Generating Jobs in Regional Tasmania: a social capital approach

Final Report

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Executive Summary

Specific questions addressed by the project were:

- How can effective partnerships be developed between small businesses, training providers, including schools, and the community?
- What is the role of leadership, its continuity and distribution in the community in general and the small business and training sectors in particular, in fostering effective training provision and uptake of training?
- How can social capital in the form of networks, trust, shared culture and vision, be built and used so as to optimise the effectiveness of training for a rural community?

The main findings against the specific research questions above were:

- Partnerships:
  - Effective partnerships can be developed when the purpose is clear; all key stakeholders are involved; consideration is given to what is happening already in the community; community vision and priorities are developed; cross-sectoral linkages and shared language are built; and care is taken to turn the vision into concrete plans
  - External agents and institutional bodies in the form of state and federal governments and their agencies and institutions are important facilitators of partnership development in communities
  - Local government can be a particularly effective facilitator of partnership development, and an important participant in such partnerships, as it provides a degree of legitimacy to such initiatives
  - It is essential that business and industry, particularly small businesses, are active participants in partnerships related to education and training
- Leadership:
  - Leadership is potentially dispersed throughout the community and is also present outside the community. Leadership is found in the representatives (elected or otherwise) of the many stakeholder groups in the issue
  - The primary task of leadership for community development is to initiate a process of developing leadership that is present, but latent or fragmented, and bring these ‘leaders’ together, whether they be within or external to the community, to build social capital, and create a shared vision and effective partnerships
  - External and institutional leadership can help facilitate the operation and building of leadership in communities
  - Leadership that develops from the empowerment of many other leaders is called distributed or ‘enabling’ leadership. Enabling leadership facilitates continuity, as other leaders can step in to replace those who leave
- Social capital
  - Social capital can be a rich resource in small isolated communities as ‘everyone knows everyone’ and there is a strong sense of belonging
  - The key for community development is to develop structures and processes that use and build social capital to achieve collective goals
There must be structures and processes for interaction between various groups and sectors within the community and with external agents, as it is interaction that builds social capital.

There must be structures and processes for collaboration. Collaboration is more purposeful interaction, that is, interaction towards a set of goals (partnerships are more formal collaborations).

Leadership is essential, to initiate and sustain these structures and processes, institutional and external leadership can play an important role.

External networks and links are important as they can provide access to a wide range of resources including innovative ideas, other information, funding, and political influence.

An eight step strategy for using and building social capital to achieve community aims (such as matching training needs and provision) was formulated:

1. Identify the purpose of the project or activity
2. Involve stakeholders, including external stakeholders
3. Consider what is happening already in the community
4. Encourage community vision and priority development
5. Build cross-sectoral linkages
6. Build shared language
7. Turn the vision into concrete plans
8. Evaluate the project

This strategy formed the basis for development of a community-friendly, easy-to-read, ‘How to’ manual that provides a resource for other rural communities to use (Section 8).

It is recommended that education and training provision in rural communities must address requirements for local jobs and retention of youth to year 12 or equivalent. In order to achieve this it is recommended that:

1. Interaction between sectors within the community, especially of the business and local government sectors with the education and training sector be encouraged.
2. Processes for interaction be structured, inclusive and with a community-based approach.
3. Leadership is to be viewed as potentially distributed throughout the different stakeholders; leaders empower or ‘enable’ a range of stakeholders to engage in leadership; include local government and government institutions such as schools as they are leaders who can legitimise partnerships.
4. External resources are accessible and there is continuity of commitment. External agencies who can provide access to external resources and have an initiating role are engaged.
5. Local government plays an important facilitating role in organizing structures and processes that build social capital in communities.
6. The strategy manual provided in this report as a guide should be used to use and build social capital to better respond to change.
Background

Rural communities are experiencing a wide range of factors that demand that they change and adjust, including the growth of the knowledge-based economy, globalisation, the disappearance of unskilled and semi-skilled jobs, centralisation of services and changes in government policies and regulation. The broad purpose of the Generating Jobs in Regional Tasmania project was to research ways communities can better respond to such change. The specific aim was to investigate how small businesses, training providers (including schools) and other organisations can best work together to improve the match between the skills available in small rural communities and the needs of employers, particularly small businesses. The project took a social capital approach, investigating how the social resources of the community, in terms of networks, leadership, shared culture and vision, could be used to achieve the aims above.

The project was a collaboration between three partners: the Centre for Research and Learning in Regional Australia (CRLRA) of the University of Tasmania, the Tasmanian Employment Advisory Council (TEAC), and the Tasmanian Rural Industry Training Board (TRITB) (details of these organisations are provided in Appendix A), with two local government bodies. The project was funded by the Commonwealth Department of Transport and Regional Services under the Understanding Rural Australia Program (URAP). Within URAP the Partnership with Regional Universities and TAFEs Sub-Programme funded projects involving partnerships with educational institutions and regional communities aimed at sustainable regional development. The Generating Jobs in Regional Tasmania project was designed to partner the University of Tasmania, through the CRLRA, with an industry group (TRITB) and a government agency (TEAC) all of whom have been involved in working with communities to improve their education, training and employment outcomes.

The two rural communities that took part in the project were Circular Head in the far north-west and Dorset in the far north-east of Tasmania. The local councils in both of the communities expressed interest in this project in particular as a means of increasing retention of youth who currently leave the areas due to a perceived lack of education or employment opportunities.

The project was co-ordinated by a Project Officer who worked under the direction of the three project partners, and in consultation with the two communities.

The project proceeded over a 12 month period involving a number of different stages: research, strategy development, strategy implementation and evaluation. The aim was for the communities to be active and equal partners in the project so that at the end of the 12 months the strategy that had been developed and implemented could continue.
Introduction

Regional communities in Tasmania, and throughout Australia, are experiencing continuing change. Change is being driven by external factors, notably prices for rural commodities and costs of inputs, changing customer demands, national and global corporate and economic change (globalisation), technological development, social and cultural shifts, environmental concerns, and government regulations and policies. Change is affecting all areas of rural life, economic, social and environmental. A major concern in many regional communities is population decline, especially the loss of teenagers, and young adults and families, as they move away to larger centres for education, work and social opportunities (Eversole 2001). Regional communities are struggling to come to grips with these changes and to find solutions to protect their economic and social future. They are seeking ways to improve local opportunities and so reduce the loss of their future population base.

Dorset and Circular Head are two rural communities in Tasmania that face the challenge of retaining youth. Census figures graphically display the loss of youth, with Dorset losing 37% and Circular Head 35% of the age group who were 10-14 years old in 1986 over the ten year period to 1996 (this compares to a 16% loss from Tasmania as a whole; see Appendix B Table2). These two communities which sit on opposite tips of northern Tasmania share many other similarities (a brief summary profile of the two communities follows in Section 4 with detailed profiles in Appendix B). Given that they are facing similar pressure for change and have similar business, industry, population and natural resource profiles, it is informative to investigate their differing approaches to similar challenges. The broad purpose of this project is to research ways the communities can better respond to change, both by reviewing the research literature and by comparing and contrasting different responses to change. The specific aim is to improve the match between the skills available in small rural communities and the needs of employers, particularly small businesses.

Specific questions addressed are:

- How can effective partnerships be developed between small businesses, training providers, including schools, and the community?

- What is the role of leadership, its continuity and distribution in the community in general and the small business and training sectors in particular, in fostering effective training provision and uptake of training?

- How can social capital in the form of networks, trust, shared culture and vision, be built and used so as to optimise the effectiveness of training for a rural community?

This project takes a social capital and learning perspective, looking at the interactions between social capital and learning in assisting community responses to change. Social capital is the norms, networks and leadership resources within a community that enable it to form partnerships, within the community and with external agents, to respond effectively to challenges (Falk & Kilpatrick 2000; Woolcock & Narayan 2000). A learning community is defined as a group of people, or a group of groups, who work together through active learning to achieve common goals over time (CRLRA 2001b). Social capital has been shown to both contribute to the development of, and be built through, a learning community (Falk & Kilpatrick 2000; Kilpatrick & Bell 2001).

Effective response to change requires learning new ways of doing things and often learning associated new norms and values (Kilpatrick 1997a). In addition, a community learning culture that values education and training promotes the upgrading of skills essential for communities to prosper in the global economy (Monash Regional Australia Project &
For regional economies to be successful in generating jobs and retaining their population, particularly youth and young families, this population must have the skills that are relevant to the business needs and opportunities in their area. Small business in particular is a major contributor to employment in regional communities (COSBOA 1997). A learning culture will contribute to the sustainability of the community most effectively when the skills and training needs of business, including small business, and the community more generally, are matched with appropriate training provision.

In matching training needs with training provision dialogue and negotiation is essential and a partnership approach is desirable (CRLRA 2001b). There are a wide range of groups and organisations both within and outside a community that can make a significant contribution to creating effective learning arrangements. These include businesses, employers and industry groups; training providers including schools, TAFE, universities, group training companies and other private training providers; students, employees and the unemployed; various community organisations; and the three tiers of government, local state and federal. Mechanisms that bring the key groups together to communicate and plan regularly and effectively are crucial to successful provision of relevant training.

Leadership is also a very important issue for regional communities. The multitude of pressing and fast changing challenges that face communities require individuals and organisations willing and able to engage with them. Because the challenges and the range of organisations and individuals necessary to provide input to solve them are so diverse, leadership needs to be distributed among individuals and organisations (Falk & Mulford 2001; Johns, Kilpatrick, Falk & Mulford 2000a; Pierce & Johnson 1997). These writers suggest effective community leadership is not found in one person or one organisation but in a diverse array of leaders of various organisations that are able to form the networks and partnerships that act for the benefit of their organisations and the community. Leaders in the various sectors mentioned above, business, education, community, and government, are essential to drive the partnering process that delivers a learning community. This project is therefore also about finding how leadership in communities can be developed and sustained and finding the ingredients necessary for effective leadership in managing change in rural communities.

Community profile summaries
This summary is drawn from the detailed statistical profiles provided in Appendix B and the description of education, training and employment infrastructure in Appendix C.

Dorset and Circular Head are two rural municipalities located on opposite tips of northern Tasmania. Circular Head occupies the North-west corner and Dorset the North-east corner. Circular Head is the more isolated community, situated about 425km by road from the capital Hobart and 90km from the closest major centre Burnie (pop. 19000). In comparison, Dorset is 270km by road from Hobart and 67km from the regional centre Launceston (pop. 73000). Circular Head with an estimated population in 2000 at 8495 has about 1000 more people than Dorset at 7450, with both populations relatively stable over the preceding 5 year period (ABS 1999a, 2001b). The main town in Circular Head is Smithton (pop. 3313 in 1996) with the nearby coastal fishing and tourist town of Stanley at pop. 543. The main town in Dorset is Scottsdale (pop. 1922 in 1996) with the nearby coastal fishing and tourist town of Bridport at pop. 1234. The notable difference here is the relative dominance of Smithton in the Circular Head municipality compared to Scottsdale. While the populations of both Smithton and Scottsdale have been relatively stable over the 25 year period 1971-96, Smithton is almost twice the size of Scottsdale and has seen the traditional fishing village of Stanley decline significantly (24%) in this period, while Scottsdale has seen Bridport more than double in size to almost equal its own population (ABS Census data 1971-96). Dorset is also a recent
development as a municipality, forming from the amalgamation of the previous Scottsdale and Ringarooma municipalities in 1993, with the Ringarooma valley, upon which the Ringarooma municipality was based, holding a string of small towns (pop. 270 or less).

Both communities are strongly reliant on primary industries and their downstream processing for their economic base. Circular Head has a somewhat more diversified economy, as in addition to the agricultural, forestry, vegetable processing and timber milling industries that underpins the Dorset economy, Circular Head also has significant employment from fishing, aquaculture, and meat, milk, fish and mineral ore processing. Despite Dorset’s narrower economic base and probably due to its proximity to the large regional centre of Launceston, it has a slightly lower unemployment rate than Circular Head, though both municipalities have relatively low unemployment rates compared to other Tasmanian regional areas and Tasmania overall (ABS 1999a).

Small businesses (less than 20 employees), and in particular micro-businesses of less than 5 employees, form a greater proportion of businesses in these communities than is the case for Tasmania as a whole. They provide the bulk of employment, despite the higher profile of the large processing sites in the communities. The majority of small and micro businesses in both communities are in the agricultural, forestry and fishing sector.

Both communities suffer from limited post-compulsory educational facilities. Circular Head has a high school in Smithton with about 450 students and a recently established VET program to year 12, and a TAFE ‘annexe’ providing mainly office administration, business and IT courses. Smithton High School and the TAFE have strong linkages, sharing facilities and in particular the recently completed VET Skills Centre, and coordinating courses. Also located in Smithton is the Circular Head Business Enterprise Centre incorporating an employment agency, an organisations that arranges trainees and apprenticeships, and a business enterprise centre providing advice to small business. The recent Circular Head Council - State Government Partnership Agreement established an Education Consultative Committee which brings together a range of education stakeholders on a regular basis including schools, TAFE, university, state government agencies and the council. The Education Consultative Committee recently completed a skills audit of the training needs of businesses in Circular Head. The closest educational centre to Smithton is Burnie with a year 11 and 12 college, more extensive TAFE facilities and the North-west campus of the University of Tasmania.

Dorset has a high school in Scottsdale (approx. 400 students) that initiated a VET program only in 2001, and a district high school at Winnaleah (approx. 150 students) that services the far north-eastern areas of the municipality and has had a small VET program since 1998. Dorset’s closest TAFE facilities are in Launceston which is also the site of year 11 and 12 colleges, private schools, university campus, employment agencies, trainee and apprenticeship agencies, and business enterprise centre.

Both communities lose a large proportion of their youth in the 15-19 and 20-24 year old age groups most probably to larger centres for education and work. However, probably due to their relatively strong employment opportunities in primary industries and downstream processing and services, there is net in-flow to both communities of 25-29 and 30-34 year old age groups (ABS 1999a).
Literature review

Change in regional Australia

It is widely recognised that regional communities throughout Australia are experiencing a wide range of changes (Monash Regional Australia Project & CRLRA 2001; CRLRA 2000a). Many of the changes and sources of change are not new, for example, the rural to urban population shift has been a constant feature of modern societies since industrialisation began in the late 18th century (Nisbet 1976). Small rural towns have been suffering the consequences of improved roads and transport, especially in the form of the private car, for most of the last century, as locals travel to larger regional centres to shop, do business and be entertained (Gardner, Jamrozick & Todd 1979). Declining terms of trade for Australian agricultural commodities have been the norm since the mid-1950's, further driving mechanisation, farm expansion and, in consequence, the depopulation of rural areas (Monash Regional Australia Project & CRLRA 2001, Productivity Commission 1999). More recently, however, change in regional areas has been driven by the liberalisation of economic policies from the early 1980's as successive governments have reduced trade barriers, deregulated many industries, and privatised government service organisations (Courvisanos 2001; Falk 2001; Productivity Commission 1999).

A major concern in many regional communities is population decline, especially the loss of teenagers, and young adults and families, as they move away to larger centres for education, work and social opportunities (Eversole 2001). Many regional communities are struggling to come to grips with these changes and to find solutions to protect their economic and social future. They are seeking ways to reduce the loss of their future population base and to improve economic and social opportunities within their region.

The type of changes occurring, and whether they have positive or negative effects, differs between regions (DFAT 2001; COSBOA 1997). Changes generally viewed as negative include population decline, particularly in youth and young adult categories; loss of services, both public and private; declining employment security and scope; and increasing pressures on water resources and the natural environment (Bell & Kilpatrick 2000; CRLRA 2000a). Other changes may in the long term be positive but in the short term add to the pressure for adjustment. Such changes include changes to the industry mix of the region; technological change with the requirement to master these new technologies; social change such as increasing participation in the community of previously marginalised groups such as women, Indigenous Australians and people with disabilities; and government policy changes.

The factors that drive these changes vary and can be organised for analysis in different ways and at different levels. A recent review of changes occurring in regional Australia by the Centre for Research and Learning in Regional Australia (2000a) viewed change in terms of the level at which it is occurring: globally, within a social system or on an individual level. Thus, according to this analysis, change in regional Australia is sourced in either:

- global trends such as changes in global economic arrangements, consumer demand, and the global impact of human activity on the environment,
- change occurring within social systems such as nations, communities and organisations,
- change on an individual level, for example change occurring across the individual lifespan.

Another way of understanding change is to look for deeper underlying cultural processes that drive the changes that we see at the different levels described above. This is in the
sociological tradition exemplified by early sociologists, Marx, Durkheim and Weber for example (as cited in Crook, Pakulski and Waters 1992), who described differing underlying processes, ('commodification', 'differentiation' and 'organisation' respectively) as driving social change. These processes can be seen to be rooted in more fundamental cultural values that underpin 'modern' society arising from Reformation and Enlightenment thinking in the sixteenth, seventeenth and eighteenth centuries (Hamilton 1992). Collectively these processes form the overall process of 'modernisation' which is considered by many sociologists to be the main driver of social change. Recently it is has also been argued that 'post-modernisation', a more intense or 'hyper' manifestation of modernisation processes, is becoming the dominant social process (Crook, Pakulski and Waters 1992). Modernisation theory, however, is only one of a number of perspectives through which social change can be viewed. Sztompka (1993) provides a useful review of social change theory.

Sztompka (1993) describes social change as occurring at three levels, macro, mezzo and micro, which can be roughly equated to the global, social system and individual levels outlined above. Underlying social change processes can be seen to be driving social change at these different levels providing a useful framework for understanding the multiplicity of changes occurring in regional areas. Such a framework can help inform the response at the community level so that it is more effective in dealing with changes arising. In particular, once the changes and their sources are understood, the skills and attributes required to manage these changes can be developed through learning (CRLRA 2000a). An outline of change occurring at the global and regional community levels follows.

**Changes associated with global trends**

The major global trends cited in the CRLRA (2000a) review as impacting on regional communities include environmental concerns, economic 'globalisation', and regional competition based on global information technology and networks. The impact of human activity on a global scale on the natural environment has raised awareness of environmental issues. Thus, many time-honoured practises, particularly in the agricultural, forestry and fishing industries that underpin most regional communities in Tasmania, are being challenged and new management and work practises must be learnt. Economic 'globalisation' (Castells 1997), or the 'new (global) capitalism' (Gee, Hull & Lankshear 1996) brings with it enormous pressures on national/regional industries and the firms within them to be more competitive on an international scale. This in turn applies pressure on the workplaces, and workers within these, to learn new practises in order to achieve higher levels of productivity (Gee, Hull & Lankshear 1996). This has brought about enormous change in the nature of work, discussed in greater detail below. Information technology and networks can provide the means to achieve greater regional cooperation to ensure global competitiveness (Castells 1997). This technology also enables greater economic integration of regional communities into the global economy, such that regions are competing rather than countries (McKinsey 1994). Stepping inside a wine merchant's premises in Hong Kong, for example, is graphic confirmation of direct competition of regions in the wine industry (Preston 2001). Further, information technology and networks enable individual enterprises within regions to track global trends, increasing the level of decision-making support available (Kerr, Chaseling & Cowan 1998). It is conceivable that such support, together with the increasing ability to access international markets and gain detailed information on the activities of their overseas counterparts, means that enterprises situated within regions at different ends of the globe are now competing directly with one another.
Other global drivers of change, cited by the Productivity Commission (1999), include declining world prices for agricultural and mining commodities; technological innovation; change in consumer tastes and lifestyle; and trade liberalisation.

**Changes occurring within social systems**

Regional communities in Australia exist within both State and Federal government jurisdictions. Both these levels of government have, over the past two decades, embraced neo-liberal economic policies such as reduction in trade barriers, deregulation of financial markets, reduction of industry subsidies, labour market deregulation, competitive tendering, privatisation and competition policy (Productivity Commission 1999). The net effect of such policies on regional Australia is an issue of ongoing debate, and it is difficult to separate the impact of government policy from that of the global changes noted above. However, there are clear patterns emerging as to what type of regional areas are winning or losing (Garnaut, Connell, Lindsay and Rodriguez 2001; Department of Foreign Affairs and Trade 2001; Productivity Commission 1999). In particular, inland and remote regions, and smaller centres (population less than 2000) especially those heavily reliant on agricultural industries, have experienced a net out-flow of people (Garnaut et al. 2001). Population decline, together with technological innovations and cost pressures, has led to a loss of services and employment in these areas, further fuelling population decline. It is the larger regional centres that have been the major beneficiaries of these population flows from surrounding regions and small centres. These ‘sponge cities’ have experienced considerable population gain as they have been able to provide superior employment, education and services amenities (Garnaut et al. 2001).

**The changing nature of work**

The types of jobs available in regional Australia are changing in response to the global, national and local pressures discussed previously. Garnaut et al. (2001) reported declines over the period 1986-96 in employment in agriculture, utilities and local government, and increases in manufacturing (particularly the food and beverage industries), tourism and service industries.

The nature of work in regional Australia is impacted by the dramatically changing nature of work in Australia more generally. A review of the changing nature of work by Waterhouse, Wilson and Ewen (1999) found that the number of permanent full-time jobs in Australia are declining with casual, part-time and contract work increasing. Economic pressures on companies to improve competitiveness, and the reorganisation of public organisations along business lines, including privatisation, have seen a move to reduce labour costs while increasing employment flexibility. This has meant massive restructuring, retrenchment, downsizing, outsourcing and contracting-out of work. This trend has been mirrored in the growth of self-employed people, up 48% in the 20 year period 1978-98 (ANTA 1998b). The desire for more flexible employment options has meant increasing casualisation, with a quarter of all wage and salary earners now being employed as casuals (VandenHeuval & Wooden 1999).

Greater pressures have also been placed on workers to increase their productivity by working longer and harder (Australian Centre for Industrial Relations Research and Training 1999) and learning new skills, adapting to new technologies and multi-skilling across a range of job types (Owen & Williamson 1998; Bound & Owen 1998).
Changing patterns of service delivery

Competitive pressure, technological innovation, and public sector reorganisation has resulted in greater centralisation of services, including local government, to the larger centres with declines in service levels in smaller, inland and remote areas (Garnaut et al. 2001; CRLRA 2000a). Population decline in these areas has also contributed to the decline in economic viability, and hence, availability of services. As the services retract to the larger centres so too does the employment they provide. Thus, a vicious downward cycle eventuates with people leaving to obtain better jobs and services, which only further reduces the viability of services that remain (Garnaut et al. 2001; CRLRA 2000a). Williamson and Marsh (2001) point out that youth in particular are having to travel or relocate to larger centres for education, apprenticeships or jobs, and this is severing their links with their community. The loss of the management positions often associated with services (e.g. banking, state and federal government agencies, public utilities, local government), and the loss of youth means potential leadership is lost from the communities as well.

Community change through renewal

The challenge facing regional communities is finding effective and sustainable ways of responding to these forces of change. There has been a vast amount written on regional and community development and this literature reveals a number of differing perspectives and approaches (useful overviews include Shucksmith 1998; Lane & Dorfman 1997; Galston & Baehler 1995; Kelly & Sewell 1988). The perspective taken to explain change in regional areas typically frames the approach taken to deal with these changes. Explanations in terms of neo-classical liberal economic theory tend to view change as the inevitable consequences of market forces and thus view it as best to let communities and the individuals within them adapt and work out their future for themselves. This view then encourages a bottom-up, grassroots driven or self-reliance approach to community and regional development, with minimal government intervention to assist such development. In contrast to this view, the marxist analysis points to the injustices that result from the playing out of the economic forces arising in a capitalist system, a system viewed as exploitative and producing unequal distribution of benefits in society (Shucksmith 1998). Another view is the 'cumulative causation' model provided by Myrdal (cited in Shucksmith 1998) that contends that localities can enter upward or downward spirals of population, employment and services that are difficult to break out of. Thus, regions may lose population to larger centres for jobs and education that in turn reduces the viability of businesses and services in the region, thus accelerating the population, jobs and services decline. Both the marxist and Myrdal analyses call for major government intervention to counter regional decline as they see the forces at work as unjust and/or too great for small regional areas to counter on their own (Shucksmith 1998). However, the marxist or 'conflict' approach can also form the basis of bottom-up, community-based activism for change. In this case, grass-roots activism is usually formulated around an issue of perceived injustice, and fought against the dominant power structures whether they be public (local, state or federal government) or private (small or large business interests) (Lane & Dorfman 1997).

