

Fundamental principles for youth employment

Social Ventures Australia

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Executive summary

Why did SVA produce this report?

Youth unemployment continues to be a persistent problem globally and locally, reaching as high as 22.4 per cent in some Australian communities (Far west & Orana, North west outback NSW: ABS, April 2015). There are a multitude of causes for this sustained growth in youth unemployment, including a non-buoyant labour market for young people post Global Financial Crisis (GFC), a downturn in the number of entry level positions and apprenticeships available, the casualisation of the workforce and the reality that older employees are not transitioning to retirement at the same rate as pre-GFC.

While this impacts all young job seekers, unsurprisingly the impact is felt the greatest by those young people considered at risk of or already experiencing long-term unemployment.

Since we were established in 2002, Social Ventures Australia (SVA) has been committed to understanding the root causes of and effective interventions for tackling unemployment. Underpinning our work is a commitment to using evidence to drive systemic change. More recently we have focused our attention on seeking the most effective prevention and intervention approaches in supporting young people experiencing long-term unemployment into sustainable employment. This report is the product of a national and international research project into the fundamental principles that underpin successful programs and initiatives supporting young people into sustainable employment.

The research concentrated on identifying the approaches that were most successful at moving long-term unemployed young people (those who have been out of employment for 12 months or more) back into employment. This cohort was chosen as the primary focus of the research because extended periods outside of the workforce when young can result in entrenched unemployment over the course of a person's life leading to a cycle of disadvantage. Importantly, the fundamental principles of what works for this cohort will ultimately be the same principles that work for all young people at risk of or experiencing unemployment.

What approach was used to develop the report and key findings?

This report and Principles Framework were developed following:

- A review of over 200 research reports, journal and media articles
- Analysis of Australian Bureau of Statistics (ABS), Longitudinal Surveys of Australian Youth (LSAY), International Labour Organisation (ILO) and Organisation for Economic Co-operation and Development (OECD) data
- Consultation with representatives working in youth unemployment from government, business, education, academia, social purpose organisations and philanthropy
- A scan of global and Australian organisations and programs to uncover examples of what is most effective in supporting 15-24 year old young people into sustainable work.

The research uncovered an understanding of the underlying causes, interrelated players, risk factors and personal and economic costs of a young person falling into long term unemployment. The international scan offers lessons from global efforts taken by governments and the social sector to tackle youth unemployment.

The Principles Framework

The report identifies ten fundamental principles which are essential to effectively support young people into employment. These are detailed in the Principles Framework, and can be broadly split into two key categories:

- **Personal: Young people are ready to work:** the capabilities and experiences a young person needs to develop to gain and retain meaningful employment
- **Community infrastructure: Collaboration to deliver employment solutions for young people:** the components of a healthy ecosystem required to support the successful transitions into employment.

Personal: Young people are ready to work				
Identity	Building aspirations	Literacy and numeracy capability	Employability skills	Careers management
Community infrastructure: Collaboration to deliver employment solutions for young people				
Business partnerships	Early intervention	Personalised support	Alternative employment pathways	Financial support

Unemployment is not experienced equally by all young people. At-risk cohorts including young people with a disability, First Australians, those with caring responsibilities, young people from low socio-economic communities and those without Year 12 attainment are more likely to experience unemployment and for longer periods of time than their peers. Further, many disadvantaged young people experience individual barriers to employment, such as drug and alcohol abuse, unstable housing or limited access to education or transport, that compound their risk of unemployment.

To ensure that these at-risk young people are not stuck in a cycle of unemployment and disadvantage it is crucial to provide them with tailored support that takes into account the range of barriers they may be experiencing.

The Principles Framework outlines the key components of successful initiatives and is designed to provide a guide to organisations looking to support young people into sustainable employment. The ten principles can be used in any combination depending on the young person's needs and the complexity of the barriers they face. The case studies and included Appendices provide real examples of how these principles are used by programs and organisations that are successful in supporting long-term unemployed young people to secure sustainable employment.

Recommendations for practical application of findings

Throughout the report we have tried to understand the causes and impacts of unemployment on young people so that we are better able to identify critical program elements that are most effective at delivering real employment outcomes for this cohort. We hope that this research will ultimately enable better design and investment decisions of youth employment programs, and provide a more transparent and consistent measurement and evaluation standard for existing programs.

The report can be used by service delivery organisations, employers, education providers and government to design, understand and evaluate the impact of their programs. The Principles Framework outlines the critical components of successful initiatives, indicates which outcomes to measure and helps an organisation consider how an activity contributes to the overall objective of preparing young people, particularly those already experiencing long-term unemployment, for employment.

Philanthropy, business and government can use the Principles Framework to guide investment decisions in employment programs with strong measurement. Social purpose organisations and employment services can use the Principles Framework to influence the design and evaluation of employment programs. (Appendix 1 – Recommended Stakeholder Activities).

The persistence of youth unemployment: Understanding the causes and context of the issue

While youth unemployment is not a new issue, a number of factors including the stubborn rate of youth unemployment, the changing nature of the world of work and the growing skills deficit make it a matter of priority to be addressed and owned by all sectors. Through understanding the causes and context of youth unemployment, stakeholders will be able to make more informed resourcing decisions and more effectively design solutions or programs to tackle the issue.

Situational analysis

Youth unemployment is a worldwide problem, with the International Labour Organisation (ILO) estimating that 74.5 million young people are unemployed globally (ILO, 2014). In a recent survey of OECD countries, 39 million young people were found to be not in education, employment or training (NEET) (Turbot, 2015).

With a youth unemployment rate of 13.4 per cent (282,398 young people, ABS, May 2015) Australia fares slightly better than many OECD countries, where the average rate of youth unemployment sits at 16.2 per cent and is as high as 58.4 per cent in countries in the Middle East, North Africa, Southern Europe and the Caribbean (ILO, 2014).

In Australia immediately prior to the 2008 GFC, a young person spent an average of 13 weeks looking for work and less than 20 per cent of this group were classified as long-term unemployed. By February 2014 this had increased to an average of 29 weeks spent looking for work (ABS, 2014), and over 55 per cent were classified as long-term unemployed. Many of these young people spent up to 52 weeks looking for employment, more than triple the amount prior to 2008 (Borland, 2014).

The rising youth unemployment rate has coincided with a growing trend of underemployment. In the February 2015 quarter, the number of young people in work who wished to be working more hours hit a record high of 17.3 per cent. This rate has continued in June 2015 (ABS, June 2015).

The increase in underemployment is attributable to the growth in part-time employment over the last decade, outstripping the number of full-time jobs created during the same period (Jericho, June 2015). The underemployment rate has risen 6.3 percentage points from 11 per cent in February 2008 to 17.3 per cent in June 2015 (ABS, June 2015).

The experience of unemployment hurts a young person's financial and psychological well-being, with the length of time spent unemployed critically influencing their future prospects of securing employment (BSL, On the Treadmill, 2014). The steady increase in the youth unemployment rate over previous years can be attributed to slower economic growth (Borland, 2014), which typically impacts young people first and for the longest duration.

High youth unemployment, long-term unemployment and underemployment are also symptoms of structural changes happening in the Australian economy, including a move towards casualisation of the labour market, a reduction in development and training budgets, an aging workforce, and a greater demand for higher skilled positions (Brookings, 2014).

Since the financial crisis of 2008, governments, business and the social sector around the world have focused on identifying solutions to create sustainable employment opportunities for young people (Djernaes, 2013). Responses have varied in focus, speed, size of investment and success, due to differences in both local situations, and agreement on the causes of and effective remedies to persistent youth unemployment.

These initiatives can be categorised into five trends:

Fiscal investment and reform of employment policy to create jobs

- Financial investment by government to stimulate domestic economic growth
- Lower business taxes
- Wage and training subsidies to increase business competitiveness
- Flexible employment contracts and employment conditions

Incentives to work and study (Appendix 2 – Payment for success; Social Impact Bonds)

- Increased waiting times before access to unemployment assistance is available
- Reduced amount of unemployment assistance
- Income tax exemptions for working young people
- Unemployment assistance while studying

Strengthen education and training experience

- Improved teaching and retention of basic literacy and numeracy programs
- Greater encouragement to complete secondary schooling
- Greater support to complete vocational education and training
- Literacy and numeracy testing for all young people accessing welfare assistance, combined with corresponding individualised training

Co-ordinated effort (Appendix 3 – A co-ordinated approach; Industry Employment Initiative)

- Strengthened efforts to coordinate services within the employment, education and social sectors to offer more effective support for young unemployed people
- Strengthened links between education and business to improve young people's access to employment
- Academic school-based vocational training and apprenticeships
- Access to two year demand-led employment transition programs for young unemployed people
- Improved employment services

Improve job readiness

- Encourage and motivate young people to want to work through employer focused training
- Equip young people with the health, well-being and life skills to be work ready
- Ensure unemployed young people maintain contact with the labour market

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- Develop employability skills to be job ready when labour market recovers
 - Offer tailored and individualised approaches
 - Intensive approaches to keep the duration of unemployment under three months
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Structural, societal and personal drivers impact youth unemployment

There are a number of structural, societal and personal drivers that contribute to a young person gaining and sustaining a job. Structurally, the number of appropriate and accessible job vacancies is the most critical factor influencing the number of unemployed young people and the length of time they spend unemployed (Muir, Powell and Butler, 2015).

From a societal perspective, the community in which a young person lives delivers the support required in the form of educational institutions, community organisations and services that assist a young person in transitioning from education to employment.

On the personal side a young person's identity, aspirations, motivations, skills and capabilities impact their competitiveness and drive to compete in the labour market.

These three drivers are equally important in enabling youth employment, and are absolutely reliant on one another.

Structural

Now more than six years on from the GFC, the recession has been felt by young people more deeply and for longer periods than during previous economic downturns. The impact has also been greater on young people than on other segments of Australia's population as evidenced by the overall employment rate recovering within two years of the GFC (BSL, March 2015).

