



Tasmanian youth forum

Tasmanian Youth Forum (TYF)

Statewide Forum on Youth Employment

Preliminary Communiqué Summary as of October 10 2014

The Tasmanian Youth Forum (TYF) held a statewide forum on employment for 300 Tasmanian young people on 26 August 2014. TYF is an initiative of the Youth Network of Tasmania, the peak body for the youth sector and young people in Tasmania, and is an integral part of the organisation's work.

This document provides a brief summary of what was discussed at the TYF Youth Employment Forum and in the survey, and does not provide any in depth analysis. So far we have looked at the data collected from the forum, the key themes emerging from this, and some preliminary results from the survey.

Some of the key themes which appear to be emerging are:

- The need for transitional support from school to work. This means helping young people to start thinking earlier about what they would like to do in the future and support them with more opportunities to develop their skills.
- Having greater access to information and resources. We know what there are information and resources available but it does not appear to be meeting the needs of young people.

A large proportion of Forum participants and survey respondents are in the 15 to 17 age bracket. This is an age where a lot of young people start to think about work, subject choices that will benefit them in the future, applying for their first job, or about what they would like to do for a career. They are very keen to know more but do not know how to access this information.

Forum

Work Readiness Tips

This aspect of the Forum related to our Forum aim of getting businesses and industries to understand the role that they have in supporting young people in employment and to become work ready. Young people were asked to write their ideas on butcher's paper on a wall that answered the following questions:

What things do you think a boss needs to tell a young person when they are starting a new job?

- What the expectations are
- What support is provided in the workplace
- What the job details are
- Where the job, or the skills which will be learnt, can lead

What advice would you give to other young people starting their first job?

- Be presentable
- Don't give up
- Work Hard
- Have confidence
- Ask for help if you need it

Discussion Groups

Forum participants were asked to discuss in their topic groups what they would want to 'retain, create and change' in relation to their topic and youth employment and to record this on butcher's paper.

Retain

Personal Skills and Attributes

Positive personal skills and attributes such as time management, work/life balance, having a good attitude and writing good job applications.

Learning about new careers

Learning about new careers through shadow days, career days, pathway planners, guest speakers, college tours, university tours, taster days.

Education and Qualifications

Core school subjects, optional subjects, University, TAFE, year 13, online education, good teachers, and a good school environment.

The Role of Business

Keep casual positions available for while you are at school, businesses continuing to employ young people, advertising positions in easy to find places, providing good demonstrations at work, being organised, clear instructions, good working environment with Workplace Health and Safety, and professionalism.

Work Experience Opportunities

Keep opportunities to get experience such as work experience, internships, work placement, and volunteering.

Support

Keep support including from parents, mentors, counsellors, networks, income support, and affordable options to access education and work.

Change

Different Opportunities to get Experience

More internship options, volunteering opportunities, career awareness, more opportunities in different areas, networking opportunities, and more experiences at school.

The Process for Getting a Job

Have easier to understand job descriptions, more flexibility for young people around hours and rosters, and be clear on pay conditions.

Our Own Approach

Make an effort to get to know more people in the workplace or through networks, work habits, dress code, be more proactive, look for different opportunities, send CV to more places, and increase your knowledge.

Support

Less stress at school and work, more one on one mentoring and coaching not in large groups, confidence building, more access to pathway planners, cater for different learning styles and behaviour management programs, better relationships with those around you, such as teachers, and better access to transport.

Create

More Support

Support to attend education and training such as accommodation, equality for everyone, creating new networks, more jobs for disadvantaged young people, guidance from employers to workers, long term planning, transport, flexibility, good relationships with managers, make it easier to find mentors, financial support, support for young people who are carers, support for families to better support children looking for work, and a job agency especially for young people.

New Types of Education, Training and Qualifications

New education and training, starting in Year 8 or 9 for certificates such as first aid, more focus on jobs in Year 11 and 12, more availability of courses, guest speakers at school, short taster courses, time in school dedicated to resume skills, education in rural and regional areas, smaller classes, patience with learning, and practice interviews for jobs in school.

More Interaction with Businesses

Recognise experience of young people even though it may not be a qualification, online chats to business managers, spread the word about your work and career, have more school based apprenticeships, help young people get started with tools and uniforms, create more business opportunities, and equal opportunity for young people.

Develop Personal Skills

Create long term goals, work on your own cover letters and resume, pay attention to yourself and stand out, understand your own skills, create good work ethic and habits, good results at school, be resilient, and create your own pathway.

New Ways to get Information

Have a system to say how many positions are available once you finish a degree, more information about jobs that have demand, website for young people, information on how to get experience, more information about what sort of jobs there are, information sessions with councils, single portal for young people, more awareness of what is involved with work, and more knowledge about how to be job ready.

New Work Experience Opportunities

More courses with work experience component, service to help find work experience, volunteer opportunities outside of school, opportunities to learn for yourself, extended taster days, short term trial ship 3-6 months, and make it easier to access when location is a barrier.

