



SUPPORTING DISADVANTAGED YOUNG PEOPLE THROUGH EDUCATION AND EMPLOYMENT

An International Specialised Skills Institute Fellowship.

TRACEY FENTON

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Table of contents

1. Acknowledgements	1	4. Fellowship Learnings	8
Awarding Body – International Specialised Skills Institute (ISS Institute)	1		
Fellowship Sponsor - The Higher Education and Skills Group	2	5. Personal, Professional and Sectoral Impact	13
Personal acknowledgements	2	Personal and Professional Impacts	13
		Sectoral Impacts	13
2. Executive Summary	3		
Fellowship background	3	6. Recommendations and Considerations	15
Fellowship Learnings	3		
Impact	4	7. References	17
Recommendations	4		
3. Fellowship Background	6		
Fellowship Context	6		
Fellowship Methodology and Period	6		
Fellow's Biography	7		
Abbreviations / Acronyms / Definitions	7		

1. Acknowledgements

The Fellow would like to thank the following individuals and organisations who generously gave their time and their expertise to assist, advise and guide her throughout her VET International Practitioner Fellowship.

Awarding Body – International Specialised Skills Institute (ISS Institute)

The ISS Institute plays a pivotal role in creating value and opportunity, encouraging new thinking and early adoption of ideas and practice by investing in individuals.

The overarching aim of the ISS Institute is to support the development of a “Smarter Australia”. The Institute does this via the provision of Fellowships that provide the opportunity for Australians to undertake international skills development and applied research that will have a positive impact on Australian industry and the broader community.

The International Specialised Skills Institute was founded 28 years ago, by Sir James Gobbo AC, CVO, QC, and former Governor of Victoria, who had a vision of building a community of industry specialists who would lead the up-skilling of the Australian workforce. The Fellowship Program builds shared learning, leadership and innovation across the broad range of industry sectors worked with. Fellows are supported to disseminate learnings and ideas, facilitate change and advocate for best practice through the sharing of their Fellowship learnings with peers, colleagues, government, industry and community.

Since its establishment 28 years ago, ISS Institute has supported over 450 Fellows to undertake research across a wide range of sectors which in turn has

led to positive change, the adoption of best practice approaches and new ways of working in Australia.

The Fellowship Program are led by investment partners and designed in a manner which ensures that the needs and goals desired by the partners are achieved. ISS Institute works closely to develop a Fellowship Program that meets key industry priorities, thus ensuring that the investment made will have lasting impact.

For further information on ISS Institute Fellows, refer to www.issinstitute.org.au

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The Victorian Government, through the Higher Education and Skills Group (HES) of the Department of Education and Training, is responsible for the administration and coordination of programs for the provision of training and further education, adult education and employment services in Victoria and is a valued sponsor of the ISS Institute. The Fellow would like to thank them for providing funding for this Fellowship.

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I wish to acknowledge the following organisations:

- » ISS Institute,
- » Department of Education and Training Victoria,
- » Inner Eastern Local Learning Employment Network,
- » Prahran Community Learning Centre,
- » MatchWorks,
- » Kerry Diocesan Youth Services (KDYS) Tralee & Kilarney Ireland,
- » Foroige Dublin Ireland,
- » Newstart Education Belfast Northern Ireland,
- » Skills Development Glasgow,
- » Inverness & Edinburgh Scotland,
- » Macphail Centre Ullapool Scotland,
- » Northern Yorkshire County Council Harrogate England,
- » Merseyside Youth Association Liverpool England,
- » UK Youth London England.

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2. Executive Summary

Fellowship background

Education providers deal with a wide range of people on a daily basis. As with the general population, a growing number have alcohol and other drugs (AOD), mental health, family violence and/or other issues. According to the Australian Bureau of Statistics (2007) National Survey of Mental Health and Well-being, one in five Australians (20%) have had a common mental illness, including substance abuse, in any one year.¹ Sometimes their behaviours and interactions with others are challenging and difficult, leading to stressful situations for the staff involved. Work related stress is a leading factor in staff turnover, sick leave and absenteeism implies 'U'k UghY'cZfYgci fW'g'UbX'a cbYm'

This Fellowship examined successful programs Yg' that are engaged with a range of services and programmes delivered to vulnerable young people in the United Kingdom. While these services often have a specific focus, (e.g. mental health, substance abuse, housing) the opportunity to engage their clients is recognised as valuable for achieving long term successful outcomes.

