



# MEETING MINUTES

## EMPLOYMENT YOUTH ADVISORY GROUP

22 MAY 2024, 4:00PM – 6:00PM AEST

### Attendees and Apologies

| Name                                    | Department | Position | Attendance |
|-----------------------------------------|------------|----------|------------|
| s 22                                    | DEWR       | s 22     | Apology    |
|                                         | DEWR       |          | Present    |
|                                         | DEWR       |          | Present    |
|                                         | DEWR       |          | Present    |
|                                         | NCI        |          | Apology    |
|                                         | NCI        |          | Present    |
|                                         | NCI        |          | Present    |
| Office for Youth                        |            |          |            |
| s 22                                    | s 22       |          | Present    |
|                                         |            |          | Present    |
| Accessibility and Support               |            |          |            |
|                                         |            |          |            |
| Employment Youth Advisory Group Members |            |          |            |
| Caitlin                                 |            |          | Apology    |
| Chris                                   |            |          | Present    |
| Janelle                                 |            |          | Apology    |
| Lucinda                                 |            |          | Present    |
| Max                                     |            |          | Present    |
| Ramon                                   |            |          | Present    |
| Shai-lee                                |            |          | Present    |
| Teah                                    |            |          | Present    |

## Meeting Minutes

### 1. Acknowledgement of Country | DEWR - s 22

- Meeting opened at 4:00pm AEDT with 's 22 delivering an Acknowledgement of Country and recording was commenced.

### 2. Welcome, introductions and meeting overview | NCI - s 22

- The meeting started with introductions, and s 22 provided an overview of the meeting and information about the National Careers Institute, including how career information can be improved.

### 3. Discussion – online survey result | NCI - s 22

**Where do you get your career information from, are you happy with those sources and how do you make career decisions?**

- The group discussed the results of an online survey about career information. They talked about the sources of career information and what helped people make career decisions. They also discussed the need for more tailored information, exposure to uncommon work opportunities, and practical work experiences.
- The group mentioned that parents, guidance counsellors, teachers, career expos, and specific individuals like a liaison officer are the main sources of career information. Other sources included grapevine/word-of-mouth, particularly from people who are older and have personal experience with the chosen career path.
- Some information about employers is more accessible than others, e.g. MacDonalds versus a legal firm.
- The group also discussed the difference between longer term employment and career goals versus short-term casual roles.
- Members discussed the need for more tailored information in publications and on the Your Career website, including job availability, career progression, job security, and working conditions. They also mentioned the usefulness of the Australia Jobs Report, which provides labour market data and information on salaries, location, and skill requirements.

**What resources / support do you feel would have helped you to better make post school career decisions?**

Responses included:

- More information about practical parts of getting jobs. eg, how to start, how long it will take, what steps you will need to take – so people are informed before taking the next step and committing to a pathway, otherwise it can feel like 'trying your luck'.
- Career expos need to have more exposure and awareness.
- Would have been good to understand availability of jobs in area where you are studying, the salaries and the career pathways while you are undertaking the study.
- Would like to know about job security and employment conditions.
- Would like more information about VET pathways into a type of work. This could be through schools.



- Would like more information about where qualifications are available in universities and the ATAR needed (i.e. high or low).
- Would like more tailored information about funding for courses. Also about practical elements like HECS, rights at work – they are all connected.
- Need to highlight that the piece of paper is important as you need that to progress but understand that it delays your ability to put your footprint in that pathway. You can come back out of employment and do university later.
- Highlighting that career pathways are not always linear – can start in sector while you get degree, can take non-conventional pathways, transferrable skills.
- There is a lot of good information out there, but many people don't want to engage with the websites unless they have a predisposition to be interested in those careers.
- **Using 'a day in the life' videos and cameos of people's experiences is a good way to get engagement** as they can help identify what barriers people can overcome. Particularly if you are looking to move into employment that is traditionally male dominated.
- Disengaged people will not necessarily be looking for this information on websites. Need to promote services and reach those who don't know what they don't know.
- Messaging needs to be short and sharp to grab attention but also focused on the areas where they have interest.
- Good idea to sponsor influencers in a specific field e.g. people in a particular field of work. Could be a prompt/gateway to engage with people's stories.
- **Need something where 'people can see themselves in that type of roles' e.g. people with mental health issues who have overcome barriers.**
- Go through community organisations to reach out to specific cohorts e.g. First Nations. Engage early from Year 9 onwards. Give people access to role models so they can see what they can do.
- LinkedIn is a great platform to use, Louise Azzopardi is an influential woman for mostly women in male dominated trades but is a great example of someone who has the power, platform and voice.
- Need to have the exposure earlier, possibly even in primary school. Sport and music are common curriculum areas in primary school but there is not exposure to what other jobs can be, like policy maker. Sport is popular because they are exposed to it early and so many people see sport as a great career. If they were exposed to other things earlier, they would be more likely to consider it as a job. This is important because students must choose subjects early and know 'what they want to do in life' to make informed choices.
- Allow organisations and industries (e.g. aviation) to access schools and give students information and provide lived examples. Industry to be more welcoming and accessible to give young people information.

#### 4. Break | all

#### 5. Discussion – Career information and products | NCI -<sup>22</sup>

Members discussed how to improve the circulation and visibility of career information and promote career pathways to young people.

Member responses included:



- Look at how we can include HECS-HELP, workers' rights and tax and more basic information to help with issues across all jobs.
- Publications are simple and easy to use. Not overwhelming. However, could create something more in-depth for those who have an interest in particular areas. Make sure there is no duplication and overlap of information.
- **Focus more on interest/cause/passion rather than on a particular career or job.**

Survey findings included:

- Key ways to promote careers information is through high school/college (teachers/career advisors) or through social media. Using other people's stories is good way to promote career resources.
- Outreach programs and events would be useful to promote career opportunities in schools, colleges, universities and community organisations.
- Tie in with community events such as NAIDOC and multicultural festivals.
- Best media platforms are YouTube and YouTube Shorts, podcasts, Instagram, LinkedIn, Student emails and TikTok. Use people from the community e.g. school community on platforms.
- Social media posts – some found the posts 'cringey' or 'millennial-core' and would prefer some more practical information. Some of the posts were more focused on older groups and could be interpreted as someone looking to change careers, rather than start a career pathway.
- Trying to appeal to Insta-culture has high risk as the meme formats evolve very quickly. It could be outdated by the time you post it. Using stories and role models could be more enduring.
- Reels are more attractive than posts. Trendy reels have a longer life than posts.<sup>22</sup> reel for the Youth Steering Committee as a good example of what to do.
- Using beautiful artwork/imagery e.g. Indigenous Apprenticeships Program is attractive to help people follow up.  
[What our past apprentices say about the Indigenous Apprenticeships Program - Services Australia](#)
- **Social media posts – especially for those who are disengaged – should represent the people's stories who you are trying to attract.**

Members discussed how to encourage people to think about post-school options:

- **Engage early.** We should reach out to schools and have a standard across metro, regional and rural areas. All communities have education institutions. Use guidance and career counsellors.
- Accessibility to information.
- Reflect the stories of people who are working in the areas of interest.
- Advertise career expos better to raise awareness. Advertising to parents is crucial as well.
- Reach young people where they are. Schools are important but you also need to reach people not at school.

## 6. Breakout Rooms | NCIs<sup>22</sup> –



## Your Career website

Advisory group members were split into three different breakout rooms and the separate groups compared two different styles of conveying information, shared their thoughts and then provided feedback to the whole group.

- 'Out of this world' is a more attention-grabbing article. Laying out the related occupations is a good source of information and offers things you would not have considered. Graphs show the evolution of space industry in Australia.
- 'Big data' was bland in comparison – does not provide in-depth information about occupations or what you can do.
- 'Buzz into a new career' – too much information that was unnecessary. Video on someone being a beekeeper rather than text. Targeted at all generations and for that purpose was good, but if you want to target young people need to use a moral calling for the role, you should focus on the purpose. The images do not speak to young people – looks like a stock image even if it is a person from a young demographic.
- 'Green Career'. Seems limited – not clear who the target audience is. Maybe should be more targeted and less all encompassing. The associated careers were very focused on VET courses, would be good to have consideration of a tertiary pathway. Some people get turned off by a focus on specific education pathways and not offering options. It would be better suited to a reel or short-media content. Could use more infographics rather than dot-points.

## Your Career Profiles

- Alumni profile versus case study. The case study one is better, but the Alumni profile has better pictures.
- If you merged them together it would be preferable. The video is better in the Alumni profile as a summary but the case study with the timeline and photos gives more information.
- The second one was more personal and had more of a story. The video was good and auto play can help engage people more.
- Case study asks questions and gives a personal answer which gives more insight. However, the alumni story with the video is more eye catching and has a split of achievement and timeline. Line up photos with stages of the career. A combination of the two would make a stronger article as each has good aspects.
- Good to have a variety of people doing the same role included on the sites.

## 7. Meeting Closure | <sup>s 22</sup>

Members were thanked for their input into the surveys, insights and respect for one another.

