

CCF Tasmania Submission

Youth Jobs Strategy Discussion Paper

Thank you for providing us with the opportunity to submit feedback on the Youth Jobs Strategy on behalf of the civil construction industry.

Our submission is made up of responses to the discussion questions set out in the discussion paper on the youth strategy. We note that through this process there may be circumstances where new questions are brought to light, and we would be open to another opportunity to engage with the process following this round of consultation.

CCF Tasmania would like to thank our members for sharing their experience, expertise, and hope for the future on this very important topic.

Please see below CCF Tasmania's feedback from industry.

Page 11:

With collaboration at its core, the Youth Jobs Strategy will also be guided by the listed principles:

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

The principles appear to be appropriate however there was a united response in industry feedback that it is essential to influence students at a younger age and engage sooner to continuously build the concepts of working from a very young age. These skills must be fostered and built well before secondary schooling. By connecting with very young people's ambition and clarity, even as young as 7- 8 years old and earlier, we can hold and secure their engagement in their dreams and aspirations building relevance to broader literacy, communication, and industry skills.

Items that could add value include:

- Consciously maintain engagement from employers and industry.
- Foster an environment of community wide collaboration, encouraging sharing of life skills – without judgement or negative class classification of those who didn't learn it at home.

Page 17:

Effective youth pathways practice.

Discussion question – Do the common elements and phases listed above make sense?

Yes

Discussion question - Are any one or two more important than others?

No. 2 rated high by industry noting this must be practiced throughout the curriculum and into the career journey.

No. 5 also rated high by industry, for youth to succeed in the workplace they need these strong soft skills, however the most important attribute for success is a positive attitude and a strong work ethic. Life skills resources are needed along the journey that all stakeholders can access.

No. 10 has been raised by industry as a key issue throughout training, this support also needs to be in place post qualification in the formative years of young people, to help them adjust to the transition of trainee/apprentice to qualified employee and working life.

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

By the stakeholders better understanding the needs of one another. Once they understand the needs, they can then understand when information needs to be provided and in what method. Finding ways to address workload of one another, thus increasing the value proposition of each stakeholder. Better collaboration and engagement with industry will help to solve many of the issues.

Page 18:

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

Discussion question - 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?

The most important factor is positive mentors for young people, matched beside flexible and diverse education methods.

An industry specific mentor/guidance person who has relevant industry experience is incredibly valuable to one’s confidence and the achievement and self-recognition of their capabilities.

Page 18:

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

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

Get the information to young people early and throughout the school levels so they are aware what they can and can’t access at every stage of their development.

Provide the information the way young people absorb it, make sure that the information is accessible via phones not just iPad or computer.

A maintained and accessible website of relevant, local, and valid information that covers all the content for students, teachers and parents in a clear and simple format using plain English principles.

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

Transport and access are the biggest barrier for youth outside the metro areas. Solutions like Area Connect help to remove this barrier.

Taking career expos to the regional areas and/or transporting these groups to larger career expos that would normally be out of reach to regional youth.

Accessibility to programs that are specific to rural kids, rural kids are more resilient and often more capable than city kids but don't have the same opportunities or accessibility to opportunities.

Communication with and access to relevant industry career mentors for the regional schools.

Page 19:

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

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

Service providers need to educate themselves and the adults need to communicate with each other. Too often providers only understand their own expertise and not what they are missing or who can help. Highly educated in their own systems not in how this interacts with other systems or people – more solution-based conversations and understanding is required on all levels.

An industry specific mentor/guidance person who has relevant industry experience will help to support this activity.

Page 21:

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

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

Flexibility with employers, education of the employers and industries about flexible work arrangements and job share would unlock many blockages in the system.

Make the pathways, and directions, clearer to find the right people to help and where to go. Prepare young people before a problem arises.

Page 21:

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

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

Embed the driver's licence into the curriculum.

Provide supported access to driving schools to increase the affordability for the required hours. Access to a reliable vehicle is difficult for many young people and increases the barrier to achieving the required driving hours.

Attach young people to services such as Area Connect from year 10, so they remove the block of transport to work before they even see the job they want.

Better public transport and government wide understanding of the impact this has on the workplace, education and in turn, health outcomes. The impact on our economy, our efficiency and our productivity as a state should not be underestimated.

Free public transport for young working people, State or Federal funding.

Introduce schemes to support the purchase of safe, affordable/ reliable transport. Or schemes that provided discounts on fixed cost like vehicle registration.

Provided funding programs for alternative transport models – bikes and scooters.

Page 21:

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

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

From school, careers fairs, the internet, social media, parents, and friends.
Often, some of those resources are very flooded.

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

The learning needs to be introduced in the primary school curriculum. This is life readiness not just job readiness, and like all things needs to be practiced and understood from an early age.

A good attitude and strong work ethic is the critical job ready skill set. These are life skills the sooner they are discovered the better.

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

Work experience, valuing the investment back into youth. This needs to be a genuine commitment from employers to developing the youth workforce and modelling the behaviour standards expected.

Work with their industry peak bodies to offer input to schools – speak to students about their industry or expertise at industry career events/presentations.

Engage in industry programs like our Civil Job Ready programs, offering our knowledge and support.

By taking a local interest in local groups and concerns and being active members of local community, employers can set the tone of good communication skills and contribution and participation.

It takes a village to raise a child.

Discussion question - Can you share any examples of best practice?

CCF Tasmania's High Vis Army Civil Job Ready programs and school engagement activities are driving positive workforce outcomes for civil construction.

Page 22:

Try before you buy.

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

CCF Tasmania's school engagement activities take industry into schools to assist with the education and information sessions. This connection and experience from real people have a significant effect on participants. We have our civil industry presenter give participants a real-life work problem to solve.

At CCF Tasmania we make site visits interesting, engaging, and truthful – we offer an insight into the mechanics of the working world. Offer understanding of the interplay between different sectors and roles. For example: The connection between the civil and building industries – i.e., if civil works are not done, the building work can't happen and vice versa.

Page 22:

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.

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

The attitude of balancing work, support and learning should be a continuous improvement objective for the entire workforce. This must be included in daily work – you never stop needing to learn in the workplace. Training needs to be included in the workload at every level with time to develop and improve and incorporate real life experiences.

Enrol them in a training program where “learning” is more the focus.

Page 22:

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

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

To have the curriculum engage with industries and have the industry engaged in the school education process. We all hold the responsibility together.

Industry often tells everyone what they want, but the public and education providers are not telling industry what they need. I.e., job share, flexibility, industry relevant curriculum content aligned with the syllabus and local accessibility. I.e. – the engineering map of Tasmania for History and geography classes at all levels.

Make it easy for industry peak bodies to engage a school, be clear about the desired outcomes and how to convey the message.

Provide opportunities to support mentoring, mentor training packages, ongoing training for mentors and support providers.

CPD points for the provision of effectively sharing knowledge. The whole community needs to be a team that's continuously improving.

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

A higher number and quality of teaching providers and funding for them.