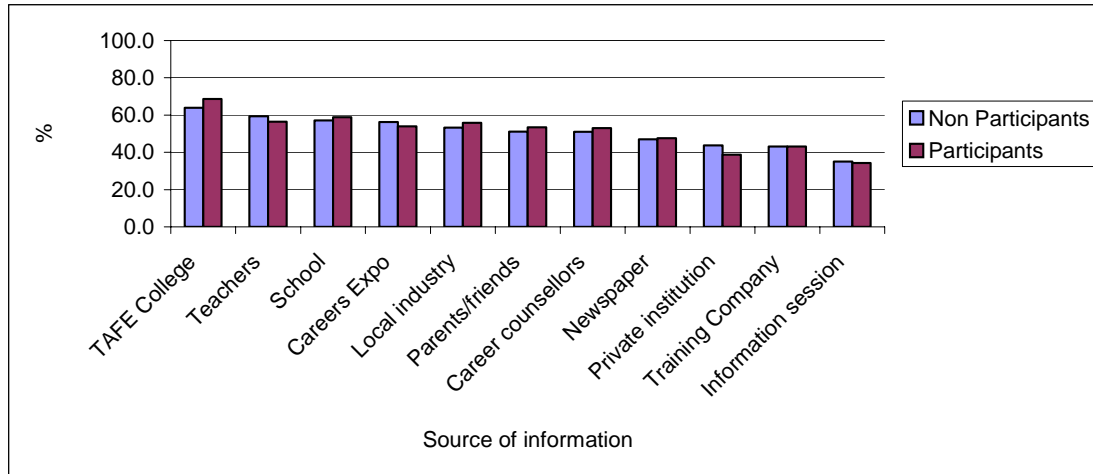


- . Written information from school (School)
- . Teachers
- . Career counsellors
- . Parent/teacher information session (Information session)
- . Parents/friends
- . TAFE College
- . Private training institution (Private institution)
- . Local industry
- . Group Training Company (Training Company)
- . Careers Expo
- . Newspaper/television/radio (Newspaper)

Chart 18 shows that for 'Non Students' who did and did not participate in VTE at school, the most important source of information was 'TAFE College'. For both groups, 'Information Session' was the least important source of information. 'Non Students' who had not participated in VTE at school assigned slightly higher levels of importance to 'Teachers', 'Careers Expo' and 'Private institution' than their peers who had participated in VTE at school.

Chart 18

Viewed as 'important' source of information in deciding VTE participation  
'Non Students' by VTE participants in Schools

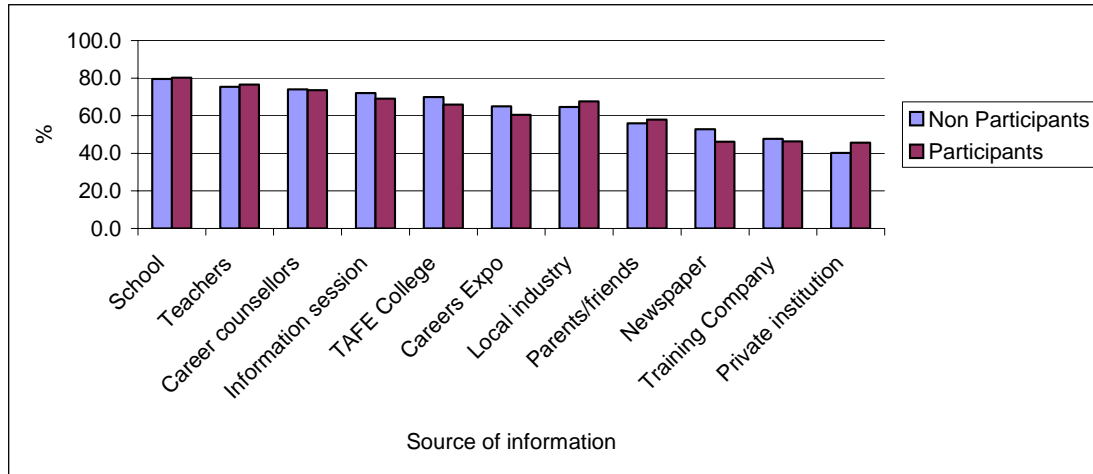


- Written information from school (School)
- Teachers
- Career counsellors
- Parent/teacher information session (Information session)
- Parents/friends
- TAFE College
- Private training institution (Private institution)
- Local industry
- Group Training Company (Training Company)
- Careers Expo
- Newspaper/television/radio (Newspaper)

'Parents' regarded 'Written information from school', 'Teachers' and 'Career counsellors' as the most important sources of information in deciding VTE participation, regardless of whether or not their 'Teenagers' had participated in VTE at school. Chart 19 shows while the results are similar, proportionally more 'Parents' whose teenager did not participate in VTE at school viewed 'Information session', 'TAFE college', 'Career Expo' and 'Newspaper' as important sources of information, than 'Parents' whose teenagers did participate in VTE at school. Conversely, proportionally more 'Parents' whose teenager participated in VTE at school, viewed 'Local industry', 'Parents/friends' and 'Private institution' as important sources of information when deciding about VTE participation than 'Parents' whose teenager had not participated in VTE at school..

**Chart 19**

**Viewed as 'important' source of information in deciding VTE participation  
'Parents' by VTE participants in Schools**



- . Written information from school (School)
- . Teachers
- . Career counsellors
- . Parent/teacher information session (Information session)
- . Parents/friends
- . TAFE College
- . Private training institution (Private institution)
- . Local industry
- . Group Training Company (Training Company)
- . Careers Expo
- . Newspaper/television/radio (Newspaper)

### *Comparing important sources of information by highest level qualification of 'Parents'*

Table 24 indicates that the proportion of 'Parents' who viewed 'Teachers' and 'Parents/friends' as important sources of information decreased with their level of educational qualification. In addition, the proportion of 'Parents' with a mid-secondary qualification who viewed 'Local industry' (73.8 per cent) and 'Group training company' (55.1 per cent) as important sources of information when deciding about VTE participation was around 20 percentage points higher than those with a university qualification (53.8 per cent and 36.5 per cent respectively).

**Table 24**

**Viewed as 'important' source of information in deciding VTE participation  
by highest completed qualification of 'Parents' (sorted by Mid-secondary)**

	Mid-secondary (%)	TAFE (%)	Secondary (%)	University (%)
Written information from school	79.8	78.2	83.0	78.6
Teachers	78.1	77.5	77.5	70.5
Career counsellors	76.8	73.6	77.5	68.0
Parent/teacher information session	74.0	71.1	71.4	67.4
Parents/friends	62.1	57.2	54.0	51.4
TAFE College	73.1	70.8	71.4	61.3
Private training institution	49.2	40.3	40.6	33.9
Local industry	73.8	70.1	64.1	53.8
Group Training Company	55.1	45.6	50.7	36.5
Careers Expo	64.5	62.3	65.9	60.4
Newspaper/television/radio	54.9	50.0	47.8	48.1

Note: Mid-secondary includes 'Never attended school', 'Left school before completing Year 10',

'Completed Year 10' and 'Left school before completing Year 12'.

Secondary refers to 'Completed Year 12'.

TAFE includes 'Certificates I, II, III, IV' and 'Diploma and advanced diploma'.

University refers to 'University degrees'.

## 5. Educational and employment aspirations

The survey also sought information from respondents on educational destinations and employment outcomes anticipated and expected by 'Teenagers' and their 'Parents'. The questions addressed in the chapter are:

- What was the educational destination anticipated by 'Teenagers' and expected by their 'Parents'?
- To what extent was the educational destination associated with the different socio-demographic backgrounds of survey respondents?
- What was the employment outcome anticipated by 'Teenagers' and expected by their 'Parents'?
- To what extent was the employment outcome influenced by the different socio-demographic backgrounds of survey respondents?

### 5.1 Educational aspirations

The relevant survey question was: *'What is the highest level of study you hope for yourself or for your teenager to commence or complete during the next one to five years?'* The options were:

- Year 10;
- Year 12;
- TAFE or other VTE courses;
- University;
- Others (including no plan); and
- Not stated / Do not know.

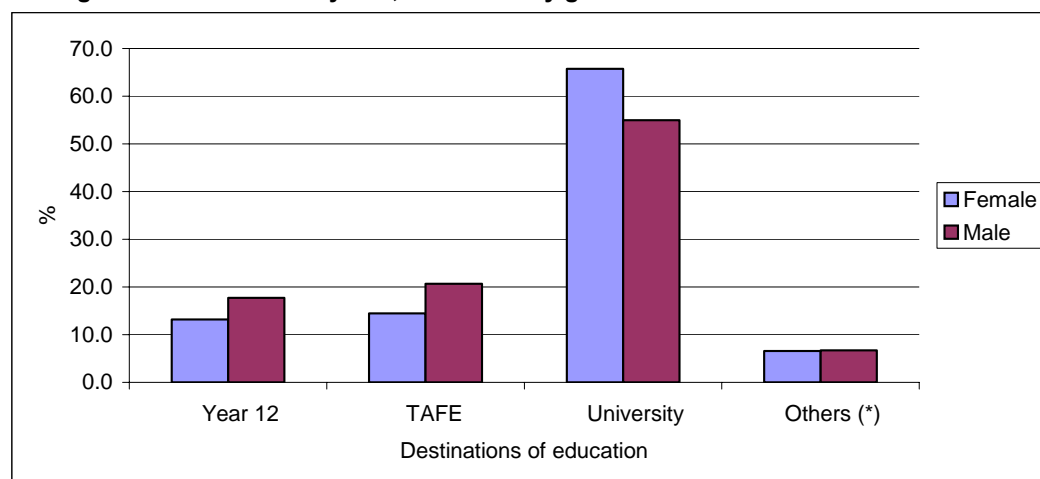
Table 25 shows that over half of the 'Students' (60.3 per cent) and 'Non Students' (51.3 per cent) hoped to commence or complete university during the next five years. Just under half of the 'Parents' (47.8 per cent) had the same expectation for their teenager. This compares to 17.6 per cent of 'Students' and 31.6 per cent of 'Non Students' who hoped to commence or complete TAFE or other VTE courses and 29.4 per cent of 'Parents' who expected their teenager to commence or complete TAFE or other VTE courses.

**Table 25****Highest level of anticipated study to be undertaken or completed during the next one to five years, by survey respondents**

	Students (%)	Non Students (%)	Parents (%)
Year 10	1.3	1.3	1.4
Year 12	15.5	2.5	12.2
TAFE or VTE courses	17.6	31.6	29.4
University	60.3	51.3	47.8
Others (including no plan)	1.8	7.3	6.0
Not stated / Do not know	3.5	6.0	3.2
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

*Comparing educational aspirations by gender*

Chart 20 shows that a higher proportion of female 'Students' anticipated attending university (65.8 per cent) compared to male 'Students' (55.0 per cent). Conversely, a higher proportion of male 'Students' (20.7 per cent) anticipated attending TAFE or other VTE courses compared to female 'Students' (14.4 per cent).

