



**MONASH**  
University

MONASH  
YOUTH POLICY  
AND EDUCATION  
PRACTICE

# WHAT DOES IT MEAN TO BE YOUNG AND DISADVANTAGED IN AUSTRALIA?

28 July 2021





**MONASH**  
University

MONASH  
YOUTH POLICY  
AND EDUCATION  
PRACTICE

**We wish to acknowledge the  
people of the Kulin Nations, on  
whose land we are gathered  
today. We pay our respects to  
their Elders, past and present.**



# PRESENTERS

## **LUCAS WALSH**

Introducing CYPEP:

How youth research can be a window onto wider society

## **CATHY WAITE**

Constructions of 'youth as disadvantage' in policy contexts

## **BERTALAN MAGYAR**

Exploring the 'youth as disadvantage' hypothesis:

An employment perspective

## **BEATRIZ GALLO CORDOBA**

Measuring and modelling disadvantage:

Disadvantage as a multidimensional and multilevel phenomenon

# INTRODUCING CYPEP:

How youth research can be a window  
onto wider society

Lucas Walsh



# CONSTRUCTIONS OF 'YOUTH AS DISADVANTAGE' IN POLICY CONTEXTS

Catherine Waite

# YOUTH POLICY: THE PROBLEM

- Policy – inspired by change; driven by problems; value-laden and reflective of political and social milieu
- Young people constructed in policy contexts in particular ways – as disadvantaged, as future citizens, as risky agents
- Youth studies literature critical of homogenising characterisations

Rizvi, F., and B. Lingard. 2010. Globalizing education policy. London: Routledge

Te Riele, K., 2015. Conundrums for youth policy and practice. In Interrogating Conceptions of "Vulnerable Youth" in Theory, Policy and Practice (pp. 17-32). Brill Sense.

Wyn, J., 2011. The sociology of youth: A reflection on its contribution to the field and future directions. Youth Studies Australia, 30(3), pp.34-39.

# THEMES

Young people 15 – 24 years, policy documents published in Australia 2015 – 2021

- Future citizens – Young people need to be *'ready for a world yet to be imagined'*; education is *'ensuring students are ready for the future'* in which new jobs, and social and economic challenges are *'yet to be anticipated'*
- Young people are *'fundamental to the ongoing prosperity and cohesion of Australian society'*
- Agents of risky behaviour
- Discourses of risky youthful behaviour – regarding crimes young people are most likely to commit; and in health policy on the top health risks for young people, often drug-taking, mental ill-health and car accidents

Department of Education, Skills and Employment, 2019, National Career Education Strategy

Department of health, Child and Youth Health, National Action Plan for the Health of Children and Young People: 2020-2030.

Queensland government, Working together, changing the story: Youth Justice Strategy 2019-2023; NSW Youth Health Framework 2017-24





# THEMES – THE EXCEPTIONS

- A ‘holistic’ approach – health, youth justice, education.
  - highlights the mitigating circumstances in young lives that contribute to health, educational or justice outcomes; for instance, social disadvantage, family disfunction
- Privileging young peoples’ voices in issues of concern to them
  - Related to the theme in which the ‘empowerment’ of young people is stated as a key aim
  - not always clear how this ‘empowerment’ is realised

Government of Western Australia, Department of Health, Youth: Health Policy 2018-2023;  
Northern Territory Department of Health, 2018, The best opportunities in life: Northern territory child and adolescent health and wellbeing strategic plan 2018-2028  
Department of Communities, Child Safety and Disability Services, 2017,  
Queensland youth strategy: Building young Queenslanders for a global future





# TAKE-AWAYS

1. Problem of youth engagement – outcomes?
2. Impacts of a rise in ‘problems’ and development of policy. Where are young people now located?
3. Some policy-makers appear to engage with the literature, many seem not to. What are the differences in terms of uptake? Or impacts of policy?

