



COVID-19 RECOVERY SCENARIOS

FOR YOUNG PEOPLE IN MELBOURNE'S INNER NORTH

STAKEHOLDER INTERVIEWS

Impact of COVID-19 on young people



COVID-19 RECOVERY SCENARIOS

INTRODUCTION

The **Inner North Youth Employment Taskforce (INJET)** is a collaborative partnership which was formed to address issues of youth employment in the aftermath of Global Financial Crisis. Over the past five years the Taskforce has been proactive in developing initiatives in response to the issue impacting on young people. Taskforce members have a common interest in working together to provide the best possible education, training and employment outcomes for young people in the inner north.

This INJET report identifies some of the key challenges facing young people in the inner north of Melbourne, as well as what may come next. The Report covers the views of a wide range of local agency representatives on the impact of COVID-19 and the implications for young people in the inner north.

Young people in Victoria have been disproportionately impacted by the COVID-19 pandemic and are experiencing worse outcomes than young people in all other areas of Australia. Young people are facing rising unemployment, declining mental health and unprecedented interruptions to their education and lives.

The 34 interviews with professionals from education, community, local government, peak bodies and industry organisations identify four emerging themes; **Health and Well-being, Education and Training, Economy and Livelihood, Community.**

The information and ideas collected as part of the project are intended to assist the development of innovative scenarios in response to the challenges identified emerging from the pandemic. The material in this report may assist organisations and agencies in the inner north to clarify the implications for their own operations, and their response to the emerging needs of young people.

Thank you to everyone interviewed for this project for sharing your ideas, thoughts and expertise to help support young people in our region. Also a big thank you to Peter Kellock, INLLEN Manager of Research and Bret Mahon, INLLEN Events and Communications Manager for producing the videos and this summary report.

In addition to these interviews with stakeholders and experts, the project team of **INLLEN** and project partner **RMIT UNEVOC** has also:

- **recorded video responses from 50+ young people in the inner north**
- **collected responses from 38 people through an online survey**
- **analysed research and policy reports and data sets, and**
- **facilitated a virtual forum**

The RMIT UNEVOC team will be developing three scenarios which will form the foundations for a recovery plan for INJET for the inner north from 2021-2025. We hope you can be part of this recovery and encourage you to get involved.

If you would like further please do not hesitate to contact me or any of the INLLEN project team.



David Kennedy, Chair / INJET
10 November 2020

COVID-19 RECOVERY SCENARIOS

BACKGROUND

These 34 interviews, conducted across August and September 2020 in the midst of the second Melbourne COVID-19 lockdown, captured the views of participants when the situation for young people was particularly dire, studying remotely and with the community and the economy largely shutdown. In that context, some of the main themes that emerged from the conversations were that:

- The pandemic was highlighting and accentuating already existing social and economic disadvantage. This was shown up, for example, in the digital divide which was creating problems for many in being able to access remote learning; the stresses for those living in settings lacking privacy and safety; and particularly for young people from culturally and linguistically diverse families trying to learn from home and having to take on caring responsibilities for younger siblings. Some were dropping out of university or TAFE as a result.
- Worst case scenarios particularly relate to the state of the youth labour market in the coming years, as well as the impact on the mental health of young people. Experience of previous major economic disruptions such as the Global Financial Crisis of 2008 suggests that rates of employment for young people would potentially take a decade before there might be full recovery.
- The sense of isolation for many young people was accentuated during the lockdown, and highlighted the key role of social aspects of both education and employment in creating a sense of belonging for young people.
- Still, there is a strong emphasis on hope; not only among those interviewed, but also in the emphasis they placed on the importance of creating a sense of hope in the future among young people.
- A key component of providing an environment of hope will be ensuring that young people will be at the centre of designing and leading the COVID-19 recovery.

The interviews provided perspectives on the likely impacts on health and wellbeing for the young; the future of education; shifts in the economy and ways of making a living; and the nature of community.

