



Australian Government

REGIONAL EDUCATION, SKILLS AND JOBS PLAN

TASMANIA

2012 – 2014

JULY 2013



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Details in this report are correct at time of drafting.

This report can be found at the [Regional Education, Skills and Jobs](http://www.deewr.gov.au/resj) webpage (www.deewr.gov.au/resj) or the [My Region](http://www.myregion.gov.au) website (www.myregion.gov.au).

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The document must be attributed as the Regional Education, Skills and Jobs Plan 2012-14 – Tasmania.

Disclaimer about data used in this plan

Data used in the development of this plan comes from a variety of sources and was correct at time of drafting. This document should not be used as a data source as data referred to may have been updated or reformulated since the publication of the plan. Refer to primary sources for confirmation of data.

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REGIONAL EDUCATION, SKILLS AND JOBS PLANS

The Australian Government announced the *Regional Education, Skills and Jobs Plans* initiative in the 2011–12 Budget, as part of the *Building Australia's Future Workforce* package. The initiative addresses four key areas of the Australian Government's productivity and social inclusion agendas: early childhood education and care; Year 12 attainment; participation in vocational and higher education; and local job opportunities.

The Department of Education, Employment and Workplace Relations (DEEWR) has deployed 34 Regional Education, Skills and Jobs (RESJ) Coordinators to work with local stakeholders to develop Regional Education, Skills and Jobs Plans for the 46 Regional Development Australia (RDA) areas that cover non-metropolitan Australia.

The plans present locally identified opportunities and challenges and outline local strategies to improve education, skills and jobs outcomes in regional Australia.

For more information, including the contact details of your local RESJ Coordinator, please refer to the [Regional Education, Skills and Jobs](http://www.deewr.gov.au/resj) webpage at www.deewr.gov.au/resj.

Strategies

Each plan reflects community priorities and includes goals and local strategies to achieve the community's objectives, based on four key themes: early childhood education and care; school education; tertiary education and training; and jobs, skills and workforce development.

The plans build on the range of services and programs already offered by DEEWR and the strategies draw on the programs of other government agencies and the opportunities arising from major local projects.

Community engagement

The plans were developed by RESJ Coordinators with close community engagement and include views from young people, parents, employers, educators, service providers, peak bodies, community leaders, government organisations and agencies, and other interested individuals and organisations. The plans draw strongly upon existing strategic plans in each region, including the local RDA regional plan.

DEEWR acknowledges the traditional owners of Tasmania and their elders past and present recognising their continuing connection to country. This plan strives to build and harness mutually respectful relationships and reflect community priorities in education, skills and jobs development for the region.

Implementation

The RESJ Coordinator, on behalf of DEEWR, will oversee the implementation of the strategies and promote and coordinate linkages between the government agencies, providers and stakeholders involved in this plan's implementation.

Progress towards achieving the goals within each plan will be closely monitored, while stakeholders will be kept informed through participation in plan strategies.

This edition incorporates strategies that respond to changes in local circumstances identified through continuing community input or changing government priorities in regional Australia as well as access to new data. The plans continue to be living and responsive documents that will be revisited throughout their implementation to June 2014.

MAP OF TASMANIA



Source: Department of Regional Australia, Local Government, Arts and Sport

EXECUTIVE SUMMARY

Tasmania is made up of a number of communities covered by 29 Local Government Areas. The state's population is decentralised and, historically, its workforce has not been a mobile one. The Tasmanian government school system includes primary schools from kindergarten to Year 6, high schools covering Years 7 to 10 and a limited range of senior secondary courses and separate colleges for Years 11 and 12. The colleges are situated in major population centres across Tasmania, requiring many children living in regional areas to move or travel large distances to attend Years 11 and 12. Low literacy levels throughout the region are impacting on some job seekers' ability to obtain and retain employment. Tasmania's population is regionally dispersed with many people relying on private transport to travel to work and training.

The Greater Hobart-Southern Region comprises the Local Government Areas:

- Brighton
- Central Highlands
- Clarence
- Derwent Valley
- Glamorgan Spring Bay
- Glenorchy
- Hobart
- Huon Valley
- Kingborough
- Sorell
- Southern Midlands
- Tasman

The Mersey-Lyell Region is comprised of the Local Government Areas:

- Burnie
- Central Coast
- Circular Head
- Devonport
- Kentish
- King Island
- Latrobe
- Waratah-Wynyard
- West Coast

The Northern Region is comprised of the Local Government Areas:

- Break O’Day
- Dorset
- Flinders
- George Town
- Launceston
- Meander Valley
- Northern Midlands
- West Tamar

Based on a comprehensive environmental scan and community consultation, the key education, skills and jobs challenges identified for Tasmania include:

- an ageing population
- relatively low levels of literacy
- lower levels of Year 10 and Year 12 completion
- a lower percentage of the population with tertiary qualifications
- high levels of unemployment and low participation rates
- reliance on a small number of industries, some of which are undergoing restructure which is resulting in retrenchments
- lack of access to appropriate transport.