Historically, efforts by government to decrease the number of unemployed young people focused on increasing the number of jobs available through macroeconomic activities, such as interest rate rises or major public works spending (Borland, 2014). This is currently not happening to the same extent as during previous downturns.

In May 2015 there were 155,700 listed job vacancies available for the 644,534 young people who were experiencing unemployment or underemployment (282,398 and 362,136 young people respectively); and this is in addition to the 1.4 million people over the age of 24 who were also looking for work (ABS, June 2015).

The severity of the impact for young people is due to a reduction in the actual number of job opportunities available to them. This can be attributed to a slowdown in hiring within industries with typical concentrations of young workers, such as retail, manufacturing and construction, and a growing likelihood for employers to recruit at higher skill and educational attainment levels than possessed by many young people (Borland, 2014).

Furthermore, many low skilled, entry level jobs previously available in Australia are now being offshored. In the past 12 months major employers including ANZ, Telstra, Visy, Brambles, Perpetual, AGL, Transfield, QBE and WorleyParsons announced relocations of back-office, call-centre and technical jobs to countries such as the Philippines and India (Kitney, 2015).

In order to curb rising youth unemployment, the priority for Government needs to be towards policies and programs that stimulate economic growth and create jobs with opportunities linked to training and which provide a pathway to a permanent job (Borland, 2014). In addition, fostering a culture of entrepreneurship that gives young people the skills to create their own job opportunities as business operators or social entrepreneurs will have a positive impact on youth unemployment rates (Headley & Moffatt, 2015).

Societal

Increasing the number of jobs available for young people is only one part of the puzzle in tackling youth unemployment. Another critical component is ensuring young people are ready to take and keep these opportunities.

There are a number of societal drivers affecting a young person's readiness to enter employment. These include the structure of the Australian education system, limitations of the Australian employment services system, educational achievement and individual risk factors (dandolopartners, 2014). In addition, some young people have significant barriers which require effective investment and support in order to gain the basic capabilities that will enable them to secure and retain employment.

Despite rising youth unemployment, many employers are unable to fill entry-level vacancies due to a lack of skilled candidates. A recent report by McKinsey showed that while 72 per cent of education providers believed young people were graduating well-equipped for the workforce, only 44 per cent of employers felt the same way. Furthermore, less than half of young people themselves believe that they are ready for the workforce upon graduating (Mourshed, Farrell and Barton, 2012).

The Australian education system provides little opportunity for careers learning or work exposure while at school, and there is limited engagement between business and young people. Jonas Prising, Global CEO of Manpower, has argued "collaboration between government, industry and educators" is key to creating the "agile, flexible and more productive workforce" that Australia needs to reduce youth unemployment and meet its skills gaps. A more engaged business and education model would provide young people with universal and meaningful exposure to the world of work, including work experience opportunities, and relevant training and education that has a direct line of sight to employment (Kitney, 2014).

Further, as the labour market evolves a workforce based on industry needs becomes more critical to economic growth. Employers often cite a lack of available or suitable applicants as the primary reason for not being able to fill vacancies, followed by a lack of experience and technical competencies (Manpower, 2014).

Australia's employment system needs to become more collaborative and flexible in order to support young people into employment. The system's current "high volume, low margin" nature means it is not equipped to tailor services to suit the individual needs of young job seekers who are particularly disadvantaged in the labour market (Fowkes, 2011).

The lack of collaboration between education providers, employment services agencies and employers means that large numbers of entry-level jobs and career paths are inaccessible for disadvantaged job seekers. For example, only 7 per cent of employers use Government funded employment service providers to recruit staff (DEEWR, 2012), reporting it difficult to navigate as it was too localised, bureaucratic and fragmented.

To work effectively for all Australians, the employment system must understand industry needs and broker relationships with employers, which would enable them to provide or advise on the skills, training and career pathways required that lead to real, available jobs. (Appendix 4 – Integrated school-based apprenticeships, vocational education and training; St Patricks Technical College)

Personal

Ensuring that a young person is equipped with the right skills to complete their schooling, access further education or training, or gain employment is critical to ensuring a successful school to work transition for all young people.

To successfully navigate this transition and withstand the inevitable challenges that they face as they mature, young people need to be equipped with a base level of resilience. It is even more important for a young person with complex barriers to acquire resilience, as the challenges they experience throughout their life and as they enter the workforce are likely to be exacerbated.

It is critical for young people to develop a strong sense of their personal identity early on, and to be encouraged to build aspirations about their future. Coupled with foundational employability skills and careers exposure, this will place all young people in a healthy position for a productive future.

For those young people with complex barriers it is even more important to focus on these foundational skills as they may not be actively encouraged or modelled by immediate family members and networks, and as such harder to access and develop. These young people will require additional, tailored support as soon as any barriers are identified to provide them with the best possible chance of a smooth transition into employment.

There are many ways that a young person can fall through the cracks. We need to have conversations and walk alongside them and point them towards basic training options. This does not necessarily mean pointing them in a linear direction, but showing them the options available to them. (Catherine Yeomans, SVA Employment Dialogue Communique, 2014)

Much can be done to support a young person to build their personal capabilities and overcome their individual circumstances to be job ready. Efforts in this area will create a pool of people ready to live up to their potential however it will not create jobs for them to move into.

Financial implications of youth unemployment

The impact of youth unemployment on the Australian economy is felt deeply in foregone tax, reduced productivity, high welfare spend, cost of churn through ineffective services and increased demand on health, justice and community services. These costs have a compounding effect as children born into families with at least one unemployed parent have a higher chance of being welfare dependent as they move into adulthood, creating cycles of youth unemployment across generations. The loss of foregone tax revenue alone adds up to \$3.15 billion annually (FYA, 2014).

There is also a significant cost of churn associated with young people moving through ineffective employment programs. According to the Commonwealth Auditor General, only 40-50 per cent of job seekers who used the then Job Services Australia (JSA) system in 2012-2013 moved into employment (ANAO Audit Report No.37 2013-14).

An actuarial approach to calculating welfare costs undertaken by the New Zealand Government, found 79 per cent of New Zealand's welfare liability is attributable to individuals who entered the welfare system before the age of 20 (Taylor Fry & Associates, 2013). This research highlights the potential accumulated savings to government over an individual's life span if you can break the cycle of unemployment prior to entering adulthood. The cost of welfare compounds over time, due to a reliance on pension payments from an individuals' inability to self-fund retirement via superannuation payments accrued through a working life.

Research completed in the UK in 2008 demonstrates that when taking into consideration the estimated cost of foregone income, tax revenue and welfare payments the long-term cost of unemployment is an estimated 1 per cent of GDP. In Australia this would be approximately \$15 billion of savings (Blanden, Hansen and Machin: 2008).

The 2015 Intergenerational Report estimates that in 2055 the working age population will have halved from the 4.5 people per person today to 2.7 people per person over the age of 65, largely due to Australians living longer and healthier lives. Higher workforce participation by young people will grow the tax base and reduce welfare costs which will be essential to reducing future budget constraints. To achieve this, Government needs to increase the supply of suitable jobs available to young people (Australian Government, 2015).

Who is most impacted by youth unemployment?

Unemployment is not experienced equally by all young people. There are a number of at-risk cohorts who are more likely to experience unemployment and for longer periods than their peers, as well as be more negatively impacted as a result of the experience over time.

The cohorts classified as at-risk in Australia are young people with a disability, First Australians, those with caring responsibilities, young people from low socio-economic families and those without Year 12 attainment. At-risk young people who also exhibit individual barriers have a significantly lower chance of completing their education and transitioning to employment without the aid of additional supports. Individual barriers can range from risky behaviour (drug and alcohol abuse or criminal behaviour) or a family background of joblessness, to unstable housing or limited access to education or transport. These barriers are often interrelated and compound the risk of a young person experiencing long-term unemployment.

Insights into at-risk groups

Disability (Appendix 5 – Building employer connections; Ticket to Work)	In 2009, almost two thirds of Australian young people with a disability were not fully engaged in work or study, with 68 per cent neither studying nor working part time (ABS, 2012).
First Australians	During 2012-2013, only 47.5 per cent of Aboriginal and Torres Strait Islander peoples aged 15-64 were employed, a 28.1 percentage difference from the overall population (Closing the Gap, Prime Minister and Cabinet, 2015)
Caring responsibilities	In September 2013, two thirds of young people aged 15-24 (130,000) who were not in the labour force or education were young women engaged in child-care or other home duties (NESA, 2014)
Low socio-economic status	Young people living in social housing are twice as likely to be unemployed compared to young people in the general population (Productivity Commission 2013)



Low educational attainment

Not completing Year 12 or attaining a post-secondary qualification increases the risk by four times that the young person will not make a successful transition into full-time employment (Deloitte, 2012). For students with low reading levels at age 15, only 68.5 per cent go on to complete Year 12 (NCVER, 2014)

Discrimination and misunderstanding can be the biggest barriers for young people with complicated personal circumstances in finding and retaining employment. Successful programs incorporate employer education and training components which build the employer's understanding and awareness of a particular young person's needs. In the case of young people who are experiencing long-term unemployment, programs that take into account individual circumstances have a higher likelihood of success than those that provide a generic solution.

Caring responsibilities, including pregnancy and single parenthood, are another significant risk factor, three times increasing a person's likelihood of being out of employment, education or training for six months or longer (ACEVO, 2012). Young First Australians are more likely than their non-Indigenous peers to hold caring responsibilities in their family and community, which may prevent studying away from home or committing to full-time study (Black, Morton, Plowright, Roy and Webb, 2015). Successful employment of a young person with caring responsibilities may involve offering child care or flexible working hours.