Health and Well-being

- Lack of certainty resulting from the pandemic has had a major impact on the mental health of young people, and building capacity to deal with a less certain environment will be a priority.
- Young people have the capacity to meaningfully contribute to a plan for recovery, and the challenge for the wider community is to assist young people to do so while creating the opportunities and supporting the platforms for them to do so.
- Health and well-being are integrally connected to active participation in community through engagement in learning, sports, the arts, and in economic activity, and young people will need support in all those facets.
- Schools have an important role to play in better provision of mental health support, and stronger partnerships with services and local government will be required in school settings to meet the needs that have been identified. Schools currently have neither the expertise or resources to adequately meet the need.

COVID-19 RECOVERY SCENARIOS

Education and Training

- The move to remote learning for much of 2020 has established that there are advantages from blended modes of delivery. This includes greater capacity for flexibility to meet the needs of individual learners, and the future should provide delivery options to meet the needs of particular cohorts and individuals.
- Education in the future could provide increased flexibility – allowing young people to move between VET and Higher Education sectors; learn by combinations of courses and qualification levels; and mixtures of theory and practice.
- In summary, people hope for a greater diversity and differentiation in what is offered and how it is delivered.
- Employability, already a focus of secondary and tertiary level courses, will be more important, and a much stronger business and industry involvement in the education design and delivery will be needed.
- Applied learning will remain an important feature of a diverse and differentiated system, and would be available from the beginning of secondary school through to adulthood.

Economy and Livelihood

- There are predictions of accelerating trends in the workplace to digitisation and automation that will likely further reduce low skilled entry level opportunities in many industries. This will place an even higher importance on the acquisition of skills through education and training in combination with experiences in workplaces.
- There will be new opportunities to make a livelihood through the creation of new enterprises in emerging areas of the economy, responding to issues such as climate change, and the skills of entrepreneur will be given higher priority and profile. One aspect of this emphasis will be a stronger network of Social Enterprise in the region.
- As the new opportunities and requirements for economic participation are identified, rapid alignment with educational curriculum in both schools and post-secondary education will be needed to provide young people with the support and skills to participate.

Community

- Connection to community is so important for developing a sense of self and identity; this can be through participation in community sport, or through linking with others who share common values and ideals.
- For the disadvantaged, it is important that the right environment is created so that young people are able to 'open up', finding new choices rather than having choices narrowed and closed down.