The key goals of the Tasmania Regional Education, Skills and Jobs (RESJ) Plan are to:

- improve literacy levels
- improve Year 12 completion
- increase participation in higher education
- develop a life-long learning culture
- improve access to skills training
- increase labour market participation
- facilitate employment and training opportunities
- improve mobility of the workforce through improving access to driver training programs.

The Burnie Local Government Area was selected for additional support through the Better Futures, Local Solutions initiative. The initiative aims to help families and individuals boost their work skills, find jobs and promote opportunities for their children and is being delivered by the Government Action Leader and Community Action Leader.

Tasmania has a Regional Development Australia (RDA) Committee with a broad plan that includes opportunities for education, skills and employment. Most of the north and north-west (Mersey–Lyell) regions form a priority employment area with a Local Employment Coordinator (LEC) in place. The Tasmania RESJ Plan complements the existing goals and strategies in the RDA Plan and the LEC’s Regional Employment Plan.

Some outcomes achieved by the RESJ Coordinator working with local stakeholders include:

- Convening the Hobart Jobs and Skills Expo in March 2013 in conjunction with the Department of Human Services (DHS). 2500 people attended the expo with 68 exhibitors and 452 jobs available. DHS has reported 221 job outcomes from the event. Subsequent to the expo, employers advised that they had interviewed a range of job seekers including those with skills in demand such as bakers and qualified early childhood educators with a number of them now in employment.
- Convening an early childhood education and care (ECEC) industry round table event in June 2012 with representation from unions, ECEC services, governments and registered training organisations (RTOs). A range of issues that affect compliance with the National Quality Framework, recruitment and training were discussed. These issues are now being progressed through the ECEC Skills Project and will be supported by the RESJ Coordinator in 2013.
- Convening a drug and alcohol workshop on the north-west coast of Tasmania in May 2012 to develop strategies to address drug and alcohol issues affecting job seekers and employees. Guest speakers included Father Chris Riley and representatives from community organisations who spoke of the social issues regarding drug and alcohol use. A range of employers also described their drug and alcohol policies and discussed how they address drug and alcohol issues in their workplace. 70 people attended the workshop from a variety of drug and alcohol service providers, Job Services Australia (JSA) providers, Indigenous Employment Program (IEP) providers, Disability Employment Service (DES) providers, employers and all levels of government. Due to the success of the initial workshop two additional workshops were convened in Hobart in July 2012 and Launceston in August 2012. A positive outcome has been an improved linkage of services including further training for JSA and DES staff. Client information sessions on drug and alcohol prevention are also being planned.
- Convening a forum for RTOs, DES providers and JSA providers in October 2012 to develop strategies to address issues facing Early School Leavers, Indigenous clients, migrants and mature aged clients. Around 60 people attended the forum and developed strategies to work together to improve outcomes for these client groups. The linkages that occurred at this forum have resulted in better usage of Trade Training Centres in regional areas. As at February 2013, over 50 people were being trained using e-learning training facilities in the hospitality industry through a range of courses from Cert II to Cert III as well as skills sets for qualified chefs.
- Developing a map of adult literacy services within the region. The map includes 33 adult literacy services across the region, allowing clients and service providers to locate a suitable literacy service in their area. The map is now included on the Tasmanian Government's [26Ten website](http://www.linc.tas.gov.au/26ten/help-me#talktosomeone) at www.linc.tas.gov.au/26ten/help-me#talktosomeone.

CHARACTERISTICS OF THE REGION

This section sets out the characteristics of the region identified through a comprehensive environmental scan and local consultations. The information detailed in this section is not exhaustive of the characteristics of the region, but provides an overview and insight to some of the challenges facing the region.

To guide the RESJ Coordinator's identification of issues and engagement with the community, various data sets have supported the development of this plan. Data used in the development of this plan was sourced from DEEWR, the Australian Bureau of Statistics (ABS) and other relevant sources. Data referred to may have been reformulated and was correct at time of drafting. Different data sets are refreshed at different intervals, for example, unemployment rates are updated monthly for national and state/territory figures and quarterly for regions.

Population

According to the 2011 Census, the population of Tasmania was approximately 511,200 people.

ABS data indicates that Tasmania's average annual population growth between 2006 and 2011 was 0.8 per cent compared to national annual average growth of 1.7 per cent.

Tasmania has:

- an ageing population, with an average median age of 40 years compared to 37 years nationally.
- low numbers of people born overseas (17%) compared to Australia as a whole (31%)
- a high percentage of Indigenous people compared to the national percentage; according to the 2011 Census, approximately 4.0 per cent of the population in Tasmania identified as Indigenous on Census night, compared to 2.5 per cent nationally.

