

Jobs For Youth



Eastern Metropolitan Partnership Project

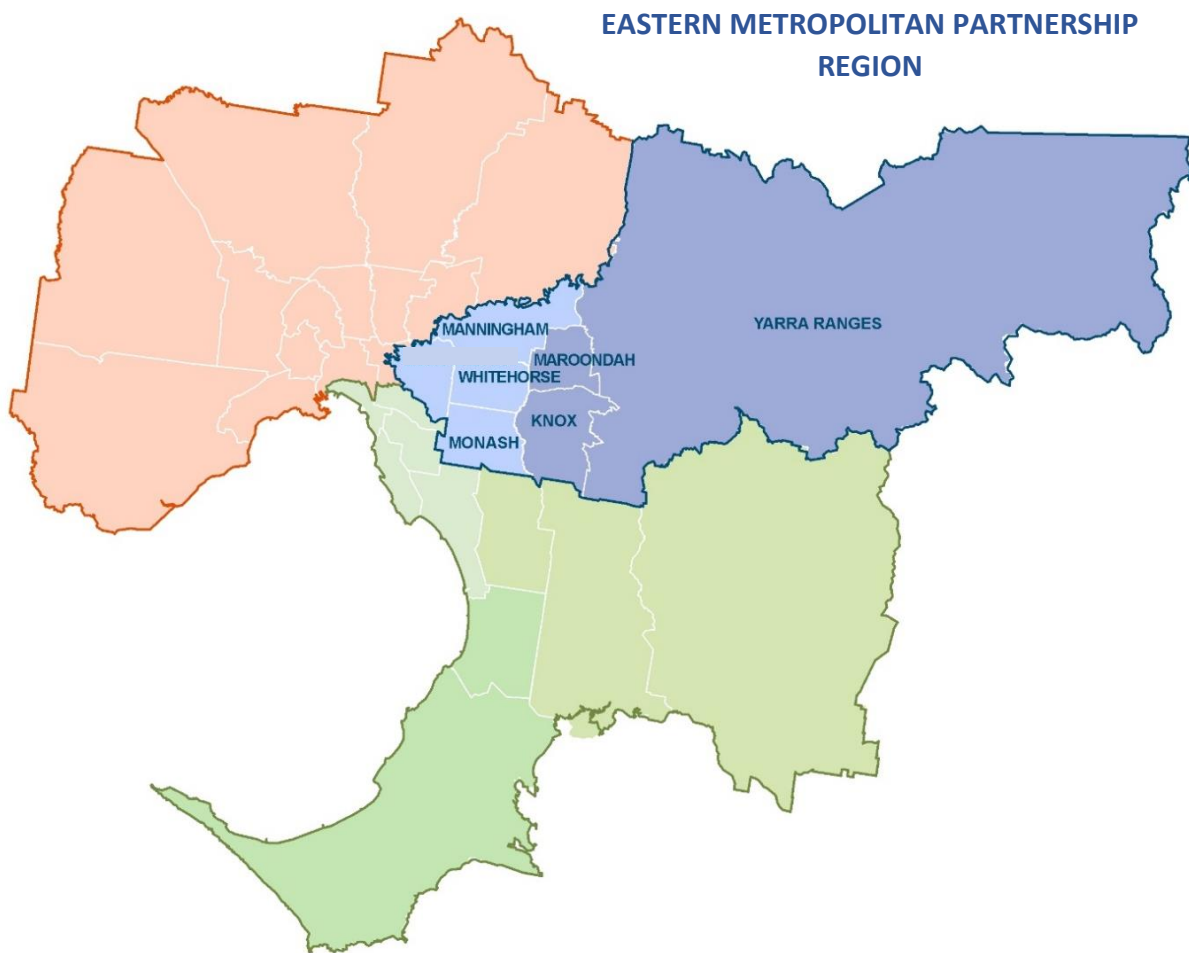
An investigation into youth unemployment and underemployment across the local Government areas of Manningham, Maroondah, Knox, Monash, Whitehorse and Yarra Ranges; including identification of existing programs, duplication and gaps.

Project supported by the Victorian Government

Eastern Metropolitan Partnership

The Eastern Metropolitan Partnership is an advisory group established by the Victorian Government to advise it of the top priorities for jobs, services and infrastructure across Knox, Manningham, Maroondah, Monash, Whitehorse and Yarra Ranges local government areas.

In 2018 the Partnership provided advice to government that included five key issues: regional connectivity; integrated health and social services; social inclusion, affordable and social housing; and “jobs for youth” to improve the transition for the region's young people from secondary school to meaningful training or employment.



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Contents

Project summary	4
Snapshot of Eastern Metropolitan Partnership LGA Economic Profiles	5
The Challenge	8
Young people are entering a changing world of work	8
Full time work is hard to find	8
Enterprise skills are essential	9
The current situation	9
Disengaged young people need opportunities in growing industries	11
Where the jobs are	13
Vocational Education and Training (VET)	14
Vocational Education and Training in the Eastern Metropolitan Region	14
Current youth education and employment support programs and services	15
Barriers and gaps in existing programs and services	17
Barriers to successful transition	19
Barriers that need to be addressed	19
1. Lack of an overall strategy for youth employment in the Eastern Metro Region	19
2. Life issues	20
3. Low skills	20
4. Poor understanding of pathways	21
5. Lack of work exposure/experience	21
Duplication of programs	22
Recommendations and opportunities for collaboration	22
Appendix A: involvement of local stakeholders	23

Project Summary

This project examined the “Jobs for Youth” priority that was submitted to the Victorian Government by the Eastern Metropolitan Partnership after consultations with local stakeholders and a consultation with young people. The Victorian Government selected Jobs for Youth as a priority warranting further investigation. This paper provides more detail from data analysis, a review of literature, and interviews with local stakeholders.

It is clear that a while most young people in the Eastern Metropolitan Region make successful post-school transition to further education, training and/or work, a high percentage are underemployed and would like to obtain full-time employment and youth unemployment (15 – 24 years) remains high in proportion to the overall population (8.4% in December 2019)¹

The Region has a range of programs and services to support young people into further education, training or work, however, there is a lack of coordination and collaboration across these, and there are gaps to addressing barriers.

Barriers to successful transition to work

There is lack of coordination of programs and services that focus on disengaged young people across the Region and many young people lack knowledge of available programs, services and pathway options. There is a need to increase collaboration between education and industry.

Greater alignment between secondary school VET selection and areas of local employment growth may better equip young people for entry into the work force.

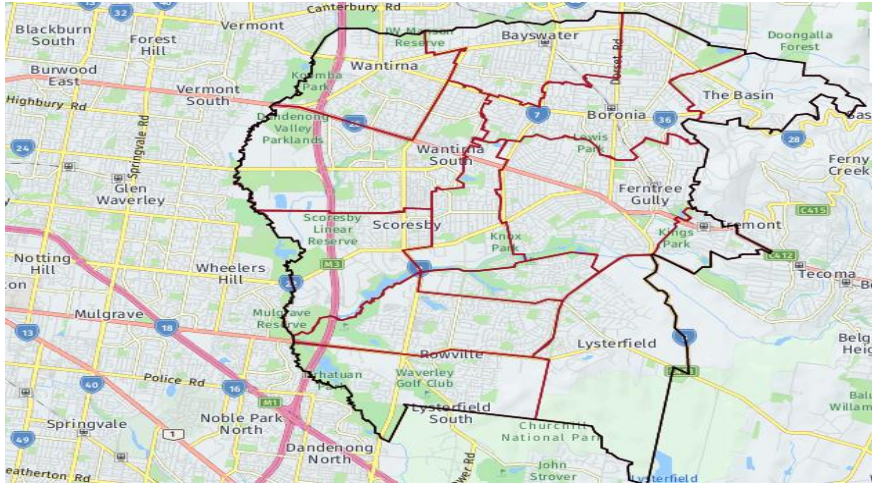
Opportunities for collaboration

- Establishment of a Regional Advisory Group of key stakeholders (e.g. education and training providers, local government, TAFE, business and industry, LLENs) to provide strategic advice to the coordinator
- Co-location of existing services (hub) (including qualified independent career advice) would provide greater ease of access to programs and services for young people.
- Appointment of a coordinator based within the program/service hub to oversee the Regional approach
- School/industry round table consultations focused on post-school transition to increase opportunities for young people to develop greater understanding of the world of work and skills required for entry level employment
- Targeted marketing campaign to raise awareness of services and increase community awareness of the National Skills focus on placing industry at the centre and raising the profile of VET as a career pathway of choice.
- Increase opportunities for young people to develop an understanding of the world of work requirements and current skills required for entry level employment

