Vocational education is central to Australia’s economic growth and business productivity. Australia needs a vocational education and training (VET) system that ensures qualifications are designed to provide the skills that employers and industry need now and in the years to come.

May 3, The Future of Jobs and Jobs Training As robots, automation and artificial intelligence perform more tasks and there is massive disruption of jobs, experts say a wider array of education and skills-building programs will be created to meet new demands. There are two uncertainties: Will well-prepared workers be able to keep up in the race with AI tools? And will market capitalism survive? Automation, robotics, algorithms and artificial intelligence AI in recent times have shown they can do equal or sometimes even better work than humans who are dermatologists, insurance claims adjusters, lawyers, seismic testers in oil fields, sports journalists and financial reporters, crew members on guided-missile destroyers, hiring managers, psychological testers, retail salespeople, and border patrol agents. Moreover, there is growing anxiety that technology developments on the near horizon will crush the jobs of the millions who drive cars and trucks, analyze medical tests and data, perform middle management chores, dispense medicine, trade stocks and evaluate markets, fight on battlefields, perform government functions, and even replace those who program software â€” that is, the creators of algorithms. People will create the jobs of the future, not simply train for them, and technology is already central. It will undoubtedly play a greater role in the years ahead. Since that expert canvassing, the future of jobs has been at the top of the agenda at many major conferences globally. Several policy and market-based solutions have been promoted to address the loss of employment and wages forecast by technologists and economists. A key idea emerging from many conversations, including one of the lynchpin discussions at the World Economic Forum in , is that changes in educational and learning environments are necessary to help people stay employable in the labor force of the future. Among the six overall findings in a new page report from the National Academies of Sciences, the experts recommended: At the same time, recent IT advances offer new and potentially more widely accessible ways to access education. This survey noted that employment is much higher among jobs that require an average or above-average level of preparation including education, experience and job training; average or above-average interpersonal, management and communication skills; and higher levels of analytical skills, such as critical thinking and computer skills. A central question about the future, then, is whether formal and informal learning structures will evolve to meet the changing needs of people who wish to fulfill the workplace expectations of the future. Some 1, responded to the following question, sharing their expectations about what is likely to evolve by In the next 10 years, do you think we will see the emergence of new educational and training programs that can successfully train large numbers of workers in the skills they will need to perform the jobs of the future? Participants were asked to explain their answers and offered the following prompts to consider: What are the most important skills needed to succeed in the workforce of the future? Which of these skills can be taught effectively via online systems â€” especially those that are self-directed â€” and other nontraditional settings? Which skills will be most difficult to teach at scale? Will employers be accepting of applicants who rely on new types of credentialing systems, or will they be viewed as less qualified than those who have attended traditional four-year and graduate programs? It is important to note that many respondents listed human behaviors, attributes and competencies in describing desirable work skills. A diversifying education and credentialing ecosystem: Most of these experts expect the education marketplace â€” especially online learning platforms â€” to continue to change in an effort to accommodate the widespread needs. Some predict employers will step up their own efforts to train and retrain workers. Respondents see a new education and training ecosystem emerging in which some job preparation functions are performed by formal educational institutions in fairly traditional classroom settings, some elements are offered online, some are created by for-profit firms, some are free, some exploit augmented and virtual reality elements and gaming sensibilities, and a lot of real-time learning takes place in formats that job seekers pursue on their own. A considerable number of respondents to this canvassing focused on the likelihood that the best
education programs will teach people how to be lifelong learners. Accordingly, some say alternative credentialing mechanisms will arise to assess and vouch for the skills people acquire along the way. A focus on nurturing unique human skills that artificial intelligence AI and machines seem unable to replicate: Many of these experts discussed in their responses the human talents they believe machines and automation may not be able to duplicate, noting that these should be the skills developed and nurtured by education and training programs to prepare people to work successfully alongside AI. These respondents suggest that workers of the future will learn to deeply cultivate and exploit creativity, collaborative activity, abstract and systems thinking, complex communication, and the ability to thrive in diverse environments. One such comment came from Simon Gottschalk, a professor in the department of sociology at the University of Nevada, Las Vegas: Still others spoke of more practical needs that could help workers in the medium term to work with data and algorithms, to implement 3-D modeling and work with 3-D printers, or to implement the newly emerging capabilities in artificial intelligence and augmented and virtual reality. Anonymous scientific editor About a third of respondents expressed no confidence in training and education evolving quickly enough to match demands by Some of the bleakest answers came from some of the most respected technology analysts. They are also struggling with basic issues like identification of individuals taking the courses. Their well-considered comments provide insights about hopeful and concerning trends. These findings do not represent all possible points of view, but they do reveal a wide range of striking observations. Respondents collectively articulated five major themes that are introduced and briefly explained in the page section below and then expanded upon in more-detailed sections. Some responses are lightly edited for style or due to length. The following section presents a brief overview of the most evident themes extracted from the written responses, including a small selection of representative quotes supporting each point. The training ecosystem will evolve, with a mix of innovation in all education formats These experts envision that the next decade will bring a more widely diversified world of education and training options in which various entities design and deliver different services to those who seek to learn. They expect that some innovation will be aimed at emphasizing the development of human talents that machines cannot match and at helping humans partner with technology. They say some parts of the ecosystem will concentrate on delivering real-time learning to workers, often in formats that are self-taught. Commonly occurring ideas among the responses in this category are collected below under headings reflecting subthemes. More learning systems will migrate online. Educators have always found new ways of training the next generation of students for the jobs of the future, and this generation will be no different. College education which will still favor multi-year, residential education will need to be more focused on teaching students to be lifelong learners, followed