

# Youth Jobs Strategy

2024 – 2030



Tasmanian  
Government



**The Tasmanian Government acknowledges and pays respect to the palawa and pakana people as the traditional and original owners and continuing custodians of lutruwita (Tasmania).**

**We celebrate the world's oldest continuing culture and acknowledge Tasmanian Aboriginal people's continuing connection to the Land, Sea, Sky and Waterways.**

**We recognise the deep history and culture of this land and pay our respects to Elders past and present.**

**We extend this respect to all young Tasmanian Aboriginal people and commit to ensuring they are supported to share in the development, decision-making, and implementation of the *Youth Jobs Strategy*.**



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# Ministerial foreword

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**While we have more Tasmanians in work than ever before, many young people are still finding the transition from school to employment challenging.**

We want all young people in Tasmania to lead happy, healthy, productive lives, empowered to learn, dream, and make decisions about their future, knowing that support is available when they need it to help them reach their goals. And we want our employers and industry to have the confidence to make young people part of their workforce, knowing that we are equipping them with the skills and capabilities to be productive employees and support innovation and economic growth.

The future of the Tasmanian economy, and our communities, will need our young people engaged and connected to work, education or training to ensure we have the workforce to deliver the infrastructure and services in demand, now and into the future.

This *Youth Jobs Strategy* is a step towards that ambition.

It is intentionally bold in its approach, recognising that while young people are most certainly the future of our state, they are also vital to our economy and our communities right now.

Improving outcomes for our young people will rely on an education, training and employment ecosystem that is proactive, connected and agile. This is why the strategy prioritises both immediate, practical actions and a vision for sustainable systems reform. We can – and must – do both.

It is essential that we continue to listen, respond and adapt to the needs and feedback of our young people to help them succeed.

We would like to extend our sincere thanks to all who have been involved in the *Youth Jobs Strategy*'s development, and we particularly acknowledge the incredible young people who have generously and candidly described their experiences to help shape our approach. We are excited to continue this work with you.

**Hon Felix Ellis, MP**  
Minister for Skills and Training

**Hon Jo Palmer, MLC**  
Minister for Education



# Thank you to our contributors

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Over the last 18 months we have invited members of the community and stakeholders across government, business and industry, the education and training sectors, and the youth services sector to share their insights and experiences and contribute to the development of Tasmania's first *Youth Jobs Strategy*.

We held more than 200 face-to-face and online interviews and various structured forums with employers, community and not-for-profit organisations, industry peak bodies, government, and young Tasmanians.

This included regular engagement with the Youth Employment Alliance, the Australian Government Department of Employment and Workplace Relations, and Regional Jobs Hubs to ensure the strategy is aligning efforts and leveraging existing opportunities.

## **We would like to thank the following contributors for their expertise and support as we refined our approach and ambition for the *Youth Jobs Strategy*:**

- The Brotherhood of St Laurence
- Fae Robinson
- Dr Lisa Denny
- Mandala Partners
- Sally James
- Dr Shelley Mallett
- Social Ventures Australia
- Youth Network of Tasmania

## **We would especially like to thank the young Tasmanians who contributed to developing this strategy, including:**

- The Premier's Youth Advisory Council
- Tasmanian Youth Voice Network
- Youth Jobs and Participation Summit Youth Panel
- Youth Jobs Strategy Advisory Panel (through the Youth Network of Tasmania)

We would also like to thank the young people who made submissions to the Youth Discussion Paper, and the 56 young people who participated in the Regional Youth Workshops, supported by partner organisations Launceston City Mission, Migrant Resource Centre, Glenorchy Jobs Hub, Troublesmiths (Workskills Inc) and Working It Out.

We sincerely thank all those who participated in and contributed to the various consultation activities for their time, open and honest feedback, and most importantly, commitment to creating a better future for young people in Tasmania.



# Executive summary



Perhaps more than ever before, Tasmania is well and truly on the map. Our state's natural beauty attracts visitors from across the world, our produce and food culture has made us a gastronomic destination, our innovation is positioning us as a leader in renewable energy, and we enjoy a way of life that is envied by many.

We want all Tasmanians to enjoy the benefits of our state's economic, cultural and creative opportunities, especially our young people, who will be the leaders, creators, innovators and decision-makers that will continue to drive Tasmania's transformation.

Young Tasmanians continue to show us – and the world – the incredible things they are capable of. In the coming years, as an increasing portion of Tasmania's workforce starts moving into retirement, we will rely on their skills to support major infrastructure projects, to help our industries adapt and transition to emerging technology, to strengthen our healthcare system, and to educate and guide future generations of Tasmanians.

But we recognise that not all young people in Tasmania have access to the information, support, or opportunities they need to start their journey to education, training or work, and that some young people require different or more intensive support to overcome personal challenges impacting their capacity to participate.

This is why we need a *Youth Jobs Strategy*: to make it possible for all young people in Tasmania, regardless of their personal, social or economic circumstances, to access the support they need to achieve economic independence and security.

In announcing the development of the strategy in February 2023, the Premier was unequivocal:

*“Young Tasmanians deserve a smooth pathway from school into the world of work.”*

This, Tasmania's first *Youth Jobs Strategy*, has been developed to acknowledge the issues impacting youth engagement in education, training and employment, and to provide the strategic direction for government's approach to ensuring that:

- all young people in Tasmania can access opportunities for employment in decent, meaningful work; and
- employers and industry can attract, develop and retain skilled young employees for a thriving community and a productive economy.





As identified in the Tasmanian Child and Youth Wellbeing Strategy, it will take a village to achieve this ambition – our industry, service sectors and organisations, government agencies, educators, and communities all must come together to create partnerships and coordinate efforts to ensure that our activities and service systems are connected and aligned and working collaboratively to provide better outcomes for young people in Tasmania navigating a pathway to education, training or work.

The strategy's Framework for Action, underpinned by what we heard and learnt through research and community consultation, comprises six priority action areas that represent the foundational building blocks by which we will achieve long-lasting systemic change. They have been designed in a way that enables us to be flexible and responsive to the rapidly changing world in which we live and to adjust our approach to take advantage of new opportunities.

The six Guiding Principles, also informed by what our stakeholders, community, and most importantly young people have told us, describe the way government commits to delivering the strategy. They will support the government and our partners in this work to remain consistent and aligned in our approach through the design, implementation and delivery of activity under the strategy.

The *Youth Jobs Strategy*'s objectives will have broad impact that will flow through the economy and our communities. To ensure the strategy achieves tangible, measurable outcomes that effect positive change for our young people, industry and community, we have established five primary indicators of success to focus our work and measure our progress:

**By 2030, we will strive to see Tasmania:**

1. Increase the level of young people aged 20 to 24 who are fully engaged in employment, education and training to at least the national average.
2. Increase the proportion of young people aged 20 to 24 with a successful year 12 completion or Certificate III or above to at least the national average.
3. Reduce the proportion of young people aged 15 to 24 who are not in employment education or training (NEET) to, or below, the national average.
4. Increase the mental health and wellbeing of young people (Personal Wellbeing Index) to at least the national average.
5. Increase the ratio of entry level roles to available candidates to the national average.

To support this ambition, the Tasmanian Government has already committed almost \$59 million, which includes funding to support increased delivery of quality vocational education and training in our secondary schools and colleges, to assist young people to overcome transport barriers through delivery of a comprehensive driver education program in every Tasmanian school from Year 9 to 12, and to enable our nation-leading Regional Jobs Hubs to continue their work helping young people connect to local training and employment.

This six-year *Youth Jobs Strategy (2024-2030)* is intended to speak to governments, industry, education and training organisations, community leaders and – most importantly – young people. It outlines the challenges and opportunities and sets the ambition and the roadmap to success for all these stakeholders.

The strategy is designed to achieve practical change in the short and long term. To ensure the strategy drives for success across its 2030 horizon, it will be supported by successive two-year action plans that detail the specific activities, initiatives and policies that will collectively work towards achieving the strategy's objectives. A cross-sector Youth Jobs and Participation Taskforce will be established as an immediate priority to lead the development and ensure accountability for the implementation of the first action plan.

The Tasmanian Government will publish periodic updates to outline the progress against these action plans and to highlight key upcoming priorities of the *Youth Jobs Strategy*.

There is already significant work underway across government, industry sectors and in the community, and this strategy will harness those efforts to build momentum, amplify place-based initiatives like the Regional Jobs Hubs, and create the conditions for young people in Tasmania to reach their education, training and employment goals.

The Tasmanian Government is committed to empowering young Tasmanians to have an active voice in the development, implementation and evaluation of the *Youth Jobs Strategy*. We will continue to provide opportunities for young people to tell us what they need and to be meaningfully involved in decisions that impact their lives and their future in Tasmania.





# Building the strategy

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Through a cross-agency project team led by Jobs Tasmania (Department of State Growth) and the Department for Education, Children and Young People (DECYP), we have drawn on data, evidence, and lived experience to build the strategy with our partners. It has been informed by an extensive and phased program of consultation and co-design with young people, business, community, and government stakeholders.

## **This has included:**

- More than 200 stakeholder interviews with employers, youth service providers, educators, government and research institutes
- Establishment of a dedicated Youth Advisory Panel to advise on content, youth consultation and engagement
- Various focused workshops, Communities of Practice, forums and events
- A *Youth Jobs Strategy* discussion paper and public submissions process
- The inaugural Youth Jobs and Participation Summit.

This comprehensive consultation process was augmented by national and international research to ensure the strategy is underpinned by robust data and evidence. We commissioned labour market analysis to illuminate the economic and social benefits of improved youth participation and provide the fiscal justification for this work. We also examined previous initiatives and policy reform in Tasmania, other states and territories, and nationally to further inform our

understanding of what approaches to youth employment and participation could be explored, adapted or refined to work in the current and future Tasmanian context.

Co-design workshops with members of the Youth Employment Community of Policy and Practice were used to test and refine our understanding of the challenges at key touch points for young people in their pathway from school to work, and to propose solutions to make the transition easier. Similar workshops were also held with employers and industry to further consider the challenges and opportunities for employers in accessing, securing, training and retaining a young skilled workforce.