Solutions

Each group was asked to present their best idea to the group and participants got to three votes to put on the ideas they thought were best. These ideas have been categorised into broad subheadings.

Work and Experience: 182 votes

- Fun work environment
- Personalised mentorship with businesses and community organisations
- Skills auditing as a part of a mentorship that mentors could assist with
- Trial periods of work for an extended time 3 to 6 months
- Create more experiences and opportunities to promote Tasmania
- Encourage businesses to keep young people employed even when they pass the age of 18

Transitional: 134 votes

- Having a card which students can get which demonstrates they have learnt certain skills at school across different industries
- Have students in Year 9 and 10 creating networks and learning about skills and techniques for interviews
- More taste day opportunities available to try different jobs to transition to gaining employment
- Community focused support for young people looking for work and wanting to gain skills

Resources: 125 votes

- Have a website to connect with people in the workplace to get advice and learn about their career
- A website to talk to people who can help you plan your pathway
- Create a website which has all round information on being an adult such as protocols for living independently.
- A website which has opportunities for work experience
- A job website for students looking for their first job

- Have CEOs, business leaders and managers share their information that they have

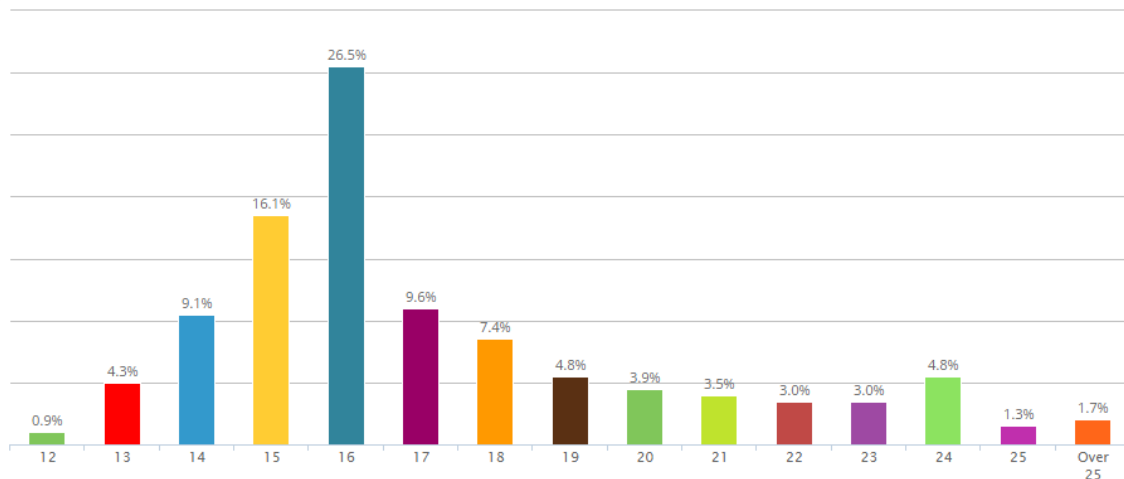
School : 94 votes

- Have smaller classes to have more personalised approach to learning and pathway planning
- Interactive and practical programs through schools that cover a wide range of industries and skills relevant to those industries
- Programs that focus on life skills such as budgeting

Survey

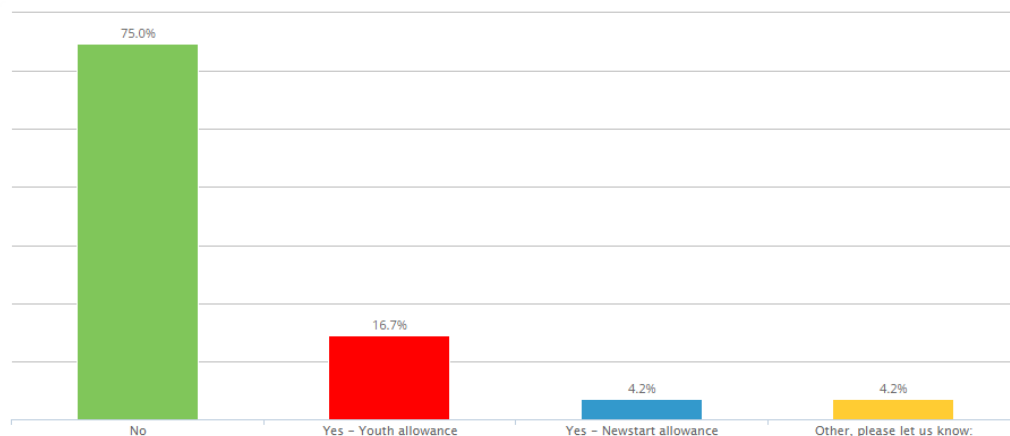
Participants at the Forum also completed the online survey. When considering these results it is important to note that we had a high proportion of respondents 15 to 16 who were working casually, part time or had not yet looked for work.

