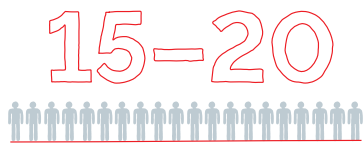


Beyond the Classroom

A universal model of careers learning that starts earlier and brings together educators, employers, parents and young people so young Australians are better prepared for the world of work

The world of work is changing

The majority of young people will have between



jobs in their life time.¹

Rapid technological advances, globalisation and labour market dynamics mean that young people requires new skills, a different mindset and adaptability. The jobs of the future are dependent on workers who possess the transferable enterprise skills that promote 'long-term job success and performance'²

There is an opportunity to better prepare young people for the world of work

The rate of attainment of qualifications by young people has been increasing and yet there is a mismatch between the skills they have and what employers are looking for

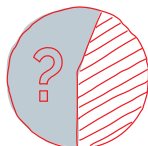
- 78% of 20-24 year olds in 2012 had attained Year 12 compared to 70% in 2002³
- Only 42% of employers believe that new tertiary graduates are adequately prepared for entry-level positions, compared with 72% of education providers⁴
- Only a third of public VET graduates in 2012 were employed in the same occupation as their training course⁵
- Employers are concerned about young people's lack of enterprise skills⁶

The education and employment sectors are not integrated

One in five university students will drop out before the end of their first year.



More than half say that when they chose their field of study they didn't know which disciplines would lead to job openings and good wage levels.⁷



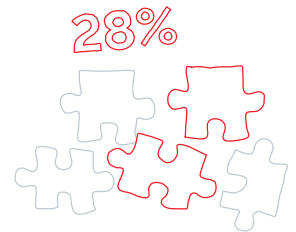
Better preparation for the world of work benefits employers, individuals and the economy

Employers have an expanded and better-prepared talent pool to recruit from

- Employers can access more potential employees who are job-ready

There is a growing mismatch between the skills young people have when they leave school and what employers are looking for.

28% of employers said they would have recruited more graduates had there been candidates with appropriate skill sets.⁸



Young people have greater engagement in education and better lifelong employment prospects

- Greater engagement in education improves literacy and numeracy skills, which are fundamental to improved workforce participation, productivity and social inclusion⁹
- Evidence suggests that around 80% of long-term job success depends on generic employability skills such as self-confidence, communication, digital literacy, working with others, project management, critical assessment of information, understanding of self and others and creativity and innovation¹⁰



Employers can have a massive impact on the lives of young people by offering inspiring work exposure programs.

Young people who can recall **four or more career events or contacts** are five times more likely to be employed or in further education.¹¹

Better careers learning improves efficiency of the education system and labour markets

- Greater education system efficiency by improving¹²
 - awareness of, interest, and participation in, education and training
 - course completion rates because people are better matched to courses
 - course offerings through demand for courses that lead to higher returns for individuals
- Greater labour market efficiency by improving¹³
 - job search and labour market information
 - allocative efficiency and productivity because people are better matched to jobs
 - reducing unemployment by reducing voluntary employment terminations, periods of job search, and encouraging retraining

CAREERS LEARNING IN AUSTRALIA:

A snapshot

Currently in Australia, careers learning starts too late, has inadequate work exposure opportunities and is fragmented. There is an opportunity to introduce a new model that makes better use of existing resources and delivers better outcomes for young people and employers.

| Evidence suggests we need... | What's happening now | Beyond the Classroom model |
|--|---|--|
| <p>Timing The significant majority of parents, teachers and career practitioners think career exposure should be introduced early in secondary school because young people need to have careers exposure before selecting their subjects¹⁴</p> | <p>Career advice and support is primarily directed at Years 10, 11 and 12, especially for work exposure or work placement programs</p> | <p>Years 7-12 model that starts early and works consistently with young people throughout high school</p> |
| <p>Integrated careers learning Best practice approaches include alignment of curriculum with industry needs, in class delivery of curriculum by industry, immersive learning simulations¹⁵</p> | <p>Limited and sporadic</p> | <p>Local Champion Group and Integrated careers learning where teachers and employers co-design and co-deliver teaching and learning that is aligned with existing curriculum and with the real world and industry needs</p> |
| <p>Parental engagement Parents have the greatest influence over young people's subject choices and also have the greatest influence in young people's thinking about post school work or study¹⁶</p> | <p>Involvement of parents in an integrated way is currently very limited</p> | <p>Local Champion Group with parents involved in designing and delivering the model</p> <p>Parental engagement to build parents' knowledge and leverage their expertise and experience and ensure they are supporting positive pathways for their children</p> |
| <p>Work exposure Best practice approaches include work placements, apprenticeships and internships are linked to the curriculum¹⁷</p> <p>Career practitioners, young people and teachers perceive work exposure activities including visits to workplaces and work placement programs as the most useful career activities¹⁸</p> <p>Young adults surveyed who recalled four or more employer engagement activities while at school were five times more likely to be in employment, education or training than those who recalled no such activities and, if in full-time employment, earning an average of 16% more¹⁹</p> | <p>Availability – the elements that are considered most useful are sometimes not available. For example, teachers and students agree that workplace visits are very useful and yet only 30% stated that this was available in their school²⁰</p> | <p>Work exposure continuum that connects all young people with the world of work regularly throughout high school and demonstrates the relevance of school and the importance of building employability skills</p> <p>School-industry networks so that teachers better understand different career pathways and provide more specific guidance</p> <p>Digital delivery and social platforms that enable regular and varied work exposure activities</p> |
| <p>Coordination Sector-wide collaborations which build industry consensus and share the costs of improving education and workforce training are fundamental to successful career development systems²¹</p> | <p>Fragmentation of mechanisms and a lack of co-ordination between stakeholders</p> | <p>Local Champion Group where employers engage in a coordinated way with the education system and the community</p> <p>My First Job to support, secure and maintain real and meaningful jobs for young Australians that match local industry demands</p> |
| <p>Young people Available evidence suggests that the engagement of students with their schooling is associated with the transition to participation in post-compulsory education and training²²</p> | <p>Research shows roughly half of all young people are dissatisfied with the access, quality and timing of career development at secondary school²³</p> | <p>Local Champion Group where the voice of young people informs the design and delivery of the model</p> |