¹ ABS December 2019 Labour Force Survey, four quarter average

Snapshot of Eastern Metropolitan Partnership LGA Economic Profiles (Source: *NEIR* 2019)

KNOX



Estimated Gross Regional Product \$9.81 billion

Local Jobs 35,467



Population 163,203



Employed residents 66,244

Outer East Youth unemployment 8.4% December 2019



Local Businesses 13,072



Largest industry Manufacturing

MANNINGHAM



Estimated Gross Regional Product \$4.95 billion

Local Jobs 35,467



Population 125,583



Employed residents 64,675

Inner East Youth unemployment 12.3% December 2019

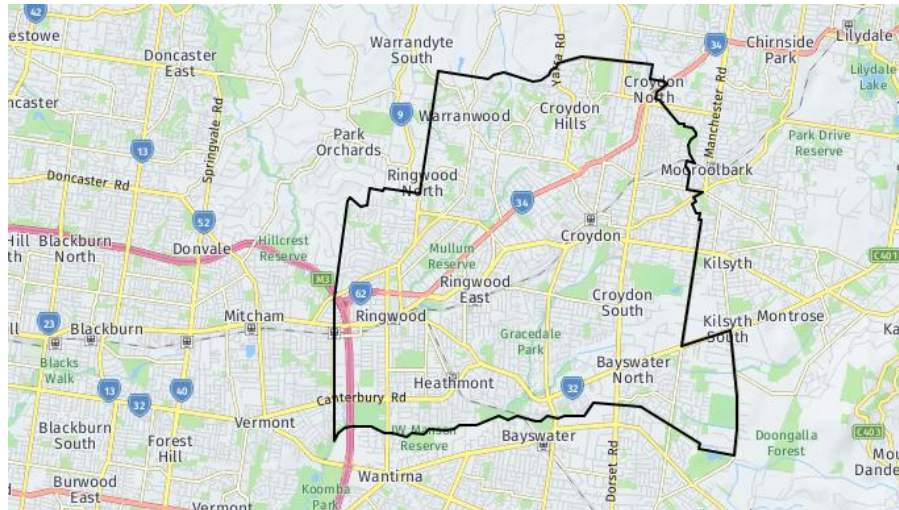


Local Businesses 14,048



Largest industry Retail trade

MAROONDAH



Estimated Gross Regional Product \$5.80 billion



Population 117,498



Local Businesses 9,440



Local Jobs 52,428



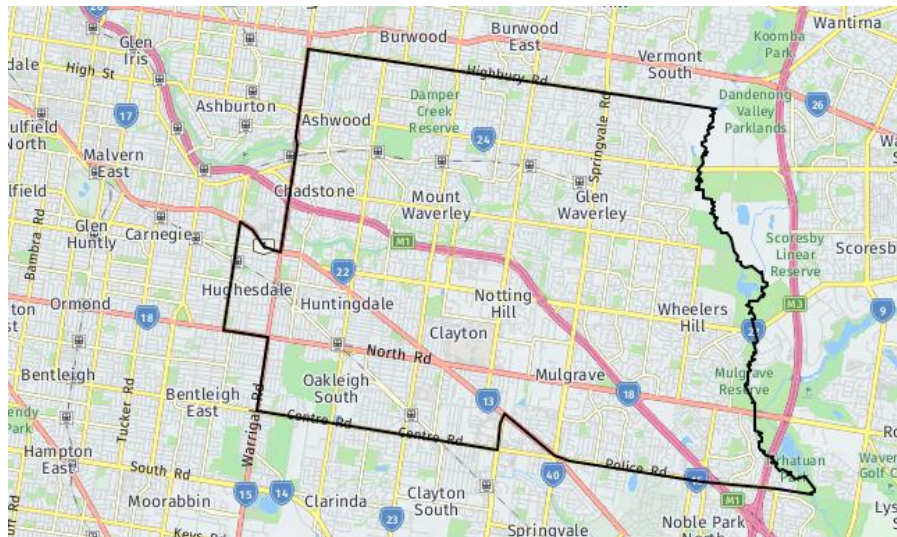
Employed residents 65,807



Largest industry Retail trade

Outer East Youth unemployment 8.4% December 2019

MONASH



Estimated Gross Regional Product 18.48 billion



Population 200,077



Local Businesses 21,355



Local Jobs 145,328



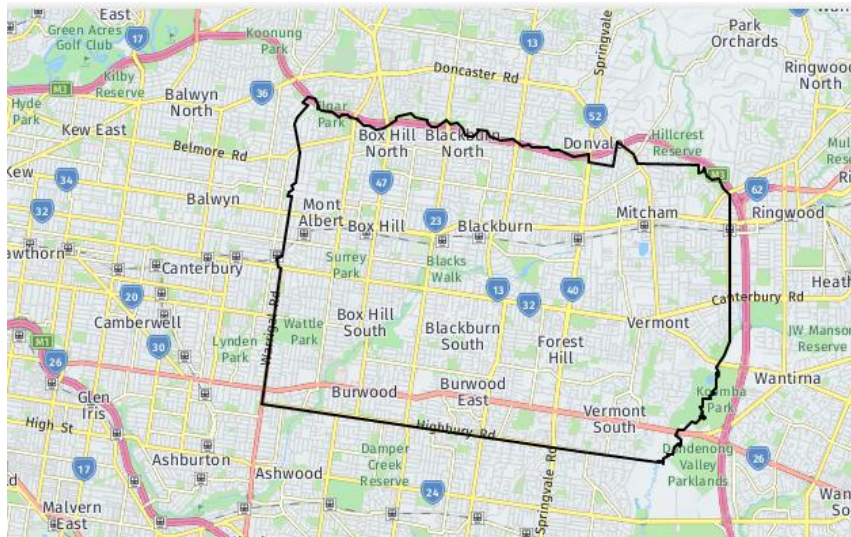
Employed residents 101,185



Largest industry Healthcare & Social Assistance

Inner East Youth unemployment 12.3% December 2019
Data catchment excludes Waverley which is included in South east data

WHITEHORSE



Estimated Gross Regional Product 11.52 billion



Population 176,196



Local Businesses 16,784



Local Jobs 85,115



Employed residents 91,602



Largest industry Healthcare & Social Assistance

Inner East Youth unemployment 12.3% December 2019

YARRA RANGES



Estimated Gross Regional Product 5.22 billion



Population 158,173



Local Businesses 13,376



Local Jobs 85,115



Employed residents 87,964



Largest industry Retail Trade

Outer East Youth unemployment 8.4% December 2019

THE CHALLENGE

Young people are entering a changing world of work

The world of work is changing as technology transforms the types of jobs and skill sets required. Advances in automation, robotics and artificial intelligence have prompted world-wide discussion regarding the impact the 'fourth industrial revolution' is having on the workforce. The ability to use digital technology to connect sensors, actuators and machines to each other and to factory workers provides the capacity to handle enormous volumes, variety and velocity of data that enables a breadth of transformational opportunities and vastly enhanced business intelligence. All of this has had a significant impact on current and future employment.