Age



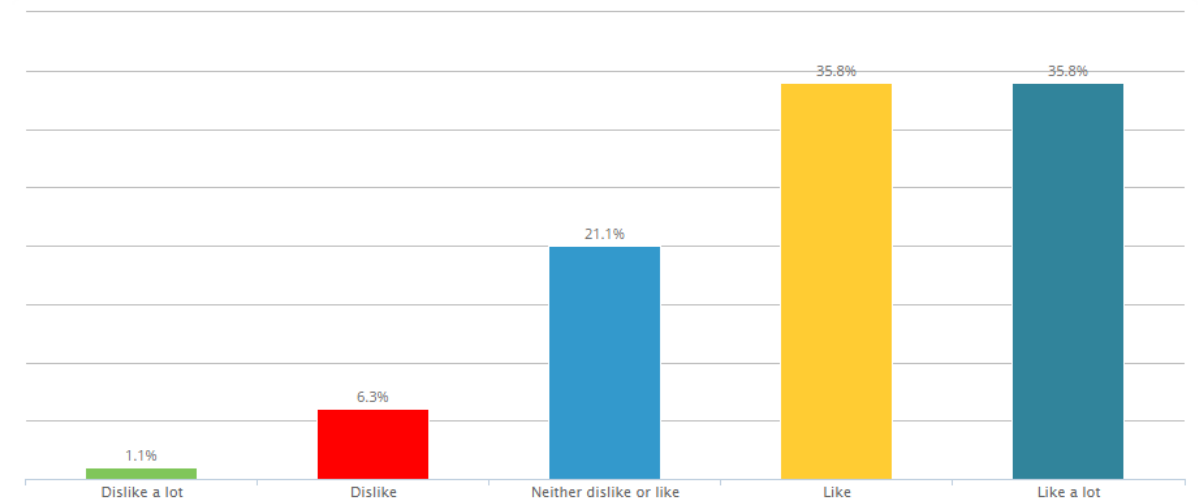
- 8.3% of respondents identified as an Aboriginal or Torres Strait Island Person
- 6.7% of respondents identified as a person with a Culturally and Linguistically Diverse background
- 3.9% of respondents identified as a person with a disability

Are you currently receiving income support?

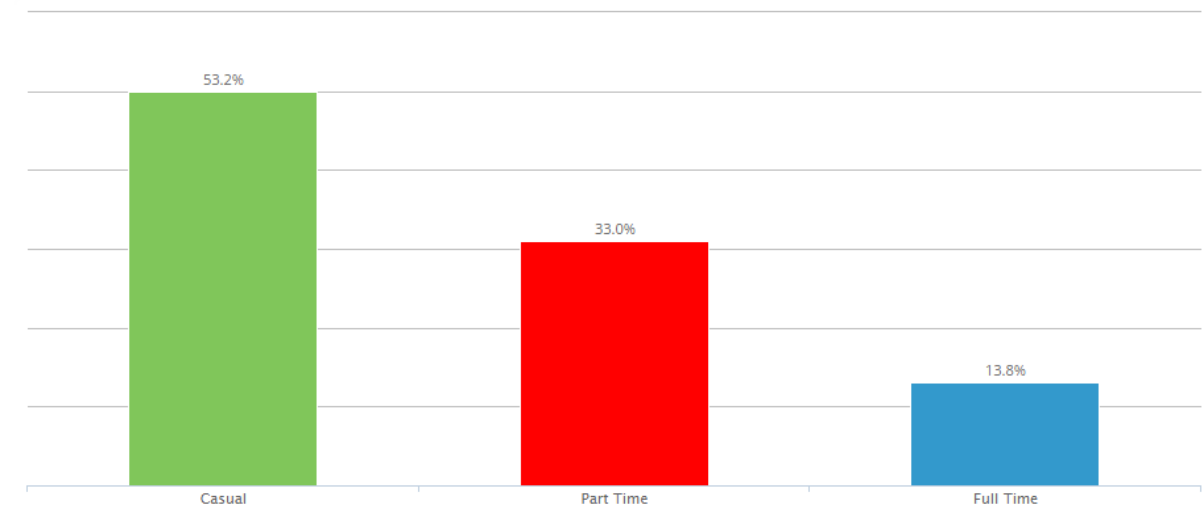


Respondents who identified that they are currently working:

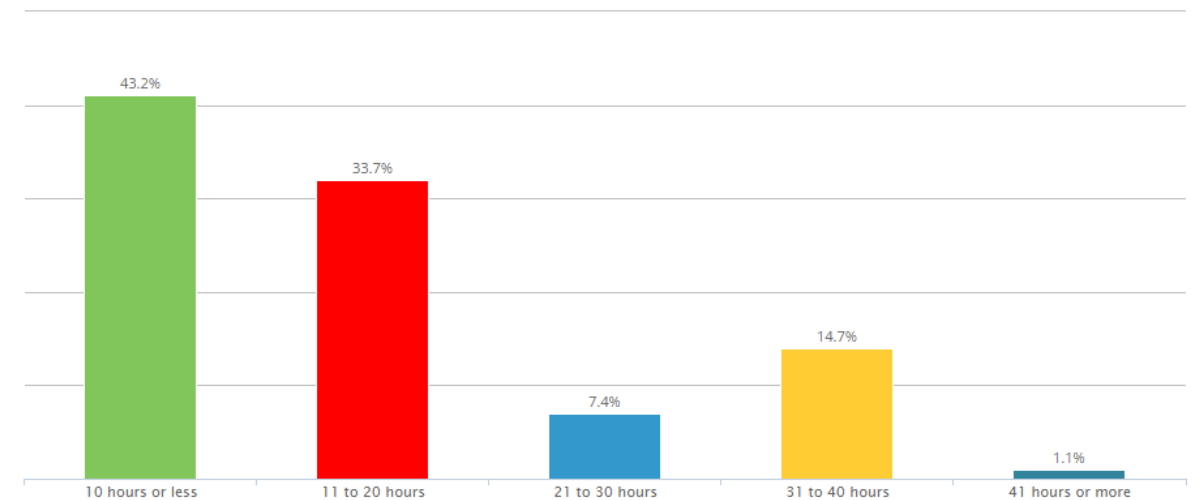
What do you think about your job?



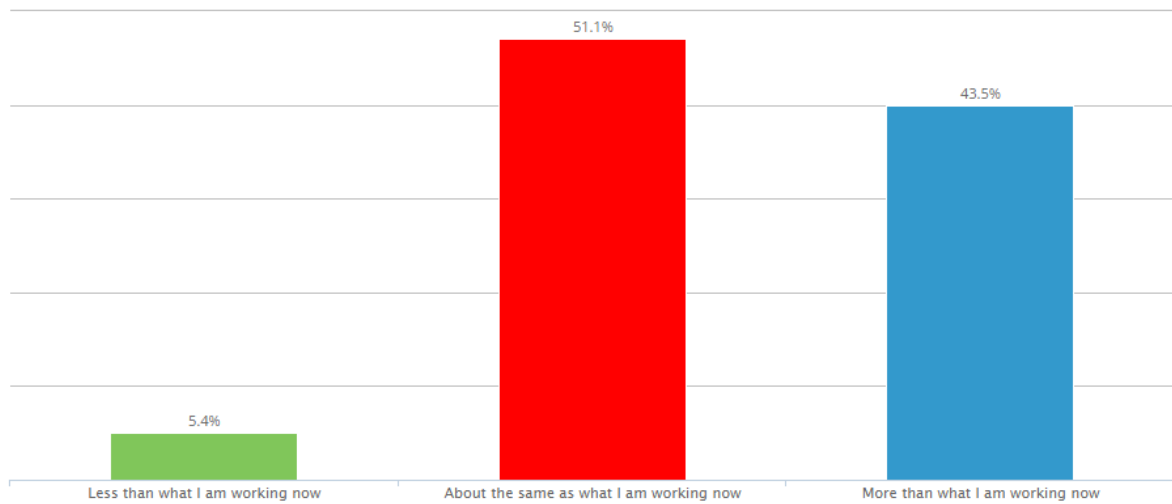
What is your position at work?



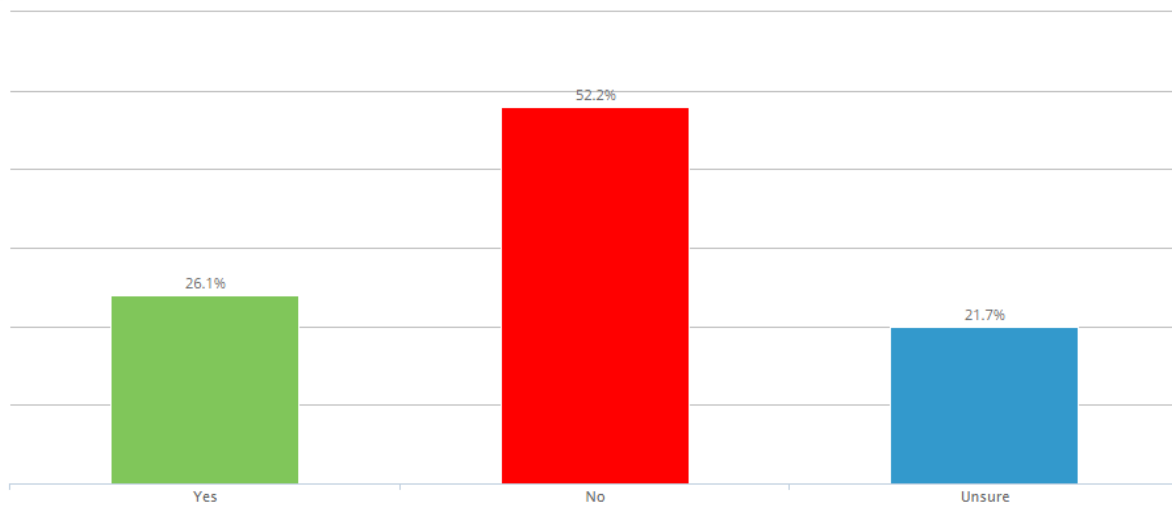
On average, how many hours do you work each week?