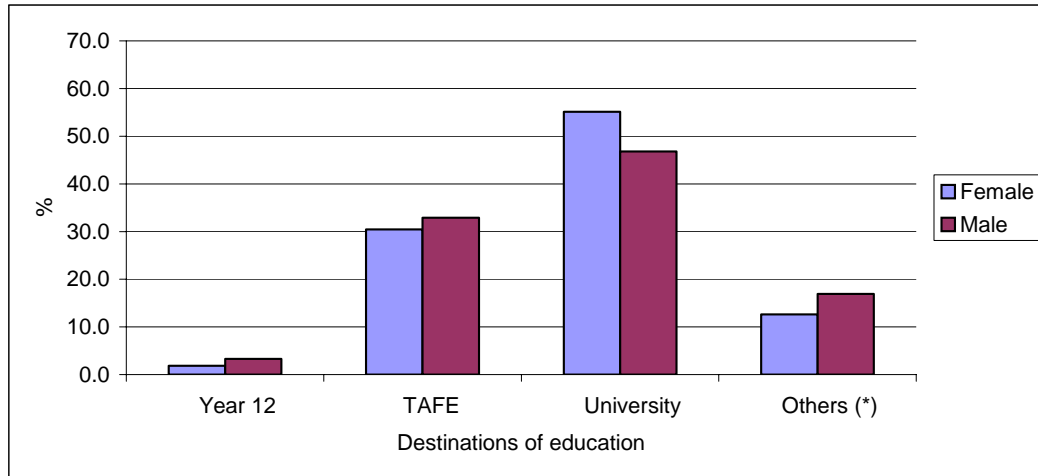
**Chart 20****Highest level of anticipated study to be undertaken or completed during the next one to five years, 'Students' by gender**

Note: (\*) Others include Year 10, no plan and Not stated/ Do not know.

Chart 21 shows that 30 per cent of 'Non Students' hoped to commence or complete TAFE or other VTE courses during the next five years, while 55 per cent of female and 47 per cent of male 'Non Students' hoped to commence or complete university. In addition, the data indicates that a higher proportion of male 'Non Students' (16.9 per cent) than female 'Non Students' (12.6 per cent) intend to commence or complete Year 10 only or have no plan for the near future.

**Chart 21**

**Highest level of anticipated study to be undertaken or completed during the next one to five years, 'Non Students' by gender**



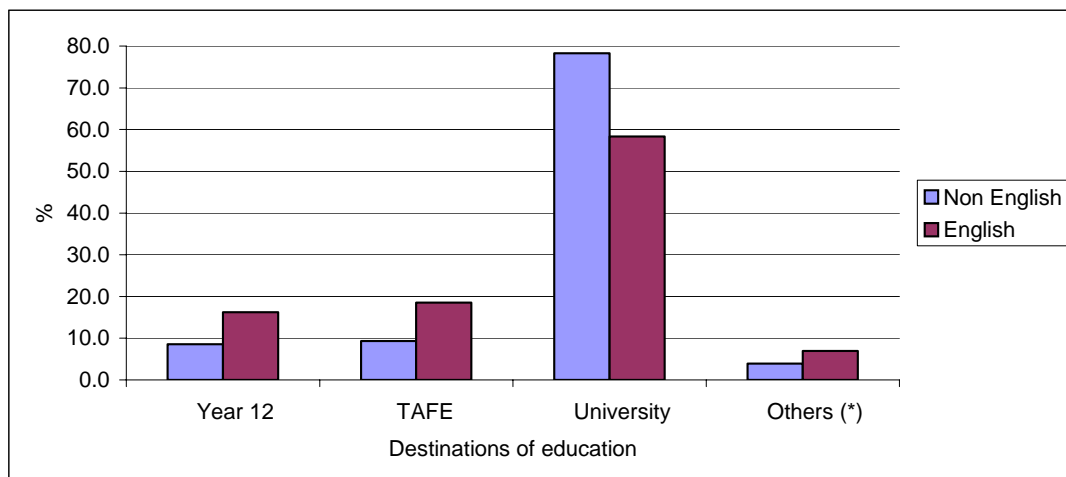
Note: (\*) Others include Year 10, no plan and Not stated/ Do not know.

### *Comparing educational aspirations by main language spoken at home*

Chart 22 shows that about twice as many 'Students' from English speaking homes anticipated going to TAFE or other VTE courses (18.5 per cent) or Year 12 (16.2 per cent) than those 'Students' from Non-English speaking homes (9.3 per cent and 8.5 per cent respectively). The table also indicates that significantly more 'Students' from Non-English speaking homes hoped to go to university than those 'Students' from English speaking homes (78.3 per cent compared to 58.3 per cent).

**Chart 22**

**Highest level of anticipated study to be undertaken or completed during the next one to five years, 'Students' by main language spoken at home**

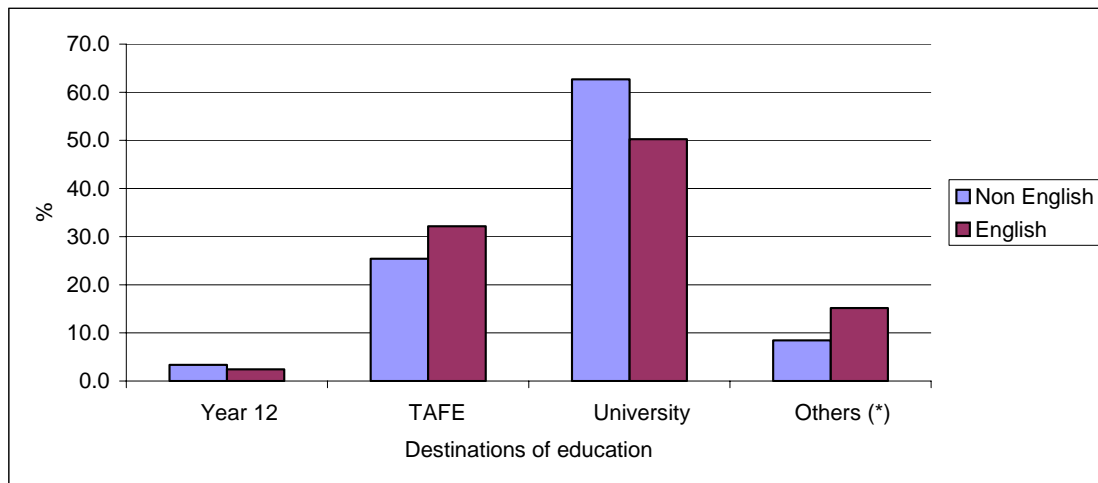


Note: (\*) Others include Year 10, no plan and Not stated/ Do not know.

Chart 23 shows that the proportion of 'Non Students' from Non-English speaking homes who nominated university as their education destination (62.7 per cent) was 13 per cent higher than those from English speaking homes (50.2 per cent). The proportion of 'Non Students' from English speaking homes who nominated TAFE or other VTE courses as their education destination (32.2 per cent) was 7 per cent higher than those from Non-English speaking homes (25.4 per cent).

### Chart 23

**Highest level of anticipated study to be undertaken or completed during the next one to five years, 'Non Students' by main language spoken at home**

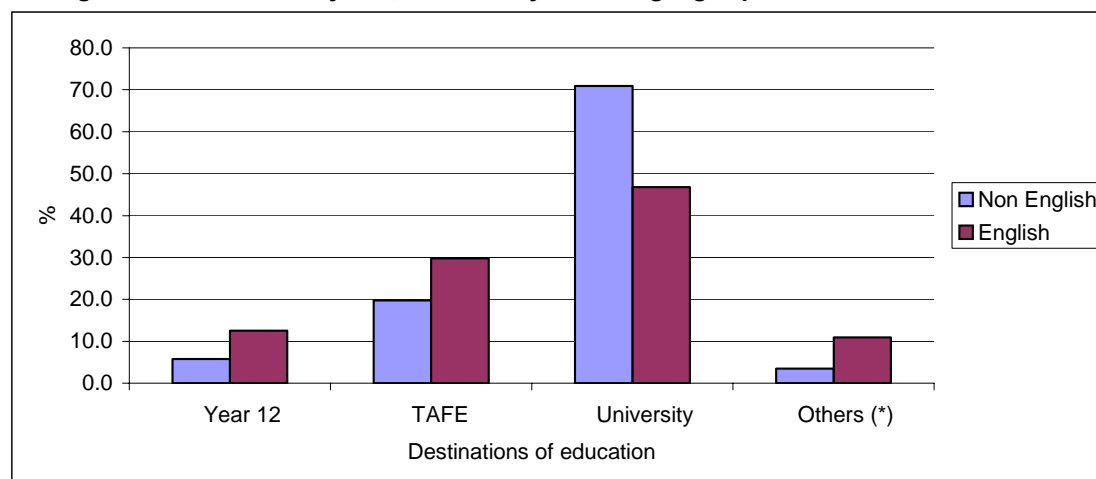


Note: (\*) Others include Year 10, no plan and Not stated/ Do not know.

Chart 24 shows that the proportion of 'Parents' from Non-English speaking homes who expected their teenage to commence or complete university during the next five years was 24 percentage points higher than those from English speaking homes (70.9 per cent compared to 46.8 per cent).

**Chart 24**

**Highest level of expected study to be undertaken or completed by teenager during the next one to five years, 'Parents' by main language spoken at home**



Note: (\*) Others include Year 10, no plan and Not stated/ Do not know.

### *Comparing educational aspirations by geographic locality*

Table 26 indicates that the proportion of 'Teenagers' who anticipated enrolling in university decreased with the degree of remoteness (62 per cent in major cities, 46 per cent in regional areas and 38 per cent in remote areas) and increased for those who anticipated enrolling in TAFE or other VTE courses (21 per cent in major cities, 26.6 per cent in regional areas and 27 per cent in remote areas).

**Table 26**

**Highest level of expected study to be undertaken or completed during the next one to five years, by geographic locality - Teenagers**

	Major Cities (%)	Regions (%)	Remote (%)
Year 12	9.0	14.7	18.9
TAFE	20.7	26.6	27.0
University	62.3	46.1	37.8
Others (*)	8.0	12.6	16.2
Total	100.0	100.0	100.0

Note: (\*) Others include Year 10, no plan and Not stated/ Do not know.

Table 27 indicates that 'Parents' have similar expectations, although the differences are not as large as those reported by 'Teenagers'.

Table 27

**Highest level of expected study to be undertaken or completed during the next one to five years, by geographic locality - Parents**

	Major Cities (%)	Regions (%)	Remote (%)
Year 12	12.1	12.2	15.4
TAFE	27.2	32.2	32.7
University	51.1	43.7	42.3
Others (*)	9.6	11.9	9.6
Total	100.0	100.0	100.0

Note: (\*) Others include Year 10, no plan and Not stated/ Do not know.

*Comparing educational aspirations by school sector and level of education*

Table 28 shows that 42 per cent of 'Parents' whose teenager was at a Government school expected their teenager to commence or complete university, compared to 59 per cent and 61 per cent of 'Parents' whose teenager was either at a Catholic or an Independent school. Conversely, one in three 'Parents' whose teenager was at a Government school expected their teenager to commence or complete TAFE or other VTE courses, compared to one in four 'Parents' whose teenager was at a Catholic school and one in five 'Parents' whose teenager was at an Independent school.