Saukkonen and Vihinen (1998) note the integration of these various models in a 'third way' or 'social capital' approach to rural and regional policy in Britain following the election of a Labour Government in May, 1997. They note the social capital approach calls for the integration or collaboration of government intervention with grass-roots community driven solutions. Specifically, it emphasises the role of government in facilitating the empowerment of communities so that they have greater influence on their own development. Empowerment is facilitated by programs that upgrade local leadership; enhance the capacity of people and
groups to work effectively together and form partnerships, plan strategically and work purposefully towards common goals; improve community knowledge and learning resources; and develop a culture of enterprise and innovation (Shucksmith 1998). Woolcock (1998) provides an indepth analysis of what is required for governments and institutions to facilitate the use and building of community social capital to realise growth and development. He emphasises two concepts: ‘organisational credibility’ which relates to the capacity of institutions and government to govern effectively in support of the community; and ‘synergy’ which is the linkages of governments and institutions with their constituents and clients in order to remain connected with what is required for growth and development. Thus, the social capital perspective values both top-down and bottom-up initiatives, with government and institutional intervention important to facilitate empowerment of communities and grass roots solutions.

**The social capital approach to community renewal**

The social capital approach has gained increasing support worldwide as an effective and sustainable approach to community development (Woolcock 2001; Bell & Kilpatrick 2000; Gittell & Vidal 1998; Falk 2001). Social capital refers to certain social attributes of a community that provide it with a ‘wealth’ over and above that residing in its human capital, natural resources, and physical or financial assets. Social capital, as defined by Lane and Dorfman (1997), is ‘a measurement of the levels of social trust and active relationships in the social networks of a community’. Woolcock (1998) views social capital as 'encompassing the norms and networks facilitating collective action for mutual benefit'. Thus, social capital is variously viewed as a community resource of networks, norms and trust that can be drawn on to build the community's capacity to develop and respond effectively to change.

Trust emerged as a major factor in the early work on social capital by Putnam (1993) and Fukayama (1995). However, Woolcock (2001) contends that trust is a consequence of social capital rather than a source, that is, trust is produced through repeated (positive) interactions which build (trustworthy) reputations and as such trust should properly be excluded from a definition of social capital. Schuller (2001) notes that the definition of social capital is still somewhat problematic with the norms governing social relationships being a major focus of social capital. One such norm is that of trusting relationships embodied for example in reciprocity, fulfilling obligations and agreements, and credibility of institutions. This view then places trust central to the norms that build social capital and therefore positions trust as preceding social capital formation. Regardless of whether trust primarily builds or is built by social capital it is generally agreed that trust between differing community members and groups, and trust in community institutions and leadership, are important for building the links, relationships and networks that provide the basis for a collective response to change. Specifically, it is considered important for community development that there is trust that community issues will be dealt with in a way that allows for and values the expression of a diversity of views (Lane & Dorfman 1997). Only when there is trust that their views are valued will the various individuals, groups and organisations in a community contribute and work together.

Networks, their volume and diversity in a community, are also considered an essential contributor to social capital formation (Flora 1998). Networks allow information flow and learning and form the basis of partnership development and thus form an important resource for community building (Bell & Kilpatrick 2000). Various types of networks are important. Bonding networks exist between people and groups of similar status and power, such as networks based on family and friendship, common interests such as hobbies or sport, or business activities. Bridging networks are those between differing levels of status and power,
such as employees and employers, ordinary community members and local authorities, or local farmers and the large national processors they supply. Networks that extend beyond the community to external groups, institutions and individuals are a key component of community social capital and can be particularly beneficial as they provide links to new knowledge and external resources (Woolcock, 1998). For example, a community's links with individuals or centres of power in government and its agencies, key industry and funding bodies, or with centres of research and learning can provide powerful allies in the struggle to negotiate change.

Other important components of social capital are shared norms and values. Widely shared norms and values (such as the norm of trusting relationships discussed above) contribute to group cohesiveness (Schuller 2001). Norms and values that respect diversity, and are inclusive of a diversity of groups and their views, tend to facilitate new learning and improve the capacity of communities to work together (Flora, Flora & Wade 1996, Geddes 1998 & Aigner, Flora & Hernandez 1999b) and enhance the adaptability and willingness and ability of the community to try new ideas, change and develop (Johns, Kilpatrick, Mulford & Falk 2001).

Social capital, the learning culture and small business

In the 1990's and beyond, the rewards will be reaped by rural firms and communities that engage in constant learning and adaptation - that receive timely information, draw sound inferences from it, and respond with a unified sense of purpose (Galston & Baehler 1995).

Learning appears to be strongly related to both the use and formation of social capital. Interactive learning activities have been shown to both build social capital and be facilitated by it. Research at CRLRA has shown that interactive learning helps build networks that contribute to social capital formation (Kilpatrick & Falk 1999; Falk & Harrison 1998; Kilpatrick, Bell & Falk 1999). Likewise the social capital of a community (in the form of pre-existing networks, trust and shared values) acts to 'oil' the process of accessing and acquiring new knowledge, skills and values (Kilpatrick & Bell 2001). The combination of new knowledge and enhanced social capital provided by learning interactions then becomes a powerful tool in helping individuals, businesses and other organisations to manage change, both individually in their own situation, and collectively by working together as a community (Toms, Golding, Falk & Kilpatrick 1999; Kilpatrick, Falk & Harrison 1998).

The capacity of a community to provide employment and services to its members is largely dependent on the prosperity of industry and businesses in the community. Small businesses are particularly important to regional communities as they comprise up to 97% of the businesses and account for over 57% of the private sector workforce in regional areas (COSBOA 1997). Further, a learning culture that values continual upgrading of skills is generally considered essential for small businesses to survive and prosper in an increasingly globalised economy (Kearney 1998; Kilpatrick 1998; National Farmers Federation 1993). It follows that a key challenge for regional communities is how to best meet the skills needs of the small businesses within them. Considerable research has been done on how communities can meet this challenge and it is to this research that we turn below. However, it is important to note at this point that the focus on meeting the skills needs of small business does not indicate that this is considered the only approach to improving economic prosperity in a community. Rather, this particular strategy must be situated within the broad range of strategies for economic revitalisation that apply across a range of sectors and at differing levels of community and regional development.
Developing a learning culture: matching learning needs with learning provision

Development of a learning culture beneficial to business, employees, and the wider community, requires matching learning needs with appropriate training provision. Kearney (1998) contends "small business will not develop a training culture until the training industry develops a business culture". To achieve this education and training providers must meet the learning needs of the community, and small businesses in particular, in terms of both appropriate content and delivery (Kirkwood 2000; Kearney 1998). Research on learning by farmers and small business owners demonstrates that these groups view informal types of knowledge and learning (learning on-the-job, learning by doing, and learning by experience) as particularly appropriate for themselves and their employees (Dunn, Bamberry & Lamont 1998; Kilpatrick & Crowley 1999; Kilpatrick et al. 1999). In contrast, formal education and training is considered less appropriate as it is perceived as not relevant or specific enough to the type of business or particular skill required, taking workers off the job for too long, or inconvenient due to location distances (Kilpatrick & Crowley 1999). However, Dunn, Bamberry and Lamont (1998) point out that although many farmers also see formal education and training as inappropriate in the sense of its inconvenience and lack of direct relevance to their particular local situation, they do value the knowledge and skills such education provides, particularly in learning how to learn. For these reasons small businesses and farmers prefer education and training that is tailored to be relevant to the needs of their particular situation, preferably participatory and on the job (on farm) project-based learning, of informal, short duration and seminar or group discussion format. Thus, to develop a learning culture amongst small rural businesses that incorporates a formal education and training component requires training providers to adopt a needs based approach providing relevant knowledge and skills, and flexibility in mode of delivery (Kearney 1998; Kilpatrick & Crowley 1999; Dunn, Bamberry & Lamont 1998; Kilpatrick 1997b). Availability of appropriate training should give small businesses greater confidence in hiring young people, as the time and cost of training them to the necessary level is reduced. However, there may be opportunities for communities to further enhance the employability of their youth by equipping them with skills that small businesses value, making them 'job ready', before they leave school to look for a job.

Skilling youth

Schools in regional communities are reflecting a nationwide trend in implementing vocational education and training (VET) courses that provide students with appropriate skills for the local job market (Johns et al. 2000b; CRLRA 2000a).

For vocational education and training to be successful, whether provided by a school, TAFE or other training provider, good knowledge of the skills employers are demanding is essential. For training providers serving small businesses in regional communities, considerable consultation with these businesses, and the industries they belong to, is necessary to establish the skills and jobs in demand in the region. Such consultations can take a number of forms including a regional 'skills audit' which is a comprehensive and systematic survey of local business needs and expectations (for example see Falk & Guenther 1998; Kilpatrick & Guenther 2000; CRLRA 2001a) or some type of partnering with local business and industry, such as a consultative committee that involves regular meetings with key business and industry representatives.

It is not only technical (hard) skills that are in demand. Interpersonal skills and personal attributes (often collectively termed 'soft skills'), such as communication and teamwork skills
and the attributes of self-motivation and a positive attitude are also highly sought after in employees (Kilpatrick and Crowley 1999). Kilpatrick and Crowley (1999) found that these soft skills are considered by many small business managers to be more important for young people to possess to be employable than the hard skills. This is partly because small business managers believe that the hard skills required in entry level positions are relatively easy to teach compared to the soft skills required in these jobs, and many managers doubt whether soft skills can be taught at all (Kilpatrick & Crowley 1999). However, there is evidence that where communities form partnerships that bring together businesses, schools and other community organisations to develop VET programs that provide the hard skills in demand, this has the effect of improving student soft skills (Johns, Kilpatrick, Mulford & Falk 2001; Johns, Kilpatrick, Falk & Mulford 2000b; Misko 1999).

School-community partnerships, jobs, social capital and the learning culture

The studies above report that school-community collaborations to develop VET programs have not only equipped students with technical skills but with valuable soft skills such as enhanced self-confidence, self-esteem, motivation, a positive attitude to learning, and communication and team-work skills. These improvements in the student's soft skills may be attributable to their engagement in learning that is directly relevant to their lives in terms of their chances of getting a job (Kilpatrick & Guenther 2000; Misko 1999), or to a process of collaboration that has been inclusive, actively soliciting the input of all stakeholder groups and demonstrating a community wide concern for local youth (Johns et al. 2001a, 2000b). An integral part of most VET in schools programs is work-placements where students spend extended periods of time in a workplace that is part of the industry area they are training in, such as one day a week for the duration of the school year. The benefits of work placements are well documented and include giving students experience and knowledge about the world of work as well as improving ‘soft skills’; giving employers the opportunity to promote their business, influence curriculum development by tailoring their training, contribute to the community, be seen as good corporate citizens and assess students as potential employees; and benefits to the community and society more generally (Moran 1999; Falk 1998; Misko 1998; Smith 1998). Thus, school-community collaborations to develop and manage VET programs are one way communities can work together to better match training provision with the skills required, both hard and soft, by small businesses in the region.

It is worth noting at this point the great contribution school-community collaborations can make to community renewal. Kilpatrick, Johns, Mulford, Falk and Prescott (2002) in a report for the Rural Industries Research and Development Corporation demonstrate that school-community partnerships for VET in regional communities facilitate social capital building by generating community-wide interaction and stimulating the development of new networks within and external to the community. Lane and Dorfman (1997) endorse school-community collaborations as a very effective way of building social capital within a community as the school is in a unique position as a local learning institution that forms the basis of many community networks and common experience.

Kilpatrick et. al. (2002) provide a range of indicators of successful school-community partnerships. The indicators, listed below, are largely sequential in that later indicators build on earlier ones.

1. School Principals are committed to fostering increased integration between school and community.
2. School has in-depth knowledge of the community and resources available.
3. School actively seeks opportunities to involve all sectors of the community, including boundary crossers, and those who would not normally have contact with the school.

4. School has a high level of awareness of the value and importance to school–community partnerships of good public relations.

5. School Principals display a transformational leadership style that empowers others within the school and community and facilitates collective visioning.

6. School and community have access to and utilise extensive internal and external networks.

7. School and community share a vision for the future, centred on their youth.

8. School and community are open to new ideas, willing to take risks and willing to mould opportunities to match their vision.

9. School and community together play an active, meaningful and purposeful role in school decision-making.

10. School and community value the skills of all in contributing to the learning of all.

11. Leadership for school–community partnerships is seen as the collective responsibility of school and community.

12. School and community both view the school as a learning centre for the whole community, which brings together physical, human and social capital resources.

Kilpatrick et al. (2002) note that these indicators are underscored by collective learning activities including teamwork and network building which are key social capital building activities.

Lane and Dorfman (1997) cite contributing factors to success as
- collaborative and integrated involvement and participation;
- equal valuation of different stakeholder views and a leader capable of developing equal relationships amongst diverse stakeholders;
- complex partnership structure including multiple partners and levels of partnership;
- strong emphasis on the community as the change agents, with particular focus on the school as the key component, and
- a goal orientation that is both process oriented (social capital building) and task oriented (using social capital to attain specific goals).

Other training providers and partnerships for community renewal

Schools are only one, admittedly very important, training provider amongst a range of public, private, industry and community based providers typically found in regional communities. In-depth analyses of VET provision across ten sites in regional Australia over a number of years, CRLRA (2000a, 2000b, 2001b) detailed a diversity of collaborative models and partners. The CRLRA (2001b) report summarises:

The types of organisations and training providers that feature in the collaborative groups vary across sites. Collaboration and partnerships are never simple, nor are they uniform in their influence and outcomes. In each case collaboration occurs for specific purposes in specific places at specific times, and its very nature means that some stakeholders will be included and other groups may not. It seems the trick of initiators of collaborative efforts is to know who should be involved in the situation in
hand. However, knowing who should be involved, and actually achieving the involvement of the desired parties, are often two different matters, for reasons that may be beyond the control of any planning group.

Thus, there appears to be no one way or set design for community partnerships to achieve collaborative VET provision. Each community differs in its needs and in the range of human, social, institutional, physical and economic resources it can bring to bear to meet those needs. However, although there is diversity of design, there do appear to be commonalities in the ingredients to a successful approach to developing collaborative arrangements. The CRLRA (2001b) report details a range of enhancers and barriers to successful collaboration that, for the sake of brevity, can only be listed here:

<table>
<thead>
<tr>
<th>Enhancers</th>
<th>Barriers</th>
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</thead>
<tbody>
<tr>
<td>Enabling,* proactive, collaborative leadership</td>
<td>Poor quality leadership</td>
</tr>
<tr>
<td>Relevant to partner's needs</td>
<td>Purpose not relevant to partners</td>
</tr>
<tr>
<td>Local coordinators</td>
<td>Tension between competition and collaboration</td>
</tr>
<tr>
<td>Shared visions and values</td>
<td>Conflicting visions and values</td>
</tr>
<tr>
<td>Trust</td>
<td>Lack of trust</td>
</tr>
<tr>
<td>Financial and physical resources</td>
<td>Insufficient human, physical and financial resources</td>
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<tr>
<td>Brokers (match clients to VET)</td>
<td>Small size of community</td>
</tr>
<tr>
<td>External networks</td>
<td>Lack of continuity</td>
</tr>
<tr>
<td>Sufficient continuity</td>
<td></td>
</tr>
<tr>
<td>Opportunities for meetings</td>
<td></td>
</tr>
<tr>
<td>Meeting the mix of individual, community and regional needs</td>
<td></td>
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</tbody>
</table>

* enabling leadership is described in greater detail below

The report emphasises the need for a particular type of leadership if community collaboration for renewal is to be successful. It is to the subject of leadership we now turn.

**Leadership and community renewal**

The type of leadership that is recommended for successful community collaborations is one that encourages participation and interaction across the range of key stakeholder groups involved (Falk & Mulford 2001; Kilpatrick et al. 2002; Pierce & Johnson 1997). This type of leadership is termed 'situated enabling' leadership by Falk & Mulford (2001) because, firstly, it is situated in a particular community with its particular needs, and secondly, because such leadership must enable the participation and interaction of the diversity of stakeholders. Pierce and Johnson (1997) provide a case study based review of community leadership in America and show that the hierarchical style of leadership is generally not functional in this situation because its directive approach does not work when the need is for enthusiastic participation of a broad range of organisations that have their own needs, purposes, allegiances and power bases (for example schools, industry and business associations, community groups). Rather, leadership within these diverse groups must be encouraged and facilitated to enable them to make a greater contribution to the collaborative project. For this reason charismatic leadership that rallies a diversity of groups behind an individual with vision and energy can be quite effective. However, although such dynamic civic-minded
leadership can facilitate successful collaborative efforts, if the leader insists on 'running the show', thus disempowering other leadership within the community, it can be detrimental in the longer term.

In their work on school-community partnerships Kilpatrick et al. (2002) found effective leadership to be a shared process comprising a number of stages in a collective journey to enact shared visions. The five leadership stages identified by Kilpatrick et al. (2002) are trigger, initiation, development, maintenance and sustainability. The final sustainability stage includes the processes of renewing and revising goals and scanning for new opportunities and problems that trigger a new leadership cycle. Although a shared process, various key individuals (e.g. school principals) facilitate the leadership process by providing different types of support or resources at different stages of the cycle such as legitimisation, high level support and institutional conditions conducive to shared leadership. Falk and Smith (forthcoming) also view VET leadership as a cyclical process comprising similar stages.

Falk and Mulford (2001) make the point that leadership is a learning exercise. For a start, perceiving oneself as a leader, or being 'leadership material' is something that is learnt about oneself. To tap the potential for collaborative efforts for community renewal it is therefore extremely important for communities to facilitate leadership learning for individuals within the community and its organisations. Falk and Kilpatrick (2000) identify two types of resources - knowledge and identity resources - that participants bring to any interaction and form the basis of leadership. Knowledge resources are about people and what is required to facilitate action through interaction. Identity resources are those related to one's perception of oneself, self-confidence and a willingness to take a risk and act for the common good of the community, that is, to take on leadership. Falk and Kilpatrick (2000) propose that knowledge and identity resources can be built up through learning interactions that also build social capital, and ultimately, leadership within the community.
Methodology and project steps

Overview

Broadly, the project methodology was one of ‘action research’ where theory and practise informed one another and research ‘subjects’ became active participants in the project (Denzin & Lincoln 2000). The project progressed through four main phases, those of research, data analysis, strategy development, and strategy implementation. The research phase included a literature review; community profiling; semi-structured interviews with key stakeholders in and external to the communities; and questionnaire surveys of year 10, 11 and 12 students and their parents. The analysis phase of the project involved evaluating information gained from the earlier phases and using it to build a picture or ‘map’ for each of the two communities (Appendix G). This map was then used in consulting with the community and other relevant players to inform development of a strategy to use and build social capital to improve the match between the skills needs of businesses and training provision in the community. Implementation of this strategy in the community in the final phase of the project involved integration with strategies and processes already underway in both communities.

Although described here as four distinct phases for the sake of clarity, there was in fact considerable overlap of phases, mainly in the research area, due both to the heavy time demands of some of the research tasks (literature review, surveys, community profiles), and the fact new material and key people were progressively identified as the researcher networks widened. Strategy development and implementation also overlapped as there was a continual process of analysing information and evaluation by the project team. The analysis and results were negotiated with key community stakeholders to fit in with the plans, processes and structures already in place within the communities. Following are further details of the methodology and project steps.

Project Steps

Gathering base-line data

Information was collected through three main means: desk-based research to develop community profiles; semi-structured interviews with a broad range of stakeholders; and surveys of senior secondary school students and their parents and focus groups with students.

Community profiles: were constructed from Australian Bureau of Statistics data, previous reports on the communities (Gutteridge Haskins & Davey 1996; Gardner, Jamrozick and Todd 1979) and local government publications (Circular Head Council 2000, 2001; Dorset Council 2000, 2001).

Semi-structured interviews: were conducted with a wide range of organisations, both within and external to the community.

Interviewees included representatives of

- training providers (school principals and VET coordinators, TAFE managers, private and community based providers);
- training organisations such as state industry training advisory boards (ITABs), group training companies and new apprenticeship centres;
- job network agencies;
- local small and large businesses;
- business organisations such as business enterprise centres and chambers of commerce;
- local government including the mayor, other councillors, council general managers and community development personnel;
- community oriented organisations including those involved with youth.

A range of semi-structured interview questionnaires were devised to apply to the different types of organisations (refer Appendix D). The questionnaires were designed to guide discussion and ensure important questions were not neglected rather than limit responses only to those questions posed, on contextual information was gleaned outside of the specific area of the questions.

From these initial interviewees a key group of the most relevant players was identified and further interviews and on-going consultations with these people informed the project.

School surveys and focus groups

Survey questionnaires of senior secondary students (years 10,11and12) and their parents were distributed to the high schools of the two communities in April (Smithton High School in Circular Head and Scottsdale High in Dorset) (Appendix F). Semi-structured interviews were also held with student focus groups in each of the two schools after the surveys had been completed. There were two Smithton High School groups interviewed (year 10 and year 11&12) and three at Scottsdale High (year 10’s intending to leave school; year 10’s intending to continue their education either at Scottsdale or at a college in Launceston; year 11&12 VET students). There were six students per group (refer Appendix G for the interview schedules).

Survey questionnaire items related to the aspirations of students, their perceptions of the relevance of current education and training options in their community, and their reasons for either staying or leaving the area. The survey questionnaire took about 15 minutes to complete, the focus group sessions took about 40 minutes.

The principal and VET program coordinator of each school were also interviewed. The questions focused on the educational direction and goals of the school, the process of VET curriculum development, including interactions with the local community, and the perceived challenges facing the school and the municipality more generally.

Evaluation and data analysis

Semi-structured interviews: themes were drawn out and used in development of community strategies

School surveys:

Circular Head – Smithton High School

Parent response rate 49%
Student response rate 83%

Survey data was analysed using the statistical software package SPSS. Frequency data was presented using mainly graphs with accompanying interpretive comments (Appendix L).

Dorset - Scottsdale High School
Parent response rate and permission for their children to be surveyed was less than 10% so analysis was deemed not worthwhile. School representatives stated that the low response rate may have been due to the fact that the high school had surveyed the parents on other matters the year before.

**School student focus groups:** themes were drawn out and used in development of community strategies (refer Section 7 below for themes).

**Strategy development**

Following the process of data gathering and analysis described above:

- The project partners met for preliminary discussions on developing a strategy to best match training provision and training needs in the two communities.
- It was understood that development of such strategies would occur in consultation with the communities, as they were to be the ultimate ‘owners’ of the strategy.
- Strategy development meetings were held in each community. Participants were invited and were selected partly in consultation with key stakeholders already identified, but also based on their relevance as a stakeholder as perceived by the project team.
- In preparation for these meetings a skeleton ‘community map’ of each community was drawn on a large piece of butcher’s paper (Appendix G). The skeleton maps illustrated the education, training, and employment infrastructure of the community and were used as a common point of reference during the meetings and were added to or modified according to new information. At the meeting the linkages between the major stakeholders (both internal and external) were drawn, in consultation with those present.
- The meeting also included:
  - presentation of two case studies of successful community VET initiatives elsewhere in regional Australia, drawn from CRLRA research (CRLRA 2000a)
  - an accompanying list of elements that characterise successful community VET initiatives also drawn from this research (Appendix H)
  - an open session for general discussion
  - small-group discussion focussing on future strategies
  - a final consensus building session to arrive at priorities for the future
- Minutes of the meeting, including the main issues and priorities identified, were prepared and circulated after the meeting (refer Appendix I).