by more online content, in situ training, and other such [elements] to increase skills in a rapidly changing information world. As automation puts increasing numbers of low- and middle-skill workers out of work, these models will also provide for certifications and training needs to function in an increasingly automated service sector. We will also see what might be called on-demand or on-the-job kind of training programs. We kind of have to, as with continued automation, we will need to retrain a large portion of the workforce. I strongly believe employers will subscribe to this idea wholeheartedly; it increases the overall education of their workforce, which benefits their bottom line. Nevertheless, I am a big believer in the college experience, which I see as a way to learn what you are all about, as a person and in your field of study. The confidence in your own self and your abilities cannot be learned in a short course. It takes life experience, or four years at a tough college. At a good college, you are challenged to be your best â€” this is very resource-intensive and cannot be scaled at this time. Our established systems of job training, primarily community colleges and state universities, will continue to play a crucial role, though catastrophically declining public support for these institutions will raise serious challenges. One potential future would be for those universities to abandon the idea that they have faculty teaching their own courses and instead consist entirely of a cadre of less well paid teaching assistants who provide support for the students who are taking courses online. They take too long to teach impractical skills and knowledge not connected to the real world, and when they try to tackle critical thinking for a longer time scale, they mostly fail. The sprouts of the next generation of learning tools are already visible. Within the decade, the new shoots will overtake the wilting vines, and we will see all sorts of new initiatives, mostly
outside these schooling, academic and training institutions, which are mostly beyond repair. People will shift
to them because they work, because they are far less expensive and because they are always available. In the
hopefully near future, we will not segregate schooling from work and real-world thinking and development.
And, again, the experience of being a student, now confined to grade school, secondary school and university,
will expand to include workers, those looking for work, and those who want or need to retrain as well as what
we now think of as conventional education. Via simulation, gaming, digital presentations combined
with hands-on, real-world experience learning and re-education will move out of books and into the world.
The more likely enhancement will be to take digital enhancements out into the world again, breaking
down the walls of the classroom and school to inform and enhance experience. Online courses will get a
big boost from advances in augmented reality AR, virtual reality VR and artificial intelligence AI Some
respondents expressed confidence in the best of current online education and training options, saying online
course options are cost-effective, evolving for the better, and game-changing because they are globally
accessible. Already, today there are quite effective online training and education systems, but they are not
being implemented to their full potential. These applications will become more widely used with familiarity
that is gained during the next decade. Also, populations will be more tech-savvy and be able to make use of
these systems with greater personal ease. In addition, the development of virtual reality, AI assistants and
other technological advances will add to the effectiveness of these systems. There will be a greater need for
such systems as the needs for new expertise in the workforce increase and the capacity of traditional
education systems proves that it is not capable of meeting the need in a cost-effective manner. These career
changes will require retooling, training and education. The adult learners will not be able to visit physical
campuses to access this learning; they will learn online. I anticipate the further development and distribution
of holoporation technologies such as those developed by Microsoft using HoloLens for real-time,
three-dimensional augmented reality. These teaching tools will enable highly sophisticated interactions and
engagement with students at a distance. They will further fuel the scaling of learning to reach even more
massive online classes. As these tools evolve over the next decade, the academics we work with expect to see
radical change in training and workforce development, which will roll into although probably against a longer
timeline more traditional institutions of higher learning. They said a residential university education helps
build intangible skills that are not replicable online and thus deepens the skills base of those who can afford to
pay for such an education, but they expect that job-specific training will be managed by employers on the job
and via novel approaches. The most important skills to have in life are gained through interpersonal
experiences and the liberal arts. Traditional four-year and graduate programs will better prepare people for
jobs in the future, as such an education gives people a general understanding and knowledge about their field,
and here people learn how to approach new things, ask questions and find answers, deal with new situations,
etc. Special skills for a particular job will be learned on the job. These skills are imperative to focus on, as the
future is in danger of losing these skillsets from the workforce. Many people have gained these skills
throughout history without any kind of formal schooling, but with the growing emphasis on virtual and digital
mediums of production, education and commerce, people will have less and less exposure to other humans in
person and other human perspectives. But this does not mean that alternative means and paths of learning and
accreditation would not be useful as complementary to the traditional system that has limitations as well.
Respondents in this canvassing overwhelmingly said yes, anticipating that improvements in such education
would continue. However, many believe the most vital skills are not easy to teach, learn or evaluate in any
education or training setting available today. There will be an increasing economic incentive to develop mass
training that better unlocks this value. Functions requiring emotional intelligence, empathy, compassion, and
creative judgment and discernment will expand and be increasingly valued in our culture. These skills,
interestingly, are the skills specific to human beings that machines and robots cannot do, and you can be
taught to strengthen these skills through education. I look forward to seeing innovative live and online
programs that can teach these at scale. A mindset of persistence and the necessary passion to succeed are also
critical. The jobs of the future will not need large numbers of workers with a fixed set of skills most things
that we can train large numbers of workers for, we will also be able to train computers to do better. This will
include open, online learning experiences e. We will identify opportunities to build a digital version of the apprenticeship learning models that have existed in the past. Alternative credentials and digital badges will provide more granular opportunities to document and archive learning over time from traditional and nontraditional learning sources. Through evolving technologies e. You may get a degree in computer software development, but the truth is that you still need to be taught how to write software for, say, the mortgage company or insurance company that hires you.
Education and Training Building the skills and competencies of American workers is essential to ensuring the competitiveness of business in the global economy. The public workforce system recognizes that training for individuals must align with the needs of business and industry.