Finally, we brought together all the stakeholders for Tasmania's first Youth Jobs and Participation Summit where we tested the design, key focus areas and initial priorities for the strategy. The Summit underscored the mandate, the widespread commitment and momentum across government and the community for this strategic reform.

A comprehensive view of all the issues emerged through these activities and helped us to refine the strategy's ambition: it helped to clarify the problems we're solving, the immediate actions needed, and the important next steps to set us up for success.

# A snapshot of young people in Tasmania

**17.7%**

Young people aged 15 to 24 make up 17.7% of the working age population in Tasmania



Of the 63,700 young people living in Tasmania:

**21,500**

Are attending school

**7,600**

Are attending a tertiary institution full-time

**5,900**

Are apprentices or trainees



**20,375**

VET program enrolments for young people aged 15 to 24 in 2022

Excluding those in school:

**29,700**

Are engaged full-time in employment and/or study

**5,500**

Are partially engaged in employment and/or study

**6,500**

Are NEET (not in education, employment or training)

Of the 46,000 jobs created in the last 10 years, approximately 4,000 were filled by young people aged 15 to 24 years



**Sources:**

ABS Labour Force – May 2024 / ABS Education and Work Survey 2023 / NCVER



Indiana Corbin, Student Apprentice  
Photo Credit: Alistair Betts





# Our statement of commitment to young people

The Tasmanian Government's *Youth Jobs Strategy* sets out our plan to deliver on the vision young people in Tasmania have put to us:

*All young Tasmanians feel empowered and are supported to access meaningful training or employment opportunities.*

This work needs to be done *with* them – not just *for* them.

**We want young Tasmanians to know** that we have listened and that their voices will continue to be heard as we work together to achieve the strategy's ambition.

**We acknowledge** that young people in Tasmania have so much to offer our state but some may need extra support to realise their aspirations.

**We recognise** that young people are experts in their own lives and that they know what they need to be happy, healthy, and productive members of the community.

This Statement of Commitment is intended to guide the Tasmanian Government's approach to partnering with young people to achieve the goals set out in the strategy:

- **Young people will know** where to get **relevant, reliable information** about education, training and employment, and who can provide guidance on the next steps.
- **Young people will have opportunities** to undertake a variety of **work experience activities** to explore and test jobs and industries in real work settings, so they can understand what work is really like.
- **Young people will be treated as individuals** with diverse needs, experiences and talents, and will have access to **support to identify and achieve their ambitions** for the future.
- **Young people will have access to meaningful, relevant and accessible education and training** that supports pathways to the jobs and careers they want to pursue.
- **Young people will feel supported** to develop skills and confidence in the workplace and **employers will know how to support young employees** to be safe and to feel valued and respected.
- **Young people will have confidence** that government policies and strategies are having real impact, and will feel welcome and **empowered to be involved in decision-making processes**.

## We will do this by:

### Inviting

young people to actively participate in the design, implementation and evaluation of the strategy's actions, and to contribute to policy decisions that impact their lives.

### Empowering

young people to make informed choices about education, training and employment pathways – including the capacity to change direction and explore different options along the way.

### Creating

more accessible opportunities for young people to participate in education and training, and more entry-level jobs that allow for learning and skill development on the job.

### Supporting

employers and industry to create workplaces that are safe and welcoming for young people, and ensuring young people know what to expect and what's expected of them at work.

### Valuing

young people's strengths, experiences and perspectives and ensuring that young people's diverse attributes, skills and capabilities can be recognised, assessed and measured.

### Connecting

young people to critical networks, services and information as well as guidance along the journey to education, training and employment.

The Tasmanian Government is committed to ensuring our policies, strategies and activities support diversity, inclusion and equality. This Statement of Commitment is addressed to all young people in Tasmania, regardless of their background, personal and social circumstances, or where they call home.



Photo Credit: Devaka Seneviratne





# Tasmania's Youth Jobs Strategy

*Working together to create meaningful  
jobs for young people and a skilled  
workforce for industry*

# Introduction

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**Young Tasmanians are proud to call themselves Tasmanian.**

*“Tasmania has always been my home and I’m immensely proud of that. To live, work, study and explore in such a beautiful part of the world is a privilege and an honour.”* Tasmanian Youth Story – 23 (she/her) South

**Young people make an enormous contribution to the Tasmanian community.**

Young people bring energy, creativity, aspiration, and optimism to our communities and our economy. Their contribution is crucial for our economic, social, and cultural success. Importantly, young people’s contributions also shape the future for themselves and their families.

**We can do better, together, to create a future with meaningful jobs for young people in our industries and our communities.**

Young people need and want decent, meaningful jobs and careers in Tasmania that provide them with the opportunity to thrive.

We need to create conditions that support their choice to move and stay here knowing they can readily connect to work, or an education or training experience that is meaningful and contemporary. We need to create the conditions that demonstrate their contribution to the community and state is valued.

**We can do better for our industries and our employers too.**

Employers want to attract and retain capable young people who can support their businesses and industries to grow.

We must build business confidence to invest in young people knowing they can secure and develop a skilled workforce that will improve productivity and create a thriving economy. We must also support our communities to attract and retain young people who contribute to local social and economic life.

**We must address the challenges and barriers in the employment and training ecosystem for young people, business and industry.**

To achieve these reform goals for young people, industry, and community, we will need to coordinate and align our efforts in our communities, through our policies and across our employment, education and training systems.

**Our education and training sectors are vital to this reform effort.**

Our education and training sector have a prime opportunity to be innovative, to listen to young people and to industry, and to align their work to the skills and attributes our industries need now and in the future.

The key is to provide contemporary, fit-for-purpose education and training that is accessible to all young learners. This will help create a skilled workforce to support our industry, economy, and communities.

### **The community services and health sectors also have an important role to play.**

Our community and health services provide whole-of-person, wellbeing support that can be mobilised to help young people to prepare for, engage with, and sustain their employment, education and training pathway.

### **It starts at school.**

Our schools provide the foundations for cultivating young people's aspirations and ensure they are equipped with the knowledge and tools they need to make informed decisions about education, training and employment pathways.

### **Foundational skills are the building blocks.**

Learning to read is foundational to all other learning. DECYP is implementing the recommendations of the *Lifting Literacy* report, making Tasmania the first jurisdiction in Australia to mandate an evidence-based approach to reading across the school system.

Through a multi-tiered system of supports, schools will be able to identify students who are struggling or not making expected progress and provide more intensive levels of instruction to boost their skills. This supports a vision where every young Tasmanian leaves our school system with the reading skills they need for life.

### **With proven success our Regional Jobs Hubs provide an important place to start in our communities.**

Our successful Hubs provide a strong foundation in our regions to support local young people, employers, and education and training providers to connect to, and create, mutually beneficial job opportunities and workforce solutions.

The government has already committed a further \$13 million to continue Hub operations until 2027.

### **There is good work to build on.**

As we look to 2030, it is clear we are not starting from scratch and we will build on and invest in what's already working in our communities, policies or systems to jump-start this reform.

To realise our ambition for youth employment and young skilled workforces to meet employers' needs, we will need a fully aligned, strategic approach that builds on the foundations in community and across the employment, education and training ecosystem.

### **Working together, the Tasmanian Youth Jobs Strategy can drive reforms that create employment opportunities for our young people and industry, now and into the future.**

The Tasmanian *Youth Jobs Strategy* outlines how governments, community and business sectors, trainers and educators can work together with young people and industry to support the ambition they have put to us to measure the strategy's success.

The strategy is designed to achieve immediate practical change while also putting the foundational work in place for enduring reforms. It outlines the way forward and how we can collaborate and align our objectives to help Tasmania prosper.

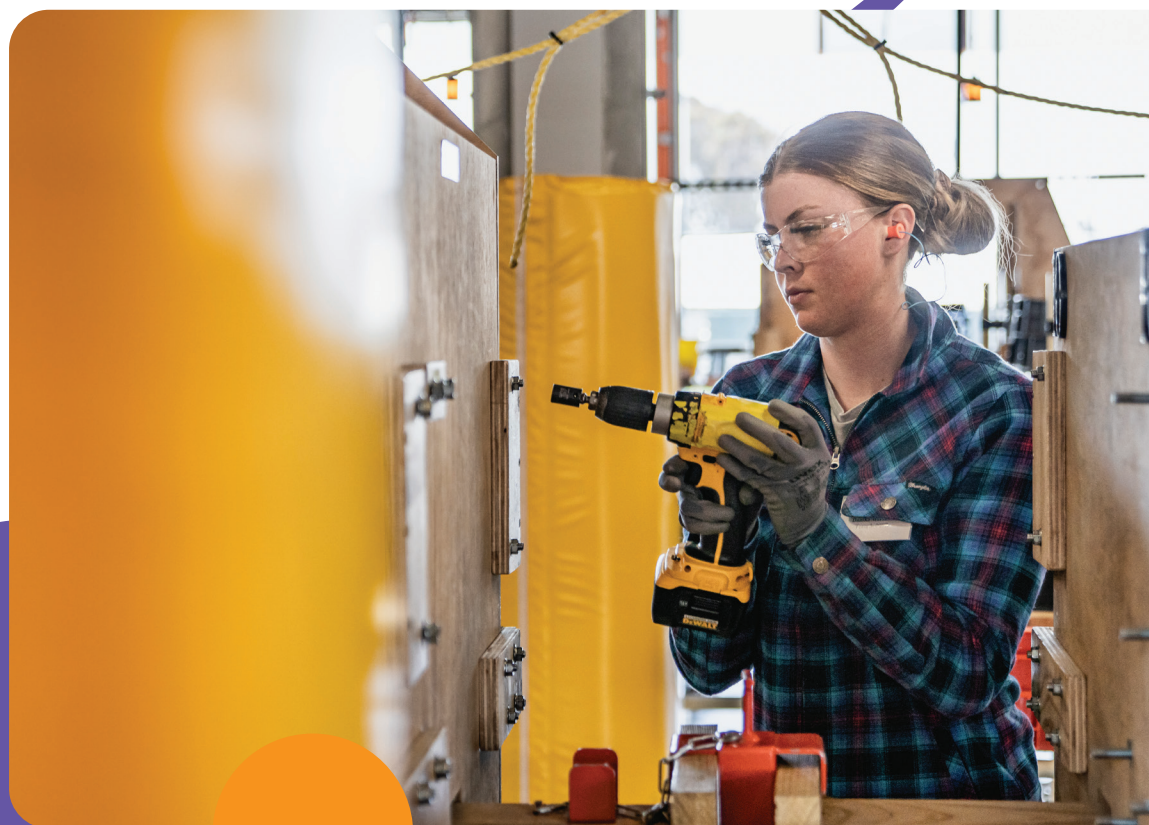


**Good governance will drive reform and support translation of the strategy into improved practice.**

By working together, key stakeholders with the capability and mandate to drive reform can ensure the strategy achieves its community, regional and state-wide ambition and outcomes for young people, industry and employers. Good governance should be practical and solution-focused, and drive positive, timely action to support reform.