First Australians and young people with a disability often experience high rates of early school leaving and low rates of completing qualifications above Certificate II level which adds to their likelihood of experiencing unemployment. A 2009 Survey of Disability, Ageing and Carers found only 38 per cent of young people with a disability aged 18-24 years had completed Year 12 (ABS, 2012). To further add to this, Australia's workforce participation rate for people with a disability is below the OECD average (ranked 21 out of 29 countries), and this rate is declining (PwC, 2011, p15).

In 2012-2013 only 59 per cent of First Australian students completed Year 12 (Review of Government Service Provision, 2014) and only 26 per cent completed a post school qualification (AIHW, 2013). However, if a First Australian successfully completes their schooling and achieves tertiary qualifications they are employed at a rate largely on par with the overall Australian population with graduate degrees (Australian Government, Australian Institute of Health and Welfare, Institute of Family Studies – Closing the Gap). Improving access to and support while in education is essential to ensuring that First Australians transition to employment at the same rate as the overall Australian population.

In addition to lower levels of education, First Australians are more likely to experience a number of other complex barriers, including poor health outcomes, difficulties with English, unstable and inadequate housing, involvement with the criminal justice system and more restricted access to broad employer networks. They may also experience racial discrimination and negative perceptions by employers (Australian Government, Australian Institute of Health and Welfare, Institute of Family Studies – Closing the Gap).

Tailored support that takes into account individual needs is critical to building the capability of at-risk young people to access employment. Ideally support would begin while a young person is still at school, with intervention immediate and tailored, rather being reactionary and only taking effect once they are experiencing sustained unemployment.

The Principles Framework

We know that a growing number of Australian youth are at risk of being locked out of stable, on-going employment. The experience of unemployment hurts a young person's financial and psychological well-being, and these consequences intensify the longer a young person is unemployed. Early and sustained experiences of time outside the labour market can lead to a young person being permanently excluded from employment, or a lifetime of reduced wages resulting in a "wage scarring effect" (Djernaes, 2013).

Further, long-term unemployment negatively impacts all aspects of a young person's welfare, including income, employability, social participation, confidence, mental health and housing stability. In some cases it can result in a breakdown of family and relationships and create intergenerational cycles of poverty and joblessness (Muir, Powell and Butler, 2015).

At-risk cohorts and young people with individual barriers are significantly more likely to experience long-term unemployment which can set them up for a lifetime of disadvantage. In order to prevent entrenched unemployment and disadvantage for these vulnerable cohorts it is necessary to understand what works when supporting unemployed young people into sustainable employment.

The Principles Framework has been designed with long-term unemployed young people aged 15-24 front of mind, with the research concentrated on uncovering efforts that are most successful at moving young people who have been out of employment for 12 months or longer back into employment.

Importantly, the core fundamental principles are universal and not specific to this cohort. An analysis of effective national and international employment programs revealed themes and core components that were consistent throughout. These fundamental principles were also proven effective across many different at-risk groups and for those experiencing complex barriers.

Putting the Framework to work

The Principles Framework can be used by social purpose organisations, employers, education providers and government to design, understand and evaluate the impact of their programs. The Principles Framework outlines the critical components of successful initiatives, indicates which outcomes to measure and helps an organisation consider how an activity contributes to the overall objective of preparing young people, and those experiencing long-term unemployment, for employment. A shared measurement and evaluation framework would assist in accurately measuring the impact of programs. (Appendix 6 – Shared measurement and evaluation framework – New Philanthropy Capital)

Philanthropy, business and government can use the Principles Framework to guide investment decisions in employment programs. Social purpose organisations and employment services can use the Principles Framework to influence the design and evaluation of employment programs.

The Principles Framework is presented in two parts:

- **Personal:** the capabilities and experiences a young person needs to develop to gain and retain meaningful employment
- **Community infrastructure:** the components of a healthy ecosystem required to support the successful transitions into employment.

The Personal Principles focus on the necessary attributes a young person must have to be ready for employment. These principles have been ordered by the point in the young person’s life when they first start to develop.

The Community Infrastructure Principles act as a guide for what needs to happen in the Australian community and by its institutions (business, education, employment, government and social purpose) to systemically support young people into work. These principles have been ordered beginning with universal support (business partnerships), progressing to more intensive approaches targeted to those most in need.

Unlike the Personal Principles, these are not co-dependent but become more relevant based on an individual’s life stage and the complexity of the barriers the young person is facing. Each demonstrates the scaffold supports most effective in supporting a young person who is experiencing long-term unemployment into sustainable work.

The Personal and Community Infrastructure Principles build on one another and are relevant across a person’s entire life.

Personal: Young people are ready to work				
Identity	Building aspirations	Literacy and numeracy capability	Employability skills	Careers management
Community infrastructure: Collaboration to deliver employment solutions for young people				
Business partnerships	Early intervention	Personalised support	Alternative employment pathways	Financial support



Personal: Young people are ready to work



Identity is the resource (personal, emotional and psychological skills) we use to define ourselves and how we are perceived by others (Ho & Bauder, 2010). It is the primary resource we call on to navigate social interactions (Côté, 1996).

Identity is an important asset for all young people to draw on when searching, preparing and applying for a job. It is the sum of a person's experiences both positive and negative, and strongly influenced by the presence or lack of positive role models throughout a person's life.

Personal identity is how we understand and express ourselves. It is the complex and fluid combination of our interests, beliefs, abilities, personality traits and circumstances. It makes us individuals, different and unique (Ho & Bauder, 2010).

Importantly, how we understand ourselves affects the choices we make. It influences what we do with our time, who we interact with and what and how we communicate, and these actions shape the perceptions and judgements others make of us.

Our identity is the first and often only available resource a young person has when searching for a job. Visible forms of our identity, such as academic qualifications, group membership, credentials and personal presentation provide signals for others to draw conclusions on who we are and where we belong (Ho & Bauder, 2010).

Less tangible, yet equally important aspects of our identity are our psychological and emotional abilities. These include the ability to critically reflect, negotiate, understand others, and the ability to read social cues (Ho & Bauder, 2010). Other emotional and psychological capabilities affecting an individual's likelihood of gaining and retaining a job are resilience, agency, belief in future possibilities, life satisfaction and a valuation of work (Bynner & Parsons, 2002).

Complex or limited connections to family, culture and community can negatively influence a young person's interests and confidence in navigating the world of work (Bynner & Parsons, 2002). On the positive side, identity isn't static. Self-definitions informed by negative experiences during childhood and adolescence can evolve. Emotional and psychological capabilities can be strengthened by opportunities for reflection, strengthened belief in opportunities, the people we interact with and the experiences we undertake (Ibarra, 2007). Supporting young people to develop a positive sense of identity and associated emotional and psychological capabilities is essential to ensuring they are able to navigate their entry into the workforce.

Principles in action: Identity

Activities	Resourcing and delivery
<ol style="list-style-type: none"> 1. Identify interests, skills and talents and match to relevant industries and roles 2. Participate in sport, hobbies and cultural activities 3. Build relationships with peers and learn empathetic listening techniques 4. Learn decision making and problem solving 5. Learn how to managing stress and emotions 6. Learn how to reflect and make connections between experiences and beliefs (daily debriefing or reflection exercises) 	<ol style="list-style-type: none"> 1. One-off training or delivered as part of other on-going activities. Can be adapted for all ages, beginning at Kindergarten and delivered in schools or by social purpose organisations. 2. On-going – regular participation. Can be adapted for all ages, beginning at Kindergarten and encouraged or delivered by schools or social purpose organisations. 3-6. One-off training or delivered as part of other on-going activities. Can be adapted for all ages beginning in upper Primary school and delivered in schools, by social purpose organisations or employment services.
<p style="text-align: center;">Indicators</p> <p>A young person has:</p> <ul style="list-style-type: none"> ● Defined their own identity (personal strengths, interests and personality traits) ● Self-esteem and improved perception of own value or worth ● The ability to understand their own emotions and those of others, can be understood and understand others ● Determination, perseverance and belief in ability to affect situations and control their life's direction ● Supportive relationships and connections to community and employers 	

Evidence in action: Identity

Ganbina: Shepparton, Australia



Ganbina aims to empower Indigenous communities to achieve true social and economic equality with the wider Australian community within the next two generations. Ganbina operates a range of learning and self-development programs for young people living in the Greater Goulburn Valley region which has one of the largest Indigenous communities in Australia, comprising over 6,000 people. Working with at-risk young people beginning in primary school, throughout

their secondary school years and up to their 25th birthday, Ganbina aims to make sure these young people get the right education, jobs training and life skills they need to enable them to reach their full potential as adults.

Ganbina's approach is unique in that they involve the whole community in which the children live to help change the status quo. They believe that the path to successful employment is a journey which begins at a very young age and continues throughout a child's educational years. Working together with a cohesive team of educators, family members and prospective employers, Ganbina are able to deliver a range of focused, practical programs which help young people to achieve the best education they can, explore different career options, develop personal life skills and make a successful transition from study into meaningful, sustainable employment.

Social Ventures Australia has carried out two baseline analysis reports of Ganbina's Social Return on Investment (SROI), the value generated by Ganbina's program. The 2013 analysis showed an investment of \$1.1m in Ganbina created \$7.5m of present value. This means that for every \$1 invested in Ganbina, \$6.70 of value is created. The SROI evaluation shows that the majority of value – two thirds of the total - is created for Ganbina participants through increased aspirations and motivations; better knowledge of education and employment options; more access to job opportunities; and necessary resources to participate in education and employment (e.g., books, driver's licences). As a result, these young people effectively demonstrate leadership to their peers, families and communities. They are also able to be employed in real jobs and gain financial independence. The remaining value created by Ganbina benefits the government due to the reduced demand for income support, and criminal justice and employment services.

Principles: Identity, aspirations, literacy and numeracy, employability skills, careers management, business partnerships, early intervention and personal support.