Technological disruption and the after effect of the Global Financial Crisis (GFC) are having a significant effect on the labour market, particularly for young people. Urban economist Rob Hall in his i.d. Blog (December 2019) referred to Reserve Bank of Australia (RBA) research that stated skill shortages are at their highest level since the GFC, and contributing factors were underinvestment in staff training to reduce businesses costs, and a decline in the VET sector² This impacts on job-seekers as they need to be already equipped with the skill sets sought after by employers. As a result, transition from school to work has become more difficult, and it is now taking young Australians an average of 4.7 years to move from full time education to fulltime work – up from 1 year for their parents (in 1985)³

'The New Work Reality' (FYA, 2018) mapped the journey of 14,000 young people (15 – 25 years old) over a decade and found that full-time work was difficult to find, and 50% of 25 year olds were not in full-time employment. Young people identified "lack of appropriate education, not enough work experience, lack of career management skills and not enough jobs" as four main barriers to full-time employment⁴

Full time work is hard to find – Barriers [FYA *The New Work Reality* (2018)]³

Not enough work experience	Lack of appropriate education
Lack of career management skills	Lack of jobs

Youth underemployment was also identified in the Foundation for Young Australians (FYA) New Work Order series of research projects, which examined the changing nature of work, and the skill sets necessary to succeed in the workforce to 2030.⁵ This showed how globalisation, automation and collaboration would increasingly affect the way we work and indicated that young people would need a set of transferrable enterprise skills to enable them to meet the challenges and capitalise on opportunities. FYA New Basics report (2017)⁶ also emphasised the need for enterprise skills, stating that "the proportion of job advertisements that demand critical thinking has increased by 158%, creativity by 65%, presentation skills by 25% and team work by 19%".

Enterprise skills are essential

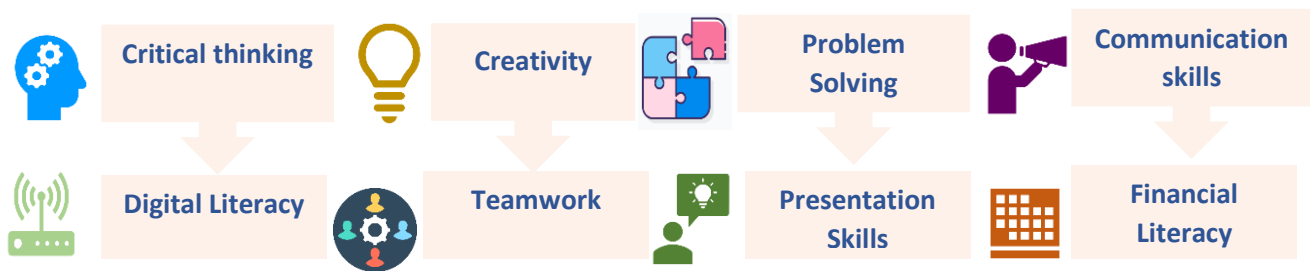
² i.d. Blog, Rob Hall (December 23 2019) *The impact of skills shortages on local economic development*

³ FYA (2014) *Renewing Australia's Promise: Will young Australian's be better off than their parents?* FYA: Melbourne

⁴ FYA (2018) *The New Work Reality*, page 3, *New Work Order Series*, FYA, Melbourne

⁵ FYA (2016,2017,2018) *New Work Order Series*, FYA, Melbourne

⁶ FYA *The New Basics* (2017) *New Work Order Series*, FYA, Melbourne



The current situation

The exact number of disengaged or underemployed young people in the Eastern Metropolitan Region is difficult to calculate because they are not neatly captured in labour force data, however, **2016 Census**⁷ data showed:

7,663 (13%) young people aged 20-24 left full time school before year 12 or equivalent.

1,709	(17%)	In Knox
531	(8%)	in Manningham
1,232	(19%)	in Maroondah
988	(6%)	in Monash
966	(8%)	in Whitehorse
2,237	(26%)	in Yarra Ranges

This places them at a disadvantage in a future requiring higher skilled workers. 7 663 (13%) of young people aged 20-24 had left full time school before year 12 or equivalent, potentially lessening their lifetime earnings – every extra year of school past Year 10 has been estimated to add an extra 10 per cent to a young person’s lifetime earnings

Table 1. Young people aged 15 to 24 not engaged in ‘learning or earning’ in the Eastern region, 2016⁸

		Fully Engaged	Partially Engaged	Not Engaged
All young people		98 483	10 822	6 980
	Knox	15 977	2 115	1 416
	Manningham	12 456	1 139	742
	Maroondah	10 438	1 504	912
	Monash	25 916	1 845	1 272
	Whitehorse	19 607	1 900	1 139
	Yarra Ranges	14 089	2 319	1 499
Young men		51 089	5 065	3 783
	Knox	8 294	931	763
	Manningham	6 515	557	418
	Maroondah	5 448	667	486
	Monash	13 342	968	704
	Whitehorse	10 066	957	637
	Yarra Ranges	7 424	985	775
Young women		47 390	5 761	3 202
	Knox	7 686	1,186	656
	Manningham	5 938	575	326
	Maroondah	4 991	840	430
	Monash	12 567	884	571
	Whitehorse	9 548	940	499

⁷ ABS 2016 Census

⁸ Australian Bureau of Statistics (2016). Census of Population and Housing. Analysis by ABS for the Eastern Partnership

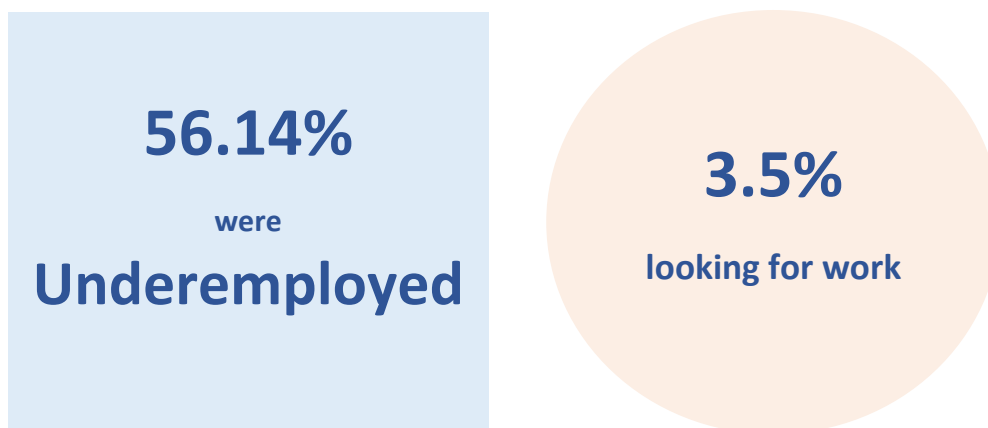
	Yarra Ranges	6 660	1,336	720
Young women who had had at least one child		258	281	647
	Knox	62	68	145
	Manningham	27	5	41
	Maroondah	41	55	114
	Monash	39	28	75
	Whitehorse	33	22	76
	Yarra Ranges	56	103	196
Those who did not speak English well or at all		2 771	239	382
	Knox	122	16	19
	Manningham	281	29	32
	Maroondah	135	18	21
	Monash	1 158	61	70
	Whitehorse	1 003	87	91
	Yarra Ranges	72	6	6
Recently arrived migrants (between 2012 – 2016) who did not speak English well or at all		2 053	154	213
	Knox	61	12	7
	Manningham	166	18	34
	Maroondah	113	25	43
	Monash	927	31	54
	Whitehorse	742	89	65
	Yarra Ranges	44	7	10
Young people with a disability requiring assistance		1 328	299	685
	Knox	271	78	139
	Manningham	144	21	52
	Maroondah	195	42	101
	Monash	206	52	93
	Whitehorse	217	48	103
	Yarra Ranges	295	58	197
Aboriginal and Torres Strait Islanders		523	109	122
	Knox	118	22	19
	Manningham	34	9	8
	Maroondah	68	18	23
	Monash	75	14	22
	Whitehorse	49	7	9
	Yarra Ranges	179	39	41

The most current available On Track destination data (2018)⁹ shows a total of 10, 923 young people exited school across the Eastern Metropolitan Partnership six local government areas in 2017. Of these, 5,233 (47.9%) responded to the On Track survey. The response rate was higher from young people who had completed Year 12. The following On Track data can only be used as an approximate indication of the situation for young people who have recently left school.