Early childhood education and care

The Australian Early Development Index (AEDI) measures young children's development across five domains: physical health and well-being, social competence, emotional maturity, school-based language and cognitive skills, and general knowledge. AEDI data (2009) indicated at a national level, 23.6 per cent of children were vulnerable on one or more domains and 11.8 per cent were vulnerable on two or more domains. The AEDI found that the communities of Hobart, Tasman, Waratah/Wynyard, and West Tamar had the lowest proportions of vulnerable children for Tasmania, falling below the national rates on both measures. However, the AEDI communities of the Central Highlands and the Derwent Valley had the highest proportions of vulnerable children for the region—higher than the national averages on both measures.

Early childhood education and care is readily available in its various forms across the state, however there are some areas where particular forms of care are not available (e.g. baby places, before school care and in some geographical areas).

The Home Interaction Program for Parents and Youngsters (HIPPY) operates in Burnie, Clarendon Vale, Launceston, West Coast, Sheffield and Smithton. HIPPY supports parents and children in the year before formal education with pre-literacy and pre-numeracy skills. Further support into the first year of formal schooling extends this support to focus on children's learning and development.

The State Education Department baseline data in 2011 reports that 97.5 per cent of eligible children attend kindergarten (the year before compulsory school) in the state and this is considered virtual universal access.

School education

The Tasmanian Department of Education has responsibility for 210 government schools comprising 134 primary schools (kindergarten to Year 6), 30 secondary schools (Years 7 to 10), 27 district high schools (kindergarten to Year 10 and a limited range of senior secondary courses), one vocational school, 10 schools for students with disability and eight senior secondary colleges for Year 11 and 12 students. The Schools Registration Board of Tasmania lists a further 71 non-government schools.

The National Assessment Program – Literacy and Numeracy (NAPLAN) 2011 data for Tasmania indicates that over the past four years writing, spelling, grammar, punctuation and numeracy for children in Year 3 are generally on par with the Australian average. However, the data indicates that children in Years 5, 7 and 9 are below the Australian average and that those gaps are widening, particularly in recent years, for Year 5 spelling and Year 9 narrative/persuasive writing.

According to the 2011 Census data, less than one in five (18%) of 15 to 19 year olds in Tasmania have Year 12 or equivalent qualifications compared with one in four (26%) nationally. Similarly, for 20 to 24 year olds, 57.4 per cent of Tasmanians have Year 12 or equivalent qualifications, compared with 69.9 per cent nationally.

Tertiary education and training

The 2011 Census indicated the percentage of 25 to 34 year olds in Tasmania attaining advanced diploma, diploma and certificate levels (34%) is now higher than the percentage nationally (30%). Tasmania has historically been lower than the national average however further work is required to ensure that this improvement is maintained. The state's reliance on a limited number of industries means that the workforce needs to be skilled to ensure that workers can more easily transfer across industries.

Participation in higher education in Tasmania is lower than the Australian average. In Tasmania 22 per cent of people aged 25 to 34 have bachelor degree or higher qualifications compared to 32 per cent nationally. Tasmania has one university, the University of Tasmania, which has three campuses: in Burnie, Launceston and Hobart.

Jobs, skills and workforce development

ABS data as at September 2012 indicates that Tasmania's unemployment rate is 7.3 per cent compared to 5.4 per cent nationally. The workforce participation rate as at September 2012 is 60.4 per cent compared to the national average of 65.2 per cent.

The largest employing industries (in alphabetical order) are:

- education and training
- health care and social assistance
- manufacturing
- public administration and safety
- retail

Previously the construction industry was one of the largest employing industries in the state, however because of the recent downturn in construction, the public administration and safety industry has overtaken this industry. The state's reliance on the manufacturing and retail industries is challenging as these industries are vulnerable to downturns in the economy.

DEEWR's Projected Regional Employment Growth data indicates that the health care and social assistance industry is expected to grow over the next five years (to 2016-17), while employment in the manufacturing industry, which accounts for a large share of Tasmania's employment is expected to decrease.

The restructuring of the forest industry is impacting on many communities across Tasmania. Many ex-forestry workers require retraining to enable them to gain work in other industries. Changes in some industries now require workers to have higher level skills. This trend is expected to continue into the future and there will be fewer employment opportunities for lower skilled workers.

Other characteristics

According to the 2006 Adult Literacy and Life Skills Survey conducted by the ABS, the literacy skills of Tasmanians aged 15 to 74 years were consistently below the national average. The prose and literacy skills of around half of the population were assessed as adequate for understanding and using information while the numeracy skills of less than half were assessed as adequate for effectively managing and responding to the demands of a range of situations requiring mathematics.

Tasmania's population is regionally dispersed and public transport is limited outside the major centres. Outside the major population areas, private transport is often the only option for people to connect to skills development and jobs.





Stakeholders have also indicated that alcohol and drug use is an impediment to labour market engagement for some people. This plan includes strategies to promote better use of services to address the impact of drug and alcohol use on engagement in work.