Aspirations are built from a positive attitude and belief in what's possible. Aspirations sharpen focus and give purpose to set goals. They are the motivation to continue searching or to stay in education and employment after setbacks.

Finishing school, gaining qualifications and securing a desired job are aspirations and goals for many young people. Aspirations are the ability to define hopes and ambition. They give young people purpose and focus to achieve their goals (Copps, Plimmer, Harries, Kail and Ni Ogain, 2014).

Aspirations keep young people motivated when job searching. Having a positive attitude and sense of purpose is also linked to improved outcomes, giving young people a reason to stay in employment (or training) after a setback (Copps, Plimmer, Harries, Kail and Ni Ogain, 2014).

For many young people, developing goals and aspirations is an organic process, influenced by school, family, peers and community. Inspiration can be sparked by contact with positive role models, exploration of personal interests, parental encouragement or awareness of local job opportunities. Most of these influencers can be successfully introduced to a young person through conscious interventions and program delivery.

However one of the strongest influencing factors, parental expectation, is also the most difficult to provide through broad intervention. Research using data from the Longitudinal Surveys of Australian Youth (LSAY) found young people whose parents want them to go to university are four times more likely to complete Year 12 and 11 times more likely to go to university (NCVER, 2014).

Aspirations have a substantial effect on education, training and employment outcomes (Hamel & Ryan, 2014). Research from the UK found that 14 year olds who don't see work as important are more than 40 per cent likely to end up not employed, in education or training at the age of 18 than their peers who see the value in work (Department of Children, Schools and Families, 2008).

Principles in action: Building aspirations

Activities	Resourcing and delivery
<ol style="list-style-type: none"> 1. Set goals based on values, interests and research 2. Participate in co-designed and delivered education and training curriculum showing relevancy to real life workplaces 3. Exposure to positive role models (community, education and employer mentors) 4. Participate in leadership and development training 	<ol style="list-style-type: none"> 1. One-off training and revisited as needed. Can be adapted for all ages, beginning at Secondary school and delivered in schools or by social purpose organisations and employment services. 2. On-going – structured courses. Can be adapted for all ages beginning at Kindergarten and delivered in schools, by social purpose organisations or employment services in partnership with employers. 3. One-off and on-going regular mentoring. Can be adapted for all ages beginning at Kindergarten and delivered at school, by social purpose organisations or employment services 4. On-going –structured course. Can be adapted for all ages beginning at Junior Secondary School and delivered at school, by social purpose organisations, employment services or employers.

Indicators

A young person has:

- Motivation to seek employment and a positive attitude towards work
- Belief and confidence in their ability to achieve goals
- Understanding of potential career pathways, individual interests and goals
- Ability to set goals and plan for their achievement
- Role models championing for and encouraging future success

Evidence in Action: Building aspirations

Australian Indigenous Mentoring Experience (AIME): Australia



AIME is a structured educational mentoring program to support Indigenous students throughout their high school experience.

The program is delivered at 16 Australian universities and has three delivery modes. The first is the AIME Institute, which is delivered on campus at AIME's partner universities. There are six different courses each tailored for a specific high school year group, featuring 49 unique modules. AIME also

runs Tutor Squads, where trained university mentors travel to local schools to provide additional free academic support to Indigenous students. AIME's third delivery mode is one-on-one coaching, career support and post-school transition.

AIME prides themselves on getting to know the students throughout their high school experience, so that when it comes to their senior years they can provide the best possible advice, support and targeted opportunities for each Indigenous student to be able to transition into university, employment or further training post Year 12.

AIME has scaled the program from 25 students in 2005 to 4484 participants in 2014, and as they continue to expand to new locations their results remain consistently high. AIME have collected six years of program data which demonstrates that students completing the AIME program finish school and transition through to university, further education, training and employment at significantly higher rates than their Indigenous peers not participating in the program.

In 2014, 93.2 per cent of Year 12 AIME students satisfied the requirements of Year 12 attainment, leading the way on meeting the COAG target of halving the gap in Year 12 attainment. AIME students not only surpassed the national Indigenous rate by 34.7 percentage points, they also exceeded the national non-Indigenous rate by 6.7 percentage points.

Importantly, AIME students are also leading the way in closing the gap on post-school pathways into university, further education and training and employment. 75 per cent of AIME Year 12 students from 2014 have already transitioned into positive post-school pathways, approximately 33 percentage points above the national Indigenous rate of 40 per cent and at parity with the non-Indigenous rate of 75 per cent. The largest cohort of these Year 12 students chose a university pathway with 114 students (30.9 per cent) commencing their studies at university in 2015.

Principles: Identity, **building aspirations**, literacy and numeracy capabilities, employability skills, careers management, business partnerships, early intervention and personal support.

Literacy and numeracy capability



Literacy and numeracy provides a solid foundation for all formal education and training from school through to employment. Modified training, with a focus on developing literacy and numeracy capabilities can benefit young people to gain qualifications and improve their job readiness.

A basic proficiency in the foundational skills of reading, writing, arithmetic, speaking, listening and comprehension is critical for someone looking to secure and retain employment (SYC, 2014). People with poor literacy and numeracy skills are twice as likely to be unemployed and for longer periods than those with average competencies (Parsons & Bynner, 2005).

The reasons for poor literacy and numeracy are vast and complex. Poor language skills can arise from not having English as the primary spoken language, a young person experiencing poor health or disability in their formative years or as a result of low socio-economic status. Other factors also include a lack of early identification and intervention, and access to alternative education pathways that provide additional, personalised support. All of these factors can contribute to low proficiency of literacy and numeracy which can lead to disengagement from school and a decreased likelihood of achieving educational qualifications.

Improving literacy and numeracy levels in young people who have not completed schooling is critical, as early school leaving and having no qualifications can result in a lifetime of lower wages, lower net wealth, increased periods of unemployment and higher chances of depression (Creed, 1997). The sooner these young people receive support, the less likely they will experience extended periods of unemployment.

On a positive note, basic literacy and numeracy capabilities and school retention are being prioritised within the education system, which has seen Year 12 attainment rates increase over the last decade. However there is still much we can do to support young people to achieve a minimum standard of literacy and numeracy capabilities, including improving school flexibility, the provision of more training and support for teachers, access to alternative learning pathways, earlier and more intensive tutoring and social support for young people identified at-risk.

For young people who are already unemployed and have poor literacy and numeracy skills, greater emphasis needs to be placed by social purpose organisations, employment services, employers and post-secondary education and training providers on building skills and qualifications. Offering easily accessible and flexible training options that can be tailored to meet each individuals' skills gap can help assist young people with poor literacy and numeracy to secure employment. Further, expanding young people's awareness of growth industries which offer low-barrier entry to employment, such as warehouse logistics and aged care (Deloitte, 2014), would improve access to sustainable career pathways for this cohort.

Principles in action: Improved literacy and numeracy

Activities	Resourcing and delivery
<ol style="list-style-type: none"> 1. Access to: universal quality early years education 2. Access to: early intervention and intensive support for children/young people identified as at-risk 3. Access to: bridging courses from school to university and training 4. Participate in modified education and training for low literacy and numeracy capability including tutoring or coaching if English is not the primary language 5. Employers, education/training and social purpose organisations emphasise audio or visual communications in programs when young people have low literacy and numeracy capability 	<ol style="list-style-type: none"> 1. On-going –structured education from birth to 8 years. Delivered by education or social purpose organisations 2. On-going – structured process. Can be adapted for all ages beginning in Kindergarten and delivered in schools or by social purpose organisations 3. On-going – structured course. Available from Upper Secondary school and delivered in partnership between schools, universities and training providers 4. On-going-structured course and coaching. Can be adapted for all ages beginning at Kindergarten and delivered at school, by social purpose organisations, employment services or employers 5. On-going –structured course. Can be adapted for all ages beginning at Junior Secondary school and delivered at school, by social purpose organisations, employment services or by employers

Indicators

A young person has:

- 80 per cent attendance and reasonable attitude and behaviour in education and training settings
- Basic level of literacy, numeracy and IT skills. Completed Year 12 and/or post-secondary academic or vocational qualifications

Evidence in action: Improved literacy and numeracy

Education First Youth Foyers: Victoria, Australia

In 2013, the Brotherhood of St Laurence (BSL) and Hanover Welfare Services pioneered the establishment of integrated learning and accommodation centres in partnership with the Victorian State Government and TAFE Institutes across Victoria. The first Education First Youth Foyer commenced operation in June 2013 at Holmesglen Waverly TAFE campus and a second opened a year later at Kangan TAFE Broadmeadows Campus. Construction has begun on a third Youth Foyer at GOTAFE in Shepparton.

The Youth Foyer model originated in the UK and emphasises a young person's skills and talents, over deficits and needs. While completing their education, young people receive integrated employment, health, well-being and social support services.

The Victorian Youth Foyers accommodate up to 40 young people in studio style accommodation with communal living and support service areas, with accommodation either on-site or close to education and employment services. Young people are supervised by trained staff, 24 hours a day, 7 days a week. Critical to the program's success is the connection to local services, providing a co-ordinated response to supports such as drug and alcohol, mental and physical health, mentoring, employment assistance and employability skills.

The Education First Youth Foyer program is currently being evaluated by a team of researchers from the partner organisations and is expected to release results by 2016.

Principles: literacy and numeracy capability, employability skills, careers management, personalised support.



Employability skills



Employability skills are created and refined in a young person through the development of cognitive, communication and behavioural aptitude.

Employability skills are transferrable across jobs, employers, and industries and applicable to life outside of work. A young person will grow and develop these skills throughout their career, using them to keep jobs and continue to progress along their career journey.

Employability, soft or life skills are personal attributes or behaviours that are hard to define, and yet are core pre-conditions for gaining and retaining employment. The need for employability skills is universal across all employers, regardless of industry or level of position (Bowman, 2010). Employability skills are given the highest priority by employers, often more so than educational qualifications (UK Commission for Employment and Skills, 2009). These skills can be categorised under cognitive skills, communication and social skills, and personal characteristics.

