

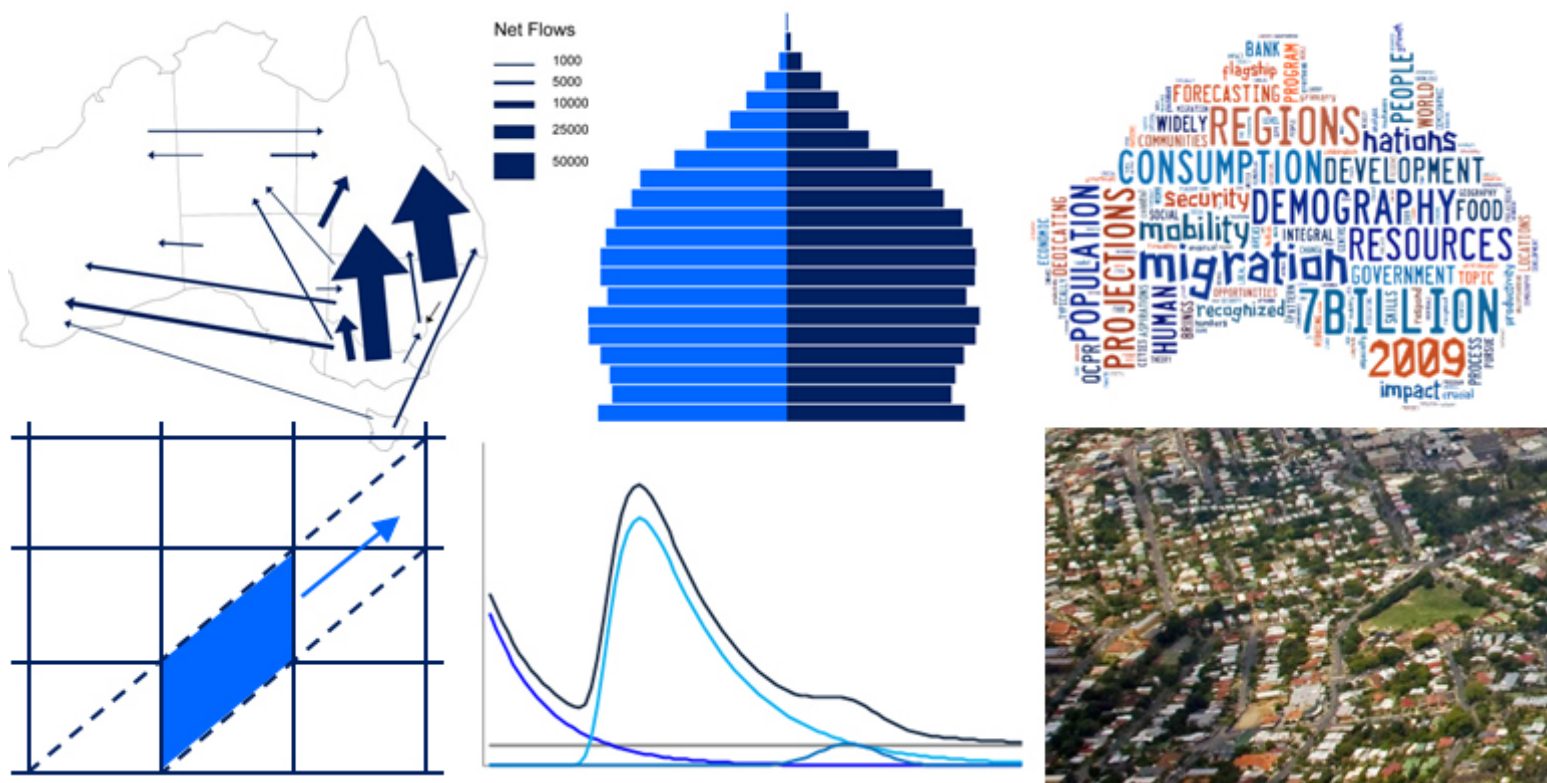
Queensland Centre for Population Research

Labour market outcomes and main educational and occupational pathways of young Victorians

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1. Research question and aims

Using data from the 2003 Longitudinal Survey of Australian Youth (LSAY), this report addresses the first research question of the Australian Research Council (ARC) Linkage project (LP120100212), namely: What are the principal educational and occupational pathways followed by school leavers and tertiary-educated graduates? It does so by examining differences in early labour market outcomes of young students starting off in regional Victoria and Melbourne, and by exploring the key educational and employment transitions underlying these differences.

2. Data, analysis and definitions

We draw on data from the 2003 LSAY (Rowe, Corcoran and Bell 2013). The analysis focuses on the 847 students with a starting location in Victoria in 2003: Of this total, 629 started in Melbourne and 218 in regional Victoria. Figure 1 illustrates the temporal coverage of the 2003 LSAY and how it intersects with the survey participants' age and school and post-school years.

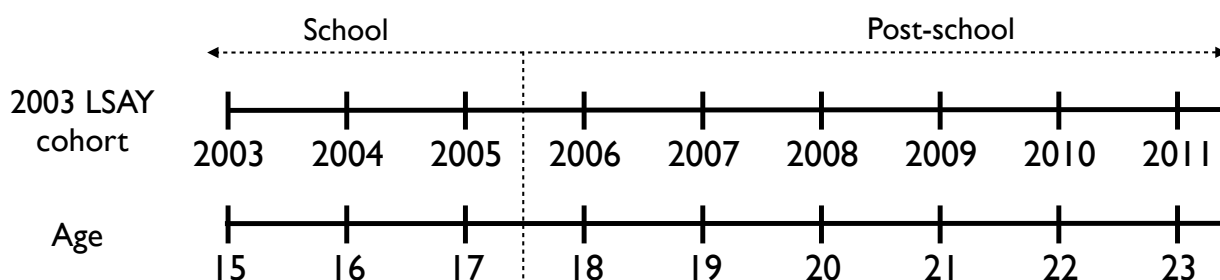


Figure 1: Temporal coverage and intersection with median age and school and post-school activities in the 2003 LSAY.

2.1 Definition of labour outcomes variables.

To establish differences in initial labour market outcomes, we use five indicators: (1) full-time employment, (2) unemployment, (3) salary, (4) job satisfaction and (5) occupational status. Having full-time work with high pay, being highly satisfied and working in a high status occupation are often considered as more successful labour market outcomes than being unemployed, working in a part-time or casual position, low paying job and unskilled occupation (McMillan and Marks 2003; Marks 2006; Karmel and Liu 2011). Appendix A describes the definition of the labour market indicators used in the analysis. These indicators were measured using data from the final year of the 2003 LSAY survey. This corresponds to the year at which the median age of students in the sample is 23 years (Figure 1).

2.2. Definition of educational and employment pathways.

To determine educational and employment pathways of young Victorians, we used LSAY information on study and labour market situations. We used this information to construct a variable containing the 'main' activity of young people at each survey year. Survey participants were considered as performing one of these educational or employment activities: school, Vocational Education and Training (VET), university education, apprenticeship/traineeship, unemployment, part-time employment, full-time employment or inactivity (i.e. not in education and not the labour force).

While we only report the main activity of young Victorians, it is important to recognise that a large percentage study and work concurrently. For school, VET and university students, working part-time is the most common employment activity, while for young people in apprenticeships/traineeships, full-time employment appears to be the most frequent. For example, in 2007, around 61% of university students with a starting location in regional Victoria were employed in a part-time job, while 93% of apprentices/trainees were in full-time jobs (See

Appendix B). This indicates that those in apprenticeship/traineeship programs are often employed as full-time workers.

3. Early labour market outcomes in working life: Melbourne and regional young people

We first seek to establish differences in early labour market outcomes between young people starting off in Melbourne and those commencing in regional Victoria. Table 1 reports the labour market outcomes of these people at the age of 23, six years later when most people left school and 90% of the participants in the sample were actively participating in the labour force. While the results indicate marginal differences in terms of salary, unemployment and job satisfaction, they reveal pronounced differences in employment and occupations. Young people from regional Victoria are more likely to secure full-employment, and to work in technical or low skilled occupations, while people starting off in Melbourne display higher labour participation rates in high skilled managerial and professional occupations, and in clerical/sales/personal services positions. It is important to emphasise that these differences represent differences in labour market outcomes at the age of 23. Labour market outcomes at later ages are likely to differ as individuals accumulate working experience, undertake further educational qualifications and escalate to higher occupations with higher salaries.

Table 1: Labour market outcomes at the age of 23: Melbourne and regional students.

Labour market outcomes	Melbourne	Regional Victoria	Difference
Number of students	629	218	
Full-time employment, %	54.7	58.7	-4.0
Unemployment, %	5.2	5.0	0.2
Hourly pay, median	22.5	22.5	0.0
Job satisfaction, range 0-100, mean	76.4	77.1	-0.7
Occupation, %			
Managerial and professional	31.6	24.8	6.9
Technician	11.9	20.2	-8.3
Clerical/sales/personal services	37.0	29.8	7.2
Plant operator	2.1	3.2	-1.1
Labourer	4.6	7.3	-2.7
Not working (unemployed or not in the workforce)	12.7	14.7	-2.0

Source: Authors' elaboration using 2003 LSAY data.

Prior research in Western European countries indicates that the educational and employment pathways that young people follow in their transition to adulthood play a key role in shaping initial labour market outcomes (Brzinsky-Fay 2007, 2014; Raffe 2014). After leaving school, individuals are faced with the decision to undertake some form of education or to transition into the labour market. Given the rapid expansion of educational levels over the last three decades, educational credentials have downgraded, and working experience has become more valuable (OECD 2000). While people with higher educational qualifications tend to achieve high-status positions and higher salaries later in life, they often undergo a difficult transition into the labour market as they lack relevant working experience (OECD 2000). Thus, the decision to work or study after high school completion is critical in determining the initial labour market outcomes of young people. To trace differences in early labour market outcomes between young people starting in Melbourne and those commencing in regional Victoria, we analyse the educational and employment pathways traced by these two groups of young people. We first explore the pathways of those starting off in regional Victoria and then we compare these pathways to those undertaken by young people starting off in Melbourne.

