Jobs Australia Policy on Youth Transitions
January 2014
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1. EXECUTIVE SUMMARY & RECOMMENDATIONS

1. The future delivery of national youth transition support services is not clear beyond 2014 when current contracts and appropriations will cease, and most employment services contracts are due to conclude in mid-2015. The purpose of this report is to make recommendations to the Commonwealth Government about youth transitions services to be delivered from 2015 onwards.

2. While there have been some recent improvements in participation and attainment in education and training for young people, this hasn’t resulted in more successful transitions to employment. The proportion of young people who are not working, not looking for work and not in full-time study or training is rising. Young people also continue to experience higher than average levels of unemployment. This highlights the need to provide more support to prevent and address disengagement and help young people to make more successful transitions into work.

3. The Youth Connections Programme has been successful in preventing and addressing disengagement from education, training and employment and helping young people achieve long term outcomes. The strengths of Youth Connections include flexibility, capacity to provide intensive and holistic support, and outreach with the most disengaged.

4. The Job Services Australia program lacks capacity to provide the intensive support and individual case management needed by highly disadvantaged and disengaged young people. Also the highly complex and regulated system of JSA services inhibits the development of innovative and specialised services. For these reasons, JSA providers will often refer the most disengaged early school leavers to Youth Connections. In this way the two distinct programs complement each other.

5. The Commonwealth Government’s responsibilities for economic policy, labour market policy and the provision of income support means that it needs a long term national youth attainment and transitions policy to address youth inactivity and unemployment. It has an important role to play in supporting at risk and disengaged young people to successfully complete Year 12 or its equivalent and to successfully transition to stable employment.

6. The type of services that Youth Connections provides will still be required after 2014. To address this ongoing need Jobs Australia recommends that a specialised national youth transitions service, with a focus on re-engagement with education and training, should continue to be provided by the Commonwealth from 2015 onwards. The service should be uncapped, with all young people without Year 12 or equivalent eligible for transition support. Upon attainment of Year 12 or equivalent, if a young person becomes unemployed they would then be supported by the service to transition to employment services.
2. INTRODUCTION: BACKGROUND & CONTEXT

2.1 ABOUT JOBS AUSTRALIA

Jobs Australia is the national peak body for not-for-profit organisations that assist unemployed people to get and keep jobs. We provide an independent voice for members who range from large charitable organisations to small local community-based agencies. Jobs Australia helps members to make the most effective use of their resources and promotes the needs of unemployed people for the services and support that will help them to participate fully in society.

Jobs Australia is the largest network of employment and related service providers in Australia. These services include the mainstream Job Services Australia (JSA); Disability Employment Services (DES); Youth Connections; Skills for Education and Employment (SEE); and the Remote Jobs and Communities Program (RJCP).

2.2 ABOUT THIS REPORT

The purpose of this report is to make recommendations about the services that young people need to achieve successful transitions from education to employment. The paper is intended to complement Jobs Australia’s policy positions in relation to employment and related services – and most particularly our recent proposal for the future of employment services from 2015 onwards, Reforming employment assistance: A blueprint for the future.

With the future of national youth transition support services presently not clear beyond 2014 and the majority of employment services contracts scheduled to wind up in mid-2015, it is timely to review what has been achieved and make recommendations about the future of youth policies and programs.

To support the development of this report, we consulted with our members about what works and what doesn’t when it comes to youth transition policy settings, programs and services. This included a series of teleconferences with staff from more than 20 member organisations which deliver JSA, DES and Youth Connections.

2.3 THE PROBLEM: HIGH RATES OF YOUTH UNEMPLOYMENT & INACTIVITY

Despite Australia’s relatively healthy economy, young people continue to experience high levels of unemployment. The national unemployment rate was 5.8% in November 2013, yet the unemployment rate of teenagers was 16.5% and for youth aged 15-24 it was 12.4%^1

Young people were hit harder by the Global Financial Crisis (GFC) than older people, and its impact lingers. At the height of the GFC in 2008-09 the unemployment rate for 15-24 year olds rose by around four percentage points, while for teenagers it rose by six points. This compared with an overall rise in the national unemployment rate of around two points.