**Strategy implementation**

Following the Strategy Development Meetings the Generating Jobs in Regional Tasmania project partners met to discuss how to progress the issues identified as important in the two communities.

- It was recognised that the communities had to have ownership of the issues and strategies to address them.
The establishment of ‘community action groups’ in each community to further progress the issues was therefore necessary.

- It was recognised that there were some specific things that the project partners could do, mainly through their networks, that could assist the communities achieve their objectives.
- An action plan was drawn up for each community which highlighted the main issues raised at the meetings and which organisation(s) could contribute to addressing them (Appendix J).

These two proposed strategies, the development of a community action group and an action plan, were circulated by mail to all the Strategy Development Meeting participants for comment. The responses were similar in that key stakeholders in both communities preferred that the community action group and action plans be developed through processes and structures already in place in the two communities.

For Circular Head this meant integration with the Education Consultative Committee (described in Appendix C)

- Meetings with the Education Consultative Committee established the need for a subcommittee or working group that would address both the issues arising out of the Strategy Development Meeting and the recently completed Skills Audit, and report on a regular basis to the Education Consultative Committee.
- Many of the Strategy Development Meeting issues complemented or duplicated the issues arising from the skills audit and a table was prepared that illustrated the areas of similarities and where differences arose (Appendix K).
- It was acknowledged that the working group/subcommittee should have representation from business and industry, and training coordination and employment agencies, as well as training providers, council, and State government agencies.
- Membership was to be inclusive as possible without becoming the size of the group becoming unwieldy. It was decided that further membership of the subcommittee would be best guided through the development of strategies where the need for the input from key people and organisations became clear as the strategy developed.
- The first objective of the subcommittee was to identify the main issues from the Strategy Development Meeting and skills audit, and identify strategies to address them. These strategies were presented to the Education Consultative Committee for discussion in late December 2001 before further action in 2002.

For Dorset, it meant integration with the council’s review of its Strategic Plan, which involved a Future Search process.

- It was recognised that the development of a community action group and action plan to address education, training and employment issues was most appropriate within the context of the Future Search process.
- The Future Search process sought to develop working groups that would continue to meet on a regular basis after the conference and progress the various theme area outcomes into the future. The Dorset council has facilitated the development of a group comprised of two people from each theme area, as nominated by theme area group members, which has been titled the Dorset Connector.
- Again, one of the main issues that arose at the Future Search conference was a need for a central ‘Hub’ for access to education and training, and for business and employment
services in the North East. This concept, and the other priorities established at the Strategy Development Meeting, are being addressed by the Dorset Connector group.
Project Findings

There were three main types of findings from this project:

1. findings about the two communities in terms of:
   - their statistical profiles
   - their education, training and employment infrastructure
   - themes drawn from the student focus groups and student and parent surveys
   - the education, training and employment issues identified as important to the two communities at the Strategy Development Meetings;

2. findings in relation to the original research questions regarding social capital, partnerships, and leadership; and

3. findings about the experience of the Generating Jobs in Regional Tasmania project partners working as external agents of change in communities.

These findings are described below, however, the ‘how to’ manual in Section 8 of this report also effectively provides a synopsis of the project findings.

Findings about the communities

Community profiles

Statistical profiles of the two municipalities are provided in Appendix B. These include descriptions of geography, demography, industries and employment, unemployment and other socio-economic indicators. Section 4 above provides a summary version of these profiles. A ‘community map’ of the education, training and employment infrastructure is provided in Appendix G.

Education, training and employment infrastructure

A detailed profile of the education, training and employment infrastructure of the two communities is provided in Appendix C. A summary of this profile is included in Section 4 of this report. Only the major similarities and differences between the education, training and employment infrastructure of two communities will be summarised here. The main similarities are that both communities have relatively limited post-compulsory education facilities, (provision for year 11 & 12, TAFE, university); the VET-in-school programs, although small and recently established, are strongly supported by both the schools and local councils; both communities have a VET committee structure related to the VET-in-school program that brings together local providers and local business on a regular basis, although, understandably, Scottsdale High School’s is still at an early stage of development; and the council in both communities is actively involved in development of the municipality’s education and training provision.

There are two main differences outlined in the descriptions in Appendix C, and also apparent when comparing their respective community maps (Appendix G). First, Circular Head is relatively advanced in the development of its VET provision, and particularly has an effective *interactional* infrastructure that brings together the various key stakeholders concerned with education, training and employment. ‘Interactional infrastructure’ refers to the interaction and coordinating structures, such as committees, working groups and even organisations that are comprised of a number of different stakeholders and sectors, both within and external to the
community. It therefore differs from other infrastructure such as physical facilities, range of course options, teaching resources and personnel. This interactional infrastructure in Circular Head includes, firstly, the Education Consultative Committee, a central education consultative body that has representation from a broad range of education and training stakeholders, both within and external to the community, including schools, TAFE, university, local government and state government agencies. Dorset has the beginnings of such a structure in the recently initiated North East Combined Schools Council, however at the moment this only comprises local school principals. A second aspect of this interactional infrastructure is the VET committee structure related to the VET-in-school programs. Circular Head’s Vocational Program Management Committee has been established for longer and is broader in scope than just the school VET program and includes a strong contingent of local business and industry representatives. Dorset has two separate school based VET committees related to the VET programs of Winnaleah District High and Scottsdale High. Community stakeholders report that further development, integration or rationalisation of these separate structures, and greater representation of local business and industry is likely in the future.

The second main difference in the education, training and employment infrastructure of the two communities is that a number of education, training and employment services/organisations are centralised in Circular Head in the Circular Head Business Enterprise Centre. This multi-agency facility includes an organisation that arranges traineeships and apprenticeships, an employment agency, and a business enterprise centre that supplies advice to small businesses. In contrast, Dorset relies on Launceston for these services, which may, in part, be due to Dorset’s smaller population and proximity to the relatively large centre of Launceston. However, the need to establish a Hub for local provision of employment, apprenticeship and small business planning services was one of the main issues raised in the Dorset Strategy Meeting and Futures Search conference and is one the main goals of the Sustainable Development committee. Dorset has made significant moves to develop an interactional infrastructure and this project clearly demonstrates the importance of moves in this direction. Dorset is well placed for future whole community planning of education and training activities to meet the needs of local businesses and its young people.

Themes from student focus groups and student and parent surveys

The survey of Smithton High School senior secondary school students and their parents yielded a large amount of information and the findings are presented in Appendix L. Only the major themes drawn from the survey findings and from the focus groups are presented below.

Themes from both communities

There is a limited range of work, educational and recreational opportunities in both municipalities - few jobs outside of traditional industries and manual-work positions; tourism is too seasonal. Many students who expected to stay in Circular Head were unsure of where they were likely to get a job; students and parents cited agriculture as a likely industry of employment. There is a greater range and quality of educational opportunities in Launceston/Burnie (“the gap is too large to stay in Dorset”). There is a greater range of recreational, entertainment and shopping opportunities in Launceston. Over half of parents said isolation (and the consequent travel) was the worst thing about living in Circular Head.

It has become a ‘right-of-passage’ to leave and experience city/college life, including as a social experience with groups of friends all going to the same college. However, only 70% of Circular Head parents of year 10 students thought post-year 10 education is very important.
Year 10 students feel a need for more information about the school VET program earlier in the year, or prior to year 10. In Circular Head, parents, family and school were the most frequently cited by students as information sources for education, training and careers. TAFE and university also rated highly.

Themes in addition to those above from Scottsdale High School students:

- Students were generally pessimistic about getting a local job – employers were seen as not interested in training a school leaver, preferring those already trained or with experience.
- Students lacked knowledge about local training and employment pathways and opportunities – a felt need for a local agency that can provide information on employment, traineeships and apprenticeships - more information (e.g. school visits) needed from local employers about their recruitment needs and practises.

Themes in addition to the common themes above from Smithton High School students (focus group and surveys) and parents:

- Year 11 & 12 VET students were generally quite happy with the VET program and saw its limitations stemming from small student numbers.
- The vast majority of students saw VET as ‘fairly important’ to their future job prospects. Parents, especially of year 11/12 boys, were more likely to view VET as ‘very important’ for future job prospects than were students.
- University and other (including VET) qualifications are a high future aspiration for about 30% and 40% of students respectively. Parent aspirations are broadly similar.
- The majority of students who expected to stay in Circular Head rated the availability of local education and training for the type of work they wanted as adequate. Parents were more likely than students to rate local availability of education and training as inadequate.
- The local job market was seen as fairly competitive and depended more on social networks, whether friends or families could help you get the job, than on your training and abilities per se. Most students had some form of paid work in the last 12 months. Students who rated having a job as a high current priority were more likely to report that their job had been easy to find.
- The vast majority of students with part-time/casual jobs reported that training received on the job was ‘quite good’ or ‘okay’.
- Involvement in the community and positions of leadership were also seen as strongly dependent on having the right connections and ‘who you were’.
- The ‘adult’ community was generally perceived as very committed to involving youth in the community but not necessarily about meeting their recreational and entertainment needs.
- Youth made the decision to stay or leave on an ‘individual basis’ – whether they wanted to or not, not because Circular Head is inherently inadequate – adequacy was perceived as relative to the individual’s needs and ambitions.

Roughly equal proportions of parents and students who expected to leave Circular Head believed it likely and unlikely they would return. Being near family and friends and liking living in Circular Head were the most important reasons for staying. Sixty percent of male students also cited sports commitments, while 70% of female year
11/12 students cited work prospects, and 70% of male year 11/12 students cited the expense of moving as a reason to stay.

Main issues arising from community strategy development meetings:
The strategy development meetings in the two communities provided opportunities for discussion of education, training and employment issues in both the whole-group and small-group situations. The meetings also provided case-study examples of how other Australian rural communities have gone about developing their education and training infrastructure. The final session of the day sought to develop a consensus about the issues stakeholders felt were most important in their municipality. These issues are detailed in Appendix I.

Findings against original research questions
As outlined in the Introduction to this report, the broad purpose of this project was to research ways the communities can better respond to change, while the specific aim was to investigate ways to improve the match between the skills available in small rural communities and the needs of employers, particularly small businesses.

Specific questions addressed were:

- How can effective partnerships be developed between small businesses, training providers, including schools, and the community?
- What is the role of leadership, its continuity and distribution in the community in general and the small business and training sectors in particular, in fostering effective training provision and uptake of training?
- How can social capital in the form of networks, trust, shared culture and vision, be built and used so as to optimise the effectiveness of training for a rural community?

These specific questions are addressed below. The ‘How to’ manual in Section 8 also provides a concise synthesis, in the form of an eight step strategy, of how partnerships, leadership and social capital can be developed.

Partnerships

Lessons from the experience of the two communities
In investigating the question ‘how can effective partnerships be developed between small businesses, training providers, including schools, and the community’, it is instructive to examine the approaches taken by the two communities. These approaches are described in detail in Appendix C, so only the main lessons will be drawn out here. Both communities sought to develop partnerships, however this was attempted in different ways.

Formation of the two Circular Head partnership structures (i.e. the Circular Head Business Enterprise Centre and the Education Consultative Committee) was partly driven and developed by external agents and partly by the local council. The Education Consultative Committee was an outcome of the Partnership Agreement, between the State government and the Circular Head Council, which involved consultation with community stakeholders:

- Development of these partnership structures can be seen as a ‘top-down’, consultative, process rather than a ‘bottom-up’, ‘grass-roots’ community-driven approach.
This approach has produced partnerships that integrate different levels of government, and include external as well internal stakeholders, and thus make a broader range of resources available for tackling community issue.

Apart from the subcommittee set up to address the skills audit and the Generating Jobs in Regional Tasmania project findings (refer Appendix C), there is as yet no comprehensive and formal partnership between the business and industry sector and the education and training sector in Circular Head.

Circular Head also had two *community forums* sponsored by external agents to which a broad range of stakeholders were invited. They were a TEAC forum on employment and training issues in February 2001 and the Generating Jobs in Regional Tasmania strategy development meeting in August 2001. Care was taken in both cases to invite a range of local small businesses. These forums assist in *developing interaction, networks, and a shared language* between stakeholders and are therefore valuable in developing a foundation for partnerships:

The Circular Head experience therefore demonstrates the value of external agents in assisting the development of an inclusive, partnership approach to community development. It is also an example of institutional leadership in forming partnerships to address education, training and employment (the State-local government partnership)

Dorset provides two examples of partnerships between businesses, training providers and the community in the form of the Winnaleah District High and Scottsdale High School VET programs (described in Appendix C). The Winnaleah District High VET program was facilitated through its membership of the North East Education and Training cluster. The Scottsdale High School VET program has to some extent been catalyzed by the success of the Winnaleah District High program and has received strong support from Dorset council.

There are early signs of a more comprehensive, coordinated approach to developing a partnership structure between the business, training and community sectors in Dorset coming from the Future Search process (described in Appendix C). The Future Search approach shows a strong emphasis on stimulation and sharing of community ideas to build a community driven vision and partnership approach. At the same time this is an approach chosen and facilitated by local government, with the assistance of external agents such as the larger Launceston City Council. Thus, it is an example of a strategy directed by local government to facilitate community driven solutions.

It is also worth noting that the Generating Jobs in Regional Tasmania project, particularly the Strategy Development Meeting held in August 2001, has been an important catalyst for ideas about a coordinated, partnership approach to local education and training issues in Dorset. A number of challenges still exist for Dorset. They center around involving business and industry in a meaningful way, particularly as there is no chamber of commerce to provide a representative voice, and provision of a focus for business and employment services.

Dorset therefore provides examples of both school initiated VET partnerships and an emerging, more comprehensive, partnership approach that is being facilitated by the institution of local government.

The Dorset and Circular Head approaches demonstrate the value of *external agencies and local institutions* (especially local government and schools) in developing partnerships for education, training and employment. Local government and schools are institutions that are able to legitimize partnership activities. They have access to resources that facilitate partnership activities and are visible focal points in the community around which partnership activity can occur.
Both communities also demonstrate the challenges involved in developing comprehensive and coordinated partnerships. More common (and often the only viable starting point) are smaller, narrower, more isolated partnerships, such as school VET program committees or organisations such as Circular Head Business Enterprise Centre, that once they are established, can become more integrated with one another and a wider range of stakeholders, often through the facilitation of local government and external agencies.

Some stakeholders are of particular importance for development of community VET partnerships:

- **Local government** plays an important legitimising role for many community initiatives, particularly those addressing sensitive or controversial issues. Councillors are elected, whereas most of the other influential members of community project partnerships are non-elected, and some may not even reside in the community. Local government can also provide access to a wide range of resources.

- For VET to meet local needs it is important to involve local business and industry. Business and industry represent, to a large degree, the demand side of local training. Their demand for skills and the appropriate training should be reflected in the local training agenda in order to equip youth and the unemployed for local jobs. Of course, not all locals want the jobs that are available locally, and sometimes there are not enough local jobs to go around, so local education and training also needs to equip students for jobs outside the region.

- **Training providers** must understand and speak the ‘language’ of local business and industry and the community more generally. Training providers must be proactive in seeking out training needs and becoming involved in partnerships as equals not dominant partners.

**Lessons from the Generating Jobs in Regional Tasmania project**

The ‘How to’ manual provided in Section 8 of this report provides an eight step strategy for the use of social capital to achieve community aims. This strategy incorporates the major lessons learnt from the Generating Jobs in Regional Tasmania project about partnership building, with the steps forming the basis for development of effective partnerships:

1. Identify the purpose of the project or activity
2. Involve stakeholders, including external stakeholders
3. Consider what is happening already in the community
4. Encourage community vision and priority development
5. Build cross-sectoral linkages
6. Build shared language
7. Turn the vision into concrete plans
8. Evaluate the project

Steps 1, 2, 3 and 7 are particularly important for effective partnerships.

A final comment on collaborations and partnerships, taken from an extensive CRLRA (2001) study on community VET initiatives, is relevant here:

Collaboration and partnerships are never simple, nor are they uniform in their influence and outcomes. In each case collaboration occurs for specific purposes in specific places at specific times, and its very nature means that some
stakeholders will be included and other groups may not. *It seems the trick of initiators of collaborative efforts is to know who should be involved in the situation in hand.* However, knowing who should be involved, and actually achieving the involvement of the desired parties, are often two different matters, for reasons that may be beyond the control of any planning group. (CRLRA 2001)

**Leadership**

The experience of both communities, and particularly that of Circular Head, shows that *external and internal leadership can be effective* in developing partnerships for change. External agents, such as the State government and its agencies, Federal government bodies such as TEAC, industry bodies such as TRITB, and institutions such as CRLRA, can take an effective leadership role in assisting change in communities – the trick is to partner effectively with the communities to assist them utilise and develop their social capital to respond to change. External agents bring a broader range of experience and can act as an independent facilitators to bring stakeholders together to stimulate ideas and build a shared vision.

Within the community, leadership potentially resides in any of the stakeholder groups involved with the issues. Leadership is thus dispersed, and a proactive, dynamic leader can arise from any of the stakeholder groups to galvanise the others to respond collectively to the issue.

A key attribute of an effective community leader is this ability to galvanise others, to stimulate leadership among other stakeholders. This is known as ‘enabling’ leadership as it enables others in the community to show leadership and become actively involved in collective responses to change.

Enabling leadership is important in building effective partnerships. All partners are encouraged to show leadership in terms of both goal setting and strategy development. As mentioned above, stakeholders tend to contribute based on the relevance of the partnership to their needs.

Enabling leadership can help solve leadership continuity problems in communities. Often key people (stakeholder representatives) move on creating discontinuity. Leadership that encourages others in the community to show leadership enables these other leaders to easily step in and fill the shoes of the person leaving. A good example is Circular Head where the school principal, a dynamic leader who worked well with other stakeholders, moved on; the TAFE manager was able to provide continuity on issues relating to the skills audit and this project while a new school principal was inducted into the partnership leadership process.

*Institutional leadership* can be effective especially in the form of local government which can play an important role in facilitating the use and development of social capital to achieve community objectives. Examples include Dorset Council’s organisation of the Future Search process, and the State Government- Circular Head Council Partnership Agreement that initiated the Education Consultative Committee. Institutional leadership can also come from state and federal government agencies and institutions (including schools, TAFE and universities), industry bodies and other institutions.

As mentioned above, local employers are important stakeholders in community VET initiatives, and leadership that can draw them into an effective partnership is essential. The close involvement of employers in education and training partnerships remains a challenge for both communities.
**Leadership and process**

It is evident that the primary task of community leadership is to initiate a *process* of developing latent or fragmented leadership and bring these leaders together to create effective partnerships. This process is encapsulated in the eight step strategy described above, and provided in the ‘How to’ manual in Section 8. Particularly important leadership tasks include step 2 (involving stakeholders), 4 (encouraging community vision) and 5 (building cross-sectoral linkages).

**Social capital**

Social capital is the networks, shared norms and values, and trust residing in a community, including connections to networks outside the community. Social capital can be a rich resource in small rural communities as, to put it colloquially, ‘everyone knows everyone’. This is mainly due to greater opportunity for recurring interactions, as people live, work, learn, shop and play in similar places and over long periods of time, often lifetimes. This can create a strong sense of belonging to the people, families and geographic area of the rural community.

The key for community development is to develop structures and processes that use and build this social capital to achieve collective goals.

- They must be structures and processes for *interaction*, as it is interaction that builds social capital. The Education Consultative Committee in Circular Head is an example of a structure, and the Future Search conference in Dorset a good example of a process, that build social capital. People come together to generate shared visions and in the process they come to share norms and reinforce existing networks and build new ones. Other examples include social, civic and networking activities that bring stakeholders together.

- They must be also structures and processes for *collaboration*. Collaboration helps develop a shared language around an issue which in turn forms the basis for the development of a shared vision. Collaboration is more purposeful interaction, that is, it is interaction towards a set of goals (partnerships are more formal collaborations). Again, both the Education Consultative Committee and Future Search are good examples.

- *Leadership* is essential to initiate and sustain these structures and processes. As shown above, both institutional and external leadership can play an important role.

*External networks* and links are important as they can provide access to a wide range of resources including innovative ideas, other information, funding, and political influence.

As mentioned above, the ‘How to’ manual provided in Section 8 provides an eight-step strategy for the use of social capital to achieve community aims. In particular, social capital that is used and built through collaboration is important for steps 4 (building a shared vision), 6 (building a shared language) and 7 (turning the vision into concrete action).

**Working with communities from the outside**

This project reinforced five issues about external agencies working with communities.

External agents should *integrate external projects/agendas with the community’s own plans and processes*. This makes the project more obviously relevant to stakeholders and avoids duplication. Integration demands a consultative, participatory approach.
External agents should adopt a *contextual approach* – the current situation and activities around an issue, such as education and training, must be seen within the broader context. Examples include the community’s ‘situation’ (isolation, population, links to external groups) such as Dorset having a smaller population and being closer to a (much larger) regional centre than Circular Head; the ‘stage of development’ of local and other planning activities, for example, Circular Head went through a strategic planning process in 1996 followed by the state-local government partnership process that focussed on education and training, whereas Dorset is just commencing this process (education was not a major focus in Dorset’s 1996 strategic planning process); and the lengthy time frames for these institutional planning processes and community development in general.

External agents should consider *clarity of goals, confidence and sensitivity*. External agents need to be clear about their goals and project purpose, thus the project purpose must be clearly framed from the beginning. This clarity of goals gives confidence in explaining the project to community stakeholders and gaining support. Sensitivity to the various stakeholder needs, situations and relationships is required. Managing relations with (and between) stakeholders in the interests of the larger picture can become the most important task.

External agents should show *commitment when it matters*. The project coordinator and sometimes the entire project team have to show commitment to the project and the stakeholders (e.g. all travelling to the community to attend meetings), for this commitment to be reciprocated.

*Communication* must be regular. Face-to-face communication is crucial for initial introductions and follow-up periods of establishing relationships, key presentations of the project aims and meetings to present and discuss a key proposal. Communication must be flexible to fit in or negotiate time and place.

External agents should adequately *resource* the project to meet ‘face-to-face’ communication requirements.
‘How to’ Strategy Manual
A guide for communities wanting to use and build social capital to respond to change

Introduction
The production of an easy-to-read, community friendly, ‘How to’ manual was one of the main goals of the ‘Generating Jobs in Regional Tasmania’ project. It was planned that the lessons learnt from both theory and practise involved in undertaking the project could be synthesised into a practical guide for communities. Although aimed specifically at improving the match between local demand for skills and local training provision, the project also had the broader aim of investigating how communities can better respond to change more generally. The strategy provided is therefore designed to be useful to the management of change for a wide range of community issues apart from education and training to match skill needs.

This manual is a guide on how a community can capitalise on its social resources, in terms of the networks, leadership and shared norms and values residing in and beyond the community, to achieve its aims. The strategy will include practical examples drawn from experiences during the project to illustrate each major point. The final page of the manual includes a diagram of the linkages between the eight steps of the strategy, the three research areas of partnerships, leadership and social capital, and the range of practical examples provided.

The strategy
The strategy is comprised of eight key steps:

1. Identify the purpose of the project or activity
2. Involve stakeholders, including external stakeholders
3. Consider what is happening already in the community
4. Encourage community vision and priority development
5. Build cross-sectoral linkages
6. Build shared language
7. Turn the vision into concrete plans
8. Evaluate the project

1. Identify the purpose of the project or activity

The first step for any community development project is to establish clearly the purpose of the project. This step may seem too obvious to include in a strategy guide, yet it is essential for clear communication of the idea to both:

- key stakeholders, in order to generate enthusiasm for a collective approach, and
- to those within or outside the community who can provide support and resources.

