How young people are faring in study and work across Australia

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AVETRA Annual Conference 2007

11-13 April 2007
Victoria University
Melbourne, Victoria
Draws on:

How young people are faring

Setting the Pace
Overview

The Demographics

Full-time engagement in study and work
- 15-19 year-olds
- School leavers
- Under-employment

Policy and program responses
- The programs
- A new metric for infrastructure expenditure
We are not running out of young people

ABS, Estimated resident population by single year of age, Australia, Table 9, 3201.0; and ABS, Population projections by age and sex, Australia, Table A9, 3222.0.
Participation in study & work by 15-19 yo’s

The HYPAF constant: - 14.4% (202,200) of 15 to 19 year-olds not in full-time education or full-time work, May 2006

ABS, Labour force Australia
Not in full-time study or work
15-19 year-olds

ABS, Labour force Australia
Part-time work, Unemployment & NILFers
15-19 year-olds not in full-time study

ABS, Labour force Australia
Under-employment of 15 to 19 year-olds

Not in full-time study
6.6% working part-time
66.3% want more hours of work
4.0% unemployed
88% want a full-time job
3.9% not in the labour force
46% marginally attached (“almost unemployed”)
Not in full-time study or work

- Nearly a quarter of 18 and 19 year-olds are not fully engaged in learning or work.
- Nearly a third of school leavers are not fully engaged in learning or work six months after leaving school.
- Nearly a quarter of 20 to 24 year-olds are not fully engaged in learning or work.
School leavers not in full-time study or work %

ABS, Labour force Australia
School leavers not in full-time study/work '000s

ABS, Labour force Australia.
School leavers not in full-time study or work

ABS, Labour force Australia.
Young people not in full-time education or work, May 2004

15-19 year-olds not at school by highest year of schooling completed

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12</td>
<td>20%</td>
</tr>
<tr>
<td>Year 11</td>
<td>40%</td>
</tr>
<tr>
<td>Year 10</td>
<td>39%</td>
</tr>
<tr>
<td>Year 9</td>
<td>59%</td>
</tr>
</tbody>
</table>

ABS, Education and work
The personal dimension: 18-24 yo's

- Could raise $2000 within a week
- Sought financial help from friends/family
- Went without meals because no money
- Pawned/sold things - needed cash
- Victim of physical or threatened violence
- Feel unsafe/v. unsafe home alone after dark
- Not able to get a job

ABS, General social survey
Policy responses

Three responses to skills/labour shortages:

- Transfer production overseas (not to be confused with the transfer of production overseas to obtain lower cost labour, probably the main reason for transferring production so far).
- Move overseas skilled (and more recently semi-skilled) workers to Australia.
- Improve and expand employment and training for young Australians, among others.
Policy developments

- Reviews of youth transition performance (Kirby)
- Reviews of senior certificates (VCAL)
- Changes to the minimum school leaving age
- New benchmarks, goals and legislation (2010 targets)
- Education & training guarantees
- Individual managed support (MIPs)
- Careers planning (MIPs, OnTrack Connect))
- Student tracking and monitoring (OnTrack)
- VET initiatives
- Youth employment initiatives
- Community partnerships (LLENs)
- Increased funding ($132m)
A metric for infrastructure expenditure: The Eastlink Tollway

Features

- March 2005 to late 2008
- 45 kilometres (including 1.5 kms of tunnel)
- $2.4 billion to construct
- $53.3m per kilometre (inc 33.3 m of tunnel) pa
- Excluding rent
## Expenditure on recent youth transition initiatives

<table>
<thead>
<tr>
<th>Government</th>
<th>Vic.</th>
<th>Qld</th>
<th>SA</th>
<th>WA</th>
<th>Tas.</th>
<th>Aust</th>
</tr>
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<tbody>
<tr>
<td>Extra exp $m</td>
<td>132</td>
<td>135</td>
<td>28</td>
<td>182</td>
<td>21</td>
<td>1,119</td>
</tr>
<tr>
<td>Years</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Per year $m</td>
<td>44.0</td>
<td>135.0</td>
<td>9.3</td>
<td>36.4</td>
<td>5.3</td>
<td>373.0</td>
</tr>
<tr>
<td>Kms per year</td>
<td>0.8</td>
<td>2.5</td>
<td>0.2</td>
<td>0.7</td>
<td>0.1</td>
<td>7.0</td>
</tr>
<tr>
<td>Vic popn</td>
<td>0.8</td>
<td>3.2</td>
<td>0.6</td>
<td>1.6</td>
<td>1.1</td>
<td>1.7</td>
</tr>
</tbody>
</table>
Further information

- at www.dsf.org.au
  - Local Investment, National Returns
  - Economic Benefit of Increased Participation in Education & Training
  - Setting the Pace
  - Reviewing the Reviews
  - Hitting the Wall
  - How Young People are Faring 2006

- And at:
  - www.education.monash.edu.au/centres/ceet