Table 1 below compares the national unemployment rate with the rates for teenagers and all young people over the past 10 years in Australia. Despite fluctuations over the past five years, post-GFC unemployment rates remain high, particularly for young people. The high teenage and youth

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^1 ABS (2013) 6202.0 - Labour Force Australia
unemployment rates suggest that many young people need more support to make successful transitions to employment after leaving school.

The labour market for young people has become more casualised. This means that fewer young people are in full-time employment and it is taking longer to transition from education to full-time work. When young people do get a job it is more likely to be part-time and casual.

While there have been recent overall improvements in school outcomes, they haven’t resulted in more successful transitions to employment. The participation of young people in education and training is increasing. More young people completed Year 12 or equivalent in 2011 when compared to 2006. At the same time, the number of young people studying full-time had increased. However, this was more than offset by a fall in full-time employment. Similarly, the employment status of VET graduates declined by almost five percentage points to 63.8% over the period 2008-12 possibly due to the GFC. These results show that increasing educational attainment alone does not lead to improved employment outcomes.

Table 1: Teenage & Youth Unemployment Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>All Persons</th>
<th>15-19 Year Olds</th>
<th>15-24 Year Olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov-2007</td>
<td>10.0</td>
<td>12.0</td>
<td>14.0</td>
</tr>
<tr>
<td>Nov-2008</td>
<td>9.0</td>
<td>11.0</td>
<td>13.0</td>
</tr>
<tr>
<td>Nov-2009</td>
<td>8.0</td>
<td>10.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Nov-2010</td>
<td>7.0</td>
<td>9.0</td>
<td>11.0</td>
</tr>
<tr>
<td>Nov-2011</td>
<td>6.0</td>
<td>8.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Nov-2012</td>
<td>5.0</td>
<td>7.0</td>
<td>9.0</td>
</tr>
<tr>
<td>Nov-2013</td>
<td>4.0</td>
<td>6.0</td>
<td>8.0</td>
</tr>
</tbody>
</table>

Source: ABS, 6202.0

The relatively high unemployment rate of young people is mirrored by statistics on inactivity, defined as participation neither in full-time education nor in the labour force. Inactive young people are not working, not looking for work, and not in full-time study or training. Inactivity is associated with risks of poor employment and wage scarring effects on earning prospects in the longer term.

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2 Foundation for Young Australians (2013) How Young People are Faring 2013: The national report on the learning and earning of young Australians
3 COAG Reform Council (2013a) Education in Australia 2012: Five years of performance
4 COAG Reform Council (2013b) Skills in Australia 2012: Five years of performance
In 2011 more than a quarter of young people aged 17-24 were not fully engaged in work or study after leaving school, a statistic that had worsened over the previous five years. According to the Council of Australian Governments (COAG) Reform Council, these young people “are at greater risk of an insecure future”. Inactivity was much more common in Indigenous young people, those from the lowest socio-economic backgrounds, girls and young women.

In 2010 there were around 70,000 inactive teenagers aged 15-19. Around half receive “passive” Commonwealth income support, such as the DSP, that does not require them to participate in education or look for work. Regarding the other half, not much is known. Those not in receipt of passive income support are not able to be contacted and assisted to re-engage in education, training or employment.

A recent national survey of young people aged 15-19 has shown that one in four believe there are insufficient opportunities in their local community for employment and training after high school, and only about half believe it will be possible to pursue a career in their preferred industry in the area where they live. The survey highlighted that many teenagers are worried about their ability to get a job and achieve their career goals.

These findings demonstrate that entering the labour market has become increasingly difficult for young people once they have left full-time education.

3. EXISTING POLICIES & PROGRAMS

3.1 STATE & FEDERAL FUNDING ARRANGEMENTS

As the Commonwealth embarks upon a new approach to funding school education, the future of Commonwealth-funded youth transition services is less certain.

Based on the recent national review of school funding, Better Schools is a needs-based school funding model that will provide additional Commonwealth resources to schools where students are disadvantaged. These extra resources can be used by schools for things like smaller class sizes, more specialist literacy and numeracy teachers, greater support for students with higher needs and additional training and support for teachers.

While the implementation of the Better Schools plan will commence in 2014, a range of Commonwealth-funded services that support youth transitions are set to run their course during 2014-15. This presents an opportunity for the Commonwealth Government to review existing youth transition policy and programs, and to consider options about services that should be implemented from 2015 onwards.