ISSUES, GOALS AND STRATEGIES

This section sets out the issues and goals identified through local consultation. It also details the specific strategies that will help achieve the community's objectives. The issues and strategies will be reviewed and may be modified throughout the implementation of the plan to June 2014 to ensure they respond to emerging issues and opportunities or changing community or government priorities in Tasmania.

The programs and stakeholders listed in the following tables are indicative only. Both may vary over time and any listing does not guarantee either the availability of program funding or stakeholder involvement.

Colour codes indicate how each issue relates to the four key themes of the *Regional Education, Skills and Jobs Plans* initiative:

	Early childhood education and care
	School education
	Tertiary education and training
	Jobs, skills and workforce development

The numbering of each issue is for ease of reference only and does not indicate its priority within the region. They are generally sequenced according to the life cycle of the four key themes listed above.

Issue 1 The capacity of the early childhood education and care workforce to comply with the National Quality Framework for Early Childhood Education and Care, including low literacy levels of some of the workforce.

- Goals:**
- Increase literacy levels in the early childhood education and care workforce.
 - Improve the recruitment of educators into the early childhood sector and up skill existing workers.

Early childhood education and care	Tertiary education and training	Jobs, skills and workforce development
Strategies	Stakeholders	Programs
<ul style="list-style-type: none"> • In conjunction with the Professional Support Coordinator (PSC), facilitate the implementation of a literacy pilot in 2013 to match the needs of the early childhood education and care (ECEC) and school aged care (SAC) workforce. • As a member of the ECEC Skills Plan Advisory Committee, work with the child care sector towards a skilled professional ECEC and SAC workforce. • Provide support for workshops/roundtables to improve up skilling and recruitment in the sector. 	<ul style="list-style-type: none"> • Department of Education (TAS) • Disability Employment Services (DES) providers • Early Childhood Association, Tasmania Branch • ECEC and SAC services • Indigenous Employment Program (IEP) providers • Industry Skills Councils • Job Services Australia (JSA) providers • PSC • Registered training organisations • Skills for Education and Employment (SEE), formerly known as Language, Literacy and Numeracy Program, providers 	<ul style="list-style-type: none"> • 26Ten • Access Program • Australian Government Skills Connect • DES • Early Childhood Workforce initiatives • IEP • Inclusion and Professional Support Program • JSA • SEE

Issue 2 Low Year 12 attainment, due to some young people being disengaged from school education.

Goal: *Increase the engagement of students and parents in school education.*

School education		
Strategies	Stakeholders	Programs
<ul style="list-style-type: none"> Actively promote youth engagement programs by facilitating linkages between stakeholders. Facilitate linkages between schools and identify and promote good practice aimed at minimising disengagement during secondary schooling. Facilitate the move to individualised and flexible learning options for young people in school education. Actively promote opportunities for, Early School Leavers including the use of Trade Training Centres in Schools facilities. Support the provision of information on services to young people through activity based programs such as Kommunity Kids. In conjunction with stakeholders, facilitate a parent project to improve engagement of parents in school education. 	<ul style="list-style-type: none"> Government Action Leader (Burnie) Government and non-government education sector Not for Profit community organisations Parents and community School Business Community Partnership Brokers (Partnership Brokers) Secondary schools Youth Connections providers 	<ul style="list-style-type: none"> Kommunity Kids National School Chaplaincy and Student Welfare Program Parental and Community Engagement (PaCE) School Business Community Partnership Brokers Trade Training Centres in Schools Youth Connections

Goal: *Improve Year 12 (or equivalent) attainment.*

School education		Jobs, skills and workforce development
Strategies	Stakeholders	Programs
<ul style="list-style-type: none"> Encourage increased uptake of Australian School-based Apprenticeships. Facilitate linkages between schools and industry including pilots such as “Transition to Trades and Beyond” which focuses Year 7 and 8 students on the importance of literacy, numeracy and science in achieving apprenticeships. Distribute information and data to schools, parents and students on skills required for the future and the value of education to build resilience to changes in the labour market. Develop and implement a marketing strategy with stakeholders during 2013 to promote the value of education to schools, parents and students. Support career information events such as Try a Trade, Career’s Expos, etc. which encourage Year 12 (or equivalent) attainment. 	<ul style="list-style-type: none"> Australian Apprenticeships Advisers Australian Apprenticeships Centres Disability Employment Service (DES) providers Employers Government and non-government education sector Group training organisations Job Services Australia (JSA) providers Parents Partnership Brokers Youth Connections providers 	<ul style="list-style-type: none"> Australian Apprenticeships Advisers Program Australian Apprenticeships Support Services Australian School-based Apprenticeships Indigenous Youth Careers Pathways PaCE School Business Community Partnership Brokers Trade Training Centres in Schools Youth Connections

Issue 3 The relationship between education and employment outcomes needs to be more broadly promoted to the community.

Goal: Increase awareness and understanding of the importance of education to facilitate improved employment opportunities.