**Government must lead the way.**

Government must provide the stewardship that enables the critical services, policies, programs and infrastructure to be in place and aligned to ensure young people are employed in decent work, and industry can attract and retain work ready employees.







# Reading this document

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This document is divided into four parts:

## PART 01

### **Context and rationale for the *Youth Jobs Strategy***

Highlights the economic, social and policy context and key findings that have influenced the development of the strategy.

## PART 02

### **The strategy**

Outlines the structural components that form and guide the *Youth Jobs Strategy*.

## PART 03

### **A Framework for Action**

Presents the six Priority Action Areas that frame our priority systems-level and program-level initiatives.

## PART 04

### **Roadmap for the strategy**

Outlines the systems and policy reform areas and priority actions that will collectively work towards achieving the strategy's ambition.







# Part One

Context and rationale for  
the *Youth Jobs Strategy*

# The challenge is real

**We have drawn on data, evidence, and lived experience to build the strategy with our partners.**

The development of the *Youth Jobs Strategy* has been supported by a robust program of research and consultation, followed by testing and co-design with young people and stakeholders across industry, community, and government.

The initial scoping and discovery phase included an environmental scan of current programs and interventions to identify opportunities to coordinate efforts, improve awareness and visibility, and minimise duplication.

A comprehensive report on the consultation process and findings is available at the *Youth Jobs Strategy* website, and a list of research and further reading that informed our approach is included as an Appendix to this document.

This process largely confirmed what we understood to be the main drivers and inhibitors of youth engagement in education, training and employment. Some additional issues and opportunities emerged that had not previously been considered, and these helped us to further refine the strategy's approach and set the direction for systems reform that is achievable and sustainable.

**We have identified seven key imperatives for the strategy.**

While there are many and diverse opportunities in our labour market now and into the future, we still face challenges in securing decent and meaningful jobs for young people and a skilled young workforce for our employers.

Our extensive consultation process, together with the research and evidence, has uncovered the major challenges, which together provide the seven 'P' imperatives for the *Youth Jobs Strategy*.

**Population, Participation and Productivity** are our headline challenges and drive the need for deep change. They reflect our need to retain young people and increase their participation, in order to advance economic productivity.

**Products, Pathways, Partnerships, and Place** are the inter-connected issues that can create or compound the headline challenges – but equally can provide the building blocks to support systemic reform.

Population

Participation

Productivity

Products

Pathways

Partnerships

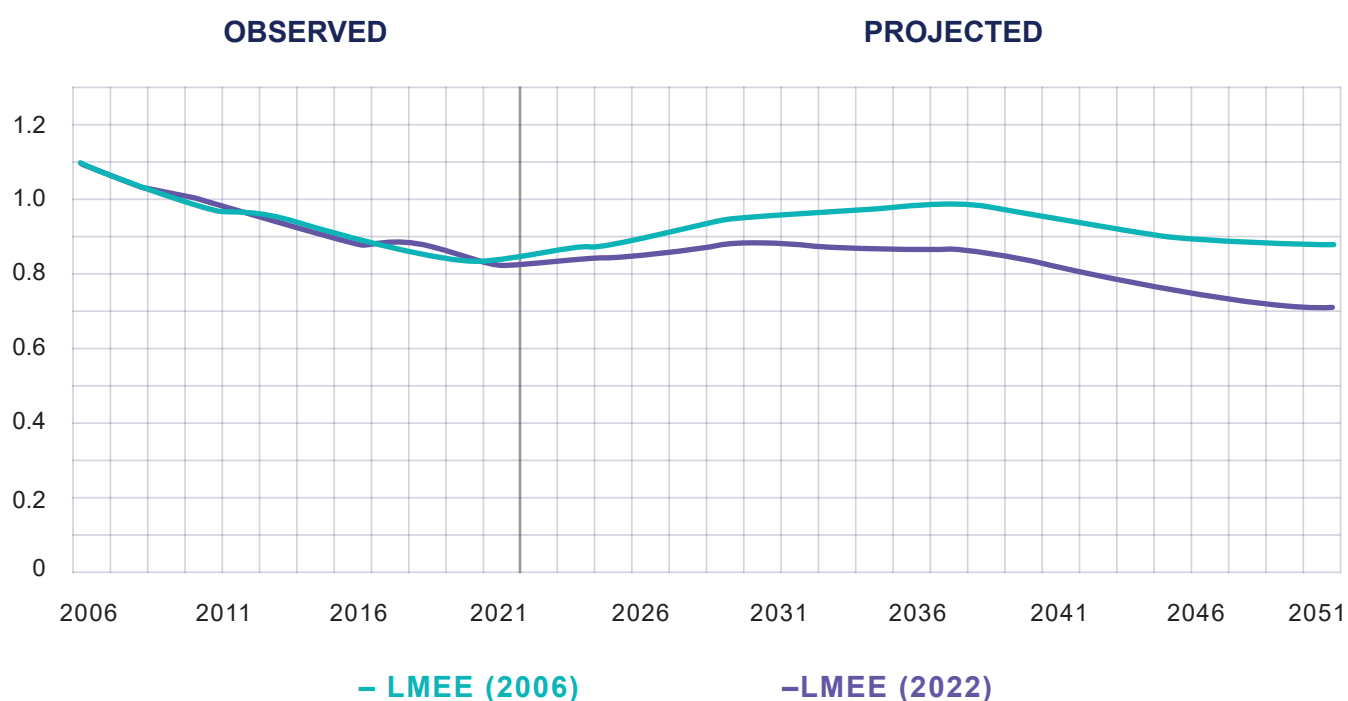
Place

The following data snapshots from the research and consultation illustrate the challenge:

### Population

**Population challenges** – *more older people leaving the workforce than young people joining.*

**Labour Market Entrants (15-24) to Exits (55-64) Ratio, Tasmania 2006-2051**



Source: ABS National, State and Territory population; ABS population projections (2006); Advanced Demographic Modelling, population projections, Tasmania (2022)

### What the numbers tell us

Tasmania continues to face challenges with an aging population. Despite significant employment growth in recent years, population aging is impacting labour supply and economic growth, with the number of labour force entrants aged 18 to 24 years already less than the number of labour market exits and projected to decline further from 2030.

### What we've heard and learnt






More young people are choosing to stay in Tasmania, but we need to create opportunities for the work and study pathways they want to pursue, and improve access to public services such as mental health, affordable housing and transport.



## Participation

**Participation gap** – lower participation rates have social and economic costs.

**Representation of various groups within the disengaged, partially engaged, and engaged cohort in Tasmanians aged 15-24**

	Of disengaged youth	Of partially engaged youth	Of engaged youth
	Have caring responsibilities		
	20%	12%	8%
	Have a need for assistance with core activities		
	14%	4%	3%
	Are Aboriginal or Torres Strait Islanders or both		
	15%	10%	8%
	Has Year 10 education as their highest education attainment <sup>1</sup>		
	79%	60%	56%
	Speak English as a second language at a low proficiency level <sup>2</sup>		
	14%	4%	3%

Notes: <sup>1</sup> Only includes ages 20-24 years old.

<sup>2</sup> Of those who speak another language, % who speaks English not well or not at all. Sources: ABS (2021) Census.

### What the numbers tell us

The rate of young people not engaged in employment, education or training (NEET) is impacting supply of skilled workers and having an increased economic and social cost burden.