How much work would you like to have?

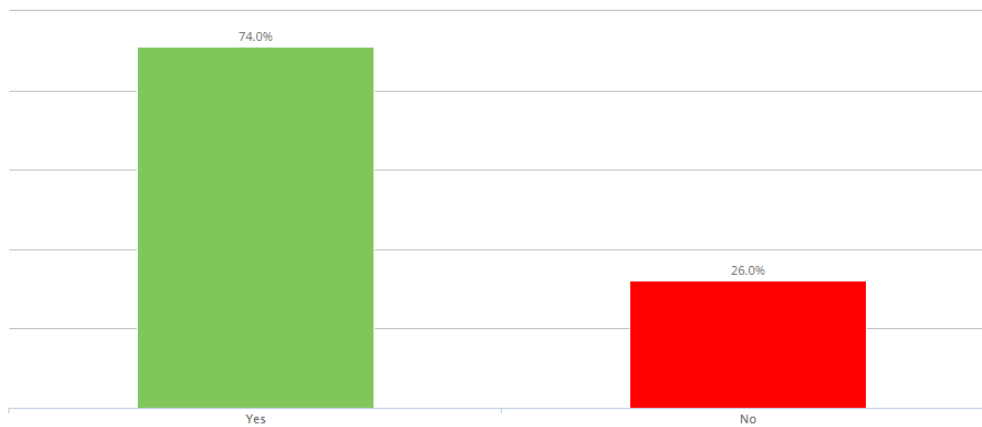


Is your job related to what you want to do in the future?



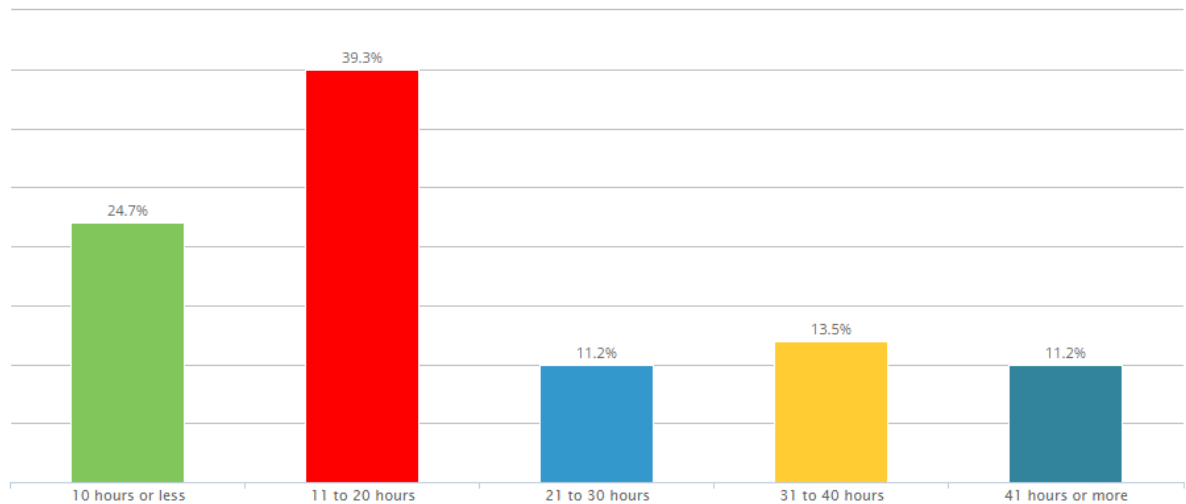
Respondents who identified that they are not currently working:

Are you looking for a job?



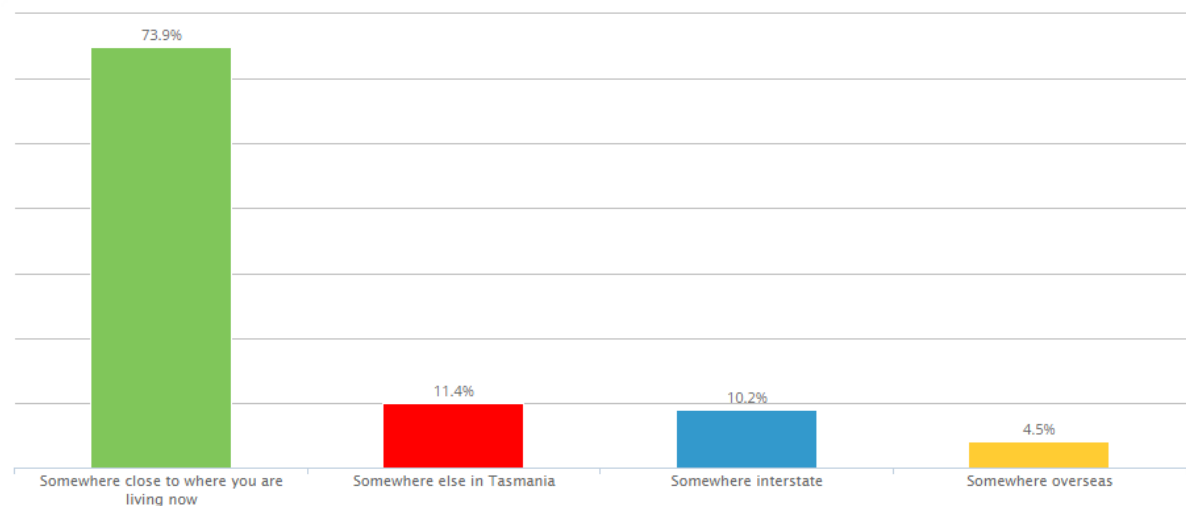
Reasons respondents gave for not currently looking for a job included that they were too young, were in full time study, had a caring responsibility or a health issue which prevented them from working.