On Track destination data (2018)⁸

Of the total number of survey respondents (5,233) across the six Local Government areas:

⁹ DET (2018) On Track Survey



Disengaged young people need opportunities in growing industries

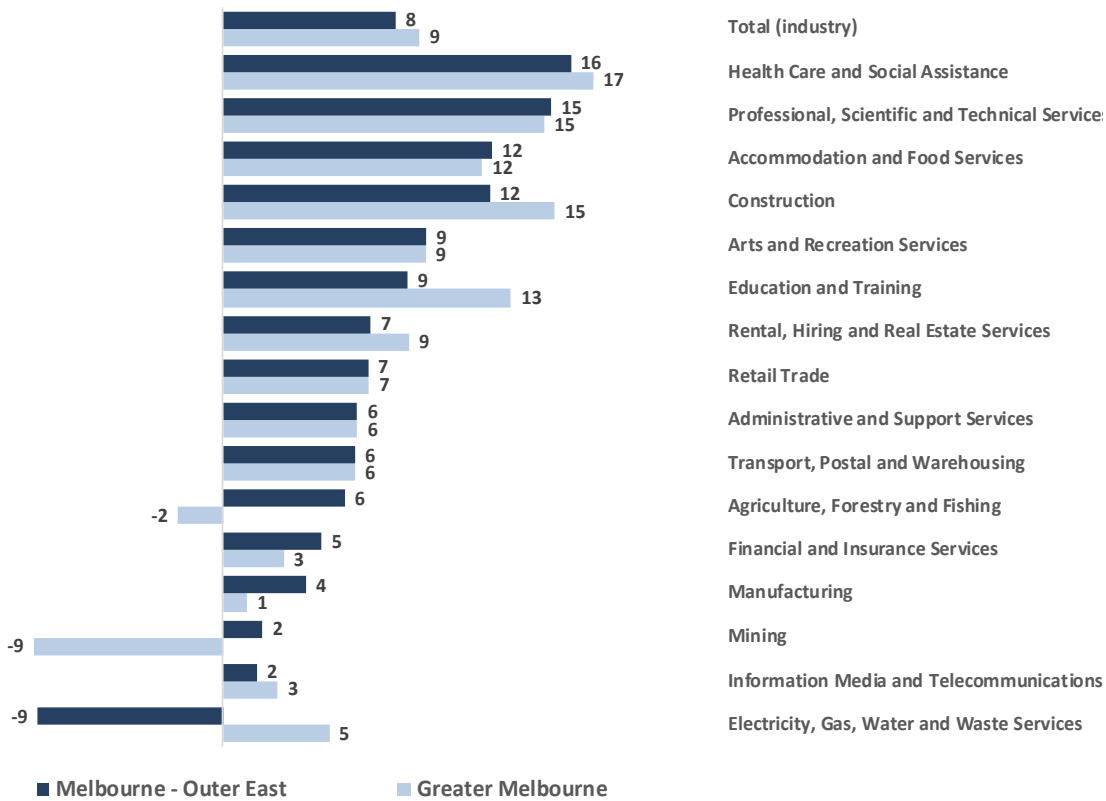
Melbourne’s economy is shifting towards creative and services-led sectors, consolidated in and around the Melbourne CBD, and major economic nodes¹⁰. This concentration provides a major opportunity for the inner parts of the Eastern region but presents a real challenge for more traditional industry areas and the dispersed urban areas of the region, such as Yarra Ranges Local Government Area. Change in the industry profile of the region is broadly consistent with Melbourne’s trend, with higher growth in health care and education, construction and accommodation/food as shown in Figure 2.

The Eastern region is forecast to see a growth of 21 800 jobs in the next five years. The predicted largest growing industries (in order of number of jobs), and examples of entry level and lower skilled occupations within those industries target are shown in Table 2. Lower skilled occupations in growing industries could be the starting point from which vulnerable groups of disengaged young people could aspire.

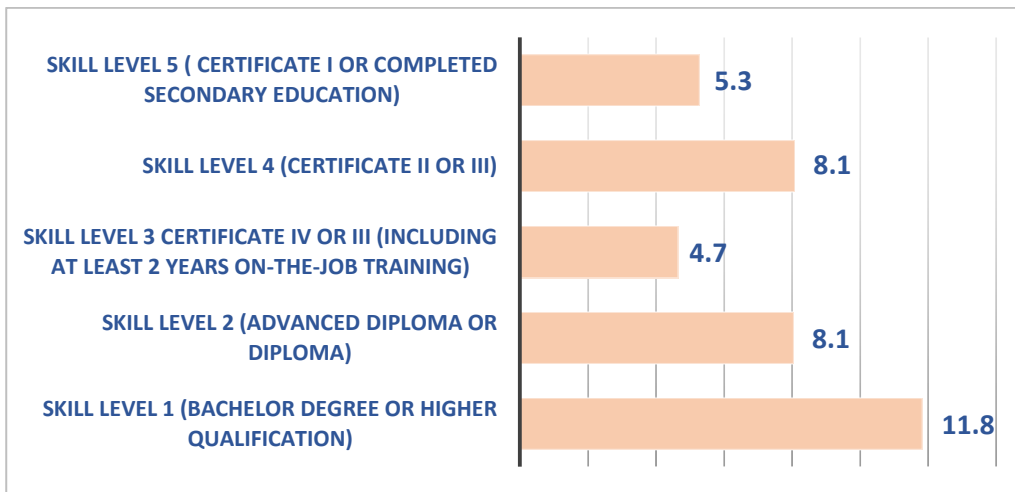
Figure 2. Employment projections 2018 to 2023 (per cent growth or decline %) ¹¹

¹⁰ SGS Economics and Planning (2019) *Economic, Social and Environmental Profile: Eastern Metro Region*. Prepared for Infrastructure Victoria. SGSEP: Melbourne

¹¹ Department of Jobs and Small Business (2018) *Employment Projections, five years to May 2023*. Available at <http://lmip.gov.au/default.aspx?LMIP/GainInsights/EmploymentProjections>. Accessed 28 October 2019.



Projected Skill levels (%) to May 2024¹²



Where the jobs are

Table 2. Jobs in growing industries for lower skilled workers¹³

¹² Australian Government Labour Market Portal (2020) Skill Level Projections, five years to May 2024. Available at <http://lmip.gov.au/default.aspx?LMIP/GainInsights/EmploymentProjections>

¹³ Department of Jobs and Small Business (2018) Employment Projections, five years to May 2023. Available at <http://lmip.gov.au/default.aspx?LMIP/GainInsights/EmploymentProjections> Accessed 30 October 2019.