### What we've heard and learnt

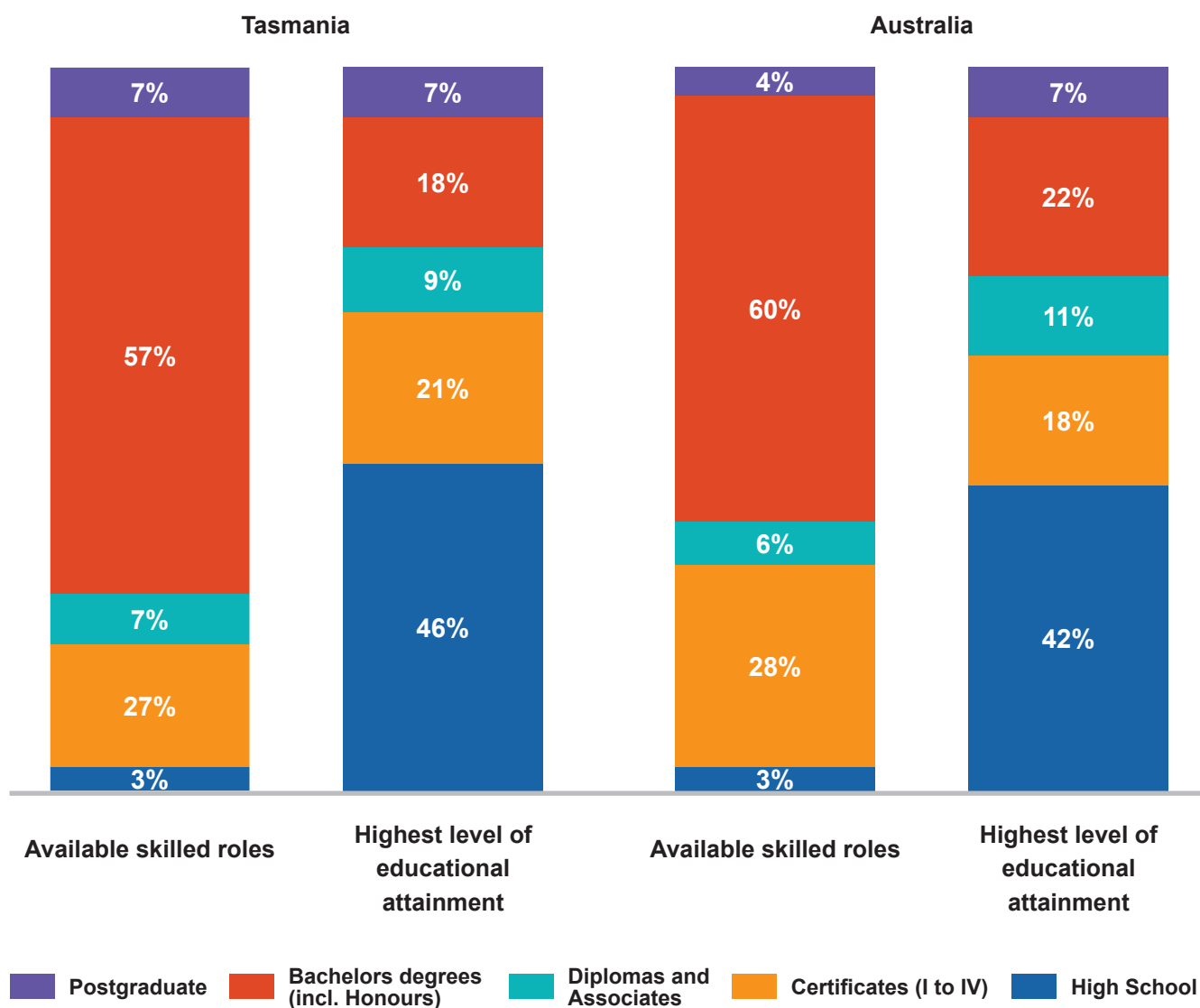
Mental health, housing and transport were identified as the most challenging issues impacting a young person's participation in employment, education or training, but support services infrastructure can be fragmented and patchy across the regions, and there is a risk of many young people falling between the gaps.

## Productivity

**Productivity stretch** – skill and qualification mismatch with current and future jobs.

### Job demand and current education by skill level (year to June 2023)

Per cent of total roles advertised and per cent of population



Source: Lightcast (2023), ABS (2021) Census

#### What the numbers tell us

97 per cent of available skilled roles require some form of formal qualification, yet for 46 per cent of Tasmanians, high school is their highest level of education.

#### What we've heard and learnt

Training is not always accessible or delivered in formats that are engaging and relevant for young people, and outdated training products risk not responding to emerging technologies and new ways of working.

The following issues are compounding the headline challenges:

	Inter-connected issues	What we've heard and learnt
Pathways	<b>Pathway trouble –</b> <i>education, training and employment pathways are not connected, flexible, visible, or smooth</i>	For many young people, especially those without personal and community networks, knowing their pathway options and where to start is challenging.  Our employing sector creates entry-level opportunities at a much lower rate than other States and Territories, making it difficult for many young people to make the leap from education and training to employment.
Products	<b>Product mis-step –</b> <i>education and training products are not meeting young learners' and employers' needs</i>	For some young learners, training is not accessible or delivered in formats that are meaningful, engaging and relevant; for some employers, education and training is not meeting the needs of the contemporary workplace.  What, where and how training is delivered is no longer fit for purpose for some learners or employers.
Partnerships	<b>Partnership gap –</b> <i>partnerships continue to be siloed, missing, and frayed</i>	Good partnerships exist but they are often person-dependent; they are not embedded in community or at a policy level to achieve short- and long-term goals for young people and employers.  Collaborative partnerships across the employment, education and training ecosystem in policy and place need to be strengthened to effectively align the effort to achieve enduring outcomes for young people and industry.
Place	<b>Place challenges –</b> <i>social and physical infrastructure is uneven across communities</i>	There are differences between regions in the levels of advantage and uneven distribution of social and physical infrastructure, limiting opportunities for maximising economic participation and productivity.

Challenges with siloed, inconsistent practices and a fractured employment, education and training ecosystem are common elements across the **7Ps** and confirm what we heard through the consultation process.

The practical and lasting solutions for young people and employers can only be achieved when the employment, education and training system is structured for success. We need more than just collaboration; we need an ecosystem that supports true partnerships, alignment of objectives, and shared accountability.



# Systems reform is essential

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What we have heard and learnt confirms that tinkering around the edges of the challenges for young people and employers will not address these challenges and imperatives in the long term. Another program or project alone is not going to achieve long lasting impact that benefits young people, industry and the community.

We need to coordinate and align our efforts across departments and agencies, industries and education and training settings, communities and policies to achieve practical, enduring systems reform.

The **Review of the State's Education System** will provide insights to ensure our education system is future-focused and is guiding efforts to further improve educational outcomes for young Tasmanians.

We will also build on the work of **Regional Jobs Hubs** and other social infrastructure to provide young people with access to meaningful career guidance and community-based employment and training support.

An initial program of work across **six key domains** will lay the foundations for achieving the systems reform required to improve outcomes for young people, industry and community.



### It will prioritise development of:

- A comprehensive, coordinated and coherent approach to **careers guidance** that delivers best-practice activity across the secondary and post-secondary education, training and employment ecosystem. This work will be informed by learnings from the **Youth Connectors** initiative to demonstrate how a partnership approach that leverages all parts of the employment, education and training ecosystem (including career services in schools) can help young people to access career guidance and pathway navigation support in place.
- **A Ready for Work Practice Framework** that promotes a consistent, quality and practical approach to the method and delivery of work-readiness activities across the education, training and employment ecosystem.
- **An integrated employment and wellbeing service approach** to support young people who require more intensive support that utilises resources across the service systems (particularly health, housing, employment, education and training) to help build capability to connect with employment, education and training.
- **Tertiary education and training products** that are accessible, relatable, and fit for purpose for learners, industry, and the contemporary workplace.
- **Tasmanian State Service Youth Employment Initiatives** to support and encourage more young people to enter the State Service, and an expanded **Employer of Choice Program** to help Tasmanian employers attract and retain more young workers by creating quality, safe and diverse workplaces.
- An **accountable, cross sectoral governance structure** – establishing an authorising environment for the *Youth Jobs Strategy* that has legitimacy, authority to direct and is accountable for outcomes.

# Harnessing the opportunities

## There are significant and diverse economic growth opportunities

There is no doubt the ambition for Tasmania's economy is inspiring. The opportunities are there for young people to engage in meaningful work, and for industry to attract and retain a young workforce ready for current and future jobs.

### Opportunities exist in a diverse range of industries and regions across Tasmania:

- There is a \$27 billion **private and public infrastructure pipeline** over the next 10 years.
- Our \$1.9 billion **community services** industry will need to grow its workforce by 22 per cent in the next 12 to 18 months and beyond.
- The **Health Workforce 2040 Strategy** will drive the development and expansion of a skilled labour force to meet the needs of our aging population.
- Tasmania's **Sustainable Agri-food Plan** is on track to increase farm gate value of production to \$10 billion by 2050.
- By 2030 our **tourism industry** is set to welcome and service 1.6 million interstate visitors and 400,000 international visitors.
- The government's vision to increase **renewable energy generation** to 200 per cent of our current needs by 2040 will require significant uplift in capability.
- The **Advanced Manufacturing Action Plan 2024** outlines the significant opportunities and pathways that exist in the sector for young people now and into the future.
- Our higher education and vocational education sectors are supporting the **Tasmanian Defence Strategy 2023** to achieve its ambition as a key defence supplier and training provider.
- Tasmania's **Small Business Growth Strategy 2026** aims to create a productive, connected and sustainable business environment for all Tasmanian businesses.

Success will reside in the size and capability of our workforce, which is projected to grow by more than 13.1 per cent by 2033<sup>1</sup>, a figure which may underestimate actual need. It will also rely on strategic investment in infrastructure in place to accommodate, support and sustain young people in jobs in communities.

<sup>1</sup> Jobs and Skills Australia, Annual Jobs and Skills Report 2023



# We are not starting from the beginning

The *Youth Jobs Strategy* has been developed to build on the momentum, investment and reforms of Government in the employment, education and training ecosystem.

This includes the national skills reform agenda: under the National Skills Agreement, the Tasmanian Government, working in partnership with the Australian Government, is committed to ensuring all Tasmanians have access to high-quality education, training and support to secure decent jobs.

**Some of the products, pathways and partnerships already exist, or are developing, to improve employment outcomes for young people and industry including:**

- The commitment to the **Review of the State's Education System**, which will be focussed on the future and determine where there is need for effort to ensure all Tasmanian children and young people have bright lives and positive futures.
- We offered more than 4,600 **fee-free TasTAFE** places from 2024 and heavily subsidised places with private training providers to improve access to the **training products** that provide young people with skills aligned to industry needs and provide a workforce ready for current and future jobs.
- Our employers with **apprentices and trainees** are benefitting from low-fee training to support 'earn while you learn' models.
- Our nation-leading **Regional Jobs Hub Network** which has already supported more than 4,200 people into work, and continues to develop the **partnerships in place** to better connect young people, schools and employers in their community.
- **The Industry Skills Compacts** which have been signed with eleven industry sectors, all of which have committed to working in **partnership** across the employment, education and training systems to develop employment pathways that attract, train and retain a workforce.
- The **Years 9 to 12 Curriculum Framework** integrates the development of general capabilities, discipline-based study and vocational and work-based learning to ensure students are equipped with the skills they need to be independent and make informed decisions about their education, training and employment future.
- The **Vision for Vocational Learning and VET in Tasmanian schools to 2030** will ensure all learners in years 9 to 12 will have access to high quality personalised, customised and localised vocational learning and VET opportunities to support their career and life aspirations.
- **Regional Study Hubs** are providing localised opportunities for more young people in regional areas to identify and develop education and training pathways that connect to meaningful employment.