4. Educational and employment pathways

Circular plots are used to provide a graphical representation of the main educational and employment activities of young people starting off in regional Victoria. While these plots are effective to summarise large cross tabulations, they require an understanding of key concepts. Figure 2 shows the two basic elements of a simple circular plot: segments and ribbons. The segments represent the rows and columns of a cross tabulation, and the ribbons represent the cell values between a row and a column. Each ribbon has a direction. Each ribbon starts at a row segment, which it touches, and ends at a column segment, which it does not touch. Figure 2 provides a hypothetical example in which the ribbon between row segment F and column segment A indicates that 100 people move from activity F to activity A, while that between row segment F and column segment B indicates that 75 people transitioned from activity F to activity B. The colour of the ribbon corresponds to the origin activity, which is F in Figure 2. Note that no changes in activities or in statuses are represented by ribbons from and to the same segment.

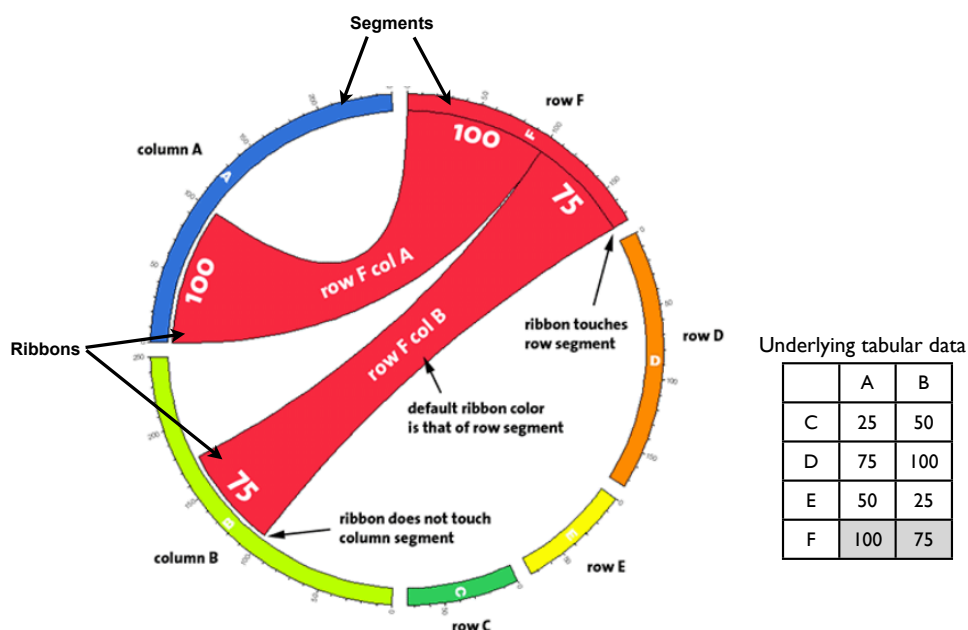


Figure 2: Elements of a circular plot based on tabular data.
Source: Adapted from Krzywinski et al. (2009).

4.1. Young people starting off in regional Victoria

Figure 3 displays the annual transitions between the main educational and employment activities from 2005 to 2011 of the 216 young people with a starting location in regional Victoria. Appendix C reports the underlying data. We do not show the transitions between the first two years in the sample (2003 and 2004) since most (85% of) students did not change status between these years. Most students remained at school. Only 30 left school before completing Year 12.

Figure 3 shows that the largest ribbon for the 2005-2006 period is the sky-blue ribbon connecting school and university. This indicates that between 2005 and 2006 most (25% of) students transitioned from school to university. University was not the only activity that reported large number of students. Large ribbons between school and apprenticeships/traineeships, part-time employment and full-time employment indicate that a large share of students also transitioned from school into these activities between 2005 and 2006. The corresponding percentages of students were 13%, 15% and 11% respectively. It is also important to note that there was a large percentage of students who did not complete Year 12 in 2005 and remained at school in 2006 as indicated by the large sky-blue ribbon flowing within the school segment. In contrast, small ribbons connecting school and unemployment, and inactivity indicate that a small percentage of students who transitioned to a status of unemployment (3%) or inactivity (5%) between 2005 and 2006.

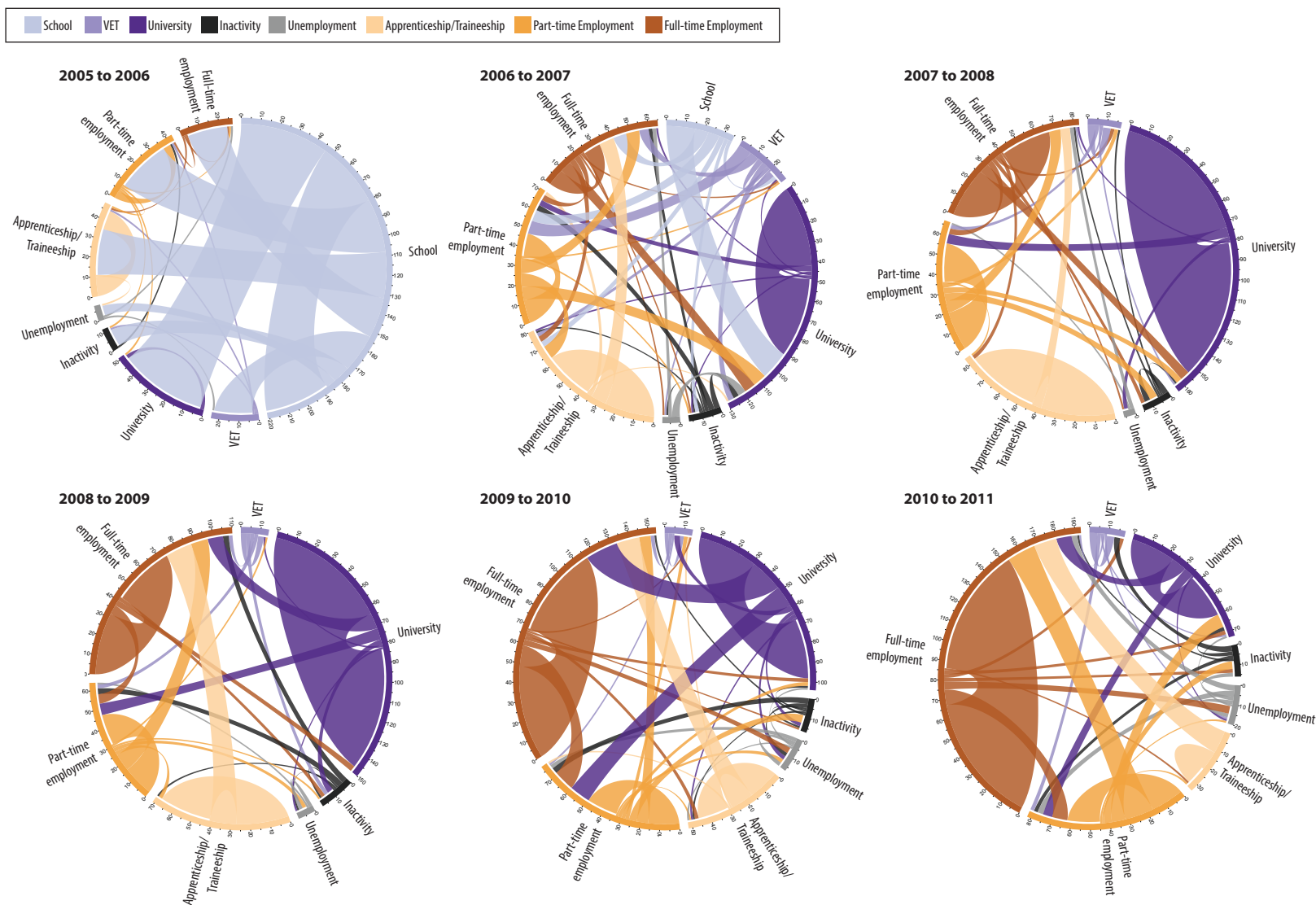


Figure 3: Year-to-year educational and employment transitions of young regional Victorians, 2005 to 2011.

Source: Authors' elaboration using 2003 LSAY data.

Between 2005 and 2009, while particular activities (apprenticeships and traineeships, part-time and full-time employment) accounted for a considerable number of young people, university education was the main destination activity of regional students. During these years, between 23% and 38% of regional students in the sample were at university. In 2009, after most students completed their university studies, full-time employment became the main destination activity. The percentage of young people in the sample engaged in full-time work increased progressively from 31% in 2009 to 49% in 2011. Over the period of analysis, very few people engaged in VET studies, or remained unemployed or inactive.

While this analysis identifies the main activity of students over the survey period, it does not reveal the most common educational and employment pathways undertaken by regional students. An analysis of the year-to-year transitions between activities is hence required. For this analysis, we separately examine the transitions of three groups of school leavers: (1) those moving into tertiary education or apprenticeships/traineeships, (2) those moving immediately into employment (part-time or full-time), and (3) those becoming unemployed or inactive.

Transition from school to tertiary education or apprenticeships/traineeships

Between 2005 and 2006, 48% of regional students completed Year 12 and undertook some form of post-school education, while another percentage (18%) had not complete Year 12, and as such continued at school for one extra year. The most common educational pathway of regional students after school completion was university. 25% of regional school leavers undertook university education. A less common but also important post-school pathway was to undertake an apprenticeship/traineeship or engage in VET. Between 2005 and 2006, 13% of regional school leavers transitioned into apprenticeships/traineeships and 11% into VET. As will be shown below, it is an important pathway because it emerges as a persuasive reason to explain the large percentage of young regional Victorians in technical occupations (Table 1).

For those transitioning into university after school, a common pathway was to remain outside the labour force while studying. One quarter of university students in the sample did not participate in the workforce while studying. The most common pathway, however, was to combine university studies with part-time work. Over 50% of university students had a part-time job while studying. After graduation from an undergraduate program, most young regional Victorians follow one of these three pathways: (a) transitioning into full-time work, (b) transitioning into part-time employment, or (c) continuing at university and completing a postgraduate program. Of these three pathways, the most common progression was to transition into full-time work, although it should be noted that the share of university graduates moving into part-employment was also large. For example, between 2009 and 2010, 25% of university graduates moved into full-time work, while 16% transitioned into part-time jobs. This spell in part-time work tended to be temporary, rather than permanent. After one year, a large share of those in part-time employment (33%) transitioned into full-time work, suggesting that participation in part-time work is a stepping-stone for full-time employment.

