

November 2006



How Young People are Faring 2006

KEY INDICATORS



An update about the learning and work
situation of young Australians



Dusseldorp Skills Forum
www.dsf.org.au

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work situation of young Australians

Acknowledgments

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Foreword

This is the eighth year that the Dusseldorp Skills Forum has published *How Young People are Faring*. Each year when the latest data is collated and scrutinised and the analysis begins to take shape, we have found ourselves confronted by very similar questions.

It's the old glass half-full or half-empty struggle. In truth the glass is much more than half full to the extent that nearly 86 percent of teenagers and 75 percent of young adults are fully engaged in learning or work. Even among those who aren't, we can safely assume that some are doing quite well as Prof Mark Wooden points out in his commentary on this year's report. [A number of these are at <http://www.dsf.org.au>].

One thing that is clear is the persistent evidence of the cost to individuals and to the nation inherent in leaving school without completing year 12 or an equivalent level of education or training. As Prof Stephen Lamb in his commentary on the report notes, "current levels of early school leaving are associated with a wide gap in achievement and in quality of instructional experience. Reducing this gap should continue to be a priority."

A key issue is that after sixteen years of unprecedented economic growth, in 2006 some 330,000 young Australians are either unemployed, working part-time but wanting more hours, or were wanting to work even though not presently in the labour force.

There are important, long-standing questions about the value of part-time work undertaken by those young people who aren't studying. The demise of full-time work for young people (a net loss of 66,000 since 1995) stands in stark contrast to lift in such jobs for older workers (up 1 million over the same period).

There is the sense of unease that comes from knowing that in a world where the future belongs to those with the knowledge and higher order skills to compete in a global marketplace, we simply aren't doing anywhere near good enough.

At the Forum we believe that the well-being of our young people is the litmus test of our national well-being. I commend *How Young People are Faring 2006* for your consideration.



Jack Dusseldorp
Chair, Dusseldorp Skills Forum

PS *How Young People are Faring 2006* is part of a package of new DSF research that addresses young people's place in contemporary Australia. Other research, including qualitative research by Saulwick Muller Social Research, is already available online. Do keep an eye on our website. www.dsf.org.au for more to come.

Highlights

Growing numbers of young people will continue to contribute to the workforce

- The number of 19 year-olds will increase over the next decade from 282,400 in 2005 to between 283,000 and 292,000 in 2016.
- 15 to 19 year-olds as a proportion of the prime working age population (20 to 59 year-olds) will decline only slightly from 12.2% in 2005 to about 11.5% in 2016.
- Nevertheless the ratio of people working to people dependent in the Australian economy is likely to decline over the long-term.
- Skilling young Australians to be able to participate and to be productive in the economy and society must continue to be a major national priority.

Most teenagers are studying or working full-time

- Nearly 86 percent of teenagers are studying or working full-time.
- 70 percent of teenagers are in full-time study: 51 percent were still at school and 19 percent were in tertiary studies, at university or TAFE.
- More females (74 percent) than males (66 percent) are in full-time study.

Full-time work remains important for teenagers, especially males

- 16 percent of teenagers are in full-time work.
- Nearly twice the number of teenage males (21 percent) were working full-time compared to teenage females (10 percent).
- Full-time participation rates in learning or work (or a combination) for teenagers are highest in Victoria, NSW and the ACT.

Most of Australia's school-leavers continue with study

- In 2005, 54 percent of school-leavers from the previous year continued onto study at university or TAFE. 18 percent of school-leavers were in full-time work.

Almost as many school-leavers go to TAFE as university

- In 2005, 26 percent of school-leavers from the previous year went onto university. 23 percent went onto TAFE, and four percent to other forms of education. The split between university and TAFE as destinations has been relatively constant over the past decade.
- School completers are more likely to go to university (38 percent) than TAFE (21 percent). More early school leavers are likely to go to TAFE than university.
- The destinations of school leavers in 2005 were little different compared to school leaver destinations in 1995. However in 2000 a higher proportion of school leavers went onto full-time study.

Three-quarters of young adults are in full-time learning or work

- Just over half (51 percent) of Australia's young adults are in full-time work.
- A quarter (26 percent) of young adults are in full-time education.
- Young women (28 percent) are more likely to be full-time study than young men (23 percent). However young men (58 percent) are more likely to be in full-time work than young women (43 percent).
- Overall, young men (81 percent) are more likely to be in full-time learning or work than young women (72 percent).
- Participation rates in full-time learning or work in May 2006 were higher for young adults than at any time in the past two decades.

Major Issues

Substantial proportions of young Australians are not fully engaged in work or study in May, 2006:

Teenagers (all 15-19 year olds)

- 14.4 percent of teenagers were not in full-time learning or work (202,200). Females were less likely to be fully engaged than males.
- The percentage of teenagers not in full-time study or work has declined slightly in recent years but is still higher than in 2000.

School leavers (teenagers approximately six months after leaving school)

- Nearly 30 percent of teenagers who left school in 2005 were not in full-time study or work (86,200).
- Of these school-leavers, 14 percent were working part-time, nine percent were unemployed and seven percent were not in the labour force.
- The percentage of school leavers not in full-time study or work has declined slightly in recent years but is still higher than in 2000.
- More early school leavers were in part-time work, and fewer were in TAFE, in 2005 compared to school leavers in 2000.
- The proportion of school leavers not fully engaged is highest in South Australia, the Northern Territory and Queensland.

Young adults (all 20-24 year-olds)

- Nearly a quarter of young adults (23 percent) were not in full-time study or work (337,500).

Overall 540,000 young Australians were not in full-time learning or work

- Of these approximately 330,000 were unemployed, working part-time but wanting more hours, or were not in the labour force but wanting to work.
- Underemployment, perhaps more than unemployment, is a major issue for young Australians. Nearly a quarter of young Australians who are working part-time do so only because they cannot find full-time work. Two-thirds of teenagers and 46 percent of young adults employed part-time would prefer to work more hours. Close to a half of young Australians not in the labour force want to work.

About a quarter of young Australians are not fully engaged in study or work in the years after leaving school

- Nearly 30 percent of school leavers, 26 percent of 18 year-olds, 24 percent of 19 year-olds and 23 percent of young adults were not fully engaged in learning or work.
- The shift into full-time study and work after school is more rapid for young men than for young women.

Completing Year 12 makes a difference

- In May 2005, 20 percent of school leavers who had completed Year 12 were not fully engaged in study or work compared with 40 percent of year 11 completers and nearly 50 percent of Year 10 or below completers. 48,100 early school leavers were not in full-time study or full-time work.

The rising economic tide has not yet lifted all boats

- Full-time jobs for Australians aged 25-64 years have risen by more than one million since 1995 and declined by 14,000 for teenagers and 52,000 for young adults.

How Young People Are Faring 2006

This is the eighth edition of *How young people are faring*. These annual reports have provided an overview of changes in the labour force and educational circumstances of young Australians. It is clear that Australia could do better in the transition arrangements for its school leavers and their educational and labour force outcomes. Better transitions from school improve not only the lives of young Australians in the years immediately after leaving school but in the longer term. Indeed better education and training arrangements for our youth benefit Australia as a whole.

This year's report has a greater focus on one of the indicators presented in previous reports—the extent to which young Australians participate in full-time education and training or full-time work. The measure of less than full-time engagement in work and study is presented for:

- teenagers aged 15 to 19 years.
- school leavers aged 15 to 24 in the year after they leave school.
- young adults aged 20 to 24 years.

Results from Australian Bureau of Statistics (ABS) surveys, particularly the *Survey of education and work* and *The labour force survey*, are the main basis of the report.

Skilling Australia's youth is more important than ever

A skilled workforce contributes to the economic performance of a country and the well-being of its people. While the contribution of education and training to labour productivity is central, there is much more to this relationship. Higher levels of education and training also play a role in a cluster of characteristics associated with economic outcomes including higher levels of workforce participation, innovation and its diffusion and social inclusion.

The transition of young people from school is a major focus of efforts to improve skills formation and labour force participation. Transitions into full-time work and full-time study are markedly higher for young people who have completed Year 12 (see Table 8)—an observation that suggests several things. First, that policies designed to increase the proportion of young people completing Year 12 may promote higher levels of participation in post-school education and work; second, that especially for early school leavers clearer pathways leading to work and study for young people need to be put in place; and third that funding for programs to assist young people during this transition is likely to be money well spent.¹

Governments, employers and unions agree that skills shortages in the Australian workforce are an actual or potential brake on economic progress.² Supply of skills in the traditional trades has been a focus of this concern and the policy response through the *National skills shortages strategy*. Concern about the current and future availability of skilled workers, however, also extends to a number of the professions.³

Issues Australia must confront include the ageing of the population and the progressive retirement of the baby boom generation. Any failure to replace retiring skilled workers is likely to exacerbate problems with skills shortages.

1 Access Economics, 2005, *The economic benefit of increased participation in education and training*. DSF and BCA. www.dsf.org.au; BCA, 2003, *The cost of dropping out: The economic impact of early school leaving*, www.bca.com.au.

2 Australian Industry Group (AiG), 2006, *World class skills, for world class industries: Employers perspectives on skilling in Australia*. Allen Consulting Group; AiG, 2004, *Australia's skills gap: costly, wasteful and widespread. A report on the nature and depth of skills shortages in manufacturing*; Australian Chamber of Commerce and Industry (ACCI), 2006, *Addressing skills shortages: An industry-government partnership*; ACTU, 2004, *Australia's looming skills shortage*.

3 Birrell B, Sheridan J & Rapson V, 2005, Why no action on engineering training?, *People and Place* Vol 13, No 4.

ABS population projections point to a decline during coming decades in the ratio of persons of workforce age (15 to 64 years) to persons outside the workforce age. In 2006 there are about 3.6 working age people (15 to 64 years) for every other person aged 0 to 14 or older than 64 years (Table 1). By 2026 there will be 3.0 and by 2046 only 2.6. In themselves, these changes imply a substantial decline in living standards (as measured by per capita GDP) if nothing else changes.

TABLE 1

The ratio of persons of potential workforce age to persons of dependency ages, June 1976–2046

YEAR	1976	1986	1996	2006	2016	2026	2036	2046
Workers/ dependents	3.2	3.5	3.5	3.6	3.4	3.0	2.7	2.6

Notes: The ratio of the actual and projected number of 15 to 64 year-olds (the potential working population) to persons 0 to 14 years and 65 years or over (the likely dependent population). ABS, Population projections by age and sex, Australia, Series A, Table A9, 3222.0 and ABS, Estimated resident population by single year of age, Australia, Table 9, 3201.0.

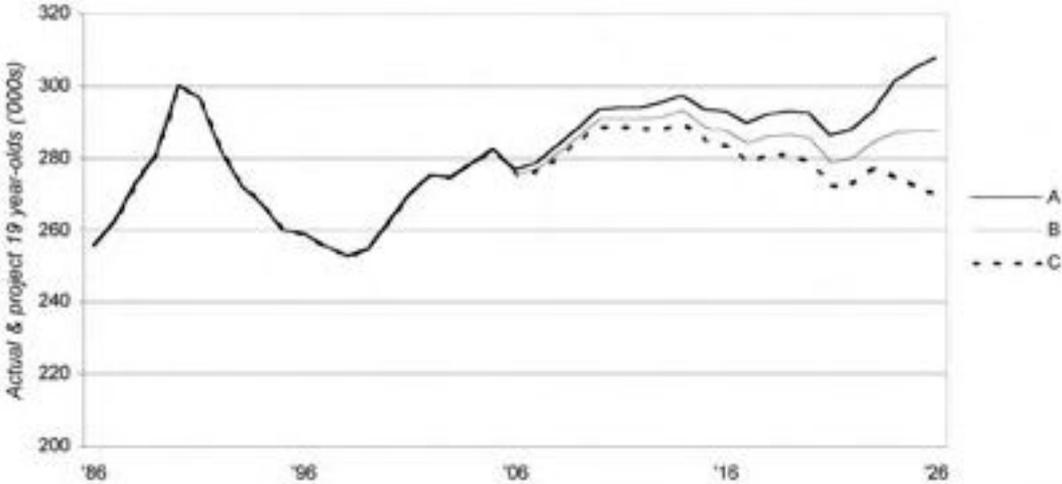
The number of young Australians will increase over the next two decades

The expected ageing of the Australian population does not mean that there will be fewer young Australians entering the workforce in coming years. Figure 1 shows the number of 19 year-olds in Australia from 1986 to 2005 and the expected number of 19 year-olds for 2006 to 2026.

In recent years the number of 19 year-olds peaked at 300,000 in 1990 before declining quite rapidly to 253,000 in 1998. The last seven years to 2005 saw an upward trend restored and in 2005 there were 282,000 19 year-olds in Australia. The number of 19 year-olds in the population over the next two decades depends mainly on the numbers of young people currently aged between 0 and 18 and on the level and age structure of net migration.

FIGURE 1

The actual and projected number of 19 year olds, Australia: June 1986 to 2026



See Table A2 Note: The three population projections shown in Figure 1—A, B and C—are based on different assumptions about birth rates, life expectancy and migration. For 19 year-olds, the differences result almost entirely from different assumptions about the level and age structure of migration.⁴ The estimates in Series A are higher because of more generous assumptions about net migration, while Series B and C correspond to progressively more conservative assumptions. The assumptions and population projections are shown in Table A1.

Projection A in Figure 1 shows a continuing upward trend in the number of 19 year-olds and the previous peak number of 19 year-olds reached in 1990 will be exceeded in 2024. Projection B shows an increase in the next decade or so before stabilising between 280 and 290 thousand. Projection C also shows the number of 19 year-olds increasing over the next decade and then falling back to just below present levels.

4 Birth rate assumptions are irrelevant because most nineteen year-olds over the next two decades have already been born and life expectancy assumptions have little impact on projections for 19 year-olds.

All three estimates suggest that the number of young Australians will continue to increase for at least the next decade. The actual number of 19 year-olds in 2005 was higher than any of the projected estimates for 2005.

