

# Where do we belong? Supporting young people in an increasingly risky environment

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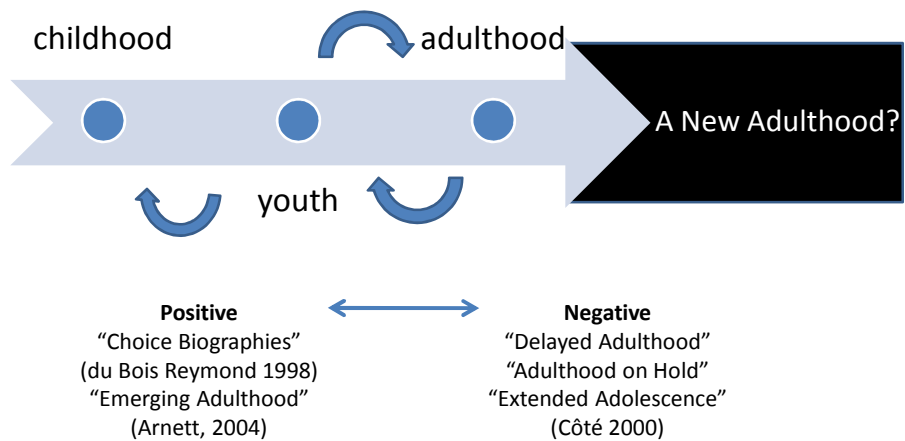


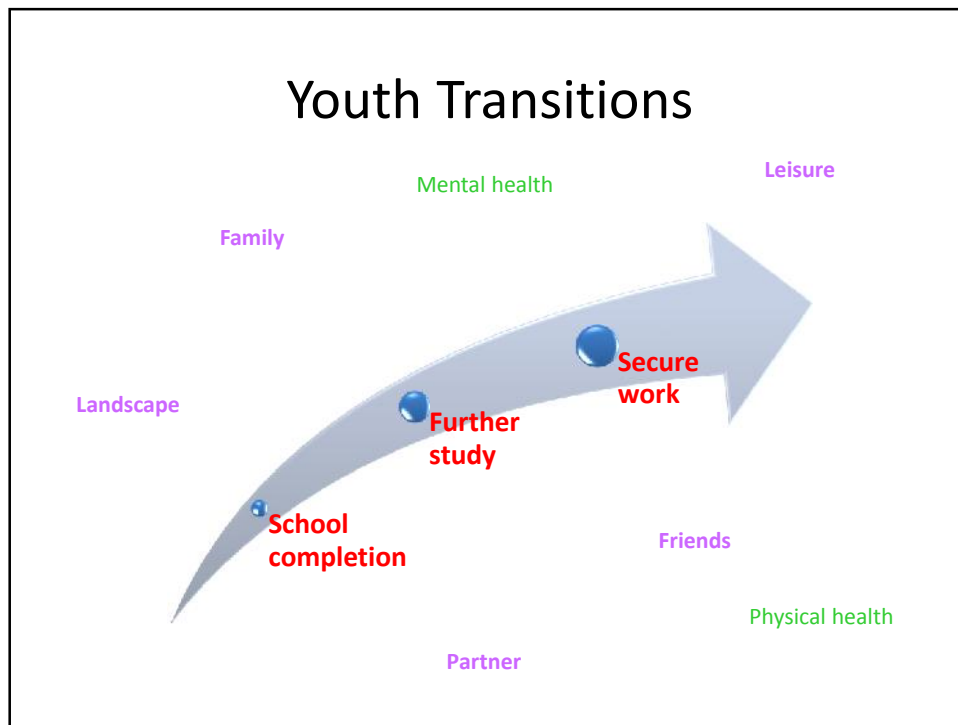
## Life Patterns

- Longitudinal Panel Cohort Study funded by the ARC
- Cohort1: Left secondary school in 1991 (Victoria)
- Cohort 2: Left secondary school in 2005 (Vic, ACT, Tasmania, NSW)
  - Representative by type of school, gender, SES
  - Oversampled in rural for cohort 2
- Comparative data:
- Age 23
  - Cohort 1: 1996 N=1925
  - Cohort 2: 2011 N=722
- Age 25
  - Cohort 1: 1998 N=1410
  - Cohort 2: 2013 N=630