Growing industries	Jobs growth by 2023	Examples of growing jobs across skill levels
Health care and social assistance (for example, hospitals, GPs, dental and ambulance services, and services such as childcare and aged care). Many workers are female and part-time work is common	5 100 (16.1%)	Medium skills: Technicians and Trades Workers, Cooks Lower skills: Aged and Disabled Carers, Child Carers, Nursing Support and Personal Care Workers, Dental Assistants, Personal Service Workers such as Civil Celebrants, Hair or Beauty Salon Assistants Entry level: Commercial Cleaners, Domestic Cleaners, Kitchenhands
Construction An industry dependent on trades workers. Apprenticeships and traineeships are the main entry pathway	4 200 (12.4%)	Medium skills: Electricians, Carpenters and Joiners, Fencers, Gardeners, Glaziers, Painting Trades Workers, Plasterers and Plumbers Lower skills: Structural Steel Construction Workers, Insulation and Home Improvement Installers Entry level: Construction, Mining, Building and Plumbing Labourers, Concreters, Handy persons
Retail trade. This includes jobs in a variety of stores. Part-time and casual work is common and many workers do not have post-school qualifications.	2 100 (6.7%)	Lower skills: Delivery drivers Entry level: Checkout Operators and Office Cashiers
Accommodation and Food Services This industry provides good entry-level jobs in hotels, motels, cafes, restaurants, take-away shops, bars and pubs. Part-time and casual employment is common.	2 000 (12.5%)	Medium skills: Cooks and Greenkeepers Lower skills: Bar Attendants and Baristas, Receptionists Entry level: Housekeepers, Kitchen hands, Café workers, Commercial cleaners and Fast food cooks, Waiters
Professional, Scientific, Technical Services (for example, legal and accounting services, veterinary services and computer system design). This is a higher skilled workforce with fewer young workers because of the extra education required.	600 (15.2%)	Medium skills: Courts and legal clerks, General clerks
Manufacturing. It is a broad industry. Many jobs in the industry need a VET qualification and an apprenticeship is a common pathway.	1 000 (3.8%)	Medium skills: Bakers and Pastry cooks, Sheetmetal Trades Workers, Structural Steel and Welding Trades Workers Lower skills: Clay, Concrete, Glass and Stone Processing Machine Operators, Stationary Plant Operators Entry level: Food and drink factory workers, Product assemblers.

Vocational Education and Training (VET)

Vocational training is increasingly being viewed as vital for ensuring all Australian businesses have the skills needed to support continuing economic growth. Of recent years, this sector has come under scrutiny and a recent report by the Honourable Steven Joyce¹⁴ made a number of recommendations to

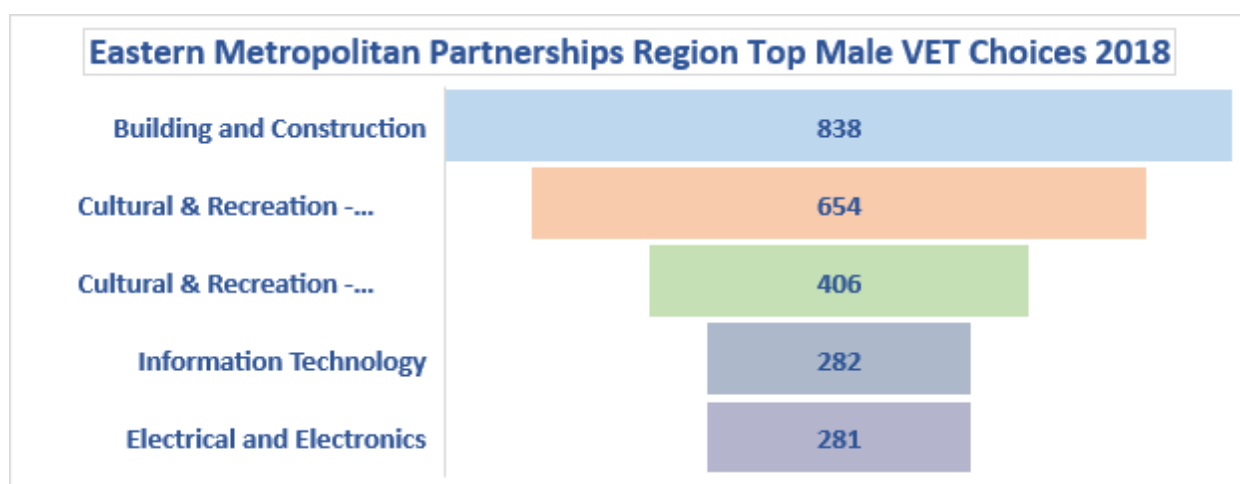
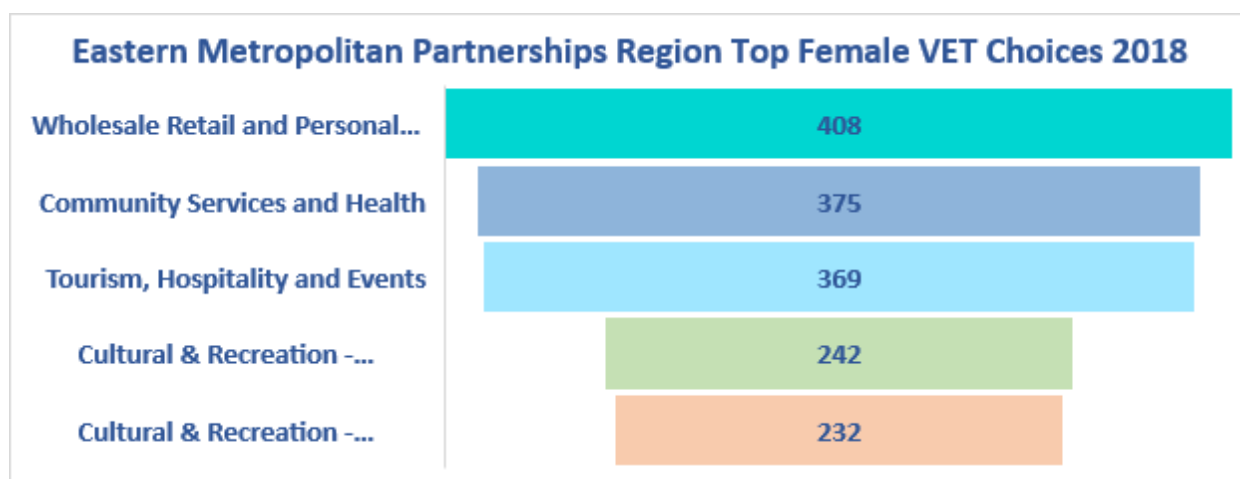
¹⁴ Joyce, S (2019), *Strengthening Skills Expert Review of Australia's Vocational Education and Training System*

support high quality vocational education and raise the awareness and status of VET in Australia. One of the benefits of VET is that opportunity to gain on-the-job experience which is becoming increasingly necessary for young people to gain entry to the workforce. Almost all stakeholders in the Joyce Review agreed that there was a big gap in “the provision and marketing of timely, accurate and useful information that would help students and their families choose vocational pathways.” They believed the school sector was biased against vocational training and that many treat VET as a ‘second rate’ option, more suited to low performing students rather than a viable pathway for all students¹⁵.

Following the Joyce Report, the National Skills Commission was established to provide national leadership to the Vocational Education and Training (VET) system. A National Careers Institute was also established and will become a further resource to support career pathways.

Vocational Education and Training in the Eastern Metropolitan Region

The uptake of VET among secondary students across the Eastern Metropolitan Region is relatively high, however, there is very little alignment with projected industry growth areas. Greater alignment may better equip young people with skills to enter the workforce.



Current Youth Education and Employment Support Programs

STATE GOVERNMENT PROGRAMS and SERVICES

ENGAGEMENT & EDUCATION SUPPORT	EMPLOYMENT
School Focused Youth Service (SFYS) that picks up young people (10 to 18 years old) at risk of disengaging while in school	Youth Employment Scheme (YES) provides young people aged 15 to 24 with an opportunity to work in the Victorian Public Service for 12 months while completing accredited training.
Structured Workplace Learning Department of Education & Training (DET) initiative designed to increase the opportunities for young people aged 15 – 19 years of age to improve their skills and workplace knowledge	Jobs Victoria Employment Network (JVEN) help unemployed Victorians to get ongoing work Not youth specific program
LOOKOUT Department of Education & Training (DET) to improve educational outcomes for young people of school age (6-17 years) living in foster, kinship, residential and lead tenant care arrangements.	Skills First Reconnect supports learners 17 – 64 years of age that may experience a barrier to learning and transitioning to the workforce. Not youth specific program
Head Start apprenticeships and traineeships for school students. Students can choose to take an extra year to complete their VCE or VCAL. This means more time spent training on-the-job.	Skills & Job Centres based in TAFEs across Victoria, Skills and Jobs Centres provide expert advice on training and employment opportunities. Not youth specific program
Children and Youth Area Partnership to support better outcomes for vulnerable children and young people.	Learn Local providers across Victoria offer a range of education and training programs assist in returning to study; improving reading, writing and maths skills; gaining a qualification and getting a job.
GAP No Navigator program in the Outer East	Reconnect Wilderness program for young people at risk of homelessness & experiencing family difficulties (via EACH, service areas Knox, Maroondah, Yarra Ranges)
FEDERAL GOVERNMENT PROGRAMS	
headspace Knox	provides young people aged 12-25 confidential and free mental health support, health advice, and general information.
Transition to Work	employment service to support young people aged 15-21. The service provides intensive, pre-employment support to improve the work-readiness of young people and help them into work (including apprenticeships and traineeships) or education.
New Business Assistance with NEIS	provides personalised support to help people over 18 years of age to become a self-employed business owner.
Skills for Education and Employment (SEE) program	provides language, literacy and numeracy training of up to 650 hours to eligible job seekers, to help them

