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Youth Jobs Strategy Public Consultation

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Dear Colleague

Please find below Catholic Education Tasmania's response to the Tasmanian Government's Youth Jobs Strategy Discussion Paper.

Principles of the Youth Jobs Strategy  
(For detail on the Principles refer to page 9 of the Discussion Paper)

Are these principles right or are there other best-practice principles that we should consider in our approach to this Strategy?

- Most respondents feel they are appropriate, good to see wellbeing included.
- Principle 2 may be a bit broad and may need to include programs tailored to the specific needs and circumstances of different groups such as at-risk youth, marginalised communities and those with disabilities.
- Should we be looking at entrepreneurship support for young people through mentorship, access to startup funding, and business development resources.
- Should there be reference to equal opportunity and promoting diversity in the workplace?
- Should there be acknowledged support for digital literacy and the use of technology?
- Reference to soft skills training would be useful - training in communication, teamwork and problem-solving; all important for workplace success.
- Safety Nets: is there a need to develop safety nets and social support programs to help unemployed youth during their job search and periods of economic uncertainty?
- Principle 10: Ongoing evaluation for continued improvement is very important, along with using data to inform policy decisions and measure the impact of the Youth Jobs Strategy.
- The 'principles page' is about the 'how'. What is missing though is the 'how' and what is reflected is the ideal world wish list of principles as a guide I suspect.
- What about the students who are not on a (for example) VET pathway and don't have or want a job and don't attend school and aren't yet 18 years of age?

Effective Youth Pathways Practice  
(For detail on the Principles refer to pages 14 and 15 of the Discussion Paper)

Do common elements and phases in the table make sense? Are any one or two more important than others?

- open discussion with providers
- Yes they do make sense. I think Numbers 1 and 2 are most important. If these are managed effectively, then Numbers 3 and 4 will have better outcomes.
- Wellbeing and safety of the young person and Youth-centred and informed design

How can government, community, business, schools and industry support better connection and continuity of support across these elements?

- Be willing to come together and discuss options
- By keeping the focus on career guidance/counselling, skills development (traineeships, apprenticeships, internships), ongoing quality education, mentoring and coaching of young people, teaching the 'soft skills' (work readiness), financial literacy, mental health support, post-placement support, collaboration - building partnerships with employers, educational institutions and community organisations to create a coordinated support system for youth.
- It is important the agencies visit school to present information and inform staff and our young people. It is also important Staff know information to share accurately.

The pathway from school to 'whatever comes next' looks different for everyone – we need a system that recognises and supports diverse experience and need.

What is the one thing that you believe could have the most positive impact on a young person's transition pathway from school to further study, training or employment?

- Having some knowledge of the industry or job through work experience.
- Career counselling/guidance. This helps young people explore their interests, strengths and goals, enabling them to make informed decisions about their futures. Combine this with good access to information about career options, job market trends and educational opportunities - all crucial for informed decision making.
- That they have clear information that is relevant to them.

Young people in our regions don't always have access to the same support, services and options as their metropolitan peers.

How can we improve access to services and support for young people in our regions?

- Expose them to the work force.

- Surveys/studies to understand specific needs and challenges that young people face (this has been addressed).
- Community outreach - engage with local communities, youth organisations and schools to better understand their needs and involve them in the planning process.
- Prioritise mental health services - counselling and support.
- Establish youth centres or safe spaces where young people can access resources, information and engage in positive activities.
- Ensure equitable access to technology is available.
- Public transportation - is it accessible and reliable?
- Ensure the voice of the youth is heard with regards to decision making (already addressed).
- Is there a need to prioritise a 24/7 (crisis) hotline/helpline?
- Raise awareness in the public around available services and outreach options.
- Opportunities for young people to visiting Universities, TAFE, job sites etc so they can have first hand experience in areas they are interested. Work Experience for interested students.

What type of support do our young people outside larger metro areas need to succeed?

- Understand what is available.
- Surveys/studies to understand specific needs and challenges that young people face (this has been addressed).
- Community outreach.
- Prioritise mental health services - counselling and support.
- Establish youth centres or safe spaces where young people can access resources, information and engage in positive activities.
- Ensure equitable access to technology.
- Public transportation.
- Ensure the voice of the youth is heard with regards to decision making.
- 24/7 (crisis) hotline/helpline
- Raise awareness in the public around available services and outreach options.
- Possibly even greater support to have access to opportunities.

The barriers for young people are complex and can't be resolved in isolation.

How can the service systems better connect and respond to the complex needs of young people?

