



CHANGING THE WAYS WE WORK

with vulnerable youth to provide sustainable
long-term outcomes

An International Specialised Skills Institute Fellowship.

ERIN O'CONNOR PRICE

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i. Executive Summary

Erin Price, the Fellow, was awarded in 2016 International Specialised Skills Institute Fellowship which saw her travel to the United Kingdom and Vietnam to research the way that international organisations work with disadvantaged young people to create pathways into education and employment. An emphasis was put on researching social enterprises not only to learn about best practice but also to acquire a deeper understanding of the different funding streams there are available for social enterprises to create financial viability long term.

The Fellow visited six various organisations from the training, employment, youth services and social enterprise sectors as part of her applied research Fellowship travels. The Fellowship not only provided a greater knowledge around working with disadvantaged young people but it also developed the Fellow's own skills and approach when it comes to service delivery and was a great opportunity to learn and develop new skills in applied research.

The Fellowship highlighted the need for Australian community services and not-for-profit organisations which work in education and employment, with disadvantaged youth, to work collaboratively with other services. This approach reduces organisations from working in silos so as to create a wrap around service for the young person, enhancing their pathway into education and employment. In addition the Fellowship provided great insight to the why Australia needs to have local and federal government funding aligned so that service providers can have a better opportunity to work collaboratively rather than in competition or isolation.

1. About the Fellow

Fellow: Erin O'Connor Price

Erin holds a Bachelor of Business with a Major in Human Resource Management, Certificate IV in Training and Assessment and is looking to commence her Masters in Social Science.

Over the past three years she has held roles in not-for-profit organisations that specialise in education and training (Registered Training Organisations - RTOs), youth services, and disability employment services. Currently in her role as Innovation and Development Manager, at Workforce Plus and Management Governance Australia, Erin is responsible for the design and delivery of individually tailored person centred services for people who are: long term unemployed; sole parents; disadvantaged and disconnected youth; Culturally and Linguistically Diverse (including refugees and asylum seekers, Aboriginal and Torres Strait Islanders (ATSI)); corrections clients; pre-release prisoners; and, people with disabilities (including multiple and complex disabilities, mental illness and people who suffer from alcohol and drug addiction).

Previously Erin's role as the RTO Coordinator – Pre-Accredited saw her responsible for managing the federally funded Skills for Education and Employment program (SEE), the Victorian Government funded Adult Community and Further Education (ACFE) contract and the fee-for-service training for the organisation's training arm. Erin has had extensive experience working with vulnerable youth and individuals from disadvantaged backgrounds to engage in training and further education.

Erin's passion for working with disadvantage communities, especially young people, is something she developed at a young age and has carried through with her to adulthood. Her dreams of one day being the founder of a social enterprise that tackles youth disadvantage is a major driver of her work.

2. Aims of the Fellowship Program

The Australian community sector encompasses a broad range of organisations that are neither commercial nor governmental, all pursuing a range of benevolent purposes through service delivery, grant making and other activities which advance health, education, social welfare and community cohesion. The Australian Vocational Educational and Training (VET) Sector within a community context looks at providing training, pre-accredited and accredited, to those that are disadvantaged or have barriers to education and/or employment. One important cohort that is a focus within Australia is youth. The link between youth that have experienced disadvantage for one reason or another and community agencies which provide educational services have often lacked sustainability and relevance. Having a better understanding of the needs and barriers young people face when it comes to actively participating in the VET sector and workforce will enhance service delivery approaches to working with young people which in turn will benefit the community as a whole.

The aim of this Fellowship was to research how different community agencies within the United Kingdom and Vietnam work with disadvantaged youth to overcome barriers to education and employment, and give them and their families the ability to live a more fulfilling life. Specifically, a focus was on niche programs that have proven outcomes; organisations that have varied funding approaches to create sustainable programs/services and organisations that create programs with a significant focus on linking training to employment.

The Fellowship study researched:

- » Working holistically with young people
- » Funding differences between the VET and community sectors
- » Innovative learning and engagement methods
- » Interaction between services to create a wrap around service for young people
- » Significance in the link between training and employment
- » Understanding the rationale of international social enterprises and relating those to the Australian context.

3. The Australian Context

Social enterprises are businesses that trade to intentionally tackle social problems, improve communities, provide people access to employment and training, and/or help the environment.