As the government considers punitive approaches to youth at risk, it is timely to consider the changing nature of school to work transitions, of labour markets and in the nature of youth

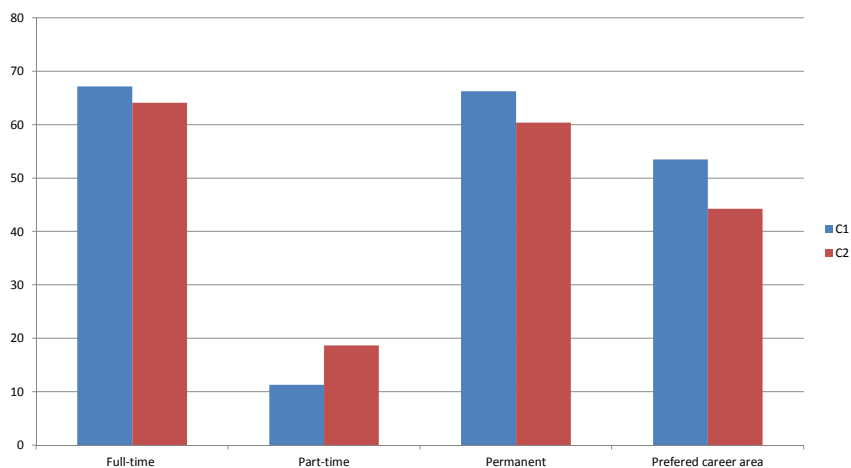
## Changing Transitions



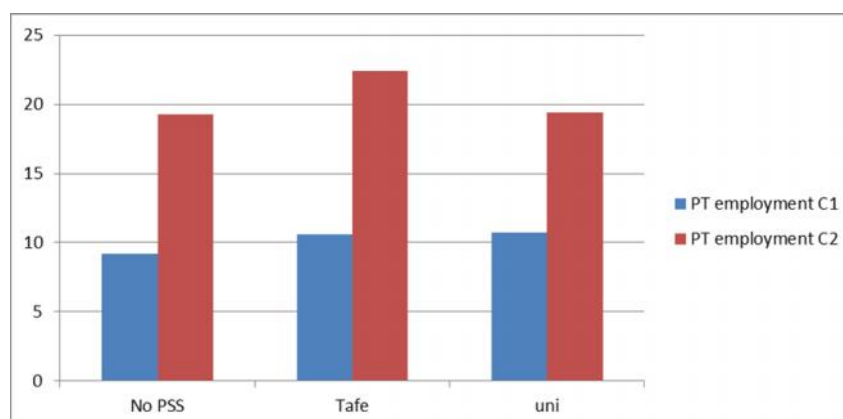


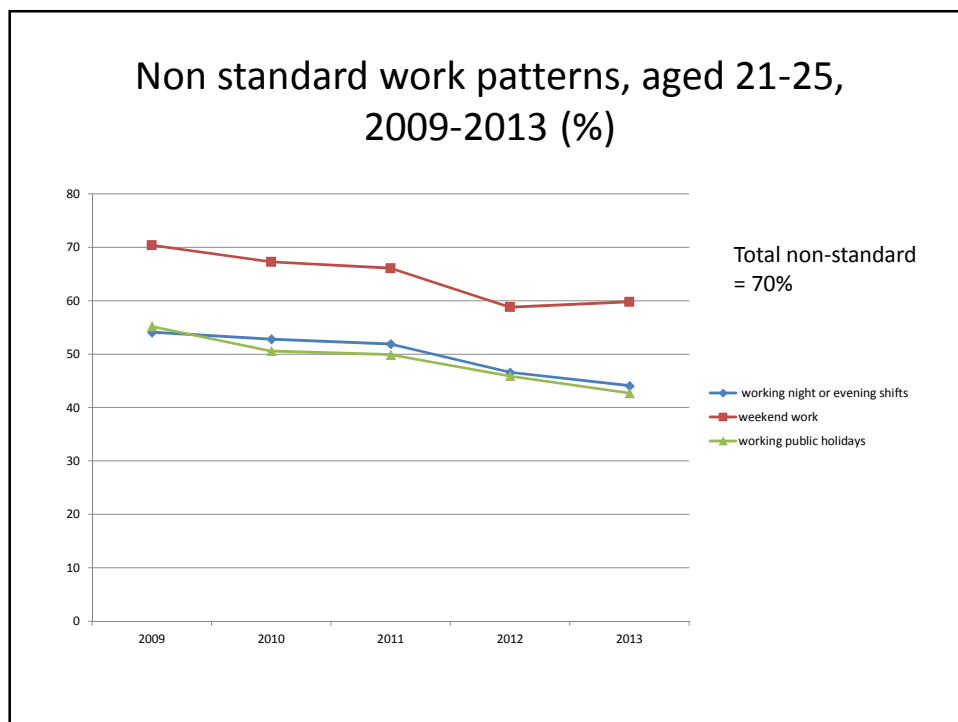
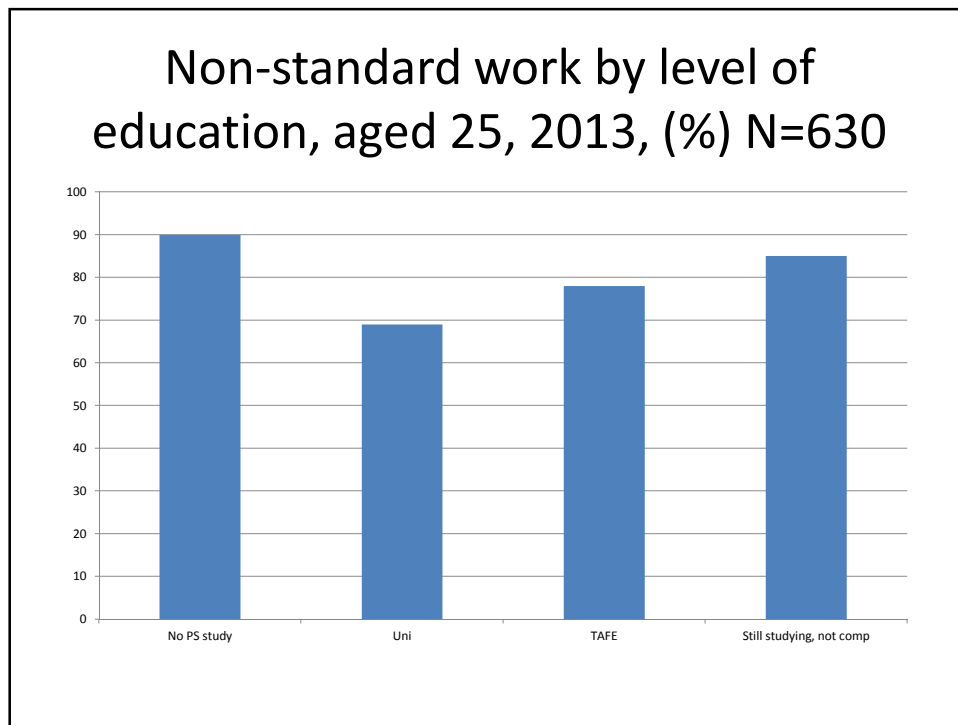
## Why belonging?

