

# **Youth Commitment.**

**A Collaborative Approach to the  
Development of an Early Intervention  
Strategy to Enhance Opportunities for  
Youth.**

## **A Guide to Developing a Youth Commitment in Your Region.**

**Prepared for the Dusseldorp Skills Forum by Janelle  
Schloss, utilising the experiences of the Whittlesea  
Youth Commitment.**

**July 2000**

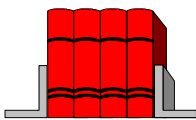
## **How This Guide Works.**

This document is designed as a simple guide to those who are investigating the possibility of implementing a Youth Commitment in their Region/Area. The Guide is based on the experiences of the City of Whittlesea in Victoria, Australia. Whittlesea commenced the path to a Youth Commitment late in 1998 and their experiences may be useful to other communities contemplating the implementation of a Youth Commitment.

Throughout the guide you will find various symbols as explained below. These symbols will provide a simple guide to various strategies and issues of importance.



**Denotes a Key Point.**



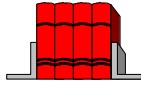
**Denotes Background Reading.**



**Denotes Sources of Additional Information.**

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## **1.0 What is a Youth Commitment?**

Individuals and groups who are investigating the strategy of a Youth Commitment in their area are advised to firstly read the Discussion Paper by “*Why Australia needs a national Youth Commitment*”. This paper is readily available from the Dusseldorp Skills Forum web site : <http://www.dsf.org.au>

The paper provides valuable background information about the factors and circumstances that have led to the large numbers of ‘at risk’ young people in Australia today. It also documents the economic rationale for the development of a national Youth Commitment.

Dr. Spierings describes a Youth Commitment: “ *Community Partnerships, based on local government and Area Consultative Committee boundaries, would bring together the range of key actors involved in providing services for ‘at risk’ young people: TAFE, Job Network brokers, Centrelink offices, employers, training organisations, unions, community agencies, and so on. The Community Partnerships would act as umbrellas, providing participating organisations with a common framework, focus and a collaborative means of developing the life skills, education, employment, training and active citizenship to each young person in their community. However it would be a mistake to envisage the Partnerships as conforming to one standard format, dictated by the funding agencies. Ideally the Partnerships would result from organic local responses to the transition issues of ‘at risk’ young people, and the range of partners and their ways of co-operating will vary from community to community*”.



**This guide provides information based on the experiences of Whittlesea, however it is of vital importance that each community develop its own way of co-operating that best suits the needs of the young people in that community.**

The Discussion Paper suggests that “ *The Partnerships would develop benchmarks to be met by the participating organisations, which would be written into a Memoranda of Understanding/Spirit of Co-operation Agreements and the annual plans of each organisation. The benchmarks would particularly focus on:*

- *Lifting school retention or its equivalent*
- *Developing a range of clear, definable and rewarding options providing Year 12 equivalence*
- *Support, advice, mentoring and case management to enable young people to exercise those options*
- *Dismantling barriers to education, and learning becoming lifelong experiences enhancing employer commitment to workplace learning, training and to youth employment opportunities*

- *Developing flexible and responsive school learning environments that seek to integrate rather than exclude*



**The Discussion Paper suggests that Community Partnerships become a means to embed a national approach into every local community, taking advantage of local expertise, knowledge and capital, and making the Commitment a flexible and locally adaptable program.**

## **2.0 Who Benefits from a Youth Commitment?**

It is well documented that those most “at risk” in the labour market are **early school leavers**. In recent years there has been significant changes in the labour market that have contributed to the disadvantage suffered by early school leavers. The full time teenage job market has virtually disappeared to be replaced by an unprecedented growth in casual and temporary part time work. The notion of a “job for life” is now outdated, with all employees required to be more flexible, innovative, creative and have the ability to contribute to a team and work independently. In this new job market the attainment of one qualification will not be enough. People are required to become “lifelong learners” with the ability to acquire new skills and knowledge throughout their careers. In this new era those without basic post-compulsory qualifications are at a severe disadvantage.

Whilst the costs of early school leaving are high to the young person involved, there are also substantial societal and community costs which are documented in the Discussion Paper by Dr. Spierings.



### **Key Factors associated with leaving school early include:**

- Low literacy and numeracy achievement
- Low socioeconomic status
- Lower parental education
- Living in a rural locality

### **More vulnerable groups include:**

- Indigenous young people
- Refugees and recent arrivals
- Young mothers
- Juvenile offenders
- Young people with learning difficulties and delays
- Young people with a disability
- Homeless young people
- Wards of the state

There are, of course, many reasons for young people leaving school early. Peter Dwyer from the Melbourne Youth Research Centre identifies 6 groups of early school leavers:

- Positive leavers- Those who make a positive decision to leave to take up a job opportunity
- Opportune leavers- who prefer to leave school but have not decided on a alternative career path
- Would-be leavers- also known as ‘reluctant stayers’ who lack opportunities beyond school but would like to leave
- Circumstantial leavers- who are ‘forced out of school’ for non-educational reasons, especially those from low-income families
- Discouraged leavers- who have little success in school and little interest in it
- Alienated leavers- who find the school environment to be highly negative

### **3.0 Getting Started.**

The process of developing and implementing a Youth Commitment in your area may seem rather daunting. It is important to remember that this is an evolving process which takes time. It is not going to happen overnight. It is also a process that is largely the result of Action Research. It is not the type of project where you decide on the strategies at the beginning. Rather it is a process driven by local research, local knowledge, expertise and skills in a spirit of co-operation. The eventual outcome and thus the focus of the project will be a **Community Partnership that enhances the opportunities of 'at risk' young people in your area.** The benchmarks for the project will be decided collaboratively along the way, as a result of information gathered and experiences gained.

### **3.1 Starting Point.**

In Whittlesea the first step along the path to a Youth Commitment occurred in 1998 when the Northern Area Consultative Committee (NACC) commissioned an action research project to investigate the impact on young people of the introduction of the Youth Allowance. Funding from the Regional Assistance Program (RAP) through the Department of Employment Workplace Relations and Small Business (DEWRSB) supported this project.

The NACC commissioned the Northern Interactive Education Coordinated Area Program (NIECAP). Project Officers Laila Fanebust and Ian Harrison undertook the project.

**You will need to decide what youth related research is relevant for your area. You should begin by looking at any research that has already been undertaken locally especially research related to school retention and exclusion, unemployment, training and health issues relating to young people.**



**Listed below are the specific goals of the research undertaken in Whittlesea. This may give you some ideas for your own research.**

The specific goals of the Whittlesea Youth Allowance Impact Project were to:

- Identify any concentration of Youth Allowance recipients in the region who would be seeking education and training options and to advise schools and TAFE about these
- Provide information on education alternatives available in the region
- Monitor introduction of the changes in the Northern Region of metropolitan Melbourne through discussion with Centrelink, education providers and youth workers
- Encourage linkages between agencies to support young people seeking education, training and work options
- Undertake relevant research



During the project at Whittlesea, the following documents were developed:

- Education Pathways for Youth in the Northern Region of Melbourne
- Survey Report: School Attachment, Career Interests and Knowledge of Centrelink and Job Network: A survey of Year 9/10 students in the northern region of Melbourne
- School Leavers Destinations: Report of a survey of eight secondary colleges in the northern region of Melbourne
- Vocational Pathways: program outlines with a general focus, a furnishing industry focus and a metal industry focus
- Whittlesea Youth Commitment: Vision Statement

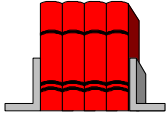
**For further information on the Youth Allowance Impact Project and NIECAP contact:**

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The Whittlesea Youth Commitment was facilitated by the findings from the Youth Allowance Impact Project. The Commitment aimed to address issues raised in research sponsored by the Dusseldorp Skills Forum which identified significant numbers of young people not in work or education, or in part-time work with no training.