The importance of young workers will fall only slightly as the population ages

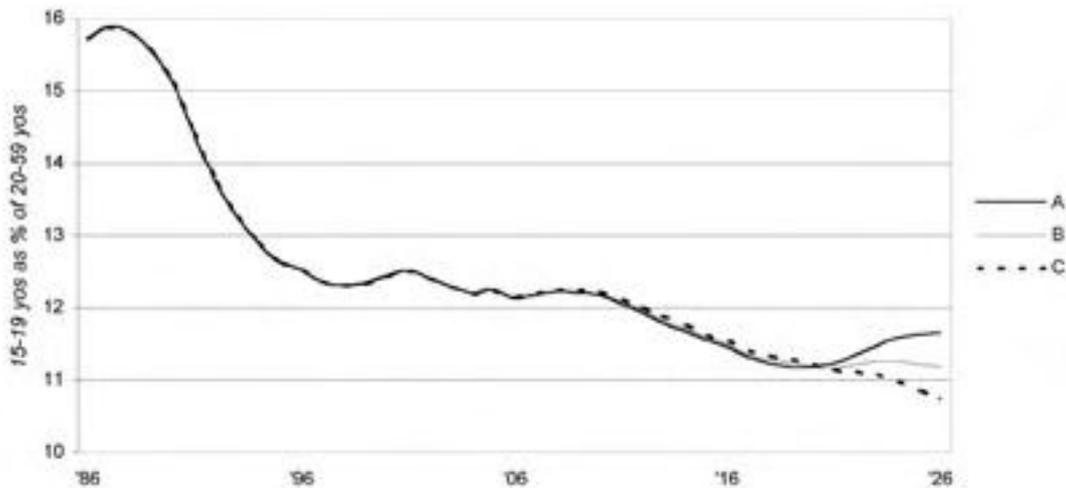
Much of the expected ageing of the Australian population results from the projected greater increase in the number of Australians aged 65 or older. Although the trend of higher levels of labour force participation among older Australians may be expected to continue, it is likely that the core workforce will continue to be between 20 and 59 years old.

Figure 2 shows the number of 15 to 19 year-olds as a percentage of the number of 20 to 59 year-olds. A significant decline in this percentage happened more than a decade ago as the spike in the number of 19-year-olds passed and moved into the prime working age population. By 2026 the number of 15 to 19 year-olds will still be 11.6% of the number of 20 to 59 year-olds on the higher population growth projections.

Young Australians are likely to provide the overwhelming majority of new entrants to the labour market in the coming years. The numbers are likely to increase somewhat in absolute terms and to decline only slightly relative to the prime working age population. The education and training of these young Australians will continue to be a major source of skilled labour for Australian industry and should remain a major focus of government policy.

FIGURE 2

The actual and projected number of 15 to 19 year olds as a percent of actual and projected 20 to 59 year-olds, Australia: June 1986 to 2026



See Table A2 and the Note for Figure 1

School transition continues to be a focus of government policy

Human capital issues are a prominent part of COAG’s National Reform Agenda to improve workforce participation and productivity. The communiqué from its July 2006 meeting included the goal of increasing ‘the proportion of young people making a smooth transition from school to work or further study.’⁵ The following three draft measures of progress towards achieving this goal have been adopted:

- The proportion of 20-24 year olds having attained at least year 12 or equivalent or AQF Certificate II.

5 COAG, 2006, *Communiqué 14 July 2006 and Attachment D. National Reform Agenda - Human capital indicative outcomes and associated progress measures across the lifespan*. www.coag.gov.au/meetings/140706.

- The proportion of young people engaged full time in employment, education and/or training six months after school.
- The proportion of 18-24 year olds participating in post school education or training at or above AQF Certificate III.

Governments, however, may be able to devise a better set of indicators. The inclusion of attainment of a Certificate II as an outcome is questionable given its low saliency in terms of labour market outcomes.⁶ Indicators of transition that include outcomes for young people who may have left school nearly a decade earlier may not be sufficiently responsive to policy changes to provide guidance on their efficacy. Useful indicators reflect important outcomes in a timely manner.

The indicators could be improved by:

- asking about the educational attainment of all respondents to the monthly *Labour force survey*, which would nearly double the sample size for any given year
- being more focused on years closer to the school transition
- including one or two more questions on educational participation—especially about part-time enrolment in the *Labour force survey*.

Among other important developments within the VET sector there has been a focus on the recognition of already-attained skills and qualifications achieved solely through assessment of on-the-job competencies, motivated in part by a desire to make training cheaper and more accessible to workers and firms. These elements sit uneasily with a national agenda directed toward improvements in labour productivity. The contribution of education and training to productivity presumably comes through the provision of *additional* skills and knowledge rather than through the recognition of *existing* skills and knowledge. Increases in qualification levels may reflect better recognition of skills through the qualification system rather than improvements in the skills of the workforce.

How young people are faring was initiated to fill in the gaps in information available about the circumstance of young Australians after they leave school. In recent years the Australian Government and state and territory governments separately and collectively through COAG and the Ministerial Council on Employment, Education and Youth Affairs (MCEETYA) have developed measures to monitor outcomes for young Australians.⁷ The implementation and availability of many of these measures is still pending.

6 Within the Victorian Certificate of Applied Learning (VCAL) and the Victorian Certificate of Education (VCE) Certificate II is generally given credit at Year 11 standard.

7 The ABS has also established the National Education and Training Statistics Unit within its National Centre for Education and Training Statistics to collate and analyse information on education and training.

1. Less than full engagement in study and work

- **Teenagers aged 15 to 19 years**
 - **School leavers six months on**
 - **Young adults**
-

The transition from school involves young people moving into further study and work. Traditional indicators that address only one or other of these outcomes—for instance, unemployment rates or educational participation—provide only a partial understanding of the circumstances of young school leavers and young people more generally. This chapter reports a measure based on combinations of work and study—the proportion of young Australians who are neither in full-time study nor full-time work.⁸

The simple designation ‘full-time engagement’ captures much of the variety—although little of the detail—of the pathways now open to young people in their senior secondary school years and as they leave school. Students can complete their schooling at a TAFE institute and/or incorporate nationally recognised VET qualifications, including apprenticeships, in their Year 12 studies.

The measure of less than full-time engagement in work or study includes three labour force categories—young people who are not studying full-time and are:

- in a part-time job;
- unemployed; or
- not in the labour force.

Apart from being a useful summary indicator, the proportion of young people who are neither in full-time study nor full-time work is important because it corresponds:

- to young people who are not making a smooth transition from school to work or further study, and
- to a group that shows higher levels of personal and social stresses and that has features that correlate with poorer long-term labour market outcomes.

Young people who are less than fully engaged in work or study are frequently in a situation that would concern the majority of their parents. If governments wish to improve workforce participation now and in the future, it is the circumstances of these young Australians that need to be addressed.

Among young people who are not fully engaged in work or study are some individuals whose present activities might not necessarily be an immediate concern—young people doing voluntary work or young mothers, for instance. To the extent that it is possible, this report explores these possibilities. These examples underline the need for second chance education and training options for young people who missed the opportunities available when they left school.

Just as there are some individuals not currently fully engaged in work or study who ultimately will be, there are also some young people who, with the growing precariousness of employment, are

⁸ Although we refer to ‘full-time study’ the measure from the *Labour force survey* is actually ‘enrolled at school or enrolled full-time in a tertiary institution’ Some 15 to 24 year-olds are enrolled part-time in senior secondary school. Hence the measure of less than full-time engagement is a slight underestimate. The *Survey of education and work* is able to distinguish part-time school enrolments and part-time enrolments more generally.

presently working full-time but may be working part-time or unemployed next week. Similarly some who are presently studying full-time will drop-out and not complete their course.

This chapter describes the education and labour force participation of young Australians in 2006 and changes over the last twenty years in the proportion not fully engaged in study or work.

Changes in specific combinations of study and work—for instance, full-time study or unemployment among those not studying full-time—and differences in the indicator between young men and women, across states, and for different grades of school attainment are also presented.

TEENAGERS

Just over 14 percent of 15 to 19 year-olds are not fully engaged in study or work

In May 2006 most (86 percent) teenagers were either studying full-time or working full-time (Table 2). Seventy percent were at school or enrolled in full-time study. A further 16 percent of teenagers were working full-time. The remaining 14.4 percent were not studying or working full-time (the boxed cells in Table 2). They were either working part-time (6 percent), unemployed (4 percent) or not in the labour force (4 percent)—collectively some 202,200 15 to 19 year-olds (Table A4).

TABLE 2

Education and labour force status of 15 to 19 year-olds, Australia, May 2006

	IN FULL-TIME EDUCATION					NOT IN FULL-TIME EDUCATION					TOTAL
	Full-time work	Part-time work	Seeking work	Not in the labour force	SUB TOTAL	Full-time work	Part-time work	Unemployed	Not in the labour force	SUB TOTAL	
Males %	0.9	21.9	4.5	38.9	66.2	20.7	5.0	4.7	3.5	33.8	100.0
Females %	0.4	32.1	5.1	36.6	74.2	10.1	8.1	3.4	4.2	25.8	100.0
Persons %	0.6	26.9	4.8	37.7	70.1	15.5	6.5	4.0	3.9	29.9	100.0

Notes ABS Labour force Australia, 62910.55.001—LM3.

Teenage females (74 percent) were more likely than males (66 percent) to be studying full-time. They were markedly less likely (10 percent) than males (21 percent) to be working full-time. Consequently females (16 percent) were slightly more likely than males (13 percent) to be neither working nor studying full-time.

Females were slightly more likely than males to be not in full-time study and in part-time work or not in the labour force but slightly less likely to be unemployed. These differences are small, but have persisted over several years.⁹

The proportion of teenagers not fully engaged in study or work has declined slightly over the last few years

Figure 3 shows the percent of teenagers not in full-time work or study over the last two decades. At 14.4 percent in 2006, the level of less than full-time engagement among teenagers has declined by nearly a percentage point over the last few years. It is still marginally above the low point of 14.3 percent reached in 2000 despite the strong growth of the Australian economy over the last six years.

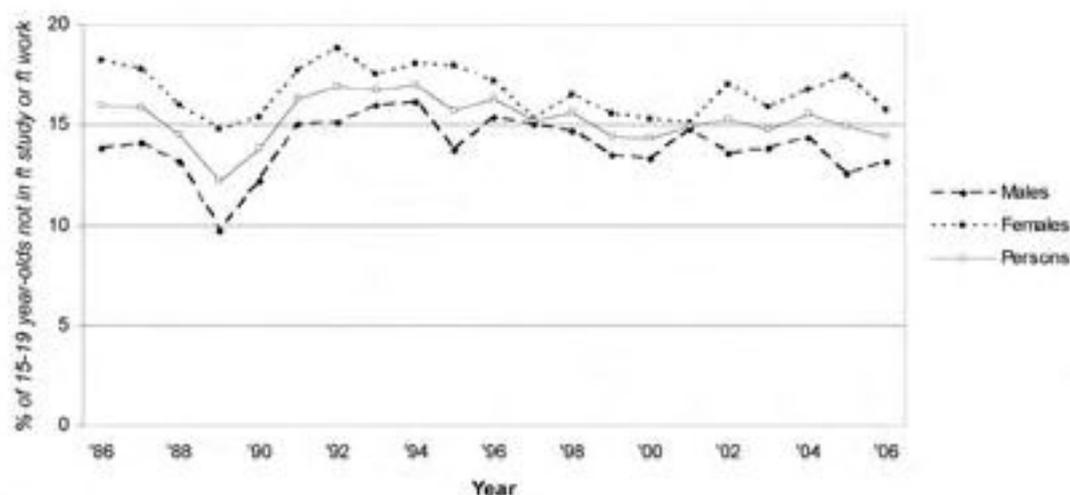
While changes in percentages provide a picture of changes in the overall circumstances of young Australians, the actual numbers involved convey a sense of the size of the possible problem and

⁹ See, for instance, Long M, 2005, *How young people are faring: Key indicators*, 2005. DSF, Table 1.

a base for funding for any government policy and program interventions. In each of the last six years, just over 200,000 teenagers were not fully engaged in work or study.

FIGURE 3

The percent of 15 to 19 year olds not in full-time study or full-time work, Australia: May 1986 to 2006



See Table A4

The slightly higher level of less than full-time engagement among females than males in 2006 has been fairly consistent over the last twenty years, although the size of the difference has varied.

A quarter of 18 and 19 year-olds are not fully engaged in learning or work

Full-time engagement in learning and work decreases as teenagers become older and leave school. Although 14.4 percent of all 15 to 19 year-olds were not fully-engaged in May 2006, nearly all 15 and 16 year-olds were still attending school (Table 3). The proportion not fully engaged in work or study increases as young Australians leave school—about a quarter of 18 to 19 year-olds were not fully engaged in May 2006. Table 3 shows that this has been a consistent pattern in recent years.

TABLE 3

The percent of 15 to 19 year olds not in full-time education or full-time work by single year of age, Australia, May 2000-2006

AGE	2000	2001	2002	2003	2004	2005	2006	MEAN 2000-2006
15	2.3	3.4	2.5	2.4	3.0	3.3	2.4	2.7
16	8.5	6.8	7.6	6.0	7.4	7.5	6.7	7.2
17	11.3	13.8	9.8	6.7	10.5	7.5	9.4	9.9
18	26.3	25.4	28.3	24.5	28.2	26.2	25.7	26.4
19	23.5	25.4	23.3	25.9	24.8	23.3	24.4	24.4
15 to 19	14.3	14.9	15.3	14.8	15.5	14.9	14.4	14.9

Notes ABS, Labour force Australia, ABS 6291.0.55.001, Table 03b. There is a break in the series between 2000 and 2001.

Few young people combine part-time work and part-time study

A combination of part-time work and part-time study may constitute the equivalent of full-time engagement in work and study. Overall only 1.6 percent of 15 to 19 year-olds were both working part-time and studying part-time in May 2005 (Table 4), the latest period for which results are available. While most 15 and 16 year-olds are still at school, the proportion of 18 and 19 year-olds studying part-time and working part-time is also relatively low (2.8 and 3.2 percent respectively).

TABLE 4

The percent of 15 to 19 year-olds both working part-time and studying part-time, Australia, May 1990-2005

	1990	1992	1994	1996	1998	2000	2001	2002	2003	2004	2005
Males	1.1	0.7	0.6	0.9	0.7	1.0	0.8	1.3	1.1	1.0	1.2
Females	1.1	1.2	1.3	0.6	1.3	1.3	1.4	1.5	2.1	1.5	2.0
Persons	1.1	0.9	1.0	0.7	1.0	1.1	1.1	1.4	1.6	1.3	1.6

Notes: Customised tables from ABS Education and work, 6227.0. There is a break in the series between 2000 and 2001. Estimates have high relative standard errors.

The proportion of young people combining part-time study and part-time work has increased only slightly in absolute terms in the last 15 years. Averaging across adjacent years suggests that during much of the 1990s just under one percent of 15 to 19 year-olds combined part-time study and part-time work. By 2005 this had increased by about half a percentage point to 1.4 percent.¹⁰

The incremental changes shown in Table 4 may reflect recent changes to post-compulsory education for young people. Reforms to curriculum, assessment, certification and funding in various jurisdictions have promoted part-time study for Year 12, part-time New Apprenticeships, VET in schools and School-Based New Apprenticeships. Some students enrolled at universities, TAFE institutes or private providers of education and training may have decided to meet their increasing financial commitments by combining part-time work with part-time study.