Cognitive skills	Communication and social skills	Personal behaviours
Creativity	Listening to understand	Responsibility
Decision making	Written and verbal presentation	Self-awareness
Reasoning	Collaboration and team work	Confidence
Problem solving	Comprehension	Self-management
Opportunity awareness	Sociability	Integrity/honesty
Digital literacy		Tolerance
Innovation		Initiative
Learning		Time management

Demand for the individual skills varies vastly according to job, industry, employer and an individual's maturity (SYC, 2014). For example, communication or problem solving skills required for a customer service role will differ from those required to fill a construction or engineering role (Mourshed, Farrell & Barton, 2012), yet are equally important.

Employability skills continue to be developed throughout a person's lifetime, and it is not necessary for a young person to hold or be proficient in all at the start of their career. Skills are developed through experience, perspective and coaching and can be developed, practiced and refined at school, work, whilst travelling, volunteering, playing sports or pursuing hobbies (myfuture.com.au).

Principles in action: Employability skills	
Activities	Resourcing and delivery
<ol style="list-style-type: none"> 1. Reflect on and identify own skills that are valued to employers 2. Understand different elements of employability skills (cognitive, communication and behavioural) and their importance 3. Participate in vocational and pre-vocational training with embedded employability skills and tailored to specific roles or industries 4. Participate in activities that stretch young people's comfort zones 5. Access to one-on-one mentoring or coaching at school and in the workplace 	<ol style="list-style-type: none"> 1-2. One-off training or delivered as part of other on-going activities. Can be adapted for all ages, beginning at Secondary School and delivered in schools or by social purpose organisations and employment services 3. One off – structured course. Can be adapted for all ages, beginning at Upper Secondary School and delivered in schools or by social purpose organisations and employment services 4. One off and access to on-going activities. Can be adapted for all ages beginning at Kindergarten and delivered at school, by social purpose organisations, employment services or employers 5. On-going –structured coaching. Can be adapted for all ages beginning at Upper Primary School and delivered at school, by social purpose organisations, employment services or by employers
Indicators	
<p>A young person has:</p> <ul style="list-style-type: none"> ● Confidence in their own cognitive, communication and behavioural skills ● Awareness of employability skills and those needed to develop to improve job readiness ● Demonstration of variety of employability skills during job readiness training, workshops and placements (self-reported and by employers and training providers) 	

Evidence in action: Employability skills

Social Studio: Victoria, Australia



Social Studio is a non-profit fashion label, café, training provider and social enterprise in Collingwood, Victoria. Since its inception in 2009, Social Studio has supported new migrants (particularly those from humanitarian backgrounds) to realise their aspirations and potential. Social Studio supports young people to transition into further education and employment within mainstream businesses. This is done through the development of careers management, education and

employability skills, and offering young people opportunity to practice these skills in a supportive work and training context.

Employment and training opportunities in clothing design, production, retail and hospitality are generated, and partially funded by the production and sale of unique, high quality products, manufactured on site in their Collingwood studio. All goods are sold on consignment with the Social Studio designers receiving commissions.

Students can access accredited training and advanced pathways through partnerships with William Angliss and RMIT, where they are supported to study Clothing Production, Hospitality, and Retail.

Students have access to wrap around social support and referrals housing, legal and health services, tutoring in ESL, numeracy and computer literacy, financial literacy, counselling, and driving tuition to assist them with any barriers to employment they are experiencing.

Since its inception, 450 people have been involved in the Social Studio's programs, with 187 participating in formal TAFE training & employment programs. For those involved in Social Studio's formal programs, 90 per cent have completed all programs and of that group 40 per cent transitioned into permanent employment, 35 per cent transitioned into further education, 10 per cent are actively parenting, 10 per cent are currently studying at the Social Studio and the remaining 5 per cent are currently disengaged.

Principles: Identity, building aspirations, literacy and numeracy capability, **employability skills**, careers management, personalised support and alternative employment pathways



Careers management

Careers management skills are the necessary mechanics for searching and applying for a job and presenting oneself to potential employers. Possessing these skills allows individuals to successfully transition from education to employment and from one job to the next over the course of a working life.

Careers management is the ability to plan and set realistic career goals and have the knowledge and adaptability to navigate available opportunities (Pollock, 2007). Research suggests these skills are developed by a knowledge and understanding of the labour market and how it works, including awareness of available job openings or possibilities (Smith Family, 2014). Career management skills are particularly important for young people experiencing long-term unemployment, as they enable them to set realistic aspirations with the knowledge of what is available and determine what steps they need to take to achieve their employment goals.

Many schools and employment service organisations have dedicated resources to assist young people to explore their interests, aligned career opportunities and employment pathways. The most effective approaches have proven to be those led by industry professionals who engage directly with the young person, as they are able to present realistic information about their business, the types of jobs available and clear career pathways, as well as indicate potential employment opportunities.

Beyond human resources and the access to industry professionals, a young person requires job search skills to identify potential employment opportunities. This includes being able to use the internet, industry publications, employment agencies, networks and community support organisations. Following on from that, to secure a job a young person needs to be able to effectively present themselves to employers via cover letters, resumes and in person at an interview (Copps, Plimmer, Harries, Kail & Ni Ogain, 2014). The development of these skills needs to be prioritised and will benefit the job seeker throughout their life. (Appendix 7 – Careers management; CareerTrackers)

Principles in action: Careers management

Activities	Resourcing and delivery
<ol style="list-style-type: none"> 1. Comprehension of mechanisms and available resources to research the local labour market and search for a job 2. Training in presenting ones skills to employers (resume creation, written, interview skills and grooming) 3. Broaden networks and build connections to people working in areas of interest (map current networks) 4. Access to a VET, academic and school to work education, training and career pathways 5. Participate in activities that stretch young people's comfort zones 	<ol style="list-style-type: none"> 1-3. One-off training and revisited as needed. Can be adapted for all ages, beginning at Secondary School and delivered in schools or by social purpose organisations and employment services 4. On-going –structured courses. Adapted for all ages, beginning at Secondary School and delivered at school in partnership with education and training providers and employers 5. On-going and one off activities. Beginning at Junior Secondary School and delivered by schools, social purpose organisations and employment services in partnership employers
<p>Indicators</p> <p>A young person has:</p> <ul style="list-style-type: none"> ● Confidence to research and search for potential jobs and secure employment ● Ability to align skills and training to real employment opportunities ● An understanding of what jobs are available, how to design a career pathway and how to navigate the application process ● Ability to search for employment, apply for jobs and effectively present oneself to employers ● Exposure and awareness of potential industry professionals and employers 	

Evidence in action: Careers management

Beyond the Classroom (Beacon Foundation): Australia



Beyond the Classroom (BTC) is an initiative developed by the Beacon Foundation, Foundation for Young Australians (FYA), and Social Ventures Australia (SVA) to identify, test and scale a new approach to careers education in Australia. It was inspired by research of national and international best practice which confirmed that earlier exposure to the world of work translates to more successful transitions for young people into post school, education, training and employment.

The BTC careers learning model is founded on the core components of the Beacon Model - start earlier, bring employers into school and provide young people with multiple work exposure and experience opportunities. Beacon Foundation delivers this model in schools in low socio-economic communities, where students generally have lower levels of literacy, numeracy and often disengage from education early. Local industry partnerships are strongly embedded in the model, which brings industry into the classroom through the co-design of curriculum, professional development for teachers and sharing up to date industry information. The model complements schools' existing careers curriculum and helps students make informed, aspirational decisions about their future pathways.

Beacon's Real Futures Generation program takes careers education a step further than BTC. Working closely with local industry partners, employment pathways are created for students to be accessed while at school and upon completion.

After completing the Beacon program, 98.8 per cent of students were fully engaged in work, education or training six months post Year 10, which is 4 per cent higher than the national average. Beacon students are over four times less likely to be disengaged from full time education, training or employment after Year 10, than the national average for 16 year olds.

Principles: Identity, building aspirations, **careers management**, business partnerships and early intervention.

Community infrastructure: Collaborate to deliver systemic and effective employment



Business partnerships

Business partnerships between education providers, social purpose organisations and employment services deliver better outcomes for employers and job seekers. For the employer, it improves recruitment and retention. For young people it offers experience and direct exposure to real jobs.

Effective cross sector partnerships with business can build a young person's employability skills, meet employers' recruitment and retention needs and create better employment outcomes for disadvantaged job seekers.

Partnerships with the purpose of improving youth employment can range in size and scope across all intersection points of a young person's career journey. They may start with careers exposure and work experience activities, the co-design and delivery of curriculum, meeting recruitment needs through partnerships with employment services and partnering with community support agencies to provide mentoring and coaching support to employees.

The most successful cross sector partnerships are those that provide transformative solutions for getting young people into work. These partnerships involve multiple providers and employers working within a particular industry or function (Mourshed, Farrell, & Barton, 2012), working together to support young people into real employment.

For young people searching for work, opportunities for regular and meaningful connections to employers provides a distinct advantage over peers who don't have this exposure. Research undertaken in the UK found that young people who have no contact with employers while at school are five times more likely to become NEET than their peers with the same qualifications (Mann, Work Experience, 2012).

