

Identifying research priorities for
the Longitudinal Surveys of
Australian Youth (LSAY), 2008–2010
A discussion paper

Alison Anlezark
Nhi Nguyen
NCVER

The views and opinions expressed in this document are those of the authors
and do not necessarily reflect the views of the Australian Government
or state and territory governments.

© Commonwealth of Australia, 2009

This work has been produced by the National Centre for Vocational Education Research (NCVER) on behalf of the Australian Government and state and territory governments with funding provided through the Australian Department of Education, Employment and Workplace Relations. Apart from any use permitted under the *Copyright Act 1968*, no part of this publication may be reproduced by any process without written permission of the Commonwealth. Requests and inquiries concerning reproduction and rights should be addressed to the Commonwealth Copyright Administration, Attorney-General's Department, Robert Garran Offices, National Circuit, Barton ACT 2600 or posted at <http://www.ag.gov.au/cca>.

National Centre for Vocational Education Research
ABN 87 007 967 311

Level 11, 33 King William Street, Adelaide, SA 5000
PO Box 8288 Station Arcade, Adelaide SA 5000, Australia

ph +61 8 8230 8400 fax +61 8 8212 3436
email ncver@ncver.edu.au
<<http://www.ncver.edu.au>>

About the research

Identifying research priorities for the Longitudinal Surveys of Australian Youth (LSAY), 2008–2010

Alison Anlezark & Nhi Nguyen, NCVER

This paper was written in August 2008 to stimulate discussion on what should form the research priority areas for the Longitudinal Surveys of Australian Youth to 2010.

In September 2008, this paper was given prominence on the NCVER website, and distributed to key stakeholders who were also invited to attend face-to-face consultations held in five states and territories. Written submissions were also sought via the NCVER website, and internal comments were provided by the Department of Education, Employment and Workplace Relations (DEEWR).

This discussion paper provides background on LSAY in the context of a changing landscape of youth transitions. This is followed by a brief description on current youth transition policy, and a discussion on research approaches which make good use of the LSAY data.

LSAY is a leading source of information on Australian youth transitions, and this paper highlights examples of where LSAY has, or can, contribute to the debate on youth transitions.

Tom Karmel
Managing Director, NCVER

Contents

Tables and figures	5
Summary	6
Introduction	7
The process	7
LSAY	9
About the LSAY program	9
LSAY target audience	9
About the LSAY survey	10
About LSAY products	11
The changing landscape of youth transitions	13
Labour market	13
Returns on investments in education and training	14
Independent living status	14
Blurring of the education sector boundaries	14
Raising of the school leaving age	15
Increased mobility of young people	15
More highly skilled job requirements	16
Changing nature of jobs for young people	16
LSAY relevance to youth transition policy	17
Access to early learning	17
High-quality schooling	17
Skills and workforce development	19
Making good use of LSAY data	21
References	23
Appendix A	24

Tables and figures

Table 1	Summary of LSAY cohorts	10
Table 2	LSAY products guided by the LSAY research priorities	12

Summary

The National Centre for Vocational Education Research (NCVER) is embarking on stakeholder consultation to determine the research priorities for the Longitudinal Surveys of Australian Youth (LSAY) research program.

LSAY is Australia's leading youth transition survey. A successful transition from school to work is as relevant today as it was in the early 1980s when youth unemployment was particularly high. With the increasing length and complexity of youth transitions, higher skills demand of the Australian workforce, and a new Federal government aiming to bring about an 'Education Revolution', it is timely to develop a set of priorities for the LSAY research program. These priorities will ensure that LSAY continues to be a well used resource providing relevant, evidence-based research from which to inform youth transition policy.

The research priorities identified as a result of this consultation process will determine the basis of projects undertaken by NCVER and its research partner, the Social Policy Evaluation, Analysis and Research Centre (SPEAR) within the LSAY Analytical Program. The priorities will also provide direction for a broader audience of researchers using the LSAY data through the Research and Innovation Expansion Fund (RIEF). The priorities may also affect future questions in the LSAY survey instruments.

Key features that distinguish LSAY from other Australian youth surveys are:

- ◇ its national representation—with over 10 000 young people across all jurisdictions and school sectors starting out in each group
- ◇ the scope and depth of information collected on youth transitions—including a wide range of school, post-school study, work, attitudinal and demographic information
- ◇ the existence of multiple groups—enabling the comparison of youth transitions across multiple cohorts a number of years apart
- ◇ linkages with the OECD's Programme for International Student Assessment (PISA) since 2003—two of the LSAY groups of young people participated in PISA as their first LSAY wave, providing a valuable measure of academic proficiency at age 15 years. Earlier cohorts without the PISA linkage also included a measure of academic proficiency in Year 9, through literacy and numeracy tests that were part of the LSAY instruments.
- ◇ the longitudinal nature of the data—young people are tracked over 10–12 years from around the age of 15¹. This means researchers can examine the context of youth transition, the nature of the transition pathway, and the resultant outcomes and factors affecting these outcomes.

Overall, LSAY research needs to inform youth transition policies and make good use of the longitudinal nature and rich content of the data. In setting research priorities, we seek to ensure that research for the LSAY program is directed to areas where it is likely to be of greatest value. It is anticipated that a small number of broad research priorities will be developed, ideally no more than five.

Proposed priorities should meet the following criteria:

- ◇ Have high impact
- ◇ Be broad enough to generate a range of research projects
- ◇ Be forward-looking.

¹ Some of the earlier cohorts were slightly younger as they were school year based rather than aged-based cohorts.

Introduction

The National Centre for Vocational Education Research (NCVER) is embarking on a round of consultations with stakeholders on research priorities for the LSAY Analytical Program from 2008 to 2010. This discussion paper aims to generate comment to inform these priorities, and is divided into four key sections:

- ✧ The first section provides background on LSAY and describes the types of LSAY publications which can give effect to these research priorities.
- ✧ The second provides context on youth transitions, and discusses the changing landscape of youth transitions. Where relevant, a brief discussion on where LSAY can or has contributed is included.
- ✧ In the third section we provide a discussion on current youth policy initiatives, and explore where LSAY research can contribute to the body of evidence around these policies.
- ✧ The final section identifies research approaches which make good use of the longitudinal nature of the LSAY data.

Appendix A contains a list of past and forthcoming LSAY publications.