The changes in the proportion of young people combining part-time work and part-time study are not included in Figure 3. If they had been included, more recent values would have been somewhat lower. However these may have been offset by an unknown number of young overseas full-time students. In 2005 there were about 202,000 overseas students studying onshore in school, VET and higher education.¹¹ Not all of these are necessarily young nor are they all included in the *Labour force survey*. While it is not possible to obtain exact figures about how many are included in the survey, overseas students may be about 1.7 percent of 15 to 19 year-olds and 3.2 percent of 20 to 24 year-olds. Overseas students contribute substantially to the measured participation in full-time study in Australia but are not young Australians. Moreover, the growth in the number of overseas students in the last decade has artificially increased the measured growth in the full-time engagement of young Australians—perhaps by about one percentage point for teenagers and by two percentage points for young adults.

Unemployment among teenagers has declined and part-time work has increased

In May 2006, six percent of 15 to 19 year-olds were not studying full-time and were working part-time, four percent were unemployed and four percent were not in the labour force (Table 2). Figure 4 shows that:

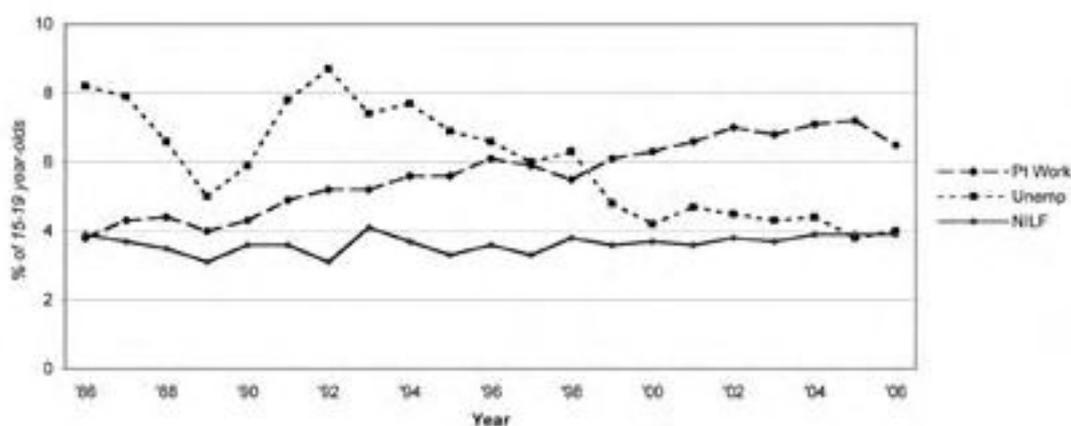
- The percent of *part-time workers* not studying full time has increased from 4 percent in 1986 to 6 percent in 2006.
- The fraction of young people who are *unemployed* and not studying full-time has halved—from 8 percent in 1986 to 4 percent in 2006.
- The percent of teenagers *not in the labour force* and not studying full-time has been mostly just under four percent for the last two decades. (Table A6)

¹⁰ Averaging across the five years 2001 to 2005.

¹¹ www.aei.dest.gov.au

FIGURE 4

The percent of 15 to 19 year olds not studying full-time and working part-time, unemployed or not in the labour force: Australia, May 1986 to 2006



See Table A6

Full-time engagement of teenagers varies across states

Education and transition arrangements differ among the states and this is reflected in their levels of full-time engagement. The proportion of teenagers not fully engaged in work or study has been consistently higher in Queensland, South Australia and Western Australia than in Victoria or New South Wales over the last five years.¹² These differences partly follow from policies that influence the age at which students typically complete Year 12 and do not necessarily reflect the quality of transition arrangements.¹³

Comparisons can nevertheless be made within states over time and among those larger states with Year 12 students of a similar age—New South Wales with Victoria and Queensland with Western Australia.¹⁴ Table 5 shows that since 2000 the proportion of teenagers who are not fully engaged has been higher in New South Wales (14 percent) than in Victoria (11 percent) and higher in Queensland (18 percent) than Western Australia (16 percent). These differences have persisted over a number of years and may reflect characteristics of states such as their level of urbanisation and industry mix as well as current educational practices and transition arrangements.

TABLE 5

Percent of 15 to 19 year-olds not in full-time study or full-time work by State, May, 2000-2006

	NSW	VIC.	QLD	SA	WA	TAS.	NT	ACT	AUST
May	%	%	%	%	%	%	%	%	%
2000	14.7	11.1	16.7	13.9	14.3	17.1	31.3	11.3	14.3
2001	13.5	9.7	19.2	19.1	18.7	16.1	26.2	16.8	14.9
2002	15.2	10.8	18.0	17.5	18.3	15.7	31.7	11.3	15.3
2003	14.8	10.3	18.1	17.1	16.7	15.8	20.7	16.8	14.8
2004	14.4	12.6	17.5	20.2	15.1	15.9	48.6	12.8	15.5
2005	14.6	11.7	16.7	17.9	15.8	16.1	32.9	14.9	14.9
2006	13.8	11.2	17.5	17.7	15.1	13.4	25.6	10.6	14.4
Mean	14.4	11.1	17.6	17.6	16.3	15.7	31.0	13.5	14.9

Notes ABS Labour force Australia, 6291.0.55.001—LM3. Values for smaller states are unreliable.

- 12 The Northern Territory has averaged high values over the last 6 years, but values for any one year are based on a very small number of respondents and are too volatile to interpret.
- 13 Students in Year 12 in Western Australia and Queensland are on average about six months younger than students in Year 12 in New South Wales and Victoria. Even if all students in all states completed Year 12, other things equal, Western Australia and Queensland would still have lower full-time school participation rates for 15 to 19 year-olds because their students finish school at a younger age.
- 14 Comparisons over time for South Australia and Tasmania are confounded by changes in arrangements for school starting ages.

Varying school participation rates among the states also contribute to differences in the proportions of teenagers in full-time work or tertiary study and the level of full-time engagement (Table 6).

TABLE 6

Percent of 15 to 19 year-olds in school, full-time tertiary study and full-time work by State, May, 2006

	NSW	VIC.	QLD	SA	WA	TAS.	NT	ACT	AUST
Full-time	%	%	%	%	%	%	%	%	%
Study	72.9	77.1	63.6	67.7	61.0	67.2	55.0	73.8	70.1
School	52.6	59.2	45.0	51.9	41.5	54.6	49.8	57.5	51.5
Tertiary	20.3	17.9	18.6	15.7	19.5	12.6	5.2	16.3	18.6
Work	13.9	12.2	19.9	14.8	24.4	19.6	21.1	16.9	16.1
Study or Work	86.2	88.8	82.5	82.3	84.9	86.6	74.4	90.7	85.6

Notes ABS Labour force Australia, 6291.0.55.001—LM3. Full-time work includes those students are both studying and working full-time. Values for smaller states are unreliable.

SCHOOL LEAVERS

This section describes the circumstances of teenagers in May of the year after they have left school—typically some six months after leaving school.¹⁵

About 30 percent of young people are not fully engaged in work or study after leaving school

In May 2006, about 86,200 (or 30 percent of) school leavers were not in full-time education or work. There were 14 percent (40,600) in part-time work, nine percent (26,000) were unemployed and seven percent (19,600) were not in the labour force. (Table A7). Only 44 percent of school leavers from 2005 were participating in full-time education. Many (26 percent) had found full time work and collectively 70 percent of 2005 school leavers were engaged full-time in learning or work (Table 7). These results are derived from the *Labour force survey* and vary slightly from the values in Table 8 below which are derived from *Education and work*.

Male school leavers were more likely to be fully engaged in study or work (73 percent) than females (69 percent). Female school leavers were more likely to continue full-time studies but more males found full-time work than females. Among the not fully engaged, slightly more females than males were in part-time work or were not in the labour force, but fewer were unemployed.

TABLE 7

Education and labour force status of school leavers, Australia, May 2006

	IN FULL-TIME EDUCATION					NOT IN FULL-TIME EDUCATION					TOTAL
	Full-time work	Part-time work	Seeking work	Not in the labour force	SUB TOTAL	Full-time work	Part-time work	Unemployed	Not in the labour force	SUB TOTAL	
Males %	1.4	17.0	4.0	15.4	37.8	33.6	12.3	9.8	6.5	62.2	100.0
Females %	0.1	23.6	4.6	22.5	50.8	18.1	15.9	8.1	7.0	49.2	100.0
Persons %	0.8	20.3	4.3	18.9	44.2	25.9	14.1	9.0	6.8	55.8	100.0

Notes ABS Labour force Australia, 6291.0.55.001—LM3.

¹⁵ Because school leavers are only a fifth of all 15 to 19 year-olds, the corresponding samples in the *Labour force surveys* are correspondingly smaller and the estimates in this section less reliable.

Another perspective on school leavers' experiences is provided by the Longitudinal Surveys of Australian Youth (LSAY) program. This program first surveys young people in school and then each year annually until about age 25 years. Longitudinal data provide substantial advantages for analysing transitions but they also have limitations, most notably the likelihood of higher attrition from the sample of young people who experience the most severe transition problems.¹⁶

A recent LSAY report suggests that young people who are 'experiencing severe difficulties in the transition from school to full-time work probably comprises considerably less than 10 percent of non-university bound school leavers.'¹⁷ Given that university is a destination for about 30 percent of young people in the first few years after school, this finding implies that a still smaller proportion of all school leavers experiences a problematic transition. The report analyses a cohort initially selected in 1995 when these young people completed literacy and numeracy tests as school students in Year 9 and then contacted annually, and the report examines their first 4 to 5 years after leaving school.

The estimates of educational and labour force participation from this cohort differ from corresponding values derived from ABS *Labour force surveys*. For instance, in the first year after leaving school, of those who did not enrol at university, 20 percent of males are in full-time study, 61 percent are in full-time work, 7 percent are in part-time work, 9 percent are unemployed and 2 percent are not in the labour force.¹⁸ Differences in scope, definition and timing of the data collections make precise comparisons awkward, especially the use of the term 'main activity during the year', but corresponding monthly estimates from the *Labour force survey* and the *Survey of education and work* are about 19 percent, 42 percent; 16 percent; 17 percent and 8 percent respectively.¹⁹ Estimates from the ABS surveys are substantially higher for young Australians not studying full-time and working part-time, unemployed or not in the labour force and correspondingly lower for those in full-time work, allowing for the exclusion of university students from the LSAY estimates.

The fact that LSAY produces lower estimates of the proportion of school leavers who are not fully engaged is likely to be due to both data collection issues, the use of measures based on the young person's main activity during the year and to the fact that LSAY looks at changes in young people's situation as well as their position at any one time.²⁰ The LSAY analyses suggest that some young people spend a relatively short duration in the not fully engaged category. They also suggest that particularly severe transition problems are experienced by school leavers who are unemployed shortly after leaving school, or who have an Indigenous background, or low levels of literacy and numeracy.

Some elements of the transition from school are improving

The recovery from the recession of the early 1990s has seen only a slight initial decline in the proportion of school leavers who were not fully engaged in work or study (Figure 5). The percentage not fully engaged peaked at 32 percent in 1992 (Table A7) and was lowest in 1999 (26 percent). Since 2000, however, the proportion of school leavers not engaged in full-time study or work has averaged about 30 percent—similar to the levels that prevailed during the recession of the early 1990s and markedly higher than the levels of the mid and late 1980s. The proportion of school leavers not fully engaged has declined only slightly in recent years.

16 Rothman, S. & McKenzie, P. 2006, "Successful youth transitions: insights from longitudinal data." Paper presented to the Workshop *Successful Youth Transitions: The Next Generation of Indicators*, Melbourne, 10 August.

17 Marks G, 2006. *The transition to full-time work of young people who do not go to university*. LSAY Research Report 49, ACER. p. vi.

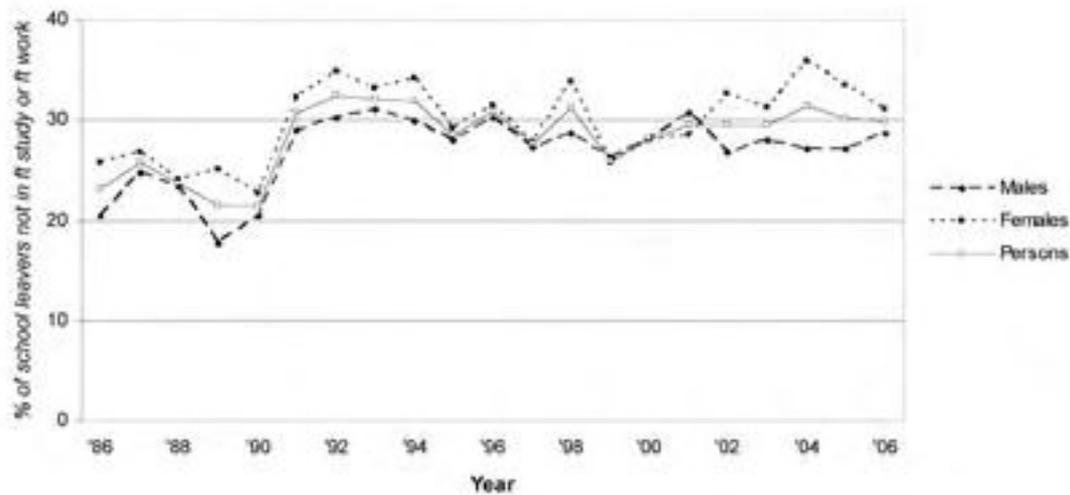
18 *Op cit*, Figure 1, p. 20.

19 Averages for school leavers for April, May and June for 1997, 1998 and 1999 and allowing for a university entrance rate for males of 29 percent of the cohort.

20 The 1995 LSAY sample was selected from students in regular schools in Year 9 (after about two percentage points of the age cohort has already left school); about 10 percent of students may have been absent on the day the sample was selected, and absentee students are more likely to be from lower socio-economic groups and/or struggling at school, and by 2001 almost one-half of the 1995 sample were no longer in the cohort due to attrition. The weighting used in the LSAY estimates to compensate for attrition will only be fully effective if attrition is random within categories of the weighting schema, which is unlikely to be the case. The net result is that LSAY is likely to under-represent the proportions of young people with less favourable educational and labour market outcomes. On the other hand, ABS estimates for school leavers can be based on relatively small samples.

FIGURE 5

The percent of male and female school leavers not in full-time education or full-time work in May the year after leaving school, Australia, 1986 to 2005, 15-19 year-olds



See Table A7

Over the last 20 years unemployment has declined and part-time work increased as a destination for school leavers who are not studying full-time

The relative sizes of the three types of labour force participation of school leavers who are not in full-time study or work have changed during the last 20 years (Table A8):

- The proportion of school leavers not in full-time study and working part-time has increased over the last two decades, from six percent in 1986 to 14 percent in 2006 (Table A8). The rate of increase may have plateaued in recent years.
- The percentage of school leavers unemployed in May the year after leaving school has declined from a peak of 17 percent in 1992 to a low of 7.4 percent in 2003.
- The proportion of school leavers not in the labour force has increased over the last 20 years from just under five percent to nearly six percent in recent years.

