BACKGROUND – Stage 1 Description & Stage 2 Analytical Resolution

Historical Development
Vocational education or as it was first called, technical education (Goozee, 2001) in Australia could be divided into five eras, five historical components:

- **The colonial period** from the first apprenticeship laws of 1828 to 1900;
- **Federation in 1901** when Australia became an independent nation to 1945;
- **Post World War II**, years 1946-1970;
- **TAFE-National Technical Education System**, years 1970 to 1987;
- **From TAFE to VET**, years 1987 to 1996.

In the colonial period (1828-1900):
Causal components in the colonial period (1828-1900): were **STRUCTURAL**: structural-Post School education bodies [post school education bodies: the mechanics institutes & working men’s colleges (UK and Australia); schools of mines, schools of arts], structural-education governing bodies [industry bodies, boards, governing structures, government legislation and departments, centralized or regionalized provision, government or independent oversight] and structural-education programs and resources [subjects taught, curriculums], structural-national/global inquiries and reports [London’s International Conference of Technical Education in 1897].

Federation to World War II (1901-1945):
Causal components, Federation to World War II (1901-1945): were **STRUCTURAL**: structural-political process [Australian government structures: federating system (division of powers, taxation); commissions; reports; legislation: Commonwealth of Australia Constitution Act 1900; Financial Agreement Act 1928, Uniform Tax Act 1942], structural-global socio-political phenomenon [World Wars I and II; the Great Depression; emergency measures: Commonwealth income tax], structural-education bodies [State education departments: Department of Public Instruction; Boards of Technical Education], structural-education programs and resources [Practices: apprentice study leave days], structural-national / global inquiries and reports [International developments in technical education; conferences; State government inquiries into technical education and apprenticeships].

Post World War II (1946-1970):
To review this period 1946-1970 causal components were **INDIVIDUAL**: [prominent individuals who affected change such as Mr Murray and Mr Martin leaders of two pivotal investigations; Mr Menzies the Liberal Prime Minister of Australia who initiated the Martin investigation and then enacted legislation to create a binary higher education system of CAEs and universities] and **STRUCTURAL**: structural-political process [change in the Australian constitution loosely allowing Commonwealth government to fund State education, government; union commissioned reports], structural-global socio-political phenomenon [increased immigration, the post War baby boom; subsequent much increased high school attendance], structural-education bodies.
HANDOUT 2 – Individual and Structural emergent causal components in technical and vocational education in Australia, from a Critical Realist standpoint.

[differentiated high schooling; establishment of new educational bodies: Australian Education Commission (AEC), Universities Commission, the Commission of Advanced Education (CAE), Technical and Further Education Teachers’ Association of Australia (TFETAA), structural-funding education [needed funding for buildings and teacher training; increased Commonwealth funding].

Causal components during this period, TAFE-National Technical Education System (1970 to 1987) were INDIVIDUAL [Australian Prime Ministers Whitlam, Fraser & Hawke; federal government ministers: Keating, Dawkins, Ryan; chairs of government inquiries], STRUCTURAL: structural-political process [election process & change of government; political parties and party factions; close alliance of Labor Party with ACTU; Acts of parliament], structural-global socio/political phenomenon [economic boom and recessions; oil crises; spread of technology; globalisation] structural-education bodies [establishment of new educational bodies: TAFE Commission (TAFEC); disbanding of educational bodies & replacement: TAFEC/ Australian Universities Commission/Advanced Education Commission by Commonwealth Tertiary Education Commission (CTEC)], structural-education programs and resources [Pre-Vocational Programs for unemployed/ equity groups, curriculum/ resource development; TAFE teacher training programs; Employment related Vocational programs for youth 15-19], structural-labelling (political and educational) [introduction of name TAFE for: Education Departments, units within Departments, Statutory authorities, within reports], structural-national/global inquiries and reports [Kangan report, Williams report, Kirby report] structural-emergent properties of inquires and reports [component properties and their definitions: TAFE, competency based training], structural-funding education [charging students fees, abolishing student fees; Commonwealth education funding, States education funding; initiating and withdrawing funding; grant schemes: triennial recurring grants, the Tertiary Education Assistance Scheme (TEAS), the Adult Secondary Education Allowance Scheme (ASEAS)]

From TAFE to VET (1987 to 1996):
structural-emergent properties of inquires and reports [system changes resulting from reports; ideas floated: that TAFE should share their physical facilities with private colleges/ of HECs for VET students/ that more private trainers should enter the ‘training market’], structural-funding education [HECs for university students; proposal to make better economic use by sharing TAFE facilities with other higher education providers; funding guidelines; Training Guarantee Scheme; trainee wage as well as apprenticeship pay based on award classification; State VET funding tied to adherence to Commonwealth Training Package and RTO regulatory guidelines.]

Present format:

Imaginable causal components of the present vocational system could be said to be STRUCTURAL: structural-political process: the regulatory system [regulatory bodies both governmental and industry based, laws, policies, standards, education frameworks], structural-education bodies: RTOs, [registered schools, TAFEs as public colleges and private colleges], other supports provided to students [library, counselling, academic and LLN support teachers, online support programs], structural-education bodies, inclusion/exclusion members: teachers and students, structural-education programs and resources: national Training Packages, formal certificate and diploma courses, informal courses, teacher developed curriculum materials