E   Stepping Forward

In July 2002, Commonwealth, State and Territory Ministers for Education, Training, Employment, and Youth Affairs signed up to the joint Ministerial Declaration *STEPPING FORWARD – improving pathways for all young people.* This joint Ministerial Declaration outlined Ministers' vision and commitment to all young Australians and provided a common direction for improving social, educational and employment outcomes for all young people.

MCEETYA asked the Transition from Schools Taskforce to develop an action plan for the declaration which included ways of strengthening community support for young people through partnerships across all levels of government and with local communities.

The following tables are a companion to the Ministerial Declaration *Stepping Forward – improving pathways for all young people.* A key resource is the *Stepping Forward – Sharing what works,* which is a collection of initiatives relating to young people in transition. It can be found at www.curriculum.edu.au/mceetya/stepping/recommendations/about.htm

The five key areas for action are:

- education and training as the foundation leading to pathways for effective transition for all young people;
- access to career and transition support;
- responding to the diverse needs of young people;
- promulgating effective ways to support young people; and
- focused local partnerships and strategic alliances.

To ensure the effectiveness of this action plan, jurisdictions have been asked to report on the progress they have made against the plan through building on existing initiatives and commencing new initiatives. A progress report will be presented to MCEETYA in 2004.

Table 1   Education and training as the foundation for effective transition for all young people

Outcomes	Area of specific activity	Key agencies
Higher retention and completion rates and less young people disengaged with the senior years of schooling	Foster a philosophy of education to Year 12 or its vocational equivalent by: • implementing policies and practices that promote early recognition of risk of disengagement and intervention, • implementing policies and practices that promote equality of pathways, • providing seamless pathways from compulsory to post-compulsory education, • implementing the National Goals for Schooling in the Twenty-first century, • considering the role of income support such as Youth Allowance in keeping young people in education.	• State/Territory education systems and non-government school authorities • DEST • ECEF • FaCs
An integrated education system	• Undertake enterprise and career education programs. • Include enterprise and career education in the compulsory years of schooling. • Provide access to Vocational Education and Training (VET). • Provide industry experience to VET students in the post-compulsory years of schooling. • Promote students' engagement in real life learning contexts. • Provide opportunities for students to extend knowledge and experiences of learning and work options that may be available within rural, remote or regional settings.	• State/Territory education systems and non-government school authorities • DEST • ECEF • Business/Employer • DEWR/Job Network • FaCs
In partnership, schools and the community enrich the experiences of young people to prepare for life transitions Teachers skilled in partnership development	• Participate in local community activities through learning which involves schools, community and industry. • Develop recommendations of FaCS' Due Credit initiative. • Promote, support and recognise student involvement in Youth Development Programs. • Focus leadership training on change management and school transformation. • Focus on Youth Development.	• State/Territory education systems and non-government school authorities • DEST • ECEF • Business/Employers • AFOYO • FaCs • Community organisations

Source   http://www.curriculum.edu.au/mctyapdf/matrices.pdf

Table 2   Access to career and transition support

Outcomes	Area of Specific activity	Key agencies
Young people are educated to make informed decisions Seamless processes available for all young people in need	• Ensure access to career and transition support, particularly at key episodes when decisions are made which affect future life choices. • Provide support from an integrated, coordinated network of professionals including teachers, youth workers and community workers. • Provide and support professionally trained and committed career and transition support staff including teachers, youth workers and community workers. • Implement the new Career and Transition Framework outlining roles and responsibilities of stakeholders. • Provide appropriate levels of support for connected, at risk, and disconnected young people, offering early interventions and long term assistance.	• State/Territory education systems and non-government school authorities • Youth and welfare support agencies • Juvenile justice • Centrelink • Local government • DEST • ECEF
All young people participate in an ongoing learning pathways planning process	• All young people develop a learning pathway plan. • Individual pathway planning support, such as case management and mentoring, is provided to young people at risk. • All students develop a portfolio to document and articulate skills and achievements.	• State/Territory education systems and non-government school authorities • Youth and welfare support agencies • Juvenile justice • Centrelink • Local government • DEST • ECEF
Work place learning opportunities are available	• Provide access to effective employment preparation and placement programs and accredited training opportunities including VET, Structured Workplace Learning and other opportunities. • Develop networks and partnerships with local community and industry.	• State/Territory education systems and non-government school authorities • DEST • ECEF • Business/Employers

Table 2 - Access to career and transition support (continued)

Outcomes	Area of Specific activity	Key agencies
Follow up mechanisms are in place	▪ Provide access to follow up support if required to ensure successful transitions. ▪ Determine destinations of students by developing and implementing monitoring and tracking systems to identify young people who require follow up support. ▪ Establish cross-agency protocols to enable effective follow up support. ▪ Develop processes for local networks for the provision of follow up support for those who require it.	▪ State/Territory education systems and non-government school authorities ▪ DEST ▪ ECEF

Source   http://www.curriculum.edu.au/mctyapdf/matrices.pdf

Table 3   Responding to the diverse needs of young people

Outcomes	Area of specific activity	Key agencies
Programs are flexible and varied to provide quality solutions to the full range of needs of young people	- Improve education and training programs to ensure equitable outcomes for particular groups of young people as well as communities with special needs. - Create support networks for all young people which provide access to education and training in supportive and flexible environments. - Create networks in collaboration with the targeted audience and their communities.	- State/Territory education systems and non-government school authorities - DEST - ECEF
Policies and practices are in place to recognise and respond to young people at risk	- Ensure appropriate intervention and early response strategies for those at risk of not participating effectively in education and training. - Develop local programs that promote positive images that value young people and celebrate their achievements. - Explore options for creating new models of schooling/education and partnerships with youth organisations to create more diverse options for young people in their transition pathways.	- State/Territory education systems and non-government school authorities - DEST - ECEF
More young people are retained in education and/or training, especially those at risk or with special needs	- Provide a greater range of alternative education and training opportunities that are relevant to young people who are unable to participate in mainstream education and identify where there is a need for alternatives. - Engage stakeholders from across jurisdictions and agencies innovate new and complementary learning opportunities. - Focus on youth development.	- State/Territory education systems and non-government school authorities - DEST - ECEF

Source   http://www.curriculum.edu.au/mctyapdf/matrices.pdf

Table 4   Promulgating effective ways to support young people

Outcomes	Area of specific activity	Key agencies
There is coordination of approaches within and across governments to ensure young people are effectively supported	▪ Ensure links between government tiers and across government by facilitating coordinated approaches, defining partnership roles and responsibilities and developing strategies for the future. ▪ Create champions within government departments and community partnerships. ▪ Work with other Ministerial Councils and taskforces to develop a consistent message and a coordinated comprehensive approach. ▪ Develop a checklist to be completed prior to establishing new programs to avoid duplication.	▪ All departments at all levels of government ▪ MCEETYA
Young people understand government and community support approaches	▪ Develop policies and programs that support the provision of holistic delivery at the local level to reduce fragmentation of purpose and effect. ▪ Ensure appropriate ease of access. ▪ Initiate actions which drive the cultural change necessary to forge strong partnerships between schools, businesses and communities.	▪ State/Territory education systems and non-government school authorities ▪ DEST ▪ ECEF
Young people are empowered to be innovative and responsive to change	▪ Encourage an environment of change, innovation and a focus on customer service. ▪ Ensure young people can engage in 'real life/authentic' activities including community and work based activities which promote innovation and enterprise. ▪ Support the involvement of young people in policy and procedures decision making. ▪ Promote and implement enterprise education as a necessary and complementary aspect of successful transitions. ▪ Develop an enterprising culture within schools which permeates partnerships within the community.	▪ State/Territory education systems and non-government school authorities ▪ DEST ▪ ECEF ▪ Business/Employers ▪ FaCs

Table 4 - Promulgating effective ways to support young people (continued)

Outcomes	Area of specific activity	Key agencies
Communities with high needs receive the necessary support	▪ Initiate and strengthen cross-agency solutions for those communities in high need of services. ▪ Develop programs which specifically target the needs of young people in the full range of 'at risk' categories. ▪ Collate information on the development and implementation of cross-agency collaborations focused on transition to start local discussions leading towards a coordinated local action plan.	▪ State/Territory education systems and non-government school authorities ▪ DEST ▪ ECEF ▪ Business/Employers ▪ Local government

Source   http://www.curriculum.edu.au/mctyapdf/matrices.pdf

Table 5   Focused local partnerships and strategic alliances

Outcomes	Area of specific activity	Key agencies
Active thriving partnerships exist in local communities The community – its people and facilities – are recognised as an essential part of the learning resources to be utilised in the provision of learning opportunities Community centres such as youth centres, arts centres, youth development centres and church agencies become hubs for young people, especially those who have become disconnected from schools	▪ Create new and strengthen existing partnerships between schools, other education and training providers, industry, business, government and non-government organisations to create learning in a range of contexts. ▪ Promote effective communication strategies between schools, employers and local communities. ▪ Ensure young people have the opportunities to contribute and participate in community based projects. ▪ Ensure local community centres are well placed to respond to the needs of young people	▪ State/Territory education systems and non-government school authorities ▪ DEST ▪ ECEF ▪ Business/Employers
Schools responsive to the opportunities and challenges of operating collaboratively beyond the school gate Schools re-emerging as major learning hubs for the community	▪ Provide training and development opportunities for teachers, business and community members to enable effective participation in local partnerships and their activities. ▪ Review school operations and structures to better enable partnership activity to flourish.	▪ State/Territory education systems and non-government school authorities ▪ DEST
Industry and business are engaged in and benefit from being involved in active partnerships with schools and the community	▪ Develop more clearly defined roles for industry associations. ▪ Initiate and strengthen partnerships that respond to the needs of young people and the local community including business and industry. ▪ Provide access to education and training in supportive, flexible environments which respond to the needs of the local community. ▪ Provide examples of ways that business can enhance and support learning through active engagement.	▪ State/Territory education systems and non-government school authorities ▪ DEST ▪ ECEF ▪ Business/Employers

Table 5 - Focused local partnerships and strategic alliances (continued)

Outcomes	Area of specific activity	Key agencies
Young people are aware of industry standard work practices	▪ Incorporate workplace learning into VET. ▪ Develop local workplace learning programs. ▪ Integrate and contextualise technical and generic skills. ▪ Liaise with industry to develop strategies to enhance generic skill formation.	▪ State/Territory education systems and non-government school authorities ▪ DEST ▪ ECEF ▪ Business/Employers

Source   http://www.curriculum.edu.au/mctyapdf/matrices.pdf