## Action Items – 22 May 2024

| Action Item                                        | Owner            | Due Date | Notes                                     |
|----------------------------------------------------|------------------|----------|-------------------------------------------|
| Provide meeting recording and upload on SharePoint | Office for Youth | ASAP     | <sup>22</sup> to upload meeting recording |

|                                      |                        |           |                                                          |
|--------------------------------------|------------------------|-----------|----------------------------------------------------------|
| Send meeting recording to apologies  | Office for Youth       | ASAP      | s 22 to send meeting recordings with standardised email. |
| Completion of Online survey          | Advisory Group Members | ASAP      | s 22 to follow-up on GovTeams                            |
| Two articles to be added to GovTeams | Office for Youth       | Two weeks | Advisory Group members to provide feedback               |





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# EMPLOYMENT YOUTH ADVISORY GROUP

## MEETING MINUTES

**4:00PM-6:00PM AEST WEDNESDAY, 12 JUNE 2024**

This meeting involved:

- Consultation with DEWR - Apprenticeships Team
- Presentation and discussion regarding - Strategic Review of the Australian Apprenticeships Incentive System
- Planning our future meeting schedule

| Items                                                                                                                           | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Item 1</b><br><b>Welcome and Acknowledgements</b><br><b>Reminder of meeting rules and that the meeting will be recorded.</b> | <p>The meeting opened with an Acknowledgement of Country.</p> <p>The group discussed the rules of engagement for the meeting and s 22 reminded the group the meeting will be recorded.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Item 2</b><br><b>Meeting overview and introductions</b>                                                                      | <p>s 22 welcomed the attendees, noted apologies and provided a brief overview of the topic for the meeting.</p> <p>s 22 introduced s 22 and s 22 from DEWR who are conducting a strategic review of the Australian Apprenticeships Incentive System.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Item 3</b><br><b>Presentation – Strategic Review of the Australian Apprenticeships Incentive System</b>                      | <p>s 22 talked about the review which aims to inform future policy development for the apprenticeship system. The review is being undertaken by Iain Ross and Lisa Paul and aims to reduce skill shortages in Australia and make apprenticeships more accessible and equitable for all young people. The review must be informed by evidence, including the experiences of apprentices and young people with the apprenticeship system, and is looking at the performance of the current system. This includes payments and costs of training apprentices.</p> <p>s 22 shared that they have met with about 320 people across 53 engagements and received 120 written submissions to gather</p> |

evidence from a range of perspectives and groups on what is working and not in the apprenticeship system.

The review is also looking at financial implications of apprenticeships and identifying what makes apprenticeships more desirable, having better gender balance, and having people from more diverse backgrounds.

**s 22** led a discussion with the group asking for their experiences and insights on apprenticeships and traineeships. The group discussed their experiences, including the influence of parents, teachers and career counsellors, the benefits and drawbacks of apprenticeships, and the need for better understanding of apprenticeships.

**s 22** explained they had heard throughout the engagements that young people obtain information about apprenticeship pathways in the following ways:

- Apprenticeships need to be better understood by schools and parents and see it as an alternative to university. Need to pass on better information to advise about options.
- Need to provide information for less engaged groups like women, people with a disability and people from all backgrounds.
- Need increased funding for school-based programs.
- Focus on safe environment for apprentices.
- Incentives are complicated to navigate and do not always meet the apprentice's costs. Help improve retention and completion.
- More flexibility across learning environments also helps and need to have prior experience recognised.

**Question: Have you ever considered an apprenticeship?**

• **s 47F**

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s 47F

### Question: What worried you about doing an apprenticeship?

Members discussed their experiences and concerns about choosing an apprenticeship as their career pathway. Themes identified included:

- Young people having to start seriously thinking about their career options towards the end of Year 10 and assumed university was the only viable path.
- Having adequate support from their school to find placements for trade apprenticeships.
- Challenges of being a female in a male-dominant trade, emphasising the importance of mutual respect and having a supportive workplace, GTO and family, and understanding the support system.
- Work culture has an impact on the training, development and environment for young people.
- Young people are scared that doing an apprenticeship was a final thing and they did not want to do something that was such a vital decision at such a young age.
- Appreciating the positive messaging around women in trades
- Found the lack of structure and timeline for apprenticeships concerning.
- Outdated ideas around disability in the industry and accessibility challenges

#### Item 4

#### Check in and quick stretch and ice-breaker quiz

Break

s 22 led an ice-breaker exercise to get to know the participants better. The question was *'what book or movie have you read/ watched this year would you recommend to everyone and why?'*

#### Item 5

#### Consultation Discussion and Questions

**Question: What are some of the critical points or barriers that made you think "I don't want to do this and what made you stay?"**

- The participants discussed the barriers and motivations for doing apprenticeships. Some of the barriers mentioned were low wages, poor workplace culture, lack of support, perceived stigma, and limited career prospects.
- Some of the motivations mentioned were personal interest, family influence, commitment already made to the role, and future opportunities.
- The mental and physical health aspects, toxic culture, productivity and output were also discussed.

**Question: What is one thing government could do to encourage you or other young people into an apprenticeship?**



- Some of the suggestions were to invest in regional TAFE centres, make the industry more accessible and inclusive, increase cultural sensitivity, provide more non-financial support, and create clear pathways for future roles in the green economy.

Individual responses include:

s 47F –

- Invest in regional TAFE centres and make TAFE teaching more appealing.
- Make industry more accessible e.g. for people with disability. Teach employers how to do this.
- Australian incentive program – assess what people engage most with – needs based analysis.
- Increase culture sensitivity and awareness.
- Increase the wages.
- Look at regional and rural environment and disparity – increase access.
- Net zero commitments – make a more consistent plan about commitments to targets to improve markets and careers in this area. Increase the certainty of the net zero industry.
- Non-financial support – reform to align with modern interests of apprentices.

s 47F –

- s 47F is effective at working with Busy at Work and s 47F to promote trade days. Having these more regularly and more available would increase awareness. Change the days of the open days.

s 47F –

- Green economy – clear pathways for future industries and roles.
- Focus on mature age apprentice pathways e.g. gap year approach like defence.

s 47F –

- the government sees apprenticeships as a secondary pathway rather than school. Expect it to be put second to studies and this is discouraging if you have decided what you want to do and want to focus on your apprenticeship.

s 47F –

- Workplace culture audit – check that the culture is supportive of apprentices/trainees e.g. REV in food industries to check food safety. Check the psychosocial safety as well.
- Increasing the benefits and salary – provide mental health support and sessions, professional development.
- Need to educate more and increase awareness of the contracts, rights and entitlements. Tailor communication to the younger age group.



|                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Item 6</b><br><b>Meeting Wrap up, honorariums and Future Meeting Date</b> | <p>s 22 provided a top 3 Takeaway Considerations for meeting!!</p> <ol style="list-style-type: none"> <li>1. Family and schools still think that university is the best pathway and VET is the backup plan.</li> <li>2. You must choose one or the other – very binary. Apprenticeships are too locked in and don't offer the choice of university.</li> <li>3. Where do you go if something goes wrong and you are having issues with your employer or your workplace.</li> </ol> <p>22 reminded the group of the next meeting date and topic.</p> <p><b>Next Meeting: 24 July 2024</b></p> |
| <b>Item 7</b><br><b>Meeting Closure (6:00pm)</b>                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

### Attendance and Apologies

| Name     | Agency           | Position                 | Attendance/Apology |
|----------|------------------|--------------------------|--------------------|
| s 22     | DEWR             | s 22                     | Attended           |
|          | DEWR             |                          | Apology            |
|          | DEWR             |                          | Attended           |
|          | Office for Youth | Initiates and Engagement | Attended           |
|          | DEWR             | Apprenticeships Team     | Attended           |
|          | DEWR             | Apprenticeships Team     | Attended           |
| Chris    |                  | Youth Member             | Attended           |
| Shai-lee |                  | Youth Member             | Apology            |
| Ramon    |                  | Youth Member             | Attended           |
| Teah     |                  | Youth Member             | Attended           |
| Max      |                  | Youth Member             | Apology            |
| Lucinda  |                  | Youth Member             | Attended           |
| Caitlin  |                  | Youth Member             | Attended           |
| Janelle  |                  | Youth Member             | Attended           |

### Action Items

| Action                                                                                                          | Responsible Party       | Due Date     |
|-----------------------------------------------------------------------------------------------------------------|-------------------------|--------------|
| Finalised Minutes and recording to be posted to GovTeams                                                        | Office for Youth - s 22 | 17 June 2024 |
| Non attendees to be provided opportunity for 1:1 to discuss aspects of the meeting after viewing the recording. | Office for Youth - s 22 | 26 June 2024 |



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# EMPLOYMENT YOUTH ADVISORY GROUP

## MEETING MINUTES

**4:00PM-6:00PM AEST WEDNESDAY, 24 JULY 2024**

This meeting involved:

- Consultation with DEWR – Youth Employment Policy
- Presentation and discussion regarding – Government support for the transition between education and work
- Planning our future meeting schedule

| Items                                                                                                                           | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Item 1</b><br><b>Welcome and Acknowledgements</b><br><b>Reminder of meeting rules and that the meeting will be recorded.</b> | <p>s 22 welcomed the advisory group members and discussed the rules of engagement for the meeting and reminded the group the meeting would be recorded and transcribed as per the privacy policy.</p> <p>s 22 delivered an Acknowledgement of Country, recognising the traditional owners of the lands where participants were located.</p>                                                                                                                                                                     |
| <b>Item 2</b><br><b>Meeting overview and introductions</b>                                                                      | <p>s 22 also welcomed the attendees, noted apologies and provided a brief overview of the topic for the meeting, being '<i>Government support for the transition between education and work</i>'.</p> <p>s 22 mentioned the continuation of work from the March face-to-face meeting, focusing on eligibility and place-based discussions. She highlighted the importance of the transition between education and work.</p>                                                                                     |
| <b>Item 3</b><br><b>Theme 1 presentation and discussion - eligibility</b>                                                       | <p>s 22 led the discussion on eligibility for government support in finding employment, detailing the main services available and who is currently eligible for what.</p> <p>This included a breakdown of Workforce Australia Online, Workforce Australia Services, and Transition to Work.</p> <p>s 22 also explained how young people move between services based on their circumstances and the support they need, including options for opting out of online services to see a provider for extra help.</p> |



s 22 provided insights into how young people transition between different employment services, highlighting the flexibility and time limitations of services like Workforce Australia Online and Transition to Work. She emphasised the importance of targeting policy to meet the needs of young people facing barriers to employment.

