

HUNTER VALLEY YOUTH UNEMPLOYMENT STRATEGY

V1

A Partnership of Government, Business and Community

DECEMBER 2015

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Strategy 1:	MOBILITY & TRANSPORT	Budget \$	When	Page
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Lack of public transport to employment opportunities and training establishments				
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Action	1.1	Investigate, promote, lobby for effective transport options			
	1.1.1	Lobby government for public transport and subsidised funding			
	1.1.2	Assess implementation-sustainable transport system e.g. use of community transport, better use of school buses/review routes			
	1.1.3	Carpooling options/ incentives/volunteering/apps/ride sharing			
	1.1.4	Develop business linkages to collaboratively provide transport			

Cost of transport for youth (public transport or personal vehicles) - Including driver training, ability to obtain drivers licences				
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Action	1.2	Develop a program to assist youth to access affordable/effective transport to work			
	1.2.1	Reduce costs - assess funding/subsidy options and implementation e.g. concession cards			
	1.2.2	Program to assist youth to obtain drivers licence (gaining instruction hours, safety driving courses)			
	1.2.3	Develop linkages between transport nodes e.g. bus/trains with bike racks - cycleways			
	1.2.4	Volunteer driver training			

Mindset – lack of easy transport options - demotivation to work				
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Action	1.3	Research options to motivate and support mindset change			
	1.3.1	Relocation options for youth			
	1.3.2	Provide advice/information – subsidies available, shift expectations, education, award conditions, tax issues/deductions on travelling, support for seasonal employment opportunities.			

Assessment of other programs for replication				
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Action	1.4	Investigate programs existing in other areas			
	1.4.1	Muswellbrook model of driver training			

Leverage technology

Action	1.5	Research ways technology can enable training and employment			
	1.5.1	Use Skype or similar for job interviews with remote applicants			
	1.5.2	Investigate opportunities from collaborative economy – online work options			

Strategy 2: YOUTH TRANSITIONS AND PATHWAYS			Budget \$	When	Page
Youth participation					
Action	2.1	Allow youth more control			
	2.1.1	Investigate students/youth delivering school projects and events			
	2.1.2	Introduce 'problem solving' programs			
Adjustment of HSC – Allow for broader skills inclusion					
Action	2.3	Adjustment of government policy			
	2.3.1	Recognition of all skills/experience – teach real pathways (not necessarily education/course options)			
Action	2.4	Increase vocational training availability that is more cost effective			
	2.4.1	Investigate methods of training that could be delivered more cost effectively and more widely			
	2.4.2	Mapping of more apprenticeship courses to school curriculum			
Pathways program					
Action	2.5	Link with business and industry			
	2.5.1	Identify major industry sectors in each region – develop training and experience programs e.g. aged care, hospitality			
Investigate other models					
Action	2.7	Assess models already in place			
	2.7.1	Senior education and training plan – Queensland model			
	2.7.2	Huntlee Academy – 'give locals a go'			
	2.7.3	COLLective impact model – Raymond Terrace			
	2.7.4	Beacon Foundation			
	2.7.5	TVET for year 9 and 10			

Strategy 3:	SKILLS, TRAINING & EDUCATION	Budget \$	When	Page
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Work ready programs					
Action	3.1	Develop pre-employment courses/programs			
	3.1.1	Personal hygiene and presentation			
	3.1.2	Values			
	3.1.3	Soft skills			
	3.1.4	Leadership / entrepreneurship			
	3.1.5	Communications skills			
	3.1.6	Customer services			
	3.1.7	WH&S			
	3.1.8	Work ethics			
	3.1.9	Job search skills			
	3.1.10	Interview skills and preparation			
	3.1.11	Numeracy and literacy skills			
Matching education providers and curriculum with labour market					
Action	3.2	Assess local industry job opportunities with education providers			
	3.2.1	Undertake research into current and proposed businesses for each regional area, as well as courses being provided by local education and training providers – change to make a better fit if required			
	3.2.2	Link rural based industry programs to curriculum			

Action	3.3	Develop and market programs to consider options beyond just University degrees			
	3.3.1	Promote career paths that do not require university degrees			
Action	3.4	Develop individual career plans			
	3.4.1	Develop individual career plans that are student based/not just experience of career counsellors			
	3.4.2	Ensure Career Counsellors have appropriate skills to provide 'professional' career development and guidance –(recognition, licencing, regular training)			
Government support					
Action	3.5	Develop innovative programs and support services			
	3.5.1	Focus on developing specific programs for disadvantaged areas			
	3.5.2	Apply greater control over RTOs and course outcomes			
	3.5.3	Investigate the provision of a Bachelor of Education - Careers Teaching			
	3.5.4	Alignment of RTOs with job service providers – matching of skills and aspirations			
	3.5.5	Promote National Work Experience program			
Action	3.6	Undertake study of services - who does what and where (gap analysis/audit)			
	3.6.1	Utilise the results of the study to develop more innovative and effective use of funding to bridge gaps and streamline processes			
Action	3.7	Local government support			
	3.7.1	Reduce red tape for business to set up locally (streamline processes)			
	3.7.2	Economic Development Managers – assist with implementing communication between all stakeholders - connectivity			
	3.7.3	In conjunction with State Government, develop and deliver through Chambers of Commerce workshops on skill development and retaining young people			
	3.7.4	Community supported employment services			