Young people who complete Year 12 have a smoother transition from school

Table 8 shows the education and labour market destinations of school leavers in the following May at key intervals for the past decade, in 2005, in 2000 and in 1995. Just over a half (53 percent) of those who left school in 2004 were studying (full-time or part-time) in May 2005. Year 12 completers were almost twice as likely as non-completers to be studying.

Almost as many school leavers were studying at TAFE as at university. TAFE is a particularly important destination for early school leavers which is indicated by the high proportion enrolled at a TAFE institute (27 percent). Almost 21 percent of Year 12 completers were also enrolled at TAFE.

In 2005 full-time work was an important pathway for about one in five school completers and non-completers. The slightly lower participation in full-time work among school completers is a direct consequence of their high participation in study—study displaces work. Among non-students, Year 12 completers were more likely to have a full-time job than were early school leavers.

TABLE 8

Education and labour market destinations of school leavers in the year after leaving school by their highest year of school completed, 15 to 24 year-olds, Australia, May 1995, 2000 and 2005

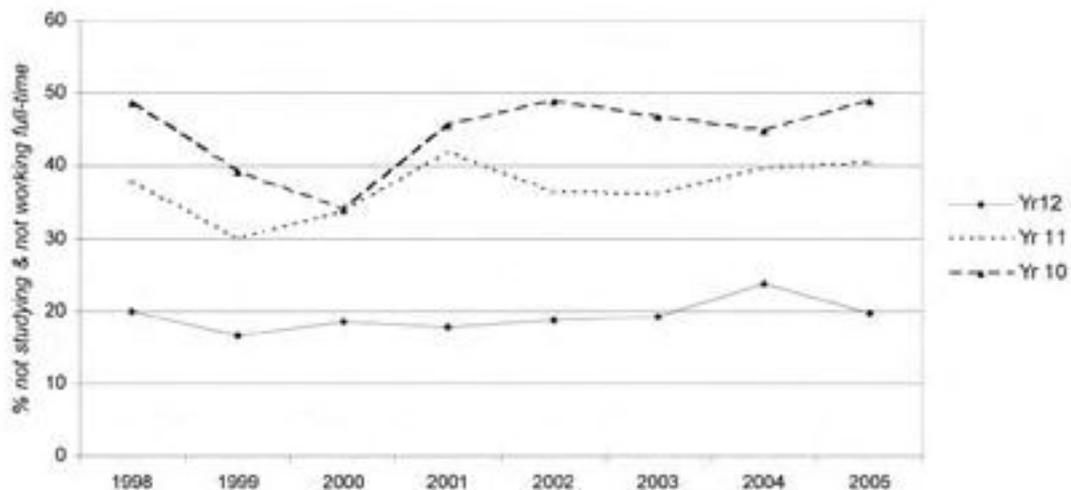
IN MAY	STUDYING					NOT STUDYING				Total	Total ('000s)
	Higher Edn	TAFE	Other	Sub-to-tal	Full-time work	Part-time work	Unemployed	Not in the labour force	Sub-total excl. ft work		
2005 %											
Year 12	38.3	20.8	4.5	63.6	16.6	11.3	5.1	3.3	19.8	100.0	206.7
Year 11	6.0	26.9	5.4	38.3	21.0	20.1	10.2	10.2	40.4	100.0	33.4
Year 10	0.6	27.5	3.5	31.5	19.6	15.3	19.8	13.8	48.9	100.0	70.8
TOTAL	26.3	23.0	4.3	53.6	17.8	13.2	9.0	6.5	28.7	100.0	310.8
2000 %											
Year 12	43.8	19.5	5.9	69.2	12.4	9.6	5.7	3.2	18.5	100.0	202.0
Year 11	3.0	32.5	3.8	39.3	27.1	15.4	13.6	4.6	33.6	100.0	36.9
Year 10	0.3	39.3	3.4	43.1	20.5	13.8	11.7	10.9	36.4	100.0	64.3
TOTAL	29.6	25.3	5.1	60.0	15.9	11.2	7.9	5.0	24.1	100.0	303.2
1995 %											
Year 12	39.5	25.2	2.9	67.7	13.4	6.7	9.8	2.4	18.9	100.0	174.3
Year 11	2.2	26.4	3.3	31.9	27.8	11.1	20.0	8.9	40.0	100.0	36.0
Year 10	0.3	24.5	3.6	28.4	28.0	10.2	24.8	8.5	43.6	100.0	64.4
TOTAL	25.4	25.2	3.1	53.8	18.7	8.2	14.7	4.7	27.5	100.0	274.7

Notes Customised tables from ABS, Education and work, Australia and Transition to work 6227.0. Other includes business colleges, industry skills centres and other educational institutions. Completed Year 10 includes Year 9 and below. Some estimates, particularly for Completed Year 10 and Completed Year 11 have high relative errors.

In 2005 about three in every ten school leavers were either working part-time, unemployed or not in the labour force. But the level of engagement in learning or work varies widely by the level of school completion—half the Year 10 completers, forty percent of Year 11 completers and only two in ten Year 12 completers were not fully engaged. Year 12 completers were only half as likely as other school leavers to be not studying and not working full-time after leaving school. 48,100 early school leavers were not in full-time study or full-time work.

FIGURE 6

The percent of school leavers not studying and not in full-time work in May the year after leaving school by their highest year of school completed, 15 to 24 year-olds, Australia, May 1998-2005



See Table A9. Values for Year 10 are 'Year 10 or below'.

More young people are not studying and in part-time work, unemployed or not in the labour force the year after leaving school, especially among early school leavers

Figure 6 shows the relative advantage in terms of education and labour force destinations of school leavers who have completed Year 12 has persisted over time.

Table 8 shows in more detail that the proportion of school leavers who were not studying and working part-time, unemployed or not in the labour force was higher in 2005 (29 percent) than in 2000 (24 percent) but in 2005 was similar to 1995 (28 percent).

Short-term outcomes for young Australian school leavers have deteriorated in the last five years. Figure 6 suggests that only a small part of this overall change can be attributed to a deterioration in the destinations of school leavers who had completed Year 12. The increase was mainly among school leavers who had not completed Year 12. The proportion of early school leavers not studying and working part-time, unemployed or not in the labour force increased from 36 percent in 2000 to 49 percent in 2005 for those who had completed Year 10 and from 34 percent to 40 percent for those who had completed Year 11.

Much of the increase between 2000 and 2005 in the proportion of school leavers not fully engaged resulted from a decline in the proportion of early school leavers studying at TAFE. In 2000 the proportion of early school leavers not working full-time and attending TAFE was 37 percent, but fell to 27 percent in 2005. The proportion of school leavers in full-time work edged upwards between 2000 and 2005, but this increase was restricted to school leavers who had completed Year 12.

Full-engagement of school leavers varies among states

This section discusses the participation in full-time study or in full-time work of school leavers in the different states. State estimates divide the available sample among eight categories. To improve reliability, the estimates are based on averages for two months, April and May, and for the current and preceding year. Nevertheless, estimates for the states with smaller populations should be treated with caution.

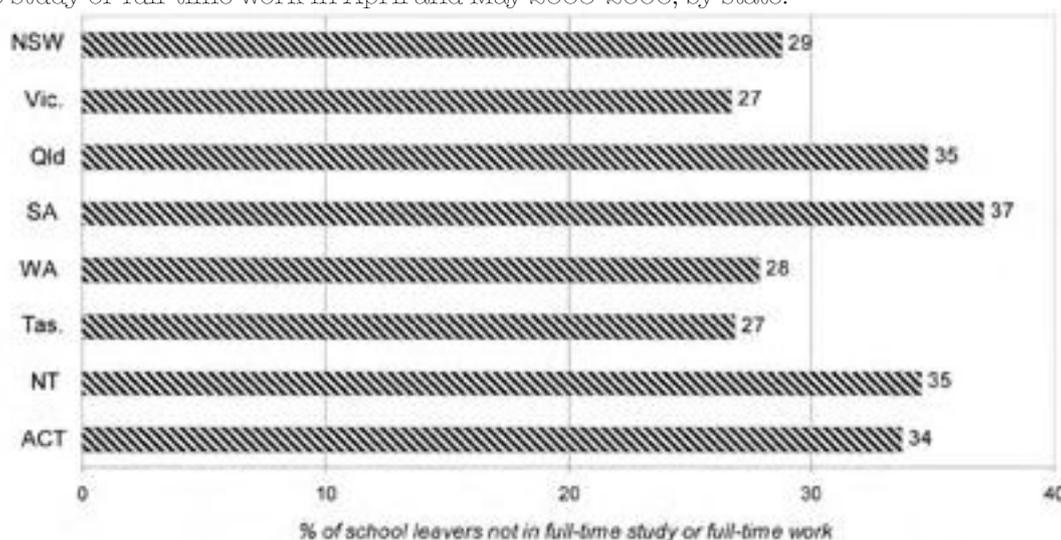
Interpreting differences among the states in the education and labour force participation of 15 to 19 year-olds is complicated by the different ages at which young people typically complete Year 12 in the different states. This is not as much of a problem for school leavers. There is no issue of different proportions of teenagers in school. Differences among the states in the education and labour force participation of their school leavers are more likely to reflect state-level demographic and economic differences and differences in education, transition and youth policies.

Figure 7 shows the proportion of school leavers who were not working or studying full-time in April-May of 2005-2006. The proportion of school leavers not fully engaged was highest in South Australia (37 percent) and Queensland (35 percent) and lowest in Victoria (27 percent), Tasmania (27 percent) and Western Australia (28 percent). These differences are broadly consistent with the averages over the past eight years shown in Table 9.

The transitions of school leavers are influenced by a number of factors beyond education and transition arrangements, including demand for labour and student background factors such as the overall socio-economic level of the population, the proportion living in rural and remote areas and the proportion of young people who are Indigenous. Nevertheless the differences between school transitions in Queensland and South Australia on the one hand and Victoria and Western Australia on the other are marked. In recent years, both Queensland and South Australia have implemented substantial reforms to post compulsory education and transition arrangements.

FIGURE 7

The percent of 15 to 19 year-olds who left school in the previous year and were not in full-time study or full-time work in April and May 2005-2006, by state.



See Table 9

TABLE 9

Percent of school leavers not in full-time study or full-time work by state, April-May, 2000-2006

	NSW	VIC.	QLD	SA	WA	TAS.	NT	ACT	AUST
Apr/May	%	%	%	%	%	%	%	%	%
2000-99	26.5	23.5	30.0	26.3	23.0	40.5	40.8	26.9	26.6
2001-00	27.7	21.5	33.0	32.0	28.3	43.0	39.0	33.0	28.4
2002-01	30.9	21.9	34.0	37.0	31.2	41.7	40.9	30.6	30.3
2003-02	33.0	23.5	33.7	38.6	27.2	35.3	44.0	29.6	30.7
2004-03	30.7	25.8	35.7	37.2	25.8	28.3	50.5	33.0	30.6
2005-04	28.8	27.7	34.3	38.7	28.6	26.3	55.4	32.4	30.6
2006-05	28.8	26.7	34.8	37.1	27.8	26.8	34.5	33.7	30.1
Mean	29.5	24.4	33.6	35.3	27.4	34.6	43.6	31.3	29.6

Notes ABS Labour force Australia, 6291.055.001—LM3. Values are averages for April and May of the current and preceding year. Values for smaller states and territories are unreliable. There is a break in the series between 2001 and 2002.

YOUNG ADULTS

Nearly a quarter of 20 to 24 year-olds are not fully engaged in work or study

Full-time engagement in learning and work varies at stages for young people. In 2006 in the year after leaving school nearly 30 percent of school leavers were not fully engaged, falling to a quarter for 18 and 19 year-olds. In 2006, 23 percent of young adults find themselves neither in full-time study nor full-time work.

These averages, however, mask a difference for males and females. The proportion of males not in full-time study or full-time work declines from 29 percent of school leavers to 19 percent of young adults. For females, however, there is little change with age, with 31 percent of female school leavers and 28 percent of young adult females not fully engaged.

Table 10 shows the details of the educational and labour force participation of young adults in 2006. Compared with teenagers (70 percent) and school leavers (44 percent), fewer young adults (26 percent) are in full-time study and many have moved into full-time work (51 percent compared with 16 percent of teenagers and 26 percent of school leavers).

Nevertheless, in 2006 23 percent (337,500) of young adults were not in full-time study or full-time work (Table A10). Nearly a half of these were working part-time (10 percent), four percent were unemployed and eight percent were not in the labour force. The differences observed between males and females for teenagers and school leavers are repeated here—females (13 percent) are more likely to be in part-time work than males (8 percent), less likely to be unemployed (3 percent compared with 6 percent of males) and more likely to be not in the labour force (12 percent compared with 5 percent of males).

TABLE 10

Education and labour force status of 20 to 24 year-olds, Australia, May 2006

	IN FULL-TIME EDUCATION					NOT IN FULL-TIME EDUCATION					TOTAL
	Full-time work	Part-time work	Seeking work	Not in the labour force	SUB TOTAL	Full-time work	Part-time work	Unemployed	Not in the labour force	SUB TOTAL	
Males %	1.6	10.7	0.9	9.8	23.0	58.4	7.9	5.6	5.1	77.0	100.0
Females %	1.4	15.6	1.1	10.4	28.5	43.5	13.1	3.2	11.7	71.5	100.0
Persons %	1.5	13.1	1.0	10.1	25.7	51.0	10.5	4.4	8.4	74.3	100.0

Notes ABS, Labour force Australia, 6291.0.55.001—LM3.

In 2004, the proportion of young adults not in full-time study or work declined with each year of schooling completed, from 65 percent for those who had completed Year 8 to 50 percent for those who had completed Year 9 and then 40, 33 and 16 percent for young people who completed Years 10, 11 and 12 respectively.²¹

The proportion of 20 to 24 year-olds not fully engaged in study or work has declined in the last few years

At 23 percent in 2006, the proportion of young adults not in full-time study or full-time work was the lowest it had been for more than two decades (Table A10). At its peak in the recession of the early 1990s, the proportion of young adults not in full-time study or full-time work was 31 percent. Since then, as reflected in Figure 8, this proportion has trended gradually downwards to its current level, which is even lower than prevailed in the mid to late 1980s (about 26 percent).

Again the story differs for young adult males and females. At 19 percent in 2006, the proportion of young adult males who were not in full-time education and work was the lowest it had been since the recession began in 1991 and lower than the peak levels of 1992 and 1993 (25 percent). It has not, however, returned to the lower levels that prevailed during the 1980s. For young adult women, 28 percent not in full-time study or full-time work in 2006 is much lower than the 38 percent value in 1986 and even during the recession only briefly returned to the values prevailing during the 1980s.

