Building Pathways for Young People

Pilot Project Report

Building pathways from non-accredited to accredited training, for young people who have left school early
Acknowledgements

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Ms Stanford also compiled the project report.

Special thanks to the following for their invaluable assistance in the execution of the project:

Ms Jane Cruikshank, Executive Officer, Arts Training NSW,
Ms Liz Goldfinch, Training Manager, METRO Screen,
Mr Jason Benedek, Tutor, HELP at South Sydney Youth Services (SSYS), and Video Tutor, METRO Screen
Mr Rob Gair, Youth Worker, SSYS,
Ms Phillipa Harvey, Editing Tutor, METRO Screen
Ms Bronwyn Stephens, Equity Officer, Adult and Community Education, DET
Ms Rebecca Anthony, Manager, Program Field Services, DET
Ms Sandi Westbrook, Senior Program Field Officer, Industry Training Services Centre, South Western Sydney, DET

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Executive Summary

Young people who have left school early are likely to experience degrees of marginalisation that over time compound to dramatically affect their ability to successfully participate in vocational education and training.

The NSW Department of Education and Training’s Youth Assistance Strategies Section project - *Building Pathways for Young People* focused on bridging the gap for early school leavers between a Helping Early Leavers Program (HELP) project delivered by a community-based organisation and vocational education and training delivered by a Registered Training Organisation (RTO).

The unaccredited training delivered in the HELP project was similar in content to that of the two modules of accredited training. Participating in the HELP project prepared the young people for the accredited training.

One module of the accredited training was delivered at the youth services centre to maximise the non-threatening learning environment that is a feature of community-based learning. The other module was delivered at the RTO. In addition, the same tutor was employed to deliver both the HELP project and the video production module of the accredited training. These two factors served to reinforce the bridging nature of the pilot program.

In summary, the project was successful on a number of fronts:

- the young people who participated in the project were enthusiastic and committed. The HELP course prepared them to successfully undertake the accredited training in a workplace environment;
- the young people were able to take advantage of the formal recognition of their skills and go on to commence the Certificate II in Television and Video Production at METRO Screen; and
- the community-based organisation developed a pathway proposal with an RTO that was similarly interested in working with their client group.

The project also identified:
• a framework for the delivery of accredited modules for other organisations delivering Helping Early Leavers Program projects;
• the critical factors in preparing young people to participate in accredited training; and
• the critical factors in assisting young people to make the transition to structured training.
Introduction

The NSW Department of Education and Training (DET) provides an integrated approach to education and training delivery and policy formulation in New South Wales. The Department also has an equity strategy that ensures disadvantaged groups are assisted to maximise their access to education and training.

The Youth Assistance Strategies Section (YASS) of DET administers 100 youth and community based projects in NSW to assist disadvantaged young people to improve their literacy, numeracy and self-esteem and to re-enter training and education pathways.

Increased competitive pressure has meant that the levels and range of skills required for entry-level positions has been raised, particularly in the arts and cultural industries, and employers find it more difficult to assist disadvantaged young people with the opportunity to learn on the job.

YASS was successful in obtaining funds from the Australian National Training Authority’s (ANTA) Equity and Development Training Program to conduct a Building Pathways for Young People project.

The aim of the project was to trial a ‘good practice’ method of assisting educationally disadvantaged young people to make a successful transition from a HELP project into a VET pathway.

The project focused on creating a pathway between a non-accredited course and an accredited course, thus providing an entry point to vocational education and training for the target group.

This arrangement provided a positive learning experience in a supported environment, via the community-based course. In this case, that experience was deliberately linked with the follow up option of participating in two accredited modules in the same content area.

The young people completed two accredited modules rated at Australian Qualifications Framework (AQF) level 2, which enabled them to continue on with the Certificate course if they wished.
Who was involved?