## Other government strategies are also key to the work

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The *Youth Jobs Strategy* forms part of a comprehensive workforce growth agenda alongside Tasmania's Population Policy, the Ministerial Priorities for Skills and Workforce Development and the Department for Education, Children and Young People Strategic Plan 2024-2030.

The strategy will align with the key themes outlined in the Tasmanian Skills Plan, including building skills for jobs, supporting learners (including young people) to succeed, and building a stronger and more connected training system. The Tasmanian Skills Plan is currently under development and due for release later in 2024.

The *Youth Jobs Strategy* progresses and expands on key actions and focus areas under the Child and Youth Wellbeing Strategy, supporting school leavers and young job seekers to connect to opportunities and navigate the transition to further education, training or employment.

It will also intersect with the government's work to develop a Tasmanian Sustainability Strategy, which recognises social equity as a key pillar of sustainability, and highlights the need to develop the skills and education to prepare Tasmanians for the jobs of the future. It also reinforces the efforts of local governments in supporting and empowering young people in community, providing the systems architecture and reform to drive outcomes and enable solutions to be developed in place.



The strategy will be supported by other policy reform agendas that are helping young people to participate in education, training and employment, including Closing the Gap Tasmanian Implementation Plan, Rethink 2020: A State Plan for Mental Health in Tasmania 2020-2025 and Our Digital Future, which aims to improve digital equity, inclusion and literacy.

Critically, Tasmania's *Youth Jobs Strategy* has been developed to align with and leverage national policy reform agendas including the Federal Treasury's Targeting Entrenched Disadvantage agenda and Outcomes Fund, the Australian Government's plan for an inclusive labour market and skilled, productive workforce, as outlined in the Working Future Employment White Paper, and the large-scale employment services reforms proposed by the Select Committee on Workforce Australia Employment Services in the Rebuilding Employment Services Report.

The strategy will be implemented in the context of the findings and recommendations of the Commission of Inquiry into the Tasmanian Government's Responses to Child Sexual Abuse in Institutional Settings and the establishment of the Child and Youth Safe Organisations Framework. This will include ensuring employers and other partners are supported to understand, navigate and comply with new requirements.

The background features abstract geometric shapes. A large orange semi-circle is in the top right. A red wavy line crosses the top left. A pink triangle points upwards from the bottom right. A brown trapezoid is at the bottom, partially overlapping the pink triangle.

# Part Two

The strategy



## The ambition

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The strategy sets out priority initiatives that collectively progress our long-term ambition to ensure:

- all young people in Tasmania can access opportunities for employment in decent, meaningful work
- employers and industry can attract, develop and retain skilled young employees for a thriving community and productive economy.

To achieve this two-fold ambition, we will activate the systems, policy and program levers across the employment, education and training ecosystem, and join up efforts both in place and across government, industry and community.

## The vision

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### Vision for systems change

Government stewards effective connections across the youth jobs ecosystem, aligning the effort from place to policy to develop self-confident, skilled young people, and thriving businesses, industries and communities.

### Young people's vision for success

All young Tasmanians feel empowered and are supported to access meaningful education, training or employment opportunities.

# The purpose

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The purpose of the *Youth Jobs Strategy (2024-2030)* is to ensure that:

- **Young people** have the right supports in place, and working together effectively, so they can navigate smooth and constructive pathways from school to decent work that provides economic security and wellbeing.
- **Industries and employers** across Tasmanian communities can build the capability to attract and retain young workers in their workplaces with the right skills and capabilities to succeed and contribute to productivity.
- **Tasmanian communities** benefit from an agile statewide system in place that can adapt and respond to changing individual needs and economic conditions.

# Measuring success

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Stakeholders have called for long-term and ambitious measures of success that address and speak to the challenges and opportunities outlined. To be successful, this strategy will need to effect positive change for young people, industry, employers and community. Our success measures reflect the necessary change for each of these groups.

By 2030, we will strive to see Tasmania:

1. Increase the level of young people aged 20 to 24 who are fully engaged in employment, education and training to at least the national average.
2. Increase proportion of young people aged 20 to 24 with a successful year 12 completion or certificate III or above to at least the national average.

3. Reduce the proportion of young people aged 15 to 24 who are not in Employment Education or Training (NEET) to, or below, the national average.
4. Increase the mental health and wellbeing of young people (Personal Wellbeing Index) to at least the national average.
5. Increase the ratio of entry level roles to available candidates to the national average.

Our performance against these targets will be reported on with other milestones and measures through the independent evaluation of the strategy's impact.

# Guiding principles

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Our guiding principles express *how* we will deliver the *Youth Jobs Strategy*. They provide clarity for the design, implementation and measurement of initiatives, and ensure we maintain a consistent and deliberate approach as we work towards achieving the strategy's ambition.

## 1. Young people at the heart

We will ensure young Tasmanians know their employment, education and training options and opportunities, and are empowered to contribute to, and shape, decisions that affect their lives.

## 2. Grounded in place

We will empower local communities to drive enduring employment, education and training solutions for young Tasmanians, as well as workforce solutions for local employers.

## 3. Drives productivity

We will focus effort on solutions that deliver a skilled, job-ready workforce and build capability across the employment, education and training ecosystem to respond and adapt to change.

## 4. Powered by partnerships

We will enhance our efforts through strategic partnerships across the employment, education and training ecosystem, responsive regional relationships, and collaborations with young Tasmanians, industry and employers.

## 5. Systems driven

We will align policies and programs to our shared purpose, and activate stakeholders across the employment, education and training ecosystem to deliver coordinated, seamless solutions for young Tasmanians, industry and employers.

## 6. Evidence-informed and accountable

We will draw on data, evidence and lived experience to generate action, measure effectiveness, and be accountable to all stakeholders.



# Part Three

A Framework for Action



The Framework for Action recognises that different stakeholders connect with, and need support from, the youth jobs ecosystem at different times for different reasons. It provides clarity so that each young person, employer or industry group knows where and how they can interact with the various systems to get what they need.

The Framework has six Priority Action Areas:



### System and program initiatives

The priority initiatives that follow collectively address the three headline economic imperatives and the four inter-connected issues. They progress our long-term ambition to ensure all young people in Tasmania can access and participate in decent, meaningful work, and employers and industry can attract, develop and retain skilled young employees for a thriving social and economic community.

Each Priority Action Area involves both system- and program-level initiatives – which are interdependent and mutually reinforcing. Program initiatives can drive system level change and vice versa.

### Information and Interpretation

#### Our ambition

Young people know the options for creating education, training and/or employment pathways that support their goals, and know who can guide them on the next steps.

### System reform goal

Effective career guidance shapes education to work pathways.

#### Why reform is needed

- 1. Limited career awareness:** Many young people don't have a line of sight to a potential career or job, and lack exposure to learning pathways outside university. Their knowledge of work, education and training opportunities, and the new and emerging skills needed for them, is limited.
- 2. Limited information support:** While young Tasmanians experiencing disadvantage or lacking exposure to role models are at higher risk of having no or poor information about work and future careers, those with parental and other support are also not necessarily getting the advice and guidance that best suits their strengths, talents, aspirations and motivations. Information needs to be comprehensive, up-to-date, relatable and available both in hardcopy and online.
- 3. Challenges in career guidance:** Career education varies across the three school systems, and teachers can find it challenging to stay up to date with workplace changes and local industry opportunities. The Vision for Vocational Learning and VET and Years 9 to 12 Curriculum Framework seek to enable all students to achieve their potential, supported by collaborations with industry, community and education institutions, and targeted workforce development initiatives.





### How we can achieve this

- A comprehensive, coordinated and coherent approach to careers guidance that delivers best-practice activity across the secondary and post-secondary education, training and employment ecosystem.
- Identify and deploy a range of effective, accessible, relevant approaches to communicating careers information and opportunities to young people.
- A partnership approach that leverages all parts of the employment, education and training ecosystem (including schools), can help young people to access career guidance and pathway navigation support in place.

### Who needs to be involved?

Key partners needed to guide young Tasmanians' career information and interpretation journey include:

- **Schools** to provide early, contemporary career education and guidance.
- **Intermediaries** to share local, practical jobs information and careers advice.
- **Regional Jobs Hubs** to expand understanding and opportunities for young people locally.
- **Local trusted adults** (such as parents, sports coaches, neighbours) to share their experience, insights and expertise.
- **Industry and community** to collaborate with educators on workforce initiatives and strategies.
- **Tertiary education sector** to ensure the education and training sectors' role in pathways is clear and fit for purpose.

### Explore and Experience

#### Our ambition

Young people are supported to explore and test job and career opportunities in real world settings so they understand what works best for them and learn about workplace obligations.

#### System reform goal

Practical job and career exploration and on-the-job experiences shape training and work choices.

#### Why reform is needed

- 1. Work exposure and experience works:** Work exposure and work experience are important parts of a young person's journey to work. It allows a young person to learn about and explore their interest in different industries and occupations, and to gain firsthand experience in the workplace, that helps build their confidence and aspiration to enter the workforce. Students who participate in four or more industry engagements are 86 per cent more likely to go onto further education, training, or employment after school<sup>2</sup>. Work exposure and experience are also important for those who are disengaged or have completed schooling, providing practical understanding of the personal attributes and essential skills needed by young people and desired by employers.
- 2. Connections are challenging:** Facilitating safe and appropriate work exposure and work experience activities creates challenges for the education system, and business and industry stakeholders find it difficult to know how to best engage with schools or navigate education systems. Accessibility to work exposure and work experience is especially patchy for students in small, regional/remote, and lower socio-economic communities despite several intermediary services connecting schools with employers, industry bodies and work readiness programs.
- 3. Creating other options:** The social enterprise sector is providing workplace experiences for young people who face additional barriers, but opportunities are limited. Volunteering also provides experiences and opportunities for young people to develop skills, build networks and gain experience to increase their employment prospects.

<sup>2</sup> Beacon Foundation's Youth Jobs Strategy Submission October 2023

### How we can achieve this

- A consistent, quality and practical approach to the method and delivery of work-readiness activities across the education, training and employment ecosystems.
- Identify and implement mechanisms to better plan, coordinate and facilitate career development activities in place, that leverage local assets and partnerships and which are consistent with regional, industry and school priorities.
- Increase opportunities for young people to participate in work-based learning, work exposure and work experience and career activities that are accessible, relevant, and aligned to local employment opportunities.