The focus of the Fellowship was on youth between 15-25 years old, as this cohort experiences the highest levels of disengagement and unemployment across the globe. The Fellowship provided exposure to proven methodologies and real-life examples that the Fellow is planning to use in the development of programs Yg and services targeting young people 15-25 years old.

The Fellow is currently delivering three projects that focus on disengaged young people and their families. These projects are standalone short-term programmes that focus on various aspects of disengagement including early school dropout, substance misuse; family violence and low socio-economic status. The outcomes of these programs Ys include enrolling back at an institution, providing support and referrals to overcome obstacles developing strategies for safety to support young people and family members regarding family violence and linking them with employers and employment opportunities.

The Fellow has a vast experience in the delivery of specialised training programmes including dealing with difficult clients, mental health, building partnerships with business, working with violent clients and implementing strategies that support staff resilience. As a practitioner that provides training to other educators to increase their capacity to offer to a disengaged cohort, the Fellow has been always seeking examples of successful and sustainable programmes to add to her expertise.

Fellowship Learnings

This Fellowship has provided me with insights into curriculum development design to assist young people to transition into sustainable employment that also meets employers' requirements. The Fellow has also learnt about programmes that work with young people and their families that have lived in the aftermath of the

'informal civil war' in Northern Ireland. There, she has been pleased to encounter programmes like to those delivered by organisations in Australia, witnessing that they have experienced similar challenges and issues. The major was the length of funding that these services are provided with – offering them a chance to plan strategically and build successful and sustainable outcomes.

My initial meeting with Skills Development Scotland senior staff and a representative from Education Scotland provided information on Career Education Standards that are implemented from ages 3-18 and how these are integrated into regular curriculum. These changes to curriculum were developed with employers, parents/carers, teachers and Education Scotland. The results have been astounding, including a decrease in youth unemployment – which was sustained during the Global Financial Crisis.

In regional locations the Fellow saw several local community centres delivering university programmes to assist in 'keeping young people in their community'. This was a relatively new implementation but has been taken up by local young people and embraced by their families and the local community.

Impact

The Fellow has been able to implement learnings from her Fellowship in a number of programmes that she delivers – this has ensured that program plans include lesson plans that incorporate employability skills and life skills, thus making certain the curriculum is responsive to industry skill needs, working in close partnerships with relevant local employers, incorporating a wraparound service provided with links to local assistance to enhance sustainability

The Fellow has used this training with groups of 50 young people who are part of an Empowering Youth – Youth Community Projects across Australia. She has liaised with local staff to understand local industry needs and developed curriculum

that focuses on employability skills. The Fellow has also worked with Learn Local VCAL providers to deliver stand-alone sessions that target personal development including referrals and 'soft' introductions to support services, development of employability skills and introduction to career pathways.

The Fellow has met with several State and Federal Government staff to discuss her Fellowship findings and how these could be implemented into programs that are currently delivered. At a local level, the Fellow has met with local community VCAL providers to work on more effective incorporation of workplace skills and to enhance understanding of pathways to support clearer vocational / employment pathways for their students.

Recommendations

Recommendations include:

1. Lobby funding bodies to extend funding periods so that strategic processes can be implemented, assessed, amended and evaluated for impact. A five-year minimum funding period would be an ideal starting point.
2. Implement regional industry-led groups that work closely with curriculum developers and educators to facilitate better engagement between education and employment.
3. Develop closer working relationships between local community education providers and tertiary providers (including universities) to deliver their courses (including post graduate) at local regional sites.
4. Enable provision of strong multi-faceted support services to assist in not only retaining young people in education, but in helping them thrive and move onto positive pathways

5. Enable education providers, employers and family to work together to develop programs / services that meet local needs and opportunities. Education providers should be enabled to work more closely with external bodies to provide sustainable pathways through flexibility in their delivery.