For those students undertaking apprenticeships/traineeships after school, a common pathway was to combine an apprenticeship/traineeship program with full-time employment. Over 90% of regional students in apprenticeships/traineeships were in full-time work. The time spent in apprenticeship/traineeship programs was quite variable. A common pattern was to complete an apprenticeship/traineeship within one, three or four years, with the majority (80%) of young regional Victorians obtaining an apprenticeship/traineeship certificate between 2008 and 2010. After completion of an apprenticeship/traineeship program, the most common transition was to move into full-time employment. Between 2008 and 2011, more than 90% of students completing apprenticeship/traineeship programs were in full-time work.

For those regional school leavers undertaking VET after school, the most typical pathway was to complete a certificate of one year, and then to transition into employment, mainly into part-time

work. Between 2006 and 2007, immediately after graduation, 33% of VET graduates took up a part-time job, 24% secured full-time work and 15% transitioned into university. An atypical pathway among regional Victorians was to undertake a VET program after having transitioned into other forms of post-school education or the workforce.

Transition from school to employment

Between 2005 and 2006, after school completion, another common pathway among regional Victorians was to transition into work. Between these years, 26% of regional school leavers had a job: 15% had a part-time job and 11% had a full-time job. For those engaging in part-time work, a common pathway was to work for one year and then to move into education before securing a full-time job. In 2007, a large share of regional school leavers in part-time work transitioned into university (20%) or apprenticeships/traineeships (20%) before moving into full-time employment.

Similarly, for those regional students engaging in full-time employment after school, the most common transition was to move into university after one or two years. 60% of regional school leavers who transitioned into full-time employment after school engaged in university education between 2007 and 2008. Another common pathway for this group of school leavers was to remain in employment and not to undertake any form of post-school education. 25% of regional school leavers who transitioned into full-time employment did not undertake any form of education over the period of analysis. Common among these students was to have short spells in part-time work. 90% of these students had a part-time job for at least one year during the post-school years.

Transition from school to unemployment or inactivity

For young regional Victorians, a less common pathway was to transition into unemployment and inactivity after school. Only 5% and 3% of regional school leavers were unemployed or inactive in 2006 in the year after school. 66% of those unemployed in 2006 engaged in university education in 2007, while 27% of those inactive took up a part-time job and 18% secured a full-time position. Periods of unemployment and inactivity among regional Victorians in the sample were transitory, rather than permanent. Only one person was unemployed for three consecutive periods.

As a result of these pathways, in 2011, the majority of young people (49%) who started off in regional Victoria were in full-time employment. 17% were still at university and 17% were employed in part-time work. A small share of regional Victorians were unemployed (4%), inactive (4%), in a VET (4%) or an apprenticeship/traineeship (5%) program.

The analysis suggests that young people starting off in regional Victoria tend to follow a clear set of pathways following school completion. One year after school, a large percentage of regional Victorians transition into university education, and an equally large share moves into full-time, part-time employment, or undertakes an apprenticeship/traineeship qualification. For those in apprenticeship/traineeship programs, a common pathway is the transition into full-time employment. For those undertaking university education, it is common to continue and complete a postgraduate program, or take up part-time or full-time jobs after graduation. Similarly high proportions of university graduates tend to engage in full-time or part-time work post-graduation, although part-time work seems to be only temporary. It appears to be a stepping-stone for obtaining a full-time job. For those regional school leavers transitioning into part-time work after school, the most common transitions are to secure a full-time job, to enter university, or to undertake an apprenticeship/traineeship. For those moving immediately into full-time employment after school, while a common pathway is to stay employed and not complete an educational qualification, the most common pathway is to transition into university after one or two years of working experience. Thus, transition into work directly after school can be seen as deferral of post-school education for some school leavers. On the other hand, atypical transitions among young regional Victorians are to transition into VET, unemployment and inactivity following school.

To assess the impact of the educational pathways undertaken by young regional Victorians, it is useful to examine how these pathways translate into educational outcomes. Table 2 shows the

highest educational qualification completed as at 2011 by the cohort of young regional Victorians in the sample. It reveals that most people completed a degree (73% of all regional Victorians in the sample). Most school leavers completed a certificate (33%) or a Bachelor degree (28%). However, Table 2 also shows that a prominent percentage of young regional Victorians (27%) did not complete any educational qualification. This occurs despite the fact that 80% of these regional school leavers spent at least one year in some form of post-school education.

Table 2: Highest educational qualifications completed by young regional Victorians, 2011.

Educational qualification	Number	%
Not qualification	58	26.6
Certificate	72	33.0
Diploma	22	10.1
Bachelor degree	62	28.4
Postgraduate degree	4	1.8
Total	218	100.0

Source: Authors' elaboration using 2003 LSAY data.

4.2. Differences in educational and employment pathways: young regional Victorians and Melbournians

To explain the observed differences in labour market outcomes in Table 1, we now focus on the main differences in education and employment pathways between young regional Victorians and Melbournians. Figure 4 illustrates the educational and employment pathways undertaken by the cohort of young Melbournians in the sample.

A first major difference is in the post-school pathways followed by young Melbournians. After school, young Melbournians appear to be more likely than regional students to transition into university. Between 2005 and 2006, 44% of Melbourne school leavers undertook university studies. This percentage was nearly double the percentage of regional school leavers moving into university education (i.e. 25%). On the other hand, young Melbournians were less likely than young regional Victorians to engage in apprenticeships/traineeships or to transition into employment in the first year after school. Between 2005 and 2006, the percentage of Melbourne school leavers moving into these activities was only 20%, while that of regional students was almost 40%. This difference was consistent in subsequent years. Between 2006 and 2009, the annual percentage of regional school leavers in apprenticeships/traineeships, and in part-time and full-time employment was consistently larger than that of Melbourne students.

A second key difference is in the percentage of young people who combine part-time work while studying at university. Young Melbournians are more likely to take up a part-time job while undertaking university studies. In 2008, when the number of students at university was the largest, the percentage of young Melbournians at university with a part-time job was considerable greater than that of young regional Victorians (78% versus 54%).

A third prominent difference is in the transition of those school leavers who engage in full-time work in the first year post-school. For young Melbournians in this group, the most common transition was to continue in full-time work and not to undertake any post-school education, while for their regional counterparts the most common pathway was to engage in some form of post-school education in subsequent years. Between 2006 and 2011, 48% of those regional students transitioning into full-time work after school undertook tertiary education in the following years, while their Melbournian counterpart did not engage in any post-educational training and continued to engage in work.

Attraction and Retention: the role of mobility in educational pathways and human capital development

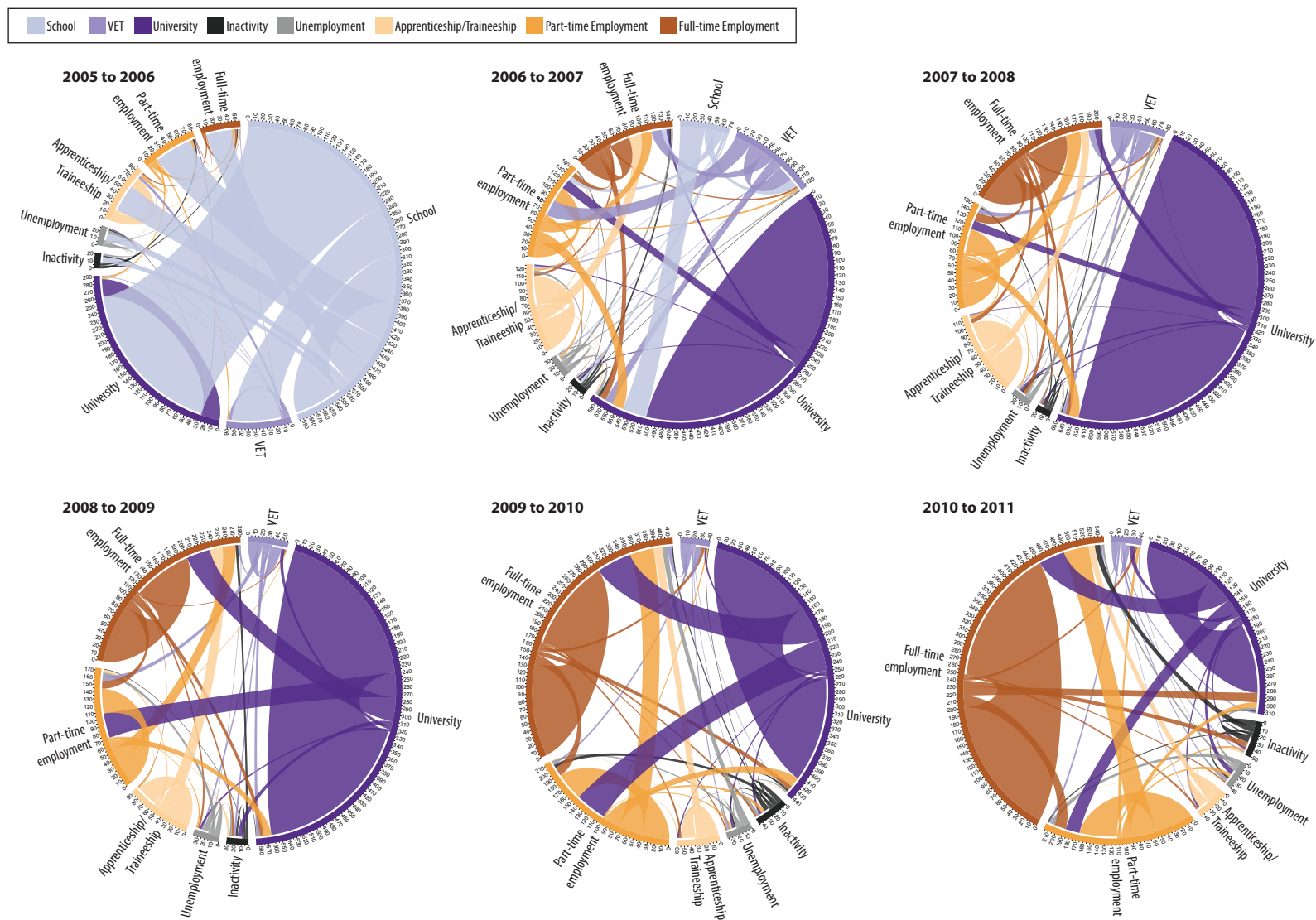


Figure 4: Year-to-year educational and employment transitions of young Melbournians, 2005 to 2011.