What skills are required for Training and Development Specialists? Instructing - Teaching others how to do something. Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. Speaking - Talking to others to convey information effectively. Reading Comprehension - Understanding written sentences and paragraphs in work related documents. Critical Thinking - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. Writing - Communicating effectively in writing as appropriate for the needs of the audience. Judgment and Decision Making - Considering the relative costs and benefits of potential actions to choose the most appropriate one. Active Learning - Understanding the implications of new information for both current and future problem-solving and decision-making. Service Orientation - Actively looking for ways to help people. Operations Analysis - Analyzing needs and product requirements to create a design. Complex Problem Solving - Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions. Systems Analysis - Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes. Systems Evaluation - Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system. Persuasion - Persuading others to change their minds or behavior. Negotiation - Bringing others together and trying to reconcile differences. Management of Personnel Resources - Motivating, developing, and directing people as they work, identifying the best people for the job. Mathematics - Using mathematics to solve problems. What knowledge is needed to be a Training and Development Specialist? Importance Knowledge Education and Training - Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects. English Language - Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. Customer and Personal Service - Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction. Administration and Management - Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources. Personnel and Human Resources - Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems. Communications and Media - Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media. Psychology - Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders. Sociology and Anthropology - Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins. Computers and Electronics - Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming. Clerical - Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology. Sales and Marketing - Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems. Work Styles Styles Initiative - Job requires a willingness to take on responsibilities and challenges. Cooperation - Job requires being pleasant with others on the job and displaying a good-natured,
cooperative attitude. Dependability - Job requires being reliable, responsible, and dependable, and fulfilling obligations. Integrity - Job requires being honest and ethical. Attention to Detail - Job requires being careful about detail and thorough in completing work tasks. Self Control - Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations. Persistence - Job requires persistence in the face of obstacles. Leadership - Job requires a willingness to lead, take charge, and offer opinions and direction. Social Orientation - Job requires preferring to work with others rather than alone, and being personally connected with others on the job. Stress Tolerance - Job requires accepting criticism and dealing calmly and effectively with high stress situations. Innovation - Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems. Analytical Thinking - Job requires analyzing information and using logic to address work-related issues and problems.
Chapter 3: Apprenticeship - Education and Skills Training & Development