	to participate more effectively in training or in the labour force.
Youth Transition Support (YTS)	services help young humanitarian entrants and vulnerable migrants aged 15 to 25 to participate in work and education.
LOCAL GOVERNMENT YOUTH SERVICES	
No wrong door (Knox, Maroondah & Yarra Ranges only)	Is an on-line resource initiative supporting young people (aged 10 to 25 years) to find the support that they require to achieve successful education and employment outcomes.
Whitehorse Youth ConneXions (Whitehorse Youth Services)	Youth ConneXions is an information, support and referral centre based at Centro Box Hill.
Manningham Youth Services - Delivered by <u>Eastern Access Community Health (EACH)</u>	Manningham Youth Services (MYS) engages with young people to offer a community-inclusive youth service aimed to improve the health and well-being and help build skills, qualities and capabilities to create more sound pathways for a brighter and more optimistic future of all young people connected to the Manningham municipality.
Manningham YMCA	YMCA Manningham Youth Services aim to provide generalist youth services for young people aged 12 to 25 who live, work, study or play in the city of Manningham (that includes Doncaster, Doncaster East, Templestowe, Wonga Park, Park Orchards, Donvale and Warrandyte).
Monash Youth Services	is available for young people aged 10 – 25 to access individual support from a Youth worker in the City of Monash.
	Monash Youth Ambassadors (YABS) is a group of young people aged 10-25 who consult with other young people in the community to give voice to their ideas, opinions and concerns
TAFE and LEARN LOCAL PROGRAMS	
Swinburne Young Mums Program	to support 15 to 20 year old mothers complete Year 11 and 12 qualifications
Box Hill institute	VCAL English classes including career “tasters” to help keep young people engaged for newly arrived refugee secondary students.
Mountain District Learning Centre (MDLC)	The Cottage Program VCAL Cert I, II and III in General Education for Adults for 10-12 students who are enrolled but disengaged at Mountain District Learning Centre (Knox and Maroondah). The program has long waitlists.
COMMUNITY SERVICES	
Anglicare TEACHaR (Transforming Educational Achievement for Children in Home-based and Residential care) program	An intensive one-on-one program for young people who’ve grown up in out-of-home care. Trained teachers work with young people and their teachers to boost their academic achievement and

	engagement with school, so that they have the best chance of success in the future. Lilydale only location within the 6 LGA Areas
YSAS (Youth Support and Advocacy Service) (Ringwood)	Supporting Health Education, Recreation and Personal Autonomy (SHERPA) young people (12 to 21 years) reduce AOD related harms, increase connection to work or education, build meaningful community connections and improve physical wellbeing.

Barriers and gaps in existing programs and services

Young people who participated in the consultation were either unaware of the services available or did not feel confident to approach services due to lack of skills, poor understanding of pathways or lack of work experience. Some lacked aspiration due to life issues.

Today's young people find themselves in a rapidly changing economy but there is no overarching policy framework or strategy in Australia to guide system coordination that can support them through that change. The key stakeholders we interviewed reported there are services and initiatives to support them, but **there is little focus on young people who are disengaged post school, and no overarching youth employment strategy to coordinate activity**, leading to duplication and gaps. There is also a lack of data to describe the problem and create a common understanding across sectors, services and initiatives.

Key stakeholders unanimously reported two gaps in support for disengaged young people in the East.

The first is the **lack of a system of referral or outreach to connect young people to services**. In school, the *School Focused Youth Service* does this, and outside of school they should be detected by the *On Track* survey, but it has poor reach with only 47% of school completers and 14% of non-completers responding in 2018.

The second gap is that **the support system is difficult to navigate and both young people and service providers don't know what is on offer**. A new updated website of youth services is about to be launched by Maroondah, Knox and Yarra Ranges Councils, and two youth hubs are planned to integrate health and social activities, but **coordination will be needed to ensure these include links to the broad range of health, human, community and employment services** the diversity of vulnerable young people need for transition and making the services truly accessible as well as communicating effectively with the young people to offer some real chance of them coming to know what is available to them and how to access it.

Barriers

The lack of an overall strategy for youth employment



Gaps

There is not a focus on post school disengagement and no overarching regional youth employment strategy to guide action

Life issues

Not getting support for AOD, health, mental health, family violence, housing, income, transport, or childcare issues



There is no system to find disengaged young people post school, and the service system is difficult for both young people and services to navigate

Low skills

Low literacy, numeracy, transferable skills (e.g. computing and communication), and job specific skills



There is a lack of awareness of available education programs and the skills system is difficult to navigate. Adult education options may not suit vulnerable young people

Lack of career aspiration

Not exploring what they like and what they could do. Parents/adults don't see relevance of (vocational) education. Aspiration not matched to real options



There are few opportunities for conversations between employers, parents, young people, careers education professionals and service providers that could lead to improve understanding of the local labour market (The Outer Easter LLEN, in partnership with the local Skills and Job Centres and local industry facilitates at least 2 forums per year to address this. A number of young people have commenced apprenticeships as a result of these events)

Poor understanding of pathways

Not accessing labour market and pathways information to link them to pathways that lead to secure, well paid jobs



There is a lack of understanding of local labour market (including skills and opportunities) information due to the number of young people who are not aware of services such as the Skills and Job Centres. The careers advice currently available is often polarised to higher achieving students who are going to take further education options anyway, especially university. Choosing VET or employment is not given the attention it needs for pre-exit school students

Lack of work exposure

No work exposure, career management and job search skills or work experience, limits opportunity for young people to build networks in the labour market



There is limited coordination of employers and work exposure opportunities, which creates pressure on employer's time. The use of SBAT, internships and Traineeships could address this effectively if employers understood the benefits

The structured Workplace Learning program is not available to young people who have exited school

Lack of suitable applicants for entry level jobs



Young people need to be equipped with higher level skills in order to gain entry into the workforce