- Meet them where they are at.
- Engage young people in design and decision making.
- Provide integrated services that address physical, mental and social well-being.
- Technology - mobile apps, online platforms.
- Cultural sensitivity and awareness.
- Peer support.
- Early intervention - detect issues early to prevent problems from escalating.

- Offer flexible hours of service.
- Collect feedback regularly.
- Empower young people to take ownership of their futures.
- Have in place, legal protections that safeguard the rights of young people.
- Ask our young people what they need, how they want it presented and work with them.

Some young people, such as those with disability or with caring responsibilities, need additional, targeted support to participate in the workforce.

What would unlock the ability for young Tasmanians with different needs to participate in work, education and training?

- Hands on experience.
- These already happen:
  - Inclusive education in our schools
  - Vocational training
  - Comprehensive support services
  - Broad collaboration between all stakeholders
  - Invest in research to improve the strategies and tools available for inclusion
- Opportunities

How do young people get into work or training if they can't get to work or training?

What are some innovative approaches to address transport issues for young people that keep safety as the highest priority?

- Have an open forum to access the needs.
- Develop apps designed for young people that offer real-time tracking, safety features and a user-friendly interface.
- Safe bus provisions.
- Workshops offered in schools or online to educate young people after safety, responsible driving and public transport etiquette.
- Is there a need for more flexible subsidies for public transport?
- Car pooling with guidelines?
- Public Transport in Tasmania is not reliable for our young people. Better timetabling and more accessible times would support them.

Young people don't know what they don't know or what they should know.

Where do young people currently get information from to support them to make decisions or connect to employment and training opportunities?

- Careers counsellor
- Schools/teachers
- Careers counsellors
- Community hubs
- Online resources
- Social media
- Job expos
- VET
- Our Future Pathways team at SPC is exceptional. Online, peers, siblings etc

What does it take to be 'job-ready'?

- Have an understanding of what is required.
- Relevant skills
- Education and training
- Experience (apprenticeships, traineeships, volunteer work)
- Resume/Cover letter
- Interview skills
- Adaptability
- Soft skills
- Upskilling
- Skills in the area of interest; understanding of what the work place looks like etc

What can employers do to help build those work-readiness skills? Can you share any examples of best practice?

- Come and visit at the school and offer time to discuss.
- Provide training programs that focus on essential work related skills such as communication, problem solving, time management and any technical skills specific to the job.
- Pair experienced employees with new ones.
- Ensure onboarding processes are in place - company's values, expectations, work environment, etc.
- Soft skills training.
- Well defined position descriptions.
- Set realistic expectations - clear goals, helping young people understand what is required for success in their new roles.
- Provide work experience that is realistic to our young people.

Try before you buy

What do (or should) quality work exposure activities look like for young people? What are some examples of this being done well?

- Work experience for all young people at school as a compulsory part of the curriculum
- Apprenticeships - hands on training in a specific trade often combining work with classroom learning.
- Job shadowing
- Volunteer work
- Part-time jobs - entry level positions that teach basic workplace skills
- Job expos
- Resume building
- Diversity and inclusion training
- Feedback and evaluation
- Work Experience
- Expos
- School Based Apprenticeships

A first job might only be the first step – young people need ongoing support and opportunities for continuous learning and development to maintain decent, meaningful work.

How do we balance and support work and learning for young people?

- Discussion with the individuals involved
- Flexible work arrangements.
- Employer-school partnerships.
- Time management skills
- Scholarships
- Mentorship
- Online learning
- Support services
- School based apprenticeships
- Work experience
- Packages of Learning

Industry and employers want young people to be part of their workforce – but they need help to make the connection.

How could your business or industry be better supported to provide opportunities for young people?

- Be willing to get students in for work experience
- Below are elements which are already in place:
  - Community engagement - this already happens for GYC.
  - Industry partnerships - this happens successfully through our VET program
  - Career counselling
  - Co-curricular activities

- We could look at increased marketing opportunities and aim for continuous improvement in all programs we offer.
- Invited into our spaces

What information or resources are needed to make Tasmania's training system more accessible and streamlined?

- More discussion between employers and schools
- One place to go and find information.

Is there anything else that you would like to share?

Feel free to share anything else

- Thank you for the opportunity to be involved
- I think I have reflected all that's needed.

Short experiences, talks for job shortage areas – eg trades, nursing, teaching etc

Teaching – TASC unit on teaching?

1. counselling to assist students with expressing ideas and feelings about making career decisions

Fee-free enabling course for school leavers

Youth Jobs Strategy Discussion Paper

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Are these principles right or are there other best-practice principles that we should consider in our approach to this Strategy?

Students build confidence in taking ownership and responsibility for their choices.