The Skills for Education and Employment (SEE) program provides language, literacy and numeracy training to eligible job seekers, to help them to participate more effectively in training or in the labour market. The program is delivered across Australia, from metropolitan and regional areas, right through to remote communities.

Skills First for industry fact sheet
Skills First for private providers
Through Skills First, quality training providers can successfully compete to meet the needs of students, industry and the economy. Skills First ensures quality providers can successfully compete to meet the needs of students, industry and the economy. A focus on industry and government priorities
The funded course list focuses on current and future workforce industry skills. Previously, any course that was nationally accredited was available for subsidised training under the Victorian Training Guarantee. Extensive industry consultation found that a significant number of courses did not meet industry or community needs so the funded course list has been reduced. Courses included on the funded course list will: The funded courses list is regularly reviewed, and courses added as required by industry needs. Subsidy rates explained
Skills First has introduced higher subsidies for areas of priority, including: Industry sectors such as these have been factored into: The new subsidies will apply both to students who are continuing their studies from previous years and to those who commence. Eligibility and fees
Under Skills First, subsidised training continues to be available to eligible students and there have been no changes to the existing eligibility criteria. Training providers are able to set fees at a level that they believe the quality, cost and reputation of their training warrants, without restriction. Fact sheets
Skills First for private providers fact sheet
Skills First for regions
People in regional areas should have access to high quality, relevant training that will lead them to employment and meets the needs of local industries and employers. Skills First focuses on protecting the needs of students to ensure the training they receive is high quality and work-relevant, and maximises their employment prospects. The government understands that rural and regional industries benefit from locally trained workers. They are less expensive to recruit and more likely to stay in the area, increasing staff retention. But in some regional areas there are not enough students to run viable training. To allow rural and regional communities to access training that meets their local needs, Skills First has introduced targeted funding for training providers. Training in niche occupations, particularly in regional and emerging markets will be funded through the regional and specialist training fund. The Government has also launched a regional skills fund. The fund is a targeted, place-based regional skills grants program driven by industry in partnership with the tertiary sector, working to build local capacity, resilience and support jobs creation. Since January, Skills First has given students of all ages, high-quality training in skills employers are looking for. We want your training to lead to a job, not just a certificate. Under Skills First there is: Check your eligibility and find a course
Before we designed Skills First we surveyed thousands of students like you. We are determined to make it easier for students to find the information they need to help them find the right courses that lead to real jobs. The best place to start when you want to commence training is to find out if you are eligible for a government-subsidised training place. You will also want to research and choose the training provider that is going to meet your training needs. Not all training providers provide government-subsidised training places, some charge full fee for service rates. Some courses are only offered as full fee for service. Search for the most up-to-date list of Victorian training providers and courses or get more information about occupations, fees or eligibility.
Our Skills and Jobs Centres are the first port-of-call for students looking to start training, or workers needing to re-skill or retrain. Drop into our Skills and Jobs Centres and access: Supporting disadvantaged students
At times, people need some extra support and assistance to get back on the road to success. Young people in particular may need a helping hand to ensure positive outcomes. Under Skills First, Learn Locals will be eligible to receive funding to build on their important role in providing training to their local communities, through the extension of the Reconnect program. Continuing students
All students who started government-subsidised training prior to will be able to continue their subsidised course until they complete it, even if it is not on the new funded course list. Since 1 January, students who wish to start a course that is not on the funded course list still can, but no Victorian