BR Ben Rodgers



BV Ben Vasiliou



KK Katherine Kennedy



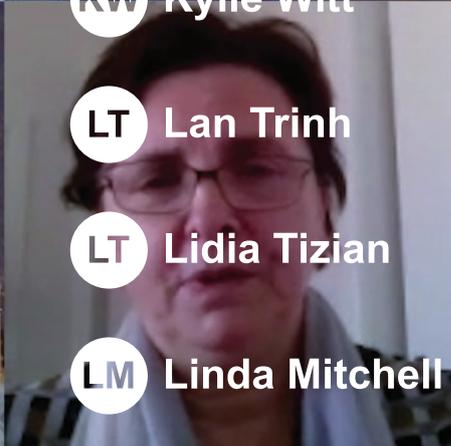
KW Keith Waters



BC Bernadette Cronin



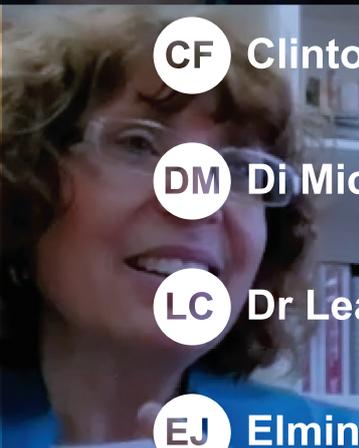
BG Bernadette Gigliotti



KW Kylie Witt



LT Lan Trinh



BS Bridie Shea



CJ Chris James



LT Lidia Tizian



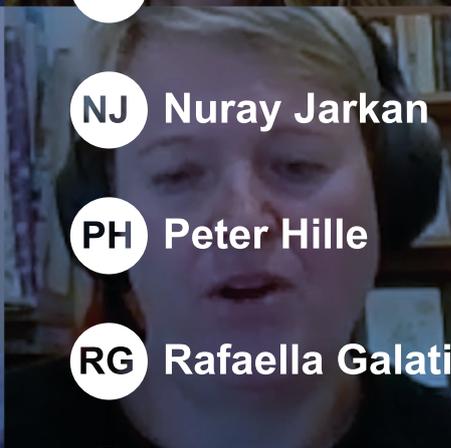
LM Linda Mitchell



CF Clinton Fullgrabe



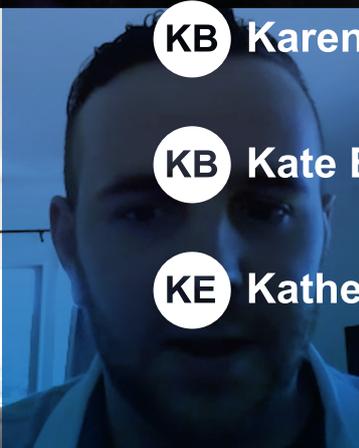
DM Di Micallef



MR Melanie Raymond



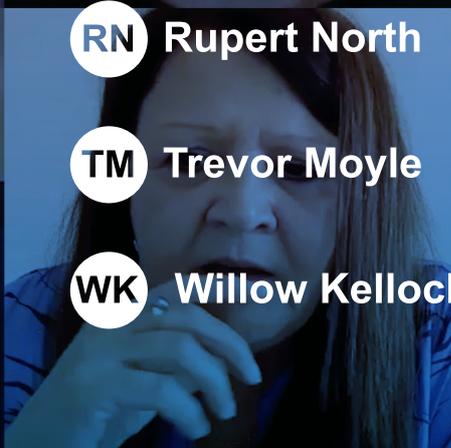
MW Michelle Wakeford



LC Dr Leah Campbell



EJ Elmina Joldic



MG Mike Grogan



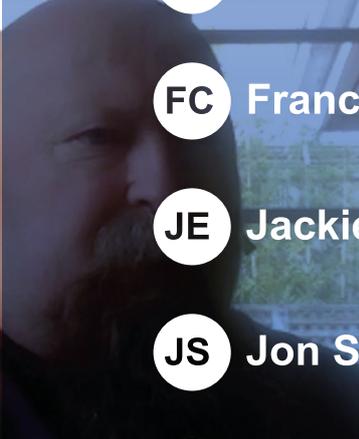
MC Mike O'Connor



FC Frances Coppilillo



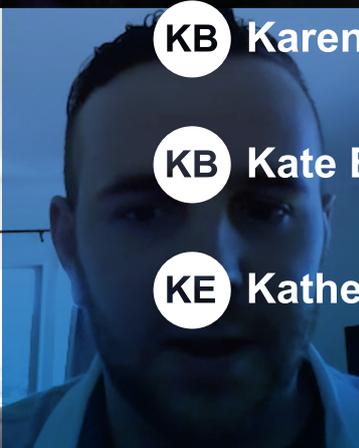
NJ Nuray Jarkan



JE Jackie Evers



PH Peter Hille



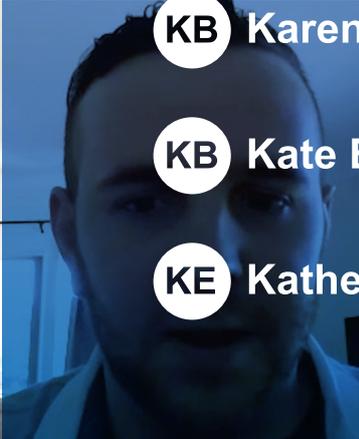
JS Jon Staley



RG Rafaella Galati-Brown

KB Karen Burgess

RN Rupert North



KB Kate Barelle



TM Trevor Moyle

KE Katherine Ellis

WK Willow Kellock

Health and Well-being

JACKIE EVERS

TEAM LEADER – YOUTH HEALTH, MERRI HEALTH



Education and employment, are the social determinants of health and wellbeing and lifelong outcomes...

We're funded to improve health and well-being outcomes for communities. And like you just said, access to quality education and access to employment is sort of the linchpin really for many people in having good life outcomes. If you have solid opportunities in early childhood education, if you then have good quality educational opportunities throughout your schooling and then opportunities to gain employment, I mean, everything is linked to that. Your mental health and well-being, your access to housing, your access to food access, food security... So everything is kind of linked back to those early opportunities and then as you get older to those opportunities to have employment.

So that's sort of why we focus on education and employment, even though commonly people probably wouldn't think of education and employment as health domains.