Principles in action: Business partnerships	
Activities	Resourcing and delivery
<ol style="list-style-type: none"> 1. Deliver and co-design education and training curriculum showing relevancy to real life workplaces 2. Access to school-based and non-school-based apprenticeships/traineeships 3. Teacher professional development co-designed and delivered with industry partners 4. Explore and trial jobs and industries (work place visits, work experience, industry information sessions, career expos) 5. Social purpose organisations broker relationships between schools, employers and/or employment services 	<ol style="list-style-type: none"> 1. On-going – structured courses. Can be adapted from all ages beginning at Kindergarten and delivered by schools, social purpose organisations or employment services in partnership with employers 2. On-going – structured courses. Available from upper Secondary school and delivered by schools in partnership with employers 3. On-going and one off– structured courses. Can be adapted for all teaching staff Primary, Secondary, VET and TAFE. Delivered in partnership with employers and education providers 4. On-going and one off activities. Adapted for all ages beginning at secondary school and delivered by schools, social purpose organisations and employment services in partnership employers 5. On-going and one off activities. Delivered by social purpose organisations between schools, employment services and employers
Indicators	
<p>A young person has:</p> <ul style="list-style-type: none"> ● Developed an understanding of the link between education, training and work ● Knowledge of future pathways and links to in-school learning ● Employability skills are developed in-school or through training that are valued and needed by employers ● Exposure to real work environments and variety of different industries and positive role models 	



Evidence in action: Business partnerships

Beacon Foundation – Real Futures Generation: Australia

Establishing strong partnerships with community stakeholders sits at the centre of Beacon's strategy to open up the doors to meaningful work opportunities for disadvantaged Australians. Real Futures Generation (RFG) is a place-based, collaborative initiative that brings employers into the classroom to motivate and inspire young people to prepare for their careers.

RFG builds students' pre-employment capacity and work readiness skills to help them make a smooth transition from school to work by securing industry partners to introduce different career options to students in Years 10-12. All young people who engage in this one year program have the opportunity to participate in a diverse range of business-led curriculum focused classroom lessons (known as Business Blackboards) linking literacy and numeracy skills to tangible applications in the workplace, and to local and regional career and employment pathways. The students also have the opportunity to visit industry workplaces or shadow an employee as well as complete an employability skills development program acquiring transferrable skills which will be of benefit in their future studies or career progression pathways.

Industry partners, including Leighton Contractors, IKEA and Toll Holdings have pledged a number of jobs in communities where Beacon operates, committing to provide a supportive pathway into the workplace for students. By creating a link between students and the workplace this collaborative effort improves employment outcomes for young people.

Principles: building aspirations, employability skills, **business partnerships** and personal support.



Early intervention



Early intervention can break extended and repeated cycles of unemployment. This approach strengthens a young person to become work ready, overcoming potential barriers before they become entrenched in cycles of unemployment.

Early intervention activities target at-risk young people before they disengage from education or fall into unemployment. For young people who are already experiencing unemployment, it is critical that intervention takes place swiftly to ensure that the time spent unemployed is as brief as possible.

Early intervention activities are most effective when they take place in the school environment and are tailored to address the specific needs of the young person. These might include literacy and numeracy development, alternative learning pathways or an exploration of traineeships and apprenticeships. These activities also apply for a young person who is experiencing long-term unemployment, with the critical element remaining a genuine understanding of the young person, their unique situation and a practical, skills based approach to support them to overcome their barriers.

The importance of early intervention and prevention approaches is demonstrated by findings from a US research project which highlighted that the likelihood of finding a job dramatically decreases the longer you are unemployed. The research found a person unemployed for under a month had a one in three chance of finding a new job, whereas after six months this decreases to one in ten. Further after 15 months of unemployment the job seeker is more than twice as likely to have withdrawn from the labour force, than to have settled into permanent employment (Krueger, Cramer and Cho, 2014).

Australian research supports these findings and has found if a person is unemployed for one year, there is more than a 50 per cent chance of becoming very long-term unemployed (two years or greater), and after a second year of unemployment there is a six out of ten chance of remaining unemployed for an additional year (Davidson, 2011).

Principles in action: Early intervention

Activities	Resourcing and delivery
<ol style="list-style-type: none"> 1. Early identification of young people at-risk 2. Monitor young people's progress and outcomes 3. Provide scaffolding of supports required i.e. literacy and numeracy tutoring, alternative education and training pathways or access to psychology, social workers, housing, drug and alcohol support workers and tutoring 4. Provide intensive support to keep periods of unemployment under 13 weeks 	<ol style="list-style-type: none"> 1. One off diagnosis and as required with on-going monitoring. Can be adapted for all ages beginning at Kindergarten and delivered by schools, social purpose organisations or employment services 2. On-going – structured monitoring. Adapted for all ages beginning in Primary School and delivered by schools, social purpose organisations, employment services and/or employers 3. On-going and one-off as required. Can be adapted for all ages beginning in Kindergarten and delivered by schools, social purpose organisations, employment services and employers 4. On-going structured activities. Adapted for all ages beginning at first contact with employment service provider

Indicators

A young person has:

- Resilience, determination and perseverance to overcome challenges
- Belief in their personal potential and its applicability to the job market
- Minimum standards of literacy and numeracy, Year 12 and/or post school qualifications
- Improved record in attendance and engagement at education and training
- Access to additional and tailored support
- Gained employment within 12 weeks

Evidence in action: Early intervention

Taking an actuarial approach

In the 2015 budget, the Commonwealth Government of Australia committed to adopt an “investment approach” to welfare. The Budget committed \$20.7 million over four years to an annual actuarial valuation of the lifetime liability of Australia’s welfare system, including identifying groups of people most at risk of welfare dependency and the factors that lead to long term dependency (*Budget Paper 2, pg 161*). This research will provide an evidence base for early intervention approaches highlighting the potential accumulated savings to government over an individual’s life span, if you can break the cycle of unemployment prior to entering adulthood.

This approach was modelled on an initiative undertaken by the New Zealand Government in 2012. An actuarial approach to calculating welfare costs found 79 per cent of New Zealand’s welfare costs are attributable to individuals who, at 39, had received support payments since before reaching 20 years of age (Taylor Fry & Associates, 2013).

The cost of welfare compounds over time. This is due to a reliance on pension payments after many years which results in an individuals’ inability to self-fund retirement as result of not having accrued superannuation payments over a lifetime of work.

Taking an actuarial approach can encourage Government to be far sighted when looking to support interventions to support people accessing financial support. It will highlight the potential savings and provide financial incentives for Governments to “invest” in measures earlier which are more effective at supporting people into sustainable employment (Gittens, 2015).

Principles: Early intervention, personal support and financial support



Personalised support

Personalised support equips a young person to overcome complex and individual barriers to employment.

For young people who have been out of the workforce for more than 12 months, personalised support or case management can be critical in returning to and maintaining employment (Beadle, 2014). Personal support can involve one-on-one career management advice, coaching, mentoring, case management, counselling or psychological support (Smith Family, 2014).

Young people who are long-term unemployed are likely to be experiencing a number of complex and interrelated risk factors stopping them from gaining and sustaining employment. In these circumstances access to specialised, flexible and individualised case management will assist in overcoming their individual barriers (The Smith Family, 2014).

Personalised support is the opportunity to clarify and assess the individual obstacles a young person is facing. The support is customised to meet the individual's needs with the intensity, timing and nature of the support varying dependent on the young person's exact circumstances (Beadle, 2014).

Successful employment outcomes are often dependent on the support continuing once a young person finds a job, as they often need additional help to deal with any challenges or set-backs they might face once in the workplace (Beadle, 2014).

Principles in action: Personalised support

Activities	Resourcing and delivery
<ol style="list-style-type: none"> 1. Access to co-ordinated psychology, social workers, housing, drug and alcohol support workers, tutoring, coaching, mentoring and case management 2. Access to a support network of peers participating within similar programs and experiences 3. Access to coaching, specialised training and support whilst in employment 	<ol style="list-style-type: none"> 1. One off diagnosis and as required with on-going monitoring. Can be adapted for all ages beginning at Kindergarten and delivered by schools, social purpose organisations or employment services 2. On-going – structured activities. Can be adapted for all ages beginning in Primary school and delivered by schools, social purpose organisations and/or employers 3. On-going and one off as required. Can be adapted for all ages beginning in employment and delivered by social purpose organisations, employment services in partnership with employers
<p style="text-align: center;">Indicators</p> <p>A young person has:</p> <ul style="list-style-type: none"> ● Resilience, determination and perseverance to overcome existing barriers and challenges ● Belief in their personal potential and its applicability to the job market ● Achievement of qualifications and ability to design and implement careers pathway plan ● Retention and attendance in education, training and employment ● Connections to peer, employer and community support 	

Evidence in action: Personalised support

Whitelion: Australia



Whitelion creates sustainable employment opportunities for young people at risk of or experiencing long-term unemployment. Whitelion's Employment Program supports young people to overcome personal barriers such as mental health, drug and alcohol addiction, abuse and neglect, homelessness and experiences with criminal justice by building aspirations, relationships and providing supportive work experiences.

Through its Employment Program, Whitelion offers young people pre-employment training and mentoring to develop employability skills and build aspirations. Young people then have the opportunity to practice these newly developed skills through a 12 month supported employment placement.

Whitelion has partnered with major employers and small businesses to provide localised employment solutions. While employed, young people have access to services spanning medical assessments and interventions, mental health nursing, addiction treatment, psychological and legal services.

Evaluations of Whitelion's impact found a decrease in participants' antisocial and/or criminal behaviour and a decrease in substance abuse through their reconnection with community. Whitelion participants report greater levels of resilience, optimism and improved social networks, which equip them to re-engage with education and employment opportunities. At the end of the 12 month supported employment placements, the majority of program participants are offered full time positions with their host employer.

Principles: Building aspirations, employability skills, careers management, business partnerships, **personalised support**, alternative employment pathways.

Alternative employment pathways



Alternative employment pathways to open employment are social enterprise, intermediate labour organisations, employment transition programs or starting a small business or start-up. Social enterprises, intermediate labour organisations and transition support programs support young people to build skills and experiences in a work context while receiving individualised and extra wrap around support. The encouragement and development of entrepreneurship in young people equips them to create jobs, increase innovation, raise competition and respond to changing economic situations and trends (Pinelli & Atalla, 2014).

