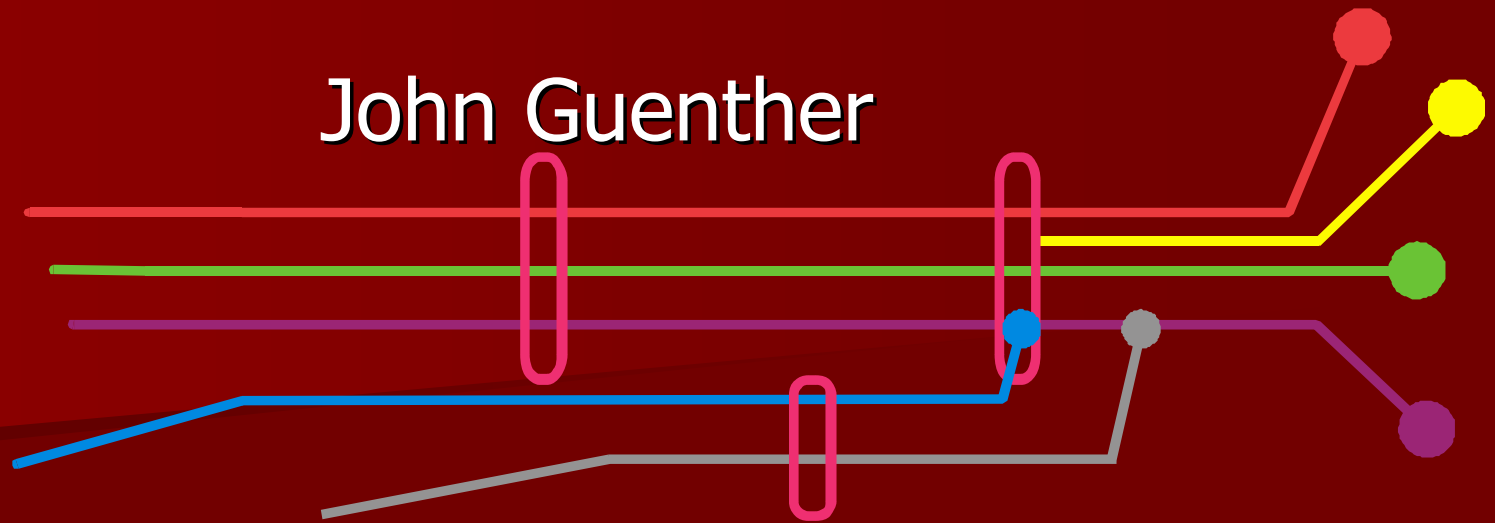


VET and capacity building: Tracks to effective outcomes

John Guenther



Research background

What we know:

- VET does contribute to skills/employment needs of individuals/industry
- VET does contribute to capacity building in communities

What we don't know:

- What are the ingredients needed to produce effective outcomes?

Rationale and questions



- Traditionally the focus has been on
 - Aspects of delivery
 - Employment outcomes
 - Qualifications, and more recently
 - Needs in Indigenous communities
- Key questions of this research:
 - Identify what *stakeholders* believe are effective outcomes and
 - What makes training effective