Table 28

**Highest level of expected study to be undertaken or completed during the next one to five years, by school sectors**

	Government (%)	Catholic (%)	Independent (%)
<b>Students</b>			
Year 12	17.9	11.1	10.8
TAFE	19.6	15.7	11.6
University	55.0	67.7	72.6
Others (*)	7.5	5.6	5.0
Total	100.0	100.0	100.0
<b>Non Students</b>			
Year 12	3.2	0.0	1.5
TAFE	34.7	30.2	21.8
University	44.9	61.3	66.2
Others (*)	17.2	8.5	10.5
Total	100.0	100.0	100.0
<b>Parents</b>			
Year 12	14.1	9.1	9.7
TAFE	32.5	23.6	22.1
University	41.5	58.9	61.4
Others (*)	11.9	8.4	6.8
Total	100.0	100.0	100.0

Note: (\*) Others include Year 10, no plan and Not stated/ Do not know.

Table 29 shows that 67 per cent of Year 12 'Students' nominated university as their anticipated education destination during the next five years, compared to 20 per cent of those who nominated TAFE or other VTE courses. About twice as many 'Parents' whose teenager was at Year 12 expected their teenager to commence or complete university than those who expected their teenager to commence or complete TAFE or other VTE courses. One in four 'Students' who were in Year 10 or below hoped to commence or complete Year 12 during the next five years; equally, one in four 'Parents' expected their teenager to commence or complete Year 12.

**Table 29**

**Highest level of expected study to be undertaken or completed during the next one to five years, by level of secondary education**

	Year 10 or lower (%)	Year 11 (%)	Year 12 (%)
<b>Students</b>			
Year 12	23.1	16.6	7.8
TAFE	16.5	16.0	20.2
University	49.6	62.7	66.7
Others (*)	10.7	4.8	5.3
Total	100.0	100.0	100.0
<b>Parents</b>			
Year 12	24.1	22.4	11.2
TAFE	21.4	21.0	26.8
University	47.5	53.0	56.0
Others (*)	7.0	3.6	6.0
Total	100.0	100.0	100.0

Note: (\*) Others include Year 10, no plan and Not stated/ Do not know.

Table 30 shows that 5 per cent of 'Non Students' anticipated going back to school to commence or complete Year 12 during the next five years. This compared to 42 per cent of those who anticipated going to TAFE or other VTE courses and 20 per cent of those who anticipated going to university. One in three 'Non Students' who were at TAFE wanted to commence or complete university, while two in three 'Non Students' who were at TAFE wanted to complete TAFE.

The table also shows that 74 per cent of 'Parents' whose teenager was at TAFE expected their teenager to complete TAFE, compared to 20 per cent of those who expected their teenager to move to university from TAFE.

**Table 30****Highest level of expected study to be undertaken or completed during the next one to five years, by school leavers**

	<b>Non studying</b> (%)	<b>TAFE</b> (%)	<b>University</b> (%)
<b>Non Students</b>			
Year 12	5.1	2.4	0.0
TAFE	41.9	62.2	0.8
University	19.9	32.9	98.4
Others (*)	33.1	2.4	0.8
Total	100.0	100.0	100.0
<b>Parents</b>			
Year 12	7.3	1.9	0.0
TAFE	43.3	73.5	0.7
University	18.8	19.5	98.9
Others (*)	30.7	5.1	0.4
Total	100.0	100.0	100.0

Note: Non studying includes the categories of employed and unemployed people aged 15-19.

TAFE refers to TAFE and other VET courses.

(\*) Others include Year 10, no plan and Not stated/ Do not know.

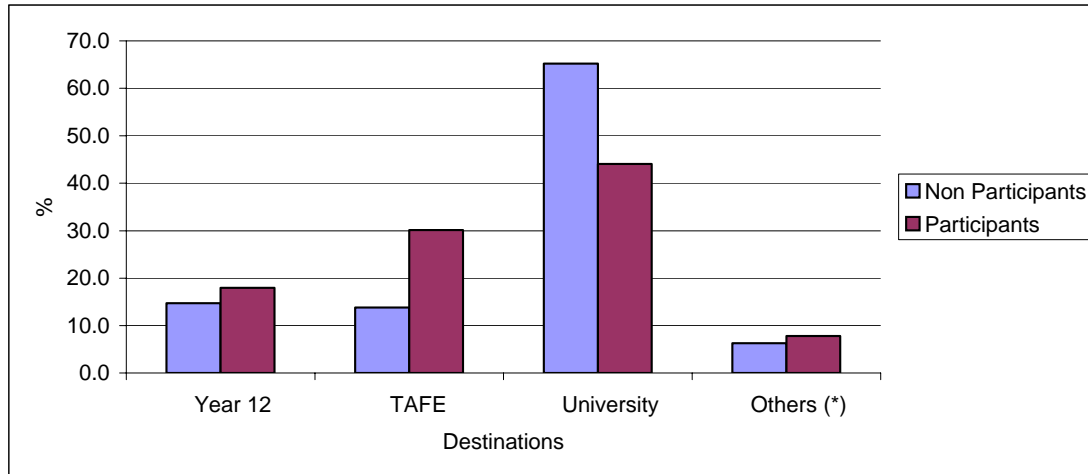
*Comparing educational aspirations by VTE participants*

Chart 25 indicates that 'Students' who did not participate in VTE at school were more likely to anticipate going to university during the next five years, while 'Students' who participated in VTE at school were more likely to anticipate going to TAFE or other VTE courses.

The chart shows that the proportion of 'Students' who did not participate in VTE at school and who anticipated going to university during the next five years was 21 percentage points higher than those 'Students' who participated in VTE at school (65.2 per cent compared to 44.1 per cent). By comparison, the proportion of 'Students' who participated in VTE at school and who anticipated going to TAFE or other VTE courses was 16 percentage points higher than those 'Students' who did not participate in VTE at school (30.2 per cent compared to 13.8 per cent).

**Chart 25**

**Highest level of anticipated study to be undertaken or completed during the next one to five years, 'Students' by VTE participants in Schools**



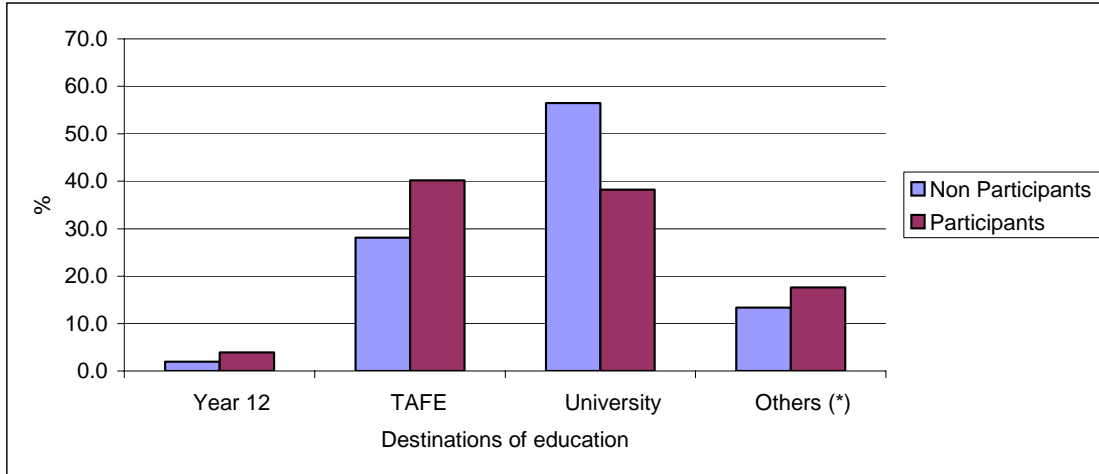
Note: (\*) Others include Year 10, no plan and Not stated/ Do not know.

Chart 26 indicates that 'Non Students' who did not participate in VTE at school were more likely to anticipate going to university, while 'Non Students' who participated in VTE at school were more likely to anticipate going to TAFE or other VTE courses.

The chart shows that the proportion of 'Non Students' who did not participate in VTE at school and who anticipated going to university during the next five years was 18 percentage points higher than those 'Non Students' who participated in VTE at school (56.5 per cent compared to 38.2 per cent). By comparison, the proportion of 'Non Students' who participated in VTE at school and who anticipated going to TAFE or other VTE courses was 12 percentage points higher than those 'Non Students' who did not participate in VTE at school (40.2 per cent compared to 28.1 per cent).

**Chart 26**

**Highest level of anticipated study to be undertaken or completed during the next one to five years, 'Non Students' by VTE participants in Schools**

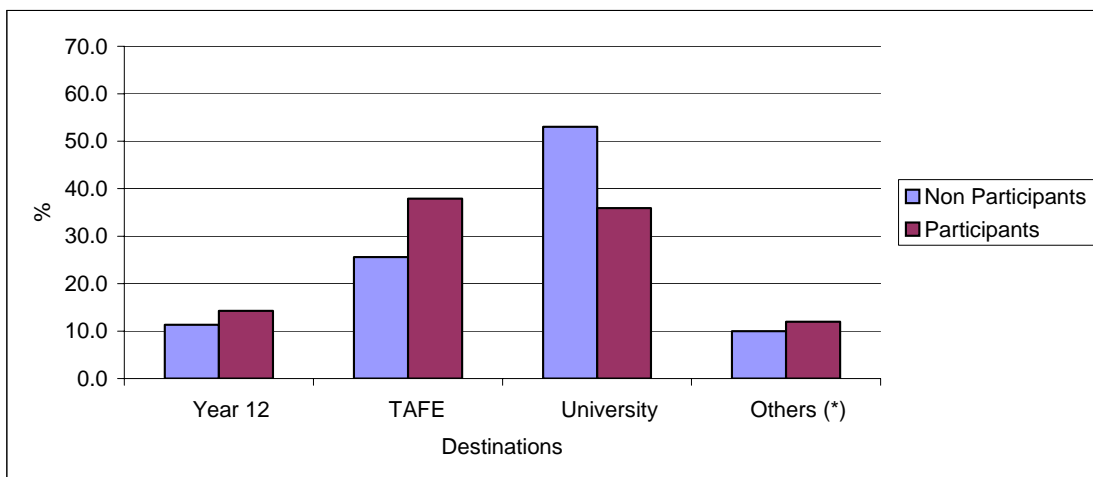


Note: (\*) Others include Year 10, no plan and Not stated/ Do not know.

Chart 27 shows that the proportion of 'Parents' whose teenager did not participate in VTE at school and who expected their teenager to commence or complete university during the next five years (53.1 per cent) was 17-percentage points higher than those whose teenager participated in VTE at school (35.9 per cent). The proportion of 'Parents' whose teenager participated in VTE and who expected their teenager to commence or complete TAFE or other VTE courses (37.9 per cent) was 12 percentage points higher than those whose teenager did not participate in VTE at school (25.6 per cent).