For a young person who has been out of work for 12 months or more, an opportunity to build experience, aspirations, confidence, knowledge and skills in a supportive working environment can be a useful bridge back to the open labour market (Headley & Moffat, 2015).

Social enterprises, intermediary labour markets, employment transition programs and entrepreneurship to start a small business can provide that opportunity to gain work experience and exposure. These enterprises typically have limited financial and human resources and welcome voluntary or lower wage support, with the experience and skills gained invaluable for the job seeker.

Alternative employment pathways			
Social enterprise (Appendix 8 – Alternative employment pathways: STREAT)	Intermediary labour markets	Employment transition programs	Entrepreneurship
Businesses led by an economic, social, cultural or environmental mission to benefit the community. They derive a substantial portion of their income from trade (Barraket et al. 2010)	Paid work experience coupled with training, education and personal development. Typically the work is for community benefit, and is often funded by government subsidies, programs or philanthropy to compensate for reduced productivity (Joseph Rowntree Foundation, 2000)	Back to work schemes that ideally provide exposure to real work environments	The development and undertaking of starting and running own business

For a young person unemployed for 12 months or more, experience working in such an environment can provide the basic experience and employability skills necessary to gain employment into the open labour market. Exposure to social enterprises can also encourage young people to develop their own enterprises, increasing the number of jobs available for themselves and others (Headley & Moffat, 2015).

Entrepreneurship is an important mechanism for stimulating economic development, driving growth and creating jobs (UNCTAD 2012). For many young people, encouragement to start a business and opportunities to learn the necessary skills and knowledge is a viable alternative to open employment. To support job creation in this way, there needs to be reforms to the regulatory environment and improved access to finance (Headley & Moffat, 2015).

Principles in action: Alternative employment pathways

Activities	Resourcing and delivery
<p>1. Access to low barrier training for at-risk young people linked to jobs in social enterprise, intermediate labour organisations and employment transition programs</p>	<p>1. On-going – structured course. Can be adapted for all ages from beginning from Primary School and delivered by schools, social purpose organisations, employment services and employers</p>
<p>2. Learn entrepreneurship and business management at school</p>	<p>2. On-going – structured course. Can be adapted for all ages beginning from Primary School and delivered by schools and social purpose organisations</p>
<p>3. Access to employment in a social enterprise with wrap around support</p>	<p>3. On-going and one off as required. Can be adapted for all ages beginning from 15 years old and delivered by social purpose organisations and employers</p>
<p>4. Access to co-designed and delivered employment transition programs with employers</p>	<p>4. On-going structured program. Can be adapted for all ages beginning from 15 years old and delivered by social purpose organisations and employment services in partnership with employers</p>
<p>5. Employers receive wage subsidies for hiring young people and providing on-going support</p>	<p>5. On-going structured program. Employers receive wage subsidies for young people employed from ages 15 to 24 years old and funded by government/philanthropy to employers</p>
<p>6. Employers have access to training and support to develop programs which diversify hiring practices</p>	<p>6. One off training and access to on-going support as required. Accessed by employers, employing at-risk young people (15 to 24) and delivered by social purpose organisations</p>

Indicators

A young person has:

- Confidence in own employability and satisfaction with being at work
- Interest and confidence to start a business
- Employability skills and experience to transition into mainstream employment
- Developed employment and life skills to successfully navigate world of work
- Experience of the workplace and is able to sustain employment for continuous weeks
- Connections to employers, colleagues, mentors and support mechanisms

Evidence in action: Alternative employment pathways

The New Enterprise Incentive Scheme (NEIS): Australia

The New Enterprise Incentive Scheme (NEIS) is a program available to job seekers interested in starting and running their own business. First established on a national scale in 1985, the scheme is backed by the Commonwealth Government and delivered by JobActive providers. The scheme provides valuable financial support for job seekers interested in starting and running a small business or start-up. This income support allows those who need it to maintain a quality of life, while acquiring vital skills and creating employment opportunities for themselves and potentially others by building a business.

The business plans that are approved under the program receive an allowance for 39 weeks, equivalent to the Newstart Allowance. This payment is not affected by income earned from the job seekers' business. NEIS participants receive accredited small business training, combined with support and advice from small-business mentors on organisational, financial and marketing issues.

After nine months in the scheme, many participants generate sufficient income for their business to be commercially viable, and in many cases are also working part-time.

Independent evaluations of NEIS have found that 85 per cent of those assisted by the program were still employed three months after the NEIS allowance ceased, 65 per cent of which were self-employed while 20 per cent were in other employment (Mission Australia).

Principles: Alternative employment pathways, financial support, personalised support.



Financial support



Financial support provides the economic security necessary for a young person to maintain a basic quality for life whilst searching for employment.

It is critical that young people experiencing long-term unemployment receive financial support as they typically have inadequate resources, limited networks, or family and friends who are also experiencing unemployment. To be able to prepare for and commence employment there are basic necessities that are only accessible with money; these include food, housing, clothes and access to public transport. (Smith Family, 2014).

Further, the longer the period out of employment the more financially vulnerable a young person can become (Smith Family, 2014). Without an income or savings to fall back on, young people are reliant on family, friends or government safety net payments. Many young people experiencing long-term unemployment are likely to come from families that do not have a stable economic foundation, increasing the need for government safety net payments (Smith Family, 2014).

Inadequate financial support leads a person into poverty, and there are clear linkages between poverty, poor physical and mental health, and entrenched disadvantage which impact a young person's ability to search, gain or retain employment. People living in poverty often:

- Have less access to information about employment (Vinson, 2007)
- Have an Increased chance of obtaining poor quality employment which is short term, seasonable and unsustainable (ILO, 2012) resulting in them moving through cycles of unemployment out of desperate need for money
- Undertake unsuitable education or training programs to meet Centrelink requirements (Independent Inquiry into Insecure Work 2012)

Principles in action: Financial support

Activities	Resourcing and delivery
<ol style="list-style-type: none"> 1. Youth allowance indexed to average earnings 2. Continue on Newstart and youth allowance during work experience trials (Passport approach) 3. No waiting periods to access income support payments 4. Access to scholarships, free and/or subsidised training 	<ol style="list-style-type: none"> 1-3. One-off training and revisited as needed. Can be adapted for all ages, beginning at Secondary School and delivered in schools or by social purpose organisations and employment services 4. One off or on-going as required. Accessible from age 15 and delivered by government, schools, social purpose organisations, philanthropy and employers
<h3>Indicators</h3>	
<p>A young person has:</p> <ul style="list-style-type: none"> • Understanding of available services and financial support • Access to accommodation, affordable transport, food and required work clothing 	

Evidence in action: Financial support

Year Up: USA



Founded in 2000 by a former entrepreneur and software CEO, Year Up is a social purpose organisation headquartered in Boston, USA working to improve the employment and career advancement opportunities for low-income young adults.

The Year Up model combines intensive skills training for entry-level jobs in high-growth industries with social, emotional and financial support and work experience placements, all underpinned with strong connections to employer partners.

Students receive six months of technical and professional skills training in areas including investment operations and information technology, business writing and communications. The training curriculum is co-designed with Year Up's employment partners and updated in accordance with industry practices. During the second six months of the program, students complete an internship with the business partners to continue developing their skills, gain professional experience and grow their networks.

During the program, participants receive a weekly stipend tied to a performance contract that ensures accountability. Students are also paired with a professional mentor and have access to wrap around support, guidance and counselling from staff, business advisors and social workers. Up to 40 students are clustered in groups and meet weekly to discuss their progress and support each other.

Throughout the training and internship phases, Year Up students learn and practice professional skills such as body language and presentation, working in teams and managing conflict. They also receive assistance with the job search and application process.

Since the program launched in 2000, Year Up has served more than 10,000 young adults and provided a pipeline of skilled, motivated talent to more than 250 employers across the USA. Within four months of completing the program 85 per cent of graduates are employed or attending higher education full-time. Independent evaluations show that the program leads to a substantial earnings gain for its participants (Mourshed, Farrell & Barton, 2012).

Principles: Building aspirations, technical and professional skills training, careers management, business partnerships, personalised support and **financial support**

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Appendices

Appendix 1 – Recommended stakeholder activities

<p>Employers</p>	<ul style="list-style-type: none"> ● Partner with schools, employment services and social purpose organisations to offer work experience, training and employment options for young people ● Invest in future employees, by engaging early to meet future recruitment and retention needs ● Trust young people as potential employees
<p>Education (schools, TAFE and universities)</p>	<ul style="list-style-type: none"> ● Partner with social purpose organisations and employers ● Prepare young people for employment by offering early and integrated careers education ● Take an early personalised approach
<p>Social purpose organisations</p>	<ul style="list-style-type: none"> ● Design programs using evidence and strong measurement and evaluation frameworks ● Partner with industry and education providers ● Provide post placement support to young people in employment
<p>Government</p>	<ul style="list-style-type: none"> ● Invest in programs and models based on evidence of their success ● More funding and support for alternative employment pathways ● Encouragement and resourcing for cross sector collaboration i.e. Brokerage
<p>Philanthropy</p>	<ul style="list-style-type: none"> ● Invest in programs and models based on evidence ● Invest in programs over the long-term to build sustainability and an evidence base, beginning with early intervention
<p>Employment services providers</p>	<ul style="list-style-type: none"> ● Engage with employers to offer real work experience and training opportunities ● Provide wrap around individualised support ● Ensure training has direct line of site to a job and equips young people with employability skills
<p>Young people</p>	<ul style="list-style-type: none"> ● Have a belief in self, skills and potential ● Build and access support and employer networks ● Participate broadly to gain experiences

Appendix 2 – Payment for success

Evidence in action: Social Impact Bonds

Social Impact Bonds (SIBs) are a tool beginning to be used by private investors and governments around the world to fund organisations tackling social problems. Private investors provide capital to organisations to deliver social programs, and receive a financial return on their investment from Government once outcomes are achieved (Centre for Social Impact Bonds).