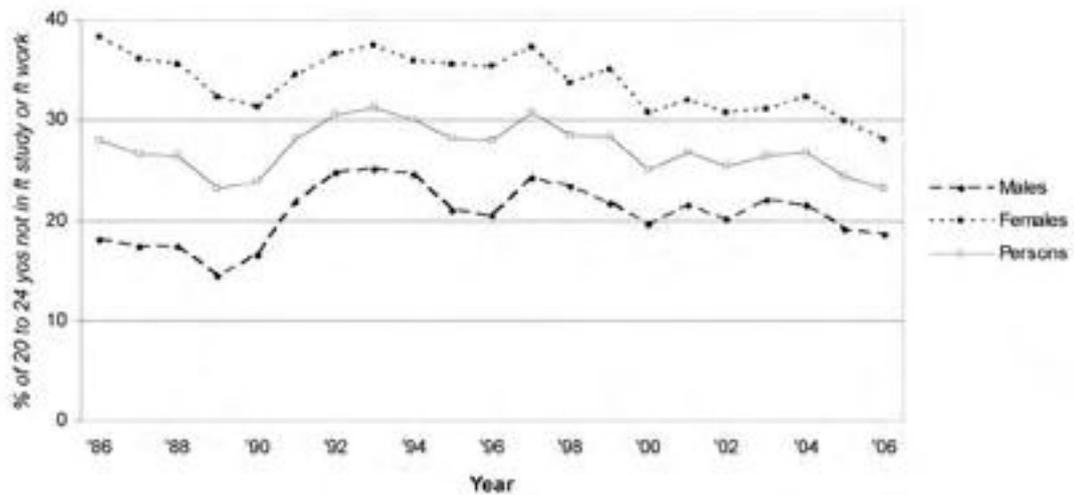
Much of the subsequent decline in the proportion of young adult women who were not in full-time study or full-time work (and also in the proportion for young adults overall) is attributable to the decline over the last two decades in the proportion of young adult women who were not in full-time study and not in the labour force, which fell from 22 percent in 1986 to 12 percent in 2006 (Table A11). The decline in the fertility rate for 20 to 24 year-olds from 9 percent in 1986 to 5 percent in 2004 is associated with this change. Collectively however, both changes (in the proportion not in the labour force and in fertility rates) are consequences of broader changes in expectations of young women in Australian society.²²

21 Spierings J, 2005. Young people at risk in the transition from education to work, in ABS, *Australian social trends* 2005, 4102.0, p. 96.

22 ABS, 2004. *Births, Australia*, 3301.0.

FIGURE 8

The percentage of 20 to 24 year olds not in full-time education or full-time work, Australia, May 1986 to 2006



See Table A8

This chapter has reported that a large number of young Australians are not full-time students and are working part-time, unemployed or not in the labour force—14 percent of 15 to 19 year-olds; 30 percent of school leavers; and 23 percent of young adults. Within these categories, there has been a long-term shift away from unemployment towards part-time work. From 2004, the proportion of young people not fully engaged has declined, a change that has been stronger for young adults. Over the longer-term, however, and even in the context of only the last decade, the proportion of teenagers and school leavers who are neither full-time students nor full-time workers remains high.

2. The youth labour market

- **Full-time work**
 - **Part-time work**
 - **Unemployment**
 - **Not in the labour force**
-

This chapter reviews changes in the level of full-time employment and the participation of young Australians in part-time work, unemployment and the activities of those not in the labour force. It describes the decline of the full-time labour market, the rise of part-time work and under-employment among Australia's young people.

FULL-TIME WORK

Government policies to address the ageing of the population and skills shortages seek to improve participation in the labour force. Full-time employment provides a greater return than part-time employment.

Full-time work has become more difficult to find for young Australians

Over time there has been a long-term shift away from full-time jobs towards part-time employment for young Australians.

Growth in the number of young Australians in full-time jobs has stalled over the last decade. In May 2006, there were fewer teenagers and young adults in full-time jobs than in 1995 (Figure 9). On the other hand, growth in full-time jobs for older workers has been robust, with the number in full-time jobs increasing by about 20 percent since 1995 (Table A12).

Economic growth is not sufficient to deliver full-time jobs for young Australians

The decline in the number of young people in full-time jobs was already well under way in 1995. In 2006, however, the number of teenagers in full-time jobs declined again. The number of young adults in full-time work was still seven percent lower than in 1995. These results show that it is not sufficient to rely on a generally robust economy to improve the number of full-time jobs for young Australians.

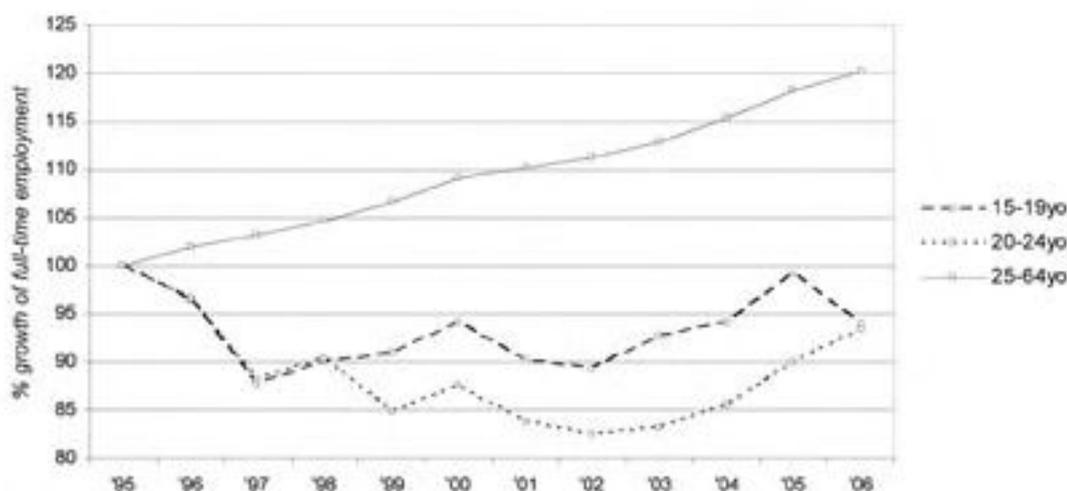
The restricted growth of full-time jobs for young people—both in absolute terms and more especially relative to older workers—shown in Figure 9 is not simply the result of underlying demographic changes. Among teenagers not studying full-time, the percentage in full-time jobs has declined substantially over the last two decades (Table A13).

Most of the decline in full-time teenage employment occurred between the mid 1980s and mid 1990s; since then there has been little change in the proportion of teenagers working full-time, despite the strong economic growth over the period. The decline over time has been more severe for females than males.

The decline in full-time work for young adults was less marked. The percent in full-time employment was just over 70 percent in the late 1980s, declined to 63 percent in 1993 and then gradually recovered until it returned to 69 percent in 2006. The decline was greater for males and recent levels of full-time employment, although improving, are still at least five percentage points below those that prevailed in the mid and late 1980s.

FIGURE 9

Full-time job growth for 15 to 19 and 20 to 24 year olds not in full-time education compared with 25 to 64 year olds, Australia, May 1995 to 2005



See Table A12

PART-TIME WORK

While the full-time youth labour market has been problematic, part-time work has been in the ascendancy. It is important to consider part-time work separately for those young people who are studying full-time and those who are not. Part-time work often complements full-time study. For many of those who are not studying full-time, however, part-time work is a second best option and they would prefer more hours of work.

More full-time students are working part-time

Some of the growth in part-time work is related to the expansion of full-time education over the last 20 years—part-time work fits more easily with full-time study. Figure 10 and Table A14 show the substantial increase from 1986 to 2006 in part-time work among school students (from 24 to 34 percent) and in full-time tertiary education (from 34 to 49 percent for 15 to 19 year-olds and from 32 to 51 percent for 20 to 24 year-olds). The increase in the frequency of part-time work has also been accompanied by an increase in the hours of work, at least for university students.²³

The effect of part-time work on the quality of young people’s educational experience varies.²⁴ For both school and tertiary students it seems that some part-time work has little effect on study, but that educational outcomes are poorer for students working longer hours. The threshold for an effect on Year 12 completion may be as low as five hours per week. The introduction of VET programs and school-based new apprenticeships in upper secondary school curriculum has been a major educational innovation over the last decade. It has not been clear how the paid employment of students outside these programs could be incorporated into the school curriculum. The value for students of including this informal work within the school curriculum is presently being examined.²⁵

23 Long M & Hayden M, 2001, *Paying their way: A survey of Australian undergraduate student finances, 2000*, AVCC;

24 Vickers M, Lamb S & Hinkley J 2003, *Student workers in high school and beyond: The effects of part-time employment on participation in education, training and work*, ACER.

25 Billet S, 2006. *Informing post-school pathways through students’ paid work experience*, NCVET.

FIGURE 10

Percent of school and full-time tertiary students in part-time work: 15 to 19 and 20 to 24 year olds, Australia, May 1986 to 2006



See Table A14

The reasons for the increase in the proportion of part-time work among students are the subject of speculation. In part the increase may be a response to a labour market in which more part-time jobs are available. On the demand side, increased part-time student employment may reflect reduced availability and levels of student financial support or the conditions under which that support is available, particularly the Youth Allowance independence criteria; the education and life-style expectations of young students; the increasing transfer of education costs to students, particularly in tertiary study; and the changing socio-economic profile of students.

Part-time jobs are growing more quickly than full-time jobs

Part-time work has been a major area of growth across the youth labour market over the last two decades. Between 1986 and 2006 it grew from 4 to 7 percent of teenagers; from 6 to 16 percent of school leavers; and from 7 to 11 percent of young adults.

The increasing importance of part-time work in the youth labour market becomes more apparent when compared with full-time work. In 1986 there were eight full-time jobs for every part-time job for teenagers not studying full-time (Table A13). By 2006 there were fewer than three full-time jobs for every part-time job. For young adults over the same period, the ratio halved from ten to fewer than five full-time jobs to every part-time job.

Among OECD countries, Australia has one of the highest levels of part-time employment for non-students. In 2001 for 20 to 24 year-old males who were not studying, Australia ranked second out of 19 OECD countries.²⁶ The proportion in part-time employment in Australia was 11.5 percent—twice the OECD average of 5.8 percent. Part-time employment for females was also high by OECD standards. The proportion of 20 to 24 year-old females working part-time was 21.8 percent, substantially higher than the OECD average and ranking Australia fifth highest out of 21 countries.

26 OECD, *Labour market statistics - DATA LFS transition from school to work of young people, sex and age* – www.oecd.org

TABLE 11

Percent of 15 to 19 and 20 to 24 year-olds in part-time employment by hours of work and preference for more hours of work: Australia, August 2005

	Studying at school or full-time tertiary	Not studying at school or full-time tertiary	All persons employed part-time
	%	%	%
15 to 19 year-olds			
Prefer more hours	21.1	66.3	29.1
ACTUAL HOURS WORKED			
No hours	7.5	2.9	5.8
1-15 hours	75.6	27.8	65.5
16-24 hours	14.4	35.1	19.2
25-34 hours	2.6	34.2	9.6
TOTAL	100.0	100.0	100.0
20 to 24 year-olds			
Prefer more hours	17.5	46.4	30.2
ACTUAL HOURS WORKED			
No hours	4.9	4.9	4.9
1-15 hours	56.1	23.5	41.7
16-24 hours	31.5	29.7	30.7
25-34 hours	7.5	41.9	22.7
TOTAL	100.0	100.0	100.0

Notes Customised table from ABS Labour force survey, 6202.0, August 2005.

Many young part-time workers are underemployed

In 2005 two-thirds of teenagers working part-time and not in full-time study wanted more hours of work (Table 11). Nearly half of the young adults working part-time and not studying full-time wanted more hours of work.

Full-time students also working part-time typically work the equivalent of two days a week or less. Young people working part-time but not studying full-time are on average working the equivalent of three to five days a week.

Government policy is to increase the level of workforce participation to offset the ageing workforce and skills shortages. Participation can be improved not just by increasing the number of people in employment, but also by increasing the number of hours they work, especially for part-time workers who want to work more hours. If all part-time workers who wanted more hours of work were able to work full-time, the equivalent full-time workforce would be increased by about 18,000 teenage and 20,000 young adult full-time workers.

Many young people work part-time because they can't get full-time jobs

Table A15 is based on data from the *Household, income and labour dynamics in Australia survey*—a large longitudinal survey of Australian households.²⁷

For young people in full-time study, the reason for working part-time is overwhelmingly (95 percent) because of their studies. By comparison, the largest group (23 percent) of teenagers not in full-time study work part-time because they could not find full-time work. Well over a half (61 percent) want more hours of work, twice the percentage for those who are studying full-time (33 percent). This difference is broadly similar to findings from the *Labour force survey* (Table 11).

27 Respondents studying full-time at any time between July and December 2004 were defined as 'studying full-time' while labour force status is at the time of interview. The interviews were conducted between late August 2004 and February 2005 and there is a risk of confusing holiday jobs with other employment unless a broad definition of full-time study is used. Given this definition, comparability with results from ABS surveys is limited.

Young part-time workers are less satisfied with their jobs

A supplementary report on social indicators of youth engagement in learning and work shows that compared with full-time work, part-time workers are less likely to receive holiday and sick leave (sometimes without any wage offset)²⁸ and that they are less likely to be employed on an on-going basis.²⁹ More part-time workers are likely to voluntarily leave their job than are full-time workers, but are no more confident than full-time workers of obtaining a better job.

In terms of satisfaction with their pay, more part-time workers in full-time study are satisfied with their pay than either part-time workers or full-time workers. Part-time workers not studying full-time are less satisfied with their job security and the work itself than full-time workers. They are also less satisfied with their hours of work and surprisingly no more satisfied than full-time workers with the flexibility attributed to part-time work. It is full-time students working part-time who are more likely to appreciate the flexibility of part-time work.

Overall, young people working part-time and not in full-time study are less satisfied with their job (48 percent) than are full-time workers (59 percent) or part-time workers with full-time study (60 percent).

The proportion working part-time declines only slightly for young adults

The proportion of young people who are working part-time and are not in full-time study declines modestly in the years after young people leave school. In 2006 it was 14 percent for school leavers, 12 percent for 18 year-olds, 12 percent for 19 year-olds and 10 percent for 20 to 24 year-olds. The shift away from part-time work is similar for males (12 percent of school leavers, 9 percent of 18 and 19 year-olds and 8 percent of young adults) and females (16 percent of school leavers, 15 percent of 18 and 19 year-olds, and 13 percent of school leavers).

As a proportion of those not in full-time study, however, part-time work declines more substantially as fewer young people are enrolled in full-time study and more gain full-time jobs. In the first year after leaving school, when nearly a half of young people are still in full-time study, 23 percent of young people not in full-time study are working part-time, while among 20 to 24 year-olds, when only about a quarter are still in full-time study, the proportion falls to 14 percent.

Longitudinal data allow the career paths of individual young people to be followed over time—something that is not possible with the cross-sectional surveys used in this report. Tracking the educational and labour force experiences of members of an LSAY cohort in the first few years after leaving school showed substantial numbers of young people moving from part-time to full-time work.³⁰ The extent of this movement—over 50 per cent of male part-time workers were in full-time work the following year—is difficult to reconcile with the more gradual shift from part-time to full-time work with each year of age shown by the ABS surveys. As suggested earlier, the LSAY cohort may reflect the experiences of young Australians with more positive educational and labour force outcomes.