Source: Authors' elaboration using 2003 LSAY data.

A fourth difference is in the percentage of school leavers who deferred post-school education. Compared to young Melbournians, young regional Victorians are more likely to deferred post-school studies. The percentage of young regional Victorians who did not transition into post-school education in the year after school was larger than that of young Melbournians (23% *versus* 14%). However, the former appear to be more likely to return to education and to undertake a post-school educational program after one year of accruing working experience than the latter. 67% of those regional Victorians who deferred studies undertook post-school education after one year, while this percentage was slightly smaller (61%) for young Melbournians.

As a result of these differences in the educational and employment pathways, we observe striking differences in the educational outcomes between the cohort of young Melbournians and regional Victorians in the sample (Table 3). The most prominent difference is in the percentage of young people with a certificate and a Bachelor degree. The share of young Melbournians with a Bachelor degree is considerably larger than that of regional students, whereas the share of young Melbournians with a certificate qualification is substantially smaller than that of regional Victorians. These differences in educational outcomes reflect key differences in the educational and employment pathways transitioned by these two groups of young people. In fact, the large share of young Melbournians with a Bachelor degree echoes the large proportion of young people with a starting location in Melbourne entering into university after school. On the other hand, the large share of regional students with a certificate qualification is a direct product of the large percentage of school leavers with a starting location in regional Victoria engaging in an apprenticeship/traineeship program after school. It is also important to note that despite the fact that young Melbournians have greater access to post-school education, they are as likely as young regional Victorians to not complete any educational qualification. Table 3 shows that the percentage of young people with no qualification starting off in regional Victoria and Melbourne is virtually the same.

Table 3: Highest educational qualifications completed, Melbourne and regional Victoria, 2011

Educational qualification	a Melbourne		b Regional Victoria		a-b
	Number	%	Number	%	%
Not qualification	170	27.0	58	26.6	0.4
Certificate	127	20.2	72	33.0	-12.8
Diploma	65	10.3	22	10.1	0.2
Bachelor degree	243	38.6	62	28.4	10.2
Postgraduate degree	24	3.8	4	1.8	2.0
Total	629	100.0	218	100.0	0

Source: Authors' elaboration using 2003 LSAY data.

4.3. Explaining differences in initial labour market outcomes: young regional Victorians and Melbournians

Explaining the differences in initial labour market outcomes between Melbourne and regional Victoria reported in Table 1, the analysis indicates that differences in occupational status reflect differences in educational attainment between these groups. Compared to Melbourne school leavers, young regional Victorians are more likely to be employed in technical occupations. The results suggest that this is because young regional Victorians are more likely to embark on apprenticeship/traineeship programs, undertaking certificate qualifications. These programs provide students with pathways to work on an occupation included in the National Skills Needs List (NSNL (Australian Government 2013)), most of which are classified as technical occupations by

International Labour Organisation (ILO 1988).

On the other hand, young Melbournians are more likely than regional students to be employed in highly skilled managerial and professional occupations. The analysis indicates that this is because Melbourne school leavers are more likely to undertake university studies, and to complete a Bachelor degree. Compared to apprenticeships/traineeships, this educational training arguably equips students with a set of skills better aligned to the take up highly skilled managerial and professional occupations following graduation.

Table 1 also reveals that the percentage of young Melbournians in clerical/sales/personal services occupations was larger than that of regional students. A plausible explanation seems to be that a large share of Melbourne students considers working in a clerical/sales/personal services occupation as a stepping-stone to full-time employment. In 2011, 55% of Melbourne school leavers in these occupations were employed on a part-time basis, expecting to transition into full-time employment in a higher-status occupation. For young regional Victorians, working in clerical/sales/personal services positions seems to be a main employment destination after completing their qualification. In 2011, more than 51% of young regional Victorians were employed in clerical/sales/personal services occupations as full-time employees.

Another difference emerging through Table 1 was in the percentage of people in full-time employment. The percentage of young Melbournians employed on a full-time basis was smaller than that of regional school leavers (55% *versus* 59%). This does not seem to be because regional young people are more 'successful' in securing full-time jobs, rather it appears to be because Melbourne students remain longer in education. Young Melbournians are more likely to complete undergraduate and postgraduate university degrees (Table 3), which take longer to complete than apprenticeship/traineeship and VET certificates. In fact, when we consider only young people in the labour force as denominator, the difference disappears; that is, the percentage of people in full-time work for both groups increases to 66%.

Another key dimension of the educational and employment pathways of school leavers is the link between education and industry sector. The knowledge and skills that young people accrued via educational training is a critical element for economic growth and development. As such, it is key to ensure strong linkages between the educational system and the industrial structure of the economy. Below we explore the relationship between the main field of education and industry of employment of school leavers in their transition to the labour market.

4.4. Transition from education to industry sectors

Using LSAY data, we identified the main field of study and industry sector of young Victorians. Appendix E provides technical details of the survey questions and classification system codes used for this analysis. To facilitate interpretation, circular plots are again used to represent the data. As shown in Figure 5, study fields are displayed on the left side of the plot, while industry sectors are presented on the right side. Figures 6 and 7 separately report study fields and industry sectors for school leavers with a starting location in regional Victoria, and those starting off in Melbourne. However, due to the large number of flows connecting study fields and industry sectors, we show each study field-industry career cluster separately in Figures 8 and 9.

It is important to note that the small sample size hinders analysis of differences between specific groups i.e. between regional and Melbourne school leavers, and between people with particular educational qualifications. The cross tabulation between study fields and industry sectors delivers a large number of zeros and cells with few observations, particularly for regional students (Appendix F). For example, it reports only one regional school leaver with an educational qualification in the

field of information technology or mixed field programs, and just four with a degree in agriculture and mining. Therefore, it is unclear whether data for study fields with few graduates reflect the actual individual preferences or sample selection issues. The data, however, can be used to provide a general picture of the alignment between study fields and industry sectors in study fields with a reasonable number of observations, namely greater than 20.

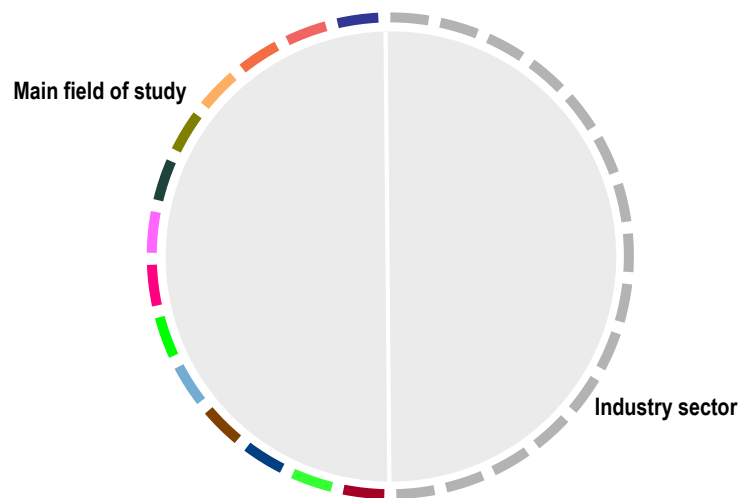


Figure 5. Illustration of the relationship between study field and industry sector in a circular plot. Source: Authors' elaboration.

For regional school leavers, the data show that more than 20 students have an educational qualification in engineering and technology, health, management and commerce, but 67 students had not yet completed an educational qualification by the end of the survey. Engineering and technology graduates seem to transition into a wide range of sectors, but they appear to be more likely to take up jobs in the manufacturing and utilities and construction sector. Most (67% of) health graduates appear to transition into the health sector, suggesting a high degree of alignment between educational qualifications and jobs in this sector. On the other hand, management and commerce graduates and school leavers with no completed qualification seem to follow a variety of pathways, moving to a diverse set of industry sectors. While for the former this pattern may reflect the need for managerial skills and knowledge across all sectors in the economy, for the latter it may mirror the lack of a post-school qualification, industry-specific knowledge and therefore the need to secure a job in any industry.

For Melbourne school leavers, the data show a similar general pattern for the aforementioned study fields and provide a larger number of observations to explore the progression of young people with a qualification in natural and physical sciences, architecture, education, society and culture, and creative arts. While natural and physical science, and society and culture graduates appear to take up jobs in a diverse mix of industry sectors, graduates in architecture, education and creative arts tend to follow more clearly defined pathways. Architecture graduates mainly move to the utilities and construction sector. Most (63% of) graduates in education transition to the educational sector and most (43% of) creative arts graduates move to the trade sector.

Taken together, the data on study field and industry show only marginal differences for regional Victoria and Melbourne school leavers compared to the data on occupations reported above. This suggests that while both groups of students tend to take up jobs in industries that require and align to the knowledge and skills acquired through formal educational training, these groups tend to occupy different positions in the occupational hierarchy. A larger share of young Melbournians undertake managerial and professional occupations, while a larger percentage of regional young people take up lower skilled positions. This reflects the fact that regional young people are more likely to obtain their educational qualifications by undertaking apprenticeships/traineeships, while young Melbournians are more likely to obtain a university degree.