Current initiatives scheduled to end during 2014-15 include:

- the COAG National Partnership Agreement on Youth Attainment and Transitions (the National Partnership), which expired at the end of 2013;
- its component Youth Connections and Partnership Brokers programs, set to conclude in 2014; and

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5 COAG Reform Council (2013a)
7 Mission Australia (2013) Youth Survey
• contracts for JSA and DES - Disability Management Services, ending six months later in June 2015.

The National Partnership included the Compact with Young Australians, and was intended to encourage young people to gain the skills and qualifications needed to build a career. The Compact introduced:

• national consistency in the minimum school leaving age;
• a requirement to participate full-time in education, training and/or employment until the age of 17;
• an entitlement to an education or training place for 15-24 year olds; and
• strengthened requirements for young early school leavers (ESLs) to participate in education or training as a condition of receiving income support.

The Compact is intended to encourage young people to “learn or earn”. It means that young people aged under 22 on Youth Allowance and without Year 12 or its equivalent are required to:

• participate in education and training full-time; or
• participate in part-time study or training, in combination with other approved activities, for at least 25 hours a week until they attain Year 12 or its equivalent. These approved activities include participation in employment, literacy and numeracy training through Skills for Education and Employment (SEE), Work for the Dole within JSA, voluntary work or Youth Connections.

Like the Better Schools plan, the National Partnership involves the transfer of Commonwealth funding to state and territory governments, complementing local investment in young people. A key purpose of the National Partnership was to support higher engagement with education and training, increase attainment levels and achieve successful transitions from school to further education, training or employment. While it appears that there has been significant progress in improving engagement and attainment in education, the next step of improving successful transitions to employment is not being realised.

### 3.2 YOUTH ENGAGEMENT SERVICES AND EMPLOYMENT SERVICES: WHAT’S AVAILABLE

There are currently two broad service stream options for young people who leave school early and don’t have a job. Both have a focus on re-engagement with education to attain Year 12 or Certificate II level qualification through the “learn or earn” strategy.

Firstly, the national Youth Connections Programme contracts providers to deliver a range of services to assist young people who are at risk of leaving school or have left school early. Youth Connections services are flexible and include individualised support, outreach and re-engagement activities. Youth Connections supports at risk young people in school to prevent disengagement and also seeks to re-engage early school leavers who are outside the education system. Arrangements vary across the States and Territories. For example participants are generally aged 13-19, but (as in Tasmania) may be as young as 11. Between January 2010 and November 2013, more than 71,000 young people had been assisted through Youth Connections.  

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8 Youth Connections National Network (2013) “Outside the School Gate: National Youth Activation & Transition Service”
The School Business Community Partnership Brokers Programme (Partnership Brokers) complements the individualised support of Youth Connections through a capacity building role. Partnership Brokers support schools, businesses and communities to build partnerships that support young people to reach their full potential, particularly in Indigenous and low socio-economic status communities.

In parallel with these services, unemployed young people registered with Centrelink can be supported through JSA, DES and RJCP. Early school leavers (ESLs) in DES, RJCP and Stream 4 of JSA are able to fully meet their Centrelink participation requirements just by attending appointments with their provider and participating in the activities identified in their individual employment plans. ESLs in JSA Streams 1-3, however, must comply with the 25 hour per week “learn or earn” requirements until they have attained Year 12 or equivalent, after which point they are serviced as a regular job seeker and are required to look for work.

3.3 POLICY QUESTIONS FOR THE COMMONWEALTH GOVERNMENT

As we enter the next phase in the youth transitions policy cycle, a number of policy questions emerge for a Commonwealth Government that is committed to reducing spending and debt, but also confronted by stubbornly high levels of youth activity and unemployment:

- What kind of support is most effective in helping young people, including those aged below the minimum school leaving age, to increase their engagement with education and training, achieve higher attainment levels and make successful transitions from school to further education, training or employment?
- What is the appropriate role of the Commonwealth Government in providing this support?
- Given the increased Commonwealth commitment to support disadvantaged young people through Better Schools, is there a compelling case for the Commonwealth to also continue to fund specialised services primarily designed to support youth re-engagement?
- Should inactive young people in receipt of “passive” income support, such as the DSP, Carer Payment or Parenting Payment (Single or Partnered) be required to participate in education or look for work?
- How can inactive young people not in receipt of income support be identified and assisted to re-engage with education, training and the labour market?