	School education	Tertiary education and training	Jobs, skills and workforce development
Strategies	Stakeholders		Programs
<ul style="list-style-type: none"> • Provide data and information to education providers, students and families on the relationship between education, qualifications and labour market outcomes. • Develop and implement a marketing strategy with stakeholders during 2013 to promote the value of education. • Support projects such as “Transition to Trades and Beyond” pilot to provide a link between industry and education for Year 7 and 8 students. 	<ul style="list-style-type: none"> • Australian Apprenticeships Advisers • Government and non-government education sector • Home Interaction Program for Parents and Youngsters (HIPPY) providers • School Business Community Partnership Brokers • Tasmanian Catholic Schools Parents Council • Tasmanian Principals Association • Tasmanian State Schools Parents and Friends Inc. • Youth Connections providers 		<ul style="list-style-type: none"> • Australian Apprenticeships Advisers Program • HIPPY • School Business Community Partnership Brokers • Youth Connections

Issue 4 The need to build skills for industries with immediate and future skill requirements.

Possible areas for growth are specialist manufacturing, the aquaculture and agriculture industries, alternative energy producers, the National Broadband Network and the health care and social assistance industry.

Goal: A skilled and mobile workforce is developed to match skill demands for developing industries.

	School education	Tertiary education and training	Jobs, skills and workforce development
Strategies	Stakeholders		Programs
<ul style="list-style-type: none"> • Promote programs that match economic needs across the region. • Promote programs and funding available to higher education institutions and students. • Provide data and information to education providers, students, job seekers and families on employer requirements. • Identify and facilitate opportunities for students and job seekers to gain work experience. • Encourage Australian School-based Apprenticeships to focus on developing skills for industries with immediate and future skill requirements. • Actively work with registered training organisations (RTOs), Job Services Australia (JSA) and Disability Employment Services (DES) providers to ensure training is adequate to meet employer and client needs: <ul style="list-style-type: none"> ○ in conjunction with the Local Employment Coordinator (LEC), arrange two forums each year to facilitate improved relationships between employers, JSA and DES providers and RTOs ○ facilitate employers’ access to information about the broader global economy. • Ensure there are linkages between Trade Training Centres and employers and industry. • Work in conjunction with the Tasmanian Aboriginal Centre (TAC) to increase awareness of employment opportunities for Aboriginal and Torres Strait Islander people in the health industry. • Participate on the ForestWorks Community Working Group to provide local intelligence, programs and opportunities for ex-forest workers. • Promote the use of Trade Training Centre facilities to RTOs, Early School Leavers and other clients. • Link industry with refugee community services to ensure refugees gain and maintain suitable work with appropriate support. 	<ul style="list-style-type: none"> • Department of Economic Development, Tourism and the Arts (TAS) • Department of Education (TAS) • Department of Industry, Innovation, Climate Change, Science Research and Tertiary Education • Department of Resources Energy and Tourism • DES providers • DHS • Employers • ForestWorks • Indigenous Employment (IEP) providers • JSA providers • LEC • RTOs • Skills Tasmania • TAC • Trade Training Centres • University of Tasmania 		<ul style="list-style-type: none"> • Australian Government Skills Connect • DES • Education Investment Fund • Higher Education Participation and Partnerships Program • IEP • Investing in Experience: Skills Recognition and Training • JSA • School-based Apprenticeships • Tourism careers promotion toolkit • Trade Training Centres in Schools • VET programs

Strategies	Stakeholders	Programs	
<ul style="list-style-type: none"> Actively work with emerging/growth industries, including specialist manufacturing, aquaculture, agriculture, alternative energy producers, National Broadband Network (NBN) and health care and social assistance industries to identify workplace development opportunities and link with employment service providers. In conjunction with Department of Human Services, convene a Jobs and Skills Expo in Hobart in 2013. 			
Goal: <i>Increase labour market participation levels.</i>			
	School education	Tertiary education and training	Jobs, skills and workforce development
Strategies	Stakeholders	Programs	
<ul style="list-style-type: none"> Link skills training to those people currently not participating in the labour market. Link with Government Action Leader in Burnie to ensure teenage parents have access to skills, training and jobs. Support the National Disability Coordination Officer's events such as apprenticeship information forum. Link with the DisabilityCare Australia coordinator to support them determine the impact of DisabilityCare Australia (formerly the National Disability Insurance Scheme) on workforce and training requirements in Tasmania. 	<ul style="list-style-type: none"> Community houses and neighbourhood centres DES providers DisabilityCare Australia Coordinator Government Action Leader (Burnie) JSA providers National Disability Coordination Officers RTOs Skills Tasmania 	<ul style="list-style-type: none"> DES DisabilityCare Australia Education Investment Fund Higher Education Participation and Partnerships Program JSA National Disability Coordination Officer program Trade Training Centres in Schools VET programs 	
Goal: <i>Improve alcohol and other drugs education for employees and job seekers.</i>			
	School education	Tertiary education and training	Jobs, skills and workforce development
Strategies	Stakeholders	Programs	
<ul style="list-style-type: none"> Facilitate and promote drug and alcohol service providers to workplaces where an issue is identified. Facilitate workshops in Launceston and Hobart to identify some strategies to address the issue with key stakeholders. Coordinate drug education for Job Services Australia (JSA), Disability Employment Services (DES), Indigenous Employment Program (IEP) providers' staff and clients. 	<ul style="list-style-type: none"> Department of Health and Ageing DES providers Employers ForestWorks IEP providers Industry JSA providers Non-government organisations (alcohol and other drugs service and education providers) 	<ul style="list-style-type: none"> DES Drug and alcohol programs IEP JSA 	