Project Steering Committee and Key Personnel

Jane Cruikshank, Executive Officer, Arts Training NSW
Liz Goldfinch, Training Manager, METRO Screen
Bronwyn Stephens, Board of Adult and Community Education
Jason Benedek – tutor, HELP at South Sydney Youth Services (SSYS) and video tutor, METRO Screen
Rob Gair, Youth Worker, SSYS
Phillipa Harvey, editing tutor, METRO Screen.
Sue-Ann Stanford, Project Manager, Youth Assistance Strategies Section, DET.

South Sydney Youth Services

South Sydney Youth Services (SSYS) is a multi-functional community based youth work service offering a range of activities. SSYS was nominated to provide the community based course for the pilot, due to their experience with video workshops and the Helping Early Leavers Program.

Other programs run by SSYS include assistance with benefits and employment, accommodation, education programs, individual literacy tutoring, music tuition, court advocacy, recreational programs, personal counselling and assessment in conjunction with the Department of Health, and a community arts program including video, performance and the South Sydney Multicultural Youth Chorus.

METRO Screen

METRO Screen is a Registered Training Organisation and a not-for-profit organisation that provides access to equipment, facilities and training in video and television production, multimedia, the Internet and digital technology. METRO Screen is subsidised by the Australian Film Commission and works closely with the Australian Film, Television and Radio School. METRO Screen assists in the production of short films, low-budget videos, documentaries and new media production. They also provide screenings, seminars and workshops as well as supporting a range of film festivals. METRO Screen also offers regular free video training workshops to young people from inner city welfare organisations, aged 12 to 18 years, through its Channel Free program.
**Participants**

The project focused on young people aged between 15 and 24 years of age, who were educationally disadvantaged. The participants in the program came from a diverse mix of cultural, demographic and social backgrounds.

(See table below and detailed participant profile report at Appendix One.)

**Participant Profile**

<table>
<thead>
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<th>Participant</th>
<th>Age</th>
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<th>Highest level of education achieved</th>
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</table>

*Participants in some of the entire SSYS HELP project but did not proceed to METRO Screen*
The Proposed Training Pathway

The literacy and numeracy course – The Helping Early Leavers Program (HELP)

The Helping Early Leavers Program – more commonly referred to as HELP - is one of a suite of programs managed by YASS that assists disadvantaged young people with improving key competency skills in the areas of literacy, numeracy and self esteem.

The young unemployed people who participate in HELP activities must have left school early, have no post school qualifications and have not been successful in entering an education or training pathway.

They are young people aged 15-24 years, who may also be of Aboriginal or Torres Strait Islander descent, may be disabled, unemployed, of low socio-economic status or at risk of entering the juvenile justice system.

HELP courses are run by community-based organisations and projects can be designed in response to the specific needs of local young people. Consequently there is considerable variation in the length of courses, the number of participants per course and the structure and content of courses.

A 1995 external evaluation of HELP found critical success factors for HELP were:

- a flexible approach to course design and implementation focussed on the different needs of each group of participants;
- courses conducted in a non-threatening environment;
- activities and approaches to learning that include individual counselling and support to enhance participants self esteem;
- participants linked to a broad range of youth services;
- project staff are caring and dedicated;
- vocational and skills development focussed on as the context for achieving educational and personal development outcomes; and
- young people recruited to HELP courses before they experience long periods of unemployment.

The accredited modules

METRO Screen is an RTO which offers a Certificate II in Video and Television Production. It delivered two modules from that Certificate to the SSYS HELP participants.

Evaluation of the Helping Early Leavers Program, prepared by ARTD March 1995
The two modules were:

‘Module 2: Video and Production Techniques Stage –I
‘…participating in the pre-production, production and post production of programs, [students] will apply the principles of screen language and technical expertise to the scriptwriting, directing, editing and lighting procedures essential to a production.’

‘Module 7: Video Editing
‘…this module will provide the skills to operate an edit suite and audio mixer, as well as give an understanding of offline edit suite and online editing. It will analyse different film genres and apply the principles of screen language to editing procedures.’

Stage One – Delivering the HELP course

Course implementation and emerging issues

Recruitment to the project
South Sydney Youth Services (SSYS) recruited young people to the Helping Early Leavers Course by:

• advertising in the local paper and Radio Skid Row;
• putting posters in the Redfern, Darlinghurst and Maroubra Centrelink services; and
• using their youth service provider network (resource centres, community-based providers including other HELP providers, emergency accommodation, etc).