According to Social Traders, Australia's leading social enterprise development organisation, there are an estimated 20,000 social enterprises operating across all industry sectors. Thirty-five percent (35%) target people with disabilities, 33% target young people and 28% target disadvantage women. Seventy-three percent (73%) of social enterprises within Australia have been operating for at least five years, and 62% are at least 10 years old. With the statistics indicating that there is a level of maturity within the sector, Australia can benefit from better understanding why there is still such a level of disadvantage in communities when it comes to education and training, employment and social welfare, especially where it affects young people.

Low levels of educational attainment and poor employment transitions carry costs for individuals, society and the economy. For individuals, low rates of attainment and poor transitions lead to an increased risk of unemployment, lower earnings and lower labour force participation rates. These risks are apparent in the short and the long term. In society, the costs associated with poor attainment and transition outcomes accrue in areas such as health, civic and social engagement, and the criminal justice system. The economy is also directly impacted, through reduced levels of Gross Domestic Product and lower rates of productivity (driven primarily by the impact on rates of workforce participation). Poor student outcomes in youth can reflect disengagement with the education system, either because schooling has been deficient or because of family and welfare barriers. Interventions aimed at young people who are either disengaged or at risk of becoming so towards the

end of schooling can have real value – but prevention is acknowledged as better than cure. This requires action earlier in a young person's educational life.

At up to 20% in some regions currently, youth unemployment is a persistent and complex problem that impacts on individual young people, their families and on regional employment eco-systems. Of particular concern to Australia are young people who are early school leavers. These young people are at risk of long-term unemployment and long-term welfare dependency and often require intensive interventions to enable them to successfully transition into sustainable employment.

Young people most at risk of long-term unemployment are likely to:

- » Have left school early and to report negative experiences in formal learning situations;
- » Experience mental illness and wellbeing distress;
- » Live in unstable or unsafe accommodation;
- » Have a disability; and/or
- » Be from a background where disadvantage has become endemic (e.g. an Indigenous or CALD background and/or where intergenerational unemployment is the norm).

Unfortunately these young people often have very little exposure to work or workplace experiences, negatively impacting on their ability to be recruited into actual or simulation work projects and experiences.

The Federal Government announced a major reform to the vocational education and training sector back in 2011, in order to increase the number of people participating in post school training qualifications. The VET sector is a place where young people leaving school can pursue non-academic pathways, where workers can retrain and gain new skills to keep pace with a changing economy, and where people marginalised by the traditional education system (particularly Indigenous learners and migrants) can get a second chance. Maintaining community confidence in the value of VET qualifications is essential for a functioning labour market. As Australia looks to the future there is an agreed recognition for communities to re-frame how we address and tackle social challenges, with VET training being one such way of doing so.

4. Identifying the Skills and Knowledge Enhancements Required

With a forever fluctuating Australian economy the not-for-profit and community focused sectors need to be flexible, adaptable and innovative in order to reach maximum outcomes and financial viability potential. An element of commercialization needs to be adopted in order to be a successful business without losing touch of the core values and mission.

The three skills enhancement areas, which the Fellowship research focused on, are noted below:

1. Observe and identify how the UK and Vietnam's social enterprises use different funding streams to become viable and sustainable in the long term:

- » Meet with social enterprises who are well established and have been funded in a non-traditional sense
- » Gain an understanding of the different governments and the role they play in funding social procurement
- » Discuss how these they have been effective in sustainability and social impact, discuss what worked and what didn't.

2. Observe and identify how the UK and Vietnam holistically work with disadvantaged young people:

- » Visit employment, training and social services to gain an understanding of the different methodologies required to successfully work with young people
- » Discuss linkages and collaborations with community organisations to create wrap around services for young people.

3. Observe and identify the significant link that is placed on training and employment in the UK and Vietnam

- » Discuss the education and training system in each country to ascertain their strengths and weaknesses
- » Research the successful points of difference in each host organisation's training program
- » Discuss the link to industry and how educational programs are tailored to meet the needs of local jobs/businesses.

5. The International Experience

The applied research component of this Fellowship was conducted over a three-week period. This saw the Fellow travel to the UK and Vietnam to visit several organisations that are involved with the provision and administration of education and training, employment and social services.

The details and learnings from the applied research and these immersive visits are outlined below:

Organisation: ThinkForward

Location: United Kingdom **Contact:** Kevin Munday, CEO of ThinkForward

ThinkForward was founded in 2010 and is a London-based youth charity that has successfully delivered one of the first social impact bonds (SIBs) in the UK to tackle youth unemployment and provide a return to investors. ThinkForward SIB was funded on a payment by results basis with investor returns directly linked to improvements in behaviour at school, educational attainment and progression into further education or employment.