Neglecting this step can quickly lead to confusion at an early stage for both the instigators of the project and those they are trying to involve.
Consequently, it can ‘put off’, or at least delay the development of enthusiasm within, intended partners in the project.

Confusion as to the exact purpose of the project also makes it difficult to know what to do in the later steps. However, often the exact purpose of a project is not known initially, and clarification best occurs through talking with people relevant to the issue. Often it’s only the many interconnected problems faced by those who deal with the issues that are known. In this case the challenge is how best to formulate a project that will address these problems.

This essentially involves getting the relevant people together to discuss the issues, clarify the problem, and clearly formulate the project aims.

Defining the purpose of the project therefore often requires, and is best achieved by, involving key people or organisations relevant to the issue from the outset.

These key people and organisation representatives are essentially ‘leaders’ who are distributed within, and often outside, the community. They are therefore part of the social capital of the community.

They may include
- stakeholders (those who have something to lose or gain from the project, usually residing within the community), and
- ‘resource personnel’ (people and organisation representatives both within and outside the community, who can provide various resources such as information, legitimacy, access, funding etc)
- these ‘leaders’ often have important information, such as knowledge of recent research or other relevant reports, which can contribute to the project formulation.

The challenge lies in utilising this social capital through forming productive partnerships or collaborations. Defining the problem and project purpose without initially consulting such leaders can be just as detrimental as having no clear purpose:
- the definition of the problem may be poorly informed and miss important aspects;
- the purpose of the project may lack relevance to the key stakeholders (or, importantly, funding bodies);
- key stakeholders may be reluctant simply because they were not consulted;
- and very importantly, the project may be duplicating another project or process already under way in the community that the initiators of the new project are not aware of.

For these reasons, the second step in this strategy guide, that of ‘involving stakeholders’, is often strongly intertwined with this first step of defining the purpose.

Example 1. External input: Regional Skills Reports

In the case of the Generating Jobs in Regional Tasmania project, the purpose was defined by organisations outside of the community (CRLRA, TEAC & TRITB). However, these organisations were aware of the ‘problem’ of unmet training needs in rural Tasmania both through their links to rural and regional Tasmanian communities and, in particular, from two recent training or skills audits in north and north-eastern regions.
Tasmania. The reports highlighted the need for better matching of local training provision with the skills needs of businesses, particularly small businesses, in regional Tasmania. Pre-existing links between CRLRA, TRITB and TEAC established a common interest in helping rural communities better match training needs with training provision. Their knowledge about funding sources and guidelines helped in devising a project purpose that was eligible for available funding. This then is a good example of how a project purpose was defined by collaboration amongst informed ‘leaders’, who even though they were external to the community, formed part of the social capital of the community through their links to it.

Example 2. Community input through TEAC

Although the two communities did not have direct input in formulating the Generating Jobs in Regional Tasmania project aims, they had indirect input, particularly through TEAC’s consultations and linkages. TEAC is an Area Consultative Committee, one of 56 Australia wide, that was initiated by the Federal Government and is funded to provide advice and feedback to the government on regional needs and assist communities to access relevant government programs. TEAC had previously conducted a community forum in Dorset to stimulate discussion about issues of employment, business development and education and training, to which many key stakeholders were invited. The points raised in this forum fed into the development of the project aims.

With regards to Circular Head, TEAC was informed through its linkage to the State Government – Local Government Partnership Agreement process. TEAC has a mandated interest in these partnerships and was aware of the education and training committee in Circular Head that arose out of this agreement. TEAC was also assisting the committee access funds to undertake a skills audit and the discussions around these issues informed the development of the Generating Jobs in Regional Tasmania project aims.

2. Involve stakeholders, including external stakeholders

It is important to involve relevant people and organisations from the outset of the project. These may be from within or outside the community and are classified in Step1 above as ‘stakeholders’ and ‘resource personnel’, though for the sake of brevity they will be collectively called stakeholders here. Some, usually found within the community, are potential sources of leadership, while others, both inside and outside, may provide access to valuable resources. Often some of the ‘leaders’ have been informally discussing the problems for a while anyway, and may even be involved in projects or processes to address related issues. However, after initial informal discussions about the problems and possible projects to address them, more formal discussions with a more representative range of stakeholders is required. This process can be assisted by:

- A stocktake of stakeholders – that is, listing who and what is relevant to the problem and/or could provide assistance. This may require a progressive, ever widening process, of asking for referrals from those you do know about to find out about those you don’t know about.
- Casting the net wide to include relevant external stakeholders – apart from their possible access to resources they may provide a useful ‘outsiders’ view.
• A ‘community map’, mapping the linkages between the various stakeholders within the community, and their links to stakeholders outside the community – this helps in both triggering people to remember other stakeholders and also in providing a mental picture that is common to everyone on how the various stakeholders fit in.

Involvement of stakeholders in more formal discussions may take a number of forms:

• A community meeting is an open forum that is widely advertised and can also selectively invite key stakeholders. This gives the opportunity for any interested party to attend, can generate a lot of community enthusiasm around the issue, and makes the process more open and transparent while ensuring the key stakeholders are targeted.

• If the relevant stakeholders are readily apparent and known to each other, or the nature of the project does not require wide consultation or community input, or a smaller meeting is required to organise a wider consultative process, then a simple meeting between key stakeholders is probably sufficient.

• Some stakeholders may be unable or reluctant to attend a meeting, or may require ‘feeling out’ before being formally included in the process. One-on-one meetings, either face-to-face or by telephone may then be appropriate.

Involvement of stakeholders is often an ongoing part of the project. This may be in the form of regular or even just occasional meetings. Even if stakeholders are not actively involved they should be updated on significant developments, for example on media reports, by letter.

Example 3. Community talks

One of the principal aims of the Generating Jobs in Regional Tasmania project was to develop, in consultation with stakeholders, a strategy to better the match local training provision with local business skill needs. Stakeholders were involved in this process in three main ways: one-on-one interviews, a community forum, and later, smaller meetings with key stakeholders.

First was a series of personal one-on-one interviews with those identified as stakeholders. The main purpose of these interviews was to gather information - about the stakeholder; the community; linkages with other stakeholders and the community; education, training and employment issues and possible solutions. This information fed into initial strategy ideas. Stakeholders were identified both within and external to the community and through referrals, a wide range of relevant stakeholders were identified.

The second way stakeholders were consulted was by holding an open community meeting titled a ‘strategy development meeting’, to which a wide range of stakeholders were invited. Many issues were aired in this meeting and at the end the main points of consensus were summarised.

The final consultations occurred with just a few key stakeholders who, in both communities, were involved in community structures and processes already in place that complemented the aims of the project. These meetings fine-tuned the strategy to fit in with current community processes.

Example 4. Quote (CRLRA 2001b)

A quote from a CRLRA report on community VET initiatives in regional Australia summarises this section very succinctly:
“The types of organisations and training providers that feature in the collaborative groups vary across sites. Collaboration and partnerships are never simple, nor are they uniform in their influence and outcomes. In each case collaboration occurs for specific purposes in specific places at specific times, and its very nature means that some stakeholders will be included and other groups may not. *It seems the trick of initiators of collaborative efforts is to know who should be involved in the situation in hand.* However, knowing who should be involved, and actually achieving the involvement of the desired parties, are often two different matters, for reasons that may be beyond the control of any planning group” CRLRA (2001b).

3. Consider what is happening already in the community

Sometimes there are structures such as action committees or processes such as council reviews already, or about to take place, in the community.

- It is important to identify these and find out all about them so that an informed decision can be made about the need for a new project.
- Consult with the people involved in these other activities to see how your project can best fit in and complement or expand on these efforts.

**Example 5. The Circular Head Partnership Agreement and Skills Audit**

The State government’s Partnership Agreement with Circular Head had established an Education and Training Consultative Committee in the community. This committee had representation from all the government schools in the municipality, TAFE, the council, and various State government departments (Department of State Development, Department of Education). Prior to the commencement of the Generating Jobs in Regional Tasmania project the Education Consultative Committee had commissioned a Skills Audit of Circular Head businesses to identify skills gaps. The Generating Jobs in Regional Tasmania project partners were aware of this and TEAC had assisted the Education Consultative Committee gain funding for the audit. The Generating Jobs in Regional Tasmania project was therefore designed to complement the role of the Education Consultative Committee and to utilise and build on the findings of the Skills Audit.

**Example 6. Dorset Future Search**

The Dorset Council was in the process of preparing for the review of their five year Strategic Plan when the Generating Jobs in Regional Tasmania project was being developed. The project partners were aware of this process that was planned to continue throughout the period over which the Generating Jobs in Regional Tasmania project would be undertaken. Communication with Dorset Council from the outset envisaged the Generating Jobs in Regional Tasmania project complementing and feeding into the consultative process involved in developing the council’s Strategic Plan. This consultative process primarily took the form of a Future Search Conference where 80 mainly community members gathered over three days to discuss a range of issues for the future. One of the key aims of the Generating Jobs in Regional Tasmania project was to help integrate education and training, employment and business groups in the community. Future Search used group processes that provided this integration and the council is facilitating the formation of integrated groups that will progress the outcome of the conference.
4. Encourage community vision and priority development

Fostering community enthusiasm for a project or the issue which the project addresses is very important. The community must primarily drive solutions and be empowered to do so. There is a lot of ability and passion residing in communities and it is finding ways to harness this that is crucial.

- Development of a community vision around an issue or project is very important.
- This can be achieved through processes that involve stakeholders such as those mentioned above e.g. community meetings, forums, search conferences etc.
- Providing practical case studies of how other communities have addressed problems can be helpful in giving community members the feeling they can do it too.
- Honing down the many ideas into priorities is very important to provide focus and a realistic list of achievable goals.

Example 7. Rallying the troops: Strategy development meetings

After the initial data gathering stage of the Generating Jobs in Regional Tasmania project, a strategy development meeting was organised in each community, as mentioned in Example 3. above. These meetings were designed to bring a wide range of stakeholders together, many of which had been independently consulted in the data gathering phase, to discuss the issues and develop a strategy to address them. Importantly, they provided an opportunity for the different stakeholders to communicate and find out what else was happening on this issue in the community. The meeting generated a lot of passion and enthusiasm in Dorset, drawing a large response, and establishing a list of priorities for the future (refer Appendix I). The ideas and passion generated were sustained and further focussed at the Future Search conference. In Circular Head, where the Education Consultative Committee had been working with stakeholders on these issue for a while, with the Skills Audit nearing completion, there was more a sense of continuation of an ongoing process. A very important community meeting on another issue was also on that day, so some stakeholders were unable to attend. Nevertheless, the meeting provided valuable input and consensus points on the subsequent strategy development.

Example 8. Visual aids and mind maps

Developing a vision and having a clear idea of what is to be achieved is extremely important for generating community enthusiasm around an issue. Visual aids or mind maps can help people see the bigger picture. The ‘community maps’ (Appendix G) that were used at the strategy development meetings, where the main stakeholder groups and their linkages were drawn on a large piece of butchers paper, provided a focus and visual mind map for people to relate to. These maps gave people an overall sense of how the community fitted together around the issue. A short list of priorities or consensus points also helps people see the most important goals clearly in their mind’s eye, and gives a clearer picture of future direction.

5. Build cross-sectoral linkages

One of the greatest challenges of contemporary society is integration. Society tends to specialise, but social problems are not specialised. Very few issues are isolated, most if not all
are interconnected. Stakeholders working in isolation will provide narrow and limited outcomes. Thus, a great challenge in modern times is to build cross-sectoral linkages and integrate the various specialist areas and stakeholders in ways that build more complete solutions.

- Cross-sectoral linkages need to be built within the community and with external bodies/people
- Cross-sectoral linkages need to be maintained. This can be achieved through
  - formal structures and processes that bring stakeholders together on a regular basis such as consultative committees,
  - joint activities towards common goals such as undertaking projects identified as important, and
  - other ‘networking’ activities e.g. getting a group together to go to a conference and end of year ‘socials’ etc.

Building and maintaining cross-sectoral linkages requires leadership from the many leaders distributed throughout the community.

Example 9. External connections

Linkages with other stakeholders can provide access to resources. In small communities trying to build viable solutions with scarce resources, sharing of resources is necessary. However, linkages to external bodies, either directly or through other stakeholders, can provide access to a greater range of resources yet again. The Generating Jobs in Regional Tasmania project partners through their many connections outside the communities were able to draw up a list of external groups and the assistance they could provide for future action plans.

Example 10. Managing insularity and negativity

Some people are ‘go-it-alone’ types. These people, often successful entrepreneurs, can achieve great things in a narrow sense, that is, they do well at specific projects that are their ‘baby’ so to speak. They may be quite negative about other peoples’ ideas and projects or feel frustrated that other community leaders/stakeholders do not take on their ideas. These people can be very valuable to the community if they can be drawn in to share their ideas and passion and link with other enthusiastic stakeholders who have a more expansive and inclusive approach. This is where meetings that facilitate cross-sectoral linkages, such as the Generating Jobs in Regional Tasmania strategy development meetings and the Dorset Future Search conference were valuable. Good ideas were shared, reworked and reshaped in a positive environment and the energy and good will of the group broke down barriers and transcended individual agendas.

6. Build shared language

- Building shared language is part of building a shared vision.
- Shared language brings about a united way of addressing an issue.
- Communication between stakeholders from building cross-sectoral linkages helps build shared language.
• It requires sharing of perspectives, experiences and, especially, stakeholder jargon, to build a bigger picture from a broader range of stories.

• An example is the vision of a “learning culture” – this means different things to different people and maybe complete jargon to others – but by sharing this phrase a new vision for a community can be realised.

Example 11. Sharing language
An important part of ensuring the better matching of education and training provision in a community with the skills needs of employers is for these different stakeholders to have good communication opportunities. The Generating Jobs in Regional Tasmania project sought to develop mechanisms so that the key stakeholders could communicate regularly. One idea was a ‘community action group’ of those relevant to these issues. This included VET providers, representatives from local businesses, the local council, Group Training Companies, New Apprenticeship Centres, employment agencies and so on. The aim is for a shared language to be built, and hence a shared vision and united approach to the solutions. The Education Consultative Committee in Circular Head already went a long way towards achieving this goal, however, it did not have any representation from business on it, or from Group Training Company’s or New Apprenticeship Centre. A group of this nature was also seen as important to address the findings of the Skills Audit. Thus, in consultation with the Education Consultative Committee a subcommittee was established that included these important stakeholders.

Example 12. The Skills Audit process
The Skills Audit process in Circular Head is a good example of how stakeholders can work together to build a shared language and vision. The Education Consultative Committee commissioned a skills audit to identify the awareness and participation of businesses in training, and the future skills demand of employers, in Circular Head. A subcommittee or ‘working group’ was set up for this purpose, involving business, the council and training providers. This process helped the various stakeholders share ideas and experiences and develop a shared language and vision around the role of VET in the community.

Example 13. Sport and training
Sporting associations are very active in both Dorset and Circular Head. It was noted in Circular Head that although there appeared to be few 18-35year olds participating in vocational education and training, there were plenty that put a lot of effort into sports training. The idea arose that maybe the sporting clubs could help in some way in fostering the importance of training, as well as community leadership. This was thought to be a way social capital could be leveraged to develop a learning culture.

7. Turning the vision into concrete plans
It is very important in sustaining community development initiatives that practical, concrete achievements are seen. An inspiring collective experience such as a community meeting can over time appear as merely a ‘gabfest’ if it does not produce worthwhile results.

• Identify:
what is to be achieved – in specific, concrete terms,
a timeframe,
who is responsible for achieving it, and
resources (who and what).

Example 14. The Hub

One of the main findings that came out of the Generating Jobs in Regional Tasmania Strategy Development Meeting held in Dorset, was the community recognition of a need for a central organisation, or ‘Hub’, that acted as a one-stop-shop for vocational education and training, employment and business services. This hub is envisaged to be a central place and phone number that businesses, employers, employees, the unemployed, students, parents etc. can contact for information about training options, employees, business development advice, jobs etc. The various organisation relevant to these areas, such as a Business Enterprise Centre, Group Training Company, New Apprenticeship Centre and employment agencies could work from the premises.

Development of a Hub was identified as the first priority in the priority development session of the meeting. This idea was further elaborated at the Future Search conference, and placed in the context of a coordinated approach to community development. Currently (at the time of writing) a “Sustainable Communities” group, under the auspices of the Dorset Council is being established to take action on the various ideas, including the Hub, discussed at the Future Dorset conference.

8. Evaluate the project

Evaluation should occur continuously as the project proceeds and those involved should discuss issues as they arise.

More formal evaluation at the end of the project which consults a wider range of stakeholders is important as it

- ensures a more rigorous process, and
- evaluates the project from a number of perspectives.

Evaluation should not only aim to identify achievements against the original objectives, but also new areas around which new projects can be developed. In this way the project strategy becomes a cycle from first identifying a (original) purpose to evaluation which collectively identifies new purposes.
Strategy linkage diagram

Research Areas

- Leadership
- Partnerships
- Social Capital

Strategy Steps

1. Purpose
2. Involve stakeholders
3. Consider current plans of community
4. Vision & priorities
5. Cross-sectoral links
6. Shared language
7. Vision into action
8. Evaluation

Examples

- Regional skills reports
- Community input via TEAC
- Community talks
- Quote
- CH ECC & Skills Audit
- Dorset Search Conference
- Strategy meetings
- Community maps
- Our external connections
- Manage negative influences
- Sharing language
- Skills audit process
- Idea for sport & training
- Hub
Evaluation

This project was evaluated in three main ways:

1. *Periodic evaluation* at project team meetings: on seven occasions throughout the period of the study the three project partners and the project officer met to evaluate the project achievements against objectives and plan future activities.

2. *Stakeholder consultation*: the project aims and progress were discussed with stakeholders at a number of meetings including the mid-year Strategy Development Meetings, a meeting with the Circular Head Education Consultative Committee, and a meeting with Dorset Council personnel.

3. *Formal request* for evaluation from stakeholders: an evaluation sheet was sent to key stakeholders seeking their views of the value of the project to them.

The results of these various forms of evaluation were:

1. *Periodic evaluation*: project actions and strategies were refined in the light of feedback from stakeholders and new information coming to light. Periodic evaluation ensured the project kept on track in relation to its objectives.

2. *Stakeholder consultation*: as a result of this process this projects activities were integrated with the communities’ on-going planning processes as described in Section 6.

3. *Formal evaluation*: a small number of key stakeholders in both communities were sent evaluation forms. Those returned all rated the project as relevant or very relevant to their communities, and very useful or somewhat useful overall. The community meeting was noted to be especially useful in Dorset, where interaction among education and training and small business stakeholders had previously been limited. There was indication of improved linkages with other sectors in both communities. Despite Circular Head having more advanced interactional infrastructure than Dorset, Circular Head stakeholders noted the project had highlighted areas for action and that a committee had been formed to implement actions identified. Dorset stakeholders indicated a will to ensure that action occurs to implement project findings.
Recommendations

The following recommendations are for rural communities and policy makers in general. Education and training provision in rural communities must address requirements for local jobs and retention of youth to year 12 or equivalent. In order to achieve this it is recommended that:

1. Interaction between sectors within the community, especially of the business and local government sectors with the education and training sector be encouraged.

2. Processes for interaction be structured, inclusive and with a community-based approach.

3. Leadership is to be viewed as potentially distributed throughout the different stakeholders; leaders empower or ‘enable’ a range of stakeholders to engage in leadership; include local government and government institutions such as schools as they are leaders who can legitimise partnerships.

4. External resources are accessible and there is continuity of commitment. External agencies who can provide access to external resources and have an initiating role are engaged.

5. Local government plays an important facilitating role in organizing structures and processes that build social capital in communities.

6. The strategy manual provided in this report as a guide should be used to use and build social capital to better respond to change.
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Appendix A. Information on the Project Partners

Centre for Research and Learning in Regional Australia

CRLRA

University of Tasmania, Launceston

The Centre was established in January 1997 by the University of Tasmania under a contract with the Australian National Training Authority (ANTA). It conducts research into the process and outcomes of learning in rural and regional Australia. The Centre has a focus on rural vocational education and training for learners, trainers, businesses, funding bodies, policy makers and local communities. The Centre is a key dissemination and research unit for the fields of rural and regional adult and vocational education and training and learning. It has established strong links with researchers and vocational education and training providers throughout the country as well as with government, business, industry bodies and community organisations. It’s mission is to consult widely to produce and disseminate high quality research into learning and development in regional Australia.

Contact:

Sue Kilpatrick, Associate Director
Ph: 03 6324 3142
Fax: 03 6324 3040
Mob: 0407 395185
Email: Sue.Kilpatrick@utas.edu.au

Tasmanian Employment Advisory Council

TEAC

Old Launceston Post Office, Launceston

The Tasmanian Employment Advisory Council is funded by the Department of Employment Workplace Relations and Small Business (DEWRSB), and is the Area Consultative Committee (ACC) for Tasmania. There are 55 Area Consultative Committees nation wide. The ministerial statement of priorities for ACCs refers to a “focus on improving the employment prospects of rural, remote and disadvantaged communities by providing improved assistance for the long-term unemployed, young and indigenous people and those adversely effected by economic changes in rural and regional areas” (Reith 1999).

TEAC endeavours to work with regional and rural communities to develop opportunities to work in a collaborative manner to develop innovative and dynamic approaches to local issues, for sustainable employment outcomes and the economic well-being of the community.

Contact:

Sheryl Thomas, Executive Officer
Ph: 03 6334 9822
Fax: 03 6334 9828
Mob: 0419 395178
The Tasmanian Rural Industry Training Board (TRITB) is funded by the Office of Post Compulsory Education and is the Rural Industry Training Board for Tasmania. TRITB is a not for profit incorporated association. TRITB has a voluntary committee of fifteen members, drawn from agriculture, horticulture, unions training bodies, university and rural youth.

TRITB is a tripartite grouping representing Government, employers and employees. The Board identifies training needs and provides a framework to implement programmes based on those needs. This is achieved by working in conjunction with those Government and Industry agencies with a rural industry training role. The Board, through its participating organizations, is linked to most users and providers of rural training. It provides the opportunity to ensure that there is a co-ordinated approach to rural education and training in Tasmania.

Contact:

Zich Woinarski, Executive Officer
Ph: 03 6331 2131
Fax: 03 6331 4344
Mob: 0418 135 080
Email: tritb@bigpond.com
Appendix B. Community profiles

Geography

Dorset

The municipal district of Dorset is situated in the far north-east corner of Tasmania. The municipal boundaries of Dorset to a large extent follow geographical features in that the southern, south-eastern and south western boundaries are bordered by steep forested hills. These hills have in the past tended to isolate Dorset from the rest of Tasmania and specifically the large regional centre of Launceston about 70km to the south-west. However, improvements in roads and transport in the latter half of the twentieth century have improved access greatly, although a lingering sense of isolation remains. The northern and north-eastern boundaries of Dorset are coastal.

The Dorset landscape is diverse and includes prominent forested hills, fertile agricultural valleys, and low, flat mainly grazing areas and large sand dunes in the northern coastal reaches. The Ringarooma valley is a noteworthy geographic feature as it holds the majority of Dorset’s small towns which line the banks of the Ringarooma river as it winds it way through the valley north-east to Ringarooma Bay on the northern coast facing Bass Strait.