The process

The purpose of this discussion paper is to seek comments on research priorities for the LSAY program. Consultations will be held with key LSAY stakeholders during September 2008. On the basis of these consultations, NCVER will prepare advice for the LSAY Strategic Advisory Committee to consider at its next meeting in late 2008. The agreed research priorities will determine the basis of projects undertaken by NCVER and their research partner SPEAR² within the LSAY Analytical Program. The priorities will also provide guidance for a broader audience of researchers using the LSAY data via the Research and Innovation Expansion Fund (RIEF).³

It is expected that the research priorities will make good use of the existing LSAY survey instruments which focus on collecting comparable data over time on youth transitions and factors which influence youth transitions. To a lesser extent, there may be limited scope for emerging research priorities to influence the nature of the LSAY instruments, where LSAY is identified as an appropriate vehicle to explore issues that may affect youth transitions but perhaps in a more indirect manner. It should be recognised however that any research priorities that require changes to the LSAY survey instruments and make good use of the longitudinal nature of the LSAY data will take a number of years to realise.

It is anticipated that four to six research projects per year will be guided by the research priorities.

² Social Policy, Evaluation, Analysis and Research Centre located at the Australian National University.

³ The RIEF will subsume the LSAY Analysis Grants Program as well as undertake activities to expand the use of the LSAY data.

At the close of the consultation period on 3 October 2008, NCVER will analyse the submissions and provide suggested research priorities to DEEWR. After acceptance by the Department, and with advice from the LSAY Strategic Advisory Committee, a report on the outcomes of the consultations will be published and used to select the next tranche of LSAY research projects.

Individuals and organisations interested in contributing their views can do so by submitting a response to this discussion paper before 3 October 2008.

Submissions should ensure that suggested research priorities are framed to generate research that will inform youth transition policies and make good use of the LSAY data. Priorities will be assessed in terms of the potential to generate a number of research projects and expected impact of findings from related research.

This document is also available electronically on the NCVER website at:
<<http://www.ncver.edu.au>>.

Responses can be sent:

- ✧ via email to alison.anlezark@ncver.edu.au
- ✧ in writing to Alison Anlezark, LSAY Branch, NCVER, PO Box 8288, Station Arcade, SA, 5000.

About the LSAY program

The Longitudinal Surveys of Australian Youth (LSAY) Program is managed by the Department of Education, Employment and Workplace Relations (DEEWR), through the Research, Analysis and Evaluation Group, on behalf of the Australian Government and the State and Territory governments. Although primarily financed by the Australian Government, it is a jointly funded initiative, with important contributions made by State and Territory jurisdictions. This reflects LSAY's primary purpose of supporting the development of evidence-based policy in the field of youth transitions, alongside other relevant national and jurisdictional surveys, across areas of responsibility of both levels of government.

The key purpose of LSAY is to increase understanding of the key transitions and pathways in the lives of young people, particularly the transitions from compulsory schooling to further education and training and to the labour market.

The LSAY research program comprises three key components:

1. Data collection—initial academic assessment at age 15 (previously Year 9), as well as written and/or telephone survey in the first wave and subsequent annual telephone interviews of the survey participants, up to the age of 25 years.
2. LSAY Analytical Program—covers several activities including the provision of information to survey respondents as part of sample maintenance activities and the verification and lodgement of the LSAY data with the Australian Social Science Data Archives (ASSDA) for broader dissemination. Of most relevance to the research priorities are the research publications produced from this program. Annually, the major outputs from the Analytical Program are the three research reports, three to four briefing papers, cohort reports for each active cohort, and associated technical documentation and papers. NCVER and its research partner SPEAR are currently contracted to undertake this program of work. Prior to 1 July 2007, this program had been managed by the Australian Council for Educational Research (ACER).
3. The newly initiated LSAY Research Innovation and Expansion Fund (RIEF). This fund has been established to facilitate access to, and encourage the wider use of, the LSAY data by independent researchers to complement the research undertaken through the LSAY Analytical Program. The LSAY research priorities should also inform the direction of research commissioned through this fund.

LSAY target audience

In developing the research priorities, it is important to keep the LSAY target audience in mind. Key members of the target audience include Australian government and State and Territory Ministers and senior Government officers with responsibility for policy development and implementation in education, employment, social affairs, youth and disadvantaged groups. Others with a strong interest in LSAY include providers of services to young people (especially in the areas of career advice and transition support), social policy research centres, community organisations and industry.

About the LSAY survey

LSAY is comprised of a series of surveys that focus on the progress of young Australians as they move from their mid-teens to their mid-twenties. It includes surveys conducted from the mid 1970s through to the mid 1990s—Youth in Transitions Survey (YIT), the Australian Longitudinal Survey (ALS) and the Australian Youth Survey (AYS) and the current LSAY collections which began in 1995.

In 2007, over 20 000 young people from three different cohorts were interviewed using computer assisted telephone interviewing (CATI) based surveys (the Y98 cohort, the Y03 cohort and the Y06 cohort). Data collection for the Y95 cohort ceased in 2006 as the cohort reached 25 years of age. The commencement samples are selected to be nationally representative and LSAY achieves annual sample retention rates in the order of 80–90%. Since 2003, the representative samples of Australian 15 year old school students that participate in the OECD’s Programme for International Student Assessment (PISA) have been used as the basis for LSAY cohorts. PISA is conducted every three years. The PISA 2009 sample is expected to become the next LSAY cohort (Y09). Table 1 summarises the LSAY cohorts and their survey cycles.

Table 1 Summary of LSAY cohorts

Cohort	Commencement Sample Size	Sampling unit	Survey period	Average age when first surveyed	No. waves
Y95	13 613	Year 9	1995–2006	14.7 years	12
Y98	14 117	Year 9	1998–2009	14.7 years	12
Y03	10 370	Age 15	2003–2013	15 years	11
Y06	14 710	Age 15	2006–2017	15 years	11
Y09	TBA	Age 15	2009–2020	15 years	11

* The Y95 and Y98 surveys extended to 12 waves to ensure all respondents had reached 25 years of age.

Each year around 10% of the sample is lost through survey attrition. LSAY data is weighted to compensate for the effects of non-random attrition from the original sample and to adjust for the clustering effects of the original sample design. However, this can restrict the use of LSAY data to investigate specific sub-populations, such as when using LSAY to study Indigenous youth pathways.

