



COVID-19 RESPONSE

PREMIER'S ECONOMIC & SOCIAL
RECOVERY ADVISORY COUNCIL

Workshop 7
Education, Skills & Job Services



Introduction

We are living in uncertain times.

Looking ahead and planning for our future is more difficult than ever before.

Understanding the complex health, economic and social challenges Tasmania might face over the next five years requires new approaches and bold thinking. Faced with circumstances few of us imagined possible, we need to think differently and plan for multiple possibilities.

PESRAC has undertaken broad consultation, drawing on the knowledge and ideas of experts, business people, community leaders and everyday Tasmanians in planning for our future.

PESRAC has developed two potential future scenarios to get Tasmanians thinking. The scenarios are stories of how COVID-19 might play out over the next three years for use as a tool for creative thinking. They are not predictions, or expected outcomes. (Attachment 3 - the scenarios used in the workshops)

The scenarios were used as part of a process to gather ideas from Tasmanians about potential economic and social recovery strategies in the context of a very uncertain future.

This process involved nine workshops across the State to facilitate creative thinking around potential:

- consequences and constraints of COVID 19 over the next 3 years; and
- recovery opportunities that could be implemented and delivered within the next 5 years.

Workshop Participation

Peak bodies and networks were approached and asked to suggest people to participate in the workshop. They were asked to nominate people that have relevant expertise and knowledge, are creative thinkers, and do not normally have the ear of government.

The participants who attended this workshop are detailed in Attachment 4.

Key Purpose of Workshops

The participants were informed that the key purpose of the workshop was to identify potential recovery opportunities that could be implemented and delivered within the next 5 years by governments, businesses and the community - noting that recovery is a community responsibility not just a responsibility of governments.

Workshop Methodology

The workshops were held over a three hour period, and were based on a 'creative thinking' methodology developed by the University of Tasmania, referred to as "Stretch Thinking".

The methodology has been applied for considering COVID recovery in Western Australia and nationally, and in a range of disaster recovery and resilience applications by the public and private sectors. More information on the process is available on the PESRAC website.

Participants were provided with briefing information prior to the workshops to enable the workshops to quickly move into the "Stretch Thinking" process. A key foundational piece was the two scenarios (these are detailed in Attachment 3).

A facilitator guided groups of participants through the 'Stretch Thinking' process that involved identifying potential consequences, constraints, and opportunities associated with the two scenarios. Attachment 2 captures this discussion by participants during the workshop.

Having identified a range of potential opportunities under two scenarios, the groups of participants were asked to identify the 'best' or 'key' opportunities their workgroups identified, and these were presented to the whole workshop.

The last task was for all participants to individually identify which of the entire set of opportunities identified within the workshop were the 'best' opportunities (they were entitled to vote for as many opportunities as they liked).

Attachment 1 provides a summary of the key potential opportunities identified in the workshop. Those opportunities do not reflect the views of PESRAC or the Secretariat, rather, they give a 'sense of the room' from participants as to what opportunities are considered of a higher priority from all of those identified in the workshop.

Attachment 1: Summary of Key Recovery Opportunities

Person-Centric Job and Career Hubs

- We should use **regional job hubs/networks** to bring together advocates-students-industry-professionals to provide jobs guidance and matching. Jobs matching services need to connect with local industry AND need to understand individual aspirations (Job Networks are transactional).
 - Business advisors need to be independent, unbiased and connected to industry. In each region there should be one single hub/network that: inspires students, gives career advice and does job matching.
 - The model needs to be a person-centred service. It should focus on helping people to be:
 - skilled;
 - community connected, healthy;
 - ambitious/enthusiastic; and
 - creative and emotional intelligent.
 - Both teachers and business advisors would have an important role to play in guiding and inspiring students.

Digital Connectivity

- Take the bold step to **equip every Tasmanian with the hardware, connectivity and literacy** to enable them to participate in the modern world - it will be a game changer.
 - Every child should have a PC and internet at home - noting that a large number of families do not have the required IT resources (insufficient devices) and connectivity
 - All Tasmanians need a minimum level of access to IT and data and digital literacy to lead a 'normal' life - noting that increasingly governments and business are driving services on-line.
 - Obtain the buy-in of the private sector to part-fund this initiative in order to reduce the financial impact on the State Government (e.g. business buys its social licence through participation, and the use of philanthropy).

Job Guarantee and Transitions to Work

- **Introduce a 'first job' guarantee.** This wouldn't necessarily be a traditional 'job', rather a package of work experience, skill acquisition and income. This can drive hope in community, particularly our young people.

- Apply a national service type model - engage people that are unemployed and provide them with opportunities to engage in meaningful work (including volunteering), skills development, and community development.
- Make **VET in Schools** mandatory. Also **work experience in schools** - career exploration in schools. We need to better-equip students with an understanding of current and future opportunities and assist their thinking about their future, so that they are better prepared.
- Find new ways bringing young people into networks to find paths into employment, or other outcomes. Recognise that Tasmania 'works' on the basis of personal relationships, introductions and network. Instil into Tasmanians a sense of commitment to using networks for the benefit of young people - e.g. the local community has the task of finding work for its young people, rather than this being the responsibility of government (or the young person individually).

Education, VET, Industry Collaboration and Adaption

- We should use the crisis to **stimulate flexible-integrated networked education-VET sector**.
- **Training system and future workforce needs matching** - integrate the system better. Also need more emphasis on micro-credentials, especially where there is a high need to shift between industries quickly.
- Support **independent skills advisors** for businesses to help them determine future skills needs and purchase training.
- We need to provide more **innovation and enterprise skills development** for young people.