Circular Head

In direct contrast to Dorset, Circular Head is situated in the far north-west corner of the state. Circular Head municipality is over 50% larger than Dorset, covering 4917sq km to Dorset’s 3196sq km. Circular Head also has an extensive coastline, including three small islands. The Sister’s Hills range marks the eastern boundary of the municipality and, somewhat like Dorset, these hills have in the past tended to create a sense of isolation. However, this isolation is quite real, as Circular Head is situated about 425km by road from the capital Hobart and 90km from the closest major centre Burnie (pop. 19000). In comparison, Dorset is 270km by road from Hobart and about 70km from the much larger regional centre of Launceston (pop. 73000). Further, Dorset has four main roads connecting it to other municipalities, whereas Circular Head has only one main road connecting it to the rest of Tasmania.

The Circular Head landscape is diverse and includes gently undulating to flat agricultural areas interspersed with forested hills. The southern and south-eastern areas comprise extensive forests. Similar to Dorset the northern coastal reaches are characterised by low, flat, often windswept grazing areas and coastal scrub. The coastline is very diverse and includes vast sand expanses, rugged rock formations and popular surf beaches. A noteworthy geographic feature on the Circular Head coastline as one enters the municipality is “the Nut” at Stanley, a circular, elevated land formation, rising 152 metres above sea level and formed from solidified lava over 13 million years ago (Circular Head Council, 2001).

Townships

Dorset

The largest township in Dorset is the municipal service centre of Scottsdale with a population of 1922 in the 1996 census, showing small rises and falls over the 25 years since the 1971 census (pop. 1815). The coastal town of Bridport about 25km north of Scottsdale has grown rapidly to more than double in size over the past 25 years with a population of 591 in the
1971 census to 1234 in 1996. Bridport has a primary school. The Ringarooma valley, about 20km to the east of Scottsdale, includes a string of smaller townships of which Ringarooma and Branxholm have primary schools, and Winnaleah a District High School. There are small settlements in the far north and north east, with Tomahawk and Gladstone being quite isolated, and also in the west at Nabowla.

Circular Head

Smithton is the main service centre in Circular Head with a population of 3313 in the 1996 Census. The next largest town is the nearby coastal fishing village of Stanley (pop. 543 in 1996) which has a primary school. Primary schools are also located in the outlying towns of Forest, Edith Creek, and Redpa/Marrawah.

Population

Dorset

Dorset’s population in 1996 was 7095 according to census data. Census data for 1986 and 1996 displayed below in Table 1. show Dorset’s population grew 7.3% over this ten year period. However, census data for the period 1991-96 (adjusted for collection boundary changes) shows Dorset population stable with natural increase of 227 (births over deaths) about equivalent to net migration loss of 232 (IRDB 1999; census migration data cited in Garnaut et.al. 2001). ABS population estimates suggest Dorset’s population may have grown slightly (0.3%) between 1996-2000 (ABS 2001b) and ABS population projections (Figure 1) suggest Dorset’s population may grow only slowly (medium growth rate scenario) beyond 2001 (ABS 2001a).

Circular Head

Circular Head’s population was measured at 8108 by the 1996 census, growing 3.1% between 1986 and 1996. Population estimates to 2000 suggest only 0.5% growth and population projections (Figure 1.) suggest decline beyond 2000 using medium growth rate parameters (ABS 2001b; ABS 2001a). The net estimated migration loss for Dorset is equivalent to 3.3% of the total Dorset population, is less than the 6.5% loss experienced by Circular Head in the same period (1991-96) (Garnaut et.al. 2001).

Table 1. Age profile and population of Dorset and Circular Head compared to Tasmania and Australia in 1986 and 1996

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The age profiles provided in Table 1 show a decline in the proportion of the population in younger age groups and increase in the proportion in older age groups between 1986 and
1996 in line with ageing of the population Australia wide. Figure 2 shows that Dorset and Circular Head have a greater proportion of their population in the age groups less than 15 year olds than Tasmania and Australia, although this situation reverses for 15-24 year age groups (discussed below). Dorset has an older age structure than Circular Head with less in the younger age groups and more in the older age groups. Circular Head also appears to retain a greater proportion of its youth than does Dorset. Dorset is above the Tasmanian and Australian averages, and Circular Head below them, for all age groups above 50 years old. The older age structure for Dorset probably reflects the popularity of Bridport as a coastal retirement location, whereas many retirees in Circular Head appear to leave the municipality (also see the section on socio-economic profile below).

**Figure 1. Population projections for Dorset and Circular Head at high, medium and low growth rate scenarios (ABS 2001a)**

**Figure 2. Age profile of Dorset and Circular Head compared to Tasmania and Australia (1996)**
Youth retention

The age profiles provided in Table 1 show that Dorset and Circular Head have a greater percentage of their population in the 0-14 age group than is the case for Tasmania and Australia, however, they have a smaller proportion in the 15-24 and 25-34 age groups, indicating considerable loss of youth. Further, the net migration loss mentioned above is not spread evenly across age groups but is concentrated in certain age groups. Most notably, as is the case for almost all regional areas outside cities in Tasmania and Australia more generally, there is a large loss of youth in the 15-19 and 20-24 year old age groups, however, there is some indication there is net migration inflow of the next few age groups (IRDB 1999).

Table 2 shows the number of persons in different age groups over the ten year period from 1986 to 1996. The arrows indicate the passage of a cohort (a group of people born in the same period) through three ascending age groups over the two census periods. Thus, for example, in 1986 in Dorset there were 574 10-14 year olds but only 380 15-19 year olds 5 years later in 1991, a 34% net migration loss in this cohort (Circular Head experienced a 24% loss). Over the following five year period in Dorset this cohort further shrinks to 363 individuals (now 20-24 year olds), a further 4.5% decline (the corresponding decline in Circular Head was 14%). Thus the total loss of this cohort over the ten year period 1986-96 was for Dorset 37% and Circular Head 35%. This compares to a 16% loss of this cohort from Tasmania as a whole over that period. Table 3 compares the change in this cohort in a number of municipalities in Tasmania.

Table 2. Size of age-group cohorts 1986-96 in Dorset and Circular Head

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<td>609</td>
<td>646</td>
<td>714</td>
<td>644</td>
</tr>
<tr>
<td></td>
<td>1996</td>
<td>731</td>
<td>563</td>
<td>530</td>
<td>587</td>
<td>673</td>
<td>680</td>
</tr>
</tbody>
</table>

Source IRDB 1999

It appears that although many youth leave Dorset and Circular Head immediately after compulsory education age, shrinking the size of the 15-19 and 20-24 age groups in the community, the older age groups recover to some extent, most likely due to relatively good work opportunities for these age groups in the communities (discussed below). This is a pattern that appears to occur in many, though not all, Tasmanian regional communities. It is not possible with the data available to establish definitively whether cohorts do return to their initial size in the long term, as data prior to 1986 and after 1996 at the required level (by age and by statistical local area) is not readily available. Figure 2 does show that the 35-39 age group is as large as the 10-14 and younger age groups, but this may be influenced by the fact there were more people born into this cohort, so even though there has been a net migration loss from the community of this cohort, they still are present is as great a number as younger cohorts. Nor is it possible to determine the proportion of local youth returning versus that of new youth from other areas migrating in, or the ratio of males to females that leave, return or migrate to Dorset. This lack of information indicates areas of useful further research.
Table 3. Change in size of the 10-14 year old one age-group cohort in 1986 over the ten year period to 1996 in Australia and a range of Tasmanian areas

<table>
<thead>
<tr>
<th></th>
<th>Australia</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1986</td>
<td>1991</td>
<td>1996</td>
<td>Change (%)</td>
</tr>
<tr>
<td>10-14 years old</td>
<td>1286771</td>
<td>1305764</td>
<td>1322188</td>
<td>2.8</td>
</tr>
<tr>
<td>15-19 years old</td>
<td>37158</td>
<td>34916</td>
<td>31124</td>
<td>-16.2</td>
</tr>
<tr>
<td>20-24 years old</td>
<td>10356</td>
<td>10181</td>
<td>9042</td>
<td>-12.7</td>
</tr>
</tbody>
</table>

Table 4 displays the percentage of the workforce employed in the various ABS industry categories in Circular Head and Dorset in 1996 and compares this to Tasmania and Australia. Most manufacturing and other industry sector employment is ultimately derived from the agriculture and forestry sector either directly or indirectly. Circular Head has a somewhat more diversified economy, as in addition to agricultural, forestry, vegetable processing and timber milling industries that underpins the Dorset economy, Circular Head also has significant employment from fishing, aquaculture, and meat, milk, fish and mineral ore processing.

Table 5 displays the change in the number of people employed in the various ABS industry categories in Dorset and Circular Head between 1986 and 1996. The ABS category Agriculture, forestry and fishing shows a slight decline in employment over the period 1986-96 for Dorset (1.7%) and a sharper decline for Circular Head (8.3%). Manufacturing displays the largest increase in numbers employed in both communities, up 185 (47.3%) in Dorset and 135 (22.5%) in Circular Head. Tourism is the fastest growing industry in percentage terms in Dorset (Accommodation, cafes and restaurants up 98%) with Property and business services second (up 75%). The situation is similar in Circular Head with Property and business services up 215%, and Accommodation, cafes and restaurants up 75%. It must be remembered, however, that these two rapidly growing industries are growing from a relatively small base of less than 100 employees. Other industries growing strongly in both communities are Health and community services and Personal and other services. Overall,
total employment has grown 7.5% in Dorset and 9.3% in Circular Head over the period 1986-96.

Table 4. Dorset and Circular Head employment profile by industry category compared to Tasmania and Australia (1996)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Fishing</td>
<td>28.9%</td>
<td>26.6%</td>
<td>6.6%</td>
<td>4.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mining</td>
<td>1%</td>
<td>0.4%</td>
<td>1%</td>
<td>1.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manufacturing</td>
<td>20.4%</td>
<td>20.9%</td>
<td>12.2%</td>
<td>12.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity, Gas and Water Supply</td>
<td>0.1%</td>
<td>0.5%</td>
<td>0.5%</td>
<td>0.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>4.9%</td>
<td>3.8%</td>
<td>5.9%</td>
<td>6.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wholesale Trade</td>
<td>3.2%</td>
<td>4.5%</td>
<td>4.6%</td>
<td>5.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retail Trade</td>
<td>9%</td>
<td>11.3%</td>
<td>13.7%</td>
<td>13.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accommodation, Cafes and Restaurants</td>
<td>3.5%</td>
<td>4.2%</td>
<td>4.6%</td>
<td>4.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transport and Storage</td>
<td>3.7%</td>
<td>3.1%</td>
<td>3.9%</td>
<td>4.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Services</td>
<td>0.7%</td>
<td>0.8%</td>
<td>1.5%</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance and Insurance</td>
<td>1.3%</td>
<td>1.3%</td>
<td>2.9%</td>
<td>3.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property and Business Services</td>
<td>3.2%</td>
<td>4.8%</td>
<td>6.6%</td>
<td>9.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government Administration and Defence</td>
<td>2.2%</td>
<td>2.2%</td>
<td>6.6%</td>
<td>4.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>5.5%</td>
<td>3.9%</td>
<td>7.9%</td>
<td>7.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Community Services</td>
<td>5.4%</td>
<td>4.6%</td>
<td>10.9%</td>
<td>9.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural and Recreational Services</td>
<td>0.8%</td>
<td>0.4%</td>
<td>2.6%</td>
<td>2.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal and Other Services</td>
<td>2%</td>
<td>1.7%</td>
<td>3.8%</td>
<td>3.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source IRDB 1999

Industries that have shown marked decline over the ten year period 1986-96 tend to differ between the two communities. The exception was Electricity, gas & water which shed 91% of employees in Dorset and 30% in Circular Head. In Dorset, the other big losers were Wholesale trade down 30% and Communications services (-30%) and Finance and insurance (-28%). In Circular head the big losers were Mining (-85%) and Education (-28%).

Table 5. Industry of employment of persons in Dorset and Circular Head 1986-96

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Hunting</td>
<td>830</td>
<td>816</td>
<td>-14</td>
<td>-1.7</td>
<td>1020</td>
<td>935</td>
<td>-85</td>
<td>-8.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mining</td>
<td>22</td>
<td>27</td>
<td>5</td>
<td>22.7</td>
<td>96</td>
<td>14</td>
<td>-82</td>
<td>-85.4</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Manufacturing</td>
<td>391</td>
<td>576</td>
<td>185</td>
<td>47.3</td>
<td>599</td>
<td>734</td>
<td>135</td>
<td>22.5</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity, Gas and Water Supply</td>
<td>34</td>
<td>3</td>
<td>-31</td>
<td>-91.2</td>
<td>27</td>
<td>19</td>
<td>-8</td>
<td>-29.6</td>
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<tr>
<td>Construction</td>
<td>148</td>
<td>137</td>
<td>-11</td>
<td>-7.4</td>
<td>154</td>
<td>133</td>
<td>-21</td>
<td>-13.6</td>
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</tr>
<tr>
<td>Wholesale Trade</td>
<td>128</td>
<td>89</td>
<td>-39</td>
<td>-30.5</td>
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<td>159</td>
<td>56</td>
<td>54.4</td>
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<tr>
<td>Retail Trade</td>
<td>273</td>
<td>254</td>
<td>-19</td>
<td>-7.0</td>
<td>354</td>
<td>398</td>
<td>44</td>
<td>12.4</td>
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</tr>
<tr>
<td>Accommodation, Cafes and Restaurants</td>
<td>50</td>
<td>49</td>
<td>-1</td>
<td>98.0</td>
<td>85</td>
<td>149</td>
<td>64</td>
<td>75.3</td>
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<tr>
<td>Transport and Storage</td>
<td>113</td>
<td>105</td>
<td>-8</td>
<td>-7.1</td>
<td>120</td>
<td>109</td>
<td>-11</td>
<td>-9.2</td>
<td></td>
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<tr>
<td>Communication Services</td>
<td>30</td>
<td>21</td>
<td>-9</td>
<td>-30.0</td>
<td>30</td>
<td>27</td>
<td>-3</td>
<td>-10.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Finance and Insurance</td>
<td>51</td>
<td>37</td>
<td>-14</td>
<td>-27.5</td>
<td>49</td>
<td>47</td>
<td>-2</td>
<td>-4.1</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property and Business Services</td>
<td>51</td>
<td>38</td>
<td>-13</td>
<td>74.5</td>
<td>53</td>
<td>167</td>
<td>114</td>
<td>215.1</td>
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<td></td>
</tr>
<tr>
<td>Government Administration and Defence</td>
<td>68</td>
<td>63</td>
<td>-5</td>
<td>-7.4</td>
<td>55</td>
<td>76</td>
<td>21</td>
<td>38.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>158</td>
<td>156</td>
<td>-2</td>
<td>-1.3</td>
<td>192</td>
<td>138</td>
<td>-54</td>
<td>-28.1</td>
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</tr>
<tr>
<td>Health and Community Services</td>
<td>132</td>
<td>153</td>
<td>21</td>
<td>15.9</td>
<td>99</td>
<td>161</td>
<td>62</td>
<td>62.5</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural and Recreational Services</td>
<td>23</td>
<td>23</td>
<td>0</td>
<td>0.0</td>
<td>20</td>
<td>15</td>
<td>-5</td>
<td>-25.0</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal and Other Services</td>
<td>42</td>
<td>56</td>
<td>14</td>
<td>33.3</td>
<td>43</td>
<td>61</td>
<td>18</td>
<td>41.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2626</strong></td>
<td><strong>2824</strong></td>
<td><strong>198</strong></td>
<td><strong>7.5</strong></td>
<td><strong>3217</strong></td>
<td><strong>3515</strong></td>
<td><strong>398</strong></td>
<td><strong>9.3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Source IRDB 1999
Small business

Small businesses (less than 20 employees) comprise 97.9% of total businesses in Dorset and 97.6% in Circular Head (refer Table 6). This is higher than the 94.6% for both Tasmania and Australia overall. Further, the proportion of ‘micro businesses’ – those employing less than 5 employees - is considerably higher in Dorset and Circular Head than for Tasmania and Australia as a whole.

Table 6. Dorset and Circular Head organisations by size compared to Tasmania and Australia (1996)

<table>
<thead>
<tr>
<th>No. of employees</th>
<th>Dorset</th>
<th>Circular Head</th>
<th>Tasmania</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil</td>
<td>24.3%</td>
<td>22.4%</td>
<td>9.6%</td>
<td>6.7%</td>
</tr>
<tr>
<td>1-4</td>
<td>61.2%</td>
<td>61.1%</td>
<td>63.8%</td>
<td>67.8%</td>
</tr>
<tr>
<td>5-9</td>
<td>10%</td>
<td>10.5%</td>
<td>14.9%</td>
<td>14%</td>
</tr>
<tr>
<td>10-19</td>
<td>2.4%</td>
<td>3.6%</td>
<td>6.3%</td>
<td>6.1%</td>
</tr>
<tr>
<td>20-49</td>
<td>1.5%</td>
<td>1.4%</td>
<td>3.5%</td>
<td>3.4%</td>
</tr>
<tr>
<td>50-99</td>
<td>0.1%</td>
<td>0.5%</td>
<td>1.1%</td>
<td>1.2%</td>
</tr>
<tr>
<td>100+</td>
<td>0.4%</td>
<td>0.5%</td>
<td>0.8%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

Source IRDB 1999

Table 7. shows the size of businesses in Dorset by industry category in 1996. The corresponding information for Circular Head is presented in the Circular Head Skills Audit (CRLRA 2001). The majority of micro businesses in both communities are in the agriculture, forestry and fishing category. Further, in both communities over 40% of businesses in the agriculture, forestry and fishing category have no employees.

Table 7. The size of businesses in Dorset by ABS industry category (1996)

<table>
<thead>
<tr>
<th>Industry</th>
<th>No. of employees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nil</td>
<td>1-4</td>
</tr>
<tr>
<td>Agriculture, Forestry and Fishing</td>
<td>179</td>
<td>164</td>
</tr>
<tr>
<td>Mining</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Electricity, Gas and Water Supply</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Construction</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>Wholesale Trade</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>0</td>
<td>59</td>
</tr>
<tr>
<td>Accommodation, Cafes and Restaurants</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Transport and Storage</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>Communication Services</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Finance and Insurance</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Property and Business Services</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>Government Administration and Defence</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Education</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Health and Community Services</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>Cultural and Recreational Services</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Personal and Other Services</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>Total no. organisations</td>
<td>179</td>
<td>452</td>
</tr>
</tbody>
</table>

Source IRDB 1999

Medium-large businesses

The main large employers common to both communities are the timber mills, vegetable processing plants, State Forestry Commission, Woolworths, local hospital, local council and the Department of Education through its schools. Circular Head also has large factories processing milk, meat, fish and mineral ore.
Socio-economic profile

Unemployment

Dorset and Circular Head have traditionally had lower unemployment rates than most other municipalities in Tasmania (Table 8). This advantage is by a considerable margin and applied to most age groups in 1996. These unemployment levels, however, do not measure the narrow range of employment opportunities in the communities, in terms of the type and level of jobs available. A narrow range of jobs makes it difficult for locals to gain employment in the area of their choice, hence the loss of youth, and possibly also of those who lose their job in a somewhat specialised field. The unemployment figures also do not measure the seasonal nature of much employment in the two municipalities, with employment declining in winter for most primary industries and their downstream processors, and especially, the tourism industry (interview data).

Table 8. Unemployment rates (%) for different age groups in Circular Head and Dorset compared to other municipalities across Tasmania (1996)

<table>
<thead>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>18.8</td>
<td>13.9</td>
<td>9.6</td>
<td>8.4</td>
<td>7.4</td>
<td>6.6</td>
<td>6.2</td>
<td>6.7</td>
<td>9.4</td>
<td>7.9</td>
</tr>
<tr>
<td>Tasmania</td>
<td>23.3</td>
<td>17.1</td>
<td>12.3</td>
<td>9.9</td>
<td>8.5</td>
<td>7.4</td>
<td>7.1</td>
<td>8.1</td>
<td>11.6</td>
<td>8.5</td>
</tr>
<tr>
<td>Northern</td>
<td>23.3</td>
<td>17.2</td>
<td>12.3</td>
<td>9.9</td>
<td>8.5</td>
<td>7.5</td>
<td>8.2</td>
<td>8.8</td>
<td>12.5</td>
<td>8.5</td>
</tr>
<tr>
<td>Mersey-Lyell</td>
<td>23.4</td>
<td>18.2</td>
<td>14.1</td>
<td>11.9</td>
<td>10.0</td>
<td>8.9</td>
<td>8.6</td>
<td>9.4</td>
<td>14.4</td>
<td>8.0</td>
</tr>
<tr>
<td>Dorset</td>
<td>16.3</td>
<td>9.3</td>
<td>7.3</td>
<td>7.7</td>
<td>5.6</td>
<td>4.1</td>
<td>4.3</td>
<td>4.3</td>
<td>6.6</td>
<td>9.5</td>
</tr>
<tr>
<td>Circular Head</td>
<td>18.5</td>
<td>11.9</td>
<td>8.7</td>
<td>8.8</td>
<td>5.3</td>
<td>5.6</td>
<td>5.9</td>
<td>7.3</td>
<td>8.1</td>
<td>3.9</td>
</tr>
<tr>
<td>Break O’Day</td>
<td>36.6</td>
<td>35.9</td>
<td>23.3</td>
<td>19.5</td>
<td>17.3</td>
<td>16.8</td>
<td>18.4</td>
<td>14.4</td>
<td>21.6</td>
<td>17.2</td>
</tr>
<tr>
<td>Glamorgan/Spring Bay</td>
<td>33.8</td>
<td>14.5</td>
<td>13.1</td>
<td>12.8</td>
<td>10.8</td>
<td>8.8</td>
<td>8.8</td>
<td>11.6</td>
<td>13.5</td>
<td>6.7</td>
</tr>
<tr>
<td>West Coast</td>
<td>19.5</td>
<td>12.8</td>
<td>10.2</td>
<td>5.4</td>
<td>9.0</td>
<td>6.9</td>
<td>9.1</td>
<td>8.2</td>
<td>18.8</td>
<td>10.5</td>
</tr>
<tr>
<td>Waratah/Wynyard</td>
<td>26.1</td>
<td>19.5</td>
<td>11.2</td>
<td>9.9</td>
<td>8.3</td>
<td>9.6</td>
<td>9.4</td>
<td>9.1</td>
<td>12.5</td>
<td>9.8</td>
</tr>
<tr>
<td>Central Coast</td>
<td>26.0</td>
<td>20.6</td>
<td>16.4</td>
<td>11.6</td>
<td>10.1</td>
<td>8.9</td>
<td>8.8</td>
<td>10.2</td>
<td>13.2</td>
<td>9.2</td>
</tr>
<tr>
<td>Devonport</td>
<td>23.8</td>
<td>20.3</td>
<td>16.3</td>
<td>13.5</td>
<td>12.1</td>
<td>9.9</td>
<td>8.6</td>
<td>9.9</td>
<td>15.6</td>
<td>9.8</td>
</tr>
<tr>
<td>Kentish</td>
<td>21.4</td>
<td>19.9</td>
<td>19.2</td>
<td>22.3</td>
<td>17.5</td>
<td>12.3</td>
<td>11.7</td>
<td>10.5</td>
<td>18.8</td>
<td>12.2</td>
</tr>
<tr>
<td>Latrobe</td>
<td>26.9</td>
<td>18.9</td>
<td>13.8</td>
<td>12.7</td>
<td>7.6</td>
<td>7.2</td>
<td>8.5</td>
<td>8.9</td>
<td>20.8</td>
<td>6.4</td>
</tr>
<tr>
<td>Southern Midlands</td>
<td>29.3</td>
<td>19.1</td>
<td>14.3</td>
<td>12.5</td>
<td>7.2</td>
<td>7.8</td>
<td>11.1</td>
<td>4.3</td>
<td>6.9</td>
<td>5.8</td>
</tr>
<tr>
<td>Central Highlands</td>
<td>22.0</td>
<td>7.92</td>
<td>12.3</td>
<td>8.3</td>
<td>6.3</td>
<td>7.3</td>
<td>10.6</td>
<td>10.6</td>
<td>10.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Huon Valley</td>
<td>24.4</td>
<td>21.5</td>
<td>14.6</td>
<td>13.2</td>
<td>12.2</td>
<td>10.0</td>
<td>8.4</td>
<td>9.6</td>
<td>8.3</td>
<td>7.4</td>
</tr>
<tr>
<td>Tasman</td>
<td>34.0</td>
<td>15.9</td>
<td>15.5</td>
<td>15.0</td>
<td>10.9</td>
<td>14.9</td>
<td>8.8</td>
<td>4.7</td>
<td>20.0</td>
<td>10.3</td>
</tr>
</tbody>
</table>

Source IRDB 1999

Other socio-economic indicators

Table 9 displays a range of socio-economic indicators. Family incomes are lower in Dorset than in Circular Head and both communities have lower family incomes than in Tasmania and Australia as a whole. Dorset’s relatively low family income is partly a reflection of the much larger number of retired people in the community, as evidenced by the higher proportion of age pension recipients. The dependency ratios of the two communities also reflects their demographic situations, with Dorset’s high proportion of both young (0-14) and old (65+), and Circular Head’s particularly high proportion of young people (Table 1, Figure 2). The higher level of disability pension recipients in Dorset may also be related to its older age structure.