Young people who applied were interviewed to determine their aptitude and suitability for participation. Selection criteria included:

• age (15 to 24 years inclusive);
• non-completion of schooling; and
• a high level of interest.

2 From METRO Certificate II in Television and Video Production – Course Modules – a flyer accompanying enrolment form for the Certificate II.
Twenty-five people responded to the recruitment strategy; 15 attended the interview and all of those started the HELP course.

The course was conducted over a ten week period.  
(See Appendix Two for details on subject areas and outcomes.)

The HELP project Video Tutor

The role of the tutor was to:
(a) facilitate an understanding with each individual about the nature of formal training;
(b) facilitate the development of individuals and the group as a whole so it would be more self-supporting when at METRO Screen; and
(c) impart video production skills and knowledge in preparation for undertaking a competency based training program.

The tutor reported that the challenging aspects of his role were:

• delivering a HELP course that did not duplicate what the young people would learn at METRO Screen so he:
  . did more writing and drawing with them than would normally be the case, and
  . watched television with them - which he normally wouldn’t do - to deconstruct that media’s production processes.

Both of these elements combined to improve the young people’s literacy and numeracy skills, especially in the area of video and in film and television language.

• ensuring the young people understood that they would not be making their own (mega) productions at METRO Screen, rather that they would be participating in short, group devised projects and that skill development was the primary focus.

Essentially however, the course was little different from other HELP media production courses in which he had tutored, despite the fact that this course was to prepare the young people for participation in the structured training.
The Youth Worker

The role of the youth worker was to assist the young people to complete both the HELP project and the METRO Screen component of the project. He did that by helping them where required to obtain:

(a) housing,
(b) bus passes, Medicare cards and social security benefits etc
(c) additional assistance with literacy and numeracy, e.g. referring participants on for specialist assistance with specific learning difficulties.

In addition to the practical assistance, he also contributed to the total environment of the youth service – non-threatening, non-judgemental, and ‘laid back’ – and made himself available for one-to-one counselling.

He reported that the challenging aspects of his role were:

- liasing between the RTO and participants to ensure they were aware of any changes in timetable or meeting places,
- at the request of the young people, seeking work experience opportunities for them, and
- finding other vocational education and training opportunities.

Special note

A feature of this project was an appropriate “youth friendly” video tutor who worked on both the HELP project and the METRO Screen accredited training. This gave the project participants continuity of care that assisted them to settle into a competency based training situation.

Issues arising

- Gender imbalance of group did not appear to disadvantage the work done by the sole female participant (and she did complete both courses) but given that the atmosphere got “pretty blokey” at times, this did curtail her full participation. She did form relationships with other people in the course, particularly those with the same cultural background.
- Arranging work experience was beyond the scope of the youth worker as he did not have video/film industry contacts.
- The importance of having the right training provider (i.e. community oriented) and the right tutors (i.e. flexible, approachable, youth friendly) in the delivery of the accredited modules.
In summary

- The retention rate and level of attendance for the HELP course was better than average. HELP course participants were informed of the potential to continue on to undertake accredited training. The tutors attributed this to the ‘carrot effect’ of the accredited training.
- The links built between the Youth Assistance Strategies Section and the DET Industry Training Services Centres facilitated the support provided to these young people through the Contracted Training Provision Program.
- These links gave SSYS a greater range of options when assisting their clients to make choices about their future.

Stage Two – Delivering the accredited modules

Course implementation and emerging issues

METRO Screen delivered two modules of the Certificate II in Television and Video Production.

The Video and Production Techniques Stage – 1 module was delivered at South Sydney Youth Services and the Video Editing module was delivered at METRO Screen.

(See Appendix Three for detailed description of accredited modules and outcomes.)
The Video and Production Techniques Stage – I Tutor

The role of the tutor in this module was to assist the participants to gain the skills and knowledge as outlined in the module descriptor.