The UK trialled the first use of a Social Impact Bond to tackle youth unemployment in May 2011, using a £30 million social innovation fund to invest in projects supporting disadvantaged young people to participate in education, training and employment. The pilot project was a Payment by Results (PbR) model, where all payments were reliant on the 100 per cent achievement of outcomes. In 2012, ten Social Impact Bonds benefiting 10,700 young people were issued. Program outcomes ranged from improving attendance at school, attaining qualifications and entry into employment. Ending in October 2013, there were a total of 8,000 outcomes recorded (Department of Work & Pensions, April 2014)

The largest lesson, and greatest success, of the trial of payment of results model has been its ability to focus the conversation of governments, social entrepreneurs, and impact investors around measurement, metrics, and outcomes (Belinsky, SSIR, 2012).

Principles: Business partnerships and early intervention

Appendix 3 – A co-ordinated approach

Evidence in action: Industry Employment Initiative: Australia



Social Ventures Australia (SVA), Brotherhood of St Laurence, Jesuit Social Services and Mission Australia, with support from the Business Council of Australia are collaborating to prototype an employment model that meets the recruitment needs of national employers while improving outcomes for long-term unemployed job seekers. Made possible by philanthropy, the Industry Employment Initiative (IEI) is premised on deep employer engagement to build partnerships and

bridge the gap between national employers who have vacancies and long-term unemployed job seekers who are willing and able to work.

The IEI Youth Pilot is working directly with national employers to train, place and support long-term unemployed young people into sustainable employment, and demonstrate the effectiveness of demand-led employment. Service providers co-design a training and employment pathway with the employers and deliver fundamental training to give the participants the best chance for success. The pilot presents an opportunity for employers to create or extend demand-led programs into reliable training, support and recruitment pipelines at a national level whilst demonstrating a commitment to helping young people break the cycle of long-term unemployment.

The two-year pilot that commenced in July 2014 aims to place 125 young long-term unemployed young people into ongoing employment. The IEI is underpinned by a best practice Measurement and Evaluation (M&E) framework, which has been developed by SVA Consulting and peer reviewed by the UK's New Philanthropy Capital. There are three 'work-streams' in the framework: evaluation reports, case studies and action learning. The action-learning approach allows the IEI to assess, adapt and refine the program model throughout the pilot, rather than the more traditional approach of reviewing at six-monthly intervals. The Department of Employment has agreed to provide data for a comparative group of job seekers against which to assess the IEI participant's outcomes and demonstrate the effectiveness of the IEI model.

Principles: Employability skills, business partnerships, personalised support, alternative employment pathways

Appendix 4 – Integrated school-based apprenticeships, vocational education and training

Evidence in action: St Patricks Technical College: South Australia, Australia



Integrated vocational, education and training systems in OECD countries such as Austria, Germany, Norway, Denmark, Switzerland and the Netherlands have resulted in lower youth unemployment rates than in Australia. Complementary education and employment systems ensure secondary school equips young people for university, technical education pathways and employment. Access to an integrated system provides young people with an educational experience

that combines employer co-designed training and academic style learning with the opportunity to practice these skills in real work environments (dandolopartners, 2014, p10). Young people graduate ready to work, with employer valued skills, networks and the ability to adapt to changing labour market.

Modelled on European counterparts, St Patricks College Technical College in Adelaide, South Australia, is a specialist trade and technical training school for students aged 15 years and over. St Patrick's campus and curriculum is designed to give students the maximum opportunity to transition successfully into work. The campus is equipped with industry standard facilities, the latest machinery and tools to build students' work readiness skills. The college has strong links to industry enabling co-design and delivery of the technical training curriculum and the core English, maths and science curriculums to provide real work examples, as well as provision of structured work placements. The school has flexible timetabling to maximise student's ability to undertake work placements or apprenticeships as block release or a day a week.

The success of the model is evidenced by its rate of 70 per cent of students being placed into employment while still at school, compared to youth unemployment rate of 23.6 per cent in South Australia.

Principles: aspirations, literacy and numeracy, employability skills, careers management, business partnerships and early intervention

Appendix 5 – Building employer connections

Evidence in action: Ticket to Work: Australia

Ticket to Work supports communities to establish place-based networks between business and community to improve employment outcomes for young people with a disability. Since 2011, Ticket to Work has worked with 25 local communities across Australia to establish local partnerships between students, schools, social purpose organisations and employers.



Local partnerships between employers, schools and disability organisations offer young people with a disability the

opportunity to participate in authentic work experiences and vocational skills training while completing secondary school. The program is based on evidence that job readiness leads to more successful post school employment outcomes, achievable by direct exposure to real jobs with real employers.

Employers, schools and disability providers work in partnership to offer students school-based apprenticeships/traineeships and work placements with employer partners. During placements, students and employers receive support from the disability provider, including access to Disability Awareness Training for staff to develop skills and knowledge for working alongside and supervising a young person with a disability.

In 2014, with the support of Ticket to Work, 456 young people with a disability commenced work experience and work preparation activities, and 248 young people started school-based apprenticeships and traineeships. 86 per cent are still in paid employment since completing their secondary schooling.

Principles: Building aspirations, employability skills, business partnerships, early intervention and personal support

Appendix 6 – Shared measurement and evaluation framework

Evidence in action: Journey to Employment (JET) Framework: New Philanthropy Capital, UK

Measuring and understanding impact helps organisations delivering programs understand the depth of the impact they are having and identify potential areas of improvement. Measurement and evaluation frameworks also help investors make informed decisions around funding of what works for young people accessing support programs to transition into employment.

There is currently no universal approach to assessing impact, with every organisation using different metrics, making it challenging to share and compare results. This is compounded by many organisations choosing to evaluate outputs and activities rather than outcomes.

New Philanthropy Capital (NPC) in the UK is taking the lead on developing an international shared measurement framework for social organisations and social enterprise under the Inspiring Impact programme.

In 2013, NPC published the Journey to Employment (JET) Framework which identified factors that influence young peoples' transition into work. The JET Pack is a comprehensive resource of evaluation tools for social purpose organisations to use when measuring the success of their programs. The pack has eight steps to guide organisations' decisions on what and how to measure, and how to use their collected data to improve existing programs. The framework has since been adapted for Northern Ireland and continues to be refined based on feedback from users of the framework. In 2014, six organisational members of Northern Ireland's Not in Education, Employment or Training (NEET) Forum received funding to pilot the JET Framework between June and September 2014. The results from the trial period were used to adapt the framework based on participating organisations feedback (NPC, 2014).

SVA has drawn from the JET Framework to develop the Principles Framework specific to an Australian context. The ten principles identified by SVA are based on the seven factors identified by JET as contributing to a young person's employability. The outcomes defined by the JET Framework were also the basis for suggested indicators to use to measure progress of activities.

Appendix 7 – Careers management

Evidence in action: CareerTrackers: Australia

CareerTrackers is a national non-profit organisation that creates private sector internship opportunities for Indigenous university students. CareerTrackers recruits pre-professional Indigenous university students and links them with private sector employers to participate in a multi-year internship. Students perform their internship with a sponsoring company with the aim of converting from intern into full-time employment upon completion of their degree. In addition to facilitating on-going, long-lasting placements CareerTrackers provides a wide spectrum of support to help prepare students for leadership in the workplace and the community.

The development of partnerships between business and education is at the core of the CareerTrackers program, providing an effective approach to match the need for corporate diversity with a structured, proven and results-based intensive program.

CareerTrackers staff visit university campuses to meet students and match them to companies that align with their educational and career interests. The recruitment process develops a pool of students and a range of internship options with leading private sector employers in Australia. Pre-employment training for both the intern and the employer enables both parties to set joint goals and objectives for the internship and ensures both parties are prepared. This ensures the experience is mutually beneficial; students are able to work on meaningful projects that are of value to the employer, and receive the necessary input and support throughout the duration of the placement. At the end of the internship managers complete a performance evaluation on their intern to provide them with feedback on their strengths and weaknesses, and an action plan for their professional development.

Principles: building aspirations, employability skills, careers management, business partnerships and personal support

Appendix 8 – Alternative employment pathways

Evidence in action: STREAT: Victoria, Australia



STREAT is a social enterprise that tackles youth disadvantage and homelessness by providing the life-skills, support networks, work experience and training young people require to kick-start their lives and a career in hospitality. Since the establishment of its first coffee cart in 2010, STREAT has grown rapidly, now operating seven interconnected business (five cafes, a catering company and coffee roasting business alongside a production and catering

kitchen, training rooms and office). These sites play host to over 350 hours of work experience for each participant. STREAT has served meals and coffees to over 1 million customers, creating a solid revenue stream for the organisation. 100 per cent of this revenue goes straight back into providing training and employment opportunities for homeless and disadvantaged youth.

Scale is the key for STREAT to achieve its goals of supporting 1,095 young people a year over the next ten years and achieving financial self-sufficiency through its operations.

In 2015 construction started on Cromwell Manor, a purpose built, flag ship site in Collingwood, Melbourne where STREAT will train and support 250 young people annually. Cromwell will contain a new artisan bakery, along with a training academy, café, production kitchen, coffee roaster and STREAT's headquarters.

Of the 329 young people STREAT has helped in its first five years of operation, 60 per cent completed the program, 90 per cent reported improved wellbeing, 80 per cent transitioned into further employment and training and 95 per cent reported an improved housing situation.

A 2012 SROI found that STREAT's programs returned \$1.40 of social value following every \$1 of investment. The major outcomes for participants of STREAT's programs include increased confidence, resilience and income. Young people learn socially acceptable behaviours, resulting in a reduction in unlawful activities, drug and alcohol intake and improved mental health and wellbeing and housing stability.

Principles: identity, building aspirations, employability skills, personal support and alternative employment pathways

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