How many hours would you like to work?

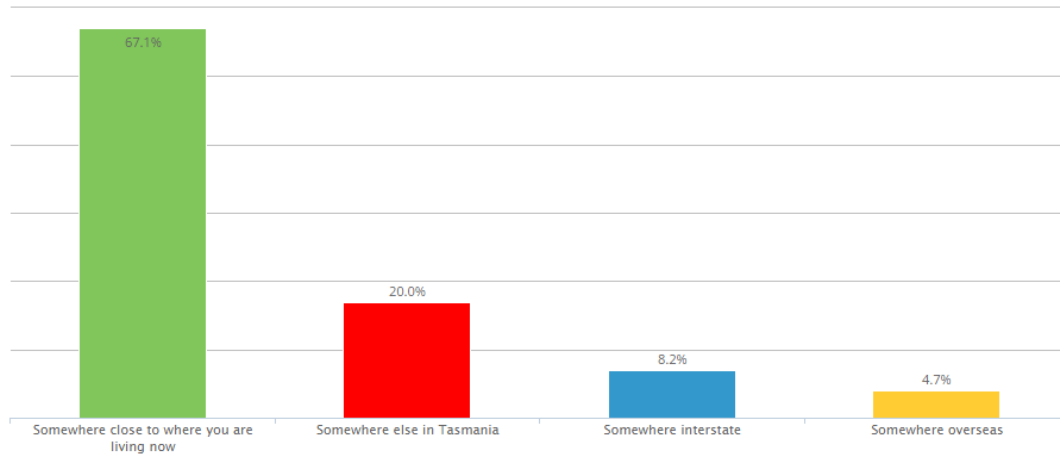


The majority of respondents who were looking for work wanted to gain employment close to where they were currently living, although slightly less thought that this would be where they would find work.

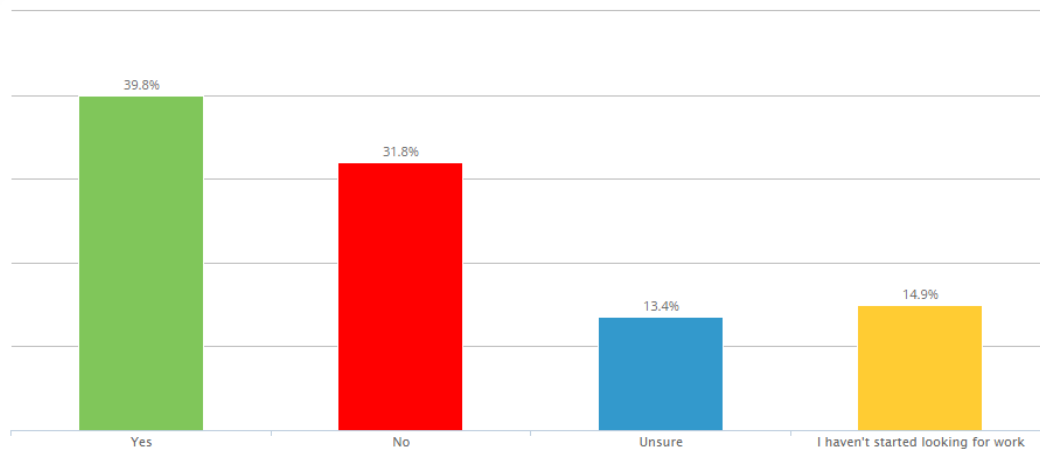
Where would like to get a job?



Where do you think you will find a job ?