**Chart 27**

**Highest level of expected study to be undertaken or completed during the next one to five years, 'Parents' by VTE participants in Schools**



Note: (\*) Others include Year 10, no plan and Not stated/ Do not know.

### Comparing educational aspirations by highest level qualification of 'Parents'

Table 31 indicates that 70 per cent of 'Parents' with a university qualification expected their teenager to commence or complete university, compared to 'Parents' with secondary (48 per cent), TAFE (46 per cent or mid-secondary (33 per cent) qualifications. The table also shows that 18 per cent of 'Parents' with a university qualification expected their teenager to commence or complete TAFE or other VTE courses, compared to 30 per cent of 'Parents' with other qualifications.

**Table 31**

#### Highest level of expected study to be undertaken or completed by teenager during the next one to five years, by highest completed qualifications of 'Parents'

	Mid-secondary (%)	TAFE (%)	Secondary (%)	University (%)
Year 12	17.3	11.3	11.6	6.3
TAFE	33.9	33.6	31.9	18.2
University	32.6	45.6	47.8	70.3
Others (*)	16.2	9.5	8.7	5.2
Total	100.0	100.0	100.0	100.0

Note: Mid-secondary includes 'Never attended school', 'Left school before completing Year 10', 'Completed Year 10' and 'Left school before completing Year 12'.

Secondary refers to 'Completed Year 12'.

TAFE includes 'Certificates I, II, III, IV' and 'Diploma and advanced diploma'.

University refers to 'University degrees'.

(\*) Others include Year 10, no plan and Not stated/ Do not know.

## 5.2 Employment aspirations

The relevant survey question was: 'Which of the following main types of work do you plan to undertake or hope your teenager will undertake during the next one to five years?' The options were:

- New Apprenticeship;
- Other part-time / casual work;
- Full-time work;
- Others (including no plan); and
- Not stated / Do not know.

Table 32 shows that 14 per cent of 'Students' expected to undertake a New Apprenticeship<sup>3</sup> during the next five years. A similar proportion of 'Parents' (17 per cent)-expected their teenager

<sup>3</sup> It is worth noting that there was an overlap between New Apprenticeships (included in the TAFE category) as the desired education destination and New Apprenticeships as the expected employment outcome. New Apprenticeships combine salaried work placements with classroom or on-line training which gives trainees a qualification and work experience in their chosen field

to undertake a New Apprenticeship. About twice as many 'Non Students' as 'Students' expected to undertake full-time work, while about twice as many 'Students' as 'Non Students' expected to undertake other part-time / casual work.

**Table 32**

**Expected main type of work to be undertaken during the next one to five years  
by survey respondents**

	<b>Students</b> (%)	<b>Non Students</b> (%)	<b>Parents</b> (%)
New Apprenticeship	13.7	7.2	16.8
Other part-time / casual work	40.5	22.9	23.9
Full-time work	36.9	64.0	53.0
Others (inc. no plan)	5.0	3.5	4.1
Not stated / Do not know	3.8	2.4	2.2
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

*Comparing employment aspirations by gender*

Table 33 shows that of 'Students' and 'Non Students', females were more likely to expect to undertake other part-time work during the next five years, while more males expected a New Apprenticeship as their employment outcome. The table also shows that full-time work was the priority employment aspiration for 'Non Students', regardless of gender.

**Table 33**

**Expected main type of work to be undertaken during the next one to five years  
by gender**

	<b>Female</b> (%)	<b>Male</b> (%)
<b>Students</b>		
New Apprenticeship	6.3	21.1
Other part-time / casual work	46.2	34.9
Full-time work	38.9	34.9
Others (*)	8.6	9.0
<b>Total</b>	<b>100.0</b>	<b>100.0</b>
<b>Non Students</b>		
New Apprenticeship	5.0	9.7
Other part-time / casual work	25.7	19.6
Full-time work	65.4	62.5
Others (*)	3.9	8.2
<b>Total</b>	<b>100.0</b>	<b>100.0</b>

Note: (\*) Others include no plan and Not stated/ Do not know.

### *Comparing employment aspirations by geographic locality*

Table 34 and 35 show that full-time work was the most common employment aspiration of 'Teenagers' and 'Parents' of teenagers regardless of geographic locality.

Table 34a shows that less than one-fifth of 'Teenagers' in major cities (10.1 per cent), regional areas (14.3 per cent) and remote areas (13.5 per cent) expected to undertake a New Apprenticeship during the next five years, compared to around one-third of "Teenagers' who expected to undertake other part-time work (35.6 per cent in major cities, 31.1 per cent in regional areas and 32.4 per cent in remote areas).

Table 35 shows that the proportion of 'Parents' who expected their teenager to undertake a New Apprenticeship during the next five years was 10-percentage points higher in remote areas than in major cities (25 per cent compared to 14.6 per cent). The proportion of 'Parents' who expected their teenager to undertake full-time work was 13 percentage points higher in major cities than in remote areas (54.2 per cent compared to 40.4 per cent).

**Table 34**

#### **Expected main type of work to be undertaken during the next one to five years, by geographic locality - Teenagers**

	<b>Major Cities</b>	<b>Regions</b>	<b>Remote</b>
	(%)	(%)	(%)
New Apprenticeship	10.1	14.3	13.5
Other part-time / casual work	35.6	31.1	32.4
Full-time work	46.4	46.8	51.4
Others (*)	7.9	7.8	2.7
Total	100.0	100.0	100.0

Note: (\*) Others include no plan and Not stated/ Do not know.

**Table 35**

#### **Expected main type of work to be undertaken by their teenager during the next one to five years, by geographic locality - Parents**

	<b>Major Cities</b>	<b>Regions</b>	<b>Remote</b>
	(%)	(%)	(%)
New Apprenticeship	14.6	19.3	25.0
Other part-time / casual work	24.9	22.4	26.9
Full-time work	54.2	52.2	40.4
Others (*)	6.3	6.0	7.7
Total	100.0	100.0	100.0

Note: (\*) Others include no plan and Not stated/ Do not know.

*Comparing employment aspirations by school sector and level of education*

Table 36 shows that regardless of school sector, 'Full-time work' was the main employment outcome expected by 'Non Students' and 'Parents', followed by 'Other part-time or casual work'.

The proportion of 'Students' at Government schools who hoped to undertake a New Apprenticeship during the next five years was 5 percentage points higher than those at Catholic and Independent schools. The trend was similar for 'Parents' whose teenager was at a Government school.

The proportion of 'Students' at Independent schools who hoped to undertake other part-time work during the next five years was 8 percentage points higher than those at Catholic schools and 13-percentage points higher than those at Government schools. The proportion of 'Parents' with a teenager at an Independent School who expected their teenager to undertake other part-time work was 7 percentage points higher than those whose teenager was at a Catholic school and 12 percentage points higher than those with a teenager-at a Government school.

**Table 36**

**Expected main type of work to be undertaken during the next one to five years by school sectors**

	<b>Government</b> (%)	<b>Catholic</b> (%)	<b>Independent</b> (%)
<b>Students</b>			
New Apprenticeship	15.7	10.1	10.4
Other part-time / casual work	37.5	42.9	50.6
Full-time work	37.7	37.4	31.1
Others (*)	9.1	9.6	7.9
Total	100.0	100.0	100.0
<b>Non Students</b>			
New Apprenticeship	7.4	7.5	6.0
Other part-time / casual work	19.1	32.1	29.3
Full-time work	67.2	53.8	60.9
Others (*)	6.4	6.6	3.8
Total	100.0	100.0	100.0
<b>Parents</b>			
New Apprenticeship	19.2	14.1	11.4
Other part-time / casual work	21.1	26.3	32.8
Full-time work	53.8	53.2	48.5
Others (*)	5.9	6.4	7.3
Total	100.0	100.0	100.0

Note: (\*) Others include no plan and Not stated/ Do not know.

Table 37 indicates that the proportion of 'Students' who hoped to undertake a New Apprenticeship as an employment outcome during the next five years decreased as their education progressed beyond Year 10. The trend was similar for 'Parents' who expected their teenage to undertake a New Apprenticeship. The table also indicates that the proportion of 'Students' who hoped to undertake full-time work as an employment outcome increased as they

studied beyond-Year 10. The trend was similar for 'Parents' who expected their teenage to undertake full-time work as an employment outcome.

**Table 37**

**Expected main type of work to be undertaken during the next one to five years  
by level of secondary education**

	Year 10 or lower (%)	Year 11 (%)	Year 12 (%)
<b>Students</b>			
New Apprenticeship	17.1	13.9	10.8
Other part-time / casual work	39.7	42.1	39.4
Full-time work	36.4	33.6	41.1
Others (*)	6.9	10.4	8.7
Total	100.0	100.0	100.0
<b>Parents</b>			
New Apprenticeship	20.6	19.7	13.7
Other part-time / casual work	31.9	31.7	30.1
Full-time work	38.9	39.6	49.5
Others (*)	8.6	9.0	6.8
Total	100.0	100.0	100.0

Note: (\*) Others include no plan and Not stated/ Do not know.

Table 38 shows that 67 per cent of 'Non Students' who were not studying hoped to undertake full-time work during the next five years, compared to 65 per cent of 'Parents' who expected their teenager to undertake full-time work. The table also shows that 11 per cent of 'Non Students' who were not studying or at TAFE expected to undertake a New Apprenticeship, compared to 'Parents' whose teenager was either not studying (24 per cent) or at TAFE (19 per cent).

**Table 38**

**Expected main type of work to be undertaken during the next one to five years  
by school leavers**

	Non studying (%)	TAFE (%)	University (%)
<b>Non Students</b>			
New Apprenticeship	11.8	11.0	0.0
Other part-time / casual work	14.0	13.4	38.2
Full-time work	67.3	72.0	55.9
Others (*)	7.0	3.7	5.9
Total	100.0	100.0	100.0
<b>Parents</b>			
New Apprenticeship	23.8	19.1	0.0
Other part-time / casual work	7.3	10.7	30.4
Full-time work	64.5	66.5	65.6
Others (*)	4.5	3.7	4.1
Total	100.0	100.0	100.0

Note: (\*) Others include no plan and Not stated/ Do not know.

Non studying includes the categories of employed and unemployed people aged 15-19.

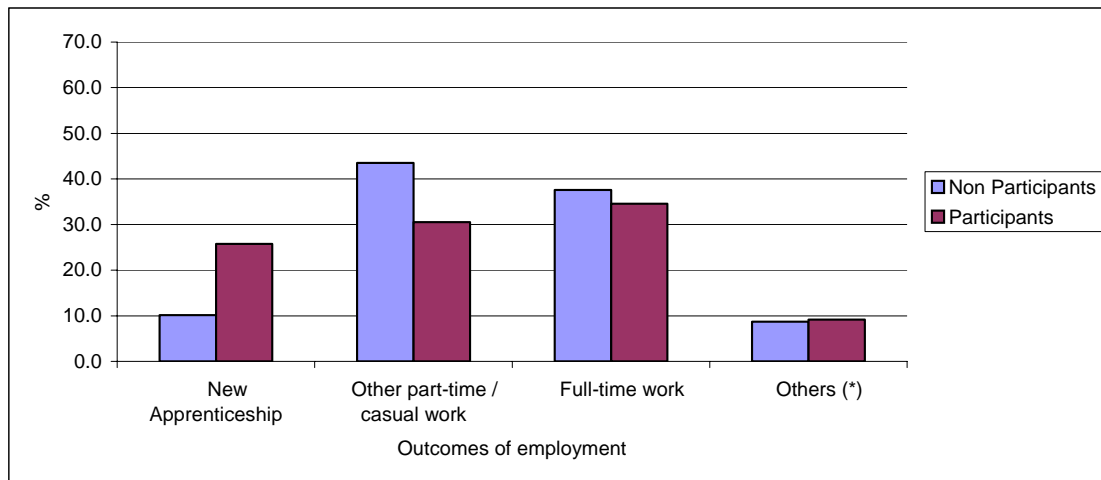
TAFE refers to TAFE and other VET courses.