The discussion also touched on general considerations for targeting policy, including:

- **Constitutional Limitations:** The department is generally authorized to deliver services to unemployed individuals, with broader services potentially leading to legal issues.
- **Cost and Value:** While cost is a consideration, the value provided to the community is deemed more important. Policies are designed to ensure interventions are needed and create impact.
- **Deadweight Loss:** This refers to the reduction in economic benefits due to inefficient allocation of resources. Policies aim to minimise deadweight loss by ensuring resources are used effectively.
- **Long-term Effects:** Policies consider the long-term benefits and impacts on individuals and the community, such as how early employment engagement has lifelong positive effects.

These considerations help in designing targeted policies that are legally sound, cost-effective, and impactful, with a focus on minimising inefficiencies and maximising long-term benefit.

This part of the meeting aimed to provide a foundational understanding of how employment services are structured and how they aim to support young people in their transition from education to work.

The conversation explored whether services should be limited to young people on income support or open to all from 15 to 24 years old.

Members shared diverse views, with some advocating for broader eligibility to prevent individuals from falling through the cracks and emphasised the importance of making these services known and accessible.

Members highlighted a lack of awareness about government initiatives among their peers, suggesting that better advertisement might increase engagement.

Some expressed frustration with age-based or time-based requirements, advocating for more immediate support rather than waiting periods and suggested more flexibility could be beneficial.

Others suggested adding criteria for eligibility based on referrals from other organisations or involvement with specific services to demonstrate ongoing difficulties.



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|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                            | <p>The conversation also touched on the need for early intervention and the potential benefits of engaging people early in employment services.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Item 4</b></p> <p><b>‘Journey mapping’ activity</b></p> <p><b>Breakout rooms</b></p> | <p>Participants were divided into two groups to discuss case studies related to eligibility and the transition between education and work. The case studies aimed to highlight the importance of considering individual needs when providing services.</p> <p><b>Case Study 2 – SAM (s 47F)</b></p> <p>The group provided a detailed response regarding Case Study 2 for Sam, focusing on the need for immediate work experience, mentorship, and support network engagement. Key points included:</p> <ul style="list-style-type: none"> <li>• <b>Immediate Work Experience:</b> Emphasised the importance of Sam gaining work experience as soon as possible to aid his transition into employment.</li> <li>• <b>Mentorship and Support:</b> Suggested assigning a peer worker or youth worker to guide Sam, helping him manage his priorities and navigate challenges such as housing instability and literacy issues.</li> <li>• <b>Engagement with Support Network:</b> Advised Sam to reach out to his support network, including friends and any available community resources, to explore possible opportunities and gain stability.</li> <li>• <b>Government Assistance:</b> Discussed the role of government in providing tools and opportunities for Sam to succeed, including the assignment of resources and support workers to assist him in overcoming his barriers.</li> <li>• <b>Time Frame for Support:</b> Highlighted the need for a clear time frame for support to ensure resources are efficiently allocated to those actively seeking to improve their situation.</li> <li>• <b>Approach to Communication:</b> Pointed out that Sam is likely someone who needs to be approached first, as emails or other indirect methods may not be effective. A more direct form of communication, such as a phone call or face-to-face interaction, was suggested as more suitable for engaging with Sam.</li> <li>• <b>Self-Help and Support Network's Role:</b> Mentioned the importance of Sam being willing to help himself and the role of his support network in encouraging him to take positive steps. The idea that you can only help someone who is willing to help themselves was a key point.</li> <li>• <b>Diversions Programs:</b> Suggested connecting Sam with a diversionary program to address behaviours that may be detrimental to his long-term employment and housing stability. This approach could help redirect Sam's actions towards more positive outcomes.</li> </ul> |



The groups response underscored the importance of tailored support and the provision of practical tools to help Sam navigate his challenges and move towards employment.

#### Case Study 2 – Sarah (s 47F)

The group provided comprehensive responses to Case Study 1 for Sarah, focusing on various support mechanisms and strategies to assist her. Key points included:

- Highlighted the need for **mental health support** and a **job search support system** tailored to accommodate mental health challenges.
- Suggested a **digital and timely government support** system to make the application process less daunting.
- Proposed supporting **gig economy platforms** like Airtasker or Shift for flexible employment opportunities.
- Recommended **hardship payments or loans** with conditions for an agreed pathway to employment.
- Emphasized the importance of additional support for young people providing **caregiving** to elderly parents.
- Discussed the **daunting nature of finding and applying for government initiatives** due to eligibility concerns.
- Proposed a **website or platform** where individuals can input their details and needs to find suitable government support and initiatives.
- Focused on **mental health issues** like depression and anxiety affecting Sarah's job search and confidence.
- Suggested a **job hotline or call centre** to match individuals with programs suited to their specific needs, such as accommodating mental health issues and preferences for work environment and hours.

#### Identified Themes:

- The importance of **tailored mental health support** in the job search process.
- The need for **simplified access to government support** and initiatives through digital platforms.
- The role of **flexible employment opportunities** in accommodating individuals' varying circumstances and needs.
- The significance of **additional support for caregiving responsibilities** among young people.

These responses and themes underscore the groups focus on personalised support mechanisms to address the multifaceted challenges faced by individuals like Sarah in their job search and overall well-being.

Members also provided insights on leveraging personal interests to motivate individuals like Sarah in their job search. These included:



|                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                      | <ul style="list-style-type: none"> <li>• Emphasised the potential of <b>financial incentives</b> to motivate individuals, suggesting loans or hardship payments conditioned on participation in training or employment pathways. This approach aims to provide both financial support and an opportunity to explore personal interests through employment.</li> <li>• Highlighted the importance of <b>additional support for caregiving responsibilities</b>, recognizing the unique challenges faced by young caregivers and suggesting that addressing these could also motivate individuals by acknowledging and supporting their caregiving roles.</li> <li>• Stressed the need to <b>change the narrative around work</b>, from merely surviving to finding enjoyment and fulfillment in one's job. Suggested making work relatable by sharing stories of individuals who have found meaningful employment through government programs.</li> <li>• Proposed <b>outreach to schools and career advisor days</b> to make government support programs more accessible and relatable to young people, thereby encouraging them to pursue their interests and find enjoyment in work.</li> </ul> <p>These responses suggest a focus on personalised support mechanisms, financial incentives, and changing perceptions of work to motivate individuals in their job search and career development.</p> |
| <b>Item 5</b><br><b>Break and a Quick Stretch</b>                                    | <div>Break</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Item 6</b><br><b>Theme 2 presentation and discussion – place-based approaches</b> | <p>The topic of 'place-based approaches and policy' was introduced by <sup>s 22</sup> who advised that place-based approaches allow employment supports to be tailored to the unique needs of local communities. The discussion included:</p> <ul style="list-style-type: none"> <li>• <b>Introduction to Place-Based Policy:</b> <sup>s 22</sup> noted the global application of place-based initiatives, mentioning examples from the US, UK, France, and Germany, where such approaches have been used to address issues like homelessness and health inequality among young people.</li> <li>• <b>Personal Connections to Places:</b> Participants shared memories of places significant to them, illustrating the</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



diverse meanings and connections people have with different locations. This exercise underscored the importance of community and the potential impact of place-based policies on individuals' lives.

- **Local Jobs Program:** The department's flagship program for place-based employment initiatives, focusing on involving local resources and stakeholders to determine local priorities and action plans. The program is for all Australians and has achieved direct and indirect outcomes for young people, like Games Fest in Northwest Tasmania - an activity aimed to improve the job-readiness of participants, with a focus on young people who have an interest in online games.
- **Transition to Work (TtW) Service:** Although not place-based, TtW is place-focused in its service design, for example having one provider per local area which eliminates competition and encourages strong networks. This also enables local level solutions for example a provider in Adelaide found that some young people were facing difficulties in getting the required amount of learners hours for their drivers licenses. The provider leased a car to conduct appointments and help participants with their driver's license hours.

#### Themes Identified:

- The **importance of community** and how strong community ties can contribute to resilience and well-being.
- The **diversity of places** that hold significance for individuals, ranging from libraries and community hubs to natural landscapes and even fast-food restaurants, highlighting the varied contexts in which place-based policies can operate.
- The **potential of place-based approaches** to address specific local needs by leveraging the unique characteristics and resources of a place.

Participant responses reflected a broad appreciation for the role of place in their lives, suggesting a supportive view towards place-based policies that consider local contexts and community strengths.

These discussions highlighted the importance of community involvement, adaptability to local needs, and leveraging existing resources and structures in designing solutions to meet local needs effectively. Member responses included:

- **s 47F** mentioned the YMCA as a long-standing community organization that could be an official partner for place-based approaches, emphasising the value of established community hubs.



- s 47F shared about a trade training centre established beside s 47F high school, offering courses like construction, engineering, and automotive, highlighting the benefits of local training opportunities.
- s 47F discussed the s 47F s 47F which offers support like resume writing and employer communication skills. s 47F noted the need for more local community hubs outside the central s 47F area.
- s 47F pointed out the challenges of accessing supports in regional areas, emphasising the need for accessible transport and considering accessibility in service design.
- s 47F reflected on the importance of being in a place with like-minded individuals and the value of community support in achieving personal and career goals.

