Youth Employment: The Self as Enterprise, Social Enterprise, and the UN Sustainable Development Goals (SDGs)
Neo-Liberal forms of Capitalism and the Self as Enterprise.

Making individuals responsible for managing the contradictions and paradoxes of globalising, risky, precarious, uncertain labour markets.

The self (the young person) as enterprise:
‘...at the start of the 21st century, in the globalised, risky labour markets of the overdeveloped economies, the cultivation of the self as an enterprise is the life-long activity that should give meaning, purpose and direction to a life…’

This type of person is, or should become – ‘enterprising’, ‘rational’, ‘choice making’, ‘responsible’, ‘prudent’, ‘risk aware’
Capacity Building and Social Enterprise: Individual and Organisational Transformation in Transitional Labour Market Programs (TLMPs)

Three year action research project (2011-2014)

Australian Research Council (ARC) Linkage project
Partnership between ARC, Mission Australia and Deakin University

Mission Australia’s Social Enterprise project:

Charcoal Lane
Art Based Social Enterprises and Marginalised Young People's Transitions

This is our site for sharing information and findings as we carry out a three year project about young peoples participation in Arts Based Social Enterprises. This research is supported fully by the Australian Government through the Australian Research Council's Discovery Projects funding scheme (project DP170100547). The views expressed herein are those of the authors and are not necessarily those of the Australian Government or Australian Research Council. Follow us on Twitter @YouthSocialEnt

https://artsocialenterprise.wordpress.com
Youthworx

Clients: Young people (homeless, at-risk of homelessness)

VET: Certificate 2 and 3 in Creative Industries (Digital Media Production)

Social enterprise business:
Produces digital video-film artefacts
The Social Studio

Clients: Newly arrived migrant and refugee communities

VET: Certificate 2 and 3 in Fashion and Textiles

Social enterprise businesses:
* Retail outlet for small producers
* Digital fabric printing for small businesses
* Café/restaurant
Outer Urban Projects

Clients: Young people in outer suburban areas of Melbourne’s north from migrant and refugee communities

In-house Workshops in performance based arts. Links to training and employment pathways

Social enterprise business: ‘...paid employment and training on gigs, events and workshops for talented culturally diverse emerging artists aged 13-30 from low socio economic areas....’
The limits and possibilities of the social enterprise model for promoting marginalised young people’s engagement in education, training and work

i. Social enterprises operate in complex ecologies in competition for funding (government, philanthropic) and for business (what is their ‘product’); need to comply with ‘accredited’ training systems; at the same time trying to maintain focus on ‘core business’ (‘mission drift’)

ii. Social enterprises are often small, place-based businesses, operating ‘at-the-edge-of-chaos’ – uncertainty, precarity, P/T workforces, the most marginalised (high need) young people

iii. The most marginalised young people are marginalised for reasons – health and well-being, multiple measures/indicators of disadvantage – most often engagement and well-being come before skills and transitions

iv. Limited impact on education and training systems, labour market structures

v. But they offer the promise of personal transformation for a limited number of young people – and when they deliver on that promise the transformations can be profound
14. We are meeting at a time of immense challenges to sustainable development. Billions of our citizens continue to live in poverty and are denied a life of dignity...

...The survival of many societies, and of the biological support systems of the planet, is at risk. (UNGA 2015, p.5)
On September 25th 2015, countries adopted a set of goals to end poverty, protect the planet and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next 15 years.
Goal 4: Ensure inclusive and quality education for all and promote lifelong learning

Obtaining a quality education is the foundation to improving people’s lives and sustainable development. Major progress has been made towards increasing access to education at all levels and increasing enrolment rates in schools, particularly for women. Basic literacy skills have improved tremendously, yet greater efforts are needed to make even greater strides for achieving universal education goals. For example, the world has achieved equality in primary education between girls and boys, but few countries have achieved that target at all levels of education.
Goal 4: Ensure inclusive and quality education for all and promote lifelong learning

Selected Targets

- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development
Goal 8: Promote inclusive and sustainable economic growth, employment and decent work for all

Roughly half the world's population still lives on the equivalent of about US$2 a day. And in too many places, having a job doesn’t guarantee the ability to escape from poverty. This slow and uneven progress requires us to rethink and refocus our economic and social policies aimed at eradicating poverty.

A continued lack of decent work opportunities, inefficient investments and under-consumption lead to an erosion of the basic social contract underlying democratic societies: that all must share in progress. The creation of quality jobs will remain a major challenge for almost all economies well beyond 2015.

Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs that stimulate the economy while not harming the environment. Job opportunities and decent working conditions are also required for the whole working age population.
Goal 8: Promote inclusive and sustainable economic growth, employment and decent work for all

Selected Targets

- Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services

- By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

- By 2020, substantially reduce the proportion of youth not in employment, education or training
UNESCO UNEVOC @ RMIT’s School of Education, along with our collaborators, want to play a role in changing these conversations through a variety of discussions that are informed by some of the following questions/provocations.

i. Does adding the ‘c’ word (capitalism) to the SDGs produce an oxymoron – or a further series of contradictions and paradoxes to an ‘earth system’ already in deep crisis?

ii. What is the promise of the SDGs for joining social justice concerns to development and sustainability on a global scale (not just in Australia)

iii. At the other end of the scale, can the SDGs provide a warrant for shaping ‘place-based’ interventions into communities to critically re-imagine issues related to quality education and training, gender equality, development and decent work for all?

iv. How can the SDGs help us to imagine ourselves and our communities as being truly inter-connected, as being-in-this-trouble together, as having to figure-this-out together?