4. WHAT WE HAVE LEARNED

4.1 EDUCATION & TRAINING

While the rate of attainment of Year 12 or its equivalent has improved in recent years, the education and training systems are still not meeting the needs of some young people, particularly early school leavers and the growing number of inactive young people who are not fully engaged in education, employment or training. These systems need to better cater for the needs of those at risk, and become more integrated, making transitions smoother and helping to prevent and address disengagement or unemployment.
Many young people lack opportunities for alternative, flexible education, and lack support with work experience placements, specialised case management to find part-time employment, job clubs and employability skills training.

Jobs Australia welcomes the individual needs-based funding approach of the Better Schools plan. The initiative has potential to create new opportunities to accommodate the needs of a broader range of learners, prevent disengagement and re-engage young people of compulsory school age and beyond. This could occur through:

- more diverse and flexible curriculum pathway options and resources, combined with professional skills development of school leaders and teachers;
- high quality career advice and other career development initiatives, including workplace-based learning experiences;
- tailored and rapid-response support services for students at risk; and
- community strengthening initiatives to further engage young people, parents, schools, training providers, employers, business and community groups.  

4.2 ENGAGING YOUNG PEOPLE

4.2.1 Youth Connections

Many young people are continuing to leave school early and fall through the gaps, but they are not always on benefits. Services are needed to prevent disengagement and to re-engage young people already outside the “system”, including outreach.

Youth Connections is a youth-focused service that offers the flexibility that disadvantaged young people need to re-engage. Its case managers are skilled in working with young people, and can provide the specialized support and make the linkages needed to address non-vocational barriers, build foundational life skills, access career development and re-engage with employment, education and training opportunities. Youth Connections services include individual support, advocacy, referral to specialist services and group activities.

To date over 71,000 young people who had disengaged or were at risk of disengaging from education have been assisted through Youth Connections. Outcomes achieved include improvements in attendance, behavior and educational performance, and 25,000 young people re-engaging or commencing in education or training. According to a recent survey of participants who had exited Youth Connections after achieving a minimum of 13 week reconnection to education, training or employment, 94.2% reported that they either stayed in education or were in employment a further six months later. Two years after leaving the program, 81.5% reported being in education or employment. These results show that Youth Connections helps young people to achieve long term engagement outcomes.

Strengths of the Youth Connections program are:

- outreach with the most severely disengaged and inactive young people who aren’t in receipt of income support;

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9 AYAC (2012), Beyond Earn or Learn

10 Youth Connections National Network (2013) Outside the School Gate: National Youth Activation and Transition Service
• capacity to provide intensive and holistic support and individual case management, leading to the development of trust and understanding between caseworkers and job seekers;
• flexibility for services to be adapted to suit individual needs and complement local and State initiatives; and
• collaboration with other service providers to improve the support available to young people.

4.2.2 Job Services Australia
Early school leavers in JSA Streams 1-3 are required to comply with “learn or earn” requirements until they have attained Year 12 or equivalent. This creates something of a tension within JSA services, which are designed to engage job seekers in employment services and achieve sustainable job outcomes. JSA providers are contractually prohibited from compelling early school leavers to look for work. Instead they are required to re-engage early school leavers by referring them to education and/or training and closely monitor and manage their activities to meet the 25 hours per week requirement. The resources available to JSA providers for this purpose are very limited and often insufficient to enable the provision of quality, relevant and engaging activities. They are certainly insufficient to enable the provision of effective and individualized case management for young people.

While JSA providers have some flexibility to refer the most disengaged ESLs to activities that focus on engagement, personal development and foundation skills, they will often make a referral to Youth Connections, which specialise in helping young people to re-engage in their communities and reconnect with education and training. JSA providers value Youth Connections as a service because it is able to offer something they can’t: a relationship-based and youth culture-oriented approach to engaging, developing and supporting young people, encompassing a broad range of activities. This highlights how Youth Connections and JSA services complement each other.

4.3 GAPS IN SERVICE DELIVERY AND UNMET NEEDS
There are a number of gaps and unmet needs in current servicing arrangements that seek to connect inactive and at risk young people with education, training and the labour market.