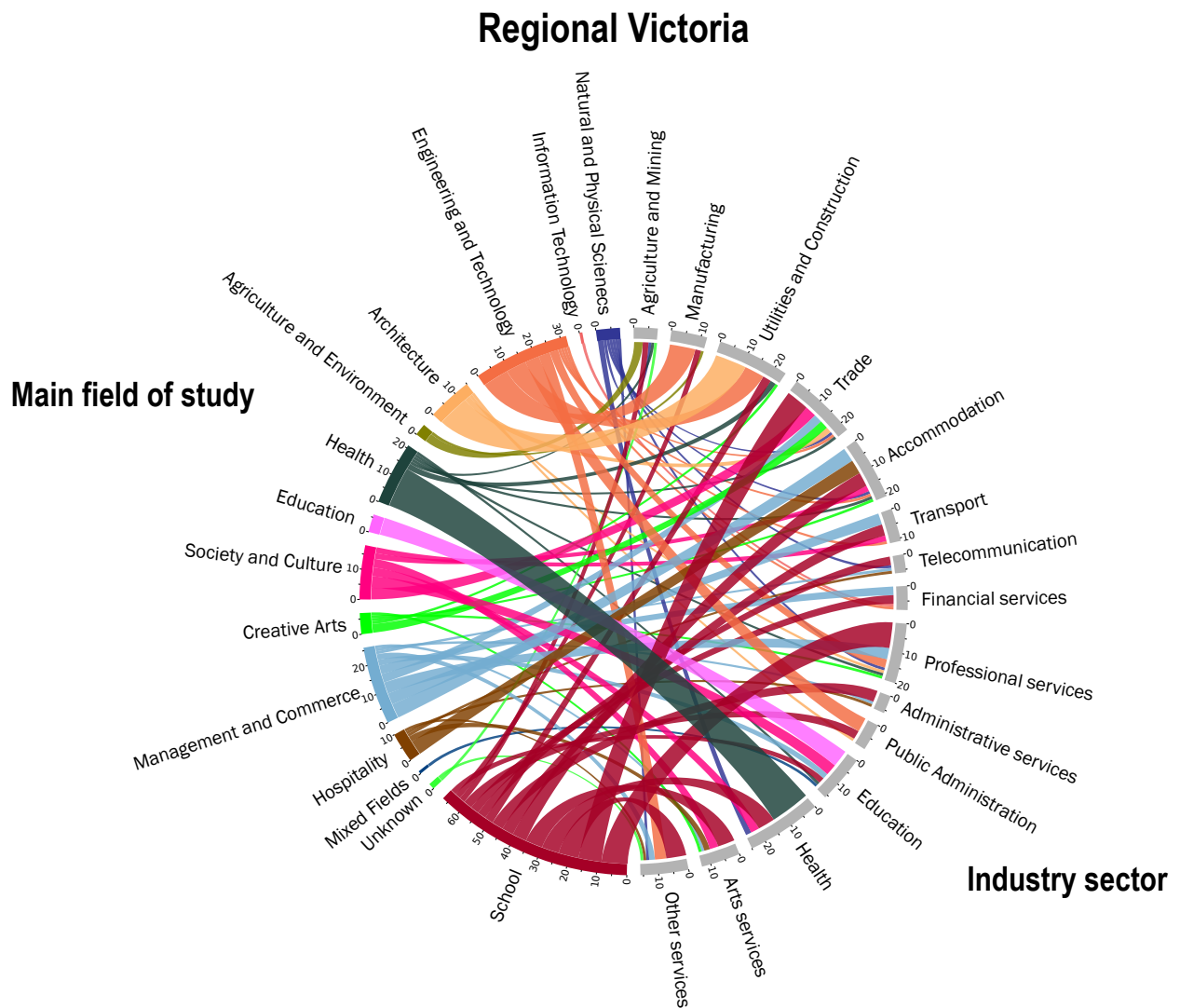


Figure 6. Visualisation of transitions from post-school education to industry sector, young regional Victorians.
 Source: Authors' elaboration using 2003 LSAY data.

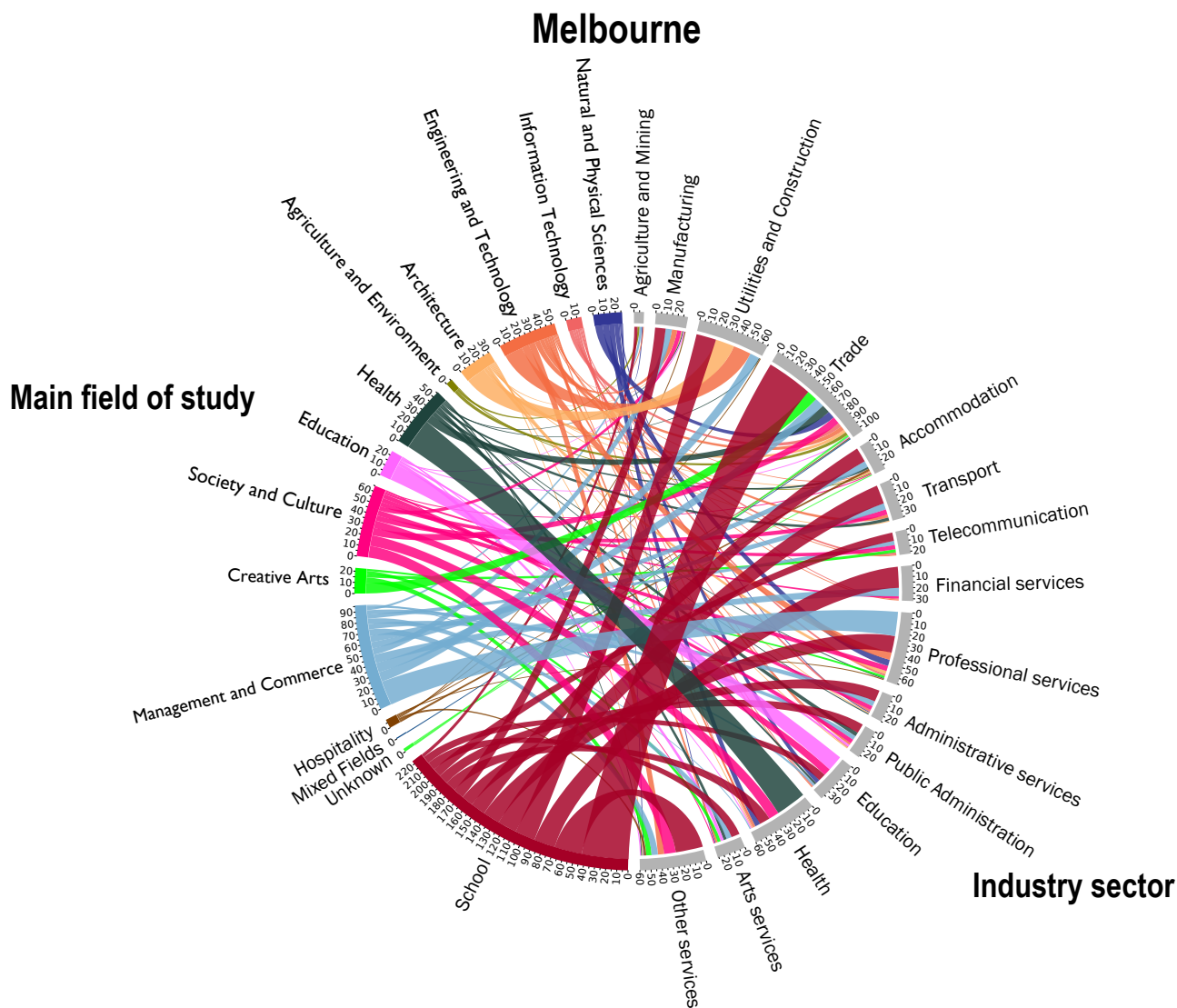


Figure 7. Visualisation of transitions from post-school education to industry sector, young Melbournians.

Source: Authors' elaboration using 2003 LSAY data.

Regional Victoria

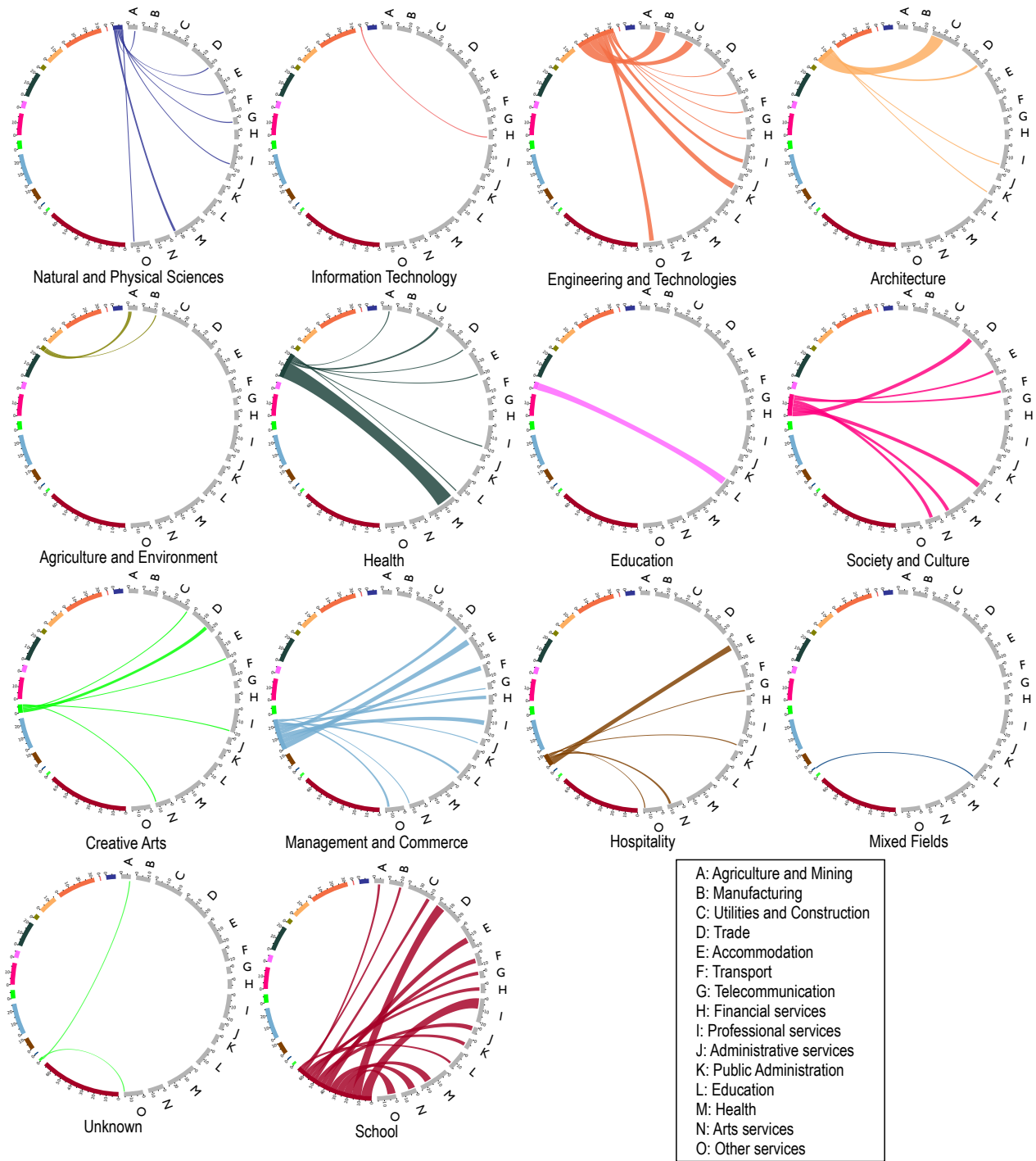


Figure 8. Transitions into industry sectors by study field, young regional Victorians.
 Source: Authors' elaboration using 2003 LSAY data.