Briefly the Key Findings were:

- 190,000 (14.5%) teenagers either unemployed, working part-time and not in education, not in the labour force.
- Proportion of “at risk” teenagers unchanged in a decade.
- Early school leavers over-represented among ‘at risk’ teenagers.
- 300,000 (23.5%) young adults not in F/T work or education.
- Young adult unemployment rate double mature age rate.
- 32% teenage jobs & 20% young adult (non-student) jobs are casual.
- Proportion of young adults in low skilled jobs is increasing.
- School retention down from 77% in 1992 to 72% in 1999 (66% in govt. sector & 84% in non-govt sector) (66% teenage males staying to complete Year 12).
- Overall cost to individuals, governments and rest of society from early school leaving disadvantage is \$2.6 billion pa.

See the Overview Chapters in **Australia’s Youth: Reality and Risk** and **Australia’s Young Adults: The Deepening Divide** available on the Dusseldorp Skills Forum web site: <http://www.dsf.org.au>

### **3.2 Initiating Factors.**

A major outcome of the Youth Allowance Impact Project in Whittlesea was the support it provided to forge new links in the City of Whittlesea. This resulted in active involvement of key stakeholders in developing a Whittlesea Youth Commitment. The Youth Allowance Impact Project could be described as an “**initiating factor**” in the City of Whittlesea. It was through the Youth Allowance Impact Project that :

- Dr John Spierings was introduced to key stakeholders in the city
- The research and writing of the report **Young People in the City of Whittlesea, a Scan of Employment and Education Issues** was implemented. (This research was funded by the Dusseldorp Skills Forum as part of its ongoing commitment to extensive research on youth unemployment).
- Facilitated ongoing meetings of a broad group of people toward development of a Youth Commitment

**Local initiating factors may not be apparent at the time of their implementation. However as you progress with your project it will become apparent that one or several factors provided the impetus for a local Youth Commitment.**

**Global initiating factors are discussed earlier in the guide and these will serve as an initial initiating factor for all communities.**

The partnership at Whittlesea has built on local historical roots, which were particularly relevant to the relatively speedy establishment of the Youth Commitment in this community. These were:

- A history of co-operation between the schools themselves, particularly in relation to developing school-industry links
- A positive attitude amongst schools and local employers to previous and ongoing projects which improved school industry links and were undertaken by NIECAP RMIT and the Northern Area Consultative Committee. Both organisations had a positive profile and had credibility in delivering outcomes.
- The active role undertaken by the NACC in establishing projects to stimulate local economic development, which meant that there are well established links between the NACC, local employers and the local Council.

The trust developed over about a decade between people and organisations meant that it was easy to organise an initial meeting amongst a key group of local stakeholders. The involvement of the Dusseldorp Skills Forum was an incentive to participate, as the Forum was known to have ideas, funds, and a proven record of achievements and influence. This was a good basis for the role the Forum assumed as a catalyst and the evolution of a planning and service delivery fulcrum (NIECAP RMIT) that has garnered the trust of stakeholders. Basing the coalition on a local government area (City of Whittlesea) has provided a powerful anchor for the community development

focus. Local government has begun to extend its traditional sphere of influence and concern into a broader social planning and active citizenship role.



**Achieving co-operation and developing a vision of integrated service arrangements for young people takes considerable time, skill and social capital, which needs to be recognised by Commonwealth and State agencies.**

## **4.0 Bringing the Stakeholders Together.**

Following the Youth Allowance Impact Project in Whittlesea, discussions began between the Project Officers and the Dusseldorp Skills Forum regarding the vision of a Youth Commitment. Local Government personnel and local school Principals were briefed and decided to take a leadership role.

### **4.1 A Youth Initiative Information Seminar.**

This is an event designed to provide all relevant stakeholders who have an interest in supporting young people with information about the proposed collaborative and co-operative method of working. The seminar should provide presentations that present ideas and perspectives on the Youth Commitment concept. The seminar should be interactive and provide the opportunity to gauge interest in an ongoing planning process.

### **4.2 Who to Invite.**



**It is vitally important to the process that all organisations with an interest in supporting young people in your area are invited to attend the Information Seminar. The notion of a collaborative co-operative approach could be dashed before it begins if people feel alienated at this early stage. If Key Stakeholders choose not to participate they should still be provided with information and kept in the information loop.**

The following list of signatories to the Whittlesea Youth Commitment is included to give you an idea of the diversity of those interested in supporting young people. You may want to use it as a guide to the people you invite to your Information Seminar.

### **Whittlesea Youth Commitment Signatories.**

**Employers : 8**

**Job Network: 2**

**Commonwealth Government: 2**

**State Government: 2**

**Local Government: City of Whittlesea.**

**University: RMIT University.**

**TAFE: Northern Melbourne Institute of TAFE.**

**Schools: 7 government secondary colleges and 1 catholic college.**

**Community Agencies: 2**

### **4.3 The Information Seminar**

An initial meeting was held which comprised about 10 people, testing the idea and the willingness to become involved in a vision for the region's youth. An invitation was sent to all organisations to attend an information session which would be more formal. The information seminar is a visioning or destination exercise and engages the broader group in the concept.

**The following is the program that was used at Whittlesea. It is included as an example and may give you some ideas when planning your own seminar.**

The first 3 presenters provided **context** for the discussion.

**John Spierings** outlined the research commissioned by Dusseldorp Skills Forum which confirmed continuing high levels of young people at risk of long term unemployment, and the national issue of significant numbers of young people who are disengaged from both education and employment.

**Laila Fanebust** outlined some of the issues raised by the Environmental Scan in the City of Whittlesea and the implications of her research on the impact of the Youth Allowance and the opportunities available to address these issues.

**Lesley Tobin from the Dusseldorp Skills Forum** described Career WorkKeys a DSF initiative based on the Central Coast of NSW. WorkKeys has a number of elements, the most innovative being a labour hire agency which aggregates casual work opportunities for young people so that they have a consistent work history and have the opportunity to move between different kinds of work.

Career Work Keys is described in more detail in a separate Tool Kit available from the Dusseldorp Skills Forum Website on [www.dsf.org.au](http://www.dsf.org.au).

The last 3 presenters were **local people with a significant interest in improving opportunities for young people in the local area.**

**Peter Mildenhall** is a local Secondary School Principal. He expressed his concern at the need to improve the links that young people make when they leave school. He expressed the need for education professionals to collaborate with and to improve the school's relationship with community agencies and employers.

**Michelle Plane** is Director, Community Services, at the City of Whittlesea. The City is interested in combining its goals of employment generation and youth services. Council officers and staff value the City's young people. They are concerned that the personal and social dislocation of unemployment impacts on the City as a whole.

**Reg Poole** of the Northern Area Consultative Committee is passionate about the need to focus on the needs of young people first – to see young people as the 'customers' in a quality improvement approach to service, education and employment development. The Youth Commitment is a perfect fit with the goals of the NACC and its emphasis on placing young people at the centre of the picture.

**At the end of the seminar you should have a clear idea of the support or otherwise for a Youth Commitment. It is important to harness peoples' enthusiasm as quickly as possible.**

**The Whittlesea meeting concluded with an agreement to reconvene for a facilitated workshop to develop the vision for a Youth Commitment. There was sufficient interest from the information session to go to the next stage - a Visioning and Planning exercise.**

#### **4.4 Visioning and Planning Exercise.**

A specialist strategist facilitator who had no vested interest in the Whittlesea project conducted the visioning exercise at Whittlesea. The goal was to engage participants in the planning process and test their commitment. Participants identified where they want to go, the issues and barriers to getting there, and ways to develop frameworks that will push the project forward. For this exercise to be successful, the facilitator should be well briefed to ensure the desired outcome is achieved.