These responses underscore the importance of community-focused initiatives and the need for place-based approaches to be adaptable, accessible, and closely connected to the local context and needs.

s 22 final question focused on alternatives to physical place-based supports for communities that might not have easy access to them. She inquired about the next best thing if physical locations are not accessible, suggesting online websites or peer-to-peer discussions as possible alternatives.

- s 47F responded by emphasising the importance of co-designing place-based supports with young people from diverse backgrounds to ensure the services reflect the community's needs. s 47F suggested online work and hybrid events as effective alternatives for engaging young people in similar situations.
- s 47F suggested that local councils could host events to foster community among young people, noting the separation and individualism in communities, especially outside central areas. s 47F highlighted the need for more local community hubs to encourage communication and community building among youth.
- s 47F response highlighted the importance of making events more regular and accessible, especially for school students who might not be able to attend during school hours. s 47F suggested that events should not only be held on weekdays but also on weekends to accommodate those who cannot attend due to school commitments. s 47F emphasised that flexibility in scheduling and ensuring that information from one event is available in subsequent ones can help reach more young people who might be stuck with other commitments at different times.



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|                                                                                                   | These responses highlight the need for adaptable and inclusive approaches to community support, considering both physical and online spaces to cater to diverse needs and situations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Item 7</b><br><b>Follow-up Q&amp;A</b>                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Item 8</b><br><b>Expression of interest for Office of the Fair Work Ombudsman presentation</b> | <p><b>s 22</b> mentioned an opportunity for members to meet with the Fair Work Ombudsman to discuss issues related to traineeships, exploitation, training sign-offs, pay issues, and not being paid the correct rate.</p> <p><b>s 22</b> confirmed the meeting will be optional and aims to address industrial issues, with the Fair Work Ombudsman providing guidance on what to do if encountering problems with employment, how to get help, and where to find it.</p> <p>The meeting is planned for August and is expected to be shorter than usual meetings, lasting about half an hour to 45 minutes. Members interested in attending will be asked to indicate their interest and specify topics they want covered, allowing the Fair Work Ombudsman to tailor the session accordingly.</p> <p>Further information will be posted to GovTeams in coming days.</p> |
| <b>Item 9</b><br><b>Meeting Closure</b>                                                           | <p>Meeting closed at 6:05pm</p> <p><b>Next Meeting: 4 September 2024 – Self-employment and entrepreneurship</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

### Attendance and Apologies

| Name         | Agency           | Position                              | Attendance/Apology |
|--------------|------------------|---------------------------------------|--------------------|
| <b>s 22</b>  | DEWR             | <b>s 22</b> - Youth Employment Policy | Attended           |
|              | DEWR             | <b>s 22</b> - Youth Employment Policy | Attended           |
|              | DEWR             | <b>s 22</b> - Transition to Work      | Attended           |
|              | DEWR             | <b>s 22</b>                           | Attended           |
|              | DEWR             |                                       | Attended           |
|              | DEWR             | <b>s 22</b> - Youth Employment Policy | Attended           |
|              | DEWR             | <b>s 22</b>                           | Apology            |
|              | Office for Youth | <b>s 22</b> Initiates and Engagement  | Attended           |
| <b>Chris</b> |                  | Youth Member                          | Attended           |



|          |  |              |          |
|----------|--|--------------|----------|
| Shai-lee |  | Youth Member | Attended |
| Ramon    |  | Youth Member | Attended |
| Teah     |  | Youth Member | Attended |
| Max      |  | Youth Member | Attended |
| Lucinda  |  | Youth Member | Attended |
| Caitlin  |  | Youth Member | Attended |
| Janelle  |  | Youth Member | Attended |

### Action Items

| Action                                                                                                          | Responsible Party       | Due Date     |
|-----------------------------------------------------------------------------------------------------------------|-------------------------|--------------|
| Finalised Minutes and recording to be posted to GovTeams                                                        | Office for Youth - s 22 | 31 July 2024 |
| Non attendees to be provided opportunity for 1:1 to discuss aspects of the meeting after viewing the recording. | Office for Youth - s 22 | 31 July 2024 |
| Opportunity for advisory group to meet with Fair Work Ombudsman. Details to be posted on GovTeams               | s 22 - DEWR             | ASAP         |





Australian Government



# EMPLOYMENT YOUTH ADVISORY GROUP

## MEETING MINUTES

**4:00PM-6:00PM AEST WEDNESDAY, 4 SEPTEMBER 2024**

This meeting involved:

- Consultation with DEWR – Self Employment Services

Presentation and discussion regarding:

- Program social media marketing
- General barriers for youth to enter S-EA
- Eligibility criteria
- Program components
- Planning our future meeting schedule

| Items                                                                                                                           | Notes                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Item 1</b><br><b>Welcome and Acknowledgements</b><br><b>Reminder of meeting rules and that the meeting will be recorded.</b> | <p><b>s 22</b> welcomed the advisory group members and discussed the rules of engagement for the meeting and reminded the group the meeting would be recorded and transcribed as per the privacy policy.</p> <p><b>s 22</b> delivered an Acknowledgement of Country, recognising the traditional owners of the lands where participants were located.</p>                                                                     |
| <b>Item 2</b><br><b>Meeting overview and introductions</b>                                                                      | <p><b>s 22</b> welcomed the attendees and provided an overview of the Self-Employment Assistance program, detailing its history, current participation rates, and the major changes since its inception in 1985. The program now includes broader eligibility criteria and various components aimed at supporting unemployed individuals and existing business owners in starting viable businesses located in Australia.</p> |

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| <p><b>Item 3</b></p> <p><b>Discussion – Program social media marketing</b></p> | <p><b>Question 1: What topics about self-employment and owning a business would interest you or make you want to read about in a social media post?</b></p> <ul style="list-style-type: none"> <li>• Benefits of self-employment to attract those who have never considered it.</li> <li>• Create a catchphrase or guide for starting self-employment, possibly with a visual roadmap or template, to make the process less intimidating.</li> <li>• Focus on available rewards, recent successes, real-life examples, and include youth perspectives.</li> </ul> <p><b>Question 2: Do you prefer animated graphics, static social media tiles or something else, when looking at a social media post?</b></p> <p>During the discussion on social media preferences for the Self-Employment Assistance program, participants shared varied preferences and insights:</p> <ul style="list-style-type: none"> <li>• <b>Animated Graphics vs. Static Tiles:</b> Members expressed a preference for animated graphics or content that moves to immediately catch attention, suggesting that static tiles with a lot of text might not engage the audience effectively, especially younger people with short attention spans.</li> <li>• <b>Video Content:</b> Members mentioned that videos with sound could be beneficial as they might capture attention when scrolling past, suggesting that people often use earphones and might be drawn back to a video if the opening statement is engaging.</li> <li>• <b>Captions and Accessibility:</b> Members highlighted the importance</li> </ul> |
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of including captions in videos for those who might not have sound enabled, drawing inspiration from social media trends where captions are used to convey the message even without audio.

- **Interactive and Engaging Content:** Members suggested that interactive content, like swiping through Instagram tiles to see a visual roadmap or steps to achieving self-employment, could be eye-catching and engaging for the audience.
- **Relatability and Real-Life Examples:** Members emphasised the importance of content that is relatable and real, suggesting that posts should focus on flexible working aspects, success stories, and the benefits of self-employment, making the content more appealing and relevant to young people's lives.

These responses indicate a preference for dynamic, engaging, and accessible content that resonates with the audience's experiences and interests, suggesting that a mix of animated graphics, video content with captions, and interactive posts could be effective in engaging young people on social media.

**Question 3: Are there any specific questions you have about the program or owning a business in general, that you would like answered in a post?**

Attendees provided various suggestions for questions they would like answered in a post about the program or owning a business in general:

- **Soft Skills and Learning from Failure:** Members expressed interest in learning about the soft skills gained through the program and how to leverage

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|  | <p>failure into future employment opportunities.</p> <ul style="list-style-type: none"> <li>• <b>Navigating Red Tape and Financial Management:</b> Members suggested including content on navigating red tape, connecting with mentors, making partnerships, and financial management tips for startups.</li> <li>• <b>Benefits of self-employment,</b> including flexibility, for those who have never considered it but could be made interested.</li> </ul> <p>These responses indicate a desire for practical advice on overcoming common challenges in entrepreneurship and leveraging program participation for broader professional development.</p> <p><b>Question 4: What would make you comment or share a social media post?</b></p> <p>Participants shared various factors that would encourage them to comment on or share a social media post related to the self-employment assistance program:</p> <ul style="list-style-type: none"> <li>• <b>Relatable Success Stories:</b> Members mentioned that stories of people overcoming barriers, especially those they can relate to, would prompt them to share the content. They suggested including both written stories and video links for more in-depth exploration.</li> <li>• <b>Authenticity and Real Challenges:</b> Members emphasised the importance of authenticity in posts, suggesting that stories should acknowledge ongoing challenges in starting a business and how they were addressed, rather than only highlighting success.</li> </ul> |
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- **Engagement with Trends:** Members suggested that engaging with current social media trends could increase interaction with posts. They mentioned the effectiveness of content that prompts users to imagine their success or matches current trends, which could lead to more comments.
- **Visual and Interactive Content:** Members highlighted the need for content that is visually engaging and interactive, such as animated graphics or videos, to capture the attention of younger audiences and encourage sharing.

These responses indicate a preference for content that is relatable, authentic, visually engaging, and interactive, with a focus on real stories of overcoming challenges and achieving success.

**Question 5: Is the social media tile/graphic more important to you, or the information?**

Participants shared their views on the importance of social media tiles/graphics versus information in posts:

- Members emphasised the importance of the opening statement or text in capturing attention, suggesting that the first sentence is crucial for drawing interest.
- Some argued that both the graphic and the information are important, stating that a good graphic is necessary to grab attention, but the content must also be engaging to retain interest.