### Comparing employment aspirations by VTE participants

Chart 28 shows that 'Students' who participated in VTE at school were more likely to undertake a New Apprenticeship than those who did not participate in VTE at school. 'Students' who did not participate in VTE at school were more likely to undertake other part-time work during the next five years.

#### Chart 28

**Expected main type of work to be undertaken during the next one to five years  
'Students' by VTE participants in Schools**

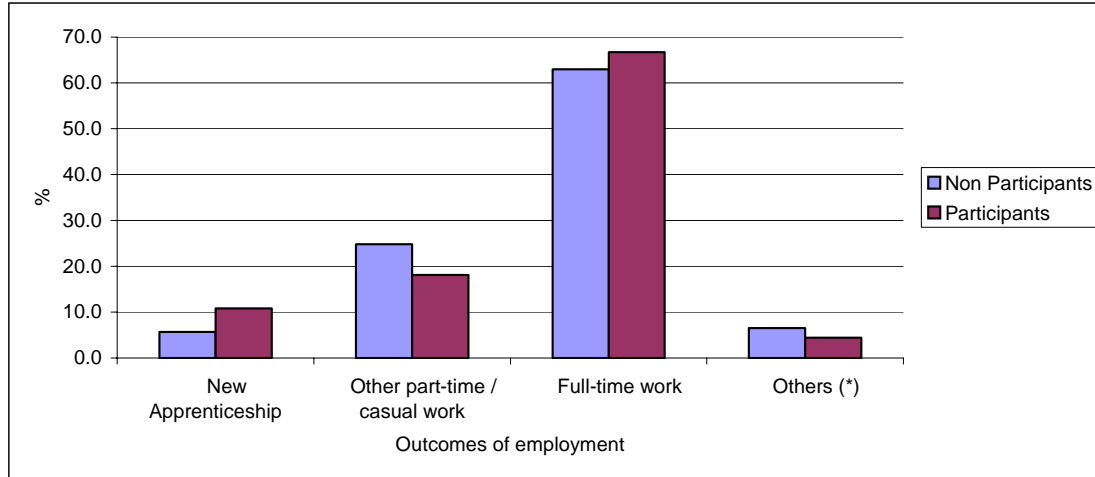


Note: (\*) Others include no plan and Not stated/ Do not know.

Chart 29 shows that 'Non Students' who participated in VTE at school were more likely to undertake a New Apprenticeship during the next five years than their peers who did not participate in VTE at school. 'Non Students' who did not participate in VTE at school were more likely to undertake other part-time work, although 60 per cent of 'Non Students' expected to undertake full-time work.

**Chart 29**

**Expected main type of work to be undertaken during the next one to five years  
'Non Students' by VTE participants in Schools**

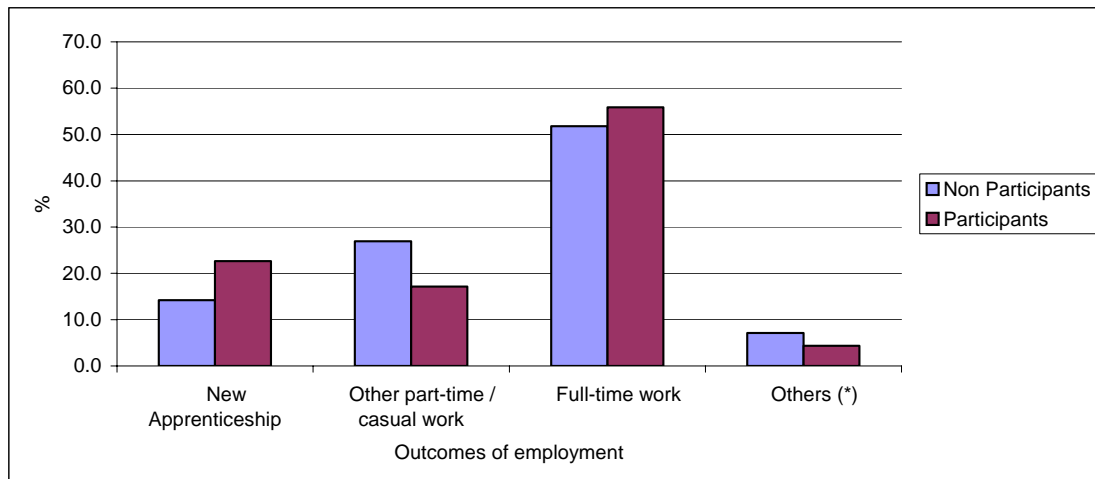


Note: (\*) Others include no plan and Not stated/ Do not know.

Chart 30 shows that 'Parents' whose teenager did not participate in VTE at school were more likely to expect their teenagers to undertake other part-time work during the next five years than 'Parents' whose teenagers did participate. 'Parents' were more likely to expect their teenager to undertake a New Apprenticeship if their teenager had participated in VTE at school.

**Chart 30**

**Expected main type of work to be undertaken during the next one to five years  
'Parents' by VTE participants in Schools**



Note: (\*) Others include no plan and Not stated/ Do not know.

*Comparing employment aspirations by highest level qualification of 'Parents'*

Table 39 indicates that 45 per cent of 'Parents' with a university qualification expected their teenager to undertake full-time work, compared to 55 per cent of 'Parents' with other qualifications. The table also shows that 11 per cent of 'Parents' with a university qualification expected their teenager to undertake a New Apprenticeship, compared to 22 per cent of 'Parents' with a mid-secondary qualification.

**Table 39**

**Expected main type of work desired to be undertaken by teenager during the next one to five years, by highest level of qualifications of 'Parents'**

	Mid-secondary (%)	TAFE (%)	Secondary (%)	University (%)
New Apprenticeship	21.5	17.4	14.9	10.7
Other part-time / casual work	17.0	22.7	22.8	35.5
Full-time work	55.1	56.3	56.5	45.1
Others (*)	6.4	3.7	5.8	8.7
Total	100.0	100.0	100.0	100.0

Note: Mid-secondary includes 'Never attended school', 'Left school before completing Year 10', 'Completed Year 10' and 'Left school before completing Year 12'.

Secondary refers to 'Completed Year 12'.

TAFE includes 'Certificates I, II, III, IV' and 'Diploma and advanced diploma'.

University refers to 'University degrees'.

(\*) Others include no plan and Not stated/ Do not know.

## 6. Influences on study and career path decisions

The survey also queried 'Students', 'Non Students' and 'Parents' on their views regarding those people who had an important influence on 'Teenagers' study and career path decisions. The questions addressed in the chapter are:

- Who were important influences on study and career path decisions for 'Teenagers'? and
- To what extent were important influences associated with the different socio-demographic backgrounds of respondents?

The relevant survey question was: *'How important have the following people been in influencing your or your teenager's study and career decisions?'* Respondents were asked to rate the influences as 'Important', 'Neither Important nor Unimportant', 'Unimportant' or 'Not stated / Don't know'.

Table 40 shows that the majority of respondents regarded the 'Teenager themselves' as an important influence on decisions related to their own study and career. 'Parents' were also highly regarded, with the responses of 'Students' (72 per cent), 'Non Students' (79 per cent) and 'Parents' (79 per cent) placing them as the second most important influence. Only one in three respondents viewed 'Potential prospective employers' and 'Friends and peers opinions' as important influences on the decisions.

**Table 40**

### **Influences viewed as 'important' on decisions of study and career by survey respondents**

	<b>Students</b>	<b>Non Students</b>	<b>Parents</b>
	(%)	(%)	(%)
Teenager themselves	85.3	87.8	84.1
Parents	70.6	64.7	79.0
Teachers	47.9	39.2	50.1
Career advisor	34.7	28.4	38.3
Prospective employers	28.7	30.5	36.0
Friends and peers	28.3	24.7	33.2

### *Comparing important influences by gender*

Charts 31 and 32 show that the important influences on study and career decisions are similar when broken down by gender.

Chart 31 shows that proportionally more female 'Students' viewed the 'Teenager themselves', 'Teachers', 'Friends and peers opinions' and 'Prospective employers' as important influences, while proportionally more male 'Students' viewed 'Parents' and 'Career advisor' as important influences on study and career path decisions.

Chart 31

Influences viewed as 'important' on decisions of study and career  
'Students' by gender

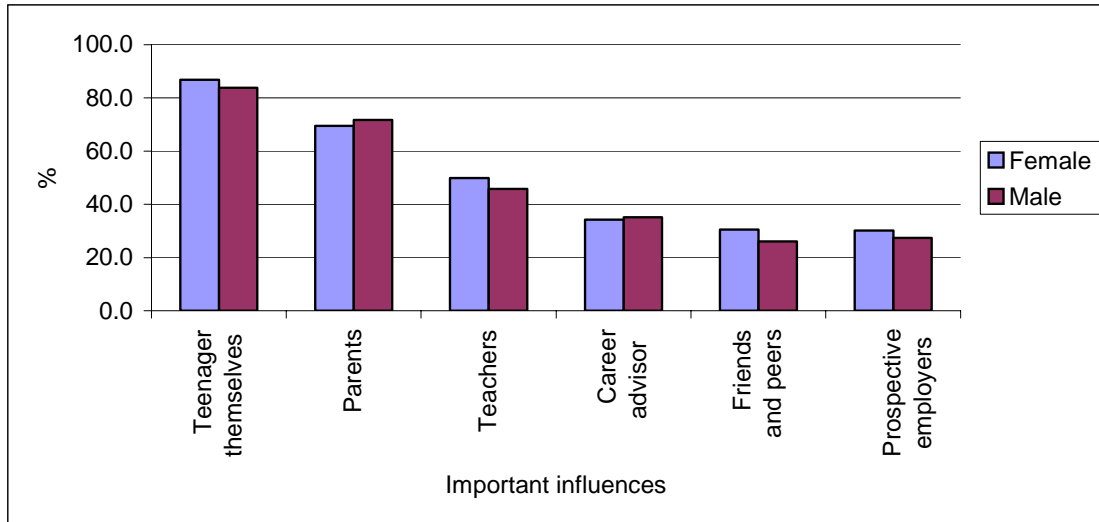
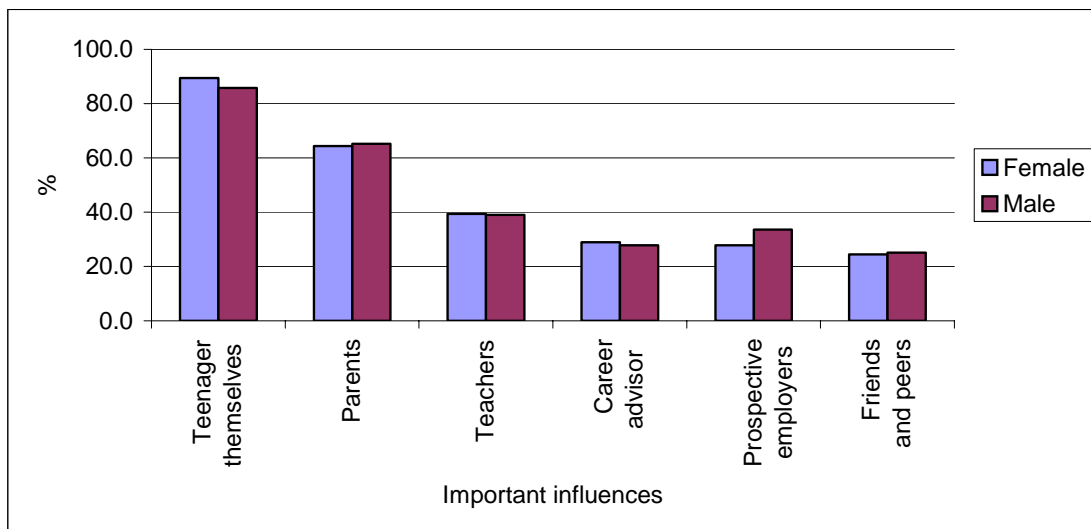