# EXPLORING THE 'YOUTH AS DISADVANTAGE' HYPOTHESIS:

An employment perspective

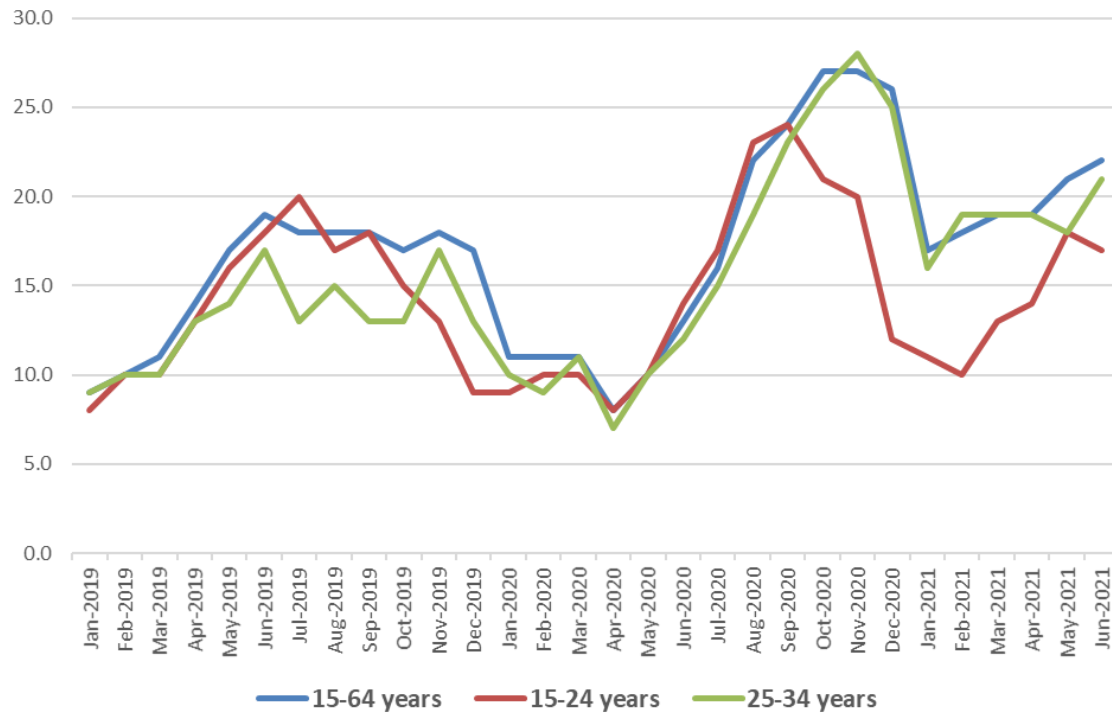
Bertalan Magyar



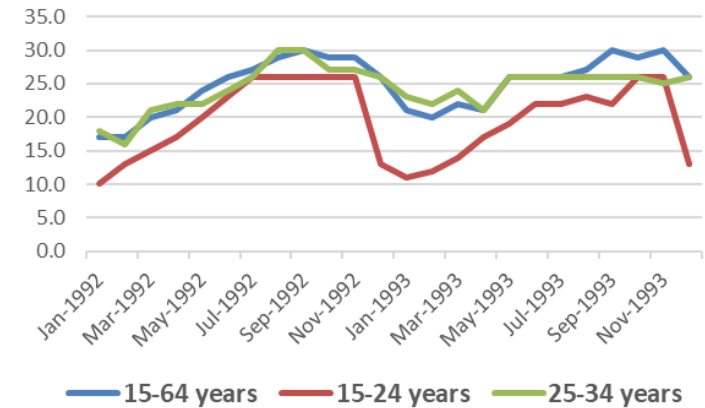
# SOME ECONOMIC ASPECTS OF YOUTH DISADVANTAGE

- graduate employment outcomes (full-time jobs; short/medium terms, etc.)
- labour market entry during economic downturn ('scarring effect')
- industries with high proportions of young people (hardest hit by lockdowns)
- length of job search by age groups