Page 16-17

Do the common elements and phases listed above make sense? Are any one or two more important than others?

The importance of each phase depends on the individual and how confident they are prior to or after each phase.

Phase 1 – Guidance and Exploration

In general – Guidance should be unbiased and those providing advice should recognise that young people are building confidence in making decisions and talking about their goals.

## Phase 2 – Work Preparation

5. While soft skills are developed through the curriculum, at times these skills could be made more explicit so that young people identify, develop, and can talk about using relevant capabilities.

7. Information should be available in a range of media.

## Phase 3 – Workplace Opportunities

Low-involvement workplace experiences or visits can be valuable so that young people can build a realistic view of the work environment, and become aware of the different roles in a setting, before committing to more involved pathways.

## Phase 4 – Post-placement support

Young people can have positive and negative experiences on placement or work experience and make assumptions about their value and abilities. Their self-image and goals can change due to their experience, and it is important they can talk to a trusted source who can help them to gain perspective.

How can government, community, business, schools and industry support better connection and continuity of support across these elements?

As a range of people (including professionals in education, health, support staff, plus community members eg coaches and employers) talk to young people about pathways and career advice, it would be great if there was a way for them to connect, share their experiences and talk or learn about the best practice and ethics of providing career advice to young people. Perhaps this would result in more people in the community supporting young people to make self-determined choices, enabling young people to take ownership and responsibility of their choices instead of being told what to do.

Page 18 THE PATHWAY FROM SCHOOL TO ‘WHATEVER COMES NEXT’ LOOKS DIFFERENT FOR EVERYONE

What is the one thing that you believe could have the most positive impact on a young person’s transition pathway from school to further study, training or employment?

For those who are first in family to explore a pathway to have access to talk to friendly people who are just a few steps ahead, who have recently gained employment in that area. They need to see a real-life example of someone from a similar background who has walked that path and succeeded in finding satisfaction there.

Also, open recognition that each person’s experience is different and if yours is feeling uncomfortable, unknown, and unsteady – that is okay. It is okay for this new phase to be and feel different. Often, this is the first time that young people are outside of the school system and routine, and making choices about how to spend the majority of their time and money. To value giving yourself the space to not have to make a perfect choice, but to make an informed choice for the next step – and sometimes that includes a drop in workload to focus on wellbeing.

YOUNG PEOPLE IN OUR REGIONS DON’T ALWAYS HAVE ACCESS TO THE SAME SUPPORT, SERVICES AND OPTIONS AS THEIR METROPOLITAN PEERS.



How can we improve access to services and support for young people in our regions?

What type of support do our young people outside larger metro areas need to succeed?

To be aware of the jobs (roles, titles) available or required to grow in their local employers and industries, as well as the tasks and duties they would perform day to day. To be able to see what these jobs look like, then realistic advice about the pathways.

It is essential that for those who can't move residence to access a local pathway option (eg studies in allied health, teaching, etc), they are enabled to complete the pathway and return to their local community to work. This could look like:

- Gain awareness of jobs available/required in local community.
- Talk to employers/professionals from the field, including site visit.
- Presented with pathway options, costs (time, money) are made clear.
- Studying locally or supported to access free transport to study.
- Placed within 60-minute drive from residence.
- Payment for placement.
- Return or stay home to work in community.

THE BARRIERS FOR YOUNG PEOPLE ARE COMPLEX AND CAN'T BE RESOLVED IN ISOLATION.

How can the service systems better connect and respond to the complex needs of young people?

- Recognise that the individual's wellbeing and mental health can be affected by and influence their career management competencies and employability. While not every support service specialises in mental health and wellbeing, the individual's mental health and wellbeing is an essential factor to be managed throughout their career and will impact on the conversations with all supports.
- Perhaps a case management approach to support can provide the long-term trust and relationship, where young people have a choice in the people who support them.
- Accurate referrals between services can be made when professionals, parents and community are aware of the roles and functions of support services.
- Some young people have trouble identifying a problem and reaching out for help. Meaningful check ins are possible when support services have the time to make contact and have regular and informal chats, rather than a target of calls to make and tick off.
- Peer support is important to young people.

SOME YOUNG PEOPLE, SUCH AS THOSE WITH DISABILITY OR WITH CARING RESPONSIBILITIES, NEED ADDITIONAL, TARGETED SUPPORT TO PARTICIPATE IN THE WORKFORCE.

What would unlock the ability for young Tasmanians with different needs to participate in work, education and training?

- For the disengaged, they are welcomed to access services before they have a confident plan.
- The environment of the support services is not intimidating.
- For carers, additional funding or access to carer's respite to access class, placement, study, and rest. Extended self-paced study options and part-time placements can help.