Chart 32 shows of 'Non Students', proportionally more females viewed the 'Teenager themselves' and 'Career advisors' as important influences, compared to males who assigned slightly more importance to 'Prospective employers' and 'Parents'.

Chart 32

Influences viewed as 'important' on decisions of study and career  
'Non Students' by gender



*Comparing important influences by main language spoken at home*

Chart 33 shows that the proportion of 'Students' from Non-English speaking homes who viewed 'Teachers' (61.2 per cent) and 'Career advisor' (53.5 per cent) as important influences on the decisions was considerably higher than 'Students' from English speaking homes (46.4 per cent and 32.6 per cent respectively).

**Chart 33**

**Influences viewed as 'important' on decisions of study and career  
'Students' by main language spoken at home**

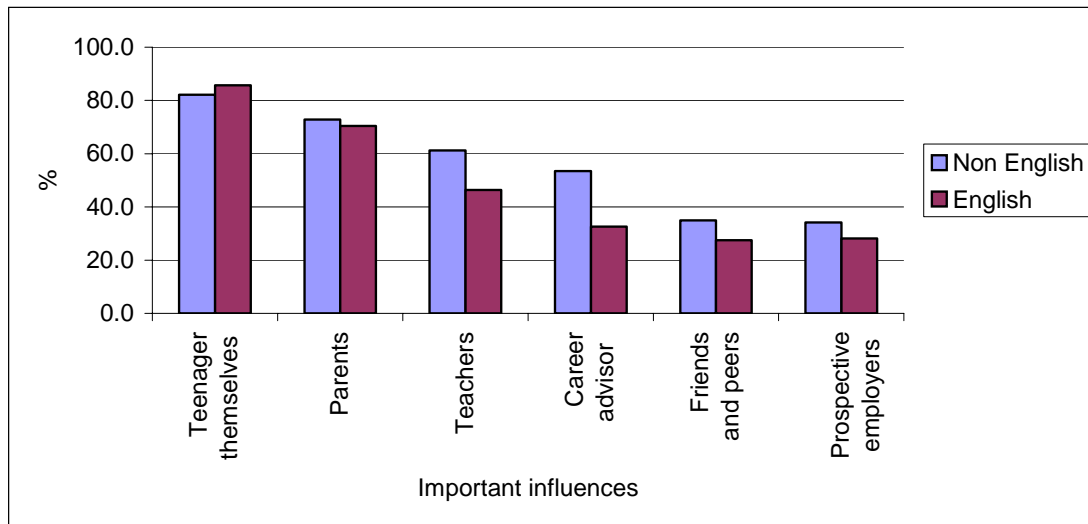


Chart 34 shows that the proportion of 'Non Students' from Non-English speaking homes who viewed 'Parents' as an important influence on the decisions (79.7 per cent) was 16 percentage points higher than those 'Non Students' from English speaking homes (63.4 per cent).

**Chart 34**

**Influences viewed as 'important' on decisions of study and career  
'Non Students' by main language spoken at home**

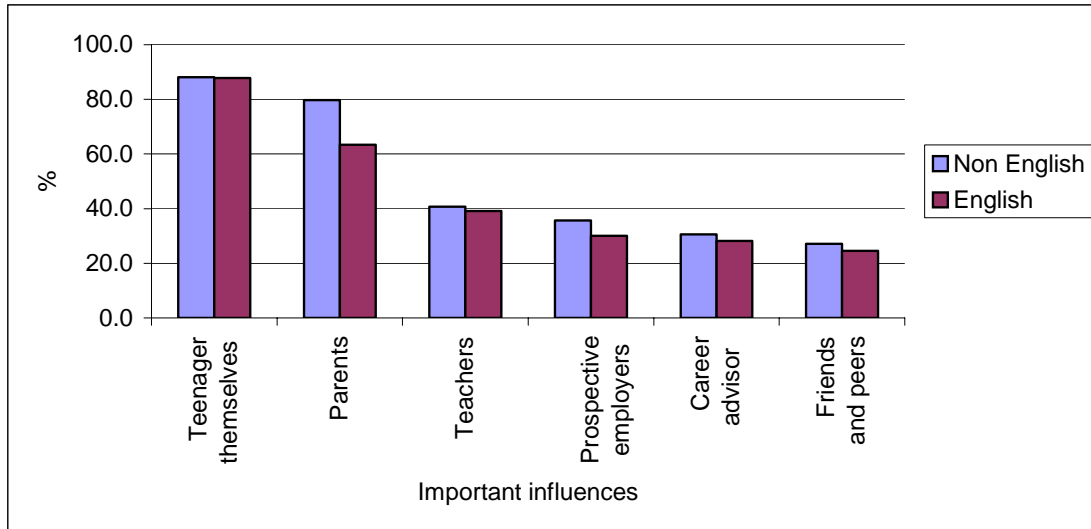
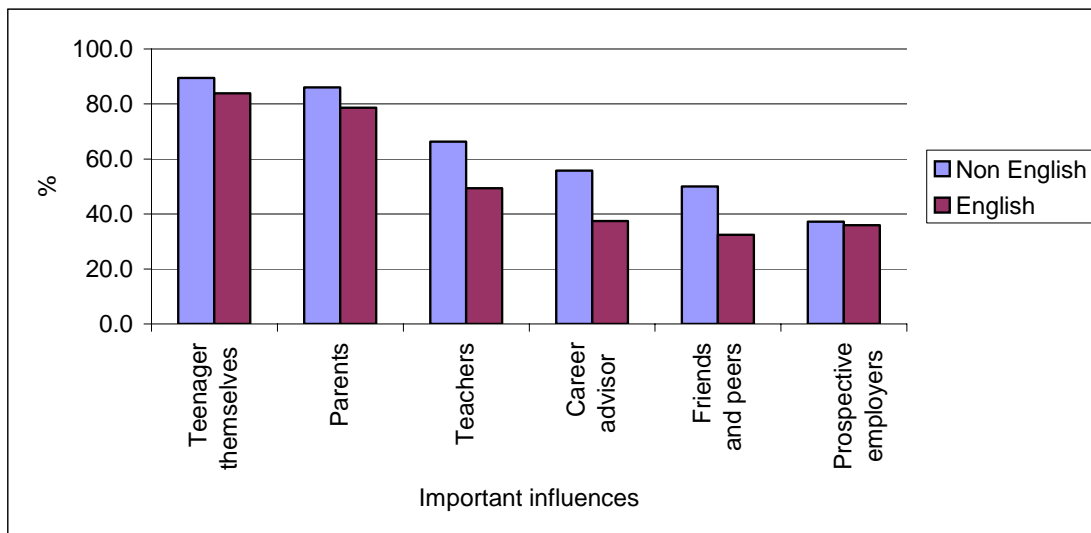


Chart 35 shows that 'Parents' from Non-English speaking homes were more likely to regard their own influence on their teenager's study and career path decisions as important than their counterparts from English-speaking homes.

**Chart 35**

**Influences viewed as 'important' on decisions of study and career  
'Parents' by main language spoken at home**



## 7. Conclusion

### Availability of, and participation in, VTE at school

The majority of Australian Government, Catholic and Independent schools attended by respondents offered VTE programs or courses, with the highest proportion offered by Government schools. VTE is mainly available to 'Teenagers in Years 11 and 12. The proportion of schools offering VTE programs or courses, and the VTE participation rate, was higher in regional and remote areas than in major cities.

'Teenagers' who anticipated going to TAFE or other VTE courses were more likely to participate in VTE at school, compared to those aiming for university. 'Teenagers' who expected a New Apprenticeship as an employment outcome were more likely to participate in VTE at school, compared to those hoping for other part-time work. 'Teenagers' in remote and regional areas were more likely to participate in VTE at school than those in major cities. 'Teenagers' with highly qualified 'Parents' were less likely to participate in VTE at school.

### Triggers to VTE participation

A future job opportunity was the most important trigger to VTE participation, followed by a recognised VTE qualification and interesting subjects. Convenient locations, other career paths and flexible study were more important for 'Teenagers' in remote areas than in major cities. A New Apprenticeship opportunity was viewed by 'Parents' as more important in remote and regional areas than in major cities.

'Students' who participated in VTE at school were more likely to view a New Apprenticeship opportunity as an important trigger to VTE participation than those who did not participate in VTE at school. 'Parents' whose teenager participated in VTE at school were more likely to view industry knowledge and practical experience as an important trigger to VTE participation than those whose teenager did not participate in VTE at school.

'Parents' with a mid-secondary qualification were more likely to view a New Apprenticeship opportunity as an important trigger to VTE participation than those with a university qualification. 'Parents' with a TAFE qualification were more likely to view interesting subjects as an important trigger than those with other qualifications.

### Perceptions of VTE participation

On the one hand, the reported VTE perceptions reflected the main benefits of VTE participation, including 'VTE enhances the chances of getting a New Apprenticeship', 'VTE leads to other types of study' and 'VTE uses a hands-on approach'.

On the other hand, 'Parents' in remote areas strongly held the perception of 'VTE as an alternative if you are unable to find a job' and 'VTE is considered a second chance for people who want further education'. Respondents in major cities had a greater tendency than those in regional and remote areas to perceive 'university qualifications as more likely to be recognised than VTE qualifications'.

'Parents' with a mid-secondary qualification were more likely than those with a university qualification to perceive 'VTE as an alternative if you are unable to find a job' and 'VTE is considered as a second chance for people who want further education'. 'Parents' with a university qualification were more likely than those with a mid-secondary qualification to perceive 'university qualifications as more likely to be recognised than VTE qualifications'.