The proportion of sole parent families can also be an indicator of low family incomes, however, these proportions are lower in both communities compared to the Tasmanian and Australian average. Another indicator of socio-economic disadvantage is the percentage of long term unemployed (receiving Newstart allowance for 24 months or longer). Interestingly,
Despite Dorset’s generally lower unemployment levels (Table 8), Dorset has a higher, and Circular Head a lower, percentage of long term unemployed than the Tasmanian average.

Table 9. Selected socio-economic indicators for Dorset and Circular Head compared to Tasmania and Australia (1996)

<table>
<thead>
<tr>
<th></th>
<th>Median family income ($/#)</th>
<th>Dependency ratio*</th>
<th>Age Pension (% of population)</th>
<th>Disability Support Pension (% of population)</th>
<th>Single Parenting Payment (% of population)</th>
<th>Newstart allowance longer than 24 months (% of clients)^</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorset</td>
<td>556</td>
<td>35.8</td>
<td>10.2</td>
<td>3.2</td>
<td>1.5</td>
<td>32.3</td>
</tr>
<tr>
<td>Circular Head</td>
<td>626</td>
<td>35.6</td>
<td>7.1</td>
<td>2.8</td>
<td>1.5</td>
<td>25.3</td>
</tr>
<tr>
<td>Tasmania</td>
<td>633</td>
<td>35.0</td>
<td>9.5</td>
<td>3.7</td>
<td>2.3</td>
<td>29.1</td>
</tr>
<tr>
<td>Australia</td>
<td>735</td>
<td>33.5</td>
<td>8.7</td>
<td>2.7</td>
<td>1.9</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Source IRDB 1999

# the level of income at which 50% of families fall below and 50% are above.

*persons aged 0-14 and persons aged 65 years and over as a percentage of the population. The dependency ratio is defined as the number of persons in a population in age ranges who are not economically active, for every 100 persons in age ranges economically active in that population.

^ ABS Regional Statistics, Tasmania, 1362.6, 2001

The degree of socio-economic disadvantage related specifically to school age children in the two communities is evident to some extent in the proportion of children accessing the Department of Education’s Student Assistance Scheme. The scheme provides assistance towards the cost of ‘required’ books and ‘required’ books and services to families with a taxable income lower than $20,240 (2001 level for one dependent child – the amount rises with each further dependent child). Table 10 presents the Student Assistance usage by schools in the two municipalities.

Table 10. Percentage of students accessing the Student Assistance Scheme (STAS) by school in Dorset and Circular Head compared to the Tasmanian average (2001)

<table>
<thead>
<tr>
<th></th>
<th>% students receiving STAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circular Head</td>
<td></td>
</tr>
<tr>
<td>Forest Primary</td>
<td>30%</td>
</tr>
<tr>
<td>Smithton Primary</td>
<td>32%</td>
</tr>
<tr>
<td>Smithton High</td>
<td>36%</td>
</tr>
<tr>
<td>Stanley Primary</td>
<td>36%</td>
</tr>
<tr>
<td>Hedpa Primary</td>
<td>46%</td>
</tr>
<tr>
<td>Edith Creek Primary</td>
<td>48%</td>
</tr>
<tr>
<td>Dorset</td>
<td></td>
</tr>
<tr>
<td>Ringarooma Primary</td>
<td>16%</td>
</tr>
<tr>
<td>Bridport Primary</td>
<td>29%</td>
</tr>
<tr>
<td>Scottsdale High</td>
<td>32%</td>
</tr>
<tr>
<td>Branxholm Primary</td>
<td>58%</td>
</tr>
<tr>
<td>Winnaleah District High</td>
<td>63%</td>
</tr>
<tr>
<td>Tasmania (government schools)</td>
<td>39.8%</td>
</tr>
</tbody>
</table>

Source Tasmanian Department of Education
Skills profile

Table 11 below shows the percentage of Dorset and Circular Head residents holding various types of educational qualifications in 1996. It is evident that a smaller proportion of the population in these two communities had formal qualifications compared to Tasmania and Australia as a whole. This was the case even for basic vocational qualifications, where it could be expected these communities would be higher than Tasmania and Australia, as they have a higher proportion of employment in the intermediate skills areas of primary industry and manufacturing.

Table 11. Qualifications as a percentage of total population in Dorset and Circular Head compared to Tasmania and Australia (1996)

<table>
<thead>
<tr>
<th></th>
<th>Higher Degree</th>
<th>Post-Graduate Diploma</th>
<th>Bachelor Degree</th>
<th>Undergraduate Diploma</th>
<th>Associate Diploma</th>
<th>Skilled Vocational</th>
<th>Basic Vocational</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorset</td>
<td>0.3%</td>
<td>0.4%</td>
<td>2.6%</td>
<td>1.8%</td>
<td>0.8%</td>
<td>6.6%</td>
<td>1.7%</td>
<td>14.1%</td>
</tr>
<tr>
<td>Circular Head</td>
<td>0.1%</td>
<td>0.4%</td>
<td>2.2%</td>
<td>1.3%</td>
<td>1.0%</td>
<td>6.7%</td>
<td>1.7%</td>
<td>13.4%</td>
</tr>
<tr>
<td>Tasmania</td>
<td>0.8%</td>
<td>0.8%</td>
<td>4.6%</td>
<td>2.5%</td>
<td>1.8%</td>
<td>7.7%</td>
<td>2.1%</td>
<td>19.9%</td>
</tr>
<tr>
<td>Australia</td>
<td>1.1%</td>
<td>1.0%</td>
<td>6.0%</td>
<td>2.7%</td>
<td>2.0%</td>
<td>8.3%</td>
<td>2.2%</td>
<td>23.4%</td>
</tr>
</tbody>
</table>

Source: IRDB 1999

Skills residing in the two communities are also indicated in Table 12 showing the percentage of the workforce in various ABS occupational categories in 1996. The high percentage of managers and administrators is a reflection of the higher proportion of small businesses, many agricultural, in the two communities compared to Tasmania and Australia more generally. In line with major employment in primary industry and manufacturing there are a higher proportion of labourers and production and transport workers in the two communities than for Tasmania and Australia. The smaller proportions of professionals and clerical, sales and service workers most likely reflects the fact that many services to the two communities are provided from the larger regional centres nearby.

Table 12. Occupations as a percentage of total workforce for Dorset and Circular Head compared with Tasmania and Australia (1996)

<table>
<thead>
<tr>
<th></th>
<th>Managers and Administrators</th>
<th>Professionals</th>
<th>Associate Professionals</th>
<th>Tradespersons and related Workers</th>
<th>Advanced Clerical and Service Workers</th>
<th>Intermediate Clerical, Sales, and Service workers</th>
<th>Intermediate Production and Transport</th>
<th>Elementary Clerical, Sales and Service</th>
<th>Labourers and related Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorset</td>
<td>19.5%</td>
<td>8.7%</td>
<td>7.5%</td>
<td>10.9%</td>
<td>2.7%</td>
<td>9.1%</td>
<td>16.4%</td>
<td>5.0%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Circular Head</td>
<td>21.4%</td>
<td>8.1%</td>
<td>7.7%</td>
<td>10.9%</td>
<td>2.5%</td>
<td>9.3%</td>
<td>14.3%</td>
<td>5.2%</td>
<td>17.0%</td>
</tr>
<tr>
<td>Tasmania</td>
<td>9.3%</td>
<td>16.4%</td>
<td>10.3%</td>
<td>13.6%</td>
<td>3.2%</td>
<td>16.2%</td>
<td>9.6%</td>
<td>8.8%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Australia</td>
<td>9.3%</td>
<td>17.1%</td>
<td>11.3%</td>
<td>13.1%</td>
<td>4.3%</td>
<td>16.0%</td>
<td>8.7%</td>
<td>8.9%</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

Source: IRDB 1999
Appendix C. Education, training and employment infrastructure

Information for this section was derived from interviews and on-going discussions with a broad range of stakeholders but in the main from representatives of the organisations involved.

Dorset

Schools

Dorset has two schools providing VET, Winnaleah District High and Scottsdale High School. Winnaleah District High is an area school (approx. K-12 enrolment 150) servicing the far north-eastern areas of Dorset and is situated in Winnaleah, a small town (population approx. 190) in the Ringarooma valley about thirty five minutes drive east of Scottsdale. Winnaleah District High belongs to the North East Education and Training cluster of schools that includes St Helens District High and St Marys District High on the east coast of Tasmania. Winnaleah District High initiated its VET-in-school programs in 1998, with support from the other cluster schools, and has a small and fluctuating VET enrolment of about 10 students, including a few mature-age students. Courses have been provided in Work Education, Aged Care, Office Administration, and Forestry with some being provided through a larger institution (Launceston College – about 1 hours drive away in Launceston) with Winnaleah District High providing pastoral care support and organising the work placements. Although strongly supported by the community, the Winnaleah District High VET program may be at risk in the future due to declining overall school enrolments as the number of young people decline in line with regional population trends, and also because of the commencement of a VET-in-Schools program at Scottsdale High School in 2001.

Apart from Scottsdale High School and Winnaleah District High, the other educational institutions in Dorset are primary schools in Scottsdale, Bridport, Ringarooma and Branxholm. The North East Combined Schools Council has been recently formed (late 2001) to further coordinate and focus education initiatives in the area and at this early stage mainly comprises principals and community representatives from each of the local schools and the Dorset Council counsellor responsible for the education portfolio. One of first goals of North East Combined Schools Council was to ensure Dorset council gave education prominence in decision-making by making education an official portfolio within council, and the responsibility of a designated councillor. This objective was achieved in late 2001 with the Mayor, who is on the Scottsdale High School VET Committee, taking responsibility for the education portfolio.

Scottsdale High School VET program

Scottsdale High School has a total student population of around 400, including about 130 year 10s, and only recently commenced its VET program in 2001. To a certain extent the success of the Winnaleah District High program acted as a catalyst for the Scottsdale High School program. The Scottsdale High School VET program has proved very popular with initial expectations of a first year enrolment of about 6-8 students being greatly exceeded with actual enrolment of over 20 and demand for 2002 increasing to 36, half of whom are mature-age students. This demand is particularly encouraging given that promotion of the VET program has been deliberately minimised due to limited capacity to handle large numbers in the initial stages.
Gaining funding for development of the VET program has been a challenge for Scottsdale High School, due mainly to a lack of appropriate premises. However, the large potential demand (given the minimal marketing and promotion thus far) provides a strong basis for funding in the future and there is strong hope for Skills Centre Funding in 2002 with premises recently being identified. Other start-up and resource issues, such as facilities, materials, qualified teaching staff, and work placement opportunities, have also been a challenge in the first year and have constrained course quality to some degree (personal communication Scottsdale High School VET Coordinator, Scottsdale High School student focus group).

Another challenge, in the first year of the Scottsdale High School VET program, has been gaining commitment from a broad spectrum of local businesses and industry specifically in terms of student work placements. However, as the first year progressed and community and employer awareness and interest has grown, there are strong grounds for optimism for greater involvement and commitment by local businesses in future (pers. comm. Scottsdale High School VET Coordinator).

Local government support
Scottsdale High School has received strong support for its VET program from the Dorset Council which has three representatives on the VET Management Committee. Other VET Management committee members include the Scottsdale High School principal, deputy principal, VET coordinator and bursar; a representative from one of the main local employers; and the regional VET-in-schools coordinator. The council has been active in assisting to identify new premises and, along with local community organisations and industry, have provided letters of support for the Skills Centre Funding application. Dorset council has also demonstrated a more general support for local VET initiatives through broader mechanisms of developing Dorset’s education and training provision, such as through support of the Generating Jobs in Regional Tasmania project, and in organising the Future Search conference where education was given prominence as one of ten nominated theme areas.

The Future Search conference was a community consultation process conducted in late November 2001 as part of Dorset Council’s 5 yearly review of its Strategic Plan. The conference was comprised of 80 self-nominated individuals, the vast majority of whom were community members, who met over a three day period to discuss a range of issues. Facilitation of the consultative process was by external ‘experts’ on the Future Search process who did not provide any input into issues. There were various theme areas issues including Education and Business Development.

Other educational facilities in Dorset
The other main educational facilities in Dorset, apart from State Library branches, are the Online Access Centres located in Scottsdale, Bridport, Ringarooma and Winnaleah with the Scottsdale centre indicating that some TAFE courses may be available over the internet through the centre in future.

The Launceston connection
Launceston has traditionally been the major post-compulsory education and training destination for Dorset youth. Launceston is the closest site of senior secondary colleges (catering exclusively for year 11 & 12 students), private schools to year 12, a range of private training providers, extensive TAFE facilities and a University of Tasmania campus. A bus service runs between Dorset and Launceston with the main aim being to provide daily access to educational facilities in Launceston, however, it is considered a long and wearying journey.
(1.5 hours) and comments indicated a high dropout rate (pers. comm., Scottsdale High School VET Coordinator, Scottsdale High School student focus group).

Launceston is also the closest site of a range of other organisations involved with education, training and employment including Group Training Companies that employ apprentices and manage their apprenticeships over a range of businesses; New Apprenticeship Centres that provide apprenticeship information and administrative assistance to businesses and their apprentices; employment agencies/Job Network members that match job seekers to job vacancies; and a Business Enterprise Centre that provides information and advisory service for small businesses and new business start-ups (refer to the Dorset Community Map provided in Appendix G). Of course, many other community, government and business service organisations also service the Dorset area from Launceston. The only registered training organisation in its own right in Dorset is Auspine Ltd, a large sawmilling company which has gained registered training organisation status to better meet the training needs of its employees. Winnaleah District High and Scottsdale High School gain their registered training organisation status through their affiliation with two different school clusters.

**Circular Head**

**Schools**

Smithton High School is the local government high school with an enrolment of approximately 450. The VET program offers courses in food processing, forestry, childcare, office practice, computing and workplace skills. In 2001 29 students were enrolled. Workplacements are coordinated by the Circular Head Vocational Program Management Committee. This VET management committee originally made provision to include a wide range of local organisations involved in VET, business and industry, and employment. Currently there is regular representation by the Smithton High School Principal and VET Coordinator, the regional VET-in-schools coordinator, Smithton TAFE and representatives from a range of local business and industry. The committee is chaired by the personnel manager of a large local food processing company. Occasional representation from other organisations such as local employment agencies and state industry training advisory boards occurs depending on the particular issue being addressed. Although there was initial representation from the local Business Enterprise Centre (described below) and Circular Head Council, for varying reasons these have waned and possibly need renewal.

Circular Head Christian School is an independent school located in Smithton providing education from infant primary to year 10 with an enrolment of about 150 students. Circular Head Christian School plans to offer year 11 and 12 including VET from 2003 with an emphasis on horticulture and environment studies (pers. comm. Circular Head Christian School principal). Primary schools are located in Smithton and the outlying small townships of Stanley, Forest, Edith Creek and Redpa/Marrawah.

**Smithton TAFE**

Located adjacent to the Smithton High School year 11 and 12 facilities is the Smithton TAFE annexe. It provides mainly office administration, business and IT courses and shares the Skills Centre with the school. The Smithton High School and TAFE show a high degree of integration and coordination, with some school VET courses (office practise and computing) able to be continued at a higher level at the TAFE. Both Smithton High School and the TAFE are very active in local VET initiatives.
The Circular Head Business Enterprise Centre

The Circular Head Business Enterprise Centre (CHBEC) is an innovative partnership arrangement. It is a multi-agency organisation focusing on training, employment and small business, established in 1990 by the State Government of the time and part funded by the state government and Circular Head Council. Located in separate premises in Smithton it includes a joint Group Training Company/New Apprenticeship Centre, a Job Network Member and a Business Enterprise Centre. CHBEC activities are overseen by a committee of mainly local business people and councilors. It also is charged with managing the Smithton Online Access Centre, Chamber of Commerce and incorporates the tourism development office. An interesting innovation is the current management of CHBEC as it is shared between three people. Day-to-day management is provided by a permanent office administrator who is part employed by the Group Training Company/New Apprenticeship Centre, part employed by the Job Network Member and part employed by CHBEC itself. Two business consultants from outside Circular Head assist with management at a more strategic level and also provide expertise for the business advisory service, one in business planning and marketing, the other, a chartered accountant, in business finance and grant applications.

The other Job Network member with a permanent presence in Smithton is ‘Smithton TBEC” (Tasmanian Business and Employment Centre).

The State Government – Circular Head Council Partnership Agreement

Circular Head Council entered into a Partnership Agreement with the Tasmanian State Government in 1999. The partnership agreement sought to develop a close working relationship between the state government and the council to assist Circular Head’s growth and development and clarify service delivery responsibilities. The partnership agreement process included identifying desired outcomes for the Circular Head municipality and the strategies to achieve them.

The Education Consultative Committee

One of the key outcomes of the partnership agreement process was the establishment of an Education Consultative Committee, a group comprising the principals of all the government schools in the municipality, TAFE, the North-West campus of the University of Tasmania, and representatives of State government agencies (e.g. Department of Education, including the Office of Post-compulsory Education and Training, Department of State Development). The Education Consultative Committee was established to address, on an ongoing basis, the various key issues relating to education and training identified, first, through the council’s consultative process with the community leading up to the development of the 1996 Strategic Plan, and later, in consultation with education stakeholders in the process of developing the Partnership Agreement. The Circular Head Vocational Program Management Committee has links to the Education Consultative Committee mainly through some overlap of membership and tends to deal with those issues related to VET, providing input on projects such as the skills audit.

The Circular Head Skills Audit

One of the first tasks identified for the Education Consultative Committee, during development of the Partnership Agreement, was to undertake a skills audit to identify the training needs of businesses in the municipality. A subcommittee/working group comprising members of the Vocational Program Management Committee, the Circular Head Business Enterprise Centre, and council was set up and successfully worked to gain funding for the skills audit. CHBEC was commissioned to conduct the audit, and later, CRLRA to analyse
the data and prepare the report which was completed in August 2001 (CRLRA 2001). As
described in Section 6, after the release of the audit, a new subcommittee reporting to the
Education Consultative Committee was formed to address the issues raised by the Skills
Audit and the Generating Jobs in Regional Tasmania project, and again included
representation from the Vocational Program Management Committee, CHBEC, and Circular
Head Council.

**Major similarities and differences between Circular Head and Dorset**

There are a number of similarities between the two communities including that both have
relatively limited post-compulsory education facilities, (provision for year 11 and 12, TAFE,
and university); the VET-in-school programs, although small and recently established, are
strongly supported by both the schools and local councils; both communities have a VET
management structure related to the VET-in-school program that brings together local
providers and local business on a regular basis, although, understandably, Scottsdale High
School’s is still at an early stage of development; and the council in both communities is
actively involved in development of the municipality’s education and training.

With regard to the differences, it is apparent that Circular Head has a relatively well
developed *interactional* infrastructure that brings together the various key stakeholders
concerned with education, training and employment. Interactional infrastructure refers to the
interaction and coordinating structures, such as committees, working groups and
organisations that are comprised of a number of different stakeholders and sectors, both
within and external to the community. It therefore differs from other infrastructure such as
physical facilities, range of course options, teaching resources and personnel. Circular Head
has three main, well established, interactional structures in the form of the Partnership
Agreement Education Consultative Committee, the Vocational Program Management
Committee, and the Circular Head Business Enterprise Centre described above. Similar
interactional structures are only in the early stages of development in Dorset.

First, Circular Head has, in the form of the Education Consultative Committee, a central
education consultative body which has representation from a broad range of education and
training stakeholders, both within and external to the community, including schools, TAFE,
university, local government and state government agencies. Dorset has the beginnings of
such a structure in the recently initiated North East Combined Schools Council, which at this
stage is mainly comprised of local school and community representatives.

Secondly, the Circular Head Vocational Program Management Committee brings together a
number of VET stakeholders to mainly focus on the Smithton High School VET program.
Although it has strong representation from Circular Head’s business and industry sector, it is
only informally linked to the Education Consultative Committee and representation from
local government and the Circular Head Business Enterprise Centre need renewal. In contrast,
Dorset saw the development of two independent VET programs and their management
committees, the first being Winnaleah District High’s VET program in 1998 as part of the
North East Education and Training cluster. Scottsdale High School’s VET program has strong
support from Dorset Council. Although the involvement of local business and industry in
Scottsdale High School’s VET management committee is currently limited, it is expected that
this will increase as the program develops. Further rationalisation or integration of the two
school VET programs may also occur in the future.

The main reason for the relatively advanced nature of the Circular Head VET interactional
infrastructure above appears to be the impetus arising from the Council’s review of its
Strategic Plan in 1996 and the State Government–Circular Head Council Partnership Agreement process that followed. Establishment of Smithton High School’s VET program and active involvement of Smithton TAFE have also been integral to the development of the municipality’s VET interactional infrastructure. In contrast, Dorset’s 1996 review of its Strategic Plan tended to focus more on sustainable development and environmental issues (leading to many valuable achievements in this area). However, with the VET developments that have occurred subsequently, education and training has received much more attention leading up to the development of Dorset’s current review of its Strategic Plan.

The third main difference between Circular Head and Dorset is that a number of education, training, employment and small business advisory services/organisations are centralised in Circular Head in the form of the Circular Head Business Enterprise Centre. In contrast, Dorset relies on Launceston for these services which may, in part, be due to Dorset’s smaller population and proximity to the relatively large centre of Launceston. However, the concept of a Hub for local provision of employment, apprenticeship and small business planning services was one of the main suggestions from the Dorset Strategy Meeting and Futures Search conference and is one the main goals of the subsequent Sustainable Development committee.