The tutor reported that he found delivering this module quite straightforward but would like to have had:

- balanced participation in terms of gender; and
- more access to transport – getting to and from METRO Screen from SSYS was difficult and he couldn’t always take all the equipment he wanted.

Issues arising

The tutor also questioned the necessity of delivering this module off-site at SSYS. It was initially thought that the SSYS environment would provide a more familiar and supportive environment. This particular group however proved themselves to be very self-motivated.

The tutor and the production assistant believed this module could have been delivered at METRO Screen with the young people enjoying the following benefits:

- closer identification with METRO Screen;
- more focussed on the work at hand and
- more immediate access to equipment and the means of fixing equipment when it breaks.

The Video Editing module Tutor

The role of the video editing tutor was to give the participants the opportunity to develop the skills and knowledge as outlined in the module descriptors.

This module involved the use of editing equipment in a dedicated studio and therefore had to be delivered at METRO Screen. This gave the students a working knowledge of video production facilities at industry level.

In the beginning, the editing tutor found delivering this module to the SSYS group very challenging. This changed as the project progressed.

Issues arising
• Erratic attendance patterns of some participants.

At first, this was interpreted as lack of commitment but as she came to know the group better she came to see it more as their lack of self-confidence.

She was also concerned that they weren’t getting all the information they needed to be assessed as competent. To deal with this she modified the teaching format so the most ‘teaching’ was done when she judged all of those who were going to turn up, had!

• Lack of ownership of product.

According to METRO Screen’s Training Manager, mainstream Certificate II candidates usually have a first degree and are usually affluent (the course costs $3,750). Those people demonstrate a high level of ownership of the material they produce. This more often than not leads to ‘tears in the edit suite’. In comparison, the South Sydney group showed little avid ownership of material. This was due in part to the quality of the finished product, which she judged to be not as high as in mainstream courses. At the end of the course however, she came to understand this as their lack of self-confidence and associated inability to take responsibility for their material. This was in spite of their growing ability to do the assigned tasks.

So whilst the tutor found their lack of ownership of product unusual at first, it did mean the atmosphere was relaxed: free of the tensions usually brought about by competitive attitudes. The young people felt free to move from edit suite to edit suite contributing where they best could. This relaxed atmosphere meant their time in the edit suites was a positive learning experience.
An open letter from Jason Benedek, the video production tutor.

‘Firstly, I have to say that the program was an outstanding success in that some of the participants quickly became employed and others are pursuing further study – this is an amazing result, far exceeding my expectations and surpassing the outcomes of many youth programs I have been involved in. Some of these successes are, no doubt, attributable to the extra attention and support provided to these students.

The program’s timeframe and budget allowed a genuine group to develop from disparate members and contributed to the successful retention and attendance rates. Holding the first part of the program in the comfortable and supportive atmosphere of South Sydney Youth Services definitely helped forge the necessary self esteem and confidence to tackle the more foreboding world of professional training institution (in this case METRO Screen). In this earlier stage, students were supported with help in all areas, which ultimately assisted vocationally too – this included help with presentation, literacy, social and life skills, as well as more generalist (but nonetheless crucial) youth support work with finances, accommodation and counselling. In this atmosphere, they were able to begin acquiring valuable skills in video production, make useful contacts and share ideas.

Concomitant with this, the group was excited about doing the Certificate modules at METRO and taking full advantage of the opportunities afforded them. They were always working tirelessly outside class on all the new material presented them, so it came as little surprise that they would stay at METRO and keep working after class too. Whatever they were given, they attempted to do more, and I was continually bombarded about the other modules that they were not doing and how they might get funding to do them.

I found their comprehension skills to be equivalent (and in some cases better) than the students I teach at university, but of course their parents aren’t as affluent so I guess I won’t be seeing them there anytime soon. They were extremely analytical in their approaches to producing and post-producing video, quickly assimilating new skills and concepts and rising to the challenges they presented. Some, as I said, were already applying some of these skills in workforce or study.