It's a time when remaining within the education system and getting access to quality education is more important than ever because in a way, for many young people, it's going to buy more time while the labour market recovers. To what extent and how quick, depending on how quickly it does, but it gives it a chance for some recovery if you're coming to the end of your schooling years and you don't progress to higher education or to TAFE or to some other form training, then you're out there struggling in an environment which is probably less conducive to providing a pathway to employment than it's been for a long time.

Health and Well-being

This will have a lasting emotional and mental health impact. We have seen from other major disruptions in the past (that) show us that the recovery cycle will be 5-10 years. There is the example of the Black Saturday bushfires, which led to 10 years of trauma and recovery.

CF

Clinton Fullgrave, Youth Services Coordinator, City of Darebin

Often what we find, going back to that issue of belonging, is that young people don't want to work by themselves. What they actually crave is to work in a stable group of people who are their age or a little bit older, a little bit older, who give a damn and who are nice people and don't treat them badly. So that sense of wanting to do real work with real people and be part of a team is really important.

KB

Kate Barelle, Co-founder, STREAT Social Enterprise

Five years into the future if you're away sick, the work's online. It means you're not disadvantaged. If you need to be away on holidays, it doesn't matter because it's all online. But that requirement of young people to be together, to want to be together, that will remain, especially given this is the experience this year. I know that that's what the students need, right. To be healthy, young people to thrive, to actually thrive. They need to be around other people their age.

RG

Rafaella Galati-Brown, Principal, NCAT

I would love to see some of these mental health services provided into schools actually physically placed on the school sites available on the ground. I think that would be probably a significant step forward. I don't think we could just continue to rely on wellbeing staff or teachers within schools that, you know, whose resources are already stretched. I think satellite services into those institutions, I think that's probably the best.

KW

Keith Waters, CEO, National Youth Commission

Health and Well-being

I think schools really need to think more about how they heighten the levels of distress and particularly around mental health, around some of the ways they operate, the hours they operate, the way in which they enforce rules that don't need to be enforced. That if young people are already incredibly stressed, incredibly uncertain about continuing to attend school, then schools really need to answer the question, how are they going to change? What is school going to do about how are they going to take the stress level down for young people?

MR Melanie Raymond, Chair, Youth Projects

You've got to give something for people to feel that they're worth something, they have self-worth, giving someone a belief that they can make a really good contribution in the future in this very difficult time. I think that's very important; that message should be very strong.

TM Trevor Moyle, Moreland Rotary

I am optimistic that people will work together to find solutions. We had an application recently from a basketball team that wanted to go and play basketball at the indigenous carnival next March. We don't know if we're still in be lock down, or if that's even going to go ahead. But we funded the grant because we wanted to give those young people a sense of hope. And part of the reason that we gave them money was because it was young people applying for that grant.

BR Ben Rodgers, Exec. Officer, Inner North Community Foundation

The union receives feedback from workers that are starting out their work life. The number one topic that keeps coming up is (the lack of) "certainty". People right now seem very uncertain about what the next years will look like in their working life. People are finishing their university degrees and wondering, will there be a spot for me moving forward when I finish? Is there going to be that graduate position available or do I need to hold off for a year? Do I need to switch into something where there are jobs?

MO Mike O'Connor, Campaigns Officer, ACTU

The Economy and Livelihood

CHRIS JAMES

CEO NORTHLINK



The digitization of the workplace; that's been accelerated with COVID. And that's a trend that's going to continue. I think it's going to happen in a variety of ways. It's going to happen in terms of more and more people being online and having these sorts of meetings rather than face to face meetings. I think it's also going to manifest itself in things like automation of certain industries.

And, for example, you're seeing now with the meat industry, that they are desperately trying to reduce the numbers in factories for hygiene reasons. But, as is happening in the U.S.A, that will bring on more and more automation with machines cutting the meat from the bone. It's not going to be humans doing it.

So that's going to accelerate trends around automation, that kind of thing. I think the other thing concomitant with that, is that there will be less jobs for unskilled workers (and that was already happening anyway).