Questionnaire scope

For all LSAY cohorts, a measure of academic proficiency⁴, and information on core demographics, study and vocational plans and attitudes to school are collected in the initial written test⁵. This data collection was undertaken at Year 9 for the Y95 and Y98 cohorts and at age 15 for the subsequent cohorts derived from the PISA samples. At this time a school principal questionnaire collects more detailed information on the level of resources in the school, the school environment and qualifications of staff and teacher morale. In subsequent telephone interviews with LSAY participants, the focus of the questionnaire is on the individual and their transition, collecting information on education and employment

⁴ PISA assesses young people’s ability to apply their knowledge and skills to real-life problems and situations rather than how well they have learnt a specific curriculum. In this way PISA is able to assess students’ capabilities in scientific, reading and mathematical literacy.

⁵ For the Y03 cohort, some additional information was also obtained post PISA via a short telephone interview.

experiences and outcomes, student aspirations, as well as institutional factors which help explain the outcomes of various youth transition pathways.

The LSAY questionnaire is structured across nine key sections, with a change from a school and study focus when respondents are younger to more of an employment and income focus in later years. The key sections of the data collected in the LSAY questionnaire are:

- A. School (experience)
- B. Transition from school
- C. Post school study
- D. Work (employment)
- E. Job history
- F. Job search activity
- G. Not in the labour force
- H. Living arrangements, Finance and Health
- J. General attitudes.

All LSAY questionnaires are available from the LSAY website at: <www.lsay.edu.au> under the Technical papers document classification.

About LSAY products

The key products associated with this program are research reports, briefing papers and cohort reports. In addition, technical reports and associated documentation are written to support users of the LSAY data. The research reports are comprehensive pieces of original research based on the analysis of the LSAY data. Briefing papers generally synthesise findings from completed LSAY research reports and other research on topics of interest. The cohort reports are produced annually for each cohort to provide a picture of a group of young people at a particular point in time, and over the period since commencement.

The research reports and briefing papers from the Analytical Programs will be complemented by additional research projects commissioned under the Research Innovation and Expansion fund (RIEF). The RIEF will provide independent researchers with the opportunity to undertake projects using LSAY data with the aim of widening the community of researchers with experience in using the LSAY data. The first round of open tender grants for research using LSAY data⁶ closes on 8 October 2008, with the research to be completed by the end of 2009. All of these LSAY products are summarised in Table 2, and it is intended that the LSAY research priorities will guide the selection of topics for these products from late 2008 to 2010.

⁶ For more information on the RIEF open tender round, see <<http://www.ncver.edu.au/newsevents/tenders.html>>.

Table 2 LSAY products guided by the LSAY research priorities

Program	Product	Description	Time frame	Frequency
LSAY Analytical Program ⁷	Research reports (RR)	Research reports (generally of about 40-50 pages in length) on key topics. Current research reports for 2007/8 due in September 2008 are on: <ul style="list-style-type: none"> • A review of the LSAY survey instruments • Year 12 completion • Financial assistance 	6–12 months	3 per year
	Briefing papers (BP)	Briefing papers generally synthesise findings from already completed LSAY research reports on important themes, in an easy-to-read format of around 12 pages. Current briefing papers for 2007/8 due in September 2008 are: <ul style="list-style-type: none"> • Indigenous youth pathways • At risk youth • School VET programs 	3–6 months per topic	3-4 per year
	Cohort reports	Cohort reports are predominantly tabular and focus on education, employment and social participation during the year, and the experiences and attainment in these domains up to that point. They are provided in electronic format only from 2008 onwards	6–12 months	One per year for each active cohort (currently 3)
	LSAY website	A dedicated website bringing together LSAY research and data into a single source. See www.lsay.edu.au	6 months	V1 release end 2008
	Inclusion of questions in LSAY survey	There is limited scope for modification to the LSAY survey instruments. Questions would need to be of high and direct relevance to policy-makers to be included	15–27 months from time of approval	
LSAY Research, Expansion and Innovation Fund (RIEF)	Commissioned research under Analysis Grant program	Research projects are commissioned in response to calls for briefs developed under the research priorities framework. See http://www.ncver.edu.au/newsevents/tenders.html for more information	12–18 months from close of call for proposals (8 October 2008)	Likely to be up to 5 projects in the first round

All LSAY publications are made freely available via the NCVER website, and a full list of all published LSAY publications described above can be accessed at: www.lsay.edu.au.

Later this year, NCVER will launch a new dedicated LSAY website, which will give greater prominence to the LSAY program by bringing together and providing access to the products described above, as well as downloadable data in Excel format from a single dedicated source.

⁷ There are also several other LSAY products within this program which may be impacted on by the selected research priority areas, namely technical reports and content on the dedicated LSAY website.

The changing landscape of youth transitions

The concept of the school to work transition is a recent development, associated with change, waiting and uncertainty. The route from schooling to employment is often depicted nowadays as long and perilous, unlike the short and direct routes presumed available to previous generations. (Ryan 2001)

The period in which young people move from parental dependence and compulsory school attendance through to independent adulthood is one of the most significant transitions that people face over the course of their lives. In this transition period, young people encounter opportunity and risk, and the way in which they navigate their way through this period contributes to their later labour market outcomes.

In the last decade and a half, the proportion of school leavers not in full-time activity some six months after leaving school has hovered around 30% and has not changed except for a slight fall in the last couple of years (Dusseldorp Skills Forum 2007). This suggests that a significant proportion of young people have protracted transitions from school into full-time activity, although a high proportion engages in part-time activity. Even in the 20–24 age group, more than one in five were not in full-time study or full-time work. Further, previous LSAY research⁸ (research report 49) indicates that a notable minority of school leavers (around 6%), experience significant difficulties in the transition from school, with almost no full-time study or work in the first 4 years after school and considerable periods in unemployment or disengaged from study and work.

There is a considerable body of research on youth transitions, as summarised by Dockery (forthcoming) and in Appendix A, which indicates that a range of factors influence these transitions over time, including environmental factors and changes in policy settings. Environmental factors primarily relate to labour market, economic, institutional, demographic and attitudinal changes. In this section some of these factors are outlined as context to issues that are presently foremost in the minds of youth transition policy-makers. This discussion is not comprehensive but is intended to provide a flavour of the changing factors impacting on youth transitions. Where relevant, we have included a brief discussion on where LSAY can or has contributed to the evidence-base on these issues. Policy settings and related factors are discussed in the next section.

Labour market

The strength of the labour market affects youth transitions. Presently, unemployment rates are at their lowest levels in 30 years (ABS 2008). In such circumstances, we see increasing competition for young people in the labour market, lower school and post-school study retention rates as it becomes easier for young people to leave school or further study and secure employment. Conversely, young people, particularly early school leavers suffer disproportionately in labour market downturns.

⁸ A full list of all LSAY research reports is contained in Appendix A.

LSAY enables the comparison of post-school outcomes of young people at different stages of the economic cycles because we can compare activity across cohorts. For example, we can compare the Y95 cohort one year post-school in 1999, when unemployment rates for young people were much higher than for the Y03 cohort one year post-school in 2007.

The strength of the labour market also affects wages. An important issue is the apprentice wage relative to wages in other types of jobs that young people can get in a strong labour market. LSAY could be used to measure apprentice wages over time, as well as exploring attrition from apprenticeships, and the reasons for this attrition. The collection of hours and wages information in LSAY also allows for a comparison of hourly rates for different jobs over time.

Composition of young people in the labour market

The post-war baby boom has been replaced by lower fertility rates, which has seen a decline in the number of young people entering the labour market. Young people aged 15–25 years will comprise a decreasing proportion of the total workforce. This should see a more positive outcome in the short-term for young people as employers have a smaller pool of young people to choose from.

The longitudinal nature of the LSAY data allows for analysis of labour market outcomes. Previous LSAY research in this area includes research report 34 which describes the post-school and labour market outcomes of the Y95 cohort between 1996 and 2000 (15–18 years). Research report 35 examines the effect of years of schooling on later labour market outcomes.

There has been much LSAY research on the pathways of young people from school to post-school destinations, which includes labour market outcomes. Other LSAY research has focused on those not in the labour market (research report 45), and much of the earlier LSAY research had a focus on disadvantaged groups such as early school leavers (research reports 11, 14 and 16) and unemployed youth (research report 7).

Returns on investments in education and training

When a young person decides to undertake post-school education and training, years of foregone income are traded off against the improved employment attainment at higher education and skill levels, and anticipated income. Issues relating to returns from education needs to be explored further (Long & Shah 2008) and LSAY is particularly well positioned to do this because it collects information on post-school education choices and qualifications, as well as later employment outcomes and associated income.

Independent living status

There is increasing evidence that young people are taking longer to leave home and gain independent living status. For example, around a third of 25 year olds still live at home with their parents (31% of the Y95 cohort surveyed in 2006). The additional value of LSAY in collecting income information enables the comparison of independent living status against income. LSAY could be used to explore the factors that contribute to independent living status and its relationship to participation in education and work during transition years.

Blurring of the education sector boundaries

Education boundaries are becoming increasingly blurred, with the growth of VET in schools, VET delivering higher level qualifications, and the enabling of transitions between VET and Higher Education. This has increased the complexity of the school to post-school study pathway, but provided young people with a greater range of choices for school and

post-school study, particularly for those who do not want to pursue a more traditional school to university pathway.

Associated with this are more opportunities for young people to gain experiences of the world of work while still at school, such as through Structured Workplace Learning, school based apprenticeships, VET in schools, and the soon to be introduced Technical Trade Schools. In addition, young people are often in part-time employment while still at school, with many more combining work and post-school study. All of these factors create more opportunities for young people to combine work and learning.

LSAY does not measure individual program outcomes, but it can be used to identify the characteristics of programs, and whether or not they produce successful outcomes. It can also be used to measure transitions between the education sectors, such as from school into VET and on to Higher Education, and by different groups of young people. For example, LSAY data could be used to examine the types of courses that have higher transition rates between VET and Higher Education.

There is much existing research on young people's journey from school to post-school study and on to the world of work (see for example briefing papers 4, 6, 7 and 12). However, with increasingly more complex pathways, also comes increased complexity of the pathway analysis, which provides further challenge for LSAY researchers.

Raising of the school leaving age

A strategy adopted by many of the States and Territories to extend school participation for young people is to increase the compulsory school leaving age of students (NSW Government 2008). Only the Australian Capital Territory and Northern Territory have a compulsory school leaving age of 15 years and the ACT is currently reviewing their leaving age. While the New South Wales school leaving age is also at 15 years, the State government is currently considering increasing the school leaving age to 16 but has not ruled out extending this to 17 or even 18 years old.

The remaining states have a school leaving age of 16 years. On top of this, these states require 16 year olds to participate in training or a job that will improve career prospects (in SA and WA) for at least another year if they decide to leave school. Victoria does not require students to participate in any school, training or work after the age of 16.

There has been some investigation into the effects of years of schooling using the LSAY data (research report 35), in which comparisons can be made across the jurisdictions to measure the effects of different approaches to the number of years of compulsory schooling.

Increased mobility of young people

This generation of young people has an ever increasing choice of work and post-school study options, and in the global economy, they are not confined within Australia.

LSAY data is limited in its collection of information about young people who travel overseas for work or pleasure because participants are only contacted within Australia, and are only allowed to miss one interview wave to remain eligible for inclusion in subsequent waves⁹. However, LSAY does explore the types of jobs young Australians are working in, and could be used to compare across cohorts the nature and types of jobs taken by young people, as well as their salary, hours of work and job and career mobility.

⁹ Survey participants in the Y95 and Y98 cohorts were excluded from future data collection if they missed the interview for any wave; this rule was relaxed for the Y03 and Y06 cohorts who can be retained in the survey if they miss one wave.

More highly skilled job requirements

The growth of the ‘knowledge economy’ and changing technology has meant that young people are required to gain greater educational attainment to have the skills to operate in this new environment. Employment in more highly skilled jobs is growing at twice the rate of low skilled jobs, and gaining qualifications at certificate III or higher will maximise young people’s employment prospects.

An associated area of research is that of skills wastage. Are there some areas of skills training which do not match well with labour market demands? In a study looking at the occupational match of VET qualifications to skills requirements, Karmel (2008) found that the match between course of study and occupational destination is high for the technicians and trades group of occupations, but relatively low for most other courses.

LSAY can be used to compare educational attainment and employment outcomes, and cross-cohort comparisons may be useful here. LSAY could also be used to explore the concept of skills wastage, by exploring which types of qualifications lead to better employment outcomes, controlling for a range of background characteristics.

Some existing research (research report 12) on curriculum choices and careers may be useful here, as well as more general pathway analysis linking qualifications with employment outcomes (for example research reports 25, 34 and 42).

Changing nature of jobs for young people

The increased use of technology and the casualisation of the workforce has seen a change in the nature of jobs available for young people, the latter providing more opportunities for young people to combine part-time employment and study.

There has also been a change in the types of jobs available to young people when they leave school, for example many of the ‘entry level’ jobs such as clerks are no longer available to young people. There is also a greater demand for higher status, more technically focused occupations (in the Professional and Para-professional areas) amongst young people and from the labour market, and a demise of many lower skilled entry level jobs. These have been replaced by a growth of less secure, part-time and casual employment, much of which is in the service industries such as hospitality and retail.

LSAY collects information on employment (classified to national occupation categories) hours worked and income, which could be used to paint a picture of the changing nature of employment of young people. Cross-cohort comparisons could be useful here, as well as analysis of specific sub-groups of young people, such as those from lower socio-economic background, or those from non-metropolitan areas.

There has been limited use of LSAY data at the occupational level, but its richness of data can be mined to inform this area further. For example, a recent study (Anlezark et al. forthcoming) used LSAY data to examine pathways and areas of leakage into Science, Technology, Engineering and Mathematics careers.

In summary, the duration, processes and outcomes of youth transition are influenced by factors over which young people have varying degrees of control, including the nature and performance of the labour market, and the ways in which qualifications mediate young people’s entry to the labour market (Sweet 2000). The combination of these factors contributes to an increasingly complex, and for some a longer youth transition, which coupled with increased competition for young people in the Australian labour market, provides the opportunity for interesting research. LSAY has been, and can continue to be, well positioned to assist our understanding of how these factors affect the lives of young Australians.

LSAY relevance to youth transition policy

Equipping young Australians with the skills to participate and be productive in the economy and society continues to be a key policy area for Commonwealth, State and Territory governments. In 2008, the Australian government announced an ‘Education Revolution’, aimed at boosting participation in the labour market by improving education, skills and workforce development (Gillard 2008). As a commitment to young Australians, the government has assigned a Minister for Youth and an Office for Youth, to bring together cross-government youth initiatives. The following section discusses some of the main policy areas of interest in the current environment and provides brief comments on how past or future LSAY research could inform them. The relevant research reports referenced in the text are contained in Appendix A.

Access to early learning

One aspect of the ‘Education Revolution’ for which LSAY is not able to contribute is the area of access to early learning for young Australians. The scope of the current LSAY survey instruments does not cover early childhood development. What happens in the early years of school and before school starts is important for later school success and the acquisition of sound foundation skills (literacy and numeracy in particular). LSAY research has demonstrated the importance of achievement in literacy and numeracy by Year 9 or age 15 on successful post-school outcomes. For example, in research report 17, within the context of the environment of the past couple of decades, achievement in literacy was shown to be the single most important factor associated with Year 12 completion. Perhaps in future consideration could be given to ways in which LSAY data collection might be enhanced to capture information on the early learning experiences of respondents, or whether LSAY data can be used in conjunction with data from other collections of early childhood data to analyse these issues.

High-quality schooling

High quality schooling provides the foundations for young people to lead full and productive lives. Education and skills are considered to be among the strongest guarantees of individual prosperity, social mobility and economic security (Gillard 2008). There are several aspects of high-quality schooling discussed below which have been selected by the Commonwealth and other governments as areas where Australia can focus its attention to ensure Australia’s young people have the necessary skills to meet the demands of the future workforce.

Year 12 retention and attainment

Year 12 retention and attainment continues to be a key policy area for both Commonwealth and State and Territory governments. The LSAY survey instruments capture extensive information on school activity, enabling the analysis of a wide range of factors that contribute to successful completion of Year 12. LSAY research has contributed to the evidence-base of Year 12 completion and attainment. For example, LSAY research has been used to compare the outcomes of those who leave school early versus Year 12 completers. Research report 38 found that by age 21, additional years of schooling beyond Year 10 led to better wage and employment outcomes. Several LSAY research reports (research reports 34, 38, and 49) have

concluded that the less academically inclined students (non-University bound) do not benefit as well from Year 12 completion as those bound for university.

The debate about vocational alternatives to Year 12 completion is also topical. Because of its comprehensive nature, LSAY can be used to compare vocational equivalents to Year 12 completion, such as VET certificates II or III.

Improving literacy and numeracy

Low literacy and numeracy proficiency has been identified as a major factor contributing to lower retention to Year 12, as well as low skilled and unstable employment. Improving literacy and numeracy levels is an area identified in the 2008 Federal Budget for school students, Indigenous youth, and the working age adult population.

The OECD's Programme for International Student Assessment (PISA) continually points to strong average performance for Australian students in numeracy and literacy. However, it also identifies areas of inequity, with students in remote areas, of Indigenous or low-socioeconomic background consistently performing below average.

The LSAY survey instruments are well placed to measure causal relationships between literacy and numeracy and education and employment outcomes, particularly given the now well-established linkage to the PISA survey. LSAY included an initial assessment of the literacy and numeracy skills at Year 9 for students in the Y95 and Y98 cohorts. Since Y03 the PISA assessments in reading, mathematical and scientific literacy have been used to provide more comprehensive, and internationally comparable, information on student academic proficiency at age 15 for the LSAY cohorts.

LSAY research has been used to explore changes in literacy levels of young Australians over time, as well as looking at factors that influence literacy and numeracy skills. LSAY research (research report 17) demonstrates that achievement in literacy and numeracy (at Year 9 or age 15) is the single most important factor associated with completion of Year 12, especially for boys. Low literacy and numeracy achievers were not only more likely to leave school before completing Year 12, but they were also more likely to drop out as early as the end of Year 10.

Cross-cohort comparisons enable LSAY to examine trends over time. Research report 31 found that the influence of literacy and numeracy had remained very strong throughout the 1980s and 1990s. Over this time, the influence of gender has increased, that of regional location has remained unchanged and that of socio-economic background weakened in the 1980s and then stabilised at the lower level in the 1990s.

Successful transition from school to work and further study

Transitions from school to work and further study lie at the core of the LSAY research program. LSAY has a strong role to play in providing a better understanding of what does and does not work in facilitating a successful school to work transition. In identifying successful outcomes it may be useful to look at sub-populations, as we do not see homogenous results for all students. Sub-populations frequently identified in the research are youth 'at risk', those who do not go on to university, those from lower socio-economic status, and Indigenous students.

There is a considerable body of research on youth 'At risk', for example the How Young People are Faring report series by the Dusseldorp Skills Forum (DSF 2001-2007). LSAY research has also contributed to this body of work (see for example research reports 14, 20 and briefing paper 9) which looked at outcomes of early school leavers and VET non-completers. There is also an upcoming LSAY briefing paper exploring whether being 'at risk' is a permanent or transitory state.

Factors identified in LSAY research as influential in a successful transition (see for example research reports 4, 18, 31 and 49) have included avoiding spells of unemployment and

continued employment on a part-time only basis, as well as background factors such as strong literacy and numeracy skills. Participation in transitional programs such as VET in School and Structured Workplace Learning appear to have mixed results, but apprenticeships, particularly for boys, appear to provide effective pathways into full-time employment.

ICT and National Curriculum

The 2008 Federal Budget highlights the importance placed by the current government on ICT skills for young Australians to enable them to participate in an increasingly technological society. The issue of a national curriculum has been tabled as a means of improving the quality of schooling in Australia. These two initiatives are relatively new features in education policy and have not been covered by previous LSAY research. The current LSAY instruments ask some questions about computer usage, and over time, information about a national curriculum can be picked up through an analysis of education subject choices. There have been many previous LSAY research reports on the influence of subject choice on later labour market outcomes. In particular, mathematics appears to be related to positive labour market outcomes, even amongst those from lower achievement quartiles.

Reduce the gap between Indigenous and non-Indigenous Australians

Commonwealth and State and Territory governments are committed to reducing the gap between Indigenous and non-Indigenous students in Year 12 attainment and literacy and numeracy. The difficulty with looking at Indigenous populations in LSAY is the relatively small number of Indigenous people in the cohorts. One LSAY briefing paper (briefing paper 10) looked at the education and labour market outcomes of young Indigenous people and found that despite aspirations to complete Year 12 and go on to further study, Indigenous students are less likely to complete Year 12 or go on to university than non-Indigenous students. The briefing paper concluded that factors such as Year 9 achievement, socioeconomic status and geographical location influence, but do not fully explain lower educational outcomes in later years for Indigenous students.

Skills and workforce development

The current federal budget focuses attention on increasing the proportion of the working age population with certificate III qualifications or higher, through improving VET and Higher Education access and delivery, for younger and older Australians.

Increasing the proportion of the working age population with certificate III qualifications or higher

LSAY is well positioned to measure education attainment as a means of measuring the skills of young people across a range of ages from 15 to 25 years. For example, the cohort report on the Y95 cohort in 2005, when the average age of respondents was 24 years, reported that three-quarters had completed a post-school qualification, the majority of which were at certificate III or higher.

LSAY can also be used to compare employment outcomes at different skill level attainment, for different groups of young people. LSAY research report 38 found that taking up an apprenticeship or traineeship instead of completing Year 12 brought stronger benefits in wages and employment for the non-academically inclined students. This is a good example of how LSAY can inform the debate about effective methods for meeting future skills requirements.

Improving VET and Higher Education access and delivery

LSAY does not generally capture good information on specific program participation, such as the 'Engineering Pathways Programs' or youth 'Connections Programs'. However, it does capture information on the attributes and nature of VET and Higher Education programs, such as whether or not a program includes 'structured workplace learning', whether it was part-time or full-time study, and whether or not the training took place at a TAFE institute.

Education attainment and the factors that influence these attainments are readily captured in the LSAY data. Research covered in these areas includes an analysis of completion rates for university and VET courses, and several reports exploring university entry. For example, research report 46 showed that 51% of the Y98 cohort applied to go to university in 2001 when they were in Year 12, and of these, only 10% did not receive an offer. Research report 51 has contributed to the evidence that youth from lower socio-economic backgrounds are just as academically able to complete university as those from higher socio-economic status when they are able to gain a place.

Issues associated with the delivery mode, such as online versus classroom delivery, and access to education are less well captured in LSAY, and could be areas for future development.

In light of these new policy directions, and in the context of a changing youth transition landscape described in the previous section, it may be necessary to review some of the findings from existing LSAY research to see whether they still hold. In setting research priorities for LSAY, we need to ensure that they are sufficiently broad to encompass several topics that may include review work as well as new investigations, and appropriately forward looking to accommodate both current and emerging policy interests.

Making good use of LSAY data

It is important to ensure that any research funded under the selected research priorities make good use of the LAY data by taking advantage of the longitudinal nature of the data and the richness of data collected.

The main advantage of LSAY data is that it is longitudinal in nature which means that individuals are tracked over a period of time. They are distinct from cross-sectional surveys in which participants are only contacted once. For this reason, LSAY is useful for studying changes in youth transition over a long period of time (10 years). These changes may include the number of jobs, number of post-school courses, or any unemployment spells that an individual has undertaken. Further, longitudinal surveys are also very useful in examining cause and effect relationships.

In terms of the nature and content of the data, the LSAY data are strong because:

- ✧ Sample size is large in the initial wave and is representative of 15 year olds (or Year 9 students) at high school
- ✧ The survey fieldwork and instruments are developed to a high standard and the instruments are relatively stable across waves and cohorts
- ✧ The collection of repeated observations from the same individuals provides a better understanding of how changing skills and qualifications impact on later labour market outcomes and other life course actions
- ✧ The first wave provides measures of academic proficiency, and parental background which is critical for isolating the separate causal effects of skills acquisition
- ✧ The four cohorts allow for some cross-cohort comparisons, bearing in mind that there are confounding issues when comparing between cohorts.

In terms of analytical approaches, the advantages of a longitudinal survey are:

- ✧ The collection of repeated observations potentially allows for the more efficient estimation of structural parameters relating to the dynamic relationship between characteristics, their changes and the changes in outcome variables
- ✧ It is possible to measure changes over time within an individual and to separate population-wide variation from variation related to trends over time
- ✧ Cohort effects can be controlled for. That is, the cohort under study is fixed and thus changes in time are not confounded with cohort differences
- ✧ The use of appropriate techniques for longitudinal data analysis results in increased statistical power, and provides the ability to estimate a greater range of conditional probabilities than a cross-sectional survey
- ✧ The data allows the separation of unobservable attributes including personality, ability and motivation from those related to youth transition
- ✧ Time invariant unobserved characteristics are controlled due to the longitudinal nature.

In considering research topics proposed against the agreed priorities, higher weighting will be given to topics that utilise the longitudinal nature of the data to go beyond basic data reporting, and incorporate appropriate statistical techniques to take advantage of the analytic potential of the data.

Consideration will also be given to research that incorporates data from other sources to enhance findings using the LSAY data. For example, for investigating the age at which people complete qualifications, the ABS cross-sectional surveys such as the Survey of Education and Training or the Survey of Education and Work may be useful for ages beyond the last LSAY waves (over 25 to 26 years). It may also be possible to match the LSAY data with other administrative data sets, such as the National VET Provider Collection.

References

- ABS (Australian Bureau of Statistics) 2008, *Labour force Australia, Catalogue 6202.0*, Canberra, Viewed July 08 at [http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/E5B2862EB73E8241CA2574810017778C/\\$File/62020_jun%202008.pdf](http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/E5B2862EB73E8241CA2574810017778C/$File/62020_jun%202008.pdf).
- Anlezark, A, Lim, P, Semo, R, Nguyen, N, forthcoming, *From STEM to leaf: Where are Australia's Science, Technology, Engineering and Mathematics students heading?*, DEEWR, Canberra.
- Australian Industry Group, 2007, *It's crunch time: Raising youth engagement and attainment—A discussion paper*, Dusseldorp Skills Forum, Melbourne.
- Bradley, D 2008, *Review of Australian higher education*, Discussion paper June 2008, DEEWR, Canberra.
- Dockery, M, in press, *A review of the literature on school to work transitions*, NCVET, Adelaide.
- DEEWR, unpublished, 'Strategic Advisory Committee Papers', December 2007 meeting, Canberra.
- Dusseldorp Skills Forum, 2007, *How young people are faring: Key indicators 2007, An update about the learning and work situation of young Australians*, DSF, Ultimo.
- Dusseldorp Skills Forum, 2002, *How young people are faring: Key indicators 2002, An update about the learning and work situation of young Australians*, DSF Ultimo.
- Gillard, J 2008, *Budget: Education revolution 2008–2009*, Commonwealth of Australia, Canberra, viewed June 2008, <http://www.budget.gov.au/2008-09/content/ministerial_statements/download/Education.pdf>.
- Gorard, S & Smith, E 2007, 'Do barriers get in the way? A review of the determinants of post-16 participation', *Research in Post-compulsory Education*, vol.23, no.2, pp.141–158.
- Karmel T, Mlotkowski, P & Awodeyi T, *Is VET vocational? The relevance of training to the occupations of vocational education and training graduates*, NCVET, Adelaide, viewed August 2008, <<http://www.ncver.edu.au/publications/2013.html>>.
- Long, M, Shah, C 2008, *Private returns to vocational education and training qualifications*, NCVET, Adelaide, viewed August 2008, <<http://www.ncver.edu.au/research/proj/nr06008.doc>>.
- MCEETYA, 2007, *Measurement framework for national key performance measures*, Commonwealth of Australia, Canberra.
- NSW Government, consulting paper, February 2008, 'Raising the school leaving age', viewed June 2008, <<https://www.det.nsw.edu.au/media/downloads/reviews/schleavage/schleavagecons.pdf>>.
- OECD 2006, *Education at a glance: OECD indicators 2006*, OCED, Paris.
- Penman, R 2004, *What do we know about the experiences of Australian youth? An easy reference guide to Longitudinal Surveys of Australian Youth research reports, 1996–2003*, Australian Council for Educational Research, Camberwell, Vic, viewed July 2007, <www.acer.edu.au/documents/LSAY_reference_guide.pdf>.
- Ryan P 2001, 'The school-to-work transition: A cross-national perspective', *Journal of Economic Literature*, vol.39, no.1, pp.34–39, American Economic Association.
- Shah, C & Burke, G 2006, *Qualifications and the future in the labour market in Australia*, CEET, National Training Forum Taskforce.
- Sweet, R 2000, *A comprehensive framework for indicators of the transition from initial education to working life: Perspectives from the OECD thematic review*, OECD, Paris.
- Taylor, J & Nelms L, 2008, *Life changes at 16: Life Chances Study stage 8*, Brotherhood of St. Laurence, Melbourne.
- Thorn, W 2000, 'Transition Surveys in Australia', paper prepared for International Workshop on Comparative data on Education-to-Work Transitions, OECD, Paris 21–23 June 2000.
- Thompson, S, Cresswell, J & De Botoli, L 2004, *Facing the future: PISA 2003 in Australia*, ACER–OECD.

Appendix A

Appendix A contains an overview of the published and forthcoming research reports and briefing papers produced under the LSAY Analytical Program as at September 2008, aligned with the current topics in youth policy discussed earlier in this paper. Other research using LSAY conducted outside the program is not included. All published LSAY research reports and briefing papers can be accessed from <www.lsay.edu.au> or from the ACER website at <www.acer.edu.au>.

High-quality schooling

Year 12 retention and attainment

The following LSAY research reports and briefing papers relevant to this area:

- ✧ RR XX (in progress) The effect of completion of Year 12 on later education and labour market outcomes
- ✧ RR 54 School non-completers: Profiles and initial destinations (forthcoming)
- ✧ RR 38 Assessing the value of additional years of schooling for the non-academically inclined
- ✧ RR 33 Patterns of participation in Year 12
- ✧ RR 27 Student engagement with school: Individual and school-level influences
- ✧ RR 21 VET in schools: Participation and pathways
- ✧ RR 17 Patterns of participation in Year 12 and higher education in Australia: Trends and issues
- ✧ RR 1 Completing school in Australia: Trends in the 1990s
- ✧ BP 11 Year 12 subjects and further study
- ✧ BP 2 Early school leaving and 'non-completion' in Australia

Improving literacy and numeracy

The LSAY survey instruments are well placed to measure causal relationships between literacy and numeracy and education and employment outcomes. One of the key strengths of LSAY is the integration with PISA tests, which facilitates the collection of intensive information on literacy and numeracy proficiency at age 15. Previous research in the area within the LSAY program includes:

- ✧ RR 36 Influences on achievement in literacy and numeracy
- ✧ RR 29 Achievement in literacy and numeracy by Australian 14 year-olds, 1975–1998
- ✧ RR 3 Reading comprehension and numeracy among junior secondary school students within Australia

Successful transition from school to work and further study

Transitions from school to work and further study are one of the major areas of interest in previous research within the LSAY program, and include:

- ✧ RR XX (in progress) How does student income support eligibility affect education and training participation and course completion by young Australians?
- ✧ RR 49 The transition to full-time work of young people who do not go to university
- ✧ RR 45 Young people outside the labour force and full-time education: Activities and profiles
- ✧ RR 42 Pathways from school to further education or work: Examining the consequences of Year 12 course choices
- ✧ RR 40 The first year experience: The transition from secondary school to university and TAFE in Australia
- ✧ RR 37 The job finding methods of young people in Australia: An analysis of the Longitudinal Surveys of Australian Youth: Year 9 sample
- ✧ RR 35 A causal estimate of the effect of schooling on full-time employment among young Australians
- ✧ RR 34 Dynamics of the Australian youth labour market: The 1975 cohort, 1996-2000
- ✧ RR 31 School leavers in Australia: Profiles and pathways
- ✧ RR 30 Student workers in high school and beyond: The effects of part-time employment on participation in education, training and work
- ✧ RR 18 Patterns of success and failure in the transition from school to work in Australia
- ✧ RR 19 The pathways from school to further study and work for Australian graduates
- ✧ RR 4 School achievement and initial education and labour market outcomes
- ✧ BP 12 Post-school education and training pathways to age 20
- ✧ BP 4 Pathways from school to work

The LSAY research has also been used to look at what does not make for successful transitions by focusing on those 'At risk'. These include:

- ✧ A briefing paper is underway exploring whether youth at risk is a transitory state
- ✧ RR 20 Participation and achievement in VET of non-completers of school
- ✧ RR 16 Non-completion of school in Australia: The changing patterns of participation and outcomes
- ✧ RR 14 The initial work and education experiences of early school leavers: a comparative study of Australia and the United States
- ✧ RR 11 Early school leaving in Australia: findings from the 1999 Year 9 LSAY cohort
- ✧ RR 7 Factors influencing youth unemployment in Australia: 1980–1994
- ✧ BP 9 Leaving school in Australia: Early career and labour market outcomes

Within the topic of transitions from school to work and further study, LSAY has also been used to explore youth pathways and participation in education and training in the following areas:

- ✧ RR 26 Education participation and outcomes by geographic location
- ✧ RR 23 Firm based training for young Australians: Changes from the 1980s to the 1990s
- ✧ RR 13 Participation in education and training 1980–1994
- ✧ BP 8 Gender differences in educational and labour market outcomes

There have also been several reports and briefing papers that focus on youth and the world of work that are relevant to this section:

- ✧ RR 10 Work experience and work placements in secondary school education
- ✧ RR 9 The effects of part-time work on school students
- ✧ RR 8 Youth earnings in Australia 1980–1994: A comparison of three youth cohorts
- ✧ BP 5 Work experience, work placements and part-time work among Australian secondary students
- ✧ BP 3 Work experience, work placements and part-time work among Australian secondary school students
- ✧ BP 1 Labour market experiences of Australian Youth

Reduce the gap between Indigenous and non-Indigenous Australians

The difficulty with looking at Indigenous populations in LSAY is the relatively small number of Indigenous people remaining in the LSAY cohorts beyond the first few waves.

Indigenous students are oversampled in PISA to enable the reporting of Indigenous results at the national level but have high rates of attrition in subsequent annual LSAY interviewing. Given the size of the LSAY Indigenous sample, broader level reporting of their outcomes is undertaken in cohort reports but is not the focus of any previous work within LSAY besides from briefing papers:

- ✧ BP 10 Education and labour market outcomes for young Indigenous people
- ✧ A briefing paper looking at the pathways of Indigenous youth is currently being undertaken. It will focus on any differences within the Indigenous population, as well as how they differ from non-Indigenous pathways. The factors that keep them Indigenous youth engaged in education will also be explored.

Skills and workforce development

Skills and workforce development are measured in LSAY in terms of qualifications and occupations. LSAY research reports related to this area are:

Increasing the proportion of the working age population with certificate III qualifications or higher

- ✧ RR 48 Variations in VET provision across Australian schools and their effects on student outcomes
- ✧ RR 25 Educational attainment in Australia: A cohort analysis
- ✧ RR 12 Curriculum and careers: The education and labour market consequences of Year 12 subject choice
- ✧ BP XX (in progress) Participation in Vocational Education and Training to Age 24

Improving VET and Higher Education access and delivery

- ✧ RR 52 VET pathways taken by school leavers (forthcoming)
- ✧ RR 51 Completing university: Characteristics and outcomes of completing and non-completing students
- ✧ RR 47 Non-apprenticeship VET courses: Participation, persistence and subsequent pathways
- ✧ RR 46 Unmet demand? Characteristics and activities of university applicants not offered a place

- ✧ RR 44 Participation in and progress through New Apprenticeships
- ✧ RR 39 Course change and attrition from higher education
- ✧ RR 22 Tertiary entrance performance: The role of student background and school factors
- ✧ BP XX (forthcoming) Initial educational experiences of tertiary students
- ✧ BP XX (forthcoming) University study in Australia: Persistence, completion and beyond
- ✧ BP XX (forthcoming) Participation in VET in Schools
- ✧ BP XX (forthcoming) New Apprenticeships: Participation, progress and completion
- ✧ BP 6 Entering higher education in Australia
- ✧ BP 7 Vocational education and training: Participation, achievement and pathways

Other topic areas of LSAY research reports

Within the LSAY program there are also a number of research reports and briefing papers that are not covered under these current policy headings. These can be grouped into three main categories: secondary school factors; health and wellbeing, and social factors; and mobility, citizenship and community engagement.

Secondary school factors - attitudes to school and post-school plans

- ✧ RR 53 Career advice in Australian Secondary schools (forthcoming)
- ✧ RR 41 Attitudes, intentions and participation
- ✧ RR 5 Attitudes to school life: their influences and their effects on achievement and leaving school
- ✧ RR 2 School students and part-time work
- ✧ BP XX (forthcoming) School experiences of 15 and 16 year-olds
- ✧ BP XX (forthcoming) Attitudes, intentions and participation in education

Health and wellbeing, social factors

These reports cover health and wellbeing, satisfaction with life, and related topics.

- ✧ RR 43 Life satisfaction of young Australians: Relationships between further education, training and employment, and general and career satisfaction
- ✧ RR 28 Becoming an adult: Leaving home, relationships and home ownership among Australian youth
- ✧ RR 6 Well-being among young Australians: Effects of work and home life for your Youth in Transition cohorts
- ✧ BP 13 Hoops, hurdles and high jumps: Physical activity and bodyweight among 17 year olds

Mobility, citizenship and community engagement

- ✧ RR 50 Movement of non-metropolitan youth towards the cities
- ✧ RR 32 Active citizenship and the secondary school experience: community participation rates of Australian youth
- ✧ RR 24 Neighbourhood effects and community spillovers in the Australian youth labour market.