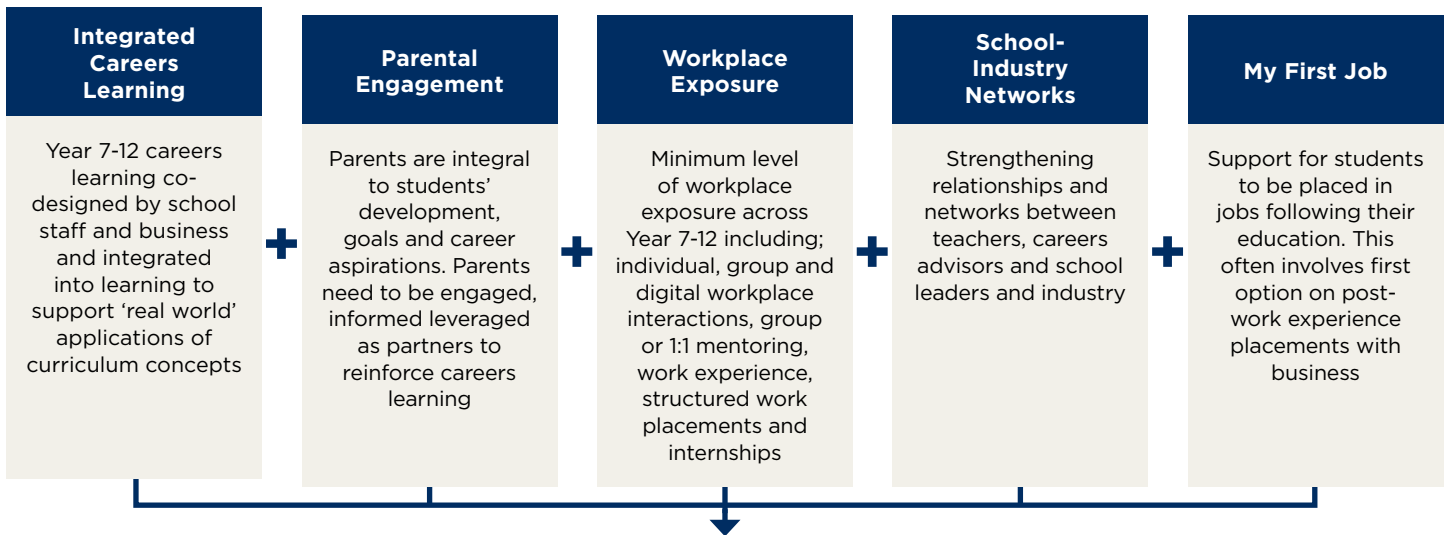
BEYOND THE CLASSROOM:

The solution

In order to better prepare all young people for the world of work we need a universal model of careers learning that starts earlier and brings together educators, employers, parents. No single program will solve the challenges of transition from education to employment. Beyond The Classroom combines the most important aspects of careers learning to change the game.

Local Champion Group

Educators, employers, young people and parents working together to coordinate all the elements of the BTC model at a school.
Local Champion Group: School principal, other school leader, local industry/community, local government, parent, young person



Integrated Careers Learning - bringing the world of work into the classroom²⁴

Business Blackboard brings employers into schools to work with teachers to develop lessons that use 'real-world' content. 85% of students participating in Beacon's *Business Blackboard* program realise that **what you learn at school is relevant to work**. *"I learnt heaps of stuff I didn't know. The class [Business Blackboard] made it easier for me to concentrate because I had an interest in what we were learning and I know it is something I will use in the future. It made me concentrate more."*
Year 10 BTC Student

Work exposure - connecting young people with the world of work

Research and stakeholders identify work exposure as one of the most important part of careers learning. BTC is getting young people out of classrooms and into the workplace. It builds on the success of Beacon's and FYA's work exposure programs that over 18,500 young people have participated in to develop employability skills.

"This week has been awesome, because I've not only made life friends **but I've learnt some very important employability skills like, networking, initiative, teamwork and problem solving** as well as life advise [sic] like that if you are happy and doing a career you love, your [sic] the luckiest girl alive."
Year 10 WOW Student

School-Industry Networks - bridging the knowledge gap²⁵

In a BTC trial of Beacon's *Business Blackboard* for Year 7 mathematics, 100% of teachers said it would help them **guide students into specific career pathways** and that it would help them **inform students about what businesses expect** of potential employees.

"Today gave students a real world link. They enjoyed it - it was great seeing the boys engaged." Teacher



My First Job - getting on the first step on the ladder

Real Futures Generation supports disadvantaged young Australians into real and meaningful jobs and addresses skills demands while reducing youth unemployment.

As an unaccompanied minor refugee from Pakistan, 17 year old Alidad Aliywar has recently turned his life around. Alidad worked as an electrical engineer in Pakistan from age 12-14, before coming to Australia and attending school at Dandenong High School. Thanks to Real Futures Generation - and Alidad's sheer determination to establish life for himself in Australia, his future is now more secure. So motivated was Alidad to give himself the best chance of employment through Real Futures Generation that he walked hours in summer heat to meet the bosses and see the Hilton factory on a site tour. Alidad was recently selected as one of eight young workers to join the team at Hilton Manufacturing.

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