But this will accelerate that process. There's now an impetus for companies to speed that up. To speed up automation, so that means for younger people that they need to have better and more relevant skills. So the person on the factory floor in a lot of those sorts of places won't be an unskilled worker. It'll be more of a technical issue to do those sorts of jobs. You do require some level of skill and probably some level of tertiary education..... whether it be TAFE or University, whatever.

So I think I think that trend is going to accelerate, the two things will go together. The digitization, automation, of the workforce and the decline of the unskilled worker. That's just going to accelerate in my view.

We all know if you have a long period out of work, the longer you'll stay out of work.

The really perverse thing is, you'll still have shortages in certain occupations, skill shortages alongside high unemployment. So it's always going to be the conundrum.

The Economy and Livelihood

I think that there will be a lot of new jobs. So I think that it's about redirecting and getting students to think differently about what work might look like in the future, and also to possibly consider different pathways. So rather than traditional thinking around what work is and what work looks like, it's about thinking what work will be in the future. And how can I prepare myself now for those new jobs, because I do believe that there's going to be new jobs available from this.

LT

Lidia Tizian, School Assistant Principal, Glenroy College

I think we've just got to start to look at things a bit differently. You know, we put too much focus on a job and the job outcome rather than the skills that could relate to the job. And providing these young people with work experience, diverse skills and the ability to actually integrate into a workplace are far more important than, you know, can they wire up a little component or they've got specific building skills. I think we've got to go back and, you know, instead of trying to stream them very early, trying to provide them with an armoury of basic skills, which includes digitalization.

MG

Mike Grogan, National Director Skills & Training, Advanced Manufacturing Skills Centre

We need to find out where the jobs are going to be over the next few years, and then re-align education curriculum and training to those opportunities. Give young people the tools to develop resilience and cope with adversity. Careers counselling needs a greater focus on where the jobs will be. We will need big nation building projects in place; climate focused projects; new forms of energy; digital initiatives; and then have young people trained and able to pick up those opportunities.

NJ

Nuray Jarkan, Youth Services, City of Moreland

This is the climate that social enterprises are kind of made for, where there's a need to do real work experience, real job training in real time with real people. I think the demand is going to be even greater. The issue, I think, are all the additional barriers and expanded and deeper barriers that are now going to be there for young people. So people who are kind of at the end of the queue are now at the end of an even bigger queue, of course, for lining up for jobs and as you would know, disproportionately affected by the impact of coronavirus.

KB

Kate Barelle, Co-Founder of STREAT

The Economy and Livelihood

When things like this happen, the whole world starts to think maybe less globally, more locally, with more of a social conscience, an environmental conscience. So I think those issues will probably become more important for our young people over the next five years. I think the sort of overriding issue for our young people is visualizing their future. I think given the state of the economy and the outlook in terms of employment for young people, I suspect they will want to control their own destiny more. So I think we may see more small businesses start where young people can control their own destiny a little.

KK

Katherine Kennedy, Head of Insights & Impact, Social Traders

We need industry involved in education. We need to support young people in the job with training, rather than approach it by “train them first, and then go out and get a job”. Post COVID 19 will be a different landscape. The increase in opportunities to work from home has made it so much easier for people with a disability. It has plucked away work barriers so easily. Now you don’t have to go into an office. We can be significantly more flexible than we thought was possible. And these things could happen virtually overnight. So.....what else can we do?

MW

Michelle Wakeford, National Manager, Ticket to Work

Through our major projects program, we work in partnership with a lot of industries, with a focus on a Social Procurement framework.....empowering major industries to really acknowledge and accept that we do have the vulnerable cohort who deserve second chances into employment and because of our relationship with employers, (this) is actually quite successful. We would like to see the Victorian government really put more emphasis on that with major employers in the next five years.

LT

Lan Trinh, Youth Pathways Adviser, Jesuit Social Services

Students currently in Year 11 or Year 12 will be impacted, particularly in relation to the economy. Parts of the economy have taken a huge hit, and people have learnt where the areas of high risk are. Service industry jobs went straight away. There is a fragility to particular industries. I think that people will be looking at their skills, their education, their capabilities. You always tend to find that when there is high unemployment, people turn to education as a solution anyway.