Business support					
Action	3.8	Develop programs that link students with business for employment outcomes			
	3.8.1	Business-student interactive sessions – career paths available			
	3.8.2	Industry leaders visit schools			
	3.8.3	Provide greater funding support to business			
	3.8.4	Implement a business mentor program			
	3.8.5	Engage businesses to become more outcome based			
School support					
Action	3.9	Introduce programs at school to support pathways			
	3.9.1	Careers forums in schools, TAFE etc			
	3.9.2	Introduce aptitude testing in schools			
	3.9.3	Provide courses in small business management at school level			
	3.9.4	Provide more career advice time in schools			
	3.9.5	How to set goals			
	3.9.6	Introduce transition advisers at schools for students at risk of disengaging			

Strategy 4:	GENERATIONAL DISADVANTAGE	Budget \$	When	Page
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Mentoring programs (role models)				
Action	4.1	Introduce mentoring roles		
	4.1.1	Educate employers on changes in social norms with latest generation		
Breaking the cycle – Reduce social barriers to employment (culture, attitudes, aspirations, behaviours)				
Action	4.2	Introduce programs to ‘Break the Cycle’		
	4.2.1	Introduce a ‘whole of family’ approach		
	4.2.2	Create an environment where personal development is the focus for youth to support confidence building, personal pride self/esteem		
	4.2.3	Investigate the offering of training to parents and programs to involve parents		
	4.2.4	Investigate early intervention programs		
Support (mental health, addictions, depression)				
Action	4.3	Ensure adequate programs are available to support youth		
	4.3.1	Investigate mobile units		
	4.3.2	Communication program to families and youth – what is available?		
	4.3.3	Establish wellbeing hubs at schools		
	4.3.4	Expand existing youth services		
	4.3.5	Greater community support – volunteering/buddy systems		

Strategy 5:	EMPLOYERS & DIVERSIFICATION	Budget \$	When	Page
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Lack of opportunities and jobs (apprenticeships, traineeships, work experience)				
Action	5.1	Introduce programs to support greater participation between youth and business		
	5.1.1	Campaign to have a set (%) of local youth working on local projects		
	5.1.2	Investigate other programs – e.g. 6 month internships to provide work experience		
	5.1.3	Investigate reallocation of funding from employment services to direct employment for youth		
Employer attitudes and commitment (negative perceptions of youth as employees)				
Action	5.2	Role model program		
	5.2.1	Introduce programs that support business people to become mentors or role models		
	5.2.2	Seek critical funding from relevant business to support local programs – social contribution		
Monetary and other practical support for employers to employ (particularly SMEs)				
Action	5.4	Develop models to support SME’s employing youth		
	5.4.1	Investigate funding initiatives and other support for SMEs as incentives to employ		
Alignment of youth and employers expectations				
Action	5.5	Investigate initiatives that support improved linkages between youth and employers for placements		
	5.5.1			
Creating links/communication with youth (employees) and employers (jobs) – One Stop Work Hub				
Action	5.8	Investigate options that improve connectivity between youth and employees		
	5.8.1			

Strategy 6:	GOVERNANCE – ADMINISTRATION - IMPLEMENTATION	Budget \$	When	Page
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Establish a Hunter Valley Youth Unemployment Committee				
Action	6.1	Implement a process to establish a Hunter Valley Youth Unemployment Committee		
	6.1.1	Prepare and distribute an Expression of Interest		By 29 January 2016
	6.1.2	Representatives from 3 levels of government to meet and assess EOIs		12 February 2016
	6.1.3	Selected representatives notified		19 February 2016
	6.1.4	Terms of Reference for the Committee prepared		19 February 2016
	6.1.4	Establishment of Committee		26 February 2016
Hunter Valley Youth Unemployment Committee				
Action	6.2	Key actions of the Hunter Valley Youth Unemployment Committee		
	6.2.1	Finalise strategy and action plans, including vision, mission		
	6.2.2	Prepare budgets		
	6.2.3	Prepare Key Performance Indicators to measure and track performance of the strategy and actions		
	6.2.4	Prepare a comprehensive research program for full assessment of outcomes		
	6.2.5	Seek critical funding to support the implementation of the strategy		
	6.2.6	Establish effective reporting mechanisms to key stakeholders		
Action	6.3	Communication – Stakeholder support		
	6.3.1	Prepare a communication plan		March 2016
	6.3.2	Establish a Reference Group (consisting of all those attending the Hunter Valley Youth Unemployment Symposium and other relevant persons)		March 2016