In retrospect, I think more of the program could be run at the institution (METRO) since the main obstacle for these young people was economics, though the Youth Services’ introductory role was an important one, as was that lifeline of personal and support it offered, whether used or not.’

Jason Benedek
7 October 1998
Stage Three - Assisting young people to continue their participation in accredited training

(a) Role of the Registered Training Organisation

The attitude of the Registered Training Organisation was all-important here, particularly their willingness to work with the group of young people as they presented. This meant the young people did not feel overly threatened by the ‘formal training institution’ and were able to work to their capacity. It could be safely assumed the young people might not have been so motivated to complete the formal training had they felt they were expected to conform to a culture they found alienating.

(b) Role of Contracted Training Provision Program

DET annually undertakes an extensive consultation process with industry about their training requirements which leads DET to prioritise what training will be publicly funded. Registered Training Organisations are then invited to tender to be placed on the Approved Providers List (APL). DET can then purchase courses from organisations on the APL through the Contracted Training Provision Program. In-built in this process is the need for the tendering RTO to demonstrate how they will apply equity principles in their training specifications as set down by the guidelines. The CTP Program has an open access policy and encourages participation of individuals who are disadvantaged in education and training. RTO’s are able to structure their costs to reflect the increased resources required to provide additional training or support for people with special needs, to assist them to complete training.

When the young people demonstrated their ability to undertake the accredited training and voiced their enthusiasm to complete the Certificate II, YASS approached the local Industry Training Services Centre. The Centre purchased the course from METRO Screen, which enabled these young people to complete their Certificate II.
Outcomes

A framework for the delivery of accredited modules for other organisations delivering Helping Early Leavers Program projects.

Based on the findings of this project, the following framework is recommended.

Ensure:

• that a relationship has been established between the HELP course provider and the accredited training provider based on the fact that the accredited training is in an area that excites the interest of the client group;
• the suitability and willingness of the RTO to work with a specific group of young people;
• the content of HELP is closely aligned to accredited training to enable the young people to have acquired some skills and knowledge prior to undertaking accredited training in a more formal training environment;
• the RTO is familiar with delivering training to the client group and can adapt teaching styles where and when necessary;
• funding has been obtained both for the HELP course and the accredited modules;
• the young people understand where they can go after completing the HELP course and that they have a good understanding of the requirements of structured training at industry entry level; and
• that additional support – vocational, personal and social - is available to the young people should they require it.

Critical factors in preparing young people to participate in accredited training

• The young people are supported to get ‘their life in order’ so they are able to participate in training
• Any specific learning difficulty is identified and the young person given assistance required
• The HELP course provides a positive learning experience to encourage them to continue further education or training.
• The young people are given an opportunity to learn in an industry facility and are given an understanding of the workplace.
Critical factors in assisting young people to make the transition to structured training

- The young people understand that the services offered by the community-based organisation are still available to them.
- The youth service and the RTO personnel work together to support the participants to succeed.
- The tutors of the accredited modules are ‘youth friendly’ and familiar with training young people.

Linking with accredited training providers and other vocational education and training agencies

Use the local DET Industry Training Services Centre, or contact the Youth Assistance Strategies Section, (YASS), DET.

In addition YASS has also prepared a kit for youth workers on how to form partnerships with RTOs, particularly in relation to arts based activities.

Performance Indicators.

The following are the key performance indicators for the project:

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<tr>
<th>Performance Indicator</th>
<th>Performance Description</th>
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<td>Number of young people who undertake the competency based training.</td>
<td>Eleven of the fifteen young people who commenced the HELP course completed it. This is a retention rate of 73%. The retention rate of HELP projects is generally 63.9%.</td>
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<td>Number of young people who gain competencies and complete modules.</td>
<td>All of those eleven went on to METRO Screen to undertake the two modules from the Certificate II. Eight of those eleven received a Statement of Attainment (about 73%). (Two of the others got jobs before completing the modules and one did not continue.)</td>
</tr>
<tr>
<td>Number of young people who utilise RPL to gain entry to complete the certificate course.</td>
<td>All eight participants requested the opportunity to go on to the Certificate II in Television and Video Production. CTP funds were obtained to contribute towards the cost of putting project participants through the Certificate II in Television and Editing Production.</td>
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<td>Number of young people who gain entry into traineeships/apprenticeships</td>
<td>As CTP funding had been obtained, the possibility of placing the young people in traineeships was not followed through, even though this had been identified as an option.</td>
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**Conclusion**

The Youth Assistance Strategies Section’s project *Building Pathways for Young People* set out to build a bridge between non-accredited training and accredited training for young people who have left school early.