#### Types and sources of information

'Quality of VTE teaching staff' and 'potential employment prospects' were viewed as equally important in deciding whether or not to participate in VTE. 'Teenagers' and their 'Parents' in remote areas were more likely than those in major cities to consider 'location of college/institution', 'career guidance services' and 'financial assistance' as important information.

The respondents shared a common view of 'teacher' and 'written information from schools' as important sources of information when deciding about VTE participation, while fewer respondents viewed 'private training institution' as an important source of information.

#### Education and employment aspirations

There was no significant proportional variation between 'Teenagers' who anticipated going to university and 'Parents' who expected their teenager to go to university. However, 'Teenagers' in major cities were more likely to anticipate going to university, than those in regional and remote areas, who were more likely to anticipate going to TAFE or other VTE courses. 'Teenagers' in regional and remote areas were more likely to expect to undertake a New Apprenticeship, than their peers in major cities who were more likely to expect other part-time work as an employment outcome.

'Teenagers' who did not participate in VTE at school were more likely to anticipate going to university, while those who participated in VTE at school were more likely to participate in TAFE or other VTE courses. 'Teenagers' who participated in VTE while at school were more likely to undertake a New Apprenticeship after leaving school.

'Parents' with a university qualification were more likely to expect their teenager to commence or complete university than those with a mid-secondary qualification. 'Parents' with a mid-secondary qualification were more likely to expect their teenager to commence or complete TAFE or other VTE courses than those with a university qualification.

#### Important influences on study and career path decisions

All respondents regarded the 'Teenagers themselves' as the most significant influence on study and career path decisions, ahead of 'Parents' and 'Teachers'.

## 8. References

ABS (2004), *Population by Age and Sex*, ABS Cat. No. 3201.0.

ABS (2004), *School*, Cat. No. 4221.0.

ABS (2002), *2001 Census of Population and Housing*.

ACER (2004a), *Educational experiences and transition between school and the labour market*.

ACER (2004b), *Pathways from school to further education or work*.

ACER (2004c), *Participation in New Apprenticeships*.

DEST (2004), *Career decision making of school students*.

DEST (2004), *New Apprenticeships tracking research*.

DEST (2003a) *Repositioning VTE, positioning strategy framework*.

DEST (2003b), *Parents' and Community Members' Attitudes to schooling*.

ECEF (2003), *Young Visions*, Enterprise and Career Education Foundation (ECEF).

NCVER (2005), *What clients say they want and need to know about VTE and how they want to access the information*.

NCVER (2004a), *A fair go, factors impacting on vocational education and training participation and completion in selected ethnic communities*.

NCVER (2004b), *Post-compulsory perspective*.

## Appendix A. Characteristics of survey respondents

Data in Table A.1 show that 74.1 per cent of 'Parents' aged 29 and over were female (compared to 50.7 per cent of the national population aged 29 and over). Hence, female 'Parents' were over-represented among this type of survey participant.

**Table A.1: Gender of survey respondents**

	Survey respondents		Population *
	Number	Proportion (%)	
Female			
Teenagers (a)	1018	51.1	48.9
Parents/guardians	1496	74.1	50.7
Male			
Teenagers (a)	975	48.9	51.1
Parents/guardians	524	25.9	49.3
Persons			
Teenagers (a)	1993	100.0	100.0
Parents/guardians	2020	100.0	100.0

Source: \* *Population by Age and Sex, Australia*, aged 15 and over, ABS (Cat. No. 3201.0, 2004)

Table A.2 compares the age distribution of the sampled respondents of current and non-current secondary students aged 15-19, with that of the national population as at 2004. The proportion of the sampled respondents of 'Teenagers' was in general similar to that of the national population within each age group except that the sampled respondents at aged 19 were 5 per cent under-represented.

**Table A.2: Age distribution of the teenagers**

	Survey respondents		Population *
	Number	Proportion (%)	
15	726	18.1	19.8
16	909	22.7	19.7
17	929	23.1	19.8
18	827	20.6	20.2
19	622	15.5	20.5
Total	4013	100.0	100.0

Source: \* *Population by Age and Sex, Australia*, aged 15 and over, ABS (Cat. No. 3201.0, 2004)

Table A.3 shows that 6.8 per cent of respondents were Non-English speaking at home, compared to 16.7 per cent of 2001 Census participants who were Non-English speaking at home.

**Table A.3: Main language spoken at home**

	Survey respondents		Population *
	Number	Proportion (%)	
A language other than English	274	6.8	16.1
English	3739	93.2	79.8
Not known	0	0.0	4.0
<b>Total</b>	<b>4013</b>	<b>100</b>	<b>100</b>

Source: \* ABS 2001 Census of Population and Housing, aged 15-64

Note \*: (1) English is defined to people who reported English as the main language spoken at home.

(2) Language other than English is defined to people who reported a language other than English as the main language spoken at home.

Table A.4 compares the regional distribution of the sampled respondents and the population and shows that they are similar. The geographic locations are measured by the postcodes of respondents. They are aggregated into three categories - major urban, regional areas (both Inner Regional areas and Outer Regional areas) and remote areas (Remote areas and Very Remote areas).

**Table A.4: Remoteness of survey respondents**

	Survey respondents		Population *
	Number	Proportion (%)	
Major Cities of Australia	2507	62.5	66.0
Inner Regional Australia	948	23.6	20.6
Outer Regional Australia	467	11.6	10.5
Remote Australia	74	1.8	1.8
Very Remote Australia	15	0.4	1.1
Not applicable	2	0.1	n/a
<b>Total</b>	<b>4013</b>	<b>100.0</b>	<b>100.0</b>

Source: \* ABS 2001 Census of Population and Housing.

Table A.5 shows that 15 per cent and 19.6 per cent of 'Teenagers' participating in the survey had school background of either a Catholic or an Independent school, compared to 21.3 per cent and 16 per cent of the respective school.

**Table A.5: School sectors of survey respondents of the teenagers**

	Survey respondents		Population *
	Number	Proportion (%)	
Government or State school	2556	63.7	62.7
Catholic school	601	15.0	21.3
Independent or private school	786	19.6	16.0
Others	70	1.7	n/a
<b>Total</b>	<b>4013</b>	<b>100.0</b>	<b>100.0</b>

Source: \* School, ABS (Cat. No. 4221.0, 2004).

## Appendix B. Survey questionnaires

### QUESTIONNAIRE FOR SCHOOL, NON-SCHOOL STUDENTS AND PARENTS TRIGGERS, PERCEPTIONS AND ASPIRATIONS SURVEY

*Hello, my name is ..... I am calling from the Australian Government  
Department of Education, Science and Training.*

*The Department is conducting an important survey to gain a better understanding of the factors that influence young people to participate in Vocational and Technical Education (for example TAFE, VTE programs in school, private providers, New Apprenticeships – Traineeships/Apprenticeships) and also the career and future training aspirations of young Australians and their parents.*

**(a) Are you, or is anyone in your family currently aged 15-19?** *If YES continue, if No thank you and good bye.*

**(b) Are you aged 15 – 19 or a parent/guardian of someone who is aged 15 – 19?**

*If YES, I am aged 15-19 – Are you prepared to participate in this survey?*

*If YES – Go to (c)*

*If YES, I am a PARENT/GUARDIAN – Are you prepared to participate in this survey?*

*If NO – May I speak with someone aged 15-19 or with one of their*

**parents/guardians?** *(repeat introduction)*

**(c) Are you aged 15?**

*If NO – (continue with survey)*

*If YES – May I speak with one of your parents or guardians to obtain permission for you to participate in the interview? (repeat introduction)*

*If necessary say:*

If you are willing to help us, this interview should take around 5 to 10 minutes and any information you provide will be completely confidential and used for research purposes only. We have selected your phone number at random from the White Pages phone directory. This survey is being conducted in accordance with the requirements of the Commonwealth Privacy Act. If there are any questions you don't want to answer just tell me so I can skip over them.

I will be taking notes of your responses, and the information will be entered into a database. However, I stress that no data from individual responses will be kept beyond the duration of the project. The Department will not disclose your name or other particulars to anyone outside of the Department. Your information will not be individually identifiable in the data or the final research report.

**Is now convenient?** – *(if no, ask if you could ring back at a more convenient time)*

*If absolutely necessary say:*

If you have any concerns about this research project you may contact Jin Liu on (02) 6240 5170 or Asher Gentle on (02) 6240 9577 at the Department of Education, Science and Training.

*Thank you.*

**COMMON SECTION**

**Respondent Name** : Mr/Ms

.....

**Telephone Number** : (     )

.....

**State/Territory** :

.....

**Postcode** : \_\_\_\_\_ (e.g. NSW, VIC, QLD, WA, SA, TAS, NT, ACT)

**Details of call table for interviewer :**

	1 <sup>st</sup> Call	2 <sup>nd</sup> Call	3 <sup>rd</sup> Call
Date of call (dd/mm/yy)			
Time of call (am/pm)			
Interview commencing time			
Interview completion time			
Time taken for the Interview (in minutes)			

1. Is the respondent male or female?

Male	Female

2. What language does your family mostly speak at home?

English	
A language other than English	
Not stated / Don't know	

3. Could you please tell me your age?

**INTERVIEWER TO SELECT CORRECT CATEGORY**

15	
16	
17	
18	
19	
20-29	
30-44	
45-54	
55-64	
65 and over	
Not stated	

4. Are you a CURRENT secondary school student or the parent of a 15 – 19 year old?

I am a current secondary school student.	→ <b>Go to group 1</b>
I am not a current secondary school student.	→ <b>Go to Group 2</b>
I am a parent	→ <b>Go to Group 3</b>

**GROUP 1 YOUTH****CURRENT SECONDARY SCHOOL STUDENTS AGED 15-19**

1. What type of secondary school are you currently attending?

Government or State school	
Catholic school	
Independent or private school	
Others	
Not stated	

2. What is your current level of schooling?

<b>Schooling</b>	
Year 10 or lower	
Year 11	
Year 12	
Not stated	

3. Does your secondary school currently offer any Vocational and Technical Education programs or courses? YES/NO/NOT SURE, if NO/NOT SURE go to question 5
4. Are you participating in VTE programs or courses at school during 2005? YES/NO
5. What is the highest level of study you hope to commence or complete during the next one to five years? SELECT ONE ONLY

Year 10	
Year 12	
TAFE or other VTE courses	
University	
Others (inc. no plan)	
Not stated / Do not know	

6. Which of the following main types of work do you hope to undertake during the next one to five years? SELECT ONE ONLY

New Apprenticeship	
Other part-time / casual work	
Full-time work	
Others (inc. no plan)	
Not stated / Do not know	

7. How important have the following people been in influencing your study and career decisions? On a scale of 1–3

	<b>Scale</b>
	1 = Important 2 = Neither Important nor Unimportant 3 = Not Important 4 = Not stated / Don't know
Yourself	
Parents	
Friends and peers opinions	
Teachers	
Career advisor	
Employers or prospective employers	
Any others (please specify and scale)	