These responses suggest that while the initial visual appeal of a social media tile

or graphic is crucial for attracting attention, the information provided in the post is equally important for engaging the audience.

Participants also shared their thoughts on whether social media is the best way to reach people under 25 and suggested alternative methods:

- Participants mentioned that while social media is quick and effective, traditional advertising like billboards and bus signs could also capture attention, especially for those not frequently using social media.
- Members highlighted the value of in-person events, such as career expos, as a means to directly engage with potential participants and provide immediate answers to their questions.
- Members suggested hosting hybrid events that combine online and in-person elements, focusing on niche topics to gauge interest and expand skill sets. They also recommended offering young people opportunities to facilitate these events to engage more peers.

These responses indicate a preference for a multi-faceted approach to outreach, combining social media with traditional advertising and direct engagement through events.

**s 22** inquired about the effectiveness of newspaper articles, both digital and physical, in capturing the attention of youth. Here's a summary of the participants' responses:



- Some expressed scepticism about the effectiveness of newspapers for reaching young people, suggesting that resources might be better allocated elsewhere.
- Members mentioned that many young people access digital news, specifically highlighting the Daily Oz, a youth-led news platform on Instagram known for its engaging content and transparent promotions.
- Members suggested that while social media is effective for reaching young people, traditional advertising like billboards and bus signs could also capture attention, especially for those not frequently using social media. They also mentioned that digital news platforms might not be as effective unless they offer free access, as young people may not be willing to pay for subscriptions.
- Members also emphasised the importance of understanding the target audience for the program, suggesting that the medium used for promotion should align with where the target audience is most likely to be found. They doubted that disengaged individuals or those not actively pursuing business interests on their own would be reading newspapers.
- Members suggested exploring YouTube and Spotify ads as additional platforms to engage youth, noting that these platforms are frequently used by young people for music and video content.

These responses indicate a preference for digital platforms and innovative advertising methods over traditional newspapers for engaging with young audiences.

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|                                       | <p>s 22 asked for participants' opinions on the effectiveness of podcasts for engaging audiences and what would make a podcast appealing. Here's a summary of their responses:</p> <ul style="list-style-type: none"> <li>• Members believe podcasts are a great medium, especially if they feature interviews with young and successful entrepreneurs. The title and content should be catchy and relevant to the audience's interests.</li> <li>• Some members expressed concerns that podcasts might only attract those already interested in business, suggesting that leveraging existing podcasts with established audiences could be more effective.</li> <li>• Members highlighted the importance of having video options for podcasts, as some people prefer visual content to connect better with the speakers.</li> <li>• Members suggested exploring collaborations with creators or influencers in related fields to reach a broader audience.</li> </ul> <p>These responses suggest that while podcasts can be an effective medium, their success depends on the content's relevance, the speakers' relatability, and possibly leveraging existing platforms or collaborations.</p> |
| <p><b>Item 4</b><br/><b>Break</b></p> | <p>Short Break</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



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| <p><b>Item 5</b></p> <p><b>Discussion – General barriers for youth to enter S-EA</b></p> | <p><b>What do you see as the major barriers that may currently prevent young people from entering self-employment?</b></p> <p>Participants identified several major barriers that may prevent youth from entering self-employment:</p> <ul style="list-style-type: none"> <li>• <b>Startup Costs and Financial Support:</b> Members mentioned the challenge of startup costs and the difficulty of not being in other employment to support oneself during the initial phase of self-employment.</li> <li>• <b>Job Security and Lack of Employment Experience:</b> Members highlighted concerns about job security and the lack of employment experience, which could worsen the situation if the startup fails.</li> <li>• <b>Low Expectations and Pathway Awareness:</b> Members discussed how young people often face low expectations and may not see their skills as assets. They also suggested that schools could embrace entrepreneurship in their curriculum to equip young people with necessary skills.</li> <li>• <b>Stigma and Lack of Knowledge:</b> Members pointed out the stigma behind young people starting their own business and the lack of knowledge on where to start or find entrepreneurial skills.</li> <li>• <b>Focus on Traditional Pathways:</b> Members also mentioned the need to focus on breaking the cycle of directing youth straight from school to university, suggesting that entrepreneurship could be a viable alternative pathway.</li> </ul> <p>These responses indicate that financial barriers, job security concerns, societal expectations, lack of awareness, and the traditional focus on university education</p> |
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|                                                           | are seen as significant obstacles to youth entrepreneurship.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Item 6</b><br><b>Discussion – Eligibility Criteria</b> | <p><b>Does the currently Eligibility Criteria create additional unnecessary barriers that may prevent youth from participating in S-EA?</b></p> <p>The discussion on eligibility criteria for the self-employment assistance program and potential barriers for youth included several key points:</p> <ul style="list-style-type: none"> <li>• <b>Eligibility Criteria:</b> The program requires the business to be viable, new or operated by an eligible business owner, have an independent structure, be lawful and able to withstand public scrutiny, and be located in Australia.</li> <li>• <b>Financial Barriers:</b> Participants highlighted financial barriers as a significant challenge, emphasizing the need for startup capital and the risk of personal bankruptcy for founders from low socioeconomic backgrounds. Members suggested adding a financial assessment element to the program to prevent potential detrimental effects.</li> <li>• <b>Job Security and Experience:</b> Members also mentioned concerns about job security and the lack of employment experience, which could worsen if a startup fails.</li> <li>• <b>Stigma and Lack of Knowledge:</b> Members pointed out the stigma behind young people starting their own business and the lack of knowledge on where to start.</li> <li>• <b>Traditional Pathways:</b> Members discussed the focus on traditional pathways like university education and suggested promoting entrepreneurship as a viable alternative right out of school.</li> </ul> |



- **Time Constraints:** Members mentioned time constraints for high school students as a barrier to starting a business.

These insights suggest that while the eligibility criteria are designed to ensure the viability and legality of businesses entering the program, there are concerns about financial barriers, job security, societal expectations, and the traditional focus on university education that may prevent youth from pursuing self-employment.

### What changes could be made to the Eligibility Criteria to encourage more youth to join?

Participants suggested several changes to the Eligibility Criteria to encourage more youth to join the self-employment assistance program:

- **Financial Barriers and Support:** Members proposed adding an element to assess financials to prevent potential detrimental effects for founders from low socioeconomic backgrounds. This could include support for financial longevity or barriers to prevent risky financial commitments.
- **Accreditation and Skills Recognition:** Members mentioned that the requirement for appropriate accreditations might deter young people who may not have formal qualifications. They suggested opening up the program to include young people looking to gain skills and possibly having a youth-specific program to address this.
- **Clarification on Business Status:** Members raised a point about the need for clarity regarding the requirement for a

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|                                                                      | <p>business to be new or operated by an eligible business owner. They suggested making it clearer that businesses in the ideation phase or those not yet registered with official documents could still be eligible.</p> <p>These suggestions aim to make the program more accessible by addressing financial barriers, recognizing informal skills and experiences, and clarifying eligibility criteria related to the business's operational status.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Item 7</b></p> <p><b>Discussion – 6 Program Components</b></p> | <p><b>Do the current service offerings create any barriers for youth entry?</b></p> <p>Participants discussed the current service offerings of the self-employment assistance program and whether they create barriers for youth entry, highlighting several points:</p> <ul style="list-style-type: none"> <li>• <b>Accessibility and Orientation:</b> Members suggested that while the program's services are generally inclusive, there might be a need for more youth-oriented training and support. Members emphasised tailoring services to address the unique challenges and systemic barriers young people face, such as societal expectations and attitudinal barriers within the industry. They also mentioned the importance of recognizing informal skills and experiences that young people bring, which might not always align with formal accreditation requirements.</li> <li>• <b>Clarification and Support:</b> Members raised a point about the need for clarity regarding the eligibility criteria, specifically about the requirement for a business to be new or operated by an eligible business owner. They suggested making it clearer that businesses in the ideation phase</li> </ul> |



or those not yet registered with official documents could still be eligible. This discussion, while focused on eligibility criteria, indirectly touches on the service offerings by highlighting the importance of clear communication and support for potential participants.

These insights suggest that while the program's service offerings are designed to be accessible, there may be room for improvement in making them more youth-friendly and addressing specific barriers young entrepreneurs face.