ThinkForward's unique coaching approach was launched in 2011, following research identifying a gap in long-term preventative provision to equip young people with complex needs with the skills to successfully transition from school to work. Working in communities with some of the highest intergenerational unemployment rates in the country, ThinkForward was created to break this cycle and prevent

the next generation of youth unemployment. Commissioned in 2012 through the Department for Work and Pensions (DWP) Innovation Fund, the ThinkForward SIB was aimed at working with vulnerable young people identified as most at risk of dropping out of school and becoming unemployed. Progression coaches offered one-to-one support to pupils from age 13 across 14 schools. Over the course of the programme, it has transformed the lives of 1,000 pupils in Tower Hamlets, Islington and Hackney with over 90% of young people aged 18 progressing into further education, employment or training.

During the visit the Fellow met with Kevin Munday, CEO of ThinkForward, and the initial discussions were around the need to assist at risk young people in the UK to stay engaged in education. Kevin stated that working on a preventative model rather than a reactive one has provided the organisation with success, not only in outcomes but also in financial viability. Kevin made reference to the fact that the UK government has only in recent years changed the school leaving age from 16 to 18, the changes have been hard to implement with young people still leaving school early with no alternative options.

Kevin and the Fellow touched on the way the organisation was funded. Kevin mentioned that Thinkforward had three major funding streams - government funding, corporate sponsorship/philanthropic funding and social impact bonds. The different funding streams have allowed the organisation to maintain financial viability as well as long-term sustainability.

Major themes from the interview included:

- » Not relying on one major source of funding and seeking alternative ways to fund an organization can assist in creating a long-term sustainable organization.
- » Preventative services, opposed to reactive ones, can have more of a positive impact on Gross Domestic Product in a country.
- » Working alongside government to align desired outcomes can create a larger impact

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Image 1: ThinkForward Annual Review 2016

Organisation: Ealing Virtual School

Location: United Kingdom **Contact:** Sundeep Gill, Advisory Teacher

The role of Ealing's Virtual School is to raise the attainment and achievement of Ealing's Looked After Children (LAC). LAC involves foster care and out-of-home care services. The Looked After Children Education Team do this through working with the children and young people directly as well as through the provision of a support service to a number of stakeholders in order to ensure that Ealing's LAC receive a high standard of education and are engaged in appropriate educational activity. The team focus their work on raising aspirations of the young people and relevant professionals so that they can reach their potential and move forward into further and higher education and gainful employment.

A key role of the LAC Education Team is to work in partnership with Ealing Social Workers to support the education of their young people. This is achieved through:

- » Personal Education Plans - PEPs (restructured PEPs so that they are more targeted, training to social workers both in groups and one-on-one, attendance in social work offices, team meetings)
- » Training on educational matters, updating social workers with current practice
- » Applications and admissions process both in and out of borough
- » Advising on financial support for education
- » Offer or signpost to extra-curricular activities.

The Fellow and Sundeep discussed the Ealing Virtual School being essentially a wrap-around service for young people who are in foster care. Sundeep stated they are government funded and all of the work is done in-house regarding barriers to education, employment, housing, social services and mental health concerns. In addition, Sundeep and the Fellow discussed how education was the main focus of the organisation but without the involvement of other services accessible to the young people they wouldn't have the results they have achieved. Major learning

from the interview include:

- » The importance of having a wrap around service or collaboration between services so that a young person has support when overcoming barriers to employment and education.
- » Without addressing and or understanding barriers to participation the desired outcome for the young person is hindered.
- » The is real value to having a set of life skills or employability skills as well as the set curriculum.

Organisation: The Salvation Army

Location: United Kingdom **Contact:** Rebecca Keating

The Salvation Army is a worldwide Christian church and registered charity. The United Kingdom and Republic of Ireland is part of the wider international Salvation Army, which is at work in 128 countries. The Salvation Army Employment Plus Local (E+ Local) is the employment service arm of the organisation in the UK. As a leading provider within the voluntary sector, with roots into community and a powerful motivation to work, The Salvation Army has an opportunity to provide a bridge between unemployed people and the local labour market.

Employment Plus Local is a Corps-led initiative providing a local centre where unemployed people can find information and guidance on their journey into employment, within a supportive environment. Attending an E+ Local is entirely voluntary and is available to any unemployed person who is looking for work. People may attend/join at any time when the E+ Local is open. Their vision is to work together with local Salvation Army Churches and Community Centres. The primary activities at an E+ Local are to provide back-to-work support and include: provision of computers and internet facilities to assist both in job search and to support the government's digital strategy; access to information and guidance on accessing training opportunities to acquire new skills or improve existing ones; and resources and advice to apply for jobs, including help in completing job application forms, CV writing and interview techniques.