8. How important are the following reasons when deciding whether or not to participate in a VTE program or course? On a scale of 1 – 3

	<b>Scale</b>
	1 = Important 2 = Neither Important nor Unimportant 3 = Not Important 4 = Not stated / Don't know
Credit towards TAFE or University	
Interesting subjects	
Other career paths	
Other study options	
Future job opportunities	
Parents wishes	
School advice	
New Apprenticeship opportunity	
A recognised qualification	
Flexible study	
Industry knowledge and practical experience	
Convenient locations	
Any others (please specify and scale)	

9. Do you agree or disagree with the following statements about Vocational and Technical Education? On a scale of 1 – 3

	<b>Scale</b>
	1 = Agree 2 = Neither Agree nor Disagree 3 = Disagree 4 = Not stated / Don't know
University qualifications are more highly recognised than VTE qualifications	
VTE is an alternative if you are unable to find a job	
VTE leads to other types of study	
VTE is good for people who aren't suited to academic careers	
VTE courses are designed to suit males and not females	
VTE courses cost less than university courses	
VTE is considered a second chance for people who want further education	
VTE accepts people on the basis of skills and experience as well as marks	
VTE uses a hands-on approach	
VTE enhances the chances of getting a New Apprenticeship	
Any others (please specify and scale)	

10. How important is the following type of information when you are deciding whether or not to participate in VTE? On a scale of 1 – 3

	<b>Scale</b>
	1 = Important 2 = Neither Important nor Unimportant 3 = Not Important 4 = Not stated / Don't know
Content and duration of courses	
Location of college/institution	
Costs of courses	
Quality of the teaching staff	
Processes for getting financial assistance	
Career guidance services	
Potential employment prospects	
Credit towards further TAFE or University study	
Any others (please specify and scale)	

11. How important is the following source of information when you are deciding whether or not to participate in VTE? On a scale of 1 – 3

	<b>Scale</b>
	1 = Important
	2 = Neither Important nor Unimportant
	3 = Not Important
	4 = Not stated / Don't know
Written information from school	
Teachers	
Career counsellors	
Parent/teacher information session	
Parents/friends	
TAFE College	
Private training institution	
Local industry	
Group Training Company	
Careers Expo	
Newspaper/television/radio	
Any others (please specify and scale)	

**GROUP 2 YOUTH****NON-CURRENT SECONDARY SCHOOL STUDENTS AGED 15-19**

1. What was the main type of secondary school that you previously attended?

Government or State school	
Catholic school	
Independent or private school	
Others	
Not stated	

2. What is your highest level of completed education?

<b>Level of education</b>	
Never attended school	
Left school before completing Year 10	
Completed Year 10	
Left school before completing Year 12	
Completed Year 12	
Certificates I, II, III, IV (TAFE)	
Diploma or advanced diploma (TAFE)	
University degree	
Not stated	

3. Did your secondary school offer any Vocational and Technical Education programs or courses? YES/NO/NOT SURE, if NO/NOT SURE go to question 5

4. Have you participated in a VTE program or course at school? YES/NO

5. Are you currently studying? YES/NO, if YES (Please indicate ONE only)

<b>Studying</b>	
TAFE or other VTE courses	
University	
Others	
Not stated	

6. Are you currently working? YES/NO, if YES (Please indicate ONE only)

<b>Working</b>	
New Apprenticeship	
Other part-time / casual work	
Full-time work	
Others	
Not stated	

7. What is the highest level of study you hope to commence or complete during the next one to five years? SELECT ONE ONLY

Year 10	
Year 12	
TAFE or other VTE courses	
University	
Others (inc. no plan)	
Not stated / Do not know	

8. Which of the following main types of work do you hope to undertake during the next one to five years? SELECT ONE ONLY

New Apprenticeship	
Other part-time / casual work	
Full-time work	
Others (inc. no plan)	
Not stated / Do not know	

9. How important have the following people been in influencing your study and career decisions? On a scale of 1–3

	<b>Scale</b>
	1 = Important
	2 = Neither Important nor Unimportant
	3 = Not Important
	4 = Not stated / Don't know
Yourself	
Parents	
Friends and peers opinions	
Teachers	
Career advisor	
Employers or prospective employers	
Any others (please specify and scale)	

10. How important are the following reasons when deciding whether or not to participate in a VTE program or course? On a scale of 1 – 3

	<b>Scale</b>
	1 = Important 2 = Neither Important nor Unimportant 3 = Not Important 4 = Not stated / Don't know
Credit towards TAFE or University	
Interesting subjects	
Other career paths	
Other study options	
Future job opportunities	
Parents wishes	
School advice	
New Apprenticeship opportunity	
A recognised qualification	
Flexible study	
Industry knowledge and practical experience	
Convenient locations	
Any others (please specify and scale)	

11. Do you agree or disagree with the following statements about Vocational and Technical Education? On a scale of 1 – 3

	<b>Scale</b>
	1 = Agree 2 = Neither Agree nor Disagree 3 = Disagree 4 = Not stated / Don't know
University qualifications are more highly recognised than VTE qualifications	
VTE is an alternative if you are unable to find a job	
VTE leads to other types of study	
VTE is good for people who aren't suited to academic careers	
VTE courses are designed to suit males and not females	
VTE courses cost less than university courses	
VTE is considered a second chance for people who want further education	
VTE accepts people on the basis of skills and experience as well as marks	
VTE uses a hands-on approach	
VTE enhances the chances of getting a New Apprenticeship	
Any others (please specify and scale)	

12. How important is the following type of information when you are deciding whether or not to participate in VTE? On a scale of 1 – 3

	<b>Scale</b>
	1 = Important
	2 = Neither Important nor Unimportant
	3 = Not Important
	4 = Not stated / Don't know
Content and duration of courses	
Location of college/institution	
Costs of courses	
Quality of the teaching staff	
Processes for getting financial assistance	
Career guidance services	
Potential employment prospects	
Credit towards further TAFE or University study	
Any others (please specify and scale)	

13. How important is the following source of information when you are deciding whether or not to participate in VTE? On a scale of 1 – 3

	<b>Scale</b>
	1 = Important
	2 = Neither Important nor Unimportant
	3 = Not Important
	4 = Not stated / Don't know
Written information from school	
Teachers	
Career counsellors	
Parent/teacher information session	
Parents/friends	
TAFE College	
Private training institution	
Local industry	
Group Training Company	
Careers Expo	
Newspaper/television/radio	
Any others (please specify and scale)	

**GROUP 3 PARENTS****PARENTS OR GUARDIANS OF YOUNG PEOPLE AGED 15-19**

**Note:** *If you have more than one teenager aged 15-19, please provide the information for the eldest one.*

1. Is your eldest teenager male or female?

(Please tick the appropriate box)

Male	Female

2. How old is **he/she**?

(1) 15	
(2) 16	
(3) 17	
(4) 18	
(5) 19	
(6) Not stated	

3. What is the main type of secondary school that **he/she** has attended?

Government or State school	
Catholic school	
Independent or private school	
Others	
Not stated	

4. Is **he/she** currently studying? YES/NO, if YES (Please indicate ONE only)

<b>Studying</b>	
Year 10 or lower	
Year 11	
Year 12	
TAFE or other VTE courses	
University	
Others	
Not stated	

5. Is **he/she** currently working? YES/NO, if YES (Please indicate ONE only)

<b>Working</b>	
New Apprenticeship	
Other part-time / casual work	
Full-time work	
Others	
Not stated	

6. **Does/did his/her** secondary school offer any Vocational and Technical Education programs or courses? YES/NO/NOT SURE, if NO/NOT SURE go to question 8
7. Has **he/she** participated in VTE programs or courses at school? YES/NO
8. What is the highest level of study you hope your teenager will do or complete during the next one to five years? **SELECT ONE ONLY**

Year 10	
Year 12	
TAFE or other VTE courses	
University	
Others (inc. no plan)	
Not stated / Do not know	

9. Which of the following main types of work do you hope your teenager will undertake during the next one to five years? **SELECT ONE ONLY**

New Apprenticeship	
Other part-time / casual work	
Full-time work	
Others (inc. no plan)	
Not stated / Do not know	

10. How important have the following people been in influencing your teenager's study and career decisions? On a scale of 1 – 3

	<b>Scale</b>
	1 = Important
	2 = Neither Important nor Unimportant
	3 = Not Important
	4 = Not stated / Don't know
<b>His or Her self</b>	
Parents	
Friends and peers opinions	
Teachers	
Career advisor	
Employers or prospective employers	
Any others (please specify and scale)	

11. How important are the following reasons for your teenager in deciding whether or not to participate in a VTE program or course? On a scale of 1 – 3

	<b>Scale</b>
	1 = Important 2 = Neither Important nor Unimportant 3 = Not Important 4 = Not stated / Don't know
Credit towards TAFE or University	
Interesting subjects	
Other career paths	
Other study options	
Future job opportunities	
Parents wishes	
School advice	
New Apprenticeship opportunity	
A recognised qualification	
Flexible study	
Industry knowledge and practical experience	
Convenient locations	
Any others (please specify and scale)	

12. Do you agree or disagree with the following statements about Vocational and Technical Education? On a scale of 1 – 3

	<b>Scale</b>
	1 = Agree 2 = Neither Agree nor Disagree 3 = Disagree 4 = Not stated / Don't know
University qualifications are more highly recognised than VTE qualifications	
VTE is an alternative if you are unable to find a job	
VTE leads to other types of study	
VTE is good for people who aren't suited to academic careers	
VTE courses are designed to suit males and not females	
VTE courses cost less than university courses	
VTE is considered a second chance for people who want further education	
VTE accepts people on the basis of skills and experience as well as marks	
VTE uses a hands-on approach	
VTE enhances the chances of getting a New Apprenticeship	
Any others (please specify and scale)	

13. How important is the following type of information when you help **your teenager** decide whether or not to participate in VTE? On a scale of 1 – 3

	<b>Scale</b>
	1 = Important
	2 = Neither Important nor Unimportant
	3 = Not Important
	4 = Not stated / Don't know
Content and duration of courses	
Location of college/institution	
Costs of courses	
Quality of the teaching staff	
Processes for getting financial assistance	
Career guidance services	
Potential employment prospects	
Credit towards further TAFE or University study	
Any others (please specify and scale)	

14. How important is the following source of information when you help **your teenager** decide whether or not to participate in VTE? On a scale of 1 – 3

	<b>Scale</b>
	1 = Important
	2 = Neither Important nor Unimportant
	3 = Not Important
	4 = Not stated / Don't know
Written information from school	
Teachers	
Career counsellors	
Parent/teacher information session	
Parents/friends	
TAFE College	
Private training institution	
Local industry	
Group Training Company	
Careers Expo	
Newspaper/television/radio	
Any others (please specify and scale)	

15. What is **your** highest completed level of education?

<b>Qualification</b>	
Never attended school	
Left school before completing Year 10	
Completed Year 10	

Left school before completing Year 12	
Completed Year 12	
Certificates I, II, III, IV (TAFE)	
Diploma or advanced diploma (TAFE)	
University degree	
Not stated	