### Employment type at age 25, in 1998 & 2013, (%)

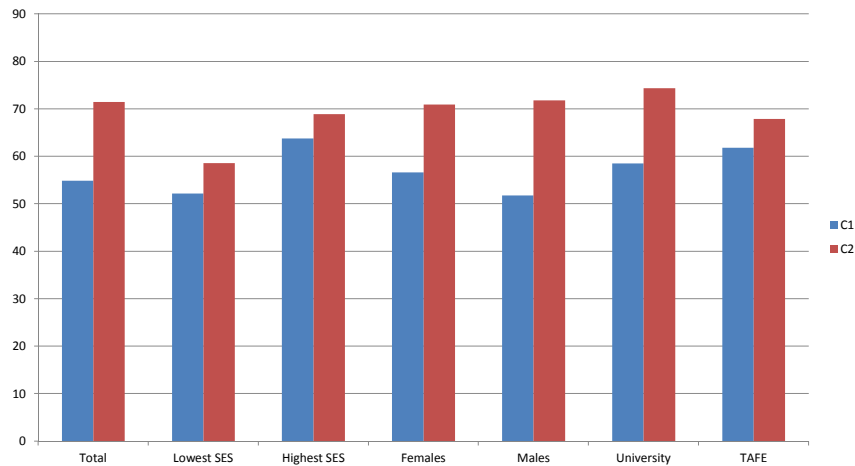


### Part time employment by Post Secondary Study aged 25 in 1998 (C1 N=1410) and 2013 (C2 N=630)

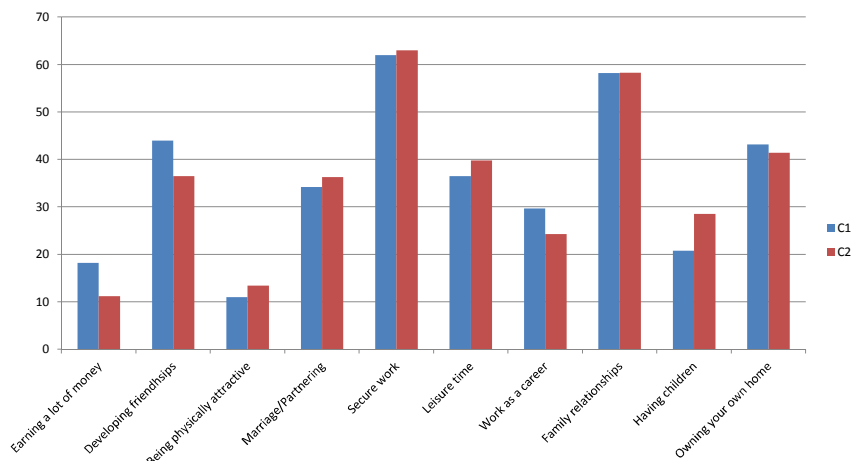




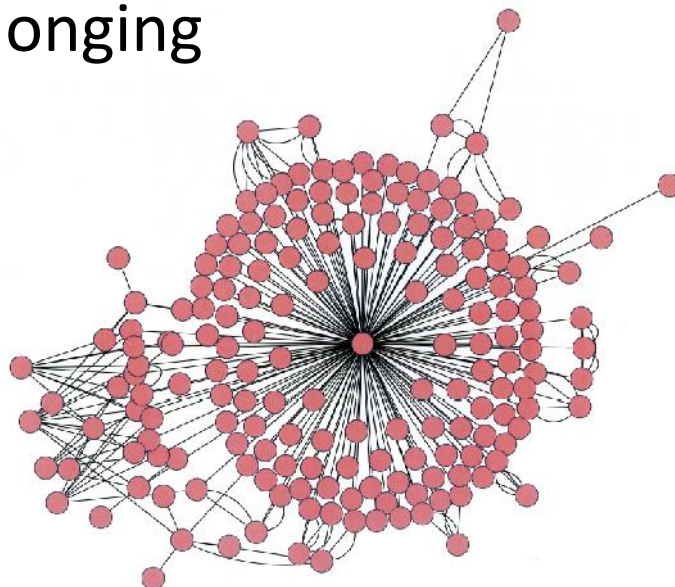
Comparison: Combining work & study aged 23 by SES and gender, 1996 (N=1925) & 2011 (N=722), (%)



“Very important life goals in the future” aged 25, 1998 (C1) & 2013 (C2), (%)



## Belonging



### Youth transitions is not a new problem

But the scale and nature of complex and failed youth transitions is a challenge to conventional understandings of education as a tool for youth transition

A different lens is required to bring the focus onto the quality of relationships and connections that enable young people to navigate their lives