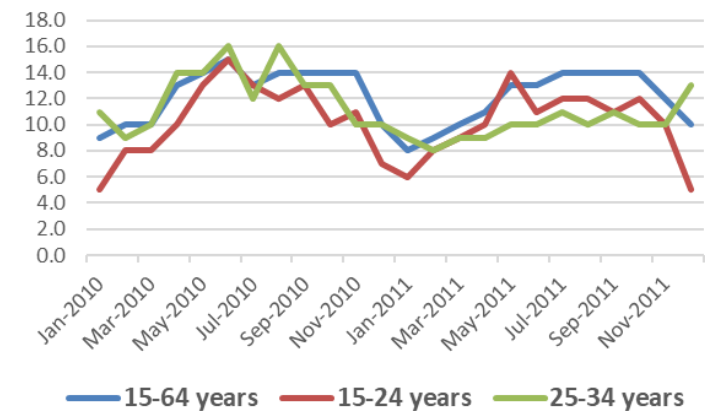
duration of job search in weeks (2019-21)



duration of job search in weeks  
(1992-93)

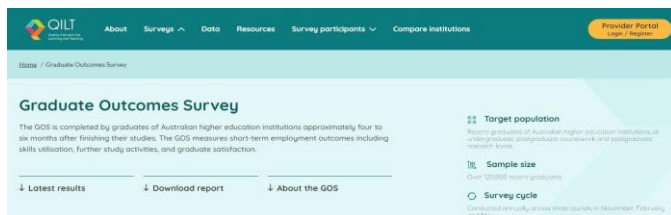


duration of job search in weeks  
(2010-11)



# GRADUATE OUTCOMES SURVEY

- published annually since 2016
- sample size: 120,000+ recent graduates
- 112 higher educational providers



Full time undergraduate students by study areas 2017-2020 (%)

	2017	2020
Natural & physical sciences	14.9	13.5
Information technology	1.6	2.2
Engineering & related technologies	3.5	3.8
Architecture & building	2.0	1.2
Agriculture, environmental	1.8	1.7
Health	30.3	41.1
Education	8.0	7.2
Management & commerce	5.9	4.6
Society & culture	22.0	18.4
Creative arts	7.2	4.1
Food, hospitality & personal services	0.1	0.4
Mixed field programmes	2.5	1.6
Other (please specify)	0.2	0.2
All fields	100.0	100.0

Study areas	Undergraduate (short)	Undergraduate (medium)	Postgraduate (short)	Postgraduate (short)	salaries (short term)	salaries (long term)
Medicine	96.6	97.3	97.5	98.0	70000	104400
Pharmacy	95.1	95.7	98.0	97.8	45900	81800
Dentistry	86.2	98.3	90.0	94.1	86300	105100
Rehabilitation	86.1	96.7	93.8	98.6	60300	77600
Veterinary science	84.3	90.3	89.2	94.4	50000	66800
Teacher education	83.6	93.8	84.6	94.6	64000	75000
Engineering	81.8	95.4	90.6	95.1	65000	84000
Nursing	80.1	92.1	93.9	96.3	60500	73600
Business & management	79.3	92.9	89.9	95.1	58000	77000
Computing & IT	76.7	92.9	85.0	88.7	60000	83000
Architecture & built environment	76.6	90.1	84.5	92.0	57200	74100
Law & paralegal studies	75.4	91.6	88.9	96.7	60200	80000
Social work	73.1	92.8	80.1	92.8	62700	78000
Health services & support	73.0	92.4	84.1	94.9	60700	75900
Agriculture & environmental	69.2	91.7	77.9	93.9	56000	70000
Communications	65.3	84.9	75.5	88.0	50000	66000
Tourism, hospitality, sports	63.8	84.6	n/a	n/a	n/a	70000
Psychology	62.0	87.2	83.1	92.6	57500	72500
Humanities & social sciences	61.9	87.0	81.2	90.5	57500	72000
Science & mathematics	61.6	87.1	76.1	88.6	58700	70000
Creative arts	53.4	79.4	68.1	87.1	49000	61900
All study areas	73.0	90.1	86.2	94.1	60000	75000



# FUTURE RESEARCH AND POLICY DIRECTIONS

## I. Research directions:

Interdisciplinary collaboration among economists, education scholars, and social scientists.  
Lots of connection points yet little incentives to cross between silos. Some examples:

- Policy expectations regarding: 'work-ready graduates' and 'classroom-ready teachers'
- Firm dynamics and employer quality literature (economics): 50% startups fail in 5 years →
- Teacher burnout: 50% of early career teachers leave the field within 5 years (this is contested)