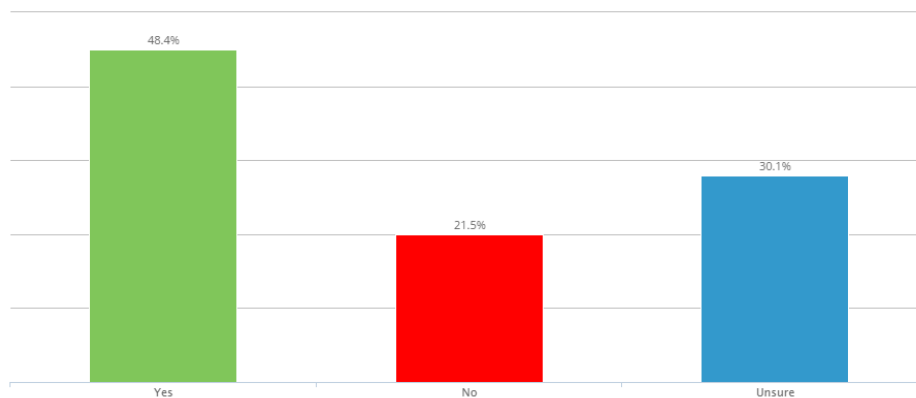


Have ever you experienced difficulties in finding work?

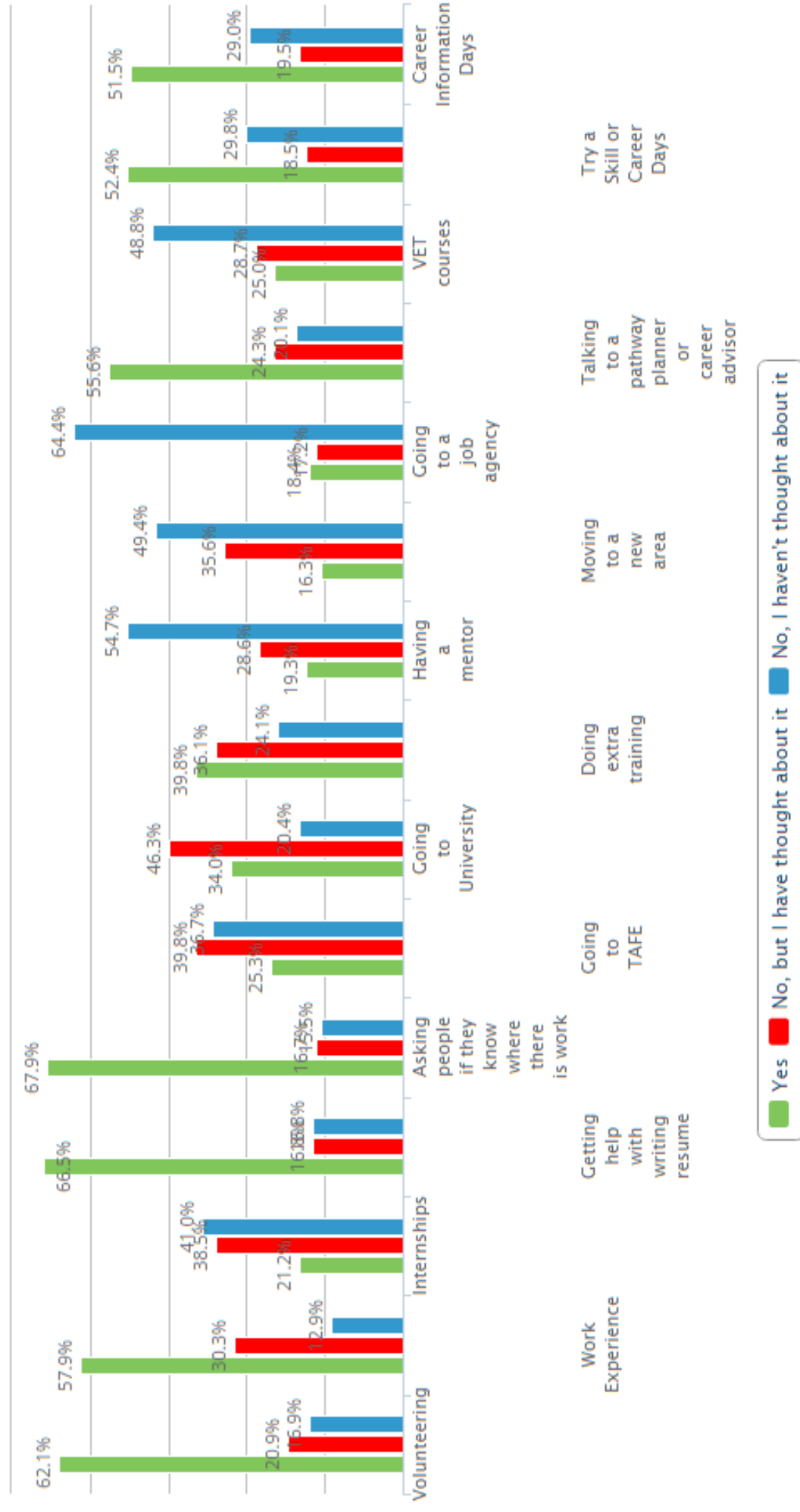


Some of the reasons that young people said they had difficulty in finding work was that they did not have the relevant experience or qualifications, were older and therefore too expensive, were over qualified for a position, had no transport to access jobs and a lack of positions available that fit the hours they could work or skills they had. Young people also said that they had experienced discrimination because of their gender and that language had also been a barrier.