Case study sites

Site 1 - Urban growth community

Palmerston and outer Darwin suburbs

Site 4 - Indigenous

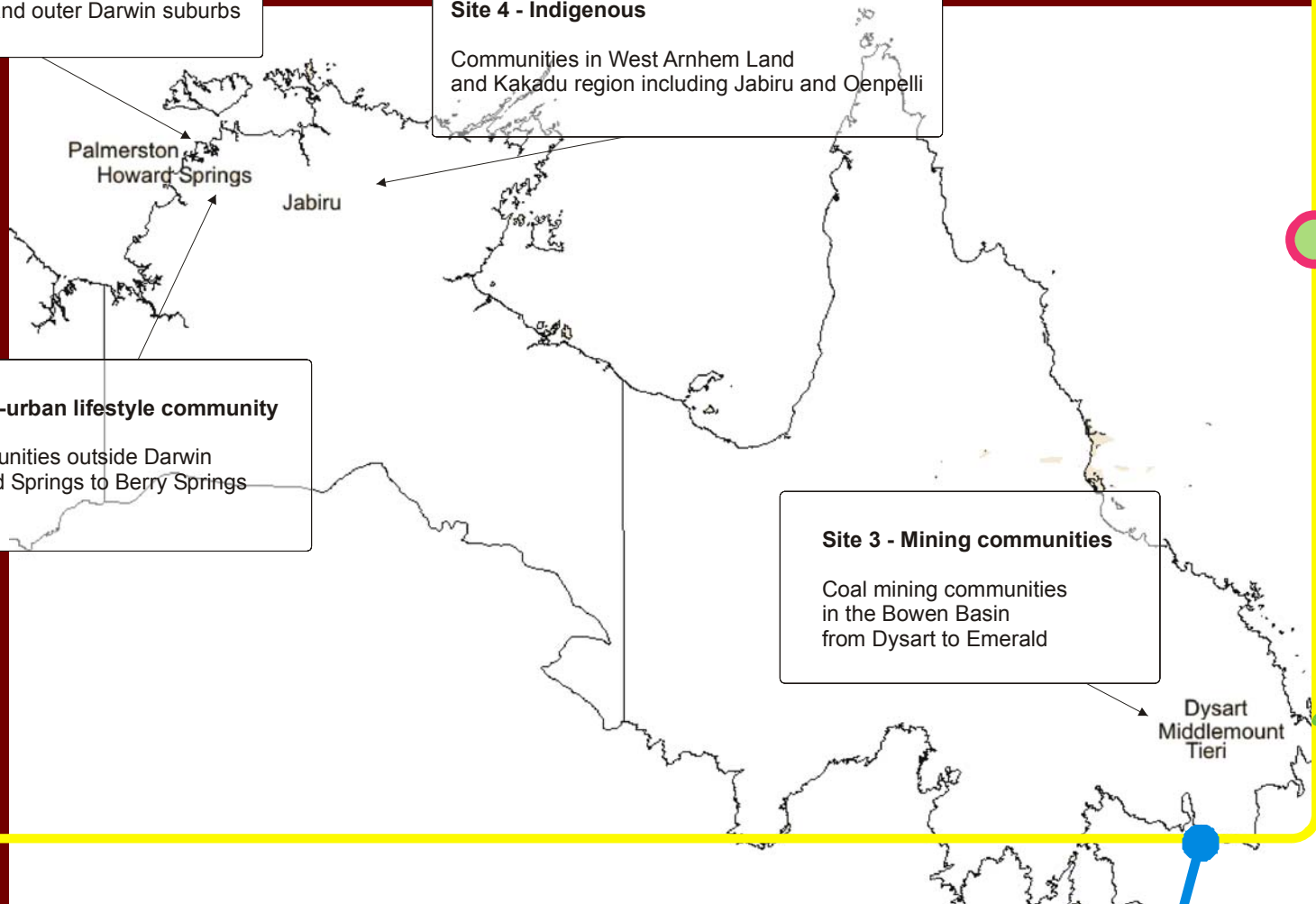
Communities in West Arnhem Land and Kakadu region including Jabiru and Oenpelli

Site 2 - Peri-urban lifestyle community

Rural communities outside Darwin from Howard Springs to Berry Springs

Site 3 - Mining communities

Coal mining communities in the Bowen Basin from Dysart to Emerald



Palmerston
Howard Springs

Jabiru

Dysart
Middlemount
Tieri

Stakeholders Interviewed

Site	Community	Government	Industry	Providers	Trainees	Total interviews
Bowen Basin	3	3	4	8		18
Howard Springs	1	5	6	7		19
Indigenous	1	10	10	17	2	40
Palmerston	2	8	5	9	1	25
Total interviews	7	26	25	41	3	102
Total respondents	9	28	26	55	14	132

How did stakeholders describe effective outcomes for individuals?

■ **Employment skills and career paths**

- access to employment
- career paths
- promotions

■ **Qualification**

- empowerment that comes through achievement

■ **Personal development**

- increased self confidence and self-esteem;
- improved decision making and problem solving skills;
- leadership development;
- personal responsibility;
- life skills; and
- self-empowerment.

How did stakeholders describe effective outcomes for communities?