<p>Issue 5 Low levels of attainment in vocational education and training, and tertiary education in some regional areas (for example, west coast and north east areas).</p>			
<p><i>Goal: Increased access to and attainment of vocational education and training, and tertiary qualifications.</i></p>			
		Tertiary education and training	Jobs, skills and workforce development
Strategies		Stakeholders	Programs
<ul style="list-style-type: none"> Promote programs that match community and economic needs across the region. Link industry with higher education and vocational education and training (VET). Facilitate access to VET and tertiary education. Identify and promote Australian Government funding sources available to the University of Tasmania and other training organisations. Assist stakeholders to promote local success stories. Facilitate school work experience projects in regional areas where additional support and linkages are required. Facilitate linkages between industry and schools. Promote school-based apprenticeships 		<ul style="list-style-type: none"> Industry organisations e.g. Tasmanian Farmers and Graziers Association Non -government organisations Registered training organisations (RTOs) School Business Community Partnership Brokers Skills Tasmania Tasmanian Chamber of Commerce and Industry (TCCI) Trade Training Centres (TTCs) University of Tasmania 	<ul style="list-style-type: none"> Australian Apprenticeships Support Services Australian Government Skills Connect Education Investment Fund (EIF) Higher Education Participation and Partnerships Program (HEPPP) Indigenous Youth Careers Pathways School Based Apprenticeships School Business Community Partnership Brokers TTCs in Schools
<p><i>Goal: Develop a life-long learning culture.</i></p>			
		Tertiary education and training	Jobs, skills and workforce development
Strategies		Stakeholders	Programs
<ul style="list-style-type: none"> Encourage employers to promote higher education and VET to employees as part of their professional development. Promote ‘what’s working’ stories in the media. Develop and implement a marketing strategy with stakeholders during 2013 to promote the value of lifelong learning. 		<ul style="list-style-type: none"> Department of Education (TAS) Employers Government Action Leader TCCI University of Tasmania RTOs 	<ul style="list-style-type: none"> Australian Government Skills Connect Better Futures Local Solutions EIF HEPPP VET programs
<p><i>Goal: Identify flexible learning solutions.</i></p>			
Early childhood education and care	School education	Tertiary education and training	Jobs, skills and workforce development
Strategies		Stakeholders	Programs
<ul style="list-style-type: none"> Identify, promote and facilitate flexible learning within regional communities. Encourage communities to maximise the benefits of the National Broadband Network for education. 		<ul style="list-style-type: none"> Employers Local government Skills Tasmania State government 	<ul style="list-style-type: none"> EIF HEPPP VET programs

Issue 6 **Low levels of literacy and numeracy impact on people’s ability to participate in employment and training.**

Goal: *Improve literacy and numeracy levels.*

	Tertiary education and training	Jobs, skills and workforce development
Strategies	Stakeholders	Programs
<ul style="list-style-type: none"> • Provide information to literacy services on literacy programs suitable for their clients in their region. • Coordinate literacy programs to ensure that clients progress through to higher levels of literacy training. • Facilitate the development of the Workplace English Language and Literacy (WELL) Program in industry sectors that need staff with higher skills and literacy levels. • Promote the 26Ten initiative. • Facilitate a pilot project in northwest Tasmania to connect stakeholders, the community and individuals to adult literacy services to improve the assessment process and literacy outcomes of clients. 	<ul style="list-style-type: none"> • Adult Literacy providers • Department of Human Services • Disability Employment Services (DES) providers • Job Services Australia (JSA) providers • LINC Tas • Local Government • School Business Community Partnership Brokers • Skills Tasmania • University of Tasmania 	<ul style="list-style-type: none"> • 26Ten • DES • JSA • LINC Tasmania • Skills for Education and Employment formerly known as Language, Literacy and Numeracy Program • WELL