#### **4.5 Documenting the Responses.**

During the course of the seminar it is important to document as much information as possible. This could be done on a large whiteboard or on sheets of butcher's paper. The documenting (in a format that everyone can see) will provide a "big picture" and will allow the drawing out of common themes and connections. During feedback sessions people will make various comments as they respond to the ideas presented. It is a good idea to document these comments and note who made the comments. At the end of the date, the aggregation of these comments will provide a guide as to people's overall acceptance of the ideas presented. Its probably a good idea to have a couple of scribes who have no interest in the content that is generated. Their task would be to purely record. You may be able to use a couple of Social Science students from a local university. They are often interested in this type of project and the processes involved and are happy to gain the experience. (Providing them with a nice lunch might also help).

#### **4.6 Where to From Here?**

At the end of the seminar you should have a clear idea of the support or otherwise for a Youth Commitment. It is important to harness peoples' enthusiasm as quickly as possible. The next step is do decide "who" is going to do "what" to further the process. Ideally this should be done at the end of the seminar. At Whittlesea they were short of time on the seminar day, so this process was left to a later Planning Seminar. Put simply, you could ask the following questions:

**Where will we go from here?**

**How will we get there?**

**How & When will we know that we have achieved what we set out to achieve?**

**Who will drive this process?**

#### **4.7 The Planning Seminar.**

The planning seminar is the time to really put some action plans into place. These action plans will be different for each area and should be decided at the local level. The following is an example of the actions identified at Whittlesea:

- Involve youth in the development and ongoing monitoring of the process
- Map programs and players in the City of Whittlesea
- Bridge the gap between employers and the various players in the project
- Define the roles of schools and identify changes required
- Establish a steering group to coordinate the development of the vision and monitor the outcomes

#### **4.8 The Steering Group.**

The Steering Group is established from people who are interested in hands on involvement in the project. At Whittlesea the Steering Group established **four working groups**:

- Framework development
- Involving young people
- Equivalence in Learning
- Jobs brokerage.

Each group was given the task of developing an **issues paper** to be presented at the next steering group meeting (about a month later).

The steering group met two more times. The first time to receive progress reports from the working groups and to develop a **Vision Statement**. The second meeting refined the Vision Statement. At this time there was also a meeting convened with local employers to outline the Whittlesea Youth Commitment (WYC) and to canvass support for the Vision.

The next step was a meeting of **all stakeholders**, where the working groups' reports were tabled and discussed. At this meeting the Vision Statement and Action Plan was also endorsed and an **Interim Management Committee** nominated.

Following are the goals and objectives of the WYC. They are provided as an example only and will vary from region to region.

- Provide all young people with the opportunity and support to complete Year 12 or its equivalent.
- Be flexible about the nature of this equivalence, which will be defined by the needs and aspirations of the young people themselves.
- Develop new learning, training, further education and employment options for young people to achieve these goals.
- Provide new workplacement, work opportunities, skill development, and community support structures for young people to achieve these goals.
- Establish a school and community based mediating structure that will assist young people to meet their knowledge, learning and labour market needs during the transition to adulthood.

- Develop and customise the curriculum provision of schools, TAFE and other training providers to better support the aspirations of young people.



**Remember, these are examples only. Your community must decide on its own goals, objectives and actions based on the needs of your young people and your local infrastructure.**

#### **4.9 How To Secure Active Involvement.**

Developing a collaborative and co-operative approach to the provision of youth services among a wide variety of organisations is always going to be a challenging task. The WYC has developed a **Spirit of Cooperation Agreement** of which all members of the Youth Commitment are signatories. It's a bit like the constitution that many associations use as their rule book. The purpose of the agreement is to formalise arrangements between agencies, organisations and businesses supporting the WYC. At Whittlesea the signing of the agreement was a public event and a celebration of the progress of the project.

The specific purpose of the Whittlesea Statement of Agreement is to:

- Confirm the objectives of the Whittlesea Youth Commitment
- Establish comprehensive communications strategies to involve members of the WYC in achieving those goals and objectives
- Commit to management and funding arrangements for the WYC for the year 2000
- Commit to collectively using best endeavours to undertake the work identified in the key elements of the WYC
- Commit to identifying organisational accountability within each WYC organisation for achievement of WYC objectives
- Commit to the privacy principles outlined in Appendix C of the document.



**A copy of the Whittlesea Spirit of Cooperation Agreement is provided for your information as Appendix A of this information guide. It may give you some ideas on ways of formalising your own structure. Of course, you may choose another way of formalising your structure such as forming an association and adopting a constitution. However, the words “Spirit of Cooperation” somehow provide the appropriate “flavour” to a group that is endeavouring to work collaboratively and cooperatively to meet the needs of their young people.**

#### **4.10 Structure.**

The signatories to the Whittlesea Youth Commitment have donated their time and expertise to build and maintain a sustainable program. The active involvement of these organisations is secured in two ways. Each organisation is part of a sector, which nominates one or more representatives to a management committee. This committee meets monthly to oversee progress on the annual plan and to advise on initiatives. All organisations are invited to a Feedback Event three times a year to discuss progress and to confirm the directions set. In this way the community is continually driving the process.



**Whatever structure you decide on for your region it is imperative that it is tailored to the needs of your local community and is decided by your local community. THE COMMUNITY MUST DRIVE THE PROCESS.**

## **5.0 Actions Speak Louder Than Words.**

Developing an Action Plan is an important aspect of the Youth Commitment process. Having the action plan embedded in the “Spirit of Agreement” (or whatever formal arrangement you are using) ensures that all members commit to some action. Too often good initiatives begin with the best of intentions and end up a series of “talkfests” with little action and thus no measurable outcomes. I have identified the Key Initiatives that the WYC have put into place for 2000. These initiatives or actions will make a difference and achieve better outcomes for the young people of Whittlesea.

- All students now complete a comprehensive, common exit form, which identifies those exiting without a clear plan.
- Students without a plan or a training or employment place are then referred to a member of the school’s Transition Team for a discussion about post-school options and reasons for leaving school.
- A Transition Broker (currently one person available to the eight schools) is available for individual referral of students considering leaving school before completing Year 12.
- Each existing student is provided with an Education to Employment Passport, which contains information for a resume, referral information and an Action Plan.
- A Community Team comprising all youth agencies and schools has been introduced to encourage professional collaboration and to begin case conferencing about the needs of particular students.
- A process is in place that will track every early school leaver for 12 months to see if they need more support and to confirm their destination after leaving school.
- An employer Reference Group advises on options for improved links between employers, school leavers and young jobseekers.
- Baseline data is being gathered on a regular basis to assist in measuring progress over time (eg data on early school leavers, referral to agencies, numbers of young people in part-time employment and/or education, or not in employment).

**These initiatives or actions have been deemed as suitable to the needs of that local community by the local community. Each local community must decide upon their own action plan.**



**A copy of the Education and Employment Passport developed by the WYC is included in Appendix B of this guide.**

### **5.1 What is a Community Team?**

In Whittlesea the collective efforts to develop the Youth Commitment have forged new relationships between providers and can be expressed as a commitment to a community team. This team comprises at least one staff member from each WYC agency meeting regularly.