JD

John MacDonald, School-Industry Partnerships, LaTrobe University

Education and Training

BERNADETTE GIGLIOTTI

CEO, AUSTRALIAN CENTRE FOR CAREER EDUCATION



If we've got an Australian Qualifications Framework, we should be able to move within that framework relatively seamlessly as we build the skill sets that we need. Why should we continue with some of the policies that were brought in for very different reasons, that can now become quite a hindrance, if not a punishment, for young people wanting to try and stay in education and training a bit longer?

I think we really need to rethink some of those policies. It might be that there could be graduates coming out of university who would be really advantaged by staying on and doing an advanced diploma, something very practical that will allow them some skill sets, along with the degree to be much more marketable four and five years down the track. And I think that governments have a real obligation to relook at some of those restrictive practices around combining VET and higher education.

Now is the time to really look at ways of ensuring that young people have a very easy pathway between the sectors.

So we've got this fabulous AQF. I don't know why it has to constantly be linear. I can't see why we can't dip in and out as we need to. We're talking about up-skilling. We can't up-skill if we're constantly saying, oh, well, you can up-skill to Level III, but you can't go back and do another Level III because, you know, you're just wasting your training. But it might be required that you do move across Certificate III or Certificate IV levels to be more marketable in the market that's coming in the workforce.

Education and Training

Will lead to loosening up the ATAR requirements, to soften the impact that they have on senior students. We need to construct programs that provide a vocational pathway, while still keeping the option of tertiary study open. That kind of flexibility is essential. The recent Shergold Report lays out important recommendations about the synergy of learning and creating a more fluid mix of variables.

HK

Howard Kelly, Strategic Advisor, Melbourne Polytechnic

Maybe we'll have maybe schools having more relationships with businesses and enterprises and universities, as well as perhaps being more local. There being those partnerships and networks so that students are out there doing internships in organizations, they might go and learn at university, but then they might come back and do bits and pieces as schools become more like, as I said before, a hub that offers a range of services even to students that are not enrolled.

LM

Linda Mitchell, Principal, Fitzroy High School

I think something has to be done in schools to try and keep young people engaged more and at school. It might be that what's offered at school needs to be differentiated a bit more.

FC

Frances Coppelillo, CEO, Melbourne Polytechnic

A forest is most healthy when it's when there's a lot of diversity, you know, and it's the same with education or anything you need. We need lots of different ways of educating. We need lots of different possibilities because like I said, the mainstream schooling system; it just doesn't cater to a lot of people.

JS

John Staley, Social Enterprise / Media Entrepreneur

The university is very clear that employability is an absolute key focus as we move forward. That's been a focus for the last few years, and as they rejig that strategy now, employability is absolute, an absolute priority, and that is embedding employability into the curriculum. What other experiences can we explore? And that's why we're looking at other virtual experiences.

DM

Di Micallef, Internship Adviser, LaTrobe University

Education and Training

It just highlights how much we have to work with other agencies to get the best outcomes that we can get for our students. I guess it's it takes a whole lot of us to work together to help, especially students at risk. It doesn't just happen in a school on its own or in a family on their own. It has to be plus a whole lot of support people.

KB

Karen Burgess, Career Practitioner, Northcote High School

You can get students to work in your school canteen. You can get students to work in the school office. You can get students to work as an assistant tutor. You can get students to work in horticultural program. You can get students to do the lighting in your musical productions. And these can be paid roles, video, digital media, you know, posting on Twitter, social media roles..... the whole gamut of roles that you have in a school can be partially done or fully done by students.

LC

Lea Campbell, Manager, Work Integration, University of Melbourne

There's a real role for applied learning coming in at younger levels. When I spoke to students as part of the VCAL Review this year (they said) why weren't we able to do this kind of project work, whether it is exploring opportunities for employment or where they might want to go? Why couldn't we do this in Year Seven and Eight? I think helping schools develop an applied approach in earlier levels would be really important.

BC

Bernadette Cronin, Manager VCAL at VCAA

Best case scenario would be that we could be far more proactive in giving young people what they need to succeed in these environments. In the employment context, it would be that no one walks out of their education or their training or whatever course that they're doing without industry experience and contacts, and that they would be clear avenues and pathways into work from whatever it is that you've studied, that that's joined up. It's not left up to young people to kind of flounder around navigating their way through the maze, but that it's really scaffolded and supported with strong sort of links to employment at the end of the day.