Issue 7 Transportation issues: <ul style="list-style-type: none"> • lack of availability of licensed drivers or vehicles to teach driving • lack of workforce mobility to access available jobs outside job seekers' residential area. 			
Goal: <i>Improved access to driver training programs.</i>			
		Tertiary education and training	Jobs, skills and workforce development
Strategies		Stakeholders	Programs
<ul style="list-style-type: none"> • In conjunction with the Local Employment Coordinator (LEC), promote and facilitate driver mentoring programs in communities. • Facilitate additional learner driver programs for disadvantaged people in two communities during 2013. 		<ul style="list-style-type: none"> • Department of Infrastructure, Energy and Resources (DIER) (TAS) • LEC • Local community organisations • Local government • Motor Accident Insurance Board • Red Cross 	<ul style="list-style-type: none"> • Learner Driver Mentor Program
Goal: <i>Improved workforce mobility.</i>			
	School education	Tertiary education and training	Jobs, skills and workforce development
Strategies		Stakeholders	Programs
<ul style="list-style-type: none"> • Develop awareness and acceptance of the need to move to or travel to and from areas of skill shortages and employment opportunities. 		<ul style="list-style-type: none"> • Disability Employment Services (DES) providers • Job Services Australia (JSA) providers • LEC 	<ul style="list-style-type: none"> • Move 2 Work • DES • JSA
Goal: <i>Improved transport linkages for communities to meet education and industry needs</i>			
	School education	Tertiary education and training	Jobs, skills and workforce development
Strategies		Stakeholders	Programs
<ul style="list-style-type: none"> • Link and promote innovative transport solutions that meet education and industry needs. 		<ul style="list-style-type: none"> • Colony 47 • Department of Education (TAS) • DIER (TAS) • LEC • RDA Tasmania • Red Cross • Tasmanian Chamber of Commerce and Industry • Tasmanian Council of Social Services • Transport companies 	<ul style="list-style-type: none"> • Tas Community Fund • Cars for Communities Program

APPENDICES

Appendix A — Stakeholders

Below is a list of organisations consulted during the development of this RESJ Plan, listed by sector.

Stakeholders involved in the RESJ Plan development	
Sector	Stakeholder
Local government	Cradle Coast Authority; Northern Tasmanian Development; Local councils in Tasmania.
Early Childhood Education and Child care	Early childhood education and care providers.
Vocational education and training	Polytechnic; Skills Tasmania; Skills Institute; Australian Apprenticeships Centres; Trade Training Centres.
Higher education	University of Tasmania.
Youth	School Business Community Partnership Brokers – Tasmanian Life Long Learning (TL3) and Colony 47. Youth Connections – Northern Joblink Inc, Colony 47 and Mission Australia.
Employment	Local Employment Coordinator; major employers; Tasmanian Chamber of Commerce and Industry; Job Skills Australia providers; Disability Employment Services providers.
Education	Tasmanian Department of Education and West Coast Education Advisory Committee.
Indigenous organisations	Circular Head Aboriginal Corporation; Tasmanian Aboriginal Centre.
Regional development	RDA Tasmania.
Government service providers	Government Action Leaders; Community Action Leader, Department of Human Services.

Appendix B — Existing related plans and strategies

This section includes some of the related strategic plans in the region which have:

- influenced the direction of this RESJ Plan
- have complementary goals and strategies and/or
- have significance in the region in relation to education, skills and jobs.

It provides an overview of how each strategy or plan has had an impact on this RESJ Plan and how it may be utilised to maximise outcomes.

Plan or strategy	Impact on RESJ Plan	How it can be used/linked/expanded
RDA Plan, Tasmania	<p>RDA Tasmania Priorities 2012-13</p> <ol style="list-style-type: none"> 1. Expand and grow economic activity in Tasmania. 2. Maximise the potential and benefit of the National Broadband Network (NBN). 3. Increase collaboration and efficiencies between the Australian, State and Local Governments. 4. Improve literacy and education levels within the Tasmanian community. 5. Work to deliver improved health services to the Tasmanian community. 6. Maximise the advantage of the new carbon economy to Tasmania. 7. Facilitate place-based solutions for local communities and economic diversification 	The RDA Plan has a priority to improve the literacy and numeracy levels within the Tasmanian community. The RESJ strategies relating to this will complement this RDA initiative. The RDA plan also has priorities to increase collaboration and efficiencies between all levels of government and facilitate place-based solutions for local communities and economic diversification. The RESJ Plan will link strongly with these RDA priorities.
Department of Economic Development, Tourism and Arts (DEDTA) Plan	<p>The DEDTA Plan's goals are to:</p> <ol style="list-style-type: none"> 1. support and grow business in Tasmania 2. maximise Tasmania's economic potential in key sectors 3. improve the social and environmental sustainability of the economy 4. support and grow communities in regions. 	The RESJ Plan's goals of improving literacy levels and facilitating employment and training opportunities in the region complement these goals.
Local Government Strategic Plans	All Local Government Areas in the region have strategic plans that cover community and economic development.	The RESJ Plan supports these strategies.