**What changes could be made to the existing offerings to make them more compatible with the requirements for youth participation?**

Participants focused on the delivery mode of the program's services and potential changes to make the offerings more compatible with youth participants:

- **Preference for Online and Hybrid Delivery:** Members highlighted a preference for online services due to their flexibility, allowing individuals to engage with the program at their own pace and schedule. The idea of a hybrid delivery model, combining both online and in-person elements, was also suggested to cater to different learning preferences.
- **Impact on Balancing Education and Employment:** The discussion also touched on how the delivery mode (online, in-person, or dual) impacts youths' ability to balance education and employment opportunities. Online delivery was emphasized as beneficial for high

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|  | <p>school students and those with busy schedules, enabling them to access services after hours without being constrained by fixed times.</p> <ul style="list-style-type: none"> <li>• <b>In-Person Learning for Practical Elements:</b> Members mentioned that in-person learning might be better for understanding and learning new concepts, especially when demonstrations are involved. However, they also acknowledged the benefits of online learning for flexibility and suggested a mix of both delivery modes to cater to different preferences and learning styles.</li> <li>• <b>Changes to Existing Offerings:</b> Members suggested that the program's services, while generally inclusive, might need more youth-oriented training and support. They emphasised tailoring services to address the unique challenges young people face and recognizing informal skills and experiences that young people bring.</li> <li>• <b>Concurrent Formal Education:</b> Members suggested that while formal education, such as micro-credentials, should not be a prerequisite, it could be pursued concurrently with the program. This approach would ensure that participants gain both practical experience and formal qualifications, safeguarding their professional development.</li> <li>• <b>Intensive Program Option:</b> Members proposed offering an intensive program option, particularly for high school students, that could be completed over school holidays. This would provide a concentrated learning experience and accommodate students' schedules.</li> <li>• <b>Clarification and Flexibility in Eligibility:</b> Suggestions were made to clarify the eligibility criteria, particularly regarding the</li> </ul> |
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|                                                             | <p>requirement for a business to be registered. This would help potential applicants understand the criteria better and ensure that those with viable business ideas, even if not formally registered, could participate.</p> <p>These insights suggest a strong preference for flexible, online, or hybrid delivery models that offer accessibility and cater to the diverse needs and schedules of young participants.</p> |
| <b>Item 8</b><br><b>Meeting Wrap Up and Future Planning</b> | <b>Next Meeting: 16 October 2024</b>                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Item 9</b><br><b>Close</b>                               | Meeting closed at 6:05pm                                                                                                                                                                                                                                                                                                                                                                                                     |

### Attendance and Apologies

| Name            | Agency                          | Position                                    | Attendance/Apology |
|-----------------|---------------------------------|---------------------------------------------|--------------------|
| <b>s 22</b>     | DEWR – Self Employment Services | <b>22</b>                                   | Attended           |
|                 | DEWR                            | <b>22</b>                                   | Attended           |
|                 | DEWR                            | <b>22</b><br>Migration and S-EA Policy      | Attended           |
|                 | DEWR                            | <b>22</b><br>S-EA                           | Attended           |
|                 | Office for Youth                | <b>22</b><br>Youth Initiates and Engagement | Attended           |
| <b>Chris</b>    |                                 | Youth Member                                | Attended           |
| <b>Shai-lee</b> |                                 | Youth Member                                | Apology            |
| <b>Ramon</b>    |                                 | Youth Member                                | Attended           |
| <b>Teah</b>     |                                 | Youth Member                                | Attended           |
| <b>Max</b>      |                                 | Youth Member                                | Attended           |
| <b>Lucinda</b>  |                                 | Youth Member                                | Attended           |
| <b>Caitlin</b>  |                                 | Youth Member                                | Attended           |
| <b>Janelle</b>  |                                 | Youth Member                                | Apology            |

### Action Items

| Action                                                                                                          | Responsible Party       | Due Date          |
|-----------------------------------------------------------------------------------------------------------------|-------------------------|-------------------|
| Finalised Minutes and recording to be posted to GovTeams                                                        | Office for Youth - s 22 | 11 September 2024 |
| Non attendees to be provided opportunity for 1:1 to discuss aspects of the meeting after viewing the recording. | Office for Youth - s 22 | 11 September 2024 |





Australian Government



# EMPLOYMENT YOUTH ADVISORY GROUP

## MEETING MINUTES

**4:00PM-6:00PM AEST WEDNESDAY, 16 OCTOBER 2024**

This meeting involved:

- Consultation with DEWR – Mutual Obligations and Compliance Team

Presentation and discussion regarding:

- Adulting 101
- Site visits in Victoria and Queensland (Debrief)
- Compliance and incentives
- Planning our future meeting schedule

| Items                                                                                                                           | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Item 1</b><br><b>Welcome and Acknowledgements</b><br><b>Reminder of meeting rules and that the meeting will be recorded.</b> | <p>s 22 welcomed the advisory group members and discussed the rules of engagement for the meeting and reminded the group the meeting would be recorded and transcribed as per the privacy policy.</p> <p>s 22 delivered an Acknowledgement of Country, recognising the traditional owners of the lands where participants were located.</p>                                                                                                                            |
| <b>Item 2</b><br><b>Meeting overview and introductions</b>                                                                      | <p>s 22 welcomed the attendees and introduced the topic of Adulting 101, highlighting the need for life skills and softer skills for young people to transition into employment. She mentioned the goal of the meeting being to review current offerings and brainstorm ideas for new programs to help young people in gaining these skills.</p> <p>s 22 emphasised the importance of life skills, especially those without access to a support network or family.</p> |

**Item 3****Presentation and Discussion – Adulting 101**

**S 22** provided an overview of the Employment Skills and Training (EST) program, explaining its purpose, structure, and eligibility, noting the program is government-funded, aimed at young people and disadvantages individuals, and includes two blocks: basic job search skills and industry-specific training.

**22** detailed the two blocks of training within the EST program. Block 1 focuses on basic job search skills and workplace readiness, while Block 2 offers industry-specific training in growing fields such as construction, retail, and hospitality.

The goal of the EST program is to provide practical workplace education and prepare individuals for employment. **S 22** discussed the attendance requirements for EST, eligibility criteria, and the financial support available for participants. He highlighted the importance of engagement and the flexibility of the program.

- **Attendance Requirements** **22** explained that participants must attend about 80% of the total training hours to complete the EST program. For example, in a 75-hour training block, participants need to attend at least 60 hours.
- **Eligibility Criteria:** **22** outlined the eligibility criteria for the EST program, stating that individuals aged 15 and above who are in unemployment services qualify. Participants can attend the program multiple times if needed.
- **Financial Support:** **22** mentioned that financial support is available for transport, although participants are generally expected to arrange their own means of transportation.

**S 22** noted the program offers both in-person and online training, with a typical duration of three weeks for Block 1 with **S 22** highlighting the importance of balancing online and face-to-face



activities to maximise engagement and effectiveness.

Both <sup>s 22</sup> and <sup>s 22</sup> emphasised the importance of practical activities such as mock interviews, body language training, and communication skills to engage participants and enhance job readiness.

<sup>s 22</sup> highlighted the value of employer-led sessions where local employers speak to participants, providing industry insights and helping them understand job market expectations. He also noted the importance of digital literacy in today's job market and the need for flexible delivery methods to accommodate different skill levels and support needs.

<sup>s 22</sup> explained the activation periods for EST, where participation becomes mandatory after four months of unemployment. He discussed the potential impact of mandatory participation on motivation and engagement noting this could lead to disengagement for some participants who may not want to be there.

<sup>s 22</sup> also mentioned that non-compliance with mandatory participation can result in penalties or payment suspensions of income support under the mutual obligations system.

<sup>s 47F</sup> raised questions about the effectiveness of mandatory participation and suggested analysing success rates.

<sup>s 47F</sup> inquired about the punitive aspects of mandatory participation and the flexibility of voluntary engagement.

### Activity and Breakout Session

<sup>22</sup> and <sup>22</sup> introduced an activity where participants would brainstorm what makes a useful training program, focusing on core skills, practicality,

support services, future-proofing opportunities, and delivery methods.

Participants returned from the breakout session, and <sup>22</sup> asked for feedback on their discussions.

- <sup>s 47F</sup> mentioned that their group discussed the availability of the EST program, noting that it is currently limited to those on income support payments. <sup>s 47F</sup> emphasised the need for the program to be accessible to all young people, including school leavers, to better prepare them for the workforce.
- <sup>s 47F</sup> also highlighted the importance of tailoring the program to different industries and preparing individuals mentally for the challenges they might face.

#### **Discussion on Tailored Skills and Mental Preparation:**

<sup>22</sup> asked if there were any specific skills or life skills that stood out during their discussion.

- <sup>s 47F</sup> responded that mental preparation and changing the conversation in schools to include various career paths, not just university, would be beneficial. <sup>s 47F</sup> noted that preparing individuals mentally for different industries is crucial.

#### **Digital Literacy and Delivery Methods:**

- <sup>s 47F</sup> brought up the importance of digital literacy and suggested that delivering the program virtually could better prepare participants for the digital aspects of modern work environments. <sup>s 47F</sup> mentioned that virtual delivery could also provide flexibility for those with other



responsibilities, such as childcare.

#### General Feedback and Insights:

- s 47F agreed with the points made by s 47F and s 47F adding that the program should consider the different needs of various demographics, such as immigrants who might need more cultural understanding of the Australian work environment.
- s 47F also mentioned the challenge of creating a universal set of skills that would be beneficial for everyone, suggesting that fragmented programs tailored to different areas and demographics might be more effective.

#### Final Thoughts:

- 22 acknowledged the valid points made by the group and reiterated the importance of considering both in-person and digital delivery methods to cater to different needs. He emphasised the need for flexibility and tailored training to ensure the program's effectiveness.
- 22 emphasised the importance of life skills, such as emotional intelligence, self-management, and financial literacy, in preparing individuals for long-term employment. He encouraged a holistic approach to support diverse needs.
- 22 and 22 discussed the need for government programs to better prepare young people for competitive work environments and growth industries. They highlighted the importance of self-awareness and resilience in career development.