Mobility can mask the number of young Australians experiencing a ‘troubled transition’

The meaning of a ‘smooth’ transition from school blurs at the boundaries. Young people in full-time employment today may be working part-time, unemployed or not in the labour force tomorrow and this instability may continue for some time. Mobility of this sort reflects an additional element of the transition from school that is only poorly captured in the cross-

28 See Long M, *The Flipside of Gen Y*, CEET & Dusseldorp Skills Forum, October 2006, available at www.dsf.org.au; Campbell I, 2004, *Casual Work and Casualisation: How Does Australia Compare?* Paper for a conference *Work Interrupted: Casual and Insecure Employment in Australia*, 2 August 2004, Melbourne.

29 Kelley J, Evans M. & Dawkins P, 1998, ‘Job Security in the 1990s: How much is job security worth to employees?’, *Australian Social Monitor*, Sept. 1998, pp. 1-7.

30 Marks G, 2006. *The transition to full-time work of young people who do not go to university*. LSAY Research Report 49, ACER. p. v-vi.

sectional surveys used in this report but that contributes to troubled transitions. On the other hand, among those young people who are not in full-time study or work, some may be engaged in productive activities that could enhance longer-term outcomes. Broad and unsatisfactory as transition indicators may be, governments have little choice but to focus their policies and programs on those young people whose current situation appears problematic.

UNEMPLOYMENT

Unemployed young people not in full-time education want full-time jobs

The proportion of teenagers who are unemployed has declined from a recession-high of about nine percent in 1992 to four percent in 2006 (Table A6)—in May 2006 56,200 teenagers were unemployed. The major impact of more than a decade of economic growth on the teenage labour market has been to reduce the percentage of unemployed young people by about five percentage points. The experience of males and females has been reasonably similar, although on average a slightly smaller proportion of females have been unemployed than males.

The pattern for young adults was similar, although the proportion unemployed in the recession was higher at 12 percent and subsequently fell more rapidly to five percent. The proportion unemployed was also markedly higher for males than females during the recession and then fell more rapidly. In May 2006, 63,700 young adults were unemployed. The overwhelming majority of unemployed teenagers (88 percent) and unemployed young adults (89 percent) want full-time work.³¹

NOT IN THE LABOUR FORCE

The definition of ‘unemployment’ used by the ABS in their *Labour force survey* is clear and consistent with international standards—a person must not have been employed during the week in which they were contacted for the survey; must have been actively looking for work in the previous four weeks; and been able to start work that week. Unemployment also includes a much smaller group of people who are not employed but have a job they will be starting in the next four weeks and could have started in the current week.

There are people who are on the edges of ‘unemployment’—people who want to work but who don’t satisfy one or more of the criteria required to be classified as unemployed. This section examines the extent to which young people classified as not in the labour force are on the edges of the labour force and unemployment. It also reviews the activities of young people who are not in the labour force.

Many young people not in the labour force want to work³²

In May 2006, the proportion of teenagers not in the labour force was four percent, seven percent of school leavers and eight percent of young adults 20 to 24 year-olds. Typically more females than males are not in the labour force.

Persons not in the labour force are categorised as either ‘marginally attached to the labour force’ or not marginally attached. Marginal attachment can be thought of as on the borders of official unemployment. In September 2005, 31 percent of teenagers and 34 percent of young adults who were not in the labour force were marginally attached to work (Table 12).

31 ABS Labour force Australia, 6291.0.55.001—LM3.

32 Just as it is important to distinguish among full-time students and others when considering full and part-time work and unemployment, the distinction is also important when thinking about young people who are not in the labour force. Unfortunately information on full-time study was not available and in this section the distinction is based on ‘attendance at an educational institution’ that includes part-time students with full-time students.

TABLE 12

Marginal attachment to the labour force: 15 to 24 year olds, Australia, September 2005

	Not attending an educational institution			Attending an educational institution		
	Males	Females	Persons	Male	Female	Persons
15 to 19 years	%	%	%	%	%	%
Marginally attached	49.7	42.4	45.8	27.0	33.7	30.1
Wanted work & actively looking	9.8	4.7	7.0	2.4	3.0	2.7
Available to start work within 4 weeks	9.8	4.7	7.0	1.7	2.5	2.1
Not available to start within 4 weeks	0.0	0.0	0.0	0.7	0.5	0.6
Wanted work, not actively looking & available to start within 4 weeks	39.9	37.7	38.8	24.7	30.7	27.5
Discouraged jobseekers	4.6	2.1	3.2	0.5	0.9	0.7
Other	35.3	35.6	35.6	24.1	29.9	26.8
Not marginally attached	50.3	57.1	54.2	73.0	66.3	69.8
Did not want to work	22.9	44.0	34.7	63.4	57.0	60.4
Permanently unable to work	---	---	4.4	---	0.0	---
Wanted to work, not actively looking & not available to start within 4 weeks	---	---	15.2	---	9.3	---
Not in the labour force	100.0	100.0	100.0	100.0	100.0	100.0
(000's)	15.3	19.1	34.3	273.3	237.1	510.5
20 to 24 years						
Marginally attached	46.9	43.9	44.7	29.1	22.7	25.9
Wanted work & actively looking	6.3	3.4	4.1	5.0	3.1	4.1
Available to start work within 4 weeks	5.5	2.5	3.2	2.5	1.6	2.0
Not available to start within 4 weeks	0.8	1.0	0.9	2.6	1.6	2.1
Wanted work, not actively looking & available to start within 4 weeks	40.6	40.6	40.5	24.1	19.6	21.8
Discouraged jobseekers	2.0	2.1	2.0	0.5	0.4	0.5
Other	38.7	38.5	38.6	23.5	19.2	21.4
Not marginally attached	53.1	56.1	55.3	70.8	77.3	74.0
Did not want to work	29.7	42.2	39.2	59.2	62.3	60.8
Permanently unable to work	11.7	2.2	4.5	0.0	0.0	0.0
Wanted to work, not actively looking & not available to start within 4 weeks	11.7	11.7	11.7	11.5	14.9	13.3
Not in the labour force	100.0	100.0	100.0	100.0	100.0	100.0
(000's)	25.6	81.5	107.1	77.3	76.6	153.9

Notes: ABS, Persons not in the labour force, September 2005, 6220.0, customised tables. Many values have relative and standard errors and should be interpreted as indicative rather than as reliable estimates. Values for cells containing '---' were too unreliable to report.

Table 12 provides an overview of the various ways in which persons not in the labour force can fall short of the official definition of unemployment. For instance, young people could want work, be actively looking, available to start work within four weeks but not be available to start this week. Caution is required in using and interpreting the various values in Table 12 because the numbers are sometimes based on relatively few respondents. Subject to this caveat, the table also provides an indication of the relative size of these categories. The first columns in the Table show the main activities including education; the second columns show the main activities excluding education.

Some young people are closer to unemployment than others. Only four percent of 15 to 19 year-olds and 20 to 24 year-olds who were not in the labour force and were not attending an educational institution were permanently unable to work. Another third (35 percent) of teenagers and two-fifths (39 percent) of young adults did not want to work. On the other hand, more than half of young people who were not in the labour force and not attending an educational institution wanted to work and were in a form of pseudo-unemployment. This figure is higher for young men—perhaps three-quarters for teenagers and three-fifths for young adults.

TABLE 13

Main activity of males and females not in the labour force: 15 to 24 year olds, Australia, September 2005

Main activity	Males		Females		Persons	
	%	%	%	%	%	%
Attending an educational institution	89.6	--	75.7	--	82.4	--
Retired or voluntarily inactive	0.7	6.4	0.4	1.8	0.5	3.1
Home duties or child care	0.5	4.4	17.6	72.7	9.3	52.9
Own disability or handicap	2.3	22.2	1.6	6.7	2.0	11.2
Own illness or injury	2.0	19.6	1.6	6.5	1.8	10.2
Looking after an ill or disabled person	0.2	1.5	0.1	0.6	0.1	0.8
Travel, holiday or leisure activity	1.7	16.4	1.7	7.2	1.7	9.8
Working in an unpaid voluntary job	0.1	0.7	0.0	0.2	0.1	0.4
Other	3.0	28.9	1.1	4.5	2.0	11.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

Notes ABS, Persons not in the labour force, September 2005, 6220.0, Table 3. Many values have relative and standard errors and should be interpreted as indicative rather than as reliable estimates. The first column shows the main activities including education. The second column shows the main activities excluding education.

Table 13 shows the main activities of 15 to 24 year-olds who are not in the labour force, including those in full-time study. These are not necessarily always the *reasons* why young people are not in the labour force—simply their main *activities* while they are not in the labour force. Focusing on those not in education, for young men the major categories were a disability, an illness or an injury (42 percent) and travel, holiday or leisure activity (16 percent), while the main activity for a significant number (29 percent) did not fall into any of the main activities. For young women, home duties or childcare (72 percent) was overwhelmingly the main activity with smaller proportions reporting illness or disability (13 percent) and travel (7 percent).

This chapter has reviewed the decline of full-time jobs for young people, the increasing importance of part-time work and the need to distinguish between part-time workers who are studying full-time and part-time workers who are not. Young people in part-time jobs and not studying full-time are less satisfied than other young workers with many aspects of their jobs. The under-employment of young Australians spreads from the unemployed to part-time workers and those not in the labour force.

Conclusion

In 2006 a substantial proportion of young Australians did not make a smooth transition from school to further study and work. Nearly 30 percent of young Australians who left school in 2005 were neither full-time students nor full-time workers in May 2006. The proportion of young people not fully engaged declines only slightly in the years after leaving school, falling to 26 percent of 18 year-olds, 24 percent of 19 year-olds and 23 percent of young adults.

The situation is somewhat better for young men than for young women. Young men are more likely to be fully engaged and the proportion who are either full-time workers or full-time students increases more quickly after leaving school. Even so, nearly one in every five young adult men (19 percent) was not studying full-time or working full-time in May 2006.

Completion of secondary school contributes positively to earnings and income. Older workers who complete Year 12³³ earn about 22 percent more than those who do not complete Year 12.³⁴ Leigh and Ryan suggest that each additional year of education increases annual income by about ten percent.³⁵

Identifying the precise contribution of education to earnings is complex. Dockery finds less benefit from completing Year 12 for non-academically inclined students.³⁶ Pathways based on job openings, apprenticeships and traineeships provide alternatives to completing Year 12 through school. Reforms to school transition arrangements now allow more young Australians greater access to the workplace as part of their secondary schooling and through better defined alternative post school pathways. The contribution of post-school vocational education and training (VET) qualifications to full-time employment, in the short-term at least, seems positive (between 10 and 13 percent) and similar for early school leavers and for Year 12 completers.³⁷ First choice and second chance education through VET seems a worthwhile pathway for young Australians.

Historically the levels of less than full-time engagement are relatively high and for school leavers in particular differ little from those prevailing during the recession of the early 1990s. Nevertheless there are signs of improvement over the last few years, particularly for young adults, and there is hope that this may crystallise into a trend in coming years.

Growth in the full-time labour market for young Australians has been weak for a decade or longer while part-time jobs have become more readily available. Full-time students may be able to mix and match part-time work with their studies with varying degrees of success, but most part-time workers who are not full-time students would prefer more hours of work.

There is substantial under-employment among young Australians who are not full-time students. Not only do part-time workers want more work, those who are unemployed overwhelmingly want full-time jobs and nearly a half of those not in the labour force want jobs as well.

Overall, in May 2006, 540,000 young Australians were not in full-time learning or work. Of these approximately 330,000 were unemployed, working part-time but wanting more hours, or were not in the labour force but wanting to work. This represents 10 percent of teenagers, 13 percent

33 Or a post-school non-tertiary qualification

34 OECD, 2005, *Education at a glance*, Table A9.1a, p.130.

35 Leigh A & Ryan C, 2005, *Estimating returns to education: Three natural experiment techniques compared*, Discussion paper 493, ANU Centre for Economic Policy Research. The estimates are corrected for ability bias.

36 Dockery, A M, 2005, *Assessing the value of additional years of schooling for the non-academically inclined*. LSAY Research Report No. 38. ACER, Melbourne. www.acer.edu.au/research/LSAY/documents/LSAY38maindoc.pdf

37 Gorgens T & Ryan C, 2006, *The impact of additional educational qualifications for early school leavers*, DEST.

of young adults and 12 percent of all young Australians aged between 15 and 24 years. Under-employment, perhaps more than unemployment, is a major issue for young Australians.

Young people who are not full-time students don't like part-time jobs. Those who are working part-time are less satisfied than other workers with their job security, the type of work they do, the hours they work and even their ability to balance work and other activities. Not surprisingly, overall they are simply less satisfied with their part-time jobs.

This situation occurs in the context of an economy that has been expanding for at least a decade. Young people have simply not got their fair share of this growth.

Yet governments, employers and communities have good economic and social reasons to try to improve the transition of young people from school to further study and work—and in the main they have. Many state governments have introduced often innovative policies and programs designed to improve the transition by delivering better school outcomes, providing advice and support to young people and creating new post-school pathways. The Australian Government has also actively pursued a policy agenda designed to improve the skills and labour force participation of young people.

The incentives for government could not be clearer. There is ample evidence supporting the fiscal benefits of better transitions. Skills shortages and the ageing of the workforce preoccupy short and long-term public planners and improved labour force participation of young Australians is part of the solution.

The number of young people available to enter the labour force in coming years will continue to increase, despite an ageing population and the number of young people will continue to be substantial compared with the prime working age population—the ageing of the population notwithstanding.

Educational and labour force participation is socially distributed. Some groups, such as Indigenous Australians and people with disabilities, experience higher levels of less than full-time participation in study or work. The targeting and implementation of government policies and programs will be more effective if it is mapped against this distribution and takes into account the various needs of young Australians who are not fully engaged.

The young people who make a poor transition from school to further education and work experience more financial and personal stress and lower levels of participation and integration with civil society. They are less satisfied with their lives.

The longer a situation is allowed to persist in which part-time and intermittent work is the everyday reality for a significant proportion of the population, the greater the risk it will create a culture of its own and become more difficult to change. For the moment, most young people continue to aspire to the goals of a wider Australia, including full-time paid employment. Governments, employers and communities need to continue to work to make sure that these aspirations can be realised.