Plan or strategy	Impact on RESJ Plan	How it can be used/linked/expanded
Cradle Coast Authority Strategic Plan	The Cradle Coast Strategic Plan has goals that build resilient economies, healthy communities, long-term thinking in response to natural resources, change and preparing for the future and building confident and creative people.	The RESJ Plan's goals of improving literacy levels and facilitating employment and training opportunities complement these goals.
School Business Community Partnership Brokers Plans	Partnership Brokers have priorities including working with low socio-economic status schools, improving work readiness and career pathways for young people and improving post Year 10 transition for young people.	The RESJ Plan's goals of improving Year 12 retention rates and facilitating employment and training opportunities complement these goals.
Priority Employment Area initiative – North West/Northern Tasmania Regional Employment Plan	The Regional Employment Plan's goals are to: <ol style="list-style-type: none"> 1. support employment, workforce participation and skills development, including through maximising Government investment 2. help retrenched workers transition into new employment and/or training 3. facilitate employment and training opportunities for job seekers, including disadvantaged groups, with a focus on industries experiencing skills shortages 4. facilitate opportunities for employment in new, emerging and growth industries 5. develop industry and stakeholder partnerships to increase participation in employment and training. 	The RESJ Plan's goals of improving literacy levels and facilitating employment and training opportunities complement these goals.
Tasmania's Adult Literacy Action Plan including 26Ten initiative	Tasmania's Adult Literacy Action Plan 2010-2015 has the following strategies: <ol style="list-style-type: none"> 1. The establishment of an informal community and workplace network of adult literacy support. 2. The establishment of a state wide team of coordinators supported by a pool of training volunteers to drive the Adult Literacy Network. 3. The development of key indicators to measure improvement in adult literacy support and outcomes. 	The RESJ Plan uses the network of adult literacy support to build on these strategies and coordinate and promote literacy programs and services.

Plan or strategy	Impact on RESJ Plan	How it can be used/linked/expanded
Regional Tasmania Tourism Employment Plan (TEP)	When completed, the TEP is expected to deliver practical, cost effective solutions to address immediate to mid-term labour and skills shortages. Contractors will work with the local tourism industry and local government agencies to link tourism and hospitality firms with existing and prospective government and industry programs.	The RESJ Coordinator will monitor the progress of the TEP and identify complementary strategies.
The Tasmanian Skills Strategy	The Tasmanian Skills Strategy has strategies that include: <ul style="list-style-type: none"> • increase participation in work and community • improve adult literacy skills • improve workforce development • meet industry demands for skills • address skills for innovation and future industries • deliver responsive high quality education and training • attract and retain young people in education, training and employment. 	The RESJ Plan supports these strategies.
Early Childhood Education and Care and School Aged Care Sectors Skills Plan 2012-2016	The Early Childhood Education and Care and School Aged Care Sectors Skills Plan has outcomes and strategies relating to: <ul style="list-style-type: none"> • workforce planning, • building the capability and capacity of the sectors and improving Quality Training outcomes, and • skilling and developing the sector's workforce. 	The RESJ Plan supports these strategies in particular strategies that relate to improving the literacy levels of the sector's workforce and attracting more educators and up skilling existing workers.
Tasmanian Jobs Package	The Tasmanian Jobs Package hopes to deliver 3300 jobs and create about \$375 million in private investment in Tasmania. It includes <ul style="list-style-type: none"> • doubling First Home buyers' grants with additional funding for those who opt to build. • offering payroll tax exemptions for businesses. 	The RESJ Plan supports this initiative in particular strategies that related to linkages between industry and employer service providers, as well as strategies that relate to registered training organisation meeting employer needs.

ABBREVIATIONS

Abbreviation	Full Term
ABS	Australian Bureau of Statistics
AEDI	Australian Early Development Index
DEEWR	Department of Education, Employment and Workplace Relations
DEDTA	Department of Economic Development, Tourism and Arts
DES	Disability Employment Services
DHS	Department of Human Services
DIER	Department of Infrastructure, Energy and Resources
ECEC	Early childhood education and care
EIF	Education Investment Fund
HEPPP	Higher Education Participation and Partnerships Program
HIPPY	Home Interaction Program for Parents and Youngsters
IEP	Indigenous Employment Program
JSA	Job Services Australia
LEC	Local Employment Coordinator
NAPLAN	National Assessment Program – Literacy and Numeracy
NBN	National Broadband Network
PaCE	Parental and Community Engagement
Partnership Brokers	School Business Community Partnership Brokers
PSC	Professional Support Coordinator
RDA	Regional Development Australia
RESJ	Regional Education, Skills and Jobs
RTO	Registered Training Organisation
SEE	Skills for Education and Employment
TAC	Tasmanian Aboriginal Centre
TCCI	Tasmanian Chamber of Commerce and Industry
TTC	Trade Training Centre
TEP	Tourism Employment Plan

Abbreviation	Full Term
UTas	University of Tasmania
VET	Vocational Education and Training
WELL	Workplace English Language and Literacy