The Fellow discussed with Rebecca the fact that The Salvation Army operated within Australia as well and posed the question of whether there was significant difference in the services across the two countries. Rebecca made clear that there has been a major welfare reform in the UK within the last five years. With the reform, jobseekers or welfare recipients are not able to access any services until they are 18 years and in addition you have to be 25 years to access the housing benefit. This has caused a major growth in homelessness, which has risen by 33% since 2010. At the time of this visit the unemployment rate in the UK was 4.6% and the

youth unemployment rate 7%. While these figures are very respectable but with people not being able to access services until the age of 18, therefore not being accounted for, as well as not accounting for the people who are 'economically inactive' they are not a true reflection of what is going on within the UK economy.

Major discussions between the Fellow and Rebecca included:

- » Major increase in food banks since the welfare reform
- » More cost effective for individuals to have children and be on welfare than to get a job, as they receive the minimum wage.
- » Less tickets and qualifications needed to work within the UK – therefore education is not highly regarded
- » Welfare recipients are often resistant to undertake entry level work in the UK as wages are often less/equivalent to receiving welfare payments
- » Huge gap between lower class and higher class of society
- » Low literacy skills in youth has been recognised as a barrier to employment within the UK
- » Employer misconceptions about youth.

Rebecca and the Fellow discussed what recommendations would need to be made to address some of the key issues within the sector, with the major themes being:

- » Pre-accredited training coupled with work experience to create a job ready client
- » Employability skills needs to be addressed in high school from the age of 14+
- » Apprenticeship programs have credible roots into 'real employment'.

Organisation: KOTO

Location: Vietnam **Contact:** Jimmy Pham, Huong Dang & Thanh Vu

KOTO stands for “Know One, Teach One”. Learning should be passed on and knowledge is meant to be shared. This is the essential idea of KOTO’s founder, Jimmy Pham, who is a Vietnamese-Australian. More than 16 years ago, Jimmy opened a training centre in hospitality in Hanoi, giving at-risk and disadvantaged youth the opportunity to learn and thrive.

KOTO’s purpose is to end the cycle of poverty by empowering and helping targeted youth to forge a better future for themselves and their communities. As a social enterprise, KOTO has trained over 670 students in two training centres in Hanoi and Saigon, with 200 currently enrolled.

In addition to its Foundation arm which focuses on raising funds to support its cause through charitable activities and initiatives, KOTO also operates an Enterprise arm, serving as a platform for real life hospitality training as well as a source of income to support the welfare and training of the students.

During in the Fellow’s visit to KOTO she spent around 3-4 days in the organisation gaining an understanding of their operations. Whilst there, the Fellow was hosted by Thanh Vu, who holds the position of Trainee Sponsorship Coordinator. Thanh organised for the Fellow to meet with a representative from every department, Alumni, spend time in the training restaurant and meet with current students to gain insight into the way KOTO is structured and the way it operates. The Fellow’s experience and knowledge gained at KOTO was second to none and of enormous benefit. The Fellow noted that the current students she spent time with believed that this program was their last chance to make a lifelong difference for not only themselves but also for their families, and consequently they relished the opportunity and did not want to jeopardise or compromise it. The Fellow believes that due to cultural and economic differences, such as the lack of universal healthcare or welfare support to rely upon, the students were more likely to undertake this program and commit to it.

The major themes that engaging in this immersive learning at KOTO derived by the Fellow included:

- » Culture and economy has a major impact on student engagement and retention, with 100% of Alumni transitioned into employment
- » Creating a service that has a holistic approach to working with vulnerable young people creates an environment in which the young person is more likely to stay engaged
- » Operating with different funding streams allows for a more sustainable and financially viable organisation
- » Having a stimulated ‘real-life’ working environment incorporated with the accredited training adds value to the student’s learning’s as it creates a real-life experience in which they better understand their own strengths and weaknesses
- » Using social impact to market your organisation adds real value to the long-term success of the business
- » KOTO had a very strong presence and was highly regarded by other services and referral agencies due to their holistic approach and their outstanding long-term sustainable employment outcomes experienced by transitioning students.