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| <p><b>Item 4</b></p> <p><b>Reporting back; Site visits in Victoria and Queensland</b></p> <ul style="list-style-type: none"> <li>- AGA – Ringwood</li> <li>- Yourtown – Browns Plains</li> </ul> | <p><b>22 and <sup>s 47F</sup> Visit to Ringwood Transition to Work Provider:</b></p> <ul style="list-style-type: none"> <li>• <b>Location and Setup:</b> The visit was to an outreach site in the eastern suburbs of Melbourne, which is a varied area in terms of socio-economic status. The site was set up to meet people who might have difficulty accessing the main provider site.</li> <li>• <b>Mental Health Issues:</b> A significant issue noted was the impact of mental health, particularly post-COVID, with young people showing less resilience to setbacks.</li> <li>• <b>Undiagnosed Neurodiversity:</b> There was a notable presence of undiagnosed neurodiversity among young people, with the cost of assessments being a barrier to accessing necessary supports.</li> <li>• <b>Suitability of Transition to Work:</b> Some individuals might benefit more from other services before engaging in employment-focused programs due to their current mental health status.</li> <li>• <b>Social Events and Engagement:</b> The provider was trying to engage young people through social events, although on a smaller scale compared to other providers.</li> <li>• <b>Work Experience Preferences:</b> Young people expressed a preference for direct employment over unpaid work experience, seeking immediate job opportunities.</li> </ul> <p><b><sup>s 47F</sup> Visit to Your Town Provider in Queensland:</b></p> <ul style="list-style-type: none"> <li>• <b>Mental Health and Role Models:</b> Mental health was a major issue, with young people struggling due to a lack of positive role models in</li> </ul> |
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|  | <p>their socio-economic environment.</p> <ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The provider created a welcoming and supportive environment, with an on-site counsellor and a friendly atmosphere that made participants feel more comfortable than in school.</li> <li>• <b>Outreach and Career Expos:</b> The provider engaged in outreach through career expos, aiming to attract students who might benefit from the program.</li> <li>• <b>Need for High School Initiatives:</b> There was a discussion about the need for initiatives targeting high school students, particularly those in years 11 and 12, to provide alternative pathways to employment.</li> <li>• <b>Licence and Transport Support:</b> The provider offered support for obtaining driver's licenses, addressing a significant barrier for many young people who lacked family support for driving practice.</li> <li>• <b>Open and Respectful Environment:</b> The provider maintained an open and respectful environment, allowing participants to feel at home and engage freely.</li> </ul> <p><b>General Observations:</b></p> <ul style="list-style-type: none"> <li>• <b>Engagement and Personal Connection:</b> Both visits highlighted the importance of creating a personal connection and supportive environment for young people, addressing both their mental health and practical needs.</li> <li>• <b>Tailored Support:</b> There was a consensus on the need for tailored support to address the specific challenges faced by different demographics and socio-economic backgrounds.</li> </ul> |
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| <p><b>Item 5</b></p> <p><b>Break</b></p>                                                   | <p>Everyone</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Item 6</b></p> <p><b>Presentation and Discussion – Compliance and Incentives</b></p> | <p><b>22</b> introduced herself and her role as the <b>s 22</b> of Mutual Obligations and Compliance Policy. She provided an overview of mutual obligations, explaining that they are tasks and activities required for participants to receive job seeker payments. These obligations are designed to move people closer to employment and meet societal expectations.</p> <p><b>22</b> discussed the incentives for meeting mutual obligations, primarily the continuation of payments. She explained the penalties for non-compliance, which include payment suspensions and reductions, ultimately leading to cancellation if obligations are not met. The system aims to distinguish between temporary slip-ups and deliberate non-compliance.</p> <p><b>22</b> highlighted that most participants meet their obligations through job search activities, which may not always be the most effective way to move closer to employment. She emphasised the need for a broader range of activities, such as vocational training, life skills training, and other support services.</p> |
| <p><b>Item 7</b></p> <p><b>Member Questions and Insights</b></p>                           | <p><b>s 47F Comment on Perception of Government Payments:</b></p> <ul style="list-style-type: none"> <li><b>s 47F</b> shared that many people perceive government payments negatively, associating them with laziness or being an outlier in society. <b>s 47F</b> noted that this perception might deter people from seeking income support.</li> </ul> <p><b>s 47F Question on Encouraging Participation:</b></p> <ul style="list-style-type: none"> <li><b>s 47F</b> asked about the need to encourage participation, given that people seeking payments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



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|        | <p>should already be motivated.<sup>22</sup> clarified that the goal is to encourage participation in activities beyond job search, such as employability skills training, to improve employment outcomes.</p> <p><b>s 47F Insights on Mutual Obligations:</b></p> <ul style="list-style-type: none"> <li>o <b>s 47F</b> acknowledged the benefits of the mutual obligations system but noted that some people still struggle to find jobs despite meeting their obligations.<b>s 47F</b> suggested exploring pathways to match participants with employers and providing more support for those with mental health issues or trauma.</li> </ul> <p><b>s 47F Follow-Up Questions on the Process:</b></p> <ul style="list-style-type: none"> <li>o <b>s 47F</b> inquired about the process of setting obligations and whether it involves consultation with the participant. <sup>22</sup> explained that the process involves an initial meeting with a provider to discuss the participant's circumstances and set appropriate obligations. She also mentioned the possibility of having a support person present during these meetings.</li> </ul> <p><b>Key Takeaways:</b></p> <ul style="list-style-type: none"> <li>• The discussion emphasised the need for a more personalised approach to setting mutual obligations, considering participants' unique circumstances and providing a broader range of activities to support their journey to employment.</li> <li>• Participants highlighted the importance of addressing mental health issues and providing tailored support to improve engagement and outcomes.</li> </ul> |
| Item 8 | Next Meeting: 27 November 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| <b>Outline of final meeting of the year - review</b> | <p>22 announced the next meeting scheduled for November, which will be shorter, about an hour. The meeting will feature 22 for Employment and Workplace Relations, and potentially 22 for Skills and Training. The focus will be on a Q&amp;A session and a wrap-up of the year.</p> <p>22 encouraged all members to attend the next meeting, emphasising the opportunity to ask questions and engage with senior executives about the employment and skills system.</p> |
| <b>Item 9</b><br><b>Meeting Wrap Up and Closure</b>  | <p>22 reminded participants to complete the Checkpoint survey he sent via email, which is crucial for feedback and evaluation. He expressed appreciation for the insights provided during the meeting and looked forward to the next session.</p> <p>22 and 22 concluded the meeting, thanking everyone for their participation, insights and contributions.</p>                                                                                                         |

### Attendance and Apologies

| Name     | Agency                          | Position                                    | Attendance/Apology |
|----------|---------------------------------|---------------------------------------------|--------------------|
| 22       | DEWR – Self Employment Services | 22                                          | Attended           |
|          | DEWR                            |                                             | Attended           |
|          | DEWR                            |                                             | Attended           |
|          | DEWR                            |                                             | Attended           |
|          | DEWR                            |                                             | Attended           |
|          | DEWR                            | 22 – Mutual Obligations and Compliance Team | Attended           |
| 22       | Office for Youth                | 22 – Youth Partnerships and Engagement      | Attended           |
| Chris    |                                 | Youth Member                                | Attended           |
| Shai-lee |                                 | Youth Member                                | Attended           |
| Ramon    |                                 | Youth Member                                | Apology            |
| Teah     |                                 | Youth Member                                | Attended           |
| Max      |                                 | Youth Member                                | Attended           |
| Lucinda  |                                 | Youth Member                                | Apology            |
| Caitlin  |                                 | Youth Member                                | Apology            |



|         |  |              |         |
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| Janelle |  | Youth Member | Apology |
|---------|--|--------------|---------|

### Action Items

| Action                                                                                                          | Responsible Party     | Due Date        |
|-----------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|
| Finalised Minutes and recording to be posted to GovTeams                                                        | Office for Youth - 22 | 21 October 2024 |
| Non attendees to be provided opportunity for 1:1 to discuss aspects of the meeting after viewing the recording. | Office for Youth - 22 | 21 October 2024 |



Australian Government



# EMPLOYMENT YOUTH ADVISORY GROUP

## MEETING MINUTES

**4:00PM-5:00PM AEDT WEDNESDAY, 27 NOVEMBER 2024**

This meeting involved:

- Q&A Consultation between DEWR senior executives and Employment Youth Advisory Group
- Discussion regarding learning, concerns and recommendations

| Items                                                                                                                                                                                                                                           | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Item 1</b><br><b>Acknowledgement of Country and introductions</b>                                                                                                                                                                            | <p><sup>22</sup> welcomed the advisory group members and discussed the rules of engagement for the meeting and reminded the group the meeting would be recorded and transcribed as per the privacy policy.</p> <p><sup>22</sup> delivered an Acknowledgement of Country, recognising the traditional owners of the lands where participants were located. She mentioned that this was the last online meeting of the year and expressed anticipation for the in-person meeting in February</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Item 2</b><br><b>Self-introductions</b> <ul style="list-style-type: none"> <li>• <sup>22</sup></li> </ul><br><b>Employment and Workforce</b> <ul style="list-style-type: none"> <li>• <sup>22</sup></li> </ul><br><b>Skills and Training</b> | <p><sup>22</sup> welcomed the attendees and <sup>22</sup> and <sup>22</sup> were introduced as the key speakers, with <sup>22</sup> focusing on employment and workforce, and <sup>22</sup> on skills and training.</p> <p><sup>22</sup> asked <sup>22</sup> and <sup>22</sup> about their career paths, experiences they prioritised alongside their professional careers, and the qualities essential in their current roles.</p> <p><sup>22</sup> shared her background, emphasising her <sup>s 47F</sup> heritage, education in law and psychology, and extensive public service career. She highlighted the importance of understanding different perspectives, recognising privilege, and prioritising mental and physical health</p> <p><sup>22</sup> discussed her background, including her parents' migration experiences, her education in law, and diverse career path. She stressed the value of curiosity, empathy, and flexibility in work, and emphasised the importance of managing change in one's career.</p> |