Government subsidy will be available. Training providers can advise the fees they will charge for full-fee courses and you can find this information on the Victorian Skills Gateway. Provide feedback on your experience. If you would like to provide feedback about your training, training provider or to make a complaint, contact the Training and TAFE line: Trades in the future will involve more technology-based skills and workers will need training to be competitive in the job market. New trades and professions will emerge and require quality training programs and upskilling courses. TAFEs have unrivalled course offering and are located across Victoria. Skills First requires TAFEs and dual sector universities to work collaboratively to meet the increased expectations of Government, industry and students. There is funding each year to recognise their distinct role as public providers setting quality benchmarks, fostering the skills students need to be job-ready, and driving productivity improvements across Victoria. A benchmark for quality and a trusted adviser to Government: A number of TAFEs already host Centres of Excellence, which provide leadership, best practices, research, support and training. The Government will continue to support industry-specific Centres of Excellence. Providing more than just training: Pivotal in regional communities: Last year, almost half of all regional students went to TAFE for their training. Students benefit from being able to study close to home, while TAFEs help boost local economies by providing a steady flow of trained graduates. Leaders in international education: Global demand for training is expected to grow significantly, especially the delivery of training off shore. An increased profile in international education will assist in improving their revenue base for TAFEs. Focusing on these areas will see TAFEs: Lead the training and TAFE system in excellence. Partner with more enterprises to lift productivity through higher workforce skills. Increase participation of people facing barriers to education. Deliver on key Government initiatives. Rural and regional industries benefit from locally trained workers, who are less expensive to recruit and more likely to stay in the area, increasing staff retention. Locals often regard their TAFE as a significant community asset that can play a role much broader than simply that of a training provider. TAFE facilities are often used by local communities, often free or at low cost. This will ensure Victoria can provide the skilled workers needed for the six sectors primed for major job growth: The Workforce Training Innovation Fund will foster partnerships between industry, TAFEs and other training providers to work together to drive innovative collaboration through new qualifications, approaches to the delivery of training and curriculum development. They include not-for-profits and neighbourhood houses that deliver community based-training. They provide skills and training with a focus on individual needs and tailored programs for students, including older people, people with special needs and those from diverse cultural backgrounds. Under Skills First, Learn Locals are eligible to receive funding to build on their important role in providing training to their local communities, through the extension of the Reconnect program. We recognise how crucial Learn Locals are to communities across the breadth of Victoria, often providing opportunities to some of the most disadvantaged. We have already introduced restricted contracts of training places, particularly to meet the needs of smaller Learn Locals.
Orientation training Definition of Education By the term education, we mean learning in the classroom to acquire certain knowledge. Education does not equal to schooling, but it refers to what a person gains while he is in school or college. It is aimed to deliver knowledge about facts, events, values, beliefs, general concepts, principles, etc. This helps in developing a sense of reasoning, understanding, judgement and intellect in an individual. The lessons learned during the process of education helps a person to face future challenges, and it prepares a person for future jobs. Nowadays, education is not confined to classroom learning, but new methods are implemented that offers practical knowledge about the world. There are various phases of education like kindergarten, primary, high school, higher secondary, undergraduate, post graduate etc. Certificates or degrees are awarded to the students when they clear a particular level of education. Key Differences Between Training and Education The significant differences between training and education are mentioned in the following points: Training refers to an act of inculcating specific skills in a person. Training is a way to develop specific skills, whereas education is a typical system of learning. Training is completely based on practical application, which is just opposite in the case of education that involves theoretical orientation. The concept of training is narrow while the concept of education is comparatively wider. Training involves hands-on experience regarding the particular job. On the other hand, education involves learning in the classroom. The term of education is longer than the duration of training. The training prepares a person for the present job. Conversely, education prepares a person for future job and challenges. The purpose of training is to improve the performance and productivity of employees. As opposed to education, where the purpose is to develop a sense of reasoning and judgement. During training, a person learns, how to do a specific task. Unlike Education, which teaches about the general concepts. Conclusion Though with the changing environment, the approach towards training and education is also getting changed. Normally, it is presumed that every employee who is going to take training, has got some formal education. Moreover, it is also true that there is no training program which is conducted without education. Education is more important for the employees working on a higher level as compared to the low-level workers. Although education is common for all the employees, regardless of their grades. So, the firms should consider both the elements, at the time of planning their training program because there are instances when the employees need to take decisions themselves regarding their work, where education is as important as training.
Chapter 5: Education & Training