3. Fellowship Background

Fellowship Context

This Fellowship focused on youth 15-25-year-olds as this cohort experiences the highest levels of disengagement and unemployment. The Foundation for Young Australians 2016 report, *The New Basics*, provides clear evidence that employers want enterprise (transferable) skills from young people - but do young people in Australia possess these skills?² While transferable skills are challenging to measure and strong data on these skills is unavailable, we do have high quality data on rates of financial literacy, problem-solving and digital literacy. Critically, around one-third of Australian 15-year-olds are not proficient in problem-solving, financial literacy or digital literacy. The FYA in 10 teachers has recently participated in professional development to help students develop generic, transferable skills for the future workplace. The FYA.

The Fellowship has also focused on disengaged learners, those not engaged in education, employment or training (NEET) and the successful programmes that engage them, provide them with enterprise skills and support their non-educational requirements through partnerships and programmes.

The longevity of the programmes that were visited provided insights to make sure that success can be sustained with longer funding periods. It supports a strengthened workforce, provides a touchstone for external assistance (they know that the service is around) so resources can be more effectively used on achieving outcomes.

Fellowship Methodology and Period

Commencing the Fellowship was a daunting task and the Fellow is highly appreciative of the support offered by the ISS Institute staff in helping to 'kick it off'. The Fellow has contacted over 40 organisations in the United Kingdom and heard back from approximately half of them. Maps were downloaded and travel plans have been made – which assisted the Fellow to organise meeting dates and times with services.

The Fellow also scheduled days with no appointments to have meetings with those that had been recommended previously as good possibilities. This was especially beneficial in Scotland where the Fellow was able to meet with Skills Development Scotland and Glasgow which recommended a visit the Inverness SDS site. They in turn recommended that the Fellow visited the Macphail Centre in Ullapool.

The Fellow arranged to spend full days with some services to get to see all their operations. With others, only a couple of hours were required as they ran through the 'what' and 'how' they delivered assistance. The Fellow was away for seven weeks and visited nine services across the United Kingdom –urban, regional and rural. The variety of locations showed local responses to local issues as well as regional responses.

2 Foundation for Young Australians (2016), *The New Basics*. https://www.fya.org.au/wp-content/uploads/2016/04/The-New-Basics_Update_Web.pdf

Fellow's Biography

The Fellow works in the not for profit sector. She is committed to improving outcomes for people in need within the community. As an accomplished Business & Program Manager, she has over 25 years' experience servicing the needs of adults, youth and families within the education, employment, welfare and community sector. The Fellow has a background in:

- » developing, implementing and managing multiple and concurrent programs of work and projects,
- » driving execution at a highly detailed level and
- » building workforce capability via development and delivery of training programs.

The Fellow is known for a focused, mature approach and recognised as a dedicated professional with a strong sense of community. Her current Project Management roles provide her with flexibility to deliver across a number of service areas. The work with MatchWorks and the Inner Eastern Local Learning Employment Network provides opportunities to deliver programs that support reengagement of young people, assist in overcoming their barriers so that they are able to experience sustainable outcomes and provide education and support for staff and families to assist in achieving these outcomes.

The Fellow's Qualifications include:

- » **Certificate IV Training & Assessment:** Australian Nurses Federation, 2012
- » **Mental Health First Aid – Trainer:** MHFA, 2007
- » **Certificate IV in Alcohol & Other Drugs:** Taskforce, 2006
- » **Diploma in Frontline Management:** Activate Training, 2000
- » **Certificate III in Business Computing:** Computer Power Training Institute, 1994
- » **Bachelor of Education:** Melbourne State College, 1984

Professional Development: Leadership Victoria; Demand Driven Training & Business Development; ACE Business Capacity Program; Love Bites – NAPCAN; Gender Awareness; Occupational Health & Safety; Management Skills; Finance Management; Team Development; and Adult Learning Principles