Melbourne

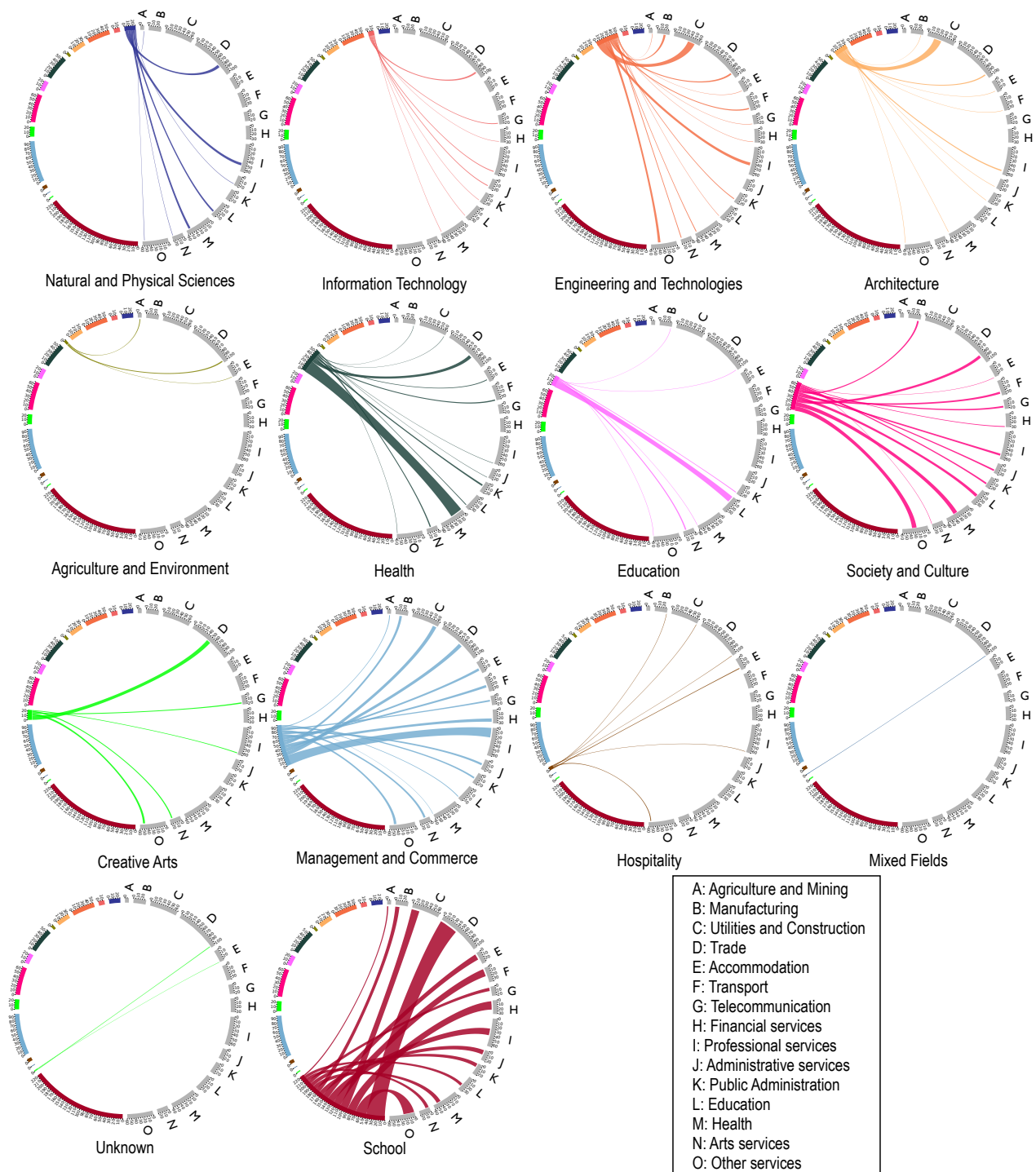


Figure 9. Transitions into industry sectors by study field, young Melbournians.
 Source: Authors' elaboration using 2003 LSAY data.

5. Conclusion

Consistent with previous work in the Australian context and OECD countries (Ainley, Malley and Lamb 1997; OECD 2000; Hillman and Rothman 2007), the analysis indicated that the transition from school to university and then to full-time employment is the most common school-to-employment pathway followed by school leavers. While this route tends to be the most common developmental pathway transitioned by both young Melbournians and regional Victorians, the analysis reveals marked differences between these two groups. It shows that while the bulk of Melbourne school leavers tend to undertake university education after school, regional school leavers tend to follow a more diverse range of pathways. Compared to young Melbournians, regional school leavers are more likely to engage in employment and to undertake apprenticeships/traineeships after school. As a result, the percentage of young regional Victorians with a technical certificate is larger than that of young Melbournians (33% *versus* 20%), and hence young regional Victorians are more likely to be employed in technical occupations as these occupations provide a better match for their educational credentials. On the other hand, the percentage of young regional Victorians with a Bachelor degree is smaller than that of young Melbournians (28% *versus* 39%). This reflects the higher propensity among young Melbournians to complete a university degree, which equips students with an array of skills and technical knowledge better aligned to perform non-routine, more complex tasks. This thus explains the greater propensity among young Melbournians to work on highly skilled managerial and professional occupations.

Although less typical than the transition from school to university, another common post-school pathway followed by regional and Melbourne school leavers is to the transition from school directly into employment. While for the majority (around 60%) of school leavers this transition represents a deferral of post-school studies for one or two years, for some school leavers this transition comprises a more permanent situation. In fact, over one quarter of school leavers in the sample did not have an educational qualification in the period of analysis. Surprisingly, the percentage of school leavers with no qualification was virtually the same (27%) among young Melbournians and regional Victorians despite the fact that Melbourne offers a wider and more diverse range of educational opportunities than regional areas of Victoria.

As noted above, for some school leavers, the transition from school directly into employment represents the deferral of post-school education. Young regional Victorians were more likely to defer post-school education than young Melbournians. While 23% of young regional Victorians postponed their post-school educational studies between 2006 and 2011, only 14% of young Melbournians did it. Consistent with recent evidence (Klatt and Polesel 2013), however, the results showed that young regional Victorians are more likely than young Melbournians to undertake post-school education after one year of working experience. 67% of those regional Victorians who postponed post-school education embarked on post-school education after one year in the labour market, while this percentage was smaller for young Melbournians (61%).

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Appendix A. Definition of labour market outcomes

Full-time employment: This indicator was created using a derived variable indicating whether the respondent was in full-time or part-time work in 2011.

Unemployment: This indicator was created using a derived variable indicating the labour force status of the respondent in 2011.

Hourly pay: This indicator was created using a derived variable indicating the respondent's hourly rate of pay in 2011.

Job satisfaction: This indicator represents a composite variable based on information provided to a series of questions. Using a categorical scale, respondents were asked to indicate whether they were very satisfied, fairly satisfied, fairly dissatisfied or very dissatisfied with each of the following aspects of their work: the kind of work they do, immediate boss or supervisor, pay, training opportunities, tasks assigned, recognition for achievements and promotion opportunities. Following Marks (2006), responses for these questions were summed and scaled to range from 0 (very dissatisfied) to 100 (very satisfied).

Appendix B. Educational status by employment status, regional Victorians, 2007.

		Employment status 2007					Total
		Full-time employment	Part-time employment	Unemployment	Not in the labour force	Unkown	
Educational status 2007							
Not in education	N	41	36	3	5	1	86
	%	47.7	41.9	3.5	5.8	1.2	100.0
VET	N	1	6	0	1	0	8
	%	12.5	75.0	0.0	12.5	0.0	100.0
University	N	5	50	4	20	2	81
	%	6.2	61.7	4.9	24.7	2.5	100.0
Apprenticeship/train	N	40	3	0	0	0	43
	%	93.0	7.0	0.0	0.0	0.0	100.0
Total	N	87	95	7	26	3	218
	%	39.9	43.6	3.2	11.9	1.4	100.0

Appendix C. Annual progression between main activities, young people starting off in Regional Victoria, 2003 to 2011

		2004									
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Part-time employment	Full-time employment	Total	
2003	School	N	206	1	0	0	2	3	3	1	216
		%	95.4	0.5	0.0	0.0	0.9	1.4	1.4	0.5	100.0
Total	N	206	1	0	0	2	3	3	1	216	
	%	95.4	0.5	0.0	0.0	0.9	1.4	1.4	0.5	100.0	

		2005									
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Part-time employment	Full-time employment	Total	
2004	School	N	185	3	2	1	1	8	4	1	205
		%	90.24	1.46	0.98	0.49	0.49	3.9	1.95	0.49	100
VET	N	0	0	0	0	0	0	1	0	1	
	%	0	0	0	0	0	0	100	0	100	
Inactivity	N										
	%										
Unemployment	N	0	0	0	0	1	0	1	0	2	
	%	0	0	0	0	50	0	50	0	100	
Apprenticeship/train	N	0	0	0	0	0	1	0	2	3	
	%	0	0	0	0	0	33.33	0	66.67	100	
Part-time employment	N	0	0	0	0	0	2	1	0	3	
	%	0	0	0	0	0	66.67	33.33	0	100	
Full-time employment	N	0	0	0	0	0	0	1	0	1	
	%	0	0	0	0	0	0	100	0	100	
Total	N	185	3	2	1	2	11	8	3	215	
	%	86.05	1.4	0.93	0.47	0.93	5.12	3.72	1.4	100	

		2006									
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Part-time employment	Full-time employment	Total	
2005	School	N	34	20	46	9	5	24	28	21	187