- Schools have agreed to support the notion of the Community Team and have signed a Spirit of Cooperation Agreement.
- The Community Team meets at least twice per school term (the second and the second last week of each term).
- Schools have been asked to provide a minimum of four hours of school time per term for the Transition Manager, Careers Teacher, Student Welfare Coordinator or other appropriate person to attend meetings, and that this time allowance be included in the position description for the nominated person.
- Careers Teachers and the Student Destination Project need to meet independently of other providers and this meeting is scheduled to adjoin the Community Team meeting.

### **5.2 What is the Purpose of the Community Team?**

The Education and Employment Passport is designed to assist young people to access a Community Team of local agencies committed to supporting them in their transition from school to employment.

Schools usually provide some form of counselling for students as part of their exit process prior to them leaving school, and this is considered to be the most appropriate time for a young person to be given their copy of the passport.

In this counselling phase, the young person is encouraged to commence formulating their action plan and the person and the person assisting in mapping out a series of actions to be followed, effectively becomes the Transition Manager of that young person.

Through meetings of the **Community Team** it is relatively easy to determine whether the young person is following the course of action that was established. If this has not occurred then the Transition Manager at the school would be expected to follow up the student to determine whether further assistance/support is required.

If a young person presents at any of the agencies involved in the Community Team the question will be asked with respect to their passport. If the young person does not have a passport then one will be issued and the person who counselled them becomes their transition manager.

As a young person progresses through their action plan it is probable that the role of transition manager will transfer from one agency to another.

Records will be kept by the young person and taken to various agencies. Agencies will photocopy relevant details for their own records. Agency Contacts Listing will provide details of where the client has been and the date of contact. A Case manager can then refer enquiries/obtain information from individual points of contact.



**The Community Team Model and the Education and Employment Passport are both initiatives that resulted from the new ways of cooperating in Whittlesea. It is likely that as each community begins cooperating in better ways many new initiatives will emerge. This is an important aspect of the Action Research Model where new initiatives are implemented, reflected upon and re-actioned in an improved way.**

## **6.0 Document Your Achievements and Celebrate Your Successes.**

As your project progresses it is important to document your successes. Remember that success breeds success. Use your local media, school newsletters and any other avenues for reporting on your project. You may also choose to send delegates to appropriate conferences to give presentations. Documenting your success may also assist other communities who are undertaking similar projects. Documenting and publicising your success also helps to maintain enthusiasm, as project members are able to reflect on just what has been achieved. At the end of 1999 Whittlesea documented their successes in a newsletter. Their achievements are noted:

- Establishment of a community team.
- A school leavers destination project.
- An employer reference group.
- Development of performance measures.
- A pilot youth survey.
- Implementation of a management committee.
- School leavers handbook.
- Education and employment passport.

Another good reason for documenting your progress is that you will have a collection of statistics and material readily available for the purpose of submitting further funding submissions. Funding will always be an issue in any projects of this type. You need to be prepared to submit for funding whenever the opportunity arises. Sometimes the time frame for such proposals is short so being prepared is often the secret to success.

## **7.0 Funding.**

Oh, what we could achieve, if only we had the funds! We all know that most community projects progress because of the goodwill and commitment of the organisations involved. Progress is often hampered by the lack of funding. There is no doubt that funding is a huge issue, however extra money isn't always the answer. Sometimes all that is required is co-operation and a pooling of resources. It is at this point that the problems usually arise, because understandably each organisation wants to protect their own resources and their own avenues of funding.

The Whittlesea project has obtained funding from a range of sources. The City of Whittlesea schools received funding for a short term project in 1999 from the Victorian Department of Education to review school exit processes, support early school leavers, examine reasons for retention problems and to propose strategies and actions to improve levels of school retention. The NACC was successful in securing funds through the Regional Assistance Program (RAP) to provide initial infrastructure and organisational development support for the WYC for the 1999-2000 financial year. Whittlesea City Council and Northern TAFE also allocated financial or in-kind contributions to assist the development in 1999-2000.

In securing funding you need to be innovative and creative. Look at all avenues, especially areas of research which can provide you with funding to undertake projects using the action research model. It is also important that you have someone who has experience and success in submission writing. Foster relationships with your Members of Parliament and keep them informed about your project. They are often able to suggest avenues of funding that aren't well publicised. Also foster in-kind contributions. These are often just as valuable as money in the bank. Finding funding can be a frustrating exercise, but don't let the frustration dampen your enthusiasm for your project.

APPENDIX A  
**SPIRIT OF COOPERATION AGREEMENT**  
**CITY OF WHITTLESEA YOUTH**  
**COMMITMENT**

The purpose of this agreement is to formalise arrangements between agencies, organisations and businesses supporting the Whittlesea Youth Commitment (WYC).

The specific purpose of the Statement of Agreement is to

1. Confirm the objectives of the Whittlesea Youth Commitment
2. Establish comprehensive communications strategies to involve members of the WYC in achieving those goals and objectives
3. Commit to management and funding arrangements for the WYC for the year 2000
4. Commit to collectively using best endeavours to undertake the proposed work identified in the key elements of the WYC.
5. Commit to identifying organisational accountability within each WYC organisation for achievement of WYC objectives
6. Commit to the privacy principles outlined in Appendix C of this document.

**GENERAL CONDITION - AUTONOMY OF MEMBERS**

Nothing in the agreement affects the right of any agency, organisations or businesses to participate in any activity including with limitation the carrying out of other projects and the formation of alliances that are unrelated to the WYC.

**DURATION OF AGREEMENT**

This Statement of Agreement will operate for the year 2000 with a review in February 2001.

**STATEMENT OF AGREEMENT**

All parties to the Spirit of Cooperation Agreement agree to the following objectives, key elements, membership and management structure, and financial arrangements.

**OBJECTIVES OF THE CITY OF WHITTLESEA YOUTH COMMITMENT**

The broad vision of the WYC is to enhance the capacity of young people in the City of Whittlesea to be active, independent citizens. The Commitment will increase the level of community engagement in expanding work and learning opportunities in Whittlesea, in partnership with young people.

In the long term this will be realised by:

- providing all young people with the opportunity and support to complete Year 12 or its equivalent
- being flexible about the nature of this equivalence, which will be defined by the needs and aspirations of young people themselves
- developing new learning, training, employment and further education options for young people to achieve these goals
- exploring new workplacement, work opportunities, skill development, and community support structures for young people to achieve these goals
- establishing a school and community based mediating structure that will assist young people, as teenagers and as young adults, to meet their needs in terms of knowledge, learning, the labour market and the transition to adulthood
- develop and customise the curriculum provision of schools, TAFE and other training providers to better support the aspirations of young people.
- developing innovative and collaborative arrangements between key providers of employment, education, training and personal support services

## **OPERATING PRINCIPLES**

Goals and measures of progress towards these goals will guide the WYC. These will be incorporated into this Spirit of Cooperation Agreement and will be reflected in the annual plans of each organisation. This is an attempt to provide complete service coverage for young people through collaboration on an ongoing basis

Local Government will promote the development of an overarching Youth Commitment in the municipality and will monitor its progress. The WYC reinforces Council's existing development of integrated opportunities in education, learning and work in Whittlesea.

Schools will gradually evolve into broader learning centres, committed to laying the foundations for lifelong learning for all, enabling teenagers to cross between formal learning, informal learning, workplacement, and employment. Other education and training providers will seek to expand pathways for young people in co-operation with schools.

Employers will be encouraged to develop stronger relationships with schools and other youth agencies, and take responsibility for further skill development and enhanced training of their labour force, developing career paths in conjunction with young people, and contributing to the structures that will deliver this Commitment to young people.