Abbreviations / Acronyms / Definitions

ACFE	Adult Community Further Education
AoD	Alcohol and other Drugs
CALD	Culturally and Linguistically Diverse
DET	Department of Education and Training
DYW	Developing the Young Workforce
GFC	Global Financial Crisis
GSE	General Certificate of Secondary Education
FYA	Foundation for Young Australians
KDYS	Kerry Diocese Youth Services
MYA	Merseyside Youth Association
NEET	Not in Employment Education or Training
SDS	Skills Development Scotland
TAFE	Technical and Further Education
UK	United Kingdom
VCAL	Victorian Certificate of Applied Learning
YC	Youth Connection

4. Fellowship Learnings

The Fellow commenced her journey in County Kerry, Ireland meeting with Kerry Diocese Youth Services (KDYS) Tralee, for a day. This included meeting with senior staff and learning about all their programmes, their challenges and their great outcomes. The Youth Centre in Tralee is a dedicated youth facility that houses numerous staff led youth projects and runs a youth cafe that is an active hub for various volunteer led youth groups. They deliver a variety of programmes including social enterprises, education targeting early school leavers; Drug and Alcohol support services, and Youth Justice. An innovative program that attracts young people from regional areas of Kerry is Youth Reach that provides housing education and training to early school leavers - the outcomes assist the participants to identify options within adult life, and provides them with opportunities to acquire certification... KDYS Local Training Initiatives is more targeted at those who are experiencing multiple barriers in accessing training, education and/or employment.

The afternoon involved meeting with young people who were working in their social enterprise and studying hospitality. The discussions centred on opportunities (and the lack of them in regional/rural locations); the program providing holistic support including easy access to AoD and Mental Health services, safe housing and hands on learning courses.

The young people were very interested in finding out about our challenges in Australia – and were surprised that they were comparable and that we needed similar services.

Continuing the journey through Ireland the Fellow met with Foroige in Dublin.



Tralee Youth Centre

This service provides a variety of activities and programmes that closely align with Victorian Local Government youth services. I met with their senior staff and visited with some of the young people who were attending a Leadership for Life training courses. This program is tailored for young people who want to make a positive difference to their community through fun activities, practical actions and projects. Throughout the course of the program, young people learn the core concepts of leadership and gain skills such as communication, teamwork, problem-solving, critical thinking and self-awareness. Young people have the opportunity to use their skills and attributes to contribute to their society in a fun and encouraging environment. Foroige is funded mostly through government funding opportunities and corporate sponsors. They are located throughout Ireland.

Belfast Northern Ireland gave the Fellow her first introduction to the British Education system. Newstart Education delivers flexible learning and out of school GSE courses along with Life Skills programmes. As an Alternative Education/Learning and Youth Development Centre, provides services and supports for young people and their families who are excluded or disengaged from the mainstream. They have a multidisciplinary team that works towards enabling young people to re-engage with education. It provides services that support young people and families with issues such as drug use and alcohol abuse, mental health difficulties, behavioural challenges, family violence and community. Meeting with the service, I got to know some of the parents who were attending their educational programmes: their enthusiasm and gratitude for a service outside mainstream education that allows their children to continue their education is evident throughout our discussion. The discussion focuses on issues of living in Northern Ireland, where there are still sectarian issues; this sort of service provides a safe space for young people as well as giving them life skills and education/employment opportunities.

The Fellow travelled to Glasgow Scotland where she met with Skills Development Scotland and representative from Education Scotland for a full day. The visit with this group provided the Fellow with information on employability skills embedded into curriculum primary school onwards. This included My World of Work a continuum approach that assists young people in developing skills and explore various careers as well as assist with subject choices. The focus on engagement of employers to contribute to the development of work-readiness were developed at a local level in Regional Groups. Skills Development Scotland has a career Management Skills Framework for Scotland that encourages lifelong learning and provides a guide for those involved in planning and delivering career information and guidance. Staff provided an introduction to SDS Inverness that gave the Fellow information about programs targeting younger cohorts 12-15 years old. This included a robotics program – that received funding through Lego Foundation – to encourage young people to build robots that could compete in robot battles.