WK

Willow Kellock, Policy, Centre for Multicultural Youth

KATHERINE ELLIS

CEO, YACVIC



What COVID-19 has actually done is exacerbate the issues that were already there for young people in a lot of cases, and really shone a light on some systemic issues that a lot of people did know about, but really weren't getting any attention. And because those weaknesses are there in the system, when the system is under pressure, which it has been firstly through bushfires and now obviously COVID-19, those systemic breakdowns were systemic failures. The system is not providing the protections and the supports and the opportunities that it should for young people...

You have situations where families, young people from culturally and linguistically diverse families are trying to learn from home and quite often are also trying to support their siblings to study from home, because their parents can't support them. You have families where young people are having to take on caring responsibilities because they've got younger siblings at home and their parents are trying to work from home. And so they're being roped into supporting their younger siblings. Cases where young people have actually dropped out of university or TAFE because they've been required to take on caring responsibilities for the family. So that's something that shouldn't be happening.



Watch the full Katherine Ellis interview here

<https://youtu.be/hT8KfoRr4Os>

Community

We have got to get better at asking young people what they want. We will need to provide more platforms and opportunities to hear their feedback. It will be important to amplify the voice and the profile of young people who can provide great examples.

RN

Rupert North, Manager, Youth Middle Years, City of Yarra

From a young person's perspective, I hope that they can see themselves as being active participants and citizens of their community, having the levers and the platforms to be the drivers of change: That they can have a stronger platform for young people of disadvantage to have their youth voice heard, not just tokenistic, but actually really be part of meaningful processes and community around driving change for themselves, their families and communities.

EJ

Elmina Joldic, Manager Youth, BSL

Some of the neighbourhood houses that we're connected with in Darebin, where in the past you might have had to turn up to a mainstream art class or a mainstream cooking class for some young people, they weren't able to get there for access reasons, but now are able to access those activities again in an online space that feels comfortable. Community activity like these creates a bit more of a bigger sense of belonging and maybe a disability specific activity.

BS

Bridie Shea, Senior Manager, Local Area Coordination, BSL

If we lose community sporting clubs, we lose an important way in which young people learn about connection to community, and develop the skills to do that.

KW

Kylie Witt, Senior Program Officer, VCAA

Community

I have seen the capacity of young people to contribute to their community (for example through the Young Changemakers Program) where they can identify an issue in the community, and collaboratively determine where to invest available funds....its a good process. If given the opportunity, they are keen to do it. It is very rewarding for communities, as well as the individuals.

PH Peter Hille, Deputy Chair, Bendigo Bank

I think there's a real place for partnership models, models of creative partnerships where sectors work together to provide rich, interesting education options. And I mean, I've believed that for a long time. So I'd love to see more of that happening. Ideally in every major city you've got creative hubs of activity where young people can go and get access to interesting skills and interesting learnings and interesting pathways through partnerships.

JS John Staley, Social Enterprise / Media Entrepreneur

Are there ways we can keep local profits in local communities, so that it is the last time a lot of workers come from outside our region into the jobs, and to retain local employment? The income from those jobs gets spent in our local community. That there is a preference for tendering and work that is delivered within communities experiencing disadvantage. Can we just be more creative around using our own resources to retain income and opportunity?

MR Melanie Raymond, Chair, Youth Projects

We need to have better access to emergency housing for young people fleeing unsafe situations. We need to have more and better social and affordable housing. We need hundreds of thousands of them across the land. Five hundred thousand socially affordable homes would kick start the economy, putting kids into traineeships and apprenticeships. Building their own homes, I suppose, would be a great option.

BV Ben Vasilou, CEO, Youth Projects

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ADDITIONAL RESOURCES

To view, the entire interview video series, go to the INLLEN [Youtube channel](#).

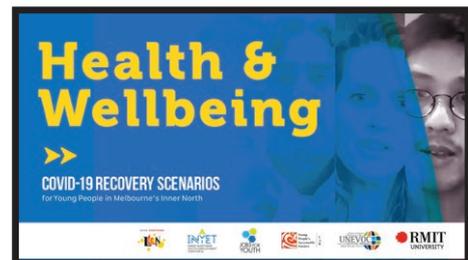
Visit the INYET inllen.org.au/inyet and UNEVOC @ RMIT unevocrmit.org web pages for research and commentary on the project.