	%	18.18	10.7	24.6	4.81	2.67	12.83	14.97	11.23	100
VET	N	0	0	0	1	0	1	1	0	3
	%	0	0	0	33.33	0	33.33	33.33	0	100
University	N	0	0	2	0	0	0	0	0	2
	%	0	0	100	0	0	0	0	0	100
Inactivity	N	0	0	0	0	0	0	1	0	1
	%	0	0	0	0	0	0	100	0	100
Unemployment	N	0	1	0	0	0	0	0	1	2
	%	0	50	0	0	0	0	0	50	100
Apprenticeship/ traineeship	N	0	0	0	0	1	10	0	0	11
	%	0	0	0	0	9.09	90.91	0	0	100
Part-time employment	N	0	0	1	1	0	1	4	1	8
	%	0	0	12.5	12.5	0	12.5	50	12.5	100
Full-time employment	N	0	0	0	0	0	1	1	1	3
	%	0	0	0	0	0	33.33	33.33	33.33	100
Total	N	34	21	49	11	6	37	35	24	217
	%	15.67	9.68	22.58	5.07	2.76	17.05	16.13	11.06	100

		2007								
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Part-time employment	Full-time employment	Total
2006										
School	N		2	15	2	0	3	6	7	35
	%		5.71	42.86	5.71	0	8.57	17.14	20	100
VET	N		3	3	0	1	2	7	5	21
	%		14.29	14.29	0	4.76	9.52	33.33	23.81	100
University	N		1	42	1	0	1	3	1	49
	%		2.04	85.71	2.04	0	2.04	6.12	2.04	100
Inactivity	N		0	3	1	1	1	3	2	11
	%		0	27.27	9.09	9.09	9.09	27.27	18.18	100
Unemployment	N		0	4	0	0	0	0	2	6
	%		0	66.67	0	0	0	0	33.33	100
Apprenticeship/train	N		0	1	0	0	26	2	8	37
	%		0	2.7	0	0	70.27	5.41	21.62	100
Part-time employment	N		1	7	1	0	7	12	7	35
	%		2.86	20	2.86	0	20	34.29	20	100
Full-time employment	N		1	6	1	1	3	3	9	24
	%		4.17	25	4.17	4.17	12.5	12.5	37.5	100
Total	N		8	81	6	3	43	36	41	218
	%		3.67	37.16	2.75	1.38	19.72	16.51	18.81	100

		2008								
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Part-time employment	Full-time employment	Total
2007										
VET	N		4	1	0	0	0	2	1	8
	%		50	12.5	0	0	0	25	12.5	100
University	N		0	73	0	2	0	5	1	81
	%		0	90.12	0	2.47	0	6.17	1.23	100
Inactivity	N		1	1	3	0	0	0	1	6
	%		16.67	16.67	50	0	0	0	16.67	100
Unemployment	N		0	0	0	0	0	1	2	3
	%		0	0	0	0	0	33.33	66.67	100
Apprenticeship/train	N		0	0	0	0	38	0	5	43
	%		0	0	0	0	88.37	0	11.63	100
Part-time employment	N		2	3	4	0	1	20	6	36
	%		5.56	8.33	11.11	0	2.78	55.56	16.67	100
Full-time employment	N		2	5	2	1	2	3	26	41
	%		4.88	12.2	4.88	2.44	4.88	7.32	63.41	100
Total	N		9	83	9	3	41	31	42	218
	%		4.13	38.07	4.13	1.38	18.81	14.22	19.27	100

		2009								
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Part-time employment	Full-time employment	Total
2008										
VET	N		3	0	2	0	0	2	2	9
	%		33.33	0	22.22	0	0	22.22	22.22	100
University	N		1	64	3	1	0	6	8	83
	%		1.2	77.11	3.61	1.2	0	7.23	9.64	100
Inactivity	N		0	0	1	1	1	3	3	9
	%		0	0	11.11	11.11	11.11	33.33	33.33	100
Unemployment	N		0	0	0	2	0	1	0	3
	%		0	0	0	66.67	0	33.33	0	100
Apprenticeship/train	N		0	0	0	0	27	0	14	41
	%		0	0	0	0	65.85	0	34.15	100
Part-time employment	N		1	0	1	2	2	16	9	31
	%		3.23	0	3.23	6.45	6.45	51.61	29.03	100
Full-time employment	N		0	3	2	0	0	5	32	42
	%		0	7.14	4.76	0	0	11.9	76.19	100
Total	N		5	67	9	6	30	33	68	218

		%	2.29	30.73	4.13	2.75	13.76	15.14	31.19	100
2010										
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Part-time employment	Full-time employment	Total
2009										
VET	N		2	0	0	0	0	1	2	5
	%		40	0	0	0	0	20	40	100
University	N		3	31	2	2	1	11	17	67
	%		4.48	46.27	2.99	2.99	1.49	16.42	25.37	100
Inactivity	N		0	1	1	2	1	3	1	9
	%		0	11.11	11.11	22.22	11.11	33.33	11.11	100
Unemployment	N		0	1	0	2	1	2	0	6
	%		0	16.67	0	33.33	16.67	33.33	0	100
Apprenticeship/train	N		1	0	0	0	16	1	12	30
	%		3.33	0	0	0	53.33	3.33	40	100
Part-time employment	N		2	2	4	2	1	16	6	33
	%		6.06	6.06	12.12	6.06	3.03	48.48	18.18	100
Full-time employment	N		1	2	1	3	2	11	48	68
	%		1.47	2.94	1.47	4.41	2.94	16.18	70.59	100
Total	N		9	37	8	11	22	45	86	218
	%		4.13	16.97	3.67	5.05	10.09	20.64	39.45	100

2011										
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Part-time employment	Full-time employment	Total
2010										
VET	N		4	1	0	1	0	2	1	9
	%		44.44	11.11	0	11.11	0	22.22	11.11	100
University	N		0	23	0	1	0	5	8	37
	%		0	62.16	0	2.7	0	13.51	21.62	100
Inactivity	N		3	2	0	0	0	2	1	8
	%		37.5	25	0	0	0	25	12.5	100
Unemployment	N		0	1	2	2	0	3	3	11
	%		0	9.09	18.18	18.18	0	27.27	27.27	100
Apprenticeship/train	N		0	0	0	0	10	0	12	22
	%		0	0	0	0	45.45	0	54.55	100
Part-time employment	N		0	7	4	1	1	17	15	45
	%		0	15.56	8.89	2.22	2.22	37.78	33.33	100
Full-time employment	N		2	2	2	4	1	8	67	86

	%	2.33	2.33	2.33	4.65	1.16	9.3	77.91	100
Total	N	9	36	8	9	12	37	107	218
	%	4.13	16.51	3.67	4.13	5.5	16.97	49.08	100

Appendix D. Annual progression between main activities, young people starting off in Melbourne, 2003 to 2011.

		2004								
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Part-time employment	Full-time employment	Total
2003										
School	N	593	4	0	4	6	7	4	6	624
	%	95.0	0.6	0.0	0.6	1.0	1.1	0.6	1.0	100.0
Total	N	593	4	0	4	6	7	4	6	624
	%	95.0	0.6	0.0	0.6	1.0	1.1	0.6	1.0	100.0
		2005								
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Part-time employment	Full-time employment	Total
2004										
School	N	524	11	25	4	7	6	12	2	591
	%	88.66	1.86	4.23	0.68	1.18	1.02	2.03	0.34	100
VET	N	0	1	0	0	1	0	0	2	4
	%	0	25	0	0	25	0	0	50	100
Inactivity	N	0	0	0	2	1	1	0	0	4
	%	0	0	0	50	25	25	0	0	100
Unemployment	N	0	1	1	2	0	1	1	0	6
	%	0	16.67	16.67	33.33	0	16.67	16.67	0	100
Apprenticeship/train	N	0	0	0	0	0	7	0	0	7
	%	0	0	0	0	0	100	0	0	100
Part-time employment	N	0	0	2	0	0	1	1	0	4
	%	0	0	50	0	0	25	25	0	100
Full-time employment	N	0	0	0	1	0	2	2	1	6
	%	0	0	0	16.67	0	33.33	33.33	16.67	100
Total	N	524	13	28	9	9	18	16	5	622
	%	84.24	2.09	4.5	1.45	1.45	2.89	2.57	0.8	100
		2006								

		2005								
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Part-time employment	Full-time employment	Total
School	N	70	72	233	8	11	40	55	38	527
	%	13.28	13.66	44.21	1.52	2.09	7.59	10.44	7.21	100
VET	N	0	5	1	1	1	4	0	1	13
	%	0	38.46	7.69	7.69	7.69	30.77	0	7.69	100
University	N	0	0	26	0	1	0	1	0	28
	%	0	0	92.86	0	3.57	0	3.57	0	100
Inactivity	N	0	0	0	2	2	0	3	2	9
	%	0	0	0	22.22	22.22	0	33.33	22.22	100
Unemployment	N	0	0	1	2	4	1	0	1	9
	%	0	0	11.11	22.22	44.44	11.11	0	11.11	100
Apprenticeship/train	N	0	0	0	0	0	16	0	2	18
	%	0	0	0	0	0	88.89	0	11.11	100
Part-time employment	N	0	2	3	0	0	4	4	4	17
	%	0	11.76	17.65	0	0	23.53	23.53	23.53	100
Full-time employment	N	0	0	0	0	0	2	1	3	6
	%	0	0	0	0	0	33.33	16.67	50	100
Total	N	70	79	264	13	19	67	64	51	627
	%	11.16	12.6	42.11	2.07	3.03	10.69	10.21	8.13	100

		2007								
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Part-time employment	Full-time employment	Total
School	N		13	36	4	2	2	7	7	71
	%		18.31	50.7	5.63	2.82	2.82	9.86	9.86	100
VET	N		23	12	2	1	2	24	15	79
	%		29.11	15.19	2.53	1.27	2.53	30.38	18.99	100
University	N		0	241	2	0	2	15	4	264
	%		0	91.29	0.76	0	0.76	5.68	1.52	100
Inactivity	N		1	4	3	1	0	1	3	13
	%		7.69	30.77	23.08	7.69	0	7.69	23.08	100
Unemployment	N		2	4	1	5	4	1	3	20
	%		10	20	5	25	20	5	15	100
Apprenticeship/train	N		0	2	1	0	43	3	18	67
	%		0	2.99	1.49	0	64.18	4.48	26.87	100
Part-time employment	N		3	17	0	3	3	22	16	64
	%		4.69	26.56	0	4.69	4.69	34.38	25	100