4.3.1 Better Schools: What about those Disengaged from School?
While the Better Schools plan in intended to help to overcome some of the impact of socioeconomic disadvantage upon outcomes, it is likely that it will only assist young people who are enrolled at a school. If a student completely disengages, particularly if they have reached the minimum school leaving age, it is not clear that the school would be willing or able to offer the type of flexible and intensive support they need to re-engage.

There is also no guarantee that additional funding for schools through Better Schools will be directed to support transitions.

4.3.2 Youth Connections: Not available to all who need it
While there are currently around 30,000 young people in Youth Connections, there are gaps in the provision of support. Being a capped service, Youth Connections is not able to meet all the demands for services, even from those who meet eligibility requirements. Others groups that have been identified as potentially benefitting from a service like Youth Connections, but are currently
excluded, are older youth aged up to 24, or those who have attained Year 12 or equivalent but are inactive and disengaged from the labour force.12

4.3.3 Career Development Support: Fragmented

Whereas young people who remain at school have a base of institutional support and opportunities to access career guidance (if only in the context of choosing school subjects), young people who leave school early are at serious risk of not having any sustained and specialist professional career guidance/development support, even though this is arguably the group who need it most.

4.3.4 Job Services Australia: Lacks Capacity

Many Jobs Australia members believe that the JSA program lacks capacity to provide the intensive support needed by highly disadvantaged and disengaged young people, including those not on income support.

The primary focus of JSA is to activate job seekers and get them working and off benefits as quickly as possible. Appointment times are limited; with caseload numbers per each frontline staff member often well over 100. There is also a great deal of reliance on managing services through the IT system, where as many of the interactions as possible have been engineered into pick lists or drop-down menus to maximise efficiency and meet reporting requirements. Services and interactions with job seekers are typically and most often episodic and by appointment. Often JSA does not afford enough time or resources to address complex needs, and its strong focus on compliance with activity requirements does not always support effective engagement.

In JSA the most disadvantaged job seekers attract higher levels of funding to provide support to get a job, but this amount decreases as their duration of unemployment increases beyond 12 months. Young people often need intensive case management that focuses on building relationships and building trust to support re-engagement. They also need access to meaningful work experience or training that is compatible with their interests and goals. But the funding structure of JSA means that providers receive less funding to support long term unemployed job seekers at a time when they often require more support and more funding to address their barriers to employment, and to support participation in effective work experience activities.

Past experience shows that compulsory unpaid work such as through Work for the Dole (WfD) has more legitimacy and benefits for participants where it is properly resourced (training, induction, group leadership and personal development support) and provides for choice of activities to be undertaken. These conditions were more likely to be observed when WfD projects were delivered through the dedicated Community Work Coordinator Programme. Under JSA, the number of WfD placements and activities involving groups of job seekers undertaking projects has been significantly reduced because the available funding makes it difficult to support properly structured and supervised activities for job seekers.

JSA providers also have the opportunity to specialise in providing youth-specific employment services, but these efforts are often compromised. There are a small number of “specialist” youth contracts in JSA, but, as with other specialist contracts, providers are still required to provide services to people outside of their nominal area of contract specialisation. This means that they still have to provide mainstream services. This can restrict specialisation and inhibits the engagement of staff with youth-specific expertise and experience. The highly complex and regulated system of services under the JSA contract also inhibits the development of innovative and specialised services.

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12 Youth Connections National Network (2013)
5. PRINCIPLES FOR A FUTURE YOUTH TRANSITIONS POLICY

5.1 THE ROLE OF THE COMMONWEALTH

Given that the States and Territories bear responsibility for education, it is worth reviewing why the Commonwealth Government needs a long term national youth attainment and transitions policy.

Failure to support young people when they leave school has a range of implications for the Commonwealth, including increased income support payments, reduced tax receipts and longer term social costs when the next generation is not able to play its full role in the economic and social life of our communities.

The Commonwealth’s responsibilities for economic policy, labour market policy and the provision of income support mean that it has a strong interest in raising educational participation and attainment. Achieving these goals leads to increases in productivity, GDP, employment, labour force participation and health outcomes, and reductions in unemployment, crime and welfare dependency. For these reasons, Job Australia argues strongly against a simplistic view that this is a problem for the States and Territories to address. The Commonwealth has an important role to play in helping to prevent unemployment by supporting disengaged young people to complete Year 12 or its equivalent and successfully transition to further training and stable employment.