Girls and Robotics

Our travels then took us to the small fishing village of Ullapool, in the Highlands. This local community centre offers the standard community engagement courses along with university courses. The partnership grew out of the rising need of young people leaving the region and not returning – partnering with a university (they offer university degrees that are delivered locally, keeping young people in the region and meeting local needs).



McPhail Centre

In Edinburgh the SDS was delivered at a more global level across education services and employment services. The strong links to employer groups provided work placements, apprenticeships and a variety of entry level employment opportunities.

The Fellow then travelled to Northern England and met with Northern Yorkshire County Council staff – they are still feeling the effects of the GF7 and have experienced large staffing cuts along with increase in demand. The region that the Council covers is varied and has pockets of wealth as well as areas of poverty and



needs. They offer welfare support services including support for young people and their families to working closely to keep young people at home. A focus on providing varieties of education opportunities including supporting home-based education, alternative education programmes and employment opportunities.



North Yorkshire County No Wrong Door

available. MYA is linked with social support services and education providers to assist with pathways for their clients.

The Merseyside Youth Association has a strong focus on disability and mental health. It works with families, services and young people to provide opportunities for those with barriers. This is about learning through creative and performing arts, sports as well as mentoring (both adult and peer). Support services and counselling programmes are also



Merseyside Youth

UK Youth London is a membership-based organisation that lobbies governments at all levels to improve opportunities for young people across the United Kingdom. They have established a strong

reputation for delivering high quality, large scale skills development programmes for young people from predominantly disadvantaged backgrounds. From outdoor learning to money management, they reach and engage young people who don't traditionally have access to personal development opportunities. They develop local partnerships to co-create and deliver programmes and opportunities for young people to engage with employment, volunteering and/or training. Through their wide network they are able to assess key issues and then lobby government (both local and national) for funding and sustainability of the youth sector and ensuring that there is a youth voice.



UK Youth

Meeting with a variety of services during the Fellowship allowed me an extended exploration of a number of programmes that deliver sustainable positive outcomes: an area of difference has been clashed by the global financial crisis on services, impacting opportunities and outcomes for young people. These were not felt as strongly in Australia. A major impact was the increase in youth unemployment and resulting lack of opportunities and the fall of youth wages – in comparison to adult wages.

Support and education /employment services visited were still working through the repercussions of the Global Financial Crisis (GFC). Skills Development Scotland works with employers, educators and families to implement changes in education to assist young people gain skills to meet employer demand and ensure that they contribute to sustainable outcomes.

All providers had young people who presented with barriers, with mental health being the most prevalent as it is here. The acceptance of services into schools and local education providers to assist in helping young people overcome these barriers is far more robust than it is in Australia. Vocational education is the key deliverable across the UK to support young people looking to moving into employment. Strong career management guidance also enabled young people to make decisions that assisted in helping realise their potential.

Another area of difference from Australia was the quick response time for young people. Young people who were referred to a service were usually contacted within three days and seen within a fortnight – this assisted in keeping the young person's momentum and engagement. The response time is embedded into contracts and regular audits ensure that these are maintained.

Average response times for services to connect with a young person who is disengaging from school can be from two weeks up to eight months in the current Victorian system. As a result, the young person has long since disengaged and has often developed other barriers to returning to education. Early intervention has been proven to statistically reduce the number of barriers a young person may face as well as contribute to sustainable engagement.

Education opportunities are offered at local community centres, including university courses in regional areas of the UK. This contributes to keeping young people in the community and has reduced the numbers of them attending university in the cities and not returning. This positively impacts on both, families and local economies and helps keep local communities sustainable. Speaking with a number of students at the Macphail Centre – Ullapool, they talked about the

benefits of 'staying' and completing a university degree for themselves and their families. Many did not want to leave their homes but would have had no choice if the education opportunities had not been available.