■ **Indirect benefits to communities**

- spin-offs from employment
- engagement as responsible citizens
- reduced levels of delinquent behaviour

■ **Indigenous communities**

- facilitates community development
- health, nutrition, community safety
- land/environmental management
- better civic involvement
- transfer of skills learned to others within the community

■ **Direct benefits in general**

- sporting and cultural
- literacy and numeracy
- environmental programs
- religious programs
- information technology
- a vehicle for re-engagement with the community

How did stakeholders describe effective outcomes for industry?

■ **Filling skills gaps**

- preparing young people through VET in schools programs
- strategic planning processes for industry/region
- addressing skills shortages

■ **Improving productivity and competitiveness**

- Application of training to the job
- Competitive advantage through higher productivity
- Technical skills
- Decision making skills
- Communication and interpersonal relations

■ **Addressing risk management**

- Legislation and regulation
- Marketing, competitive advantage
- Moral obligation
- Reducing costs of OH&S

■ **Building stakeholder relationships**

- Building interpersonal skills
- Conflict resolution skills
- Increased awareness of stakeholder values, culture and traditions
- Opportunity for bridge building

What about outcomes for enterprise development?

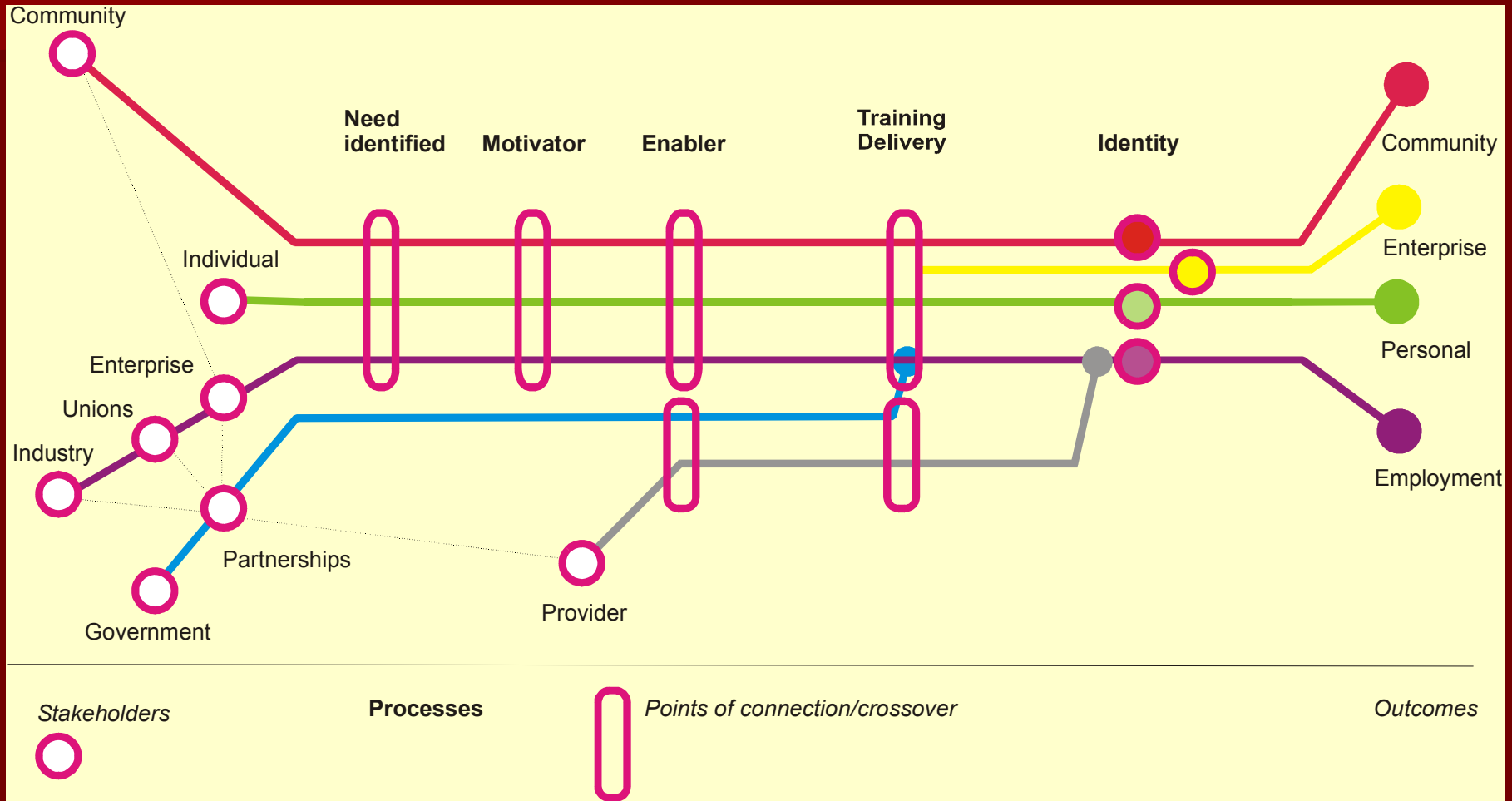
■ Few and far between

- Appears to be a lot of talk about the potential, but
- Very few examples of effective training for enterprise development
- Those that were cited were about Indigenous enterprises and invariably involved partnerships between communities, individuals, providers and other non-Indigenous enterprise

■ Training providers and enterprise development

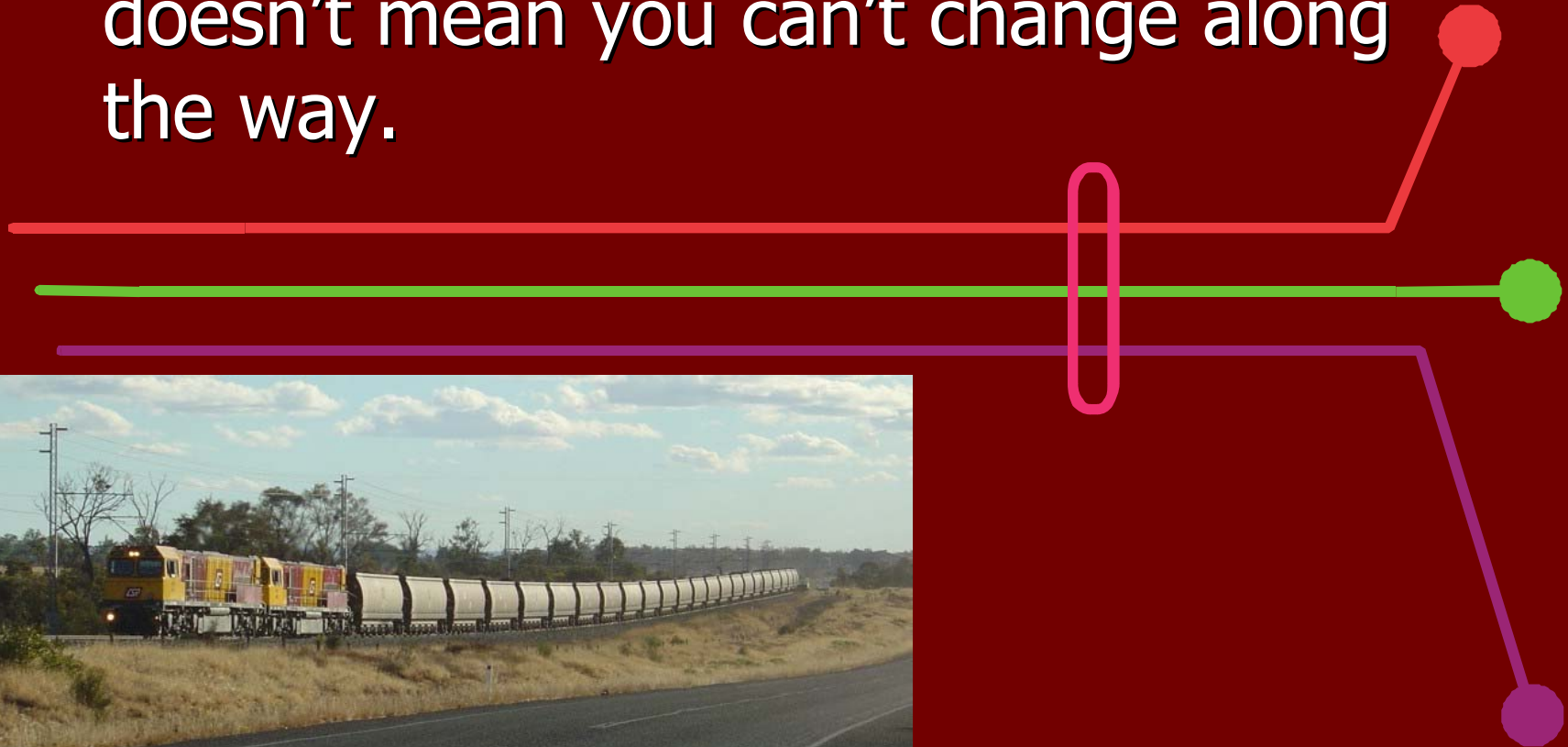
- Providers appear to be well equipped to deal with community and industry needs but not new enterprise needs
- Are training packages/ accredited courses designed to take into account the skill sets required for new enterprises?