Community support and employment placement agencies will continue to work in co-operation with education and training providers towards developing employment, education, training and support services which improve access for those most disadvantaged in the labour market.

WYC members will gradually integrate their expertise, knowledge, networks and other resources with others and broker the relationships and services with young people that will enable them to realise the Commitment.

## OUTCOMES

As a direct result of the Whittlesea Youth Commitment there will be, over time:

- improved mobility by young people between school, further education, training and work
- learning and training environments actively re-engaging disaffected young people
- improved curriculum, organisational arrangements and support options in schools and TAFE
- an informed community supporting the objectives of the WYC < \* increased employment opportunities for young people
- better accessed and distributed part-time employment opportunities for young people while at school and in entry level employment
- pathways and options that enable casual and temporary work to be transformed into more stable employment where appropriate
- more comprehensive preparation for stable employment through schools and TAFE and forms of work placement
- deeper and sustained employer commitment to structured training and workplace learning for younger people
- strengthened integration of community service, education and employment sectors ensuring clear, seamless and signposted provision of programs and services that meet the needs of young people
- individual case management, mentoring or other forms of direct support for each young person to enable them to realise their goals in terms of learning, work and citizenship

## **KEY ELEMENTS OF THE WYC IN THE YEAR 2000**

In 2000, WYC members will commit to the following

1. Baseline measurement

As a baseline, the WYC will identify the number of 19-year-olds in the City of Whittlesea who, at the end of 1998, were not in full-time education or employment, or were in part-time employment with no training or were not in the labour market. Young people will usually have left school at least one year when this measure is taken so it offers a universal and comparable guide to achievement.

2. Goals and measures towards goals

Proposed goals and measure outlined in Appendix A are stage one of an extended process that will develop further measures relating to all stakeholders in the WYC. WYC members commit to supporting this collaborative process and to measuring their organisation's performance in relation to the goals set.

3. Transition Brokers

- Schools which commit to the WYC endorse in principle support for introduction of Transition Brokers or a Transition Team to track and provide individual support to early school leavers. In 2000, this would be reflected in a review of current resources to identify ways to enhance the School Leavers Destination Project in each school.
- WYC members, particularly schools, will identify extra resources for School Transition Brokers and will collaborate to attract those resources to local schools.

4. Developing a Community Team

- Relevant WYC members will support development of a Community Team by including participation in the Community Team in the workplan of appropriate operational staff. (see Appendix B)
- WYC members commit to incorporating recommendations from the Community Team (where appropriate and relevant) into the annual planning process of their organisations.
- Members will commit to continuing collaboration with other WYC organisations to advocate for new resources and to model processes which address issues raised.

5. Expanding education, training and employment options to meet the needs of all young people

Currently a range of initiatives exist, including school/industry links, TAFE taster programs. New Apprenticeships, VET in schools programs, pre-

vocational programs mentoring young people and the new Vocational Education and Training Certificate.

- WYC members will commit to actively expanding these initiatives and creating links between sectors in order to expand opportunities for young people.
- WYC members will support activities which develop an effective youth voice in the City of Whittlesea, particularly on education and employment issues. This would translate into membership of the Management Committee of the WYC and into initiatives which provide an ongoing forum for feedback on relevant issues.

6. Expand employment options

Employment options will grow as the City grows. The WYC will actively support initiatives to increase the take-up of young staff by local employers. WYC Organisations will investigate new opportunities so that links between education, training, employment brokers and employers continue to expand for young people.

7. Ongoing signup of organisations to the WYC, particularly employers

Employers are a particular focus for activity in 2000 as this constituency has a crucial role in securing the Youth Commitment into the future. Events which improve links between employers, schools, community agencies and young people will be a focus. The Employer Reference Group will guide the development of these events and will encourage other employers to become WYC members.

## **PRINCIPLES FOR ONGOING FUNDING OF THE WYC**

### *Stage One*

That each WYC organisation should continue to attract funds for projects appropriate to their sector, with accountabilities remaining with the organisation which is successful.

That projects funded in this way should reflect the objectives and goals of the WYC. Member organisations should inform the management committee when applications for funding have been made, and whether they are successful.

### *Stage Two*

That the WYC work towards developing a fund to support both infrastructure and projects for the WYC.

For this stage to proceed WYC should be positioned to demonstrate:

- commitment from key stakeholders;
- outcomes from development projects, particularly school to work/further education transition projects
- involvement of young people
- links with employment and training outcomes for young people
- working relationships with established programs and agencies (eg Jobs Pathway Programme; Job Network; Centrelink; Council)
- community recognition

## **MEMBERSHIP AND MANAGEMENT OF THE WYC**

The following is proposed for membership and management of the WYC.

1. All who sign the Spirit of Cooperation Agreement are members of the WYC.  
Membership is open to agencies, organisations, government departments and businesses located or operational in the City of Whittlesea
2. The following organisations/sectors/constituencies are stakeholders for the purpose of nominating members of the Management Group for the WYC, provided they are located or are operational in the City of Whittlesea and are members of the WYC.

Young people  
Schools  
TAPE Institutes  
Employers  
Adult, Community and Further Education  
Community Youth Services  
Local Councillors  
Centrelink  
University  
Employment Placement Providers  
Group Training

3. That 'young people' is a constituency but individual membership of the WYC is not necessary in order to nominate for membership of the Management Group.
4. 'Community Youth Services' constituency comprises WYC community agencies offering youth services
5. Each stakeholder/constituency will have one position on the Management Group except for those nominated below.
  - Whittlesea Business Link will nominate one employer and the Northern Area Consultative Committee will nominate one employer.
  - Schools may have two nominees, at least one of whom is a member of the WYC Community Team and one is a principal of a WYC member school.
  - Two position(s) for young people will be available but will be vacant until there is more involvement of young people in the WYC. However, this should be finalised by June 2000.

All positions for 2000 will be nominated and voted on by stakeholders by February 28 2000, with the exception of the positions for young people, which will be determined by June 2000.

## **Role of the Management Group**

The Management Group will:

- manage the directions set by the WYC members on an annual basis.
- negotiate on behalf of members of the WYC for funding available under Stage Two financial arrangements.
- authorise expenditure of funds available under Stage Two funding arrangements so as to reflect the key elements of the WYC in 2000.
- circulate a newsletter by fax/e-mail/post every two months to keep members up to

date. The Management Group will meet monthly.

The management group will be in place from February 2000 to February 2001, when a review of the structure and management of the WYC will take place at a member report back meeting.

## **WYC Member meetings**

WYC members will meet three times a year for a report back on progress and to set new directions as necessary.

Extra meetings of the members will be called as necessary to discuss issues for which the Management Group needs further endorsement such as the need to apply within a certain timeframe for a grant or put in a submission that needs to be discussed quickly.

## **Location of operational staff**

Currently a project funded under Regional Assistance Program is developing the WYC infrastructure. This project, Whittlesea Jobs for the Future, is located at NIECAP RMIT and concludes in July 2000.

It is proposed that WYC members agree on the future location of operational staff by the end of July 2000 should funds be available to continue this work. The Management Group should consider this prior to that date and make a recommendation to members.

## **WYC FINANCIAL ARRANGEMENTS FOR THE PURPOSES OF RECEIVING FUNDS UNDER STAGE TWO**

Should funding be available to the WYC under Stage Two of Principles for Ongoing Funding of the WYC (page 4 of this document) the Management Committee will recommend to members an appropriate funds arrangement.

**TERMINATION OF AND WITHDRAWAL FROM AGREEMENT**

Without limitation, members may by written notice to the Management Group, immediately withdraw from this agreement.

**VARIATION AND REVIEW OF AGREEMENT**

Proposals for variations to this Agreement must be put in writing to the Management Group for consideration by all members.