Thus, Circular Head has three key structures for interaction about education, training, employment and business needs whereas similar interactional structures are only in the early stages of development in Dorset. However, it is apparent that there is currently a strong focus on education and training in the Dorset council’s preparations for its latest Strategic Plan. Dorset has made significant moves to develop an interactional infrastructure and this project clearly demonstrates the importance of moves in this direction. Dorset is well placed for future whole community planning of education and training activities to meet the needs of local businesses and its young people.
Appendix D. Interview Schedules

Training provider

1. What do you believe are some of the main issues facing the municipality?
2. What organisations are fairly active in the municipality?
   - What sort of impact are they having?
   - What sort of things have they done/are they doing?
3. Describe your organisation? (objectives, structure, size, composition)
4. What training do you offer in the municipality?
   - Courses: accredited/non-accredited
5. What do you know about other training and education that’s available in this community?
   - What training, education and employment organisations service the area?
   - Do any of the training organisations collaborate in offering courses/programs?
   - What do you think of the training available?
6. How do you go about deciding which courses to offer?
   - Do you use third parties to match clients with programs?
   - How do you negotiate content/delivery with your clients?
7. Does your organisation have any relationships with other training organisations or employment agencies in the area?
8. Does your organisation have links to other organisations or businesses locally or otherwise (eg government (local/state/fed.), industry groups, professional associations etc)?
   - Are the links formal or informal?
9. What initiatives involve collaboration with other groups or organisations?
   - Any involve training or training providers?
   - How did these collaborations come about/what was involved in initiating them?
   - What were the results? To members, the public?
10. What have been the results of the training you deliver?
    - What training or training arrangements seem to have worked best? Why were they the best?
    - Were there any unexpected results or spinoffs?
    - Were there any unexpected results/other spinoffs? Do you think any learning happened?
11. What factors affect the contribution that this organisation makes in the community? (factors that help; factors that inhibit)
12. What do you think is the most important issue facing this area and its needs for learning/training in the next three years. How can this issue be addressed?
**Employer**

1. What do you believe are some of the main issues facing the municipality?
2. What is the role of your organisation? (objectives, contribution)
3. Describe the labour force of your organisation? (size, composition, skill levels)
4. How do you go about training your staff?
   - Does a third party arrange the training for you?
   - Do you use a regular training provider?
   - What training are you involved in?
   - Are these training courses accredited? To what degree is that important to you?
   - Why do you do training? Where does the impetus for training come from (own observation, employees, head office, government legislation)?
5. What do you know about the training and education that's available in this community?
   - What training, education and employment organisations service the area?
   - What do you think of the training available?
6. Does your organisation have any relationships with training organisations or employment agencies in the area?
7. Does your organisation provide training opportunities to, or on behalf of, its members or the public?
8. Does your organisation have links to other organisations or businesses locally or otherwise (eg government (local/state/fed.), industry groups, professional associations)?
   - Are the links formal or informal?
   - What are the benefits of these links?
9. What organisations are fairly active in the area?
   - What sort of impact are they having? What sort of things have they done/are they doing?
   - What organisations are you involved in?
   - What are the benefits of these organisations? What do you get out of being involved?
10. What are some projects/initiatives that your organisation is working on that will produce better outcomes for the community?
    - Any involve training or learning experiences?
11. What initiatives involve collaboration with other groups or organisations?
    - Any involve training or training providers?
    - How did these collaborations come about/what was involved in initiating them?
    - What were the results? To members, the public?
    - Were there any unexpected results/other spinoffs? Do you think any learning happened?
12. What factors affect the contribution that this organisation makes in the community? (factors that help; factors that inhibit)
13. What do you think is the most important issue facing this area and its needs for learning/training in the next three years. How can this issue be addressed?
Community Organisation Representative

1. What do you believe are some of the main issues facing the municipality?
2. What is the role of your organisation? (objectives, contribution)
   - If new, how did the organisation come about?
     - what were the drivers?
     - what was the thinking behind it?
3. What is the membership of your organisation? (size, composition)
4. How do people get involved in your organisation?
   - How did you get involved?
   - How do you recruit members?
   - How did the organisation's current leadership/office bearers get involved?
5. Does your organisation have links to other organisations or businesses locally or otherwise (eg government (local/state/fed.), industry groups, professional associations)?
   - Are the links formal or informal?
   - What are the benefits of these links?
6. What other organisations are fairly active in the municipality?
   - What sort of impact are they having? What sort of things have they done/are they doing?
7. What do you know about the training and education that's available in this community?
   - What training and education organisations service the area?
   - What employment agencies service the area?
   - What do you think of the training available?
8. Does your organisation have any relationships with training organisations or employment agencies in the area?
9. Does your organisation provide training opportunities to, or on behalf of, its members or the public?
10. What are some projects/initiatives that your organisation is working on that will produce better outcomes for the community?
    - Any involve training or learning experiences?
11. What initiatives involve collaboration with other groups or organisations?
    - Any involve training or training providers?
    - How did these collaborations come about/what was involved in initiating them?
    - What were the results? To members, the public?
    - Were there any unexpected results/other spinoffs? Do you think any learning happened?
12. What factors affect the contribution that this organisation makes in the community?
    (factors that help; factors that inhibit)
13. What do you think is the most important issue facing this area and its needs for learning/training in the next three years. How can this issue be addressed?
Appendix E. Survey Questionnaires

Student Survey

University of Tasmania
Generating Jobs in Regional Tasmania Project

Questionnaire Survey of Senior Secondary School Students

General information about you

1. Gender Male Female

2. Year level .......... Age ...........

3. Please indicate how much of a priority you believe each of the things below are to you at the moment (circle the number)

<table>
<thead>
<tr>
<th>Priority</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) getting or keeping a job (now or next year)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b) going through and completing Year 12</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>c) sport commitments</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>d) enjoying a social life</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>e) pursuing hobbies and other personal interests</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>f) getting a VET qualification</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>g) learning about things that interest me</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>h) travelling and seeing the world</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>i) doing well at school</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>j) staying near family and friends</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>k) community group (church, Rural Youth etc)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

l) something else (please specify)

---------------------------------------------------------------------------------------------------------------
4. **What things are important for you to achieve in your future?**

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Medium</th>
<th>Low importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) getting a university qualification</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b) another type of qualification (TAFE/trainee/police)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>c) working in employment that interests me</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>d) having good friendships</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>e) finding a job that uses my talents and abilities</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>f) having a high status career</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>g) making a contribution to society/community</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>h) living near my family and friends</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>i) having fun</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>j) having a steady job</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>k) learning and understanding more about the world</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>l) earning a high income</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>m) having opportunities for travel</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>n) experiencing living elsewhere</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>o) Other (please specify)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

5. **How important to you are the following information sources for deciding about future education, training or career options?**

<table>
<thead>
<tr>
<th></th>
<th>Very imp.</th>
<th>Fairly imp</th>
<th>Not imp</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) your school (careers adviser/teachers/school career info)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b) school friends</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>c) parents</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>d) other family or friends</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>e) government education and training providers (TAFE/University)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>f) other training providers (private or community based, eg NGT)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>g) people you work with (if you have a job)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>h) local employers/business people</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>i) newspapers</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
6. If you were to look for a job in your municipality, how likely are you to talk to the following people about finding a job?

<table>
<thead>
<tr>
<th>Method of Finding Out</th>
<th>Very Likely</th>
<th>Fairly Likely</th>
<th>Unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) School (careers advisor, teachers etc)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b) Employment agencies (eg. job network)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>c) Local employers/businesses</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>d) Parents</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>e) Other family and friends</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>f) People you work with (if you have a job)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>g) Local newspaper job advertisements</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>h) Community organization/noticeboard</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>i) Other sources (please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. This question seeks to find out if you have had any experience with work or a job in the last 12 months. Please tick the box(es) for the type(s) of work that you have done in the last 12 months:

a) Part time/casual paid job
b) Paid work on the family farm or business
c) Unpaid work on the family farm or business
d) Volunteer work
e) Work placement for a VET subject
f) I have not had any experience working in the past 12 months
g) Other type of work (please specify)

8. If you have had experience getting a **part-time or casual job** in the last 12 months (if not go to Q. 9)
a) how easy was it for you to find a job? (circle)

Very easy  It took some effort  It took a lot of effort
 3 2 1

b) how do you rate the training provided on the job?

Very good  Quite good  Okay  Poor  Very poor
 5 4 3 2 1

9. What do you think are the most important personal qualities for you to have in the workplace?

<table>
<thead>
<tr>
<th></th>
<th>Very imp.</th>
<th>Fairly imp</th>
<th>Not imp</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) commitment and loyalty</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b) positive attitude</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>c) confidence</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>d) people skills</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>e) organisation skills</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>f) personal presentation</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>g) self-motivation and initiative</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>h) sense of humour</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>i) reliability</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>j) safety conscious</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>k) communication skills</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

10. Are you involved in any positions of leadership at school (for example, prefect, sports captain, school magazine or event committee member, etc.)?

Yes  No

11. Are you involved in any organizations in the community (eg church, Rural Youth, sporting club)  Yes  No  (If No, go to Q. 12)

If yes, how important is that organization to you?

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Fairly important</th>
<th>Not very important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
12. Are you doing any VET subjects?
If yes, what subjects are they?
................................................................................................................................
................................................................................................................................
................................................................................................................................

13. How important do you believe VET-in-school is to your future job prospects?

<table>
<thead>
<tr>
<th>Very important</th>
<th>Fairly important</th>
<th>Not very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Questions about your views of your local area (municipality)

14. What do you think of your municipality as a place to find work now and in the future?

<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
<th>Okay/ Unsure</th>
<th>Not very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Next 1-4 years</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Next 5 years or more</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

15. What do you think of your municipality as a place to live (lifestyle) now and in the future?

<table>
<thead>
<tr>
<th></th>
<th>Great</th>
<th>Okay/ Unsure</th>
<th>Not very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Next 1-4 years</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Next 5 years or more</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

16. If you think you may stay in the municipality to live and/or work in the short to medium term (1-4 years), (or are not really sure) answer the following questions:
   [if you are sure you will leave go to Q. 17]
1) how important to you are the following reasons for staying?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) want to be near friends and/or family</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b) have good work prospects here</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>c) education/training is here</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>d) have sport commitments here</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>e) too expensive to move away</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>f) enjoy living here</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>g) the opportunities elsewhere are no better</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>h) health/disability reasons</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>i) Other (please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) how do you rate the availability of education and training courses in the municipality to get the type of work you want?

<table>
<thead>
<tr>
<th>Availability</th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Not adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

3) where do you think it is most likely you will find a job (give an indication of which business or industry)?

..................................................................................................................................................................................

17. If you think you may **leave** the municipality to live and/or work in the short to medium term (1-4 years), (or are not really sure) answer the following questions:

[if you are sure you will stay go to Q. 18]

1) how important are the following reasons for you deciding to leave?
<table>
<thead>
<tr>
<th></th>
<th>Very imp.</th>
<th>Fairly imp</th>
<th>Not imp</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) for education or training (school/Uni/TAFE)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b) to find any type of work</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>c) for a job that I like</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>d) to enjoy a better social life</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>e) better sport opportunities</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>f) all my friends will be leaving</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>g) do not like living here</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>h) health/disability reasons</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>i) Other (please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) do you think you will return to live and work in the municipality in the longer term (5-10 years)?

<table>
<thead>
<tr>
<th></th>
<th>Yes, definitely</th>
<th>Probably</th>
<th>Not sure</th>
<th>Probably Not</th>
<th>Definitely Not</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

18. How well do you think local organisations are going about making the municipality a better place to live and work (including local council, schools, community groups, clubs etc)?

<table>
<thead>
<tr>
<th></th>
<th>Very well</th>
<th>Quite well</th>
<th>Neutral/Unsure</th>
<th>Poorly</th>
<th>Very poorly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

19. What do you think needs to be done to make the municipality a better place to live and work?

.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
20. How easy is it for young people to get involved in the local community?

<table>
<thead>
<tr>
<th>Very easy</th>
<th>Okay</th>
<th>Neutral/don’t know</th>
<th>A bit difficult</th>
<th>Very difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

21. What do you think are the best things about your municipality?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

22. What do you think are the worst things about your municipality?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Thank you for participating in this survey
Survey of Parents

University of Tasmania
Generating Jobs in Regional Tasmania Project

Questionnaire Survey of Parents of Senior Secondary School Students

Questions about your child’s education, training and work

1. What is your child's gender? Male
Female

2. What year is your child in at school? .......... Age ........

3. How much of a priority should the things below be to your child at the moment (circle the number)

<table>
<thead>
<tr>
<th>Priority</th>
<th>Medium priority</th>
<th>Low priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) getting or keeping a job (now or next year)</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>b) going through and completing Year 12</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>c) sport commitments</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>d) a healthy social life</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>e) pursuing hobbies and other personal interests</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>f) getting a VET qualification</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>g) learning about things that interest them</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>h) travelling and seeing the world</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>i) doing well at school</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>j) staying near family and friends</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>k) community group (church, Rural Youth etc)</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>l) something else (please specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. How important is each of the following for your child's future?

<table>
<thead>
<tr>
<th>Option</th>
<th>Very imp.</th>
<th>Medium imp.</th>
<th>Low imp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) getting a university qualification</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b) another type of qualification</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>(TAFE/trainee/apprentice/police/army etc)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) working in employment that interests them</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>d) having good friendships</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>e) finding a job that uses his/her talents and abilities</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>f) having a high status career</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>g) making a contribution to society/community</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>h) living near family and friends</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>i) having fun</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>j) having a steady job</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>k) learning and understanding more about the world</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>l) earning a high income</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>m) having opportunities for travel</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>n) experiencing living elsewhere</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>o) Other (please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. What do you think will be your child's likely future direction (next 1-2 years)?

a) continue on at school
b) leave school to go to secondary college elsewhere
c) leave school to get a traineeship or apprenticeship
d) leave school to get a job
e) University
f) TAFE
g) Other (please specify)
6. Is your child doing (or intending to do in the next 1-2 years) any VET subjects?
   Yes  No  Unsure

   If no go to Q.7
   If yes, what are/will be the industry area/subject (eg hospitality, food processing etc)?

   ........................................................................................................................................

7. How important do you believe VET in school is to your child’s future?

<table>
<thead>
<tr>
<th>Very important</th>
<th>Fairly important</th>
<th>Not very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

8. This question seeks to find out your attitude to “post-compulsory” education. How important do you believe it is that young people continue their education:

<table>
<thead>
<tr>
<th>Very important</th>
<th>Medium importance</th>
<th>Low importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) after year 10</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>b) after year 12</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>c) in the workplace</td>
<td>3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

9. When seeking information about future education, training or career options for your child, how likely would you be to talk to the following sources?

<table>
<thead>
<tr>
<th>Very likely</th>
<th>Fairly likely</th>
<th>Not likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>m) the school (careers adviser/teachers)</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>n) family or friends</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>o) TAFE/Universities</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>p) other training providers (eg Northern Group Training, Business Enterprise Centre etc)</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>q) people you work with (including community/volunteer work)</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>r) local employers/business people</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>s) published manuals &amp; guides</td>
<td>3 2 1</td>
<td></td>
</tr>
</tbody>
</table>
10. If you were to help your child look for a job in the municipality, how likely would you be to talk to/consult the following sources?

<table>
<thead>
<tr>
<th>Source</th>
<th>Very likely</th>
<th>Fairly likely</th>
<th>Unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>j) school (careers adviser, teachers etc)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>k) training and employment agencies (eg Centapact or Northern Group Training)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>l) local employers/businesses</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>m) family and friends</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>n) people you work with (including if you do community or volunteer work)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>o) local newspaper job adverts</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>p) a local community organisation</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>q) a local noticeboard advertising jobs</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>r) other sources (please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. How important do you believe the following personal qualities are for your child to have in the workplace?

<table>
<thead>
<tr>
<th>Quality</th>
<th>Very imp.</th>
<th>Fairly imp</th>
<th>Not imp</th>
</tr>
</thead>
<tbody>
<tr>
<td>l) commitment and loyalty</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>m) positive attitude</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>n) confidence</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>o) people skills</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>p) organisation skills</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>q) personal presentation</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

(continue over)
Questions about your views of your local area (municipality)

12. What do you think of your municipality as a place for your child **to find work** now and in the future?

<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
<th>Okay/Unsure</th>
<th>Not very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Now</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b) Next 1-4 years</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>c) Next 5 years or more</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

13. What do you think of your municipality as a place for your child **to live** (lifestyle) now and in the future?

<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
<th>Okay/Unsure</th>
<th>Not very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Now</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b) Next 1-4 years</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>c) Next 5 years or more</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

14. What do you think is the likelihood that your child will **stay** in the municipality to live and work in the future? (circle)

<table>
<thead>
<tr>
<th></th>
<th>Very Likely</th>
<th>Fairly Likely</th>
<th>Unsure</th>
<th>Unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Next 1-4 years</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>b) Next 5 years or more</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
15. If you think your child may **stay** in the municipality to live and/or work in the short-to-medium term (1-4 years) please answer the following questions: [if you are sure your child will **leave** go to Q.17]

1) how important do you believe the following reasons are for staying?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Very imp</th>
<th>Fairly imp</th>
<th>Not imp</th>
</tr>
</thead>
<tbody>
<tr>
<td>j) wants to be near friends and/or family</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>k) has good work prospects here</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>l) education/training is here</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>m) has sport commitments here</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>n) too expensive to move away</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>o) enjoys living here</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>p) the opportunities elsewhere are no better</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>q) health/disability reasons</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>r) Other (please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) how do you rate the availability of education and training courses in the municipality for the type of work your child is interested in?

<table>
<thead>
<tr>
<th>Availability</th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

3) where do you think it is most likely your child will find a job (give an indication of which business or industry)?

16. If you think your child may **leave** the municipality in the short to medium term (1-4 years) please answer the following questions

[if you are sure he/she will **stay**, go to Q18]
1) how important do you think the following reasons are to your child’s decision to leave?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Very imp.</th>
<th>Fairly imp</th>
<th>Not imp</th>
</tr>
</thead>
<tbody>
<tr>
<td>j) education or training needs</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>k) to find any type of job</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>l) to find a particular job that he/she likes</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>m) to enjoy a better social life</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>n) better sport opportunities</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>o) most of his/her friends will be leaving</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>p) does not like living here</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>q) health/disability reasons</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>r) Other (please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) do you think your child will return to live and work in the municipality in the longer term (after 5 years or so)?

<table>
<thead>
<tr>
<th>Probability</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, definitely</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probably</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not sure</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probably Not</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Definitely Not</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

17. How well do you think your local organisations (including local council, schools, community organisations) are going about making the municipality a better place to live and work?

<table>
<thead>
<tr>
<th>Quality</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quite well</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neutral/don’t know</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Very poorly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

18. How good do you think the opportunities are for young people to become involved in the local community?

<table>
<thead>
<tr>
<th>Quality</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quite good</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neutral/don’t know</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Very poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
19. What do you think needs to be done to make the municipality a better place for young people to live and work?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

20. What do you think are the best things about your municipality?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

21. What do you think are the worst things about your municipality?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

**General information about yourself and your partner**

22. Are you or your partner involved in any school committees or school event organizing?

    Yes       No
23. Are you or your partner active in any community organisations or event organizing?

Yes   No   (If No, go to Q.24)

If Yes, how important is this community involvement to you/your partner?

Very important  Somewhat important  Not that important
3   2   1

24. What is the **highest** level of education of yourself and/or your partner?

<table>
<thead>
<tr>
<th>Yourself</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Did not complete Year</td>
<td></td>
</tr>
<tr>
<td>b) Completed Year 10</td>
<td></td>
</tr>
<tr>
<td>c) Year 11/12 completion</td>
<td></td>
</tr>
<tr>
<td>d) Apprenticeship</td>
<td></td>
</tr>
<tr>
<td>e) Other TAFE or vocational qualification</td>
<td></td>
</tr>
<tr>
<td>f) On the job training</td>
<td></td>
</tr>
<tr>
<td>g) University/CAE degree/diploma</td>
<td></td>
</tr>
<tr>
<td>h) Other</td>
<td></td>
</tr>
<tr>
<td>i) Don’t know</td>
<td></td>
</tr>
</tbody>
</table>

25. Are you or your partner in paid employment?

Yes   No

a) You

b) Partner

26. If you or your partner are in paid employment or self-employed what is the occupation?

You

_________________________________________________________
27. If you or your partner are not in paid employment/self-employed are you/they:

<table>
<thead>
<tr>
<th></th>
<th>You</th>
<th>Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Retired</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Unemployed</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Home duties</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>A student</td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Thank you for participating in this survey
Information sheet and consent form

Centre for Research and Learning in Regional Australia

Generating Jobs in Regional Australia: a social capital approach

Information sheet

Name of chief investigator
The project is being conducted by Faculty of Education researcher Dr Sue Kilpatrick (chief investigator) of the Launceston campus.

Purpose of the study
The aim of this project is to improve the match between the skills, education and training available in small rural communities and the needs of young people, workers and businesses in these communities. The project will investigate how small businesses, training providers (including schools) and other organisations can best work together to achieve this aim.

Criteria for inclusion
All students who are in Years 10, 11 & 12 at several rural Tasmanian district high and high schools and their families are included in the study. The study has the support of [insert name] High School.

Study procedures
A questionnaire will be provided to all Year 10, 11 & 12 students and their families in April 2001 asking about aspirations and perceptions of education, training and job opportunities in their municipality. A representative sample of 6 students from each year level will be selected to participate in focus group interviews posing further questions about their perceptions of education and employment options in their municipality. The interviews will be audio taped. School staff will also be interviewed about the educational goals of the school, the process of VET curriculum development and interactions with the local community.

A wide range of other groups and individuals in the community including the municipal council, business and industry associations, employees, and community clubs will be
interviewed. These interviews will investigate perceptions about the municipality, and how it is going about using its social capital to develop education and employment opportunities.

Confidentiality

All data collected is confidential and anonymous. The researchers will ensure that the reports and papers produced from the project will not identify any individual student or family in any way, neither will any community be identified in a negative way.

Freedom to refuse or withdraw

Participation is entirely voluntary. You can withdraw at any time without prejudice.

Contact persons

If you would like further information about this study, contact Dr Sue Kilpatrick, phone (03) 6324 3018, or Barton Loechel, Research Assistant, phone (03) 6324 3142.

Concerns or complaints

If you have any concerns of an ethical nature or complaints about the manner in which the project is conducted, contact the Chair of the University Ethics Committee (Human Experimentation), Dr Janet Vial, phone (03) 62 264842 or the Executive Officer, Ms Chris Hooper, phone (03) 62 262763.

Statement regarding approval

The project has received ethical approval from the University Ethics Committee (Human Experimentation) and the Department of Education.

Results of investigation

There will be meetings with interested people and school staff from the surveyed communities to examine implications of the findings for their community in late 2001. You are welcome to attend the meeting in your community. This data will feed into a report on the project and its findings which will circulated to schools and policy making bodies.

Information sheet and consent form

You will be given copies of the information sheet and statement of informed consent to keep.
THE STATEMENT OF INFORMED CONSENT

Title of project  Generating Jobs in Regional Australia: a social capital approach

1. I have read and understood the 'Information Sheet' for this study.
2. The nature and possible effects of the study have been explained to me.
3. I understand that the study involves the following procedures:
   A written questionnaire and focus group interviews. The interviews will be audio taped.
4. I understand that I/my child may be selected to participate in an audio-taped focus group interview.
5. I understand that all research data will be treated as confidential.
6. Any questions that I have asked have been answered to my satisfaction.
7. I agree to participate in this investigation and understand that I may withdraw at any time without prejudice.

I agree that research data gathered for the study may be published provided that I cannot be identified as a subject.