Attachments

TABLE A1

The actual and projected number of 19 year olds and 15 to 19 year-olds as a percent of 20 to 59 year-olds, Australia : June 1986 to 2026

Proj'n	19 YEARS OLDS '000S			15 TO 19 YEARS-OLDS AS A PERCENT OF 20 TO 59 YEAR-OLDS		
	A	B	C	A	B	C
	'000s	'000s	'000s	%	%	%
Actual Population						
1986	255.3	255.3	255.3	15.7	15.7	15.7
1987	261.9	261.9	261.9	15.9	15.9	15.9
1988	272.5	272.5	272.5	15.8	15.8	15.8
1989	280.7	280.7	280.7	15.5	15.5	15.5
1990	300.0	300.0	300.0	15.1	15.1	15.1
1991	296.6	296.6	296.6	14.4	14.4	14.4
1992	282.1	282.1	282.1	13.7	13.7	13.7
1993	272.3	272.3	272.3	13.3	13.3	13.3
1994	266.9	266.9	266.9	12.9	12.9	12.9
1995	259.9	259.9	259.9	12.6	12.6	12.6
1996	258.9	258.9	258.9	12.5	12.5	12.5
1997	255.2	255.2	255.2	12.4	12.4	12.4
1998	252.7	252.7	252.7	12.3	12.3	12.3
1999	254.4	254.4	254.4	12.3	12.3	12.3
2000	262.3	262.3	262.3	12.4	12.4	12.4
2001	269.8	269.8	269.8	12.5	12.5	12.5
2002	275.1	275.1	275.1	12.4	12.4	12.4
2003	274.4	274.4	274.4	12.3	12.3	12.3
2004	278.5	278.5	278.5	12.2	12.2	12.2
2005	282.4	282.4	282.4	12.2	12.2	12.2
Projected population						
2006	276.6	275.6	275.0	12.1	12.1	12.1
2007	278.2	276.9	275.9	12.2	12.2	12.2
2008	283.0	281.4	279.9	12.2	12.2	12.2
2009	288.0	286.1	284.3	12.2	12.2	12.2
2010	293.1	290.8	288.6	12.2	12.2	12.2
2011	293.5	290.8	288.2	12.1	12.1	12.1
2012	293.8	290.7	287.8	11.9	12.0	12.0
2013	295.0	291.4	288.1	11.8	11.8	11.9
2014	297.0	293.1	289.3	11.7	11.7	11.8
2015	293.0	288.7	284.4	11.5	11.6	11.6
2016	292.5	287.7	283.1	11.4	11.5	11.5
2017	289.4	284.2	279.1	11.3	11.4	11.4
2018	291.7	286.0	280.5	11.2	11.3	11.3
2019	292.9	286.8	280.8	11.2	11.2	11.3
2020	292.1	285.5	279.1	11.2	11.2	11.2
2021	286.2	279.1	272.2	11.2	11.2	11.1
2022	287.4	279.8	272.5	11.3	11.2	11.1
2023	292.7	284.6	276.8	11.5	11.3	11.1
2024	300.7	287.0	274.6	11.6	11.3	11.0
2025	304.9	287.5	272.2	11.6	11.2	10.9
2026	307.5	287.6	269.8	11.6	11.2	10.7

Notes ABS, Estimated resident population by single year of age, Australia, Table 9, 3201.0; and ABS, Population projections by age and sex, Australia, Table A9, 3222.0.

TABLE A2

Assumptions underlying projections of population growth in Australia

	ASSUMPTIONS				PROJECTED POP'N	
	Total fertility rate ²	Net o'seas migration ³	Life expectancy at birth ³		30 June 2051	30 June 2101
			Males	Females		
babies/woman	persons/year	years	years	million	million	
Series A	1.9	140,000	92.7	95.1	33.4	43.5
Series B	1.7	110,000	84.9	88.0	28.2	30.6
Series C	1.5	80,000	84.9	88.0	24.9	22.4

Notes ABS, Population Projections, Australia, 2004 to 2101, 3222.0; 1) From 2050–51; 2) From 2018.; 3) From 2007–08 in Series A and C. From 2004–05 in Series B.

TABLE A3

Participation in full-time study, full-time work, or both part-time study and part-time work, by state and single year of age, 15 to 25 year-olds, May 2005.

	NSW	VIC.	QLD	SA	WA	TAS.	NT	ACT	AUST
Age	%	%	%	%	%	%	%	%	%
15	95.7	97.5	95.2	100.0	98.6	95.7	91.3	95.5	96.7
16	90.9	96.6	90.6	90.6	92.1	92.6	78.9	98.0	92.4
17	86.3	92.7	85.3	81.8	81.9	85.7	84.2	92.9	86.9
18	78.1	78.1	74.9	68.5	76.6	75.0	68.2	65.2	76.2
19	80.1	81.3	75.2	74.9	79.1	70.3	77.8	80.0	78.7
15-19	86.2	89.0	84.2	82.8	85.4	84.2	81.0	86.2	86.1
20	79.1	77.9	73.8	83.6	80.5	81.4	68.8	93.0	78.6
21	81.0	86.5	78.8	71.2	82.7	77.3	73.7	89.1	81.5
22	76.7	82.2	73.4	85.0	81.0	78.0	54.5	89.5	78.5
23	80.2	77.4	78.7	79.6	72.6	71.7	70.8	88.1	78.3
24	75.3	77.7	72.3	74.7	75.8	80.7	83.3	81.1	75.6
20-24	78.4	80.4	75.4	78.8	78.6	77.9	70.5	88.3	78.5
15-24	82.3	84.6	79.7	80.8	82.0	81.2	75.6	87.3	82.2

Notes Customised tables from the ABS Education and work, Australia, 6227.0. Many of the estimates in this table are based on relatively few cases and therefore have large standard errors. Greater reliance can be placed on national estimates, estimates for broader age bands and estimates for the larger states. Estimates for single years of age for smaller states and territories are subject to substantial sampling variability.

TABLE A4

Percent of 15 to 19 year-olds not in full-time study or full-time work, Australia, May 1986 to 2006

May	MALES			FEMALES			PERSONS		
	%	%	%	'000s	'000s	'000s	'000s	'000s	'000s
1986	13.8	18.2	16.0	94.1	119.1	213.2			
1987	14.1	17.8	15.9	98.9	120.3	219.1			
1988	13.1	16.0	14.5	93.6	109.9	203.5			
1989	9.7	14.8	12.2	69.3	102.2	171.4			
1990	12.2	15.4	13.8	86.8	105.4	192.2			
1991	15.0	17.7	16.3	104.1	117.9	222.0			
1992	15.1	18.8	16.9	102.3	121.7	224.0			
1993	16.0	17.5	16.7	106.2	110.6	216.8			
1994	16.1	18.0	17.0	105.4	112.0	217.4			
1995	13.7	17.9	15.7	88.8	110.7	199.5			
1996	15.4	17.2	16.3	100.2	107.3	207.5			
1997	15.0	15.3	15.2	98.9	96.5	195.5			
1998	14.7	16.5	15.6	98.8	105.7	204.4			
1999	13.5	15.5	14.4	89.9	98.8	188.6			
2000	13.3	15.3	14.3	89.6	99.3	188.9			
2001	14.8	15.1	14.9	101.3	99.5	200.8			
2002	13.6	17.0	15.3	94.0	113.1	207.1			
2003	13.8	15.9	14.8	96.5	106.9	203.4			
2004	14.3	16.7	15.5	101.3	113.6	214.8			
2005	12.5	17.4	14.9	89.2	119.2	208.4			
2006	13.1	15.7	14.4	94.3	107.8	202.2			

Notes ABS Labour force Australia, 6291.0.55.001—LM3. There is a break in the series between 2000 and 2001. All students enrolled at school are treated as enrolled full-time.

TABLE A5

Percent of 15 to 19 year olds who are not in full-time study or full-time work including and excluding those combining part-time study and part-time work, Australia, May 2005

Age	Not in full-time education or work excluding part-time work and study		Not in full-time education or work including part-time work and study	
	%		%	
15	3.3		3.3	
16	8.2		7.6	
17	14.2		13.1	
18	26.6		23.8	
19	24.5		21.3	
15-19	15.5		13.9	

Notes Customised tables from ABS Education and work, 6227.0. Values may differ from those in Table 2 and other tables because of differences in the scope of Education and work and the Labour force survey and because of revision to estimates from the Labour force survey.

TABLE A6

Labour force activities of 15 to 19 year olds not in full-time study or work, Australia, May 1986 to 2006

	IN PART-TIME WORK			UNEMPLOYED			NOT IN THE LABOUR FORCE		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
May	%	%	%	%	%	%	%	%	%
1986	3.0	4.6	3.8	8.2	8.2	8.2	2.6	5.3	3.9
1987	3.2	5.4	4.3	8.4	7.4	7.9	2.5	5.0	3.7
1988	3.6	5.2	4.4	7.1	6.2	6.6	2.5	4.7	3.5
1989	3.2	4.9	4.0	4.4	5.7	5.0	2.1	4.2	3.1
1990	3.5	5.1	4.3	6.1	5.7	5.9	2.5	4.7	3.6
1991	4.0	5.7	4.9	8.4	7.2	7.8	2.6	4.7	3.6
1992	4.1	6.3	5.2	8.9	8.4	8.7	2.1	4.2	3.1
1993	4.3	6.2	5.2	8.4	6.5	7.4	3.3	4.8	4.1
1994	4.3	6.8	5.6	8.7	6.7	7.7	3.1	4.4	3.7
1995	4.3	6.9	5.6	6.8	6.9	6.9	2.5	4.1	3.3
1996	4.6	7.6	6.1	7.7	5.4	6.6	3.0	4.2	3.6
1997	4.9	6.9	5.9	7.3	4.7	6.0	2.8	3.7	3.3
1998	4.2	6.8	5.5	7.1	5.5	6.3	3.4	4.2	3.8
1999	5.0	7.2	6.1	5.3	4.3	4.8	3.2	4.0	3.6
2000	5.8	6.9	6.3	4.2	4.3	4.2	3.4	4.1	3.7
2001	6.0	7.2	6.6	5.7	3.7	4.7	3.1	4.2	3.6
2002	5.6	8.3	7.0	4.7	4.2	4.5	3.2	4.5	3.8
2003	5.9	7.8	6.8	4.8	3.8	4.3	3.1	4.3	3.7
2004	5.6	8.7	7.1	4.6	4.2	4.4	4.1	3.8	3.9
2005	5.4	9.1	7.2	4.2	3.5	3.8	2.9	4.9	3.9
2006	5.0	8.1	6.5	4.7	3.4	4.0	3.5	4.2	3.9

Notes ABS Labour force Australia, 6291.055.001—LM3. There is a break in the series between 2000 and 2001.

TABLE A7

School leavers 15 to 19 years old not in full-time study or work in May the year after leaving school, Australia, 1986-2006

May	MALES			FEMALES			PERSONS		
	%	%	%	'000s	'000s	'000s	'000s	'000s	'000s
1986	20.4	25.7	23.1	27.1	34.7	61.7			
1987	24.8	26.8	25.8	33.1	33.4	66.4			
1988	23.4	24.1	23.7	30.0	29.6	59.6			
1989	17.7	25.1	21.4	24.6	34.0	58.7			
1990	20.5	22.6	21.5	27.8	29.3	57.1			
1991	29.0	32.3	30.7	33.6	37.3	71.0			
1992	30.2	34.9	32.4	39.8	40.7	80.6			
1993	31.1	33.2	32.1	39.1	39.8	78.9			
1994	29.8	34.1	32.0	38.0	43.4	81.4			
1995	27.9	29.1	28.5	36.4	36.3	72.7			
1996	30.2	31.5	30.9	38.6	37.4	76.0			
1997	27.3	27.8	27.6	33.1	32.9	65.9			
1998	28.7	33.8	31.2	35.6	39.8	75.4			
1999	26.3	25.8	26.0	33.4	31.2	64.6			
2000	28.1	28.0	28.1	39.6	35.5	75.1			
2001	30.7	28.5	29.6	40.8	35.1	75.9			
2002	26.7	32.6	29.6	37.9	44.3	82.2			
2003	27.9	31.3	29.6	39.3	43.3	82.6			
2004	27.1	35.9	31.4	38.7	48.3	87.0			
2005	27.1	33.5	30.3	39.3	48.1	87.4			
2006	28.6	31.1	29.8	41.9	44.3	86.2			

Notes ABS Labour force Australia, 6291.0.55.001—LM3. There is a break in the series between 2000 and 2001.

TABLE A8

Labour force activities of school leavers 15 to 19 years old not in full-time study or work in May the year after leaving school, Australia, 1986-2006

May	IN PART-TIME WORK			UNEMPLOYED			NOT IN THE LABOUR FORCE		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
%	%	%	%	%	%	%	%	%	%
1986	4.4	7.3	5.8	12.6	13.4	13.0	3.5	5.1	4.3
1987	5.9	10.1	7.9	15.2	11.1	13.2	3.6	5.6	4.6
1988	7.2	10.2	8.7	12.5	9.6	11.1	3.6	4.2	3.9
1989	5.9	10.5	8.1	8.4	8.6	8.5	3.5	6.1	4.8
1990	7.3	9.8	8.5	10.1	8.5	9.3	3.2	4.3	3.7
1991	10.2	12.5	11.4	14.2	14.3	14.3	4.6	5.5	5.1
1992	8.9	12.3	10.5	18.4	15.8	17.2	2.9	6.8	4.7
1993	9.0	13.7	11.3	18.0	13.3	15.7	4.2	6.2	5.1
1994	8.0	14.6	11.3	16.6	15.0	15.8	5.2	4.5	4.8
1995	9.7	11.9	10.8	13.9	12.0	13.0	4.3	5.1	4.7
1996	9.2	16.7	12.8	16.5	9.8	13.3	4.6	5.0	4.8
1997	10.4	14.7	12.6	11.1	8.4	9.7	5.8	4.7	5.3
1998	10.6	14.8	12.6	11.1	11.3	11.2	7.0	7.7	7.4
1999	10.2	14.4	12.2	10.4	6.2	8.4	5.7	5.1	5.4
2000	14.0	13.3	13.7	7.4	9.0	8.2	6.6	5.7	6.2
2001	14.7	14.4	14.6	10.0	8.3	9.2	5.9	5.8	5.9
2002	13.6	16.9	15.2	9.1	9.2	9.1	4.1	6.5	5.3
2003	13.1	18.0	15.5	8.6	6.2	7.4	6.2	7.2	6.7
2004	13.3	19.4	16.3	9.1	10.2	9.7	4.7	6.2	5.5
2005	12.1	19.7	15.9	10.2	7.8	9.0	4.8	6.0	5.4
2006	12.3	15.9	14.1	9.8	8.1	9.0	6.5	7.0	6.8

TABLE A9

Percent of school leavers not studying and not working full-time by highest year of school completed: 15 to 24 year-olds, May 1998–2005

Completed	YEAR 9	YEAR 10	YEAR 11	YEAR 12	NUMBER
May	%	%	%	%	'000s
1998	62.7	45.1	37.6	20.0	76.7
1999	61.2	39.2	29.9	16.5	68.8
2000	45.8	34.0	33.6	18.5	73.1
2001	51.7	45.5	41.7	17.7	71.6
2002		48.9	36.2	18.7	76.1
2003		46.7	36.0	19.3	78.5
2004		44.8	39.5	23.8	84.4
2005		48.9	40.4	19.8	89.1

Notes Transition from education to work and Education and work. 'Completed Year 9' is Year 9 or below for 1998-2001; 'Completed Year 10' is Year 10 or below for 2002-2005.