**PRINCIPAL CONTACTS**

All WYC members will nominate a person as the principal contact to facilitate communication between all members.

## AGREEMENT

Signature \_\_\_\_\_

Name \_\_\_\_\_  
(Block Letters)

Authorised Signatory of \_\_\_\_\_  
(Insert name of agency/organisation/business)

Date: \_\_\_\_\_

Witnessed by (signature) \_\_\_\_\_

Name (block letters) \_\_\_\_\_

### **Principal Contact Person for the WYC**

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Postal Address (inc postcode):

\_\_\_\_\_  
\_\_\_\_\_

Street Address (if different to postal address)

\_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

## APPENDIX B

### WHITTLESEA YOUTH COMMITMENT

#### Measuring Progress: Schools and Youth Commitment

Indicators will be developed for other WYC sectors and organisations.

Goal	Indicator	Data source and timing	Responsibility for data collection
<b>Schools</b>			
learning and training environments actively re-engaging disaffected young people	1.Proportion of 16 year and 17 year olds staying in education (secondary or TAFE or other education) five and twelve months after leaving secondary school compared with State and National profiles	School admin records and survey of school leavers five and twelve months after leaving secondary school and relevant ABS Labour Force Survey data	Secondary colleges for information on current students and WYC for information on school leavers
an informed community supporting the objectives of the WYC	2. Proportion of parents of school students in Years 10, 11 & 12 who are aware, accept, promote and are involved in delivering the objectives of the WYC	School based survey of parents	Secondary colleges
deeper and sustained employer commitment to structured training and workplace learning for younger people	3. Number of& percentage increase since previous year in employers providing structured work placements for secondary school students & average duration of the work placements compared with State and National profiles	School records and national survey of school industry programs	Secondary colleges
improved mobility by young people between education, training and work	4. Proportion of school leavers completing Year 12 or equivalent in the Whittlesea area compared with State and National profiles;	School records and Victorian DoE/DEET data	Secondary colleges

Goal	Indicator	Data source and timing	Responsibility for data collection
<b>Youth Commitment</b>			
strengthened integration of community service, education and employment sectors ensuring clear, seamless and signposted provision of programs and services that meet the needs of young people	5. Proportion of school leavers five months after leaving school who are aware and make use of appropriate programs and services	Survey of school leavers five months and twelve months after leaving school	W Y C
	6. Proportion of school leavers five months after leaving school achieving an employment and structured training outcome (apprenticeship & traineeship commencement) compared with State-wide data	Survey of Whittlesea school leavers and data from Office of Training & Further Education	W Y C
	7. Proportion of school leavers employed in local area compared to proportion employed outside local area five and twelve months after leaving school	Survey of school leavers five months and twelve months after leaving school	W Y C
	8. Proportion of school leavers who see themselves as socially competent, healthy (physically and emotionally) self reliant and engaged five and twelve months after leaving school	Survey of school leavers five months and twelve months after leaving school	W Y C

increased employment opportunities for young people	9. Young people at risk in the Whittlesea area compared with Victorian and national profiles: Proportion of school leavers who in full-time or part-time employment and not in full-time education in May of year after leaving school	Survey of school leavers five months after leaving school and ABS Labour force data	W Y C
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## APPENDIX C

### **WHITTLESEA YOUTH COMMITMENT EMPLOYMENT AND EDUCATION BROKERAGE**

Over the last twelve months, WYC organisations have discussed the idea of providing a comprehensive support system for every young person making the transition from school to further education and to work.

The key agency working with young people is the school, at least until the compulsory school leaving age. The curriculum and organisational structure of schools are key factors in preparing young people for their transition. But once a student leaves, the school's role ends. Who is there to assist in a successful transition?

Transition Broker/Manager at school

On the basis that schools are the key organisation working with young people, then extra support is required at the point of exit in every school. One suggestion is that each school should have a Transition Manager. Having a dedicated person ensures accountability for each student making a managed transition and ensures that each young person has the ongoing support needed beyond the time they exit school.

The profile of an ideal Transition Manager is a person who

- wants to work one to one with students
- is committed to providing intensive support when necessary
- advocates for students
- understands school organisation and processes in order to clarify various roles
- is experienced in liaison between school and community
- has good knowledge of local support services
- knows the personnel and programs available at TAFE and in the community

#### **School support for the Transition Broker/Manager**

In 1999 a project officer was appointed to undertake an Early School Leavers Project.

In that role, the project officer has provided case management for a number of students; has reviewed exit procedures amongst the eight participating schools and has contacted students who left local schools in Term One 1999 to determine their destination after leaving school. This models the Transition Broker/Manager role. Until there is an equivalent full-time person in each school focussing on transition issues, schools need to consider how best to facilitate this role.

Careers teachers already have a wide range of responsibilities other than careers program development. This was confirmed in a recent survey of careers teachers in Whittlesea schools which showed that only one school had a full-time appointment to careers work. Most combine VET/VCE coordination, classroom teaching, work experience coordination with delivery of careers information and individual career planning. In this situation it is unrealistic to expect careers teachers to add on the intense support to exiting students and the tracking of exiting students, which underpins the transition role.

One approach is for schools to review their current arrangements to support the Early School Leavers Project. The Brotherhood of St Laurence Project Bridging the Gap at Karingal Park and Brunswick Secondary Colleges (1998/9) is a model of individual support to potential early school leavers which showed the importance of building relationships with students which can be sustained beyond the time of leaving school. It is difficult to develop relationships with students across eight schools. So how can each of the schools working on the Early School Leavers Project provide a team or person in each school who would add to the Project Officer's work?

It would be useful to review school staffing roles in relation to the suggested qualities of a Transition Manager as outlined above. It is likely that a combination of the work undertaken by Student Welfare Coordinators, Career teachers and Year Level Coordinators would be the basis of the Transition Manager role as a teaching or discipline role in itself can interfere with an advocacy role.

Whatever structure is decided, schools need to consider how to develop the Early School Leavers Project as a model for Transition Brokerage in 2000 should no further funds be found in 2000, as this is a crucial part of the Youth Commitment.

### **WYC Community Team**

In reviewing the elements of a good system to support each young person, it is clear that much is already there. We have schools, TAFE, University, Adult Community Education, employers, employment placement providers, the Jobs Pathway Programme, Centrelink, community support agencies and Council youth support staff. Our collective efforts to develop the Youth Commitment have forged new relationships between providers, which can now be expressed as commitment to a Community Team. This Team comprises one staff member in each WYC agency meeting regularly.

As noted above, schools have a key role to play in effective transition management, but resource and time constraints can limit their commitment. The Early School Leavers Project 1999-2000 in 1999 had a management committee comprising a representative from each school, usually the careers teacher. As the project is continuing in 2000, there is scope to merge the Community Team and the Early School Leavers Project 1999-2000 to provide a regular opportunity for teachers to meet with community service providers around transition issues. In addition, the local careers teacher network, YEAC, has had the goal of advising on employment issues. There is therefore potential for the relevant school based staff to commit to the Early School Leavers Project 1999-2000, the WYC Community Team and YEAC at the same time.

It is suggested that this be accommodated as follows.

- The WYC Community team meets at least twice a term
- Schools provide a minimum of two hours of school time for careers teachers or an appropriate person to attend the meeting
- That this be included in the position description for the nominated person
- That the meetings be held either at the start of the day or late afternoon, say 2.30 pm to 5 pm
- That if careers teachers and the Destination Project need to meet without other providers that this meeting occur first (eg 2.30 to 3.30pm).
- That as far as possible issues related to the Early School Leavers Project are folded into the Community Team time from 3.30 to 5 pm

This has the potential to open up discussion between teachers and other providers which could assist individual students and program planning in schools and other WYC organisations in an ongoing way.