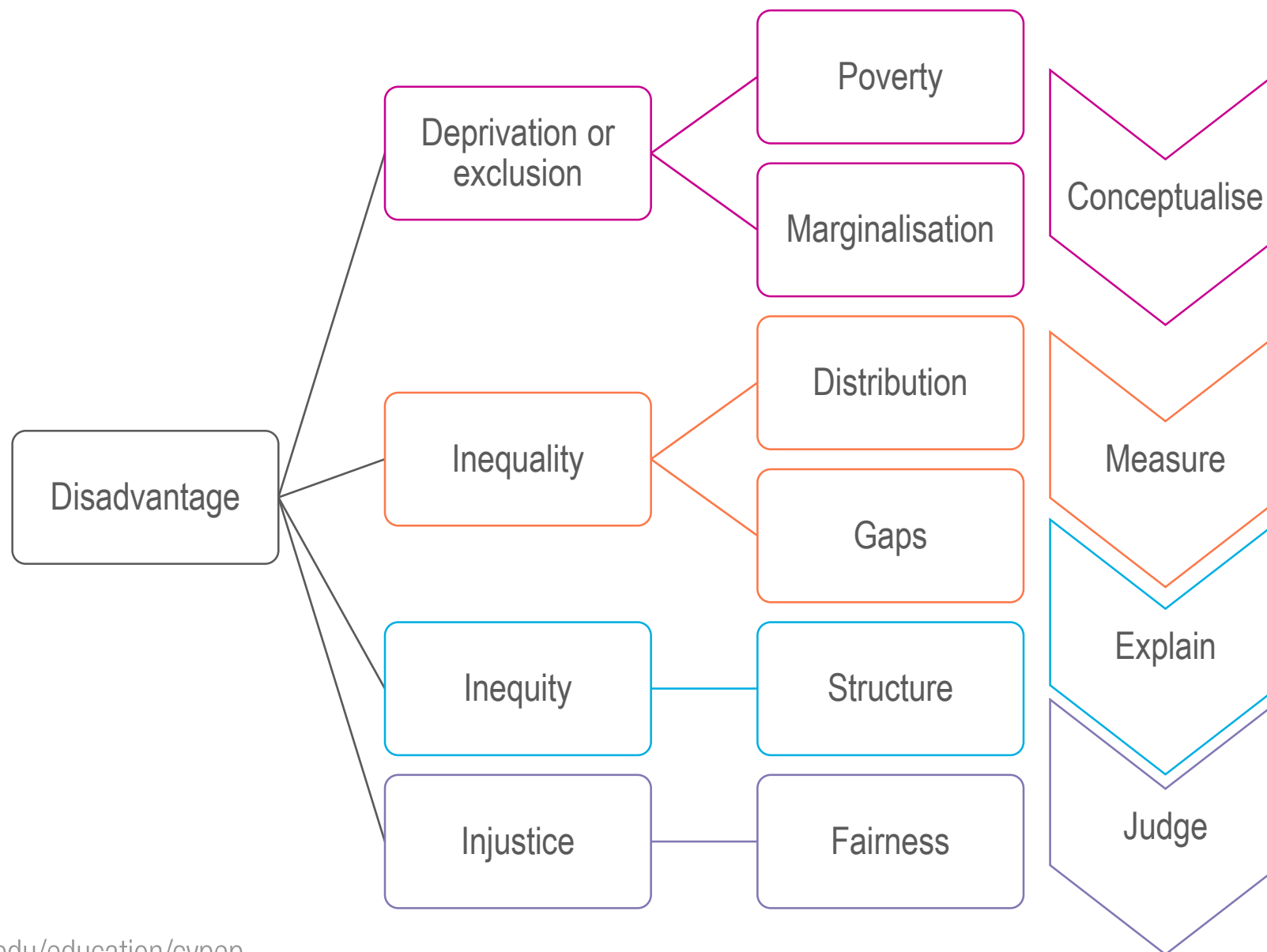
## II. Policy considerations:

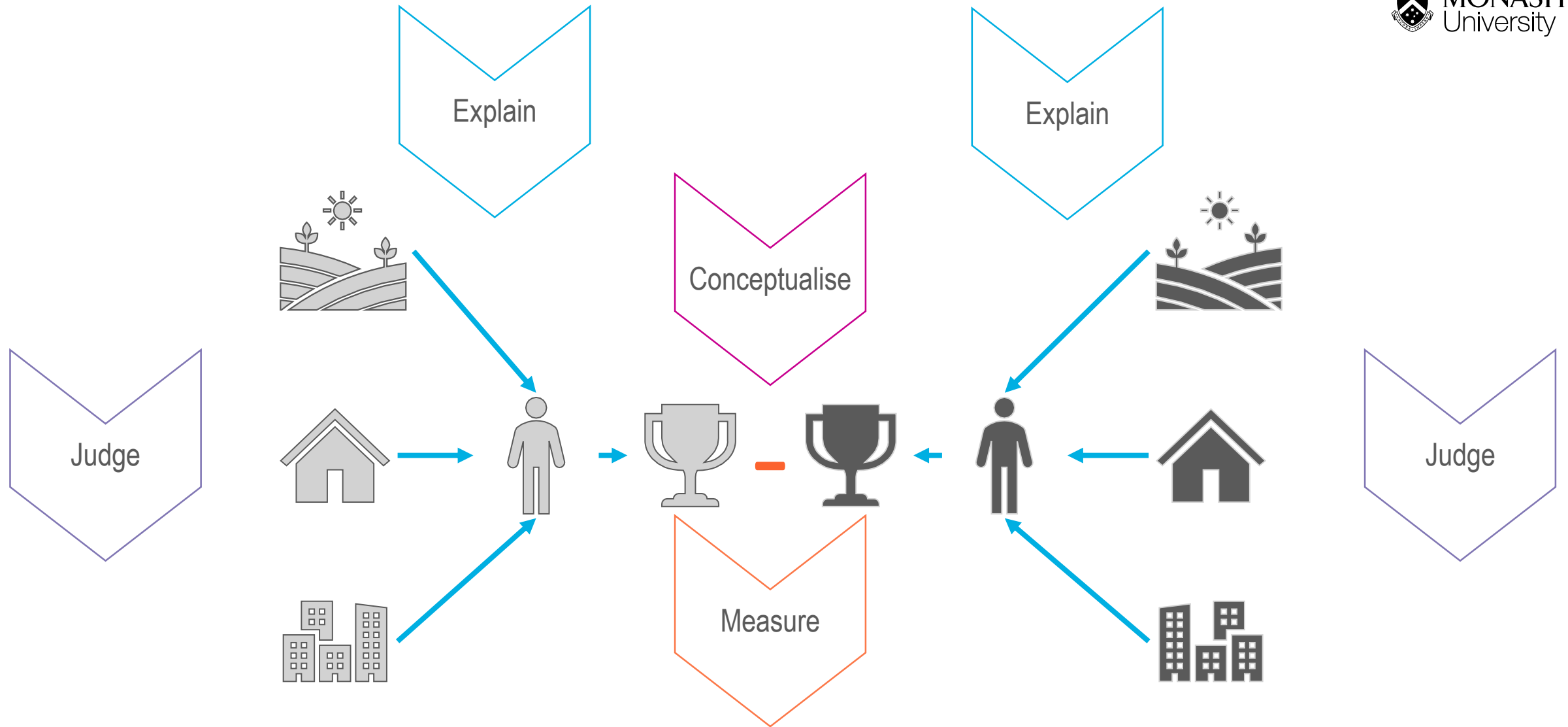
- Measuring 'graduate outcomes' is a step forward, but less focus on earning-oriented 'league tables' for marketing purposes to target international students for revenue.
- Work-integrated learning (WIL, i.e., placements) could be rolled out for each and every degree in higher education, not just for those with strong vocational focus (teaching, medicine, nursing etc).
- On average, 27% of revenue in the HE sector comes from international students. Some of the extracted revenue could be spent on supporting domestic students to study overseas (i.e., for a semester). Do we value 'diversity'?
- Universal Basic Income (UBI) is less controversial than even just 5-10 years ago. A limited '**Youth Basic Income**' scheme could be piloted (e.g. based on age 16-24, similar to Youth Allowance) to scope its potential.