### Who needs to be involved?

Key partners needed to guide young people in their career and work exploration and experiences include:

- **Schools** to ensure safe, supported workplace experiences for students are embedded in their career education programs.
- **Intermediaries** to bring knowledge and practical help to match students to workplaces.
- **Regional Jobs Hubs** to provide practical matching services locally, especially for those outside the school experience.
- **Industry and employers** to collaborate with schools, intermediaries and Jobs Hubs to provide workplace experiences for students and young people.
- **Youth services** to connect young people to work experiences, especially those with additional needs.
- **Social enterprises** as organisations who provide meaningful work exposure and experience for young people.
- **Australian Government employment services** and the Australian Apprenticeship Support Network providers to facilitate their participants' engagement in work opportunities.





## Safe and Supported

### Our ambition

Young people get the right help to overcome wellbeing challenges and are supported along their learning and earning journey.

### System reform goal

Tailored wellbeing support for safe and sustainable learning and working.

#### Why reform is needed

- 1. Higher disengagement:** Young Tasmanians experience higher rates of disengagement from work and study compared to their Australian counterparts. The capacity to participate is impacted by physical and mental ill-health, and limited access to reliable transport and stable housing. Those not engaged or partially engaged are more likely to have caring responsibilities and lower levels of education, need assistance with core activities, have more difficulty with the English language, or are Indigenous. Many experience multiple, intersecting and compounding barriers.
- 2. Limited service response:** Getting a driver's licence can be difficult due to cost, availability of driver mentor programs, and the need to accrue supervised driving hours, and more young people than ever need support to manage their mental health and wellbeing. The current service systems do not always support these young Tasmanians – services are often oversubscribed, and not accessible for those struggling financially or for those outside metropolitan areas where almost a third of Tasmania's young people live. Some young people require more intensive, holistic support over a longer period to address more complex barriers.
- 3. Service system readiness:** Community and not-for-profit organisations play an important role in supporting young people but resource constraints can impact their ability to attract and retain skilled staff, build internal capacity, and provide continuity of care. Integrated, whole-of-person, place-based services are needed – ones that recognise and can accommodate differing personal and social circumstances and networks, skills and talents, and ambitions for the future. Organisations with the skills to identify when a young person needs more dedicated support, and can facilitate referrals to specialised services, are critical.



### How we can achieve this

- An integrated employment and wellbeing service approach to support young people who require more intensive support, utilising resources across the service systems (particularly health, housing, and employment, education and training) to help build capability to connect with employment, education and training.
- Leveraging organisations that work with vulnerable young people experiencing more complex barriers and that deliver targeted, individualised and wrap-around support to improve the capacity for these young people to engage in a pathway to improved social, educational and economic participation.
- Support for employers to understand their obligations and comply with the Child and Youth Safe Organisations Framework.

### Who needs to be involved?

Key partners needed to sustain a safe and supported ecosystem include:

- **Youth services** to provide place-based services tailored to individual need.
- **Transport and driver trainer services** to conveniently and cost-effectively connect young people to education, training and work.
- **Mental health services** to provide integrated support at the time and place they are needed.
- **Housing services** to support young people to find appropriate and affordable housing.
- **Australian Government** employment services providers, disability employment service providers, and mental health services.
- **Child and Youth Family Learning Centres** as a point of support, connection and referral for parents and families.

## Learning for Life

### Our ambition

Education and training are meaningful and accessible to young people and informed by, and aligned to, current and future needs of a diverse and productive economy.

### System reform goal

Flexible and tailored post-secondary education and training deliver a job-ready workforce for current and emerging jobs.

#### Why reform is needed

- 1. Mindset change:** Globalisation and automation are increasing the speed of workplace change exponentially, demanding a changed mindset from all participants. The ability of young Tasmanians to continually learn, adapt and acquire new knowledge and skills is fundamental to successfully managing these changes. Those with enterprise skills such as problem solving, financial literacy, digital literacy, teamwork, and communication will enjoy greater mobility as they traverse multiple occupations across a range of industry sectors – those born between 1995 and 2009 are expected to have 18 jobs across six industries in their lifetimes<sup>3</sup>.
- 2. Skills mismatch:** 45 per cent of VET enrolments for young Tasmanians are in industries projected to be in the top five for absolute employment growth over the five years to 2025<sup>4</sup>. While this demonstrates good alignment between education and skills demand, the skills and competencies delivered through vocational learning and higher education do not always fully align with employer expectations. The skills mismatch is also compounded by lower rates of educational attainment in Tasmania; 97 per cent of advertised roles require some form of post-school or Certificate-level qualification, but for 46 per cent of Tasmanians, high school is their highest level of educational attainment<sup>5</sup>.
- 3. Pathway challenges:** Young Tasmanians can find post-school education and work pathways disconnected, difficult to access especially in regional communities, and challenging to navigate. A simplified, better coordinated and aligned tertiary education system is needed, with the ability to provide engaging, relevant, face-to-face, lifelong learning.

<sup>3</sup> McCrindle – Gen Z Infographic – <https://mccrindle.com.au/resource/infographic/generation-z-infographic/>

<sup>4</sup> NCVER (2017-2021) Total VET students and courses 2021: program enrolments. Age cohort 15-24. Jobs and Skills Australia (2020), 2020 Employment Projections, five years to November 2025 – Mandala analysis.

<sup>5</sup> Lightcast (2023), ABS Census (2021) – Mandala analysis



### How we can achieve this

- Ensure the education system is providing the foundational learning, and developing skills and capabilities, so that all of our young people will have the bright lives and positive futures they deserve.
- Create and deliver tertiary education and training products that are accessible, relatable, and fit for purpose for learners, industry, and the contemporary workplace.
- Support more students in all Tasmanian schools and colleges to participate in Vocational Education and Training and gain specialist skills and experience to help them start their career journey.
- Evolve and enhance measures and mechanisms to better assess the diverse attributes, experiences, skills and capabilities of young people, and open doors to expanded vocational and higher education and employment opportunities.

### Who needs to be involved?

Key partners needed to deliver learning for life include:

- **TasTAFE and Registered Training Organisations** to provide learner-friendly, industry-aligned training that dovetails with VET in Schools programs, and to lead collaboration across the sector.
- **University of Tasmania and other tertiary education providers** to prepare young Tasmanians for their future careers and support streamlined tertiary pathways.
- **DECYP, Catholic and Independent school sectors** to provide valued, quality vocational learning that articulates with TAFE and University.
- **Employers and employer peak bodies** to adopt a continuous learning mindset and support lifelong learning.
- **Youth services** to support young people experiencing barriers to learning.
- **Jobs Hubs** to help young people navigate vocational and higher education and training.



### Fulfilling Futures

#### Our ambition

Young people start their working lives in meaningful, quality jobs with the support they need to sustain their career pathway journey, and employers can attract and retain the workforce they need to be successful.

#### System reform goal

Quality jobs and workplaces create supportive and sustainable employment for young people to drive participation and productivity.

#### Why reform is needed

- 1. Employer challenges:** Tasmanian industry leaders want to present their industries to young people and be better positioned to attract and retain new talent. However, expectations of employers and lack of workplace experience can often be barriers to entry level employment for young Tasmanians. There are many employers who are ill-equipped to support young people when they enter the workforce, with stretched resources and limited capacity to hire specialist staff. They need support to redesign entry-level jobs, understand their obligations under the Child and Youth Safe Organisations Framework, expand their human resources expertise, and open up possibilities for those experiencing barriers to employment.
- 2. Entry-level shortage:** A shortage of meaningful entry-level jobs and career pathways also means Tasmanian school leavers and graduates can find themselves in insecure, lower-skilled, casualised jobs or leaving the state to pursue opportunities. The apprenticeship system needs to attract new and diverse cohorts, fostering stronger employer and apprentice/trainee relationships, and seeking opportunities to improve experiences.
- 3. Role for Government:** Government has an important role to play both as a major employer and in creating the conditions for young people to stay in the state at the most productive point of their career. There is potential to incubate new businesses and harness the entrepreneurial and creative capacity of young people as a competitive advantage for Tasmania. Government must also continue to support and enhance the apprentice and trainee system to provide opportunities for young people (and others) to earn while they learn.





### How we can achieve this

- Under the new Tasmanian Skills Plan, maintain a continuous improvement approach to vocational education and training to ensure that apprenticeship and traineeship models and training products are fit for purpose for both learners and employers.
- Support and encourage businesses to make young people a part of their workforce, including apprenticeship and traineeship opportunities, to enable young people to learn while they work and develop the skills and experience they need to support career progression.
- Develop and implement Tasmanian State Service Youth Employment Initiatives to support and encourage young people to enter the State Service through the creation of more entry-level roles and placement opportunities, including internship, graduate, cadetship and traineeship programs.
- Support young people to explore their entrepreneurial and creative strengths to support business and job growth.

### Who needs to be involved?

Key partners needed to fulfill the job and career ambitions of young people and to attract a committed workforce include:

- **Employer and industry peak bodies** to position and develop capability to attract and retain young Tasmanians.
- **Employers** to create meaningful entry-level positions and adapt to generational changes in the workplace.
- **Youth services** to support young people experiencing barriers to employment.
- **Jobs Hubs** to help young people sustain employment and keep their career in focus.
- **Local entrepreneurs** who can inspire and encourage innovation.



## System Sustainability and Success

### Our ambition

Government enables and supports meaningful connections across the youth jobs ecosystem, delivering resilient, self-confident, skilled young people, and thriving businesses and industries, all contributing to the community and the economy.

### System reform goal

An enduring and accountable structure aligns effort across systems to achieve results for young Tasmanians and Tasmanian employers.

