

Along with wider microeconomic reforms, major reforms have been undertaken to education and training systems to increase their capacity, improve their responsiveness and upgrade the quality of services provided. The government established a National Training Board (NTB) and has encouraged:

- competency based training;
- unified entry-level training;
- credit for skills already acquired;
- greater convergence of general and vocational education;
- flexible pathways to accommodate the varying needs of industry and workers.

Key reports that have been completed include:

- Deveson report 1990—inquired into the costs of training arising from the restructuring of industry awards;
- Finn Report 1991—reviewed post-compulsory education and training arrangements;
- Carmichael Report 1992—proposed a new competency-based entry-level training system;
- Mayer Report 1992—explored employment-related key competencies;
- Rumsey Report 1992—recommended a model for vocational education and training credentials.

The Finn Report (1991) was particularly influential and led to the establishment of a new national education and training system in 1992, to be implemented in January 1994. This comprises a Ministerial Council, a new Australian National Training Authority (ANTA), and State training agencies to manage the delivery of vocational education and training.

The Finn Report's proposal for an Australian Vocational Certificate Training System (AVCTS) highlighted the need to develop a more appropriate regime of vocational education and training at the post-compulsory level and beyond with an integrated entry-level system.