Barriers to successful transition

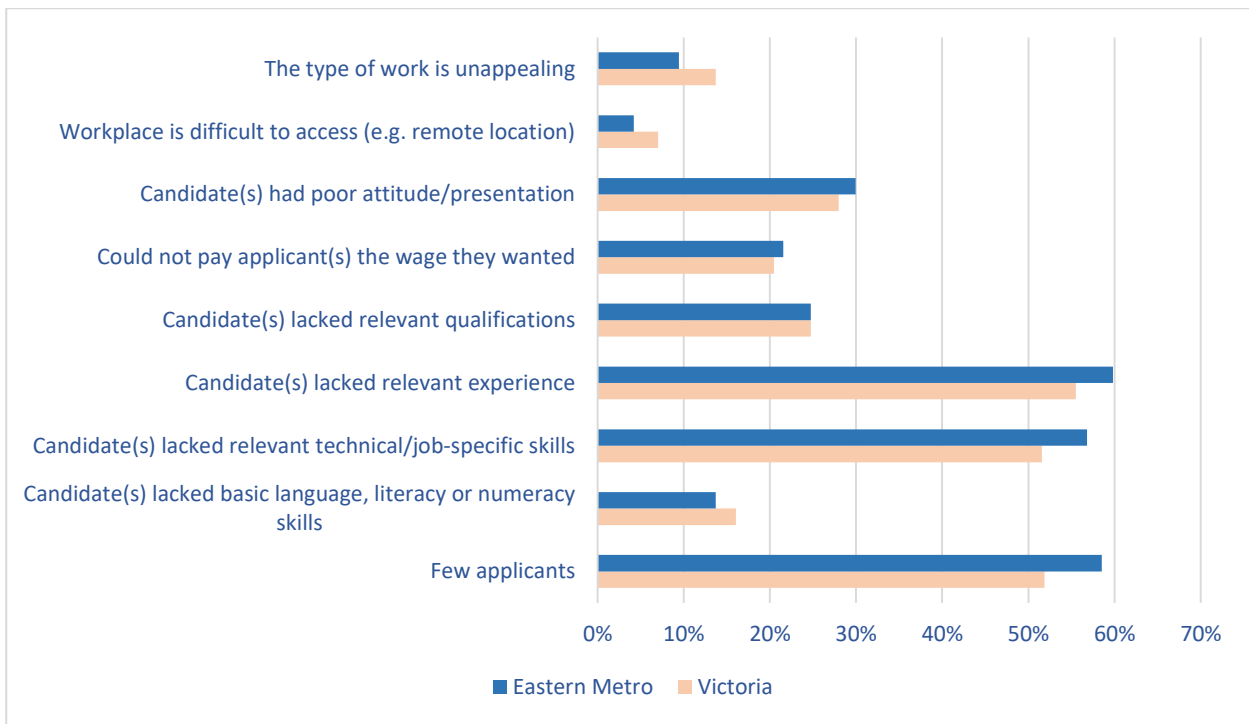
Young people face a number of well documented barriers to a successful transition from school education to employment. These barriers are similar to those that cause young people to leave school early (excepting factors related to disliking school: not liking teachers, being bullied, etc).

This section briefly outlines what the literature, consultation (see Appendix A for forum participants) and OELLEN research¹⁵ tells us about barriers and local gaps, and stakeholder suggestions for addressing them. Employers interviewed for the OELLEN research reported having to spend significant time coaching young staff on how to work with their colleagues and interact appropriately with customers. They also commented that young people who had not had a part time job while at school had issues with timeliness and reliability. They approached work with unrealistic expectations about the type of work, hours of operation and responsibility expected in the workplace.

*Table 3 Further insight into barriers for successful post-school transition*¹⁶

¹⁵ (2019) "Preparing young people for transitions to work: What local employers are looking for.", OELLEN

¹⁶ Victorian Employer Skills Survey (2018)



Barriers that need to be addressed

1. The lack of an overall strategy for youth employment

Today’s young people find themselves in a rapidly changing economy but there is no overarching policy framework or strategy in Australia to guide system coordination that can support them through that change. The key stakeholders we interviewed reported there are services and initiatives to support them, but **there is little focus on young people who are disengaged post school, and no overarching youth employment strategy to coordinate activity**, leading to duplication and gaps. There is also a lack of up to date data to describe the problem and create a common understanding across sectors, services and initiatives. There is need for a coordinated, collaborative approach across the Region.

2. Life issues

Disengaged young people are likely to require integrated support for AOD, health, mental health, family violence, housing, income, transport, or childcare issues that are tailored to their circumstances¹⁷. While some may only need assistance with one issue (for example childcare), some may need to address multiple or complex problems. Early support/prevention is important, to ensure a young person does not become entrenched in unemployment. This can impact on their mental health and esteem, and lead to significant disadvantage for young people and their families, and costs to governments. A NSW study that linked service data across child protection, housing, justice, health, education, mental health, alcohol and other drug, and Commonwealth (welfare and medical and pharmaceutical benefits) services showed 1 000 vulnerable children and young people with complex issues, will cost State and Federal government nearly 16 times as much to the age of 40 (mainly in welfare support and health care) than the total under 25-year-old population¹⁸.

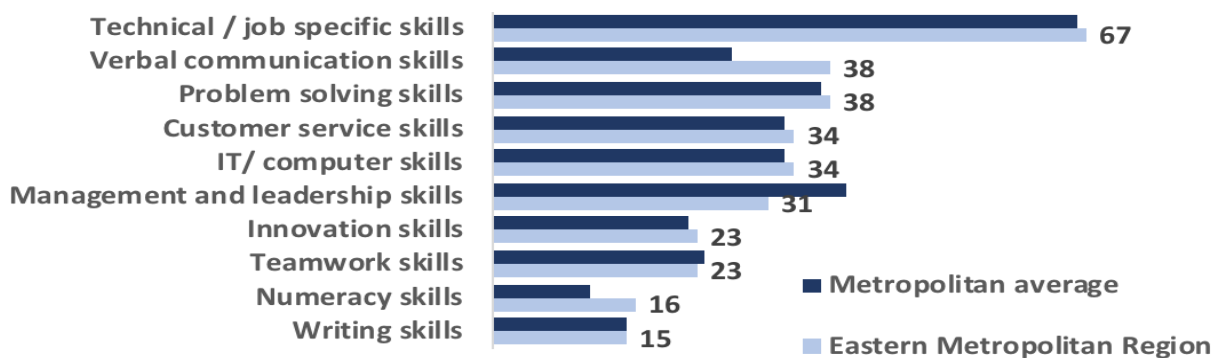
¹⁷ Parliament of Victoria (2018) *Victorian Careers Education Parliamentary Inquiry. Economic, Education, Jobs and Skills Committee, Victorian Government: Melbourne*

¹⁸ Taylor Fry (2018) *Forecasting Future Outcomes. Stronger Communities Investment Unit — 2018 Insights Report. NSW Government: Sydney*

3. Low skills

Some disengaged young people don't have the foundation (e.g. literacy, numeracy), transferable (e.g. computing, communication), and technical (job specific) skills, that are critical for transition to further education and employment. Employers in the Eastern region report all three types of skills are important to their industries¹⁹. But the most recent *Programme for International Student Assessment* (PISA) data (2012 and 2015), showed over one third of 15-year-old students did not meet national proficiency standards for: reading (37%), maths (42%), and scientific literacy (37%), financial literacy (30%), problem solving (35%), and digital literacy (35%)^{20 21}. Rates were higher for disadvantaged cohorts, including double for Indigenous Australians^{18,19}.

Figure 4. Main skills employers need today or believe they will need in the next 12 months²²



An international literature review has shown that while post school labour market interventions are important, they do not fully compensate for the transferable knowledge/skills acquired earlier in the education system²³. Activities that ensure young people are engaged and learning in school are therefore a priority.

Key stakeholders reported that, as with the human service system, there are a number of options for young people to learn skills post school in the region, including a few programs specifically designed for disengaged young people, but **the system is difficult to navigate** and **adult education options that suit vulnerable young people are limited**.

4. Poor understanding of Pathways

Key stakeholders reported that there is **no single source of accessible local labour market information/employment opportunities**. Currently services rely on their own knowledge of the local labour market to connect young people with opportunities. There are programs that can provide pathways advice. While in school, young people can access programs such as *atEAST* and *Head Start* in select schools in the Outer East of Melbourne. Outside of school they can access programs such as *Skills First Reconnect* and *Skills and Jobs Centres*. While programs and services exist, a large number of young people are not aware of them and a lack of information about pathways was the second biggest barrier identified in the region.

¹⁹ Department of Jobs and Small Business (2018) *Employment Projections, five years to May 2023*. Available at <http://lmip.gov.au/default.aspx?LMIP/GainInsights/EmploymentProjections> Accessed 28 October 2019

²⁰ Pope & Mutch (2015) *Report card 2015: How young people are faring in the transition from school to work*. FYA. Melbourne

²¹ ACER (Australian Council for Educational Research) (2017) *PISA 2015: Reporting Australia's Results*. ACER: Camberwell

²² DET (Department of Education and Training) (2018) *Victorian Employers Skills Survey 2018 Data Tables*. Available at <http://employersurvey2018.s3-website-ap-southeast-2.amazonaws.com> Accessed 26 September 2019.