5.2 YOUTH TRANSITIONS

Young people who disengage from school need specialised services with a greater focus on attaining a base level of education and skills before joining the workforce. Beyond 2014 there will remain an ongoing and distinct need for the type of services that Youth Connections currently provides. This need is particularly strong for inactive young people supported by Youth Connections who are not in employment, education or training and not in receipt of income support.

In comparison with JSA, a separate youth program like Youth Connections would continue to allow a greater focus on foundational life skills, career planning and re-engagement with education. This position is based on a clear message from our members that JSA is severely constrained in terms of resources, modes of operation and compliance policies, which are not conducive to effective engagement and support for many young people.

5.3 EMPLOYMENT SERVICES

In 2013 Jobs Australia released Reforming employment assistance: A blueprint for the future for 2015 and beyond. The blueprint proposes a new license-based system of administration and governance of employment services, with accreditation and monitoring overseen by an independent regulator. The new system is designed to be simpler and less regulated, and encourage the emergence of more innovative and specialised services, such as for different job seeker cohorts, or industry sectors. Job seekers would have more choice about services that are better tailored to their needs. Allowing greater room for industry specialisation will also encourage demand-led approaches to training, providing a more tangible line of sight to employment.

13 Jobs Australia (2013) Reforming employment assistance: A blueprint for the future
We believe that a license-based system has the capacity to create new opportunities for genuine specialisation in youth-friendly employment services that are better designed and delivered to meet the needs of young people, including young people with disabilities.

5.4 CAREER DEVELOPMENT SUPPORT
When young people leave school early, their opportunities for access to individualised, high quality, career development support activities are diminished. They need equivalent opportunities through the youth transition or employment services systems for activities such as:

- career education and planning;
- careers information;
- careers counselling advice; and
- relevant and meaningful workplace based learning experiences.

6. PROGRAM OPTIONS & RECOMMENDATIONS
Drawing upon the policy principles outlined above, Jobs Australia has identified some options for improving services that will deliver better education and employment outcomes for young people.

6.1 A NATIONAL YOUTH TRANSITION SERVICE
Jobs Australia believes that a specialised national youth transitions service, with a focus on re-engagement and the attainment of Year 12 or its equivalent, should continue to be delivered by the Commonwealth. The service should be adequately resourced and have the following features:

- provide intensive, tailored, flexible and long term support where required, to address complex and specific barriers to engagement;
- be youth-friendly and considerate of the specific needs of highly disadvantaged young people;
- be demand-driven, with no waiting lists;
- involve a flexible combination of engagement, reward and compliance;
- offer foundational skills development, career development and a focus on engagement with education and training that would continue to complement the work focus of employment services; and
- have a role in building partnerships between key stakeholders.

We recognise the fiscal constraints on the Commonwealth budget. We also recognise that if young people disengage from the school setting and are placed in a Commonwealth-funded transition or employment service, then this may be perceived as something of a cost-shift from the States and Territories to the Commonwealth.
To address concerns about cost-shifting when students enrolled at school access youth transition services, particularly students below minimum school leaving age, solutions are available:

- the Commonwealth could seek to recover costs by applying a commensurate discount to the education-related grant funding it provides to the States and Territories;
- the service could be limited to students aged from 17 years, although this would involve higher risks of disengagement for younger students;
- for students below 17, schools could access transition services as required on a fee for service basis;
- the Commonwealth could offer a capped transition service to students below minimum school leaving age.

Other questions of eligibility for a national youth transition service would need to be considered, including the maximum age limit and the impact of the attainment of Year 12 or equivalent or other qualifications. Jobs Australia believes that all young people without Year 12 or equivalent should be eligible for transition support. Once Year 12 or its equivalent is attained, they could then be supported to transition to employment services if they become unemployed.

Consistent with Jobs Australia’s proposal for the reform of employment assistance, the national youth transition service could be achieved through a licensing approach overseen by the Department of Education, with licenses administered by the same independent regulator as for employment services.

Despite the cost involved in offering a national youth transition service, Jobs Australia believes that the long term economic and social benefits more than outweigh the costs. The Commonwealth Government can’t afford not to invest in the current generation of young people who are yet to realise their full potential.
REFERENCES


Youth Connections National Network (2013) “Outside the School Gate: National Youth Activation & Transition Service”