Certain factors contributed to the project’s success. These were:

- the enthusiasm and commitment of the young people involved;
- the dedication of the tutors in bringing out the best in the young people;
- the preparation the young people undertook at the HELP project level;
- the willingness and ability of the community-based organisation and the Registered Training Organisation to work together in the delivery of the training that was of interest to the target group;
- purchasing of a course through the Contracted Training Provision Program to enable the young people to continue their study;
- the young people understanding that they would have the opportunity to train at industry entry level;
- demystifying the accredited training process for the participants;
- assisting the young people to develop the self-confidence to be assessed; and
- the provision of support – vocational, personal and social, to the young people.
Appendix One

Equity & Development Training Innovation Training Program
Participant Background Report
August 12, 1998

Prepared by Rob Gair, Youth Worker, SSYS

The information contained in the following report has been compiled through informal and formal interviews with each participant. These interviews were conducted to assess the needs and progress of the young people at the commencement, during and at the end of the HELP course and two weeks into the accredited component of the project.

The report provides a background overview of the eleven young people who made the transition from the non accredited video production course to the current accredited training modules. Included is statistical data on education levels prior to enrolment as well as cultural, environmental and demographic profiles of the group.

Program Overview

South Sydney Youth Services began the non accredited video production course on the 12 May with fifteen young people. This course was one of the principal ongoing courses held at the service as part of the Helping Early Leaver’s Program (HELP).

Traditionally this course is designed to provide young people with a basic understanding of pre-production, production and post-production techniques used in the video and television industries. The duration of the initial program contains eighty-four contact hours per participant and combines theory with predominantly practical teaching methods.

Of the fifteen young people who began this initial course, eleven successfully completed and enrolled in the second phase of the program with ten of these now attending both the video production and editing modules on a regular basis.

The Students

The participants in the program come from a diverse mix of cultural, demographic and social backgrounds. It may be fair to state that these are a mix of young people whose paths would not have crossed had it not been for their taking part in this project. Through the interview process it has been established that some of the group have begun to socialize outside of the learning environment.

Despite only having one female in the group, the dynamics in group projects and interactions were productive.

Of the eleven participants four stated they had been unemployed for over twelve months, with the average being unemployed from between three and twelve months. Despite the length of time these young people had been receiving benefits most were unaware of their full entitlements, e.g. travel concessions etc.
The majority of students in the program have left school before achieving Year 12. Of the few who have obtained the HSC their scores were not high enough to be given a University Admissions Index (UAI). Five out of the eleven students have enrolled in tertiary education at either TAFE or University. Of these only two have successfully completed tertiary training.

The above chart shows a majority of male participants. The minimal representation of female participants was of initial concern as to how this would impact on the learning environment and group dynamics.

In this case however, the feedback obtained from all students was positive, all stating it had little effect on the group. Despite the negligible impact the overrepresentation of male students had on this course, the issue would need to be given due consideration for future projects.

Age Groups

The majority of students were aged between 18-24 years, and were equally spread throughout this range.
Cultural Background

The graph above indicates the make up of the group according to their stated cultural background. The chart shows a high Anglo/Australian representation of group members.

Employment and Financial Status

The information in Charts 3 and 4 indicates the employment and income status of the students taking part in the program. Chart 3 shows that four of the eleven young people fall into the category of long term unemployed whilst the remainder of the group have been out of paid employment for periods of three to twelve months.
The statistics contained in the above chart indicates a lack of disposable resources. This reduces the participant’s opportunities to enter expensive formal studies or to purchase materials required to succeed in non-subsidized courses.