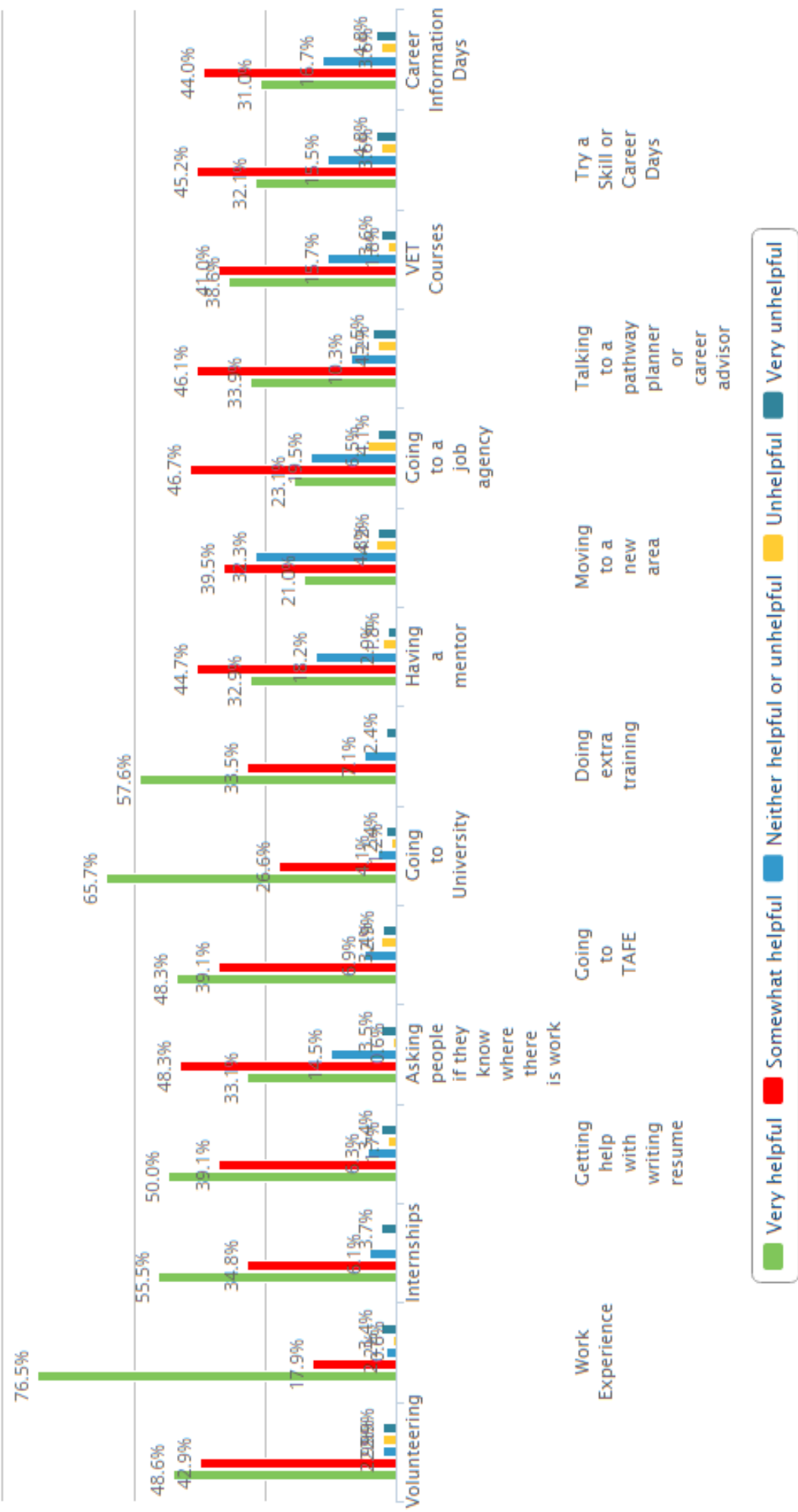
Do you think you have had enough support to help you find a job?



Have you tried any of the following things to help you get a job?



How helpful do you think the following things are to help young people get a job?



The things that most young people tried to help them get work included:

- Asking people if they knew where positions were available (67.9%)
- Getting help with writing a resume (66.55%)
- Volunteering (62.1%)
- Work experience (57.9%)
- Talking to a pathway planner or career advisor (55.6%)

The things that most young people had not tried and had not thought about were:

- Going to a job agency (64.4%)
- Having a mentor (54.7%)
- Moving to a new area (49.4%)
- VET courses (48.8%)
- Internships (41%)

Most young people said they thought the most helpful things to help young people get a job are:

- Work experience (76.5%)
- Going to university (65.7%)
- Doing extra training (57.6%)
- Internships (55.5%)
- Getting help with writing a resume (50%)

Conclusion

This summary shows the wide range of issues and ideas that were discussed at the Forum and survey. The final TYF Communiqué on Youth Employment will be released in late October. This communiqué will include a full report on the forum and survey, including analysis and findings.

For further information please contact:

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