- For those with disabilities, many employers need to see and hear about how they can accommodate, trial and keep staff.

#### HOW DO YOUNG PEOPLE GET INTO WORK OR TRAINING IF THEY CAN'T GET TO WORK OR TRAINING?

What are some innovative approaches to address transport issues for young people that keep safety as the highest priority?

- Training and education providers should recognise that it is a privilege to be able to move residence or have the means and transport to access education, placement, training, and work. It cannot be underestimated that many young people who could make valuable contributions to the workforce find it hard to imagine, let alone take action, towards entering some professions because the training is too far away, or they can't afford to do unpaid placements. The strength and health of our regions depends on providing young people with the ability to access training and work.
- Inter-institutional regional study hubs, with free wifi and access to computers, academic support, and career advice can provide locally accessible facilities.
- Flexible study options.
- Free transport and/or accommodation for essential studies, placement or work.
- Paid placement, or fee refunds for placement studies.
- Remove the requirement for special payments and funds for high-performing and especially low income students. Some promising and valuable people are not the strongest academic performers and also do not meet low-income thresholds.

#### YOUNG PEOPLE DON'T KNOW WHAT THEY DON'T KNOW OR WHAT THEY SHOULD KNOW.

Where do young people currently get information from to support them to make decisions or connect to employment and training opportunities?

- By far, the majority is accessed through family and friends. Sometimes, from teachers and careers advisors.
- Young people make assumptions based on the comments and observations made by people around them, often without questioning the validity of that information.
- Media, including social media, YouTube, TV shows, and movies, play a large role in the impression that young people make about jobs and careers.
- Unfortunately, attention spans are decreasing for in-depth research.
- In-person information is still a powerful method of sharing information, however the timing needs to coincide with the young person's readiness to engage with it.

What does it take to be 'job-ready'?

- To identify, develop, demonstrate, and be able to talk about using the skills, attitudes and capabilities employers are looking for. Employer capabilities and language is not always covered in curriculum.

What can employers do to help build those work readiness skills?

- Provide explicit advice about expectations and encouraging feedback about valued actions that the young person takes, on the spot.

- Build enthusiasm and connection with the employer's values and mission by talking a lot about how the young person's role is supporting it.

#### TRY BEFORE YOU BUY

What do (or should) quality work exposure activities look like for young people?

- While immersive and practical work experience is valued, sometimes young people want to experience a job outside of the times provided by curriculum (eg Year 10 work experience). Yet, there are considerable time and resources required to meet the regulations for ad-hoc requests. It would be great if employers could run more regular, pre-approved immersive programs; or less immersive but safe activities that can provide a look and feel of the job/setting.
- Regular employer school visits and chats in relevant classes would be valuable.

What are some examples of this being done well?

- The [Tasmanian Police Career Development Program](#) due to the immersive experience, regular availability, and clear application process.

A FIRST JOB MIGHT ONLY BE THE FIRST STEP – YOUNG PEOPLE NEED ONGOING SUPPORT AND OPPORTUNITIES FOR CONTINUOUS LEARNING AND DEVELOPMENT TO MAINTAIN DECENT, MEANINGFUL WORK.

How do we balance and support work and learning for young people?

- Plenty of young people are pressured by themselves and employers to commit to working hours that do not provide enough time for study and rest. Both young people and employers need to understand their rights and responsibilities, as well as a reasonable benchmark for a healthy work/life/study balance. Young people often need help to negotiate this arrangement.
- Being employed does not mean that a young person has found meaningful work. Access to support to talk about, find, and gain access to pathways should be available to young people whether they are employed or not.
- Employers recognise that high performing and valued employees should be encouraged to further their careers, instead of being held back from opportunities to progress.

INDUSTRY AND EMPLOYERS WANT YOUNG PEOPLE TO BE PART OF THEIR WORKFORCE – BUT THEY NEED HELP TO MAKE THE CONNECTION.

How could your business or industry be better supported to provide opportunities for young people?

What information or resources are needed to make Tasmania's training system more accessible and streamlined?

An easy to access (no log in or ID required) database of employers, roles, and pathways – irrespective of if the pathway is provided by the workplace, VET or university, with accurate and clear information about costs (time, fee to the student), availability (intake, location), articulation, and potential early exit points if the young person decides to leave the program.

Young people worry that their time and effort won't be worth anything if they don't complete a long pathway. An inter-institution database for credit/advanced standing pathways for partially completed qualifications – or a service that will find out for the young person.

We thank you for the opportunity to provide input into the development of the Tasmanian Youth Jobs Strategy.

Yours in Christ



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