#### Why reform is needed

- 1. Confusing systems:** The education, training, and employment 'ecosystem' sits across three levels of government, multiple agencies, and community and industry sectors. It is complex and lacks clarity in some areas, with high staffing changes resulting at times in disjointed experiences for both jobseekers and employers, due to the often relationship-based nature of key roles.
- 2. Disjointed arrangements:** Efforts to provide services to jobseekers and employers can be disconnected or duplicated, and lack visibility. Forums with industry – convened by multiple organisations and agencies to inform curriculum, vocational experiences and career service delivery, and industry and workforce development – at times lack alignment and coordination. While this is not unique to Tasmania, the state has the opportunity to address these systemic issues due to our size and scale, and potential for stronger collaboration.
- 3. Inclusive governance and accountability:** Strengthening governance across all sectors and including the participation of young people will drive more coordinated policy, strategic and investment decisions, and ensure systems are fit for purpose. Accountability for system performance will need coordinated data collection and analysis, and longer-term review and evaluation.

## How we can achieve this?

### Governance

Good governance will drive system sustainability and success. To achieve the strategy's reform goals, we need a governance structure and membership that has the mandate, resources and legitimacy to drive change, and is sustained by collaborative partnerships that steward the work. By working together, key stakeholders can ensure the *Youth Jobs Strategy* achieves its community, regional and statewide ambition, and drives outcomes for young people, industry and employers.

Successful collaboration will require:

- shared understanding of the population, participation and productivity challenges and opportunities
- shared ambition and collective effort
- clarity about the roles and responsibilities of stakeholders
- targeted measures that drive outcomes

### Youth Jobs and Participation Taskforce

The important next steps will be for government to lead the way with industry, employers, young people, the education and training sectors, and community to establish the Youth Jobs and Participation Taskforce. The Taskforce will need to have authority to bring together existing statewide and regional governance groups, and be accountable for achieving the strategy's ambition.

## Research and evidence

Data linkage methods similar to those deployed as part of the Child and Youth Wellbeing Strategy will be developed for the *Youth Jobs Strategy*. This will focus on the connection of DECYP, Skills Tasmania and Commonwealth data assets to monitor impact over time.

### Reporting

To ensure accountability and build the evidence base for informed decision making, the Tasmanian government will produce regular, comprehensive and accessible reports and presentations on progress and outcomes of the strategy.

### Implementation and outcome reporting

The *Youth Jobs Strategy Roadmap* sets out the systems and policy reform areas and actions that will collectively work towards achieving the strategy's ambition. More detailed action plans will be developed and will include specific initiatives and outcomes for each two-year period. Brief, high-level reports on the implementation status and initial outcomes of the action plans will be produced periodically, at a frequency to be determined by the Youth Jobs and Participation Taskforce.

### Evaluation

An independent evaluator, together with the learning partners, will produce two evaluation reports over the life of the strategy, to be delivered in 2027 and 2030. The first will report on implementation and early outcomes, and the final report will document key implementation learnings as well as the outcomes and impact of the strategy as a whole.

These independent reports will be informed by all key stakeholder partners – government, young people, industry, employers, education providers, and community/health services.

### Youth Jobs Summit

The Tasmanian Government will convene a Youth Jobs Summit in 2027 to reflect on the progress of the strategy and to inform priorities in the second phase of the strategy.

### Dissemination

The Implementation and Outcomes Reports, and independent evaluation reports will be accessible on the *Youth Jobs Strategy* website and widely distributed to the strategy Governance Groups.

### Who needs to be involved?

Key partners needed for system sustainability and success include:

- **Department of State Growth** to establish and steward system performance across governance, accountability and reporting.
- **Department for Education, Children and Young People** to contribute to governance and system success.
- **Youth Employment Community of Policy and Practice** to share and apply learnings for system success.
- **Australian Government Department of Employment and Workplace Relations** to ensure the Australian Government employment services system is complementary and align to the shared ambition.
- **Peter Underwood Centre (University of Tasmania)** to support data linkages, interpretation and reporting.
- **Youth Network of Tasmania** to ensure the voices of young Tasmanians are heard and acted on.





Photo Credit: Joshua Lamont





# Part Four

Youth Jobs Strategy Roadmap

## PRIORITY ACTION AREA 1

### Information and Interpretation

#### System reform goal

Effective career guidance shapes education to work pathways.

#### What success looks like

Young people know the options for creating education, training and/or employment pathways that support their goals, and know who can guide them on the next steps.

#### How we will do this

#### Initial Actions

Develop and implement a new **Careers Guidance Framework and Practice Guide** that ensures that all Tasmanians aged 15 to 25 years can access meaningful, relevant and actionable career guidance.

- Resource and activity mapping and gap analysis.
- Research current best-practice approaches and existing opportunities.

Identify and deploy a range of effective, accessible, and relevant approaches to **communicating careers information** and opportunities to young people.

- Design and commence a research project in partnership with the UTAS Behavioural Lab and Brand Tasmania.

Design and embed dedicated support in all Regional Jobs Hubs to create and/or coordinate a **smooth, connected transition to post-secondary education, training or employment** for individual school leavers and other young people, based on the learnings from the Youth Navigators and Youth Connectors pilots.

- Undertake an evaluation of the pilot **Youth Connectors** programs and projects in the north, south east and Glenorchy.
- Refine/develop principles and practice guides.



## Explore and Experience

### System reform goal

Practical job and careers exploration and on-the-job experiences shape training and work choices.

#### What success looks like

Young people are supported to explore and test job and career opportunities in real world settings, so they understand what works best for them and learn about workplace obligations.

#### How we will do this

#### Initial Actions

Develop and implement a **Ready for Work Practice Framework** to provide a consistent, practical approach to the method and delivery of work/job-readiness activities across the education, training and employment ecosystem.

- Map existing work/job readiness programs, activity and resources available in Tasmania.
- Initial research into current state, national, and industry-specific definitions of job readiness.

Identify and implement mechanisms to better plan, coordinate and facilitate **career development activities** in place, that leverage local assets and partnerships and which are consistent with regional, industry and school priorities.

- Invest \$2.5 million in **vocational learning for Year 9 and 10** students including the expansion of the **Youth Career Facilitator Pilot**.
- Refine/update principles, practice approach and governance structure based on evaluation, in consultation with the *Youth Employment Community of Policy and Practice*.

Increase opportunities for young people to participate in **work-based learning, work experience and work exposure activities** that are accessible, relevant, and aligned to local employment opportunities.

- **Invest \$2.4 million** to support the **Beacon Foundation** to evolve the delivery of their work-based learning services program.
- **Invest \$800,000** to partner with the **Housing Industry Association** to expand their Youth Build program to all secondary schools.

## Safe and Supported

### System reform goal

Tailored wellbeing support for safe and sustainable learning and working.

#### What success looks like

Young people get the right help to overcome wellbeing challenges and are supported along their learning and earning journey.

#### How we will do this

#### Initial Actions

Develop and implement an **integrated employment gateway** service approach for vulnerable young people experiencing multiple challenges, that aligns health, housing, community and employment education and training supports to improve the capacity for these young people to engage in a pathway to improved social, educational and economic participation.

- Develop an **Outcomes Framework** to support commissioning, program design and development of outcomes aligned to the *Youth Jobs Strategy's* ambition, including indicators for how those outcomes can be measured.
- **Provide \$1.2 million** in funding in 2024 through the new **Youth Support Stream of the Training and Work Pathways Program**, to support eligible organisations to provide individualised and wrap-around support to vulnerable young people to support them to engage in a pathway to work, education or training.

Support employers to understand their obligations and comply with the **Child and Youth Safe Organisations Framework**.

- Work with **Regional Jobs Hubs** and the **Employer of Choice Assist program (TCCI)** to ensure they understand and can advise on employer obligations and requirements under the Child and Youth Safe Organisations Framework, including awareness of the interim resources available to assist.

Support more young people to **overcome transport barriers** to enable their participation in education, training and work.

- **Invest \$6 million** to deliver a nation-leading, comprehensive **driver education program in every Tasmanian school from year 9 to 12**, in partnership with the RACT and the Road Safety Advisory Council.
- **Invest \$2 million** to deliver a dedicated program for disadvantaged youth to obtain their driver's licence, in partnership with community organisations.

## Learning for Life

### System reform goal

Flexible and tailored post-secondary education and training deliver a job-ready workforce for current and emerging jobs.

### What success looks like

Education and training are meaningful and accessible to young people and informed by, and aligned to, current and future needs of a diverse and productive economy.

### How we will do this

### Initial Actions

Create and deliver **tertiary education and training products that are accessible, relatable, and fit for purpose** for learners, industry, and the contemporary workplace.

- Leveraging the **Industry Skills Compacts** and in partnership with training providers, design, develop and trial industry-led integrated training products that are contextualised to suit industry needs.
- **Develop higher Education/VET articulated products** like the Para-Professional Engineer qualification to support smooth pathways.

Undertake a **Review of the State's Education System** which will be focussed on the future and determine where there is need for effort to ensure all Tasmanian children and young people have bright lives and positive futures.

- Support the finalisation of the Review and its alignment to the objectives of the *Youth Jobs Strategy*.

Through the University Accord and the expansion of the Regional University Study Hubs Program, **improve access to tertiary education** for regional and remote students.

- Undertake feasibility study for **East Coast Regional Study Hub**.
- Ensure higher education pathways are made visible and relevant to regional communities through the Jobs Hubs.





How we will do this	Initial Actions
<p>Support more students in all Tasmanian schools and colleges to participate in <b>Vocational Education and Training</b> and gain specialist skills and experience to help them start their career journey.</p>	<ul style="list-style-type: none"><li>• <b>Invest \$30 million</b> to roll out the <b>VET Futures Fund</b> to deliver modern, fit for purpose VET facilities and purchase industry standard equipment in colleges, secondary schools and Trade Training Centres.</li><li>• <b>Invest \$750,000</b> to upskill industry experts and skilled tradespeople to deliver vocational education and training in our schools and colleges by funding their completion of an innovative Certificate IV Trainer and Assessor program.</li></ul>

## Fulfilling Futures

### System reform goal

Quality jobs and workplaces create supportive and sustainable employment for young people to drive participation and productivity.

### What success looks like

Young people start their working lives in meaningful, quality jobs with the support they need to sustain their job pathway, and employers can attract and retain the workforce they need to be successful.