Name of subject  ....................................................................................…

Signature of subject  ..................................      Date  ...........................…

________________________________________________________________
Appendix G. Student Focus Group Schedules

1. What do you think of the current education and training options available to you in this municipality?
2. What do you think could be done by your school to make education and training provision more relevant to your needs?
3. What do you think could be done by TAFE to make education and training provision more relevant to your needs?
4. a) What other training providers in your municipality are you aware of?
   b) What do you think could be done by these providers to make education and training provision more relevant to your needs?
5. a) What do you think could be done in the municipality to make it easier for you to find jobs here?
   b) What do you think employers or businesses could do?
6. This is a question for those of you who are thinking of leaving the municipality after you finish school.
   a) What are the main reasons for you to think about leaving the area?
   b) What types of things could the municipality do to encourage young people to stay?
7. a) This is a question about training in the workplace. What type of training do you expect once you get a job?
   b) From what you know or may have heard about training in the workplace, do you think employers and businesses are doing a good job?
8. a) What do you think of the opportunities for young people to become involved in the community?
   b) Do you think there are sufficient avenues for young people to have their views listened to in this municipality?
   c) How easy is it for ordinary community members to enter positions of leadership in the municipality?
9. What do you think are the good things about your municipality?
10. What do you think are the worst things about your municipality?
Appendix G. Community Maps
Appendix H. Elements of successful community VET programs

1. Collaborative Approach
   a) Shared Vision
   b) Inclusive
   c) Partnership relevant to needs of various partners
   d) Community driven (with school as a key component)

2. Human resources
   a) leadership - proactive - looking for opportunities
      - collaborative
      - distributed amongst a range of partners
      - focus on developing people and community
   b) local coordinators and brokers (match clients to VET)
   c) networks - inside the community (internal, bonding)
      - outside the community (external, bridging)

3. Financial & physical resources
   a) personnel (coordinators, brokers, trainers)
   b) facilities (buildings, equipment etc)
   c) access (transport)

4. Other Elements
   a) Arrangements for ongoing meetings and communication
   b) Continuity of programs and personnel
   c) Willingness to take risks
   d) Collaboration despite competition
Appendix I. Strategy Development Meetings:
Community issues and priorities

The strategy development meetings in the two communities provided opportunities for discussion of education, training and employment issues in both whole-group and small-group situations. The meetings also provided case-study examples of how other Australian rural communities have gone about developing their education and training infrastructure. The final session of the day sought to develop a consensus about the issues stakeholders felt were most important in their municipality. These issues are detailed below.

Circular Head

- Greater participation of State government representatives in the Education Consultative Committee
  - Involvement in Circular Head education and training initiatives
  - Access to decision makers - Resourcing
  - this participation was originally there in the formation of the State Partnership Agreement and the Education Consultative Committee but has since waned
  - inclusion of bureaucrats (decision makers) necessary for Circular Head to get their fair share of resources e.g. to achieve the average State VET participation rate, allocation of training hours
  - bureaucrats need to develop a regional focus

- Human resources:
  - to develop a community register of trainers & assessors
  - to work with industry to identify jobs coming up/emerging industries and hence future skills requirements

- Greater involvement and empowerment of young people
  - in community decision making and initiatives
  - including the development of education and training programs

- Improve the image/perception of jobs available locally
  - especially in the rural and vegetable processing industries
  - currently driven mainly from education sector but needs industry push – publicity/public relations
  - career & training pathways and possibilities made clear to youth

- Promotion of training culture in small business
  - Register of local workplace assessors to offset cost of sending employees away for training
  - Political lobbying – for better resourcing of local training provision
  - Talking to the community?

- Foster links with local industry associations
- e.g. aged care, tourism, others
- to form industry relevant VET partnerships
  - e.g. Aged care – TAFE runs course every 2nd year (as requested by industry) and industry guarantees a job for everyone who completes.

- Recognise and use Skills Audit.
- Utilise community sports and recreation organizations
  - E.g. to teach youth ‘soft’ skills

Other issues receiving wide support at the Strategy Development Meeting but not mentioned in the consensus session:
- Promoting the value of education and training in the general community
  - combat the “any-job” mentality
  - improve (valueing of) training and skills in 18-35 y.o. age group
- ‘Soft Skills’ development in youth
  - reliability, punctuality, willingness-to-learn, turning up fit-to-work, team work, communication, customer service etc.
  - also job-seeking, interview skills
- Overcoming poor employment/recruitment practices
  - Closed networks
  - Employer interviewing skills/training
- Transport - to jobs and training
  - especially for rural/farm workers
  - accommodation also an issue

**Dorset**

The community priorities established at the Dorset Strategy Development Meeting were as follows:

1. Community Based Organisation (Hub)
   Establish a central hub for education, training, business and employment in the North East (refer Example 14. Section 8 for greater detail)
   This organisation must:
     a) Provide information, linkages and networking opportunities
     b) Access to services
     c) Create partnerships between relevant organisations
     d) Be unbiased and neutral – provide advice on all options

2. Skills Audit
   Conduct an audit of community assets and needs
a) What does the community have - eg skilled people in the area able to provide training, facilities and programs currently in place

b) Recognition of Prior Learning (RPL)

c) Future needs of emerging and changing industries

d) Generic requirements - of skills across jobs and industries

e) Specific requirements - for particular industries

f) Teacher/industry understanding of each other

3. Creation of a learning/training culture in the North East

a) How?

b) Learning/training must be relevant to needs of stakeholders (business, employees, youth & jobseekers)

c) Must be delivered in a way that suits

d) A long-term project

4. Address transport/access issues

a) transport to training, jobs and information sources (eg hub)

b) access issues: how to deliver learning, physical infrastructure, access times

5. Ability to service seasonal jobs

- a trained workforce for a range of seasonal jobs
## Appendix J. Action Plans

### CIRCULAR HEAD

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>POSSIBLE ACTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Project Team</td>
</tr>
<tr>
<td>Lobbying State Government for closer involvement in ECC</td>
<td>Send update of project to OPCET</td>
</tr>
<tr>
<td>Promote training culture in small business and community</td>
<td></td>
</tr>
<tr>
<td>- Community trainer &amp; assessor register</td>
<td>OPCET/TAWT* info</td>
</tr>
<tr>
<td>- Participation of 18-35 year olds in training</td>
<td>Skills Audit, trainer register, + employers</td>
</tr>
<tr>
<td>(middle mg’t opportunities)</td>
<td></td>
</tr>
<tr>
<td>- Skills for emerging jobs (windfarm, gas at Pt Latta)</td>
<td>DSD – CRISP^</td>
</tr>
<tr>
<td>(tidemark report to Smithton TAFE)</td>
<td>ECC/TAFE</td>
</tr>
<tr>
<td>- Links with local industry associations</td>
<td>ITABS – joint approach</td>
</tr>
<tr>
<td>- Image of ag. &amp; food processing jobs</td>
<td>(TRITB: TFGA, Food Ind. Council, Uni of Tas Agriculture Burnie; project, finance)</td>
</tr>
<tr>
<td>Recruitment Skills for employers + soft skills for jobseekers</td>
<td>TEAC – JobNetwork (1st Nov)</td>
</tr>
<tr>
<td>Transport to jobs &amp; training</td>
<td>TEAC – JobNetwork (1st Nov)</td>
</tr>
<tr>
<td>Empower young people</td>
<td>identify junior leadership course</td>
</tr>
<tr>
<td>CHBEC to join TCCI</td>
<td>(talk to TCCI)</td>
</tr>
<tr>
<td>Use Skills Audit</td>
<td></td>
</tr>
<tr>
<td>Transport to jobs &amp; training</td>
<td>TEAC – JobNetwork (1st Nov)</td>
</tr>
</tbody>
</table>

* Tasmanian Assessors and Workplace Trainers Network
* Centre for Research and Industry Strategic Planning/ Skills Response Unit
* OPCET small business

### DORSET

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>POSSIBLE ACTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Project Team</td>
</tr>
<tr>
<td>Hub (+ On-line Access Centre; independent)</td>
<td>Community reference group</td>
</tr>
<tr>
<td>Skills audit</td>
<td>TEAC ? Community/DSS/BEC</td>
</tr>
<tr>
<td>Register of trainers &amp; assessors</td>
<td>Provide existing (NEET) skills audit</td>
</tr>
<tr>
<td>Recognition of Prior Learning</td>
<td>OPCET/TAWT info</td>
</tr>
<tr>
<td>Skills for emerging and changing industries</td>
<td>ITABs</td>
</tr>
<tr>
<td>Training need – generic skills (OH&amp;S etc)</td>
<td>Hub, skills audit, register</td>
</tr>
<tr>
<td>Seasonal workforce</td>
<td>see TRITB</td>
</tr>
<tr>
<td>Delivery of training</td>
<td></td>
</tr>
<tr>
<td>Learning culture (also links to Hub &amp; Skills Audit)</td>
<td>(cost, tools, info, OPCET*)</td>
</tr>
<tr>
<td>Relevant learning &amp; training</td>
<td>see CH re links with local industry assns</td>
</tr>
<tr>
<td>School to be linked to training</td>
<td>Regional VET Specialist - eg C‘town &amp; Oatlands</td>
</tr>
<tr>
<td>Teachers into industry</td>
<td>Uni of Tasmania (Ag.), other industries</td>
</tr>
<tr>
<td>Transport</td>
<td>TEAC – Job Network (1st Nov)</td>
</tr>
</tbody>
</table>

* Office of Post Compulsory Education and Training small business
Appendix K. Circular Head Skills Audit linkages with GJRT Project

<table>
<thead>
<tr>
<th>Skills Audit (Section 5. Implications &amp; Actions)</th>
<th>Relevant issue raised at GJRT Strategy Meeting (15th August)</th>
<th>Linkage with Generating Jobs in Regional Tasmania (GJRT) project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth (5.1.1) Soft skill development (5.4.1)</td>
<td>Empower young people</td>
<td>relatively high youth retention in district but lack of soft skills identified (confidence, inter-personal skills, motivation) – GJRT identified various ways to address: community organisations (including sports, church), school, Youth Parliament, Mentoring</td>
</tr>
<tr>
<td>Growth industries (5.1.2) Business needs (5.2)</td>
<td>Promote training culture in small business and community</td>
<td>Sk.A. identified main skills demanded by business in future – local VET provision will help develop local training culture</td>
</tr>
<tr>
<td>Growth industries (5.1.2) Skills required in emerging industries (5.2.2) Contractors (5.2.3) Apprenticeships and traineeships (5.3.1) Industry growth areas (5.4.2)</td>
<td>- Skills for emerging jobs (including windfarm, gas at Pt Latta) - Community trainer &amp; assessor register</td>
<td>SkA identified local VET as having an important role to play in meeting training needs in emerging and growth industries training needs of growth industries + demand for more training available locally + contractor opportunities support need for a register of local trainers &amp; assessors</td>
</tr>
<tr>
<td>Primary industry (5.1.3) Industry growth areas (5.4.2)</td>
<td>- Image of ag. &amp; food processing jobs</td>
<td>- SkA did not identify poor uptake of Ag. Traineeships but did identify primary industries as still the largest employer (despite decline) - need for campaign to improve traineeship uptake need for up-skilling staff in management, admin &amp; IT identified by both SkA and GJRT; relevant local VET important</td>
</tr>
<tr>
<td>Management skills (5.2.1) Information Technology (5.4.3)</td>
<td>- Participation of 18-35 year olds in training (espec. middle mg’t opportunities)</td>
<td>SkA and GJRT identified importance of ‘soft skills’, including interview skills and networks - employment service providers have a key role here</td>
</tr>
<tr>
<td>Recruitment (5.3) Employment service providers (5.3.2) General issues (5.3.3) VET in schools (5.4) Soft skill development (5.4.1)</td>
<td>Recruitment Skills for employers + soft skills for jobseekers</td>
<td>- proposed at GJRT forum as a valuable way to develop appropriate VET provision for local industry requirements - transport to jobs not mentioned in SkA but travel identified as barrier to training - to meet future VET demand Circular Head needs a fair share of regional ed.&amp;training resources</td>
</tr>
<tr>
<td>Additional issues</td>
<td>Links with local industry associations</td>
<td>CHBEC to join TCCI</td>
</tr>
<tr>
<td></td>
<td>Transport to jobs &amp; training</td>
<td>TCCI resources may be valuable to Circular Head</td>
</tr>
</tbody>
</table>
Education, Training and Work in Circular Head: Student and Parent Survey

Sue Kilpatrick and Barton Loechel

November 2001

Contact:
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Website: http://www.CRLRA.utas.edu.au
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Survey Results Summary - Smithton High School Senior Secondary

Questionnaires were provided to Year 10, 11 & 12 students of Smithton High School and their parents in May 2001 seeking information about a range of education, training, employment and local community issues, particularly in regard to future intentions. A total of 133 student (83% response rate) and 70 parent surveys (49% response rate) were returned.

Table 1. The number of student who responded by year and gender

<table>
<thead>
<tr>
<th></th>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>41</td>
<td>23</td>
<td>9</td>
<td>73</td>
</tr>
<tr>
<td>Male</td>
<td>42</td>
<td>12</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>35</td>
<td>15</td>
<td>133</td>
</tr>
<tr>
<td>%</td>
<td>62.4</td>
<td>26.3</td>
<td>11.3</td>
<td>100</td>
</tr>
</tbody>
</table>

Parent questionnaires recorded the year and gender of their student-children. The break-down of the students whose parents responded is shown by year and gender in Table 2. The parent survey slightly over-represents parents of year 10 students and slightly under-represents parents of year 11 & 12 students.

Table 2. The year and gender of students from parent surveys

<table>
<thead>
<tr>
<th></th>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>30</td>
<td>12</td>
<td>4</td>
<td>46</td>
</tr>
<tr>
<td>Male</td>
<td>25</td>
<td>6</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>18</td>
<td>6</td>
<td>79</td>
</tr>
<tr>
<td>%</td>
<td>69.6</td>
<td>22.8</td>
<td>7.6</td>
<td>100</td>
</tr>
</tbody>
</table>

Student leadership and community involvement

Year 10 students, particularly females, were much more strongly represented in positions of
leadership at school than year 11 & 12 students. In contrast, more year 11 & 12 students were involved in a community organization than year 10 students.

**Issues of priority at the moment**

More than 60% of all students indicated “doing well at school” and “enjoying a social life” were a high priority. Other issues were a priority for only particular groups: over 70% of year 11&12 girls indicated that “going through and finishing year 12” was a high priority compared to less than 50% for the other groups; about 60% of both male and female year 10 students said “learning about things that interested them” was a high priority; and around 50% of all year 10s and year 11&12 girls indicated “getting or keeping a job” was a high priority at the moment.

---

### Student High Current Priority

- **Job**
- **Yr 10 female**
- **Yr 10 male**
- **Yr 11&12 female**
- **Yr 11&12 male**

---

### Parent High Current Priority

- **Job**
- **Yr 10 female**
- **Yr 10 male**
- **Yr 11&12 female**
- **Yr 11&12 male**

---

n = 62
n = 33

Obtaining a VET qualification was only a high priority to 28% of year 11&12 girls and less than 20% of year 10 girls and boys or year 11&12 boys. Community groups were particularly low in importance to students with only 30% of year 11&12 girls and less than 10% of year 10 girls and boys or year 11&12 boys indicating community as a high priority.

More parents of all student year levels said school should be a high current priority for their children. Parents of girls tended to rate jobs a lower current priority than did their daughters, while parents of boys, especially those in years 11 & 12, rated jobs as a higher priority than did their sons. Parents of boys and year 11 & 12 girls were more likely to rate VET as a high current priority than were their children.

Future aspirations

Important things to achieve in the future

Student future aspirations suggest a balanced outlook on life with job and social aspirations rating as high priorities for the vast majority of students. There is little variation in aspirations by year level or gender. University and other qualifications are a high future aspiration for about 30% and 40% respectively.

Parent aspirations are broadly similar to their children, except more see an Other qualification as very important for their child’s future (over 50% of all year and gender categories).
Child’s likely future direction

Most parents expected their child’s future direction to be continuing on at school. More year 10 females than other groups were expected to view leave Circular Head for college while slightly more year 10 boys were expected to gain an apprenticeship than other groups.
Parent’s attitude to post-compulsory education

Some form of education after year 10 was the most highly valued type of post-compulsory education, though only 70% of parents of year 10 students thought it very important. Education in the workplace was next in perceived value, seen as very important by 50-70% of parents, while the least valued form of post-compulsory education, especially by parents of year 10 males, was education after year 12.

![Importance of post-compulsory education](image)

VET (Vocational Education & Training) courses

Twenty-two of the students who responded to the survey, or 16.5%, were enrolled in VET courses in 2001. Most of these were female Year 11 students.

Table 3. Student involvement in VET as reported in survey responses

<table>
<thead>
<tr>
<th>Doing VET Subjects</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>1</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Males</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Current VET study areas

Low numbers of enrolment prevent generalisations. However, the absolute numbers of Office
Administration and IT places appear low given the demand for skills in this area reported in the recent Skills Audit, even though, along with Childcare, they are the most popular subjects. The demand for sales skills in the Skills Audit may suggest another VET subject opportunity.

**Parent’s perception of their child’s involvement or intention to become involved in a VET course**

Over half of parent’s of year 10 students were unsure whether their child was likely to take a VET course. Year 11 & 12 parents, especially of boys, were more likely to report their child intended to take a VET course.

![Child's VET Involvement or Intention](image)

- **n = 79**

**Perception of VET importance to future job prospects**

The vast majority of students saw VET as ‘fairly important’ to their future job prospects. Parents, especially of year 11&12 boys, were more likely to view VET as ‘very important’ for future job prospects than were students.
Students

Importance of VET to student’s future job prospects

- Yr 10 female
- Yr 10 male
- Yr 11&12 female
- Yr 11&12 male

Kilpatrick and Loechel (2001)
Parents

Information sources for education, training and careers

Parents, family and school were the most frequently cited sources, by students, of information about education, training and careers. TAFE and university also rated highly. Local businesses and work mates were very important for over one third of students. There was little variation by year and gender except that year 10 students were more likely to rate parents as very important information sources. Parents mainly relied on the school, family and friends, and also TAFE/university. Other training providers, work colleagues, local businesses and published guides were also important sources for parents.
Important information sources about local jobs

Students rated parents and local businesses, and for female students, family and friends, as the most important information sources about local jobs. Female students were also more likely to rate newspapers and community organisations as very important sources than were male students. The small number of Year 11 & 12 male respondents indicated limited local job information sources. Parents preferred local businesses, newspapers and employment agents as job information sources.
Student experience with work in the last 12 months

Most students had some form of paid work in the last 12 months. A substantial number also had volunteer or unpaid work experience.
The vast majority of those who reported working in a part-time or casual job in the last 12 months indicated the job was easy to find. Students who rated having a job as a high current priority were more likely to report that their job had been easy to find.

Most students with part-time/casual jobs reported that training received on the job was ‘quite good’ or ‘okay’.
Ratings of important personal qualities to possess for work

Most students rated having a positive attitude, being reliable, having people skills and communication as very important qualities for work. Year 10 students were less likely than those in year 11 & 12 to rate presentation as very important. Year 11 & 12 females and parents were more likely to rate the qualities as very important.
Parents

Student status in terms of gender, position of leadership at school, involvement in community organization, and doing a VET subject appeared to make very little difference to perceptions of personal qualities required for work. A possible exception was self-motivation where over 80% of females valued this as very important compared to 60% of males. Conversely, males were somewhat more inclined to see a sense of humour as important for work.

Circular Head as a place to live and work now and into the future

Students were more optimistic about finding work in Circular Head in the short to medium term than were their parents. Very few people rated the chance of finding work as ‘very good’, even in the long term. Parents were slightly more positive than their children as a place to live. Only 20% of students thought Circular Head would be a very good place to live in the medium to long term, compared to over 30% of parents.
Leaving or Staying in Circular Head

A number of questions sought to determine the proportion of students likely to stay in or leave Circular Head in the short to medium term and the main reasons for these choices. Parents were asked directly (Q. 14) how likely they thought it was that their child would stay in Circular Head. Only 22% of parents believed it very likely their child would stay in Circular Head for the next 1-4 years and only 14% believed their child very likely to stay for 5 years or more.
Parents and students were also asked the main reasons they (or their child in the case of parents) were likely to stay or leave in the short-medium term (next 1-4 years) in two sequential either/or questions. In the case of parents, of the total 79 who responded to the survey, forty-four (56%) answered the question indicating they thought their child may stay in Circular Head in the short to medium term and thirty four parents (43%) answered the question indicating they thought their child may leave. Of the total 133 students who responded to the survey, 98 (74%) answered the question indicating they thought they may stay and 102 (77%) answered Q.16 indicating they thought they may leave. This overlap in student responses suggests a degree of uncertainty among students about their future.

**Expectations of staying in the longer term**

Students who indicated they expected to leave Circular Head, and parents who indicated they expected their child to leave, were asked whether they thought they (or their child, in the case...
of parents) would return in the long term (after 5 years or more). Parents and students provided similar responses with roughly equal proportions believing it likely or unlikely they would return and many being unsure.

**Parental involvement in school and community by likelihood of their child staying**

Only about 20% of the parents who responded to the survey indicated they were involved in any school committees or school event organising. There appeared to be no relationship between involvement in the school and the parent’s expectation that their child would stay in Circular Head for the next 1-4 years.
Over half of parents (57%) indicated they were involved in a community organization or event organising. Children of parents who were involved in community groups were considered more likely to leave Circular Head by their parents.

Over half (55%) of the parents who indicated they were active in a community organization or event organising reported that their community involvement was very important to them. In contrast to the results above, where parent involvement in the community was associated with a greater likelihood of children leaving, parents who indicated that their community participation was very important to them rated their children as more likely to stay.
Comparison of student and parent reasons for staying

Being near family and friends and liking living in Circular Head were the most important reasons for staying given by both students and parents. Sixty percent of male students also cited sports commitments, while 70% of female year 11&12 students cited work prospects, and 70% of male year 11&12 students cited the expense of moving as a reason to stay.
Comparison of student and parent reasons for leaving

Student reasons for leaving centred around finding a job and education and training. Parent reasons given for their children leaving also related strongly to jobs and education and training.
Availability of education and training in Circular Head for desired work

The majority of students who expected to stay rated the availability of local education and training for the type of work they wanted as adequate. Parents were more likely than students to rate local availability of education and training as inadequate, although, parents of year 11&12 females were more inclined to provide a positive rating.
Expectations by those who expect to stay of where they are most likely to get a job

Many students who expected to stay in Circular Head were unsure of where they were likely to get a job. Agriculture was specified as a likely industry of employment by both students and parents.
Perceptions of the effectiveness of local organisations in making Circular Head a better place to work and live

Most parents thought local organisations were doing quite well in making Circular Head a better place to live and work, while the largest proportion of students had no strong opinion. There was few difference between student year or gender groups. The local organisations provided as examples in the question were local council, schools, and community organisations.
Parent’s perception of the effectiveness of local organisations by their expectation of their child staying (1-4 years)

Parents who thought it more likely their child would stay in Circular Head for the next 1-4 years tended to have a more positive view of the effectiveness of local organisations than parents who expected their child to leave.
Perceptions of the ease with which young people can become involved in the local community

The majority of both students and parents felt there were plenty of opportunities for youth to become involved in the local community. However, about 15% of parents and students respondents believed it was difficult (students) or the opportunities were poor (parents).
Students: Ease of getting involved in local community

Parent's: opportunities for youth involvement in the local community
Parent’s perception of the opportunities for youth to become involved in local organisations by their expectation of their child staying (1-4 years)

Again, parents who thought it more likely their child would stay in Circular Head for the next 1-4 years tended to have a more positive view of the opportunities for youth involvement in the local community than parents who expected their child to leave.

What needs to be done to make Circular Head a better place to live and work
Students and parents cited recreation and entertainment, and job opportunities most frequently as ways of improving Circular Head. No other factor was cited by more than 20%.
**Best things about Circular Head**

The best things about living in Circular Head according to students related to qualities of the people and community (common examples included ‘friendly people’, ‘know most people here’, ‘small close knit community’) and the peaceful/secluded lifestyle. Parents cited the rural or coastal beauty of the area and qualities of the community most frequently.
Worst things about Circular Head

Students reported recreation and entertainment and isolation as the worst things about Circular Head. Over half of parents said isolation (and the consequent travel required to overcome it) was the worst thing about living in Circular Head. A third of comments made by parents related to a lack of job opportunities.
Worst things about CH - Students

- Recreation & entertainment
- Isolation/Travel required
- Lack of anonymity/Gossip
- Job opportunities
- Range of retail outlets
- Anti-social behaviour
- Small community
- Lack of services
- Education & training
- Drugs
- Nothing
- Other
- Unsure/Unclear

Kilpatrick and Loechel (2001)