### **Role of the Community Team**

The WYC Community Team will comprise all the agencies working with young people on employment and education issues. The Team will discuss issues and initiatives in each sector and will provide an ongoing sounding board for new ideas. Through using common processes and agreed referrals, gaps in services will begin to emerge. The WYC Community Team should meet regularly to ensure processes are working and to discuss these gaps. While there may be a demand and supply problem, there is also the possibility that TAFE, school and Adult Community Providers can

plan new services if they know the size of the population which may want to access them.

Working with young people with multiple barriers to successful transition As the WYC Community Team develops its professional relationships, there is scope to work collectively to address the needs of individual young people. The Early School Leavers Project Officer has undertaken work which models this role.

Using the model of a case conference amongst the team, the monthly meetings could have time to review a certain number of young people in detail in order to identify the best 'agency' or a package of services to assist at that time. Those who need this intensive support will usually have a range of issues to address. They are likely to be clients of community agencies or those jobseekers who need a range of supports to sustain an employment or training place. The sharing of information about a client and his/her family will only occur with written consent by them, or within their presence. This will occur within the policies of confidentiality that the community agency adheres to. The young person will have the process explained to them and choose to be part of the process, knowing who else will have access to their information.

In this way there is potential to ensure a universal service which has the capacity to focus more intense effort on the needs of people who are now marginalised.

### **Developing a Common Client Information Form**

The Community Team would use a common registration form and a common format for development of an Education and Employment Action Plan to use with each young person. This Plan would identify the steps required to meet goals, and the agencies/people who can assist at each stage.

Adapting the forms developed for Jobs Pathway and the School Leavers Destination Form has produced a common client information form. This will be used across a range of agencies working with young people.

School Transition Managers and Jobs Pathway staff will undertake much of the assessment work. Community agencies would use the form with their clients if employment and education goals were necessary. Employment placement agencies would use it with a young person where it is appropriate.

The information form may identify issues which the young person needs to address before an education/employment placement is secured, or which require ongoing

support. Any referral for these purposes would be confidential and would meet the privacy principles outlined in the Spirit of Agreement.

### **Education to Employment Passport**

The Action Plan developed is effectively the passport the young person takes to other agencies, along with school and work documents as necessary. The passport facilitates referral by identifying the goals and the agreed plan as the young person presents at a referral agency. As noted above, it need not identify any confidential information.

This would reduce the need for the young person having to repeat his/her story and avoid duplication of data collection tasks.

A subset of the passport would be documents an employer would need eg school and work details. A resume would be an additional document.

**Data collection**

One advantage of working as a Community Team is the possibility to capture reliable data on numbers of young people with multiple barriers and the transparency or otherwise of the pathways available to all young people.

This positions the community well for any ongoing service development opportunities. It provides an ongoing method to measure progress towards service improvement and is a platform for change.

**WYC ambassador within your organisation**

It is crucial that an ongoing process of developing indicators of progress is established to provide feedback on how each school/organisation is faring in relation to agreed goals for employment and further education for young people. The process of developing these indicators for WYC organisations requires all staff to consider the issues and is thus a vehicle for this ownership to develop. In the first instance, the WYC Community Team person in conjunction with senior staff have key roles in developing staff understanding of the goals of the WYC. Senior staff have a particular role to ensure up-to-date data input, analysis and feedback within their organisation in relation to WYC performance indicators in order to monitor progress over time. The Community Team member and the senior staff in the organisation between them are the 'drivers' for the WYC within their organisation.

**Why embrace this idea?**

The WYC Community Team has the potential to provide a real safety net for young people leaving school or those who have left and are seeking employment or education. The team approach would offer a dynamic environment for change - as a community we can respond quickly to emerging needs, we can address the needs of those young people with a range of barriers to successful transition through case conferencing and we can develop our knowledge of the size of any problems emerging. We will be well positioned to respond to broader policy initiatives which address issues of youth unemployment and transition from school to work because we will know our community and we will have systems in place to address needs

## APPENDIX C INFORMATION

### PRIVACY PRINCIPLES

The following principles and their explanation are provided by Kildonan Child and Family Services. They are based on an interpretation of Department of Human Services guidelines. They are the basis of information transfer between members of the WYC Community Team

#### *Principle 1 Purpose of Collection of Personal Information*

Limits the information which can be collected by WYC members to that which is relevant to a function or activity of the member in relation to the WYC. The onus is placed on the collector to justify why certain information is being collected.

#### *Principle 2 Source of Personal Information*

Ensures that the individual maintains control over who their personal details are given to by stating that information should only be collected from the individual concerned (except in certain circumstances).

#### *Principle 3 Providing Notification when Personal Information is Collected*

Ensures that individuals are aware of what their information will be used for, who will have access to it and their own rights of access. This assists in achieving an appropriate level of openness about how an individual's information is handled.

#### *Principle 4 Manner of Collection of Personal Information*

Prevents undue pressure or coercion being placed on the individual when information is being collected, and ensures that staff are sensitive to the particular circumstances when information is collected.

#### *Principle 5 Storage, Security and Transmission of Personal Information*

Prevents other individuals and organisations from obtaining access to personal information when they are not authorised to. Without adequate security safeguards, there is the risk that personal information could be misused or inappropriately disclosed.

### *Principle 6 Maintaining a Policy of Openness*

Makes explicit the requirement for personal information to be handled in an open and accountable manner.

### *Principle 7 Right of Access to Personal Information*

Ensures that the individual is able to find out what information the WYC member holds about them.

### *Principle 8 Correction and Accuracy of Personal Information*

Permits individuals to seek correction of information held about them where they believe it is incorrect. There is an onus on the WYC member to keep any information they hold up-to-date, accurate, complete and not misleading. This ensures that all decisions are based on information which is both current and correct.

### *Principle 9 Retention and Disposal of Personal Information*

Places an obligation on the WYC member to retain information where this is required, and to make sure information is disposed in a secure manner when it is no longer required. This prevents any possible future misuse of information.

### *Principle 10 Limits on Use and Disclosure of Personal Information*

Places limits on the extent to which information can be used within the WYC organisation, and also on the circumstances in which information can be released to other organisations.

### *Principle 11 Unique Identifiers*

Provides guidance on assigning and using unique identifiers to ensure they are used in an appropriate manner.

### *Principle 12 Compliance Audits*

Assesses the extent to which the WYC member is complying with the Information Privacy Principles.

## **DEFINITIONS**

### **Whittlesea Youth Commitment**

Stakeholders in the City of Whittlesea agree to collaborate to improve the social safety net for school leavers and young jobseekers in order to enhance the capacity of young people in the City to be active, independent citizens.

### **Privacy Principles**

These are an interpretation by Kildonan Child and Family Services of the Department of Human Services' principles on privacy for DHS clients. They are the basis of information transfer about particular young people between WYC organisations.

### **Case Management**

This term is used to describe individual support over time for young people to assist with meeting the employment, education and training goals established at the point of exit from school or in discussion with a WYC organisation.

### **Year 12 or its equivalent**

It is the goal of the WYC to encourage development of a range of employment, education and training options for young people beyond the compulsory years of schooling in order to meet diverse needs and interests.

### **Transition Manager**

This role is assigned within schools to a person or a team to ensure that all school leavers, particularly those not completing Year 12, are aware of the employment, education and training options available to them once they leave school, and the support available through community, local Council and government agencies should they need it. Ideally a transition manager or team will follow up early school leavers over the course of a year to assist should there be a problem gaining access to employment and education some time after leaving school.