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| <p><b>Item 3</b></p> <p><b>Question and Answer Session</b></p> | <p><b>22</b> asked about the potential for an interactive program aimed at students from Year 10 upwards that focuses on essential workforce skills such as resume writing and understanding contracts, and whether the department would consider collaborating with the Department of Education to integrate these skills into the curriculum.</p> <p><b>22</b> expressed strong support for the idea of an interactive program aimed at students from Year 10 upwards that focuses on essential workforce skills such as resume writing and understanding contracts.</p> <p><b>22</b> highlighted the importance of understanding contracts to ensure safety and security in workplaces and other areas like rentals.</p> <p><b>22</b> mentioned that there are existing initiatives, such as a digital capability by a startup that uses AI to help tenants write legal letters, which could be leveraged to meet this idea.</p> <p><b>22</b> committed to taking the idea away for further consideration, recognizing it as a valuable gap to address.</p> <p><b>22</b> acknowledged the close working relationship with the Department of Education and mentioned that while they do collaborate, the national curriculum often runs out of space due to numerous demands.</p> <p><b>22</b> emphasised the importance of making information accessible, easy to use, and reliable for young people.</p> <p><b>22</b> highlighted that while writing a good resume and understanding contracts are important, employability skills such as how one presents, fits with a team, and problem-solving abilities are crucial for employment.</p> <p><b>22</b> also suggested that practical experience and exposure to different networks are essential for young people to understand the opportunities available and to develop these skills.</p> <p><b>22</b> asked about existing policies within the Department, or in collaboration with other agencies, that specifically accommodate individuals with disabilities or learning challenges (such as difficulties with reading or processing information)? This could include both the design of policies themselves as well as the accessibility of the information and resources related to them. What steps is the Department taking to ensure that policies are inclusive and accessible to people facing these challenges?</p> <p><b>22</b> highlighted the importance of not assuming the level of soft skills young people have and the need to support them in developing these skills. She mentioned that the department has implemented measures to assess foundation skills, such as literacy and numeracy, when signing up for apprenticeships.</p> |
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This ensures that individuals receive the necessary support before starting their apprenticeships.

22 also mentioned the importance of assessing other factors such as housing situations and mental health to provide comprehensive support to individuals with disabilities or learning challenges.

22 emphasised the need for policies and programs to meet individuals where they are and not make assumptions about their capabilities. This includes designing programs that are flexible and accommodating to the diverse needs of individuals.

22 also mentioned the importance of creating networks and support systems for individuals who may not have access to them, ensuring that they have the necessary resources and opportunities to succeed.

22 emphasised the importance of working with employers to change workplace environments and address unconscious bias, conscious bias, and institutional racism. She highlighted the need for creating flexible work conditions and ensuring that employers are accommodating to the diverse needs of individuals.

#### YAG member contributions throughout the meeting

s 47F

- **Questions and Suggestions:**

- s 47F raised concerns about how young people without contacts or employability skills can start building their networks and gaining exposure to different environments.
- s 47F emphasised the importance of engaging people who may not have access to the internet or social media and suggested finding ways to provide exposure and opportunities to these individuals.
- s 47F highlighted the need for changing the mindset of individuals who may undervalue their volunteering experiences and suggested that people should recognize the value of the skills they gain from such experiences.

s 47F

- **Questions and Suggestions:**

- s 47F suggested incorporating integrated projects or final year projects in schools, where students work on real-life case studies and find solutions. This approach combines theoretical knowledge with practical experience and helps develop employability skills.
- s 47F highlighted the challenges faced by students with disabilities, such as the need for transportation and accommodating employers s 47F emphasised the



importance of creating supportive environments and addressing systemic barriers to ensure inclusivity.

- s 47F also suggested including volunteering and work experience as part of the s 47F s 47F points or its equivalent in other regions to encourage more students to participate in these opportunities.

s 47F

- **Examples and Suggestions:**

- s 47F shared s 47F experience with the Smith Family Foundation's Learning Club, which provides a safe space for students to learn from mentors after school. s 47F highlighted the program's success in disadvantaged school districts, where it has an 80% university completion graduation rate for students who participate throughout high school.
- s 47F emphasised the importance of creating safe spaces for young people to engage and learn skills, even if they are volunteering their time.

s 47F

- **Questions and Suggestions:**

- s 47F suggested offering non-monetary incentives for volunteering, such as tickets to music festivals, to encourage young people to participate. s 47F mentioned that this approach has been well-received by young people.
- s 47F emphasised the need to critically examine the traditional recruitment process, which can be arduous and document heavy. s 47F suggested diversifying recruitment schemes to make them more inclusive and accessible, such as shorter, lived experience-based applications, group interviews, and projects to assess teamwork and collaboration skills.

s 47F

**Questions and Suggestions:**

- **Equitable Environment for Skill Development:**

- s 47F emphasised the importance of creating an environment where young people can develop skills in a safe and equitable manner. s 47F suggested that programs should focus on supporting young people with equitable wages and ensuring they are aware of their rights from the start.

- **Duke of Edinburgh Program:**

- s 47F recommended looking into programs like the Duke of Edinburgh, which help build skills for



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|                                                                | <p>young people and offer great pathways and fun opportunities. <sup>s 47F</sup> highlighted the importance of connecting volunteer work to tangible experience.</p> <p><b>Examples from Experiences:</b></p> <ul style="list-style-type: none"> <li>• <b>Support for Young People:</b> <ul style="list-style-type: none"> <li>○ <sup>s 47F</sup> shared <sup>s 47F</sup> perspective on the need for programs that support young people both in terms of equitable wages and awareness of their rights. <sup>s 47F</sup> stressed the importance of starting young people off on the right foot by providing them with the necessary support and information.</li> </ul> </li> </ul> <p>These contributions reflect the groups focus on creating inclusive and supportive environments for young people, addressing systemic barriers, and providing practical solutions to help individuals gain employability skills and access opportunities. The contributions focused on ensuring that skill development programs are equitable and supportive, and the group provided specific examples and suggestions to enhance the effectiveness of these programs.</p> <p><sup>22</sup> raised questions about policies encouraging the transition from temporary or part-time positions to full-time permanent roles and the potential for initiatives like cadetships to provide stable long-term pathways for young workers, including around gig work and moving from insecure work to secure work.</p> <p><sup>22</sup> explained that the department is working on legislative changes to address the increasing prevalence of gig work and casualisation of work. These changes aim to provide protections for gig workers, such as entitlements, hours, and rates of pay. She also mentioned the importance of creating portable entitlements that can move between jobs.</p> <p><sup>22</sup> added that it is crucial for individuals to know their rights and be able to activate them without needing to pay for legal assistance. She emphasised that the onus is also on employers and the sector to ensure fair treatment and support for workers</p> |
| <p><b>Item 9</b></p> <p><b>Meeting Wrap Up and Closure</b></p> | <p><sup>22</sup> thanked everyone for their participation and mentioned that any remaining questions would be revisited in the February meeting. She also noted that her team would work on feeding up some of the ideas discussed to the executive.</p> <p><sup>22</sup> and <sup>22</sup> expressed gratitude for the participants' honesty and great ideas, and they looked forward to seeing them in February.</p> <p><sup>22</sup> thanked the participants for their engagement throughout the year and mentioned the alumni setup that is being planned. He also praised <sup>22</sup> for her facilitation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |





## Attendance and Apologies

| Name     | Agency                                   | Position                          | Attendance/Apology |
|----------|------------------------------------------|-----------------------------------|--------------------|
| 22       | DEWR – Employment and Workforce          | 22                                | Attended           |
|          | DEWR – Skills and Training               |                                   | Attended           |
|          | DEWR – Targeted Employment Policy Branch |                                   | Attended           |
|          | DEWR – Youth Employment Policy           |                                   | Attended           |
|          | DEWR – Youth Employment Policy           |                                   | Attended           |
|          | Office for Youth                         | Partnerships and Engagement Youth | Attended           |
| Chris    |                                          | Youth Member                      | Attended           |
| Shai-lee |                                          | Youth Member                      | Absent             |
| Ramon    |                                          | Youth Member                      | Attended           |
| Teah     |                                          | Youth Member                      | Attended           |
| Max      |                                          | Youth Member                      | Apology            |
| Lucinda  |                                          | Youth Member                      | Attended           |
| Caitlin  |                                          | Youth Member                      | Attended           |
| Janelle  |                                          | Youth Member                      | Absent             |



## Action Items

| Action                                                                                                          | Responsible Party              | Due Date        |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------|
| Finalised Minutes and recording to be posted to GovTeams                                                        | Office for Youth <sup>22</sup> | 4 December 2024 |
| Non attendees to be provided opportunity for 1:1 to discuss aspects of the meeting after viewing the recording. | Office for Youth <sup>22</sup> | 6 December 2024 |

## Follow-up Considerations for DEWR

**Interactive Programme for Workforce Skills:** Take away the idea of an interactive programme aimed at students from year 10 upwards that focuses on essential work skills such as resume writing and understanding contracts and explore potential collaboration with the Department of Education. <sup>22</sup>

**Integrated Projects in Schools:** Add the idea of integrated projects in schools, where students work on real-world case studies to develop employability skills, to the list of initiatives to discuss with the Department of Education. <sup>22</sup>

**Foundation Skills Assessment for Apprenticeships:** Ensure that providers assess foundation skills, housing situations, and mental health of apprentices to provide necessary support before they start their apprenticeships. <sup>22</sup>

**Recognition for Volunteering:** Explore ways to provide recognition for volunteering that does not devalue the act, such as non-monetary rewards or certificates. <sup>22</sup>

**Employer Engagement for Soft Skills:** Engage with employers to better understand and communicate the importance of soft skills and employability skills to young people. <sup>22</sup>

**Support for Disadvantaged Students:** Consider the challenges faced by disadvantaged students, including those with disabilities, and explore ways to provide flexible and supportive pathways into employment. <sup>22</sup>