Students in education and training learn and practice skills that prepare them for diverse post-high school education and training opportunities, from apprenticeships and two-year college programs to four-year college and graduate programs.

Use of rulers and calculators. Wanting to do a good job. Basic spelling and grammar. Ability to follow regulations. Willingness to be accountable. Ability to fill out a job application. Ability to make production quotas. Basic manufacturing skills training. Awareness of how business works. Staying on the job until it is finished. Ability to read and follow instructions. Willingness to work second and third shifts. Caring about seeing the company succeed. Understanding what the world is all about. Ability to listen and document what you have heard. Commitment to continued training and learning. Willingness to take instruction and responsibility. Ability to relate to coworkers in a close environment. Not expecting to become a supervisor in the first six months. Willingness to be a good worker and go beyond the traditional eight-hour day. Communication skills with public, fellow employees, supervisors, and customers. Technology Skills Technology skills are a common barrier for many job seekers to land a job from what I have learned from both our members and the many other Job seekers that I come in contact with. For some the technology gap to what employers need is wide, for many it is just a question of some additional training and maybe just one or two skills that are needed. One of our earliest success stories when we only had one meeting location. A member suggested she take classes at the community college and she did. She passed the test and is a NhN success story. Most MOOCs offer free or low-cost verified certificates of completion for individual courses or for completing a sequence of courses. For example, seven million people have taken Coursera courses, three million have taken Udemy courses, and iTunesU. The organization operated from May 24, December 24, as a 3 New Jersey nonprofit. The organization now continues its amazing growth helping people and the continued expansion under the leadership of its founder John R. Fugazzie who is the sole owner of the brand, name, images, logos, social media groups, web sites, and all current and future related materials. Fugazzie maintains all rights to the use and distribution of these materials and any duplication and use without the written permission or license is prohibited

Chapter 6: Integrated Basic Education Skills and Training (I-BEST) | SBCTC

Skills and Training Do you know which skills and talent employers really want? Find out which training programs, college degrees, certifications, internships, and skills will help you get the job.

Chapter 7: Training and Development Specialist Skills and Knowledge

The Education Committee launches inquiry into the quality of apprenticeships and skills training. Purpose of the inquiry While many independent training providers and further education colleges are providing excellent training, too much provision is poor.

Chapter 8: Skills and Training | Department of Education and Training

And that's where training differs; training gives you the skills to do something rather than just know about something. Training can be specific to your need, your vocation or your skills-gap. It is there for people who want to implement a new system, improve a specific ability or further their ability in something.

Chapter 9: TAFE and Training

Skills First. A high quality training and TAFE system that gives all Victorians the opportunity to develop the skills they need. In this section Education State.