So what makes a training program effective?



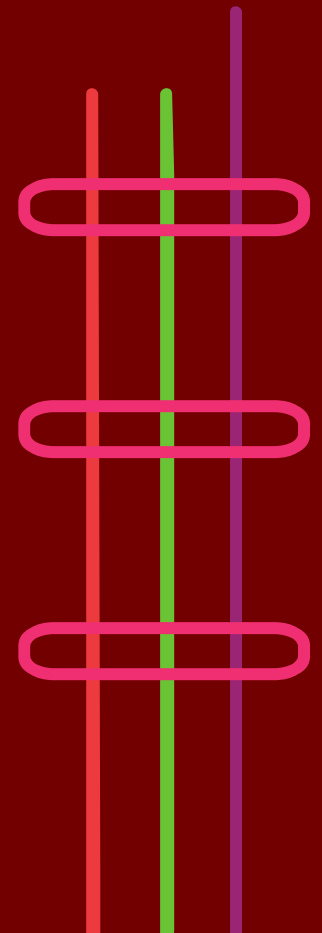
Getting on and getting off

- It appears that there are set tracks, but
- Just because you start on one track doesn't mean you can't change along the way.



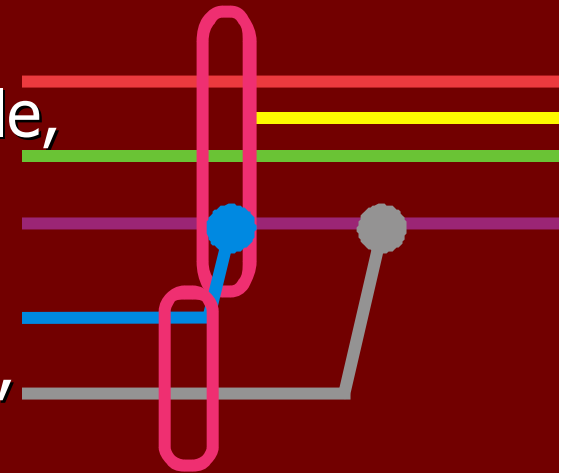
How to derail a program

- While a lot of the focus has been on delivery, training must include the following precursors:
 - An identified need
 - Establishes the *reason* for training
 - A motivator
 - Provides the *impetus* for training
 - An enabler
 - Provides the *resources* for the training



Training: where it all comes together

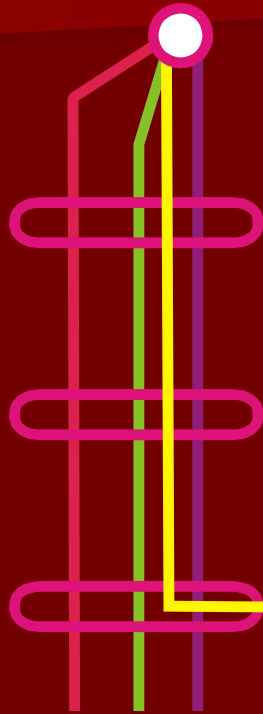
- The content
 - Meets needs, relevant, practical, takes in context, assessment consistent with competencies required
- The program's characteristics
 - Relate to tasks done, flexible, adaptable, engaging, enjoyable
- The processes
 - Relationships, mentoring, coordination, planning
 - Recognition, appropriate structures



Identity formation

- Training builds the identity of participants:
- Identity formation is expressed through:
 - Increased self-esteem, self-confidence
 - Achieving things previously not thought possible
 - Re-engagement with the social fabric of the community
 - A fresh discovery of how participants fit into the life of the community

Implications



- Eliminate 'training for training's sake'
- Planning new education and learning initiatives
- Pathways to enterprise development
- Alternative indicators of successful training