# MEASURING AND MODELING DISADVANTAGE

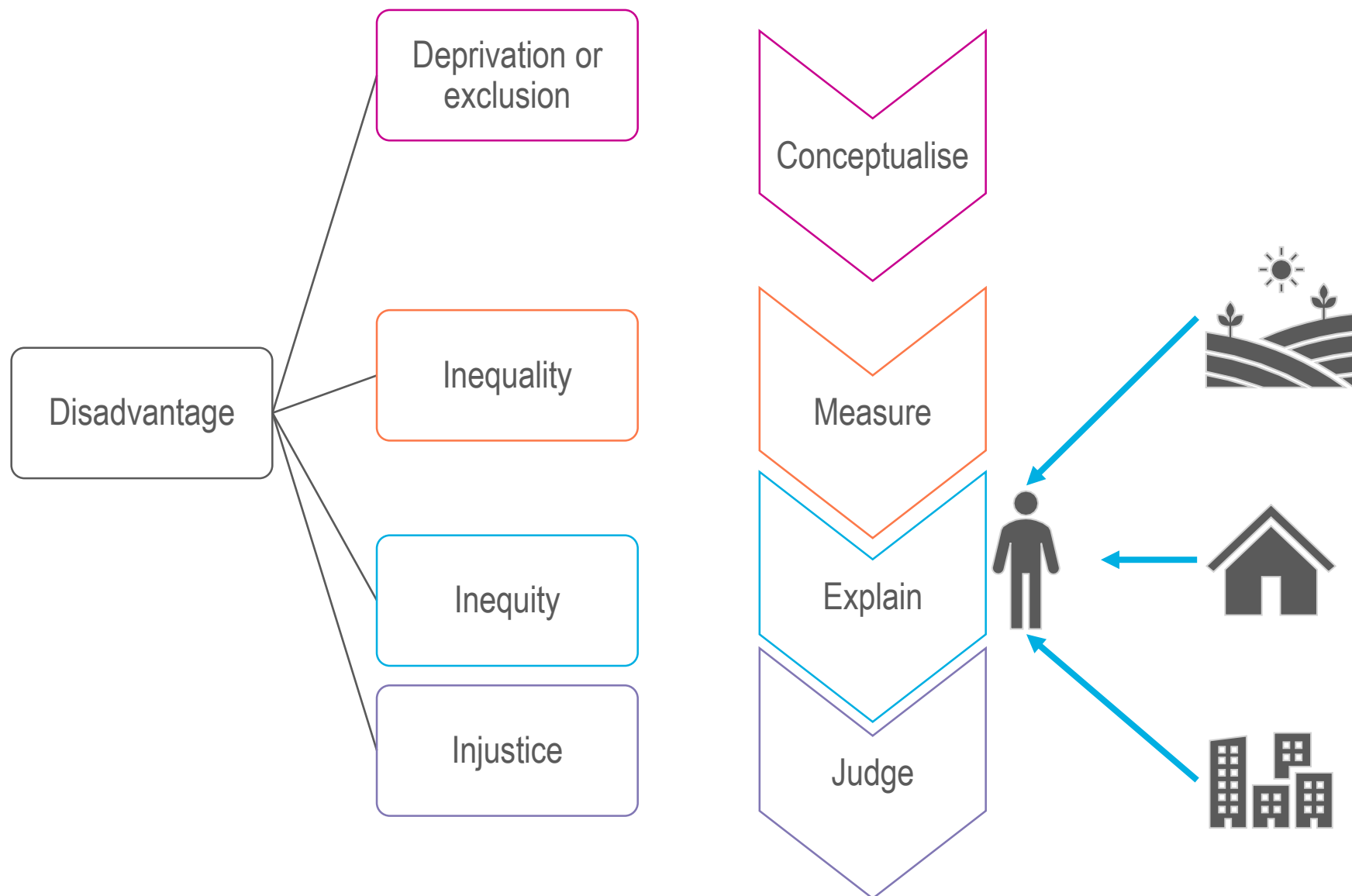
Beatriz Gallo Cordoba











# THANK YOU

Find out more [monash.edu/education/cypep](https://monash.edu/education/cypep)

Contact us [cypep@monash.edu](mailto:cypep@monash.edu)

Follow us [@MonashCYPEP](https://twitter.com/MonashCYPEP)