**Educational Standards**

Of the eleven young people taking part in the program only two have reached HSC level in high school. Of these only one received a UAI score. The rest of the group finished school prior to year 12 with the average leaving school between Years 9 and 11.

Chart 5 records those students who have enrolled or attempted further study at a TAFE or in university and how many of the students found it possible to complete this training. The results show that although most of the young people have attempted other formal study only 19% have been able to complete these courses.

**The Interview Process**

As stated at the start of this document, each participant has taken part in three separate interviews. The first occurred at the time of enrolment. The purpose of this initial interview was to gain some background knowledge and to determine what expectations the young people had for the course. Additionally it was necessary to ascertain suitability in accordance with the selection criteria.

The second interviews were conducted on a one to one basis and aimed to assess their individual needs, such as; learning goals, their welfare needs including source of income, housing, living arrangements and whether they were fully aware of their entitlements etc. This allowed the young people to be informed as to whether South Sydney Youth Services could assist if required.
As a result youth service staff assisted a number of the young people with practical assistance on a range of issues. These included resumes, advice on community services, help in dealing with government departments etc.

The third interviews were held two weeks into the METRO Screen component of the project and aimed to assess the young person’s competency levels from an educational, social and professional perspective.

The changes in the student’s competency could be seen in the way they responded to the questions. During the initial interview answers tended to be monosyllabic and with a degree of uncertainty. However, in the final interview all were able to fill their answers with appropriate detail and delivered the answer in a clear and concise manner.

This process determined that the majority of students had absorbed the course material and where able to communicate this knowledge with a degree of confidence. They also had developed clearer ideas as to where they intended to go after the course and were able to communicate were they might require assistance.
Appendix Two

The subject areas of this HELP course were:

Video Production, including scripting and story-boarding, pre-production, shooting and post-production (editing).

The actual outputs achieved:

- increase in ability to working in teams;
- demonstrated ability to transfer ideas into written form (improved literacy); and
- applied understanding of planning and scheduling;
- application of acquired skills in filming, lighting techniques, sound recording and camera operations; and
- implementation of basic skills in editing, effects, title and graphic design and dubbing processes.

The actual outcomes of this course were:

- the building of group dynamics;
- identification of individual skill levels and participant expectations;
- constructed story line and scripted work;
- knowledge of the importance of research and planning to reach goals;
- media construction of meaning;
- demonstration of skills in different camera operations and filming techniques;
- video footage prepared for editing;
- edit product including titling and effects; and
• demonstrated improvement in literacy and numeracy skill levels and an ability to transfer these skills into an enhancement of communication and practical ability.
Appendix Three

The Video and Production Techniques Stage -1 module was delivered at South Sydney Youth Services; the Video Editing module was delivered at METRO Screen.

The learning outcomes of the Video and Production Techniques Stage -1 are:

• can identify latent physical hazards in the workplace and employ strategies for prevention and control using industry standards;
• can explain and apply elementary principles of screen language to all stages of the production process;
• work as a member of a team by adopting positive attitudes to ensure the efficient realisation of program aims while participating in the production of programs;
• can explain the importance of sound and the basic principles of sound recording;
• can apply production procedures to shooting a simple script using industry standard methods and the documentation and communications of relevant technical, program and administrative details to crew and production staff;
• can set up and operate video equipment for the specified operating conditions determined by production using standard industry occupational health and safety procedures;
• can design lighting concepts and apply lighting procedures to segments and programs using lighting plans and incorporating standard symbols to illustrate set ups; and
• can describe and demonstrate the functions of a tripod and a camera.

The learning outcomes of the Video Editing modules are:

• can describe the different videotape formats and the make-up and function of the video tape tracks;
• can explain the components of an off-line editing suite;
• can demonstrate skills in operating an off-line editing suite, can use appropriate editing paperwork, can operate an audio mixer understands different film styles;
• can explain and apply the principles of screen language to editing procedures; and
• understands the on-line editing process.