A major learning is the length of contracts awarded to services – contracts offered by governments are for 5 years (or longer). H\YgY' gYfj MWg' UfY' UV`Y to develop a strategic plan that have impacts, embed themselves in the community that they service and contribute to a steady sustainable workforce. Services are able develop strong relationships that contribute to outcomes.

It is also cost effective as a service is not 'implementing' a new program every two or three years, as implementation takes between six to twelve months to be effective in local communities. As part of 'longer' contracts, regular audits and discussion with funding organisations occur – not just regular reporting but at a minimum, annual reviews with the service and opportunities to change the current agreement to reflect local needs. Flexibility within the contract enabled services to adapt to local conditions. This did not mean that they did not focus on the outcomes required – it contributed to them achieving sustainable outcomes.

Families / carers must be part of any programmes / changes and services that are created as they are the key contributors to young people achieving successful outcomes. At KDYS and Newstart Education the Fellow met with participants of their services and staff. A common theme that was reflected in these programa Ys was apparent, as demonstrated by the following quote from a youth worker from KDYS

“...a number of our participants come from generational unemployment and lack role models who worked in their lives. Some of the participants have family members who would demand that the YP ‘stay at home’, assist them with ‘something’ or ask them to look after other family members (often younger siblings).

Providing support and strategies to ensure that the young person was able to engage in employment and maintain positive family relationships was challenging for staff – this is mostly resolved by meeting with family members and engaging them in supporting their young person in moving forward”.

5. Personal, Professional and Sectoral Impact

Personal and Professional Impacts

The Fellowship has already benefited h \Y: Y` \` fi g day to day work by providing tools and strategies to work with employers, employment sector more productively. The Fellow has been able to use learnings to develop stronger relationships with employers and industry. In addition, lesson plans and programmes have been reviewed and now include more workforce development content in the curriculum, as the Fellow delivers a few pre-accredited education/engagement programa Yg that have been easy to implement and well received by students.

A disappointing learning that impacted the Fellow was discovering that DET had developed the blueprint that Education Scotland used to embed workforce development skills into curriculum fcf three yearg!c'X – Australia has not done this. Youth unemployment in Scotland was over 20.5% in 2012 and now sits at 6.6%.³ A major contribution to this is the 'Developing of the Young Workforce' project, which is a seven-year project to reduce youth unemployment. The Guide for DYW regional groups and local authorities states the following:

The aim is to have productive school/employer partnerships operating in all secondary schools by 2019, although it also applies to primary schools and early years.⁴

This made the Fellow realise the importance of translating policy level blueprints into action on the ground as Scotland hag successfully done.

Sectoral Impacts

The Fellow's relationship with Kerry Diocesan Youth Services (KDYS) has continued since returning from the UK. Ideas and thoughts about improvements to services in Australia have been shared. This service provides similar programa Ys to those delivered in Australian youth services with a mix of recreation, education, welfare and family activities. KDYS have Drug and Alcohol Support Workers, Youth Justice Services along with accredited education programa Ys.

A strong affinity was developed with this service as it reminded the Fellow of the strong vibrant Neighbourhood Houses in Victoria. Liaison has also occurred with KDYS regarding their delivery of programmes across County Kerry and how they manage the nuances of the local city (i.e. Tralee, Listowel, Killarney) whilst maintaining the integrity of the core program. The Fellow has utilised their guidance in delivering a program over a number of sites across Australia.

A key sectoral impact has been the development of the Empowering YOUth – YOUth Community (YC) program which delivers programa Ys to groups of 50 young people for six months. Outcomes are both practical and social. The Fellowship resulted in a greater understanding of how to develop a standard base program with flexibility to meet local needs. For example, the YC program delivered in Cairns, Queensland has a strong focus on regional employment opportunities, including an awareness of climate on employment opportunity and the impact of the transience of a 'tourist' hotspot. By comparison, the Werribee program has a strong CALD cohort, which requires

3 Scotland's Labour Market summary.

4 DYW School/Employer Partnerships Sept 2015

more focus on personal development and links with family who are interested in the program. The two programmes required the same outcomes but the methodology for achieving them needs to be adapted to suit the local area.