Full-time employment	N	3	9	0	0	4	7	28	51
	%	5.88	17.65	0	0	7.84	13.73	54.9	100
Total	N	45	325	13	12	60	80	94	629
	%	7.15	51.67	2.07	1.91	9.54	12.72	14.94	100

		2008								
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Part-time employment	Full-time employment	Total
2007	VET	N	20	5	0	2	2	7	9	45
		%	44.44	11.11	0	4.44	4.44	15.56	20	100
	University	N	1	296	2	3	1	13	9	325
		%	0.31	91.08	0.62	0.92	0.31	4	2.77	100
	Inactivity	N	1	2	3	3	0	2	2	13
		%	7.69	15.38	23.08	23.08	0	15.38	15.38	100
	Unemployment	N	5	1	2	1	1	1	1	12
		%	41.67	8.33	16.67	8.33	8.33	8.33	8.33	100
	Apprenticeship/train	N	1	1	0	1	44	1	12	60
		%	1.67	1.67	0	1.67	73.33	1.67	20	100
	Part-time employment	N	3	14	0	2	4	35	22	80
		%	3.75	17.5	0	2.5	5	43.75	27.5	100
	Full-time employment	N	4	6	2	5	6	13	58	94
		%	4.26	6.38	2.13	5.32	6.38	13.83	61.7	100
Total	N	35	325	9	17	58	72	113	629	
	%	5.56	51.67	1.43	2.7	9.22	11.45	17.97	100	

		2009								
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Part-time employment	Full-time employment	Total
2008	VET	N	14	5	3	3	0	7	3	35
		%	40	14.29	8.57	8.57	0	20	8.57	100
	University	N	5	239	7	3	0	36	35	325
		%	1.54	73.54	2.15	0.92	0	11.08	10.77	100
	Inactivity	N	0	1	3	0	0	1	4	9
		%	0	11.11	33.33	0	0	11.11	44.44	100
	Unemployment	N	0	0	3	8	0	5	1	17
		%	0	0	17.65	47.06	0	29.41	5.88	100
	Apprenticeship/train	N	0	0	2	1	32	4	19	58
		%	0	0	3.45	1.72	55.17	6.9	32.76	100

Part-time employment	N	1	11	1	2	2	36	19	72
	%	1.39	15.28	1.39	2.78	2.78	50	26.39	100
Full-time employment	N	2	6	3	3	1	12	86	113
	%	1.77	5.31	2.65	2.65	0.88	10.62	76.11	100
Total	N	22	262	22	20	35	101	167	629
	%	3.5	41.65	3.5	3.18	5.56	16.06	26.55	100

		2010								
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Part-time employment	Full-time employment	Total
2009										
VET	N	9	1	1	2	0	3	6	22	
	%	40.91	4.55	4.55	9.09	0	13.64	27.27	100	
University	N	3	153	4	3	2	46	51	262	
	%	1.15	58.4	1.53	1.15	0.76	17.56	19.47	100	
Inactivity	N	1	3	7	3	1	5	2	22	
	%	4.55	13.64	31.82	13.64	4.55	22.73	9.09	100	
Unemployment	N	0	2	4	3	0	3	8	20	
	%	0	10	20	15	0	15	40	100	
Apprenticeship/train	N	0	1	0	1	19	1	13	35	
	%	0	2.86	0	2.86	54.29	2.86	37.14	100	
Part-time employment	N	2	14	5	3	1	41	35	101	
	%	1.98	13.86	4.95	2.97	0.99	40.59	34.65	100	
Full-time employment	N	5	7	3	2	3	13	134	167	
	%	2.99	4.19	1.8	1.2	1.8	7.78	80.24	100	
Total	N	20	181	24	17	26	112	249	629	
	%	3.18	28.78	3.82	2.7	4.13	17.81	39.59	100	

		2011								
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Part-time employment	Full-time employment	Total
2010										
VET	N	7	2	2	2	1	3	3	20	
	%	35	10	10	10	5	15	15	100	
University	N	7	102	3	7	3	21	38	181	
	%	3.87	56.35	1.66	3.87	1.66	11.6	20.99	100	
Inactivity	N	0	2	9	3	0	2	8	24	
	%	0	8.33	37.5	12.5	0	8.33	33.33	100	
Unemployment	N	1	4	0	3	0	6	3	17	
	%	5.88	23.53	0	17.65	0	35.29	17.65	100	

Apprenticeship/train	N	0	0	2	1	13	1	9	26
	%	0	0	7.69	3.85	50	3.85	34.62	100
Part-time employment	N	4	8	3	5	0	55	37	112
	%	3.57	7.14	2.68	4.46	0	49.11	33.04	100
Full-time employment	N	4	14	8	2	3	17	201	249
	%	1.61	5.62	3.21	0.8	1.2	6.83	80.72	100
Total	N	23	132	27	23	20	105	299	629
	%	3.66	20.99	4.29	3.66	3.18	16.69	47.54	100

Appendix E. Study field and industry sector data.

Study field. Data were obtained from a question that identifies the main area of study of LSAY respondents post-school. Responses are coded using the Australian Standard Classification of Education (ASCED) on a six-digit scale. For the analysis, categories of study fields were collapsed into 12 using two-digit ASCED codes, and two categories were added to account for: school leavers did not have a post-school qualification, and cases with missing data. The 14 categories used were:

Study field	Shorthand
1 Natural and Physical Sciences	Natural and Physical Sciences
2 Information Technology	Information Technology
3 Engineering and Related Technologies	Engineering and Technologies
4 Architecture and Building	Architecture
5 Agriculture, Environmental And Related Studies	Agriculture and Environment
6 Health	Health
7 Education	Education
8 Management and Commerce	Management and Commerce
9 Society and Culture	Society and Culture
10 Creative Arts	Creative Arts
11 Food, Hospitality and Personal Services	Hospitality
12 Mixed Field Programmes	Mixed Fields
13 No qualification	School
14 Unknown	Unknown

Industry sector. Data on industry of employment were obtained from a question that identifies the main kind of business of a respondent's employer. Responses are coded using the Australian and New Zealand Standard Industrial Classification (ANZSIC 2006) on a four-digit scale. For the analysis, categories were collapsed into 21 using one-digit ANZSIC codes, and further reduced to 15 combining categories with none or very few observations. The final classification was:

Industry sector	Shorthand
1 Agriculture, Forestry and Fishing, and Mining	Agriculture and Mining
2 Manufacturing	Manufacturing
3 Electricity, Gas, Water and Waste Services, and Construction	Utilities and Construction
4 Wholesale Trade, and Retail Trade	Trade
5 Accommodation and Food Services	Accommodation
6 Transport, Postal and Warehousing	Transport
7 Information Media and Telecommunications	Telecommunication
8 Financial and Insurance Services, and Rental, Hiring and Real Estate Services	Financial services
9 Professional, Scientific and Technical Services	Professional services
10 Administrative and Support Services	Administrative services
11 Public Administration and Safety	Public Administration
12 Education and Training	Education
13 Health Care and Social Assistance	Health
14 Arts and Recreation Services	Arts services
15 Other Services	Other services

Appendix F. Underlying data on study field and industry sector for Figures 6-9, number of people.
Young regional Victorians

Number of people	Industry sector														Total	
	Agriculture and Mining	Manufacturing	Utilities and Construction	Trade	Accommodation	Transport	Telecommunication	Financial services	Professional services	Administrative services	Public Administration	Education	Health	Arts services		Other services
Natural and Physical Sciences	1	0	0	1	1	0	1	0	1	0	0	0	2	0	1	8
Information Technology	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Engineering and Technologies	0	9	7	1	1	1	0	1	3	0	5	0	0	0	4	32
Architecture	0	0	11	2	0	0	0	0	1	0	1	0	0	0	0	15
Agriculture and Environment	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Health	1	0	2	1	1	0	0	0	1	0	0	1	14	0	0	21
Education	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	6
Management and Commerce	0	0	0	3	5	4	1	3	4	1	0	2	0	1	2	26
Society and Culture	0	0	0	4	2	2	0	0	0	0	0	4	3	3	0	18
Creative Arts	0	0	1	3	1	0	0	0	1	0	0	0	0	1	0	7
Hospitality	0	0	0	0	5	0	1	0	0	1	0	0	0	2	1	10
Mixed Fields	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
School	2	2	3	8	5	4	3	3	9	4	3	2	6	6	7	67
Unknown	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
Total	8	12	24	23	21	11	6	8	20	6	9	16	25	13	16	218

Young Melbournians

	Industry sector															Total
	Agriculture and Mining	Manufacturing	Utilities and Construction	Trade	Accommodation	Transport	Telecommunication	Financial services	Professional services	Administrative services	Public Administration	Education	Health	Arts services	Other services	
Natural and Physical Sciences	1	0	0	7	0	0	0	0	6	1	0	4	5	1	1	26
Information Technology	0	0	0	4	0	0	2	1	2	2	1	1	1	0	0	14
Engineering and Technologies	1	5	17	4	1	3	1	1	7	0	2	1	2	2	6	53
Architecture	0	1	18	3	1	1	0	0	3	1	1	0	1	0	1	31
Agriculture and Environment	2	0	0	3	1	0	0	0	0	0	0	0	0	0	0	6
Health	0	1	1	8	2	3	0	0	1	1	4	2	29	3	1	56
Education	0	1	0	1	0	0	0	0	0	0	2	15	1	3	1	24
Management and Commerce	2	6	9	9	6	6	4	8	23	5	4	2	1	5	6	96
Society and Culture	0	4	0	7	1	5	4	2	5	4	4	7	10	1	11	65
Creative Arts	0	0	0	10	0	0	3	0	2	0	0	0	0	3	5	23
Hospitality	0	1	1	1	2	0	0	0	1	0	0	0	0	0	2	8
Mixed Fields	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
School	3	10	19	44	14	18	8	20	16	11	9	7	10	8	26	223
Unknown	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Total	9	29	65	104	29	36	22	32	66	25	27	39	60	26	60	629