### **WYC Community Team**

This comprises a staff member from each local WYC school and WYC agencies who are working directly with young people (operational staff). It will include staff in the Jobs Pathway Programme, Centrelink, Kildonan Child and Family Services, Whittlesea Housing, Council youth staff. Job Network, Group Training and any other project staff whose focus is on transition from school to work. The Community Team will, over time, provide opportunities for the full range of agencies to work together to address the needs of particular young people with multiple barriers to employment, education and training. It will identify gaps in services and will propose to WYC agencies and the Management Group ways to improve collaboration and service delivery to provide seamless service to young people.

### **Education to Employment passport**

This is held by each school leaver and comprises personal contact details, school history, information which forms the basis of a Resume, and an Action Plan which identifies the employment and education goals of the young person and the people who can assist. As the young person moves between agencies eg Centrelink to Job Network, the Passport assists the person in the agency to move quickly to identify the assistance needed.

## Appendix D

### EDUCATION and EMPLOYMENT PASSPORT

#### PERSONAL DETAILS

Surname	<input type="text"/>																				
Given Names	<input type="text"/>																				
Gender	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>																	
Address	<input type="text"/>																				
Suburb	<input type="text"/>															Postcode	<input type="text"/>				
Contact Telephone Number	<input type="text"/>										Mobile No	<input type="text"/>					<input type="text"/>				
Age	<input type="text"/>		Date of Birth	<input type="text"/>																	
Country that you were born in	<input type="text"/>																				
Year of arrival in Australia	<input type="text"/>																				
Languages spoken other than English	<input type="text"/>																				
I am Aboriginal or a Torres Strait Islander	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>																	
I have a Learners Permit	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>																	
I have a Drivers Licence	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>																	
I have my own transport	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>																	
I use the following public transport	Bus	<input type="checkbox"/>	Tram	<input type="checkbox"/>	Train	<input type="checkbox"/>															
The nearest train station to my home is	<input type="text"/>																				
In the case of an emergency the following person can be contacted:																					
First name	<input type="text"/>																				
Surname	<input type="text"/>																				
Relationship	<input type="text"/>																				
Contact No	<input type="text"/>																				
Do you have a Job Seeker Number/Health Care Card from Centrelink?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>																	
Job Seeker Identification Number	<input type="text"/>																				
Do you have an employment case manager?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>																	
Contact Name	<input type="text"/>															Tel. No.	<input type="text"/>				

## EDUCATION and EMPLOYMENT PASSPORT

### HISTORY

Surname:

Given Names:

### EDUCATION DETAILS

1. What is the highest level of secondary education that you have completed?

Year 9 ☐ Year 10 ☐ Year 11 ☐ Year 12 ☐

Did you complete a VET program as part of your VCE? Yes ☐ No ☐

What was the name of the VET program?

Name of School that you attended:

Careers/Welfare Teacher Contact Name:

2. Have you attended TAFE /University/Adult Education Centre? Yes ☐ No ☐

Name of the TAFE College/University/Adult Education Centre:

Name of course that you were enrolled in:

Did you complete the course? Yes ☐ No ☐

### EMPLOYMENT DETAILS

3. Are you currently employed? Yes ☐ No ☐

(a) If yes, what type of employment? Casual ☐ Permanent Part-time ☐ Full-time ☐

(b) If no, have you been employed in the last 2 years? Yes ☐ No ☐

• When did you leave your most recent job? Month  Year

**4. Indicate the type/s of jobs that you have had:**

Company example: Safeway	Position held	Brief description	Length of time
	Store person	Food product rotation and shelf packing.	1 year

**5. Personal Interests:**

Please list any leisure activities that you participate in. These activities can include clubs and organisations that you belong to.

Activities/Interests	Name of Club/Organisation

**6. Additional information:**

Please include any additional information about yourself that you think would be useful to other people in assisting you to get into further education or employment.

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## EDUCATION and EMPLOYMENT PASSPORT

### ACTION PLAN

1. Indicate what your intentions are in year 2001

Return to school ☐ Go to TAFE ☐ University ☐ Employment ☐

Other ☐ Please specify \_\_\_\_\_

2. Indicate the broad area of study or work that you are interested in.

\_\_\_\_\_

3. Are you interested in Apprenticeships/Traineeships? Yes ☐ No ☐

4. Name of Employment agencies that you are registered with.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. List the activities/actions to be followed:

	Action:	Achieved:
Date:	_____	
	_____	
	_____	
	_____	

Signature : \_\_\_\_\_

Date:	_____
	_____
	_____
	_____
	_____

Signature : \_\_\_\_\_

Action: \_\_\_\_\_ Achieved: \_\_\_\_\_

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**Date:**

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**Signature :** \_\_\_\_\_

**Date:**

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**Signature :** \_\_\_\_\_

**Date:**

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**Signature :** \_\_\_\_\_

**Date:**

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**Signature :** \_\_\_\_\_

**Date:**

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**Signature :** \_\_\_\_\_

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## EDUCATION and EMPLOYMENT PASSPORT

### CONTACTS

Agency: _____	Agency: _____
Contact Name: _____	Contact Name: _____
Telephone Number: _____	Telephone Number: _____
Date contacted: _____	Date contacted: _____

Agency: _____	Agency: _____
Contact Name: _____	Contact Name: _____
Telephone Number: _____	Telephone Number: _____
Date contacted: _____	Date contacted: _____

Agency: _____	Agency: _____
Contact Name: _____	Contact Name: _____
Telephone Number: _____	Telephone Number: _____
Date contacted: _____	Date contacted: _____

Agency: _____	Agency: _____
Contact Name: _____	Contact Name: _____
Telephone Number: _____	Telephone Number: _____
Date contacted: _____	Date contacted: _____

Agency: _____	Agency: _____
Contact Name: _____	Contact Name: _____
Telephone Number: _____	Telephone Number: _____
Date contacted: _____	Date contacted: _____

## EDUCATION TO EMPLOYMENT PASSPORT

### RESUME

*The following format is only one of many that can be used to set out your resume. Variations can be found in careers libraries, text books and on the web.*

*Ideas for setting out your resume can also be obtained from friends, relatives, employers and agencies that work with youth.*

#### Section 1

Your Full Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Suburb: \_\_\_\_\_ Post Code: \_\_\_\_\_  
Contact Telephone No: \_\_\_\_\_

#### Section 2

##### Qualifications and Training:

*Commence with the highest qualification that you have obtained, the year in which you completed the qualification/training and the name of the organisation that awarded the qualification.*

*eg.*

1995 Certificate III in Information Technology - Success Institute of TAFE  
1996 Year 12 - Happy Valley Secondary College  
1991 Certificate I First Aid - St Johns Ambulance

#### Section 3

##### Employment Summary:

*List all of the jobs that you have had including casual, part-time or full-time employment, the years that you were employed in the job, commencing with the most recent job that you have had. It is also a good idea to list some of the tasks that you were required to do and skills that you have learnt in each job. Include any voluntary work or projects that you have worked on.*

#### Section 4

##### Skills and experience:

*Compile a listing of all the skills and experiences that you have gained that you believe make you an attractive employee or member of an organisation including club or group work, voluntary work etc.*

#### Section 5

##### Other interests/hobbies:

*List and provide details of any other skills or interests that you have that you consider to be important for other people to know about you.*

#### Section 6

##### Referees:

*Provide contact details of three people who would be prepared to provide you with a reference.*

*eg*

Name of Contact: \_\_\_\_\_ Relationship: \_\_\_\_\_  
Telephone No: \_\_\_\_\_