Image 2: The Fellow with Ms Hoang from KOTO Enterprise, Training Centre, Hanoi Vietnam

Organisation: Centre for Social Initiatives Promotion (CSIP)

Location: Hanoi, Vietnam **Contact:** Ms Oanh Pham, Chief Executive Officer

The Centre for Social Initiatives Promotion (CSIP) is a leading Vietnam-based, non-governmental and not-for-profit organisation working to promote the development of social enterprises and social initiatives by building a social entrepreneurship movement in Vietnam and in the South-East Asian region.

CSIP was established in 2008 and their aim is to provide direct investment and support to individuals as well as social enterprises, which have innovative and sustainable business ideas, which ultimately work towards solving social and environmental issues in Vietnam.

CSIP provides funding to KOTO enterprises and it was suggested that the Fellow meet with the CSIP CEO Ms Oanh. Ms Oanh and the Fellow discussed how CSIP works as an incubator for start-up social enterprises, with their main services including:

- » Social Enterprises Support Program (SESP)
- » Developing the capital market ecosystem for social enterprise
- » Awareness raising and policy advocacy

Ms Oanh and the Fellow discussed the importance of financial stability and sustainability within social enterprises past the start-up point. She made three recommendations when considering opening a social enterprise, not just within Vietnam but globally:

1. Consider your target market
2. Consider potential impact on society
3. Consider the sustainability long term



Image 3: The Fellow with Thanh Vu, who organised for the Fellow to meet the Director of CSIP, Vietnam

Organisation: Blue Dragon

Location: Hanoi, Vietnam **Contact:** Ms Lan

Blue Dragon was founded in 2003 with the purpose of helping children in crisis throughout Vietnam. Blue Dragon work with street kids, runaway children, victims of human trafficking, children with disabilities, young rural-urban migrants, kids affected by drugs and HIV/AIDS, homeless families, child prisoners, and the rural poor.

Blue Dragon act as a referral source for a lot of organisations that work with young people in education and training. Blue Dragon is a strong referral source for KOTO enterprises. They value the KOTO program as it is intensive and creates pathways into employment and a better life for the young person at risk or in crisis.

This visit was an extremely difficult and eye opening one for the Fellow, and the discussions with Ms Lan largely focused on the amount of child trafficking present in Vietnam and the difficulty of not only rescuing but integrating them back into their lives once they have been rescued.

Blue Dragon values programs like KOTO as not only do they provide young people with education and training but also holistic wrap around services which aim at breaking through barriers and issues that a young person may have in their life.



Image 4: The Fellow with Ms Lan from Blue Dragon in Hanoi, Vietnam

6. Personal, Professional and Sectoral Impact

Personally:

As a result of this Fellowship the Fellow now has developed ideas and is considering founding her own social enterprise, which will take into account the major themes that were learned during this period of applied internal research. These factors include: the structure of social enterprise; funding arrangements; and, working with young people holistically to pathway into education and employment. In addition, the applied research has ignited ambitions in the Fellow to apply for a Leadership Victoria position to gain insight into other government sectors which are now of personal and professional interest and include public policy, disability and homelessness.

Professionally:

The Fellowship has offered a gateway into some robust industry contacts, nationally and internationally. The breadth of work that the Fellowship involved has led the Fellow into areas of work, as well as industries, that she had previously been exposed to. The contacts made will forever be apart of her working life as mentors and sounding boards for advice on any work related matters. Professionally the Fellow now has a desire to contribute to on-the-ground and policy matters within the Victorian Department of Education and Training, as well as other departments focused on welfare and employment.

Sectoral Impact:

It is the Fellow's intent to use her Fellowship learnings and outcomes to impact on the sector in a number of ways. Immediately, it will have an impact on the Fellow's professional and sectoral networks, providing a means by which the Fellowship research can be widely shared with those in the ACFE and Learn Local sector and related networks. In addition, the Fellow believes that it will have the capacity to change the way she views networking within the community and at wider levels within the sector, industry and society. The Fellow intends seeking out opportunities to share her Fellowship learnings with an array of sectors to improve outcomes for disadvantaged cohorts, to enhance organisational activity and viability as well as influence policy at regional, state and national levels. `

7. Knowledge Transfer: Applying the Outcomes

The Fellow is immersed in the community services, education and training sector within Victoria (and Australia). In relation to transferring Fellowship knowledge the Fellow intends targeting three specific groups:

Government / Funding Agencies

The Fellow will use her existing local government connections through her professional experience in managing government contracts to disseminate her findings. In addition, the Fellow will make contact with various funding agencies and philanthropic trusts to transfer the knowledge of her findings to provide an opportunity for discussion and change within the sector.