### How we will do this

### Initial Actions

**Strengthening apprenticeships and traineeships** – we will continue to invest in, improve and value apprenticeships and traineeships and other 'learn while you earn' models. This includes promoting the value of apprentices and trainees, supporting apprentices and trainees in the workplace, and supporting employers to build positive experiences for learners.

- Extend the **Payroll Tax Rebate Scheme** to 30 June 2025, providing payroll tax relief to businesses that employ apprentices, trainees and youth employees.

Leverage relevant **Tasmanian Government procurement policies**, such as the Building and Construction Training Policy and Buy Local Policy, to support apprenticeships, traineeships and youth employment outcomes.

- Increase the weighting of the **Economic and Social Benefits (ESB) criterion** to 30 per cent in all competitive procurement opportunities, with effect from 1 August 2024 (as part of the 2030 Strong Plan for Tasmania's Future: First 100 Days). This could be used to highlight a focus on benefits arising from training opportunities, mentorship opportunities, and/or youth/apprentice employment opportunities, as specific areas of focus within the ESB criterion for individual procurements where relevant.

How we will do this	Initial Actions
<p>Support and encourage businesses to make young people a part of their workforce, to make great workplaces to <b>enable young people to learn while they work</b> and develop the skills and experience they need to support career progression.</p>	<ul style="list-style-type: none"> <li>• Utilise the <b>Employer of Choice Program (including the Recognition Program and Employer of Choice Assist)</b> to build capacity and best practice across the small to medium business sector in relation to employment of young people.</li> <li>• Pilot <b>Social Ventures Australia's Employer Innovation Lab</b> to support employers create pathways for young people into their business.</li> </ul>
<p>Develop and implement <b>Tasmanian State Service Youth Employment initiatives</b> to support and encourage young people to enter the State Service through the creation of more entry-level roles and placement opportunities, including internship, graduate, cadetship and traineeship programs.</p>	<ul style="list-style-type: none"> <li>• Investigate and remove industrial barriers to recruiting and retaining people with limited skills and experience.</li> <li>• <b>Develop a young employee value proposition</b> that focuses on the needs and wants of young people, enables consistent messaging and branding across all youth employment initiatives, and complements broader work on a TSS employee value proposition.</li> <li>• <b>Review and revamp the TasGraD program</b>, ensuring a contemporary program that meets the needs of young people and the TSS.</li> <li>• <b>Investigate implementing other TSS-wide youth employment frameworks/programs</b> with a potential focus on trainees, apprentices, and underrepresented and/or marginalised population groups.</li> <li>• <b>Pursue a mutually beneficial MoU with UTAS</b>, focusing on providing employment experience for current students, and employment opportunities for recent graduates.</li> </ul>
<p>Support and encourage young innovators and creators to <b>build their entrepreneurial skills</b> and to develop and realise their ideas.</p>	<ul style="list-style-type: none"> <li>• Expand the <b>Shift Lab Social Impact Incubator</b> program into north west and southern Tasmania.</li> </ul>



## System Sustainability and Success

### System reform goal

An enduring and accountable structure aligns effort across systems to achieve results for young Tasmanians and Tasmanian employers.

### What success looks like

Government enables and supports meaningful connections across the youth jobs system that deliver resilient, self-confident, skilled young people, and thriving businesses and industries, all contributing to the community and the economy.

### How we will do this

### Initial Actions

Establish a **Youth Jobs and Participation Taskforce** with young people, industry, community, the education and training sectors and government, to direct the development of the strategy's action plans, and to ensure effective and accountable design and implementation through good governance.

- Establish and convene the Taskforce.
- Develop and implement the first *Youth Jobs Strategy* two-year action plan.

Establish **Regional Youth Pathmaker Partnerships** between Regional Jobs Hubs, schools (and school collectives), employers, youth employment and other relevant service providers to align effort in place, reduce duplication, and address gaps in education, training and career support.

- **Invest \$13 million** to continue operations of all Regional Jobs Hubs to 2027.
- Work with school collectives/Regional Partnerships, Regional Jobs Hubs and other stakeholders to establish processes and mechanisms for how a partnership approach could pragmatically support young people, teachers and service providers in their community.





Residential Builder, Tradesperson  
Photo Credit: Nick H. Visuals



# Glossary

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## **Accessible**

In the context of this document, the term 'accessible' is primarily used to describe a person's ability to easily find, receive or interact with services, education, training or employment opportunities. This includes but is not limited to being accessible to young people with disability, young people from culturally or linguistically diverse backgrounds, and young people living in rural or remote areas.

## **Articulated pathways**

Articulated pathways involve formally agreed and approved admission routes to enable students to progress from a recognised academic program (such as vocational education) to a University course through a defined formal pathway.

## **Co-design**

A co-design process refers to the active involvement of a diverse range of stakeholders, participants and experts in exploring, developing and testing responses to shared challenges.

## **Decent work**

In the context of this document, the term 'decent work' uses the following definition from the International Labour Organization:

Decent work sums up the aspirations of people in their working lives. It involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for all, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men.

## **Ecosystem**

In the context of this document, the employment, education and training 'ecosystem' refers to services and support across the employment, education and training sectors that are interconnected and through which customers or users can fulfill a variety of cross-sectoral needs in one integrated experience.

## **Enterprise skills**

Also known as employability skills, enterprise skills are the interpersonal skills, qualities and attributes that enable an individual to be successful in the workplace. Enterprise skills may include good communication, teamwork, problem-solving, motivation and initiative.



## Governance

In the context of this document, ‘governance’ refers to the act or process of overseeing the direction and operationalisation of the *Youth Jobs Strategy*. The governance structure provides a framework for authority and accountability to achieve the strategy’s objectives and monitor performance.

## Intermediaries

In the context of this document, ‘intermediaries’ refers to individuals or organisations that deliver and/or broker services to young people. They also have a role in influencing policy and systems, including advocating to government.

## Levers

In the context of this document, ‘levers’ refer to the tools, assets, policies, relationships and other resources that can be used or applied to achieve a desired outcome.

## Marginalised

In the context of this document, ‘marginalised’ refers to people who experience social and/or economic exclusion due to a lack of access to services, supports and opportunities.

## Meaningful work

In the context of this document, ‘meaningful work’ is work that aligns with a person’s values, provides a sense of fulfilment, and creates a feeling that their job is worth doing and can be done well.

## NEET

People who are ‘NEET’ (Not in Education Employment or Training) are no longer in the education system and not working or undertaking training for work, and are considered disengaged from work or study. It is a different measure than the unemployment rate, as it captures those who are inactive as well as those who are unemployed.

## Networks

In the context of this document, the term ‘networks’ refers to the personal, social and community connections that can help a young person access employment, education and training opportunities. They are often informal relationships centred around family, friends and other trusted adults in the community that the young person interacts with, such as sports coaches, youth workers, and friends or colleagues of a young person’s parents.

## Participation rate

The participation rate, as defined by the Australian Bureau of Statistics, is the percentage of the working-age population that are either working or actively looking for work. The participation rate can also be measured for specific age groups, such as young people aged 15 to 24 years.

## Pathway

In the context of this document, the term ‘pathway’ refers to the various activities and experiences that a young person can undertake to progress towards an education, training or employment goal.

### Place-based

Place-based approaches target the specific circumstances of a place and engage local people as active participants in development and implementation. The practice is characterised by a flexible approach to how outcomes are achieved, and focuses on building strengths and capabilities in communities to collaboratively develop solutions to complex and entrenched challenges.

### Productivity

Productivity measures how much production (or output) is achieved compared to the amount of resources, or input, required to achieve it.

This document primarily focuses on labour productivity, which is the ratio of output to hours worked. A more experienced and highly skilled workforce generally achieves a higher rate of labour productivity.

### Quality work

The Organisation for Economic Co-operation and Development (OECD) defines quality jobs as those which provide working conditions that enhance worker well-being while also improving productivity and innovation. The OECD has developed a framework to measure and assess the quality of jobs that considers three objective and measurable dimensions:

- Earnings quality captures the extent to which earnings contribute to workers' well-being in terms of average earnings and their distribution across the workforce.
- Labour market security captures those aspects of economic security related to the risks of job loss and its economic cost for workers. It is defined by the risks of unemployment and benefits received in case of unemployment.
- Quality of the working environment captures non-economic aspects of jobs including the nature and content of the work performed, working-time arrangements and workplace relationships.

### Siloed

In the context of this document, the term 'siloed' refers to organisations or services that are working towards a specific outcome or objective, but do so in isolation of others working towards a similar goal. Silos within service systems can lead to duplication of activities, gaps in service, and inconsistent delivery methods.

## **Social enterprise**

There is no universally-agreed definition of the term social enterprise, however in the context of this document ‘social enterprise’ refers to organisations that use their trading activities, including any profits generated, to generate social and community benefit.

## **Social procurement**

Social procurement is when organisations use procurement and purchasing processes to intentionally generate social outcomes. In the context of this document, this may involve targets for employment of apprentices or provision of training opportunities for young people through government contracting and procurement processes.

## **Stewardship**

In the context of this document, the term ‘stewardship’ refers to the role of government to carefully and responsibly manage the EET ecosystem, and to facilitate effective alignment of programs, policy and accountabilities to coordinate effort and investment.

## **Strengths-based approach**

A strengths-based approach is a way of working that focuses positively on abilities, knowledge and capacities, rather than deficits – what a person knows, can do or can learn, rather than what they lack or are unable to do.

## **System(s) reform**

In the context of this document, the term ‘system(s) reform’ refers to changes that impact multiple and intersecting parts of the employment, education and training ecosystem with the ambition for long-term and sustainable changes that improve outcomes for all system users.

## **Transition**

The process of moving between environments or routines. In the context of this document, this particularly includes moving between school and work or from the family home to independent living.



# Acronyms

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**DECYP**

Department of Education, Children and Young People (Tasmanian Government)

**DSG**

Department of State Growth (Tasmanian Government)

**EET**

Employment, Education and Training

**ILO**

International Labour Organization

**NEET**

Not in Education Employment or Training

**OECD**

Organisation for Economic Co-operation and Development

**TCCI**

Tasmanian Chamber of Commerce and Industry

**VET**

Vocational Education and Training

## Appendix – Research and Additional Resources

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