²³ ILO (International Labour Office) (2016) *Interventions to Improve Labour Market Outcomes of Youth: A Systematic Review*. ILO: Geneva

5. Lack of work exposure/experience

A lack of work experience limits young people's opportunities to understand the world of work.

Exposure to the world of work and work experience:

- » **provides experience/information** that improves career decision-making and creates realistic expectations of work
- » **broadens the networks** that can connect people to opportunities, and
- » **boosts motivation to engage in school** by demonstrating the relevance of education to employment ²⁴.

Work exposure helps young people build networks, which are important sources of information and referral for exploring career ideas ²⁵. Networks made through formal education or volunteering have been shown to be particularly important for connecting people to career paths and better paid and more stable labour markets ²⁶.

Networks provide:

- information about occupations, industries, training opportunities and job vacancies
- potential referees
- opportunity to combat feelings of social isolation and low self-esteem – often associated with job search
- compensation for less experience and qualifications
- connect people to jobs of longer tenure ³⁶.

Programs that include work experience have been found to be valuable in broadening and developing the work-related networks of young people ²⁷.

Duplication of programs

While there would appear to be duplication across some State and Federally funded programs to support the transition of young people to further education and employment, the eligibility requirements differ and therefore can reduce access for some young people.

The Outer Eastern Local Learning and Employment Network (OELLEN) established a network of youth initiative providers (YIP Network) to foster collaboration and increase understanding of the support available from each provider. This enabled services to refer a young people who may not be eligible for their program to be referred to an appropriate provider. There is a need for broader collaboration across transition programs and services for young people

Recommendations and opportunities for Collaboration

Establishment of a **Regional Advisory Group** to identify opportunities for collaboration (such as the Co-location of existing services - including qualified independent career advice - to enable young people to easily access information and services), and monitor local skill shortages, areas of employment growth and associated vocational training provision. Suggested representation from:

²⁴ Mann A (2012) *Work Experience: Impact and Delivery – Insights from Evidence*. Education & Employers Taskforce: London

²⁵ Pope J (2011) *Indicators of Community Strength: framework and evidence*. Why social capital can build more resilient families and communities. Victorian Government: Melbourne

²⁶ Granovetter 1983; Chapple 2002; Finneran & Kelly 2003; Loannides & Loury 2004 in Pope J (2011) *Indicators of Community Strength: framework and evidence*. Why social capital can build more resilient families and communities. Victorian Government: Melbourne

²⁷ Mann A (2012b) *It's Who You Meet: Why employer contacts at school make a difference to the employment prospects of young adults*. Education and Employers taskforce: London

Department of Education and Training

School and Regional Services -

Manager, Youth Pathways & Transitions, School Improvement Division
Manager, Koorie Education, Early Childhood and School Support Division
Manager, Pathways, Outer East Area

Higher Education and Skills -

Manager, NEV Regional Engagement
Manager Principal Regional Advisors
Eastern Region Wurreker Broker
Skills & Job Centre

Local Government

Economic Development
Youth Services

Local Learning & Employment Network

TAFE

Manager of student programs and services

Industry

representatives from industries with projected local employment growth:

e.g. Healthcare and Social Services ; Hospitality; Manufacturing (growth predicted in some areas)

The role of the Regional Advisory Group would include the appointment of a **Regional Coordinator** to work closely with the Advisory Group to develop and implement a workplan that will :

- Oversee greater collaboration across programs and services (such as sharing of information and processes currently being implemented in the family violence sector)
- Facilitate a targeted marketing campaign to raise awareness of available services and provide timely, accurate and useful information to assist students and their families choose vocational pathways and training options.
- Facilitate School/Industry round table consultations and collaboration. This may lead to greater alignment between VET choice selection and projected employment growth areas
- Collaborate with the Outer Eastern and Gateway Local Learning and Employment Networks to increase opportunities for young people to develop an understanding of the world of work requirements and current skills required for entry level employment in line with the OELLEN and Gateway SWL Government contacts
- Increase community awareness of the National Skills focus on placing industry at the centre and raising the profile of VET as a career pathway of choice.

A further recommendation is that the Metropolitan Partnership, in collaboration with sector and regional stakeholders, initiate a co-design process with young people in the region to support future design and delivery of programs, services and policies that are better aligned with the needs of young people.

Appendix A: Involvement of local stakeholders

The Jobs for Youth project drew on OELLEN research findings from interviews with local employers and further involved local stakeholders in two ways:

1. **through interviews** to identify gaps and duplication in the service system working to connect disengaged young to further education, training and employment. They were asked:
 - a. how their service supports disengaged young people, and in particular the specific disengaged cohorts identified in Table 1, and

b. the key service gaps or duplications they are aware of.

The gaps were mapped against the barriers identified by the literature review shown in Figure 2. The themes that emerged have been summarised in the section *Barriers to successful Transition need to be addressed*.

The following stakeholders were interviewed:

Meg Yates	Trek Learning
Natalie Taylor	Reconnect (Swinburne)
Mathew Sharp	Reconnect (CIRE)
Tristan Hunt	Youth Employment Consultant, Transition To Work
Liselle Pote	Head Start
Janet Claringbold	MDLC (Mountain District learning Centre)
Loretta Goldsmith	atEAST
Sarah Cullen	Maroondah School Focused Youth Service Coordinator
Greg Cowan	Pathways Manager, DET Outer East North Eastern Region
Linda Kearley	Swinburne Skills and Jobs Centres
Simone Whitehead	CIRE re Reactivation Group in Yarra Junction
Nina Bekker	CIRE Crash Through

2. **through a workshop** to discuss the findings and draft model. The results have been incorporated throughout this paper.

The following 22 organisations participated:

Swin Local, Swinburne University of Technology	Education and Training
Mountain District Learning Centre	Education and Training
Skills and Job Centres, Box Hill Institute	Education and Training
Mooroolbark College	Education and Training
New Real Homes	Industry
Mobile Automation	Industry
AI group	Industry
City of Knox	Local Government
School Focused Youth Service, City of Maroondah	Local Government
Shire of Yarra Ranges	Local Government
Trek Learning	Services
Yarra Ranges Tourism	Services

3. through an OELLEN Codesign Workshop held May 8 2019

School Industry Codesign Workshop table responses

What skills will young people need for Post-school transitions?			
<ul style="list-style-type: none"> • Enterprise – innovative, creative • Common sense • Critical thinking • Resilience 	<ul style="list-style-type: none"> • Literacy & Numeracy • Time management • Strong communication • Resilience • Understanding their passion, interests, who they are 	<ul style="list-style-type: none"> • Time management • Social skills/interaction skills • Accountability 	<ul style="list-style-type: none"> • Literacy & Numeracy • Resilience • Aspirations/expectations • Communication • Teamwork

<ul style="list-style-type: none"> • Teamwork • Communication • Time management • Initiative • Management & planning • Cultural understanding • Knowledge of I.T • Application of knowledge/experiences • Adaptability 		<ul style="list-style-type: none"> • Problem solving skills • Resilience • Research abilities • Able to take initiative • Positive attitude to learning • Willingness to make mistakes • Realistic understanding of their abilities • Self-awareness • Literacy & Numeracy 	<ul style="list-style-type: none"> • Technology • Passions • Time-management
<ul style="list-style-type: none"> • Communication • Time-management • Manners/etiquette • Common sense • Goal setting/manage expectations 	<ul style="list-style-type: none"> • Interviewing skills/self - presentation • Behaviours/motivations • Time management • Problem solving • Critical thinking • Communication • Self-direction/motivation • Entrepreneurship • How to build things/break things/practical skills 	<ul style="list-style-type: none"> • Communication • Problem solving • Resilience • Positive uncertainty • Building relationships • Being open-minded 	<ul style="list-style-type: none"> • Literacy and Communication • Presentation • Cognitive thinking and problem solving • Mental and physical self-awareness care • Initiative and enterprise • Teamwork • Independence