Skills Development Scotland has developed an excellent blueprint to enhance employment opportunities for people. It brings together education, employers and government – this is an addition to employment services that people can access. My World of Work delivers a program for young students from 8 to 18 years old who were disengaging from school, but still attending. They delivered a program that focused on building robots – this program was sponsored by Lego and aligned to the Career Management Skills framework. It supports the realisation of self, strengths, horizons and networks.

The Fellow has liaised with Learn Locals in Melbourne regarding partnering to apply for funding to develop and deliver a similar program in inner Melbourne. The program will target youth over 15 years old and work with local secondary schools to assist in engaging their students that are at risk of disengaging. The Fellow hopes that this program can be delivered successfully and then rolled out to other areas.

The implementation of a Career Management Framework that commences in the early years would be the greatest potential impact from the Fellowship. Australia has career development embedded in schools; however, it commences too late, it does not have enough employer input and it lacks 'local flavour'. The Scottish Framework articulates the "...value of skills to lifelong career management".⁵ It empowers all those involved through sharing of good practice, has local partnerships and local agreements to meet local needs; and informs the development of future skills recognition and development. The Fellow plans to investigate the opportunity for this framework to be implemented in Australia.

6. Recommendations and Considerations

The variety of services and programs that the Fellow visited and discussed throughout the UK provided her with insights and strong positive examples of successful outcomes for young people. The strong themes are represented below with the consideration that the Fellow feels could be implemented, with minimum costings.

Recommendation 1

Lobby funding bodies to extend funding periods so that strategic processes can be implemented assessed, amended and evaluated for impact. A five-year minimum would be an ideal starting point.

- » The Fellow learnt that in the UK funding for the majority of programs was five years at a minimum. This enables community providers to develop long term strategies and become embedded into their communities.
- » Community Education / Youth Service providers should lobby funding bodies together to encourage funding bodies to take up this model. Using peak bodies such as YACVIC and VCOSS may assist in supporting this.

Recommendation 2

Implement regional industry-led groups that work closely with curriculum developers and educators to facilitate better engagement between education and employment.

- » The Skills Development Scotland works closely with curriculum developers /educators and employment bodies to embed skills into education from age three.

- » In areas that have specific industry needs (i.e. rural) this would greatly improve outcomes and retention of young people in the region.

Recommendation 3

Develop closer working relationships between local community education providers and tertiary providers (including universities) to deliver their courses (including postgraduate) at local regional sites.

- » Neighbourhood Houses / Learn Locals are positioned across the whole of Victoria. They should be working much more closely with TAFE's and universities to deliver courses and post graduate degrees in their local areas. The ACFE Board should be liaising with TAFE Boards, University Chancellors and Department of Education to develop strong protocols to ensure that delivery is appropriate and robust.

Recommendation 4

Enable provision of strong multi-faceted support services to assist in not only retaining young people in education, but in helping them thrive and move onto positive pathways.

- » There has been an increase in partnerships to deliver multi-faceted services in recent time but they often do NOT include education/employment providers and focus on welfare services.
- » Education providers are not required to have these partnerships and although they have 'loose' links to services it is not a contractual requirement.

- » Support services often only offer minimal support as the inclusion of specialist support services help contribute to more sustainable outcomes and engagement.

Recommendation 5

Enable education providers, employers and family to work together to develop programmes / services that meet local needs and opportunities. Education providers should be enabled to work more closely with external bodies to provide sustainable pathways through flexibility in their delivery.

- » All the services the Fellow met with had sustainable pathways at their core. This meant that services were provided with time to work with their students/clients, not having to meet quick outcomes.
- » Involving family/carers or external supports in development of programmes to contribute to sustainability. This will be a challenging area as often those who have experienced family breakdowns often do not want their families included in any discussions.
- » Flexible delivery is often touted by providers but for a younger cohort it can be a challenge in ensuring delivery and compliance are met. There is a need to look at successful service models and implement them in our programming.

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