Community / Not-for-profit Organisations

The Fellow has an extensive list of connections with community and not-for-profit organisations which she will contact and seek opportunities to share and apply the knowledge directly acquired through her Fellowship. The Fellow is planning on holding professional development sessions at the Victorian Development Centre (VDC) under the topics of 'How to work with young people holistically' and 'Sustaining financial viability in long-term'.

Employment Agencies

The Fellow has plans to collaborate with various employment agencies that that work with youth cohorts in order to share best practice approaches to working with disadvantaged young people, as well as information about how best to use education as pathway into employment. The Fellow, due to her various project work has existing relationships with many providers in this space which she can draw upon to transfer knowledge.

8. Recommendations and Considerations

The Fellow has drawn on her research and findings and presents the following recommendations and considerations for various stakeholders within the sector.

Government:

Considering the Fellow's findings, the Government is encouraged to:

- » Where possible explore funding alignment so that resources used in the education, training and employment are maximised for improved jobseeker and broader economic outcomes
- » Support accessible funding for start-up social enterprises that can demonstrate solutions to social issues that currently face Australia
- » Allow for employment and training funding that encourage and support more innovative, solution-based and person-centred programs, and not just the traditional program streams
- » Develop contracts that have outcomes based on community agencies working collaboratively together rather than in competition with one another.

Education and Training:

Considering the Fellow's findings, the education and training sector is encouraged to:

- » Embed simulated work environments, and across different industry segments, in curriculum to enable learners an opportunity to better understand what is involved and required in the desired industry.

- » Support greater collaboration between Learn Locals and the VET sector to allow for cross-sector fertilization of ideas, resource sharing and in turn the provision of better outcomes and pathways for young people
- » Ensure that staff have a thorough understanding of best practice approaches, emerging issues, and cohort differences when working with disengaged/disadvantaged youth.

Social Enterprises:

Considering the Fellow's findings, social enterprises are encouraged to:

- » Explore multiple funding streams at the start-up point, and beyond, in order to increase the likelihood of sustainable financial viability. Social enterprises can consider overseas approaches such as social impact bonds as a potential new model.
- » When developing a social enterprise business model consider three main elements - people you want to target, impact on society and sustainability

Community / Not-for-Profit Sectors:

Considering the Fellow's findings, the community/not-for-profit sector is encouraged to:

- » Source opportunities for increased collaboration between services in order to provide the best outcomes young people
- » Be bold and innovative in relation to finance and funding for projects so as to reduce total reliance on government funding for projects/programs
- » Work in a less siloed approach to create more opportunity for young people.

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10. Acknowledgements

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Awarding Body – International Specialised Skills Institute (ISS Institute)

The ISS Institute exists to foster an aspirational, skilled and smart Australia by cultivating the mastery and knowledge of talented Australians through international research Fellowships.

The International Specialised Skills Institute (ISS Institute) is proud of its heritage. The organisation was founded over 25 years ago by Sir James Gobbo AC CVO QC, former Governor of Victoria, to encourage investment in the development of Australia's specialised skills. Its international Fellowship program supports many Australians and international leaders across a broad cross-section of industries to undertake applied research that will benefit economic development through vocational training, industry innovation and advancement. To date, over 350 Australian and international Fellows have undertaken Fellowships facilitated through ISS Institute. The program encourages mutual and shared learning, leadership and communities of practice.

At the heart of the ISS Institute are our individual Fellows. Under the International Applied Research Fellowship Program the Fellows travel overseas and upon their return, they are required to pass on what they have learnt by:

- » Preparing a detailed report for distribution to government departments, industry and educational institutions
- » Recommending improvements to accredited educational courses
- » Delivering training activities including workshops, conferences and forums. The organisation plays a pivotal role in creating value and opportunity, encouraging new thinking and early adoption of ideas and practice.

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Fellowship Sponsor – The Higher Education and Skills Group (HESG) of the Department of Education and Training (DET)

The Higher Education and Skills Group (HESG) of the Department of Education and Training (DET), Victorian Government, is responsible for the administration and coordination of programs for the provision of training and further education, adult community education and employment services in Victoria and is a valued sponsor of the ISS Institute. The Fellow thanks them for providing the opportunity to undertake this international research Fellowship.

Supporters

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- » ThinkForward, London England
- » The Salvation Army, England
- » Borough of Ealing, England
- » KOTO Enterprises, Vietnam
- » Centre for Social Initiatives Promotion, Vietnam
- » Blue Dragon, Vietnam



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