Community

- **Community-based learning and business hubs**. Develop a 'place' that enables for widespread connection between people. Community/business leaders (elders) could take a leading role in mentoring, networking and skill development.
- Support the emergence of **elders as important leaders** within their community. Enable this to happen by equipping them with skills to 'rise' to the opportunity to become an 'elder' and encourage leaders (of business, public sector) to give back to the community.
- **Promote Tasmania as a safe and sustainable place** in the world that has gone mad. We need to do more to encourage migrants to live and work in regional areas.
- Community cluster-development - identify and apply under-used skills as well as building infrastructure to build new skills.
- **Community learning hubs** - facilitate people coming together to learn (share skills, applied and hand-on learning), with the support of government.

Attachment 2: Outcomes from the Workshop

Scenario A

Workshop discussion about 'consequences' of scenario A

- Building and construction - with earlier-broken supply chains and constraints on bringing in imported skill sets, the sector will be 'running hard' to get the 2020-21 stimulus work delivered.
- With increasing unemployment in 2020-21, funding models prevented RTOs from training those without work, as funding is principally directed to supporting the training of those already in-work. As a result, the supply of skilled labour will not be as strong as it needs to be to support recovery.
- With exits from the workforce through aging, there will be a skills deficit - the ability of the training sector to replace lost skills will be tested.
- Under Scenario A, in 2023, the focus will once again return to getting long-term unemployment into work (because economic conditions will have enabled recently unemployed to return back to work, albeit potentially in different sectors from which they exited on unemployment).
- Young people will have not recovered their sense of 'hope' from 2020 and are unable to connect the value of education with potential work opportunities, and as a result, they are 'flatfooted' to prosper from recovery.
- The COVID experience will accelerate a shift we were already seeing pre-COVID for the return of 'expat' Tasmanians returning for lifestyle reasons, and with this will come a range of new and innovative businesses.
- Responding from COVID will have 'locked in' a higher demand for innovative skills and creative skills in the workforce - the workforce will emerge stronger as a result.
- Regional development and localised activity will have improved as people have moved from office-based work to working from home - shifting economic activity from CBDs to suburbs and regional areas where people are living.
- Business will have new-found confidence to work with skilled people in other jurisdictions on-line and not require those skills to be resident in Tasmania.
- With the push to drive training opportunities as a stimulus measure, there will be a mismatch in the supply of people with training, but they may not have jobs.
- COVID-driven changes in the attitude to work will see an increase in 'sea change' pursued by individuals.
- With the rapid response by governments to provide financial incentives for training, there is a likelihood that supporting measures required to make that training successful will not be equally supported (e.g. student supports), and thus, the stimulus funding will not achieve all that it might have if it were more-fully funded

and implemented - the funding of apprentice places is only part of the requirement, yet this is the primary support measure.

- The Australian Government's drive for 'one size fits all' in skills will mean that outcomes will not be reflective of Tasmania conditions (e.g. national skills commission may misunderstand the real 'on the ground' skill needs in Tasmania, and national benchmark pricing may not be consistent with the genuine local costs of service delivery).
- The desire for Tasmanians to buy local and the overall sense of pride in and about Tasmania will be higher. There will be stronger demand for local produce, and communities will shift to a local focus.
- Higher levels of welfare payments will provide those on benefits higher confidence and the ability to transition into work - low levels of financial support simply deliver barriers to workforce participation, and this would be reverse (or at least reduced).
- Innovation driven through responding to COVID will deliver longer-term fruit - those same skills will be able to continue to develop more innovative business approaches to capture new opportunities in recovery. This will reverse some of the 'natural' (underlying) demographic change that will shape Tasmania's future.
- A strongly performing local economy and Tasmania COVID story will result in the state losing less talent to interstate and overseas places, as people will see opportunity in Tasmania, and in itself will drive new opportunities. Tasmania is a place to grow up and stay, rather than leave,
- In 2023, the tech industry in Tasmania will have a stronger foundation for growth because of investment required during COVID and in recovery.
- On-shore manufacturing of previous imports, supported by shift in technical skills/capabilities, rather than traditional manual trades.
- The 2020 major reviews of the aged-care sector will see a significant improvement in services. The level of connectedness with aged care and the general community will improve.
- A more collaborative approach to service delivery in the social sector will have emerged during recovery, marking a shift from earlier narrow focus on 'own entity' - to some extent driven by the need to harness the available skills and workforce in the sector, and because these 'joined up' or collaborative approaches were demonstrated to be more effective in recovery.
- The community and State sector has learned that agility is possible and important, and this is the new 'business as usual' approach.
- The community's attitude to those unemployed has changed - they are a resource, not a problem/burden. The pool of unemployed provides a skills and experience 'battery' that can be drawn from to resource opportunities, rather than a financial burden that the community has to fund.

- Recovery has seen industry being more closely integrated with education (as we already see in other countries), rather than remote from it.
- People will have come to understand the importance and power of 'collective impact' - the community can identify problems AND work together to deliver solutions, and there is a sense of ownership of both. We have moved past the mindset that it's the Government's responsibility to fix everything.
- General reduction in silo mentality across the community.
- The increased use of technology in the workplace will require a change of skills. Resilience as a skill will also be more important.
- While the economy will be recovering, there still may be an attitude of risk aversion within business, who will be in a 'defensive state'. Business confidence will be a key issues.
- There may be a greater social divide due to different levels of access to and literacy with technology.
- We will be less reliant on cruise ships, because public health concerns will force us to diversify away.
- The digital economy will increase future work opportunities beyond local areas.
- Furthermore, schools will have more 'learning anywhere anytime' approach enabled by digital learning technologies. Schools will purposefully use physically coming together for different purