

2021 Youth Opportunities Annual Report References

The top three issues of personal concern for young people were coping with stress, mental health and school or study problems.

<https://www.missionaustralia.com.au/publications/youth-survey>

In text citation for above source: (Tiller et al 2021, pg.19)

Citation: Tiller, E, Greenland, N, Christie, R, Kos, A., Brennan, N, Di Nicola, K. 2021, Youth Survey Report 2021, Sydney, NSW: Mission Australia

SEL

The evidence from the primary studies that we identified mirrors key findings from the systematic reviews with the majority of studies reporting positive findings including improved emotion or self-regulation, improved social awareness, increased comfort with classmates or reduced social isolation, improved prosocial behaviour, improved empathy and improved resilience.

<https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions>

In text citation for above source: (Clarke et al 2021, pg. 29)

Citation: Clarke, A, Sorgenfrei, M, Mulcahy, J, Davie, P, Friedrich, C, McBride, T 2021, Adolescent mental health: A systematic review on the effectiveness of school-based interventions, Early Intervention Foundation, London

This means that, on average, for every dollar invested equally across the six SEL interventions, there is a return of eleven dollars, a substantial economic return.

<https://www.researchgate.net/publication/272748098> The Economic Value of Social and Emotional Learning

In text citation for above source: (Belfield et al 2015, pg. 5)

Citation: Belfield, C, Bowden, B, Klapp, A, Levin, H, Shand, R, Zander, S 2015, The economic value of social and emotional learning, Centre for Benefit-Cost Studies in Education, Teachers College, Columbia University

Enterprise Skills

Courses that teach enterprise skills (such as problem-solving, communication and teamwork) can increase the speed of attaining full-time work by 17 months.

https://www.fya.org.au/app/uploads/2021/09/TheNewWorkReality_2018.pdf

In text citation for above source: (FYA New Work Reality 2018, pg.9)

Citation: FYA New Work Reality 2018, New Work Order Report Series, <<https://www.fya.org.au/resource/new-work-order-research/>>

COVID-19 Impact

The negative impact of educational vulnerability on students' capacity to learn across all areas of the curriculum is exacerbated by their reduced access to resources at home (e.g., adequate food and shelter, ICT, a quiet place to work, books, learning support from parents), and is associated with social vulnerability. This is, in effect, a continuous cycle of disadvantage.

In text citation for above source: (Masters et al 2020, pg.1)

Citation: Masters, G N, Taylor-Guy, P, Fraillon, J, Chase, A 2020, Ministerial Briefing Paper on Evidence of the Likely Impact on Educational Outcomes of Vulnerable Children Learning at Home during COVID-19, Australian

Government Department of Education, Skills and Employment,
<https://research.acer.edu.au/learning_processes/24>

Mental Health Statistics

In 2012, close to one in five (18.6%) young people report psychological distress and in 2020, it is over a quarter (26.6%).

<https://www.missionaustralia.com.au/media-centre/media-releases/1-in-4-young-people-facing-psychological-distress-during-pandemic#:~:text=More%20than%20one%20in%20four,males%20to%20experience%20psychological%20distress>

In text citation for above source: (Brennan et al 2021, pg.19)

Citation: Brenna, N, Beames, J R, Kos, A, Reily, N, Connell, C, Hall, S, Yip, D, Hudson, J, O’Dea, B, Di Nicola, K, Christie R 2021, Psychological Distress in Young People in Australia Fifth Biennial Youth Mental Health Report: 2012-2020, Mission Australia, Sydney

Of the young people who reported there were barriers to achieving their study or work goals, over half (51.5%) nominated mental health as a barrier, which is a substantial increase from 16.6% in 2019 when this question was last included in the survey.

<https://www.missionaustralia.com.au/publications/youth-survey>

In text citation for above source: (Tiller et al 2021, pg.10)

Citation: Tiller, E, Greenland, N, Christie, R, Kos, A., Brennan, N, Di Nicola, K. 2021, Youth Survey Report 2021, Sydney, NSW: Mission Australia

A young person who is happy with their career prospects begins working full-time hours two months faster than a young person who is not happy with their career prospects.

In text citation for above source: (FYA New Work Reality 2018, pg.9)

Citation: FYA New Work Reality 2018, New Work Order Report Series, <<https://www.fya.org.au/resource/new-work-order-research/>>