TABLE A10

Percent of 20 to 24 year olds not in full-time study or full-time work, Australia, May 1986 to 2006

	MALES	FEMALES	PERSONS		MALES	FEMALES	PERSONS
May	%	%	%		'000s	'000s	'000s
1986	18.0	38.2	28.0		119.0	249.8	368.9
1987	17.4	36.0	26.6		114.2	233.8	348.1
1988	17.4	35.5	26.4		114.5	229.5	344.0
1989	14.4	32.2	23.2		95.1	210.9	306.0
1990	16.4	31.3	23.8		110.4	208.0	318.4
1991	21.8	34.5	28.1		150.5	236.0	386.5
1992	24.7	36.6	30.6		174.9	256.6	431.6
1993	25.1	37.5	31.3		180.6	266.3	446.8
1994	24.5	35.9	30.1		177.3	254.6	431.9
1995	21.0	35.6	28.2		149.9	249.8	399.7
1996	20.5	35.4	27.9		142.8	243.2	386.1
1997	24.2	37.3	30.7		166.3	251.6	417.9
1998	23.4	33.7	28.5		159.7	224.7	384.4
1999	21.7	35.1	28.3		143.4	227.0	370.4
2000	19.5	30.8	25.1		126.4	195.5	321.9
2001	21.5	31.9	26.7		139.8	204.2	344.0
2002	20.1	30.8	25.4		134.2	200.2	334.4
2003	21.9	31.0	26.4		151.1	208.7	359.8
2004	21.4	32.2	26.7		152.9	224.7	377.6
2005	19.1	29.9	24.4		140.0	212.5	352.5
2006	18.6	28.0	23.2		137.5	200.0	337.5

Notes ABS Labour force Australia, 6291.0.55.001 LM3. There is a break in the series after March 2001.

TABLE A11

Labour force activities of 20 to 24 year olds not in full-time study or full-time work, Australia, May 1986 to 2006

	IN PART-TIME WORK			UNEMPLOYED			NOT IN THE LABOUR FORCE		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
May	%	%	%	%	%	%	%	%	%
1986	3.6	9.5	6.6	9.6	6.8	8.2	4.8	21.8	13.2
1987	3.2	9.5	6.3	10.0	7.3	8.7	4.2	19.2	11.6
1988	3.9	9.9	6.9	9.8	6.6	8.2	3.7	19.0	11.3
1989	3.6	10.3	6.9	7.3	6.0	6.7	3.4	15.9	9.6
1990	4.2	9.7	6.9	8.4	6.0	7.2	3.9	15.5	9.6
1991	5.0	9.5	7.2	12.8	9.2	11.0	4.0	15.8	9.9
1992	5.8	12.3	9.1	15.0	8.9	12.0	3.9	15.4	9.6
1993	6.7	12.4	9.5	14.2	8.3	11.3	4.3	16.9	10.5
1994	6.5	12.9	9.7	12.6	7.9	10.3	5.4	15.0	10.2
1995	6.5	13.0	9.7	9.9	7.5	8.7	4.6	15.1	9.8
1996	6.3	13.5	9.8	9.7	7.1	8.4	4.5	14.8	9.6
1997	7.3	14.3	10.8	12.0	8.8	10.4	5.0	14.2	9.6
1998	8.2	12.6	10.4	10.0	7.1	8.5	5.2	14.1	9.6
1999	8.0	14.6	11.3	7.9	6.7	7.3	5.8	13.9	9.8
2000	7.0	13.0	10.0	7.7	5.6	6.7	4.8	12.2	8.5
2001	7.9	13.5	10.7	8.8	6.5	7.6	4.8	12.0	8.4
2002	8.2	12.7	10.4	7.4	4.6	6.0	4.6	13.5	9.0
2003	9.0	12.8	10.9	7.5	5.5	6.5	5.5	12.7	9.0
2004	9.0	14.6	11.8	6.1	4.1	5.1	6.3	13.5	9.8
2005	8.7	14.0	11.3	5.5	4.1	4.8	4.9	11.8	8.3
2006	7.9	13.1	10.5	5.6	3.2	4.4	5.1	11.7	8.4

Notes ABS Labour force Australia, 6291.0.55.001 LM3. There is a break in the series after March 2001.

TABLE A12

Number of full-time jobs and full-time job growth by age group: Australia, May 1995 to 2006

	NUMBER IN FULL-TIME WORK			% CHANGE IN NO. IN FULL-TIME WORK		
	15-19	20-24	25-64	15-19	20-24	25-64
May	'000s	'000s	'000s	%	%	%
1995	232.0	793.3	5,083.1	100.0	100.0	100.0
1996	223.7	766.2	5,179.3	96.4	96.6	101.9
1997	203.5	699.3	5,245.0	87.7	88.2	103.2
1998	208.9	717.2	5,317.3	90.0	90.4	104.6
1999	211.0	672.8	5,418.1	90.9	84.8	106.6
2000	218.5	693.6	5,549.8	94.2	87.4	109.2
2001	209.3	664.4	5,597.3	90.2	83.8	110.1
2002	207.1	654.0	5,655.0	89.3	82.4	111.3
2003	215.1	660.4	5,735.0	92.7	83.2	112.8
2004	218.3	678.5	5,860.4	94.1	85.5	115.3
2005	229.9	714.5	6,012.5	99.1	90.1	118.3
2006	217.8	741.1	6,112.4	93.9	93.4	120.2

Notes ABS Labour force Australia, 6291.0.55.001 data cubes LM1 and LM3. Values for 15-19 and 20-24 year-olds are for persons not in full-time education. Values for 25-64 year-olds differ slightly from those in previous editions of HYPAF because of the use of revised estimates.

TABLE A13

Full-time and part-time employment: 15 to 19 and 20 to 24 year olds not in full-time study, Australia, May 1986 to 2006

	% EMPLOYED PART-TIME			RATIO OF FULL-TIME WORK TO PART-TIME WORK			& EMPLOYED FULL-TIME		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
15 to 19 year olds									
1986	6.2	9.9	8.0	11.6	6.2	8.4	71.7	61.5	66.8
1987	6.8	12.2	9.4	10.3	4.9	6.9	70.2	59.5	65.1
1988	7.7	12.0	9.7	9.3	5.3	7.0	71.8	63.0	67.6
1989	6.9	11.8	9.1	11.5	5.4	7.9	79.1	64.2	72.2
1990	7.8	12.7	10.1	9.4	4.8	6.7	73.1	61.2	67.6
1991	10.1	15.9	12.8	6.1	3.2	4.5	62.1	51.2	57.0
1992	10.9	19.3	14.7	5.5	2.2	3.5	60.0	42.1	51.9
1993	11.5	19.7	15.1	5.0	2.2	3.4	57.6	44.3	51.7
1994	11.5	22.8	16.4	5.0	1.8	3.0	57.2	40.0	49.8
1995	11.7	22.2	16.4	5.4	1.9	3.3	62.9	42.4	53.8
1996	12.3	25.5	18.0	4.8	1.7	2.9	59.1	42.4	51.9
1997	14.1	26.0	19.1	4.1	1.6	2.7	57.2	42.4	51.0
1998	11.9	25.1	17.4	4.9	1.6	2.9	58.8	39.2	50.5
1999	14.8	26.3	19.8	4.1	1.7	2.7	60.1	43.4	52.8
2000	17.1	24.9	20.5	3.5	1.8	2.6	60.6	44.9	53.6
2001	17.6	26.7	21.5	3.2	1.7	2.4	56.4	44.1	51.0
2002	17.1	29.8	22.8	3.4	1.3	2.2	58.9	39.1	50.0
2003	17.7	28.4	22.4	3.3	1.5	2.3	58.5	42.5	51.4
2004	16.7	30.6	22.9	3.4	1.4	2.2	57.6	41.5	50.4
2005	15.8	31.7	22.9	4.0	1.2	2.3	63.3	38.9	52.4
2006	14.6	31.3	21.7	4.2	1.2	2.4	61.2	39.1	51.9
20 to 24 year olds									
1986	3.9	10.3	7.1	20.6	5.7	9.8	80.4	58.9	69.6
1987	3.5	10.3	6.9	23.1	5.9	10.3	80.9	60.8	70.9
1988	4.4	10.9	7.6	18.3	5.6	9.3	80.7	61.0	70.9
1989	4.1	11.5	7.8	20.4	5.5	9.5	83.7	63.8	73.8
1990	4.8	11.1	8.0	16.9	5.8	9.1	81.1	64.2	72.7
1991	5.8	11.0	8.4	12.9	5.4	8.0	74.7	59.8	67.3
1992	6.8	14.6	10.7	10.4	3.9	6.0	70.9	56.7	63.9
1993	7.8	14.7	11.2	9.1	3.8	5.6	70.8	55.2	63.1
1994	7.6	15.4	11.4	9.4	3.7	5.6	71.2	57.3	64.3
1995	7.7	15.4	11.5	9.7	3.8	5.8	75.0	57.9	66.5
1996	7.5	16.3	11.8	10.1	3.5	5.6	75.6	57.2	66.5
1997	8.8	17.6	13.1	8.0	3.1	4.8	70.8	54.0	62.6
1998	9.9	15.7	12.7	7.3	3.7	5.1	71.8	58.0	65.1
1999	9.9	18.6	14.1	7.4	3.0	4.6	73.3	55.1	64.5
2000	8.7	16.7	12.6	8.7	3.6	5.4	75.9	60.3	68.3
2001	10.0	17.3	13.6	7.3	3.4	4.8	72.6	59.0	65.9
2002	10.6	17.4	13.9	7.0	3.3	4.8	73.9	57.8	66.2
2003	11.6	17.6	14.5	6.2	3.3	4.5	71.5	57.4	64.7
2004	11.6	20.4	15.8	6.2	2.7	4.1	72.4	55.2	64.2
2005	11.2	19.8	15.3	6.7	2.9	4.4	75.2	57.7	67.0
2006	10.2	18.4	14.1	7.4	3.3	4.9	75.8	60.8	68.7

Notes: ABS Labour force Australia, 6202.0—ST LM3.

TABLE A14

Part-time employment of school and full-time tertiary students, 15 to 19 and 20 to 24 year olds, Australia, April-May 1986 to 2006

	15 TO 19 YEAR-OLDS SCHOOL STUDENTS			15 TO 19 YEARS OLDS FULL-TIME TERTIARY STUDENTS			20 TO 24 YEAR-OLDS FULL-TIME TERTIARY STUDENTS		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
	%	%	%	%	%	%	%	%	%
1986	21.6	25.8	23.7	27.8	39.3	33.9	27.4	38.0	32.3
1987	19.5	24.6	22.0	26.3	34.6	30.8	29.5	32.8	31.0
1988	19.8	25.6	22.7	23.4	34.5	29.5	30.3	36.8	33.4
1989	22.7	27.9	25.3	29.7	38.9	34.7	28.8	41.7	35.1
1990	23.4	29.7	26.5	34.3	40.5	37.7	38.8	45.1	41.9
1991	21.3	26.4	23.8	31.7	39.8	36.2	31.6	44.0	38.0
1992	22.0	27.3	24.6	30.6	40.1	35.7	32.2	35.0	33.6
1993	19.8	26.4	23.1	27.3	37.4	32.8	30.6	37.5	34.2
1994	23.3	32.5	27.9	34.0	38.2	36.4	33.1	43.4	38.3
1995	24.2	36.2	30.1	37.0	51.2	45.1	34.3	42.8	38.5
1996	26.5	35.1	30.8	39.5	46.6	43.5	37.9	45.7	41.9
1997	26.2	32.4	29.3	42.5	51.8	47.7	38.1	45.9	42.2
1998	25.5	34.3	29.9	43.8	52.2	48.5	41.6	45.7	43.8
1999	28.1	35.0	31.6	40.5	54.2	48.0	45.8	48.4	47.2
2000	28.6	37.0	32.8	41.8	54.5	48.6	46.1	50.6	48.5
2001	30.3	36.7	33.5	47.4	52.5	50.2	40.6	51.2	45.9
2002	27.0	36.8	31.9	38.5	53.1	46.5	44.1	52.9	48.8
2003	26.7	38.0	32.3	46.0	57.2	52.1	45.0	53.6	49.7
2004	31.2	40.2	35.7	43.4	53.3	48.7	44.0	52.9	48.9
2005	31.4	40.9	36.1	43.4	54.6	49.7	45.9	52.3	49.4
2006	30.1	38.7	34.4	44.1	52.9	49.2	46.5	54.0	50.6

Notes: ABS Labour force Australia, 6202.0—ST LM3.

TABLE A15

Attitudes to job by level of full-time engagement: 15 to 24 year-olds, Australia, 2002

	Part-time work & full-time study	Part-time work & no full-time study	Full-time work & no full-time study
	%	%	%
Reason for working part-time			
Own illness/disability	0.1	1.6	--
Caring for children	0.0	7.5	--
Caring for vulnerable adult relatives	0.0	0.5	--
Other personal or family responsibilities	0.0	1.1	--
Going to school, college, uni	95.4	21.2	--
Could not find full-time work	0.9	23.2	--
Prefer part-time work	1.7	17.9	--
Involved voluntary work	0.0	0.8	--
Higher per hour rates	0.2	0.7	--
Avoid loss of welfare payments	0.0	0.0	--
Getting business established	0.0	1.4	--
Nature of work	1.1	10.8	--
Other	0.5	13.3	--
Preference for more or fewer hours			
Fewer hours than now	5.0	2.2	20.4
About the same	62.3	37.2	65.2
More hours	32.7	60.6	14.4
Working conditions			
Holiday leave	0.7	3.4	12.8
Sick leave	86.9	70.5	12.5
Contract of employment			
Fixed term	0.7	3.4	12.8
Casual	86.9	70.5	12.5
On-going	12.4	26.1	74.7
More than 50% prob. leaving	40.8	46.5	25.3
More than 20% prob. of sack	10.8	17.9	12.7
More than 50% prob. better job	67.9	64.1	62.7
Satisfaction with aspects of job			
Total pay	47.7	40.6	37.1
Job security	75.7	59.6	76.5
The work itself	45.6	46.8	55.9
The hours worked	53.5	36.2	56.6
Flexibility to balance work and non-work activities	70.4	58.7	57.8
Overall	60.1	48.2	59.3

Notes Customised table from Household, income and labour dynamics in Australia survey. Respondents were asked to rate the probability from zero to 100 of their leaving, being sacked or finding at least as good a job if they left their current job. Respondents were asked to rate their satisfaction on a scale from zero (totally dissatisfied) to 10 (totally satisfied). Responses were categorised as zero to seven (not satisfied) and eight to ten (satisfied). The definition of full-time study is described in the text and is not consistent with the definition in the rest of the report.