HEALTH & WELLBEING

Watch the Health & Wellbeing interview series

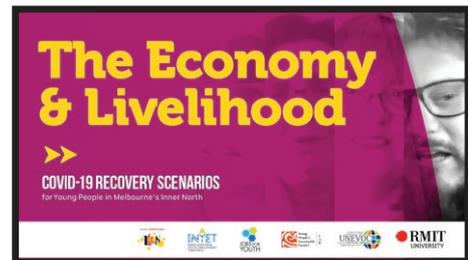
https://youtu.be/eJWsGp_qJ4Q



THE ECONOMY & LIVELIHOOD

Watch the The Economy & Livelihood interview series

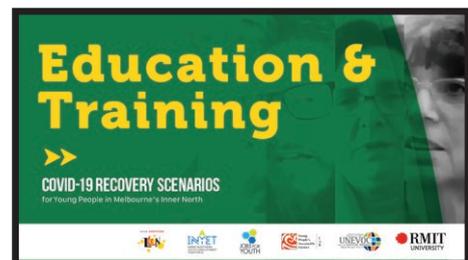
<https://youtu.be/FkCIsFXenBY>



EDUCATION & TRAINING

Watch the Education & Training interview series

<https://youtu.be/BwDDcGhqtgk>



COMMUNITY

Watch the Community interview series

<https://youtu.be/2UhMWTUTeTA>



COVID-19 RECOVERY SCENARIOS

CONTRIBUTORS

Ben Rodgers

Ben Vasiliou

Bernadette Cronin

Bernadette Gigliotti

Bridie Shea

Chris James

Clinton Fullgrabe

Dianne Micallef

Dr Leah Campbell

Elmina Joldic

Frances Coppilillo

Howard Kelly

Jackie Evers

John MacDonald

Jon Staley

Karen Burgess

Kate Barelle

Katherine Ellis

Katherine Kennedy

Keith Waters

Kylie Witt

Lan Trinh

Lidia Tizian

Linda Mitchell

Melanie Raymond

Michelle Wakeford

Mike Grogan

Mike O'Connor

Nuray Jarkan

Peter Hille

Rafaella Galati-Brown

Rupert North

Trevor Moyle

Willow Kellock

Executive Officer

CEO

VCAL State Manager

CEO

Senior Manager - LAC

Executive Director

Youth Services Coordinator

Internship Advisor

Manager, Work Integrated Learning

Manager Youth

Director

Strategic Advisor

Team Leader - Youth Health

School-Industry Partnerships

Former Executive Manager

Careers Practitioner

Co-Founder

Chief Executive Officer

Head of Insights and Impact

Executive Officer

Senior Program Officer F-10 Careers

Youth Pathway Advisor

Assistant Principal

Principal

Chair

National Ticket to Work Manager

National Director Skills & Training

Campaigns Officer

Manager Youth Services

Chair

Principal

Manager Youth and Middle Years

Past President

Policy Officer

Inner North Community Foundation

Youth Projects

VCAA

Australian Centre for Career Education

Brotherhood of St Laurence

NorthLink

City of Darebin

LaTrobe University

University of Melbourne

Brotherhood of St Laurence

Melbourne Polytechnic

Melbourne Polytechnic

Merri Health

LaTrobe University

YouthWorx

Northcote High School

STREAT

YACVIC

Social Traders

National Youth Commission

Careers Education/VCAA

Jesuit Social Services

Glenroy College

Fitzroy High School

Youth Projects

Ticket to Work NDS

AMGC

ACTU

Moreland City Council

Clifroy Community Bank - Bendigo Bank

NCAT

City of Yarra

Moreland Rotary

Centre for Multicultural Youth



COVID-19 RECOVERY SCENARIOS

FOR YOUNG PEOPLE IN MELBOURNE'S INNER NORTH



Inner Northern LLEN

420 Victoria Street, Brunswick
VIC 3056

Ph: 03 9940 1445

E: info@inllen.org.au



inllen.org.au



[@InnerNorthLLEN](https://twitter.com/InnerNorthLLEN)

