



## Women in Adult and Vocational Education Newsletter

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**WAVE** is a national network of women involved in VET, adult education and the broad field of work-related education and training. WAVE provides seminars & workshops, research, policy advocacy and advice, as well as networking on an international, national and state basis. We are supported within each state by local representation that in turn contributes collaboratively to national events and governance. W:[www.wave.org.au](http://www.wave.org.au) E:[wave@wave.org.au](mailto:wave@wave.org.au)

### Update

#### WAVE and AVETRA

Congratulations to WAVE co-convenor for Victoria, Kira Clarke, on her election as President of AVETRA.

WAVE and AVETRA have a MOU that commits the two associations to working together, including sharing of research and research opportunities. We hope to increase the work we undertake together.

Visit: [www.wave.org.au/](http://www.wave.org.au/)

Or visit and follow our Socials:



#### Interested in becoming a paid member?

Membership fees are called for in October each year. If you pay now, it will take you through to October this year. To become a paid member of WAVE contact us via email [wave@wave.org.au](mailto:wave@wave.org.au) and we will send you an invoice, or just pay online and let us know.

WAVE membership fees for 2021-2022 are:

- \* **Individual \$50 or \$30 if you are re-joining**
- \* **Organisation \$100 or \$75 if you are re-joining**

Have you ever thought about giving a bit of your time to working with other women in adult and vocational education? Currently we have no representatives in NSW, ACT and Tasmania. All Executive Members must be financial members. Let us know if you are interested.

Linda Simon (National Convenor) [wave@wave.org.au](mailto:wave@wave.org.au)



## The WAVE Equity panel at the AVETRA conference

At the AVETRA conference this year, WAVE organised and chaired an Equity Panel on the first day.

Linda Simon chaired the panel for the three presenters: Jane Newton, Annie Carney and Dr Shuyan Huo.

The main focus of panel discussion was: **How do we bring equity back to the forefront of VET?**

The panellists directed their questions to three specific questions:

\*Why is equity important in vocational education and training?

\*How does this translate into skills for teachers, research capabilities and professional practice?

\*What strategies/commitments are required to bring equity back to the forefront of VET?

Linda opened the panel by reminding the audience of the aims of both the Kangan Report of 1974 with its educational and social emphasis, and NVEAC established in 2009 (later dismantled when there was a change of government) ) with the goal of providing advice on reforms required “to ensure learners who experience disadvantage achieve improved outcomes from VET”. Gerald Burke in a later presentation on funding, gave particular emphasis to the loss of funding for equity programs and support in VET.

Recordings and papers from the AVETRA conference will be available soon.



## Our 2021-2022 WAVE team

### National Committee

Linda Simon: WAVE National Convenor  
Jan Edwards: WAVE Secretary  
Annette Bonnici: WAVE Treasurer  
Elaine Butler: WAVE Ambassador  
Regional and rural: L'Amour Gina-Whewell

### ACT Convenor

Vacant (interested - email us today)

### Northern Territory Convenor

Raelke Grimmer

### Queensland Convenor

Jane Newton  
Deb Parker

### Victoria Convenors

Kira Clarke  
Sally Thompson

### Western Australia Convenors

Sue Thompson  
Sarah Leftwich

### New South Wales Convenor

Vacant (interested - email us today)

### South Australia Convenors

Jan Edwards

### Tasmania Convenor

Vacant (interested - email us today)

For more information about your executive team visit our website or email us today:

[www.wave.org.au/leadership/](http://www.wave.org.au/leadership/)



Annie Carney, one of the presenters, had this to say, reflecting on the research on universal design for learning (UDI) that she and colleague Annemaree Gibson undertook: “Many equity groups gravitate to vocational education, making it a rich and diverse education culture. However, systems in vocational education are not set up to support equity: they are set up for the average learner, from the physical environment to the curriculum. In general, people with disability are catered for as an add-on. There is a need to ‘build in’ a more equitable approach with tools such as the universal design for learning (UDL) framework. We also require research to find out what works to promote equity. What outcomes would be considered a success?”

Dr Shuyan Huo from Victoria University, made the following comments from her research: Inequality in key outcomes among VET learners in Victoria.

### Residualisation in the VET sector: school leavers

“Over the decade from 2009 to 2018, one significant trend among school leavers is an increase in university entry, and a corresponding decline in entry to VET and apprenticeships or traineeships.

This trend appears to be unevenly distributed across socioeconomic and academic dimensions. University entry among low performers in reading generally increased between 2009 and 2018, regardless of their SES background. However, the increase among the low performers from high SES backgrounds (ESCS Q4) was more than double (from 19 to 43 percent), while the increase for those from low SES backgrounds (ESCS Q1) was only marginal (from 7 to 11 per cent).

Despite a declining base of overall training activity, the VET sector continues to be residualised. Participation rates in VET for disadvantaged populations are generally higher than in the university sector.”

### Inequality in key outcomes

“Disadvantage is a barrier for both student access to VET, and achievement. Disadvantaged cohorts are likely to have higher learning needs, and they continue to experience poorer training outcomes than students on average, in many cases with the outcome gap between disadvantaged and other students increasing over time.

The proportion of disadvantaged students reporting improved employment status following training is consistently lower than the proportion for all students. This gap in outcomes has widened across almost all disadvantaged cohorts over the period 2010 to 2019.

Individuals who are not in the labour force and students with a disability have particularly poor employment transition outcomes compared to the Victorian average.

The gaps in transition into further study after training appear to have improved in recent years, since 2016.”



## International matters

The UN High Level Political Forum (HLPF) 2022: see <https://sustainabledevelopment.un.org/hlpf#hlpf2022> is around "Building back better from the coronavirus disease (COVID-19) while advancing the full implementation of the 2030 Agenda for sustainable development".

The HLPF in 2022 will review in-depth Sustainable Development Goals 4 on quality education, 5 on gender equality, 14 on life below water, 15 on life on land, and 17 on partnerships for the Goals. The forum will take into account the different and particular impacts of the COVID-19 pandemic across all Sustainable Development Goals and the integrated, indivisible and interlinked nature of the Goals

### Roles in East Timor

<https://aptc.edu.au/staff/employment-opportunities/consultant---timor-leste-tvet-plan-review>



## WAVE/Sue Salthouse Grant 2022

The recipient of this year's WAVE/Sue Salthouse grant was Karen Hall from Swinburne University. The award was made for the research she undertook and paper she presented at the 2022 AVETRA Conference, **Exploring the knowledge, skills, and attributes required for enrolled nurses to work with consumers experiencing mental health issues.**

The grant of \$1000 will assist Karen in further developing her paper, and to prepare it for publication. The aim of the paper is to explore the perceptions and opinions of different stakeholders in the health care system in relation to what knowledge, skills and attributes enrolled nurses (ENs) require to work with clients with mental health issues.

The report concludes that communication skills, critical thinking skills, and confidence are found to be essential for ENs. Moreover, knowledge about mental health disorders and medication are also seen as important. These findings have implications for what and how we train ENs for the workforce.

The paper focuses on ENs and mental health which highlight the issues for female workers and clients. WAVE is happy to support Karen as a female practitioner researcher in this work.

## WAVE Federal election responses

In the lead-up to the Federal elections, WAVE has sent out a policy brief to the Federal Minister for women, spokespersons for women from opposition parties and a range of relevant organisations. We have highlighted some of the most important issues for women at this time in terms of vocational and adult education.

We have received the following response from Tanya Plibersek, Shadow Minister for Women: "I completely agree, we are facing a skills crisis in Australia. Women need long-term training to support sustainable employment for women in the workforce.

Labor's fee-free TAFE will reverse the decline in women receiving vocation training by providing opportunities for women to retrain or upskill. This will provide opportunities in under-represented and traditionally female-dominated industries like health care, education and digital jobs.

We're also delivering a \$50 million boost to TAFE that will create world-leading centres including tele-health simulators, STEM super-labs and training facilities."

We will let you know of other responses.



## Victoria's First Gender-responsive budget

Historically significant: Victoria delivers first gender-responsive budget

Victoria's first gender-responsive budget has seen big investment initiatives announced aimed at improving outcomes for women. [Read More +](https://womensagenda.com.au/latest/historically-significant-victoria-delivers-first-gender-responsive-budget/)  
<https://womensagenda.com.au/latest/historically-significant-victoria-delivers-first-gender-responsive-budget/>

Victoria became the first state in Australia to offer gender-responsive budgeting in 2021. For the first time, a gender lens has been applied to investment decisions, noting the impact on all Victorians.

That gender lens has seen funding allocated that target female-dominated workforces, like healthcare, where \$58 million has been announced to support new nursing positions. There has also been an investment of \$131 million allocated towards making kindergarten available to all four-year-olds.

And in the community sector, \$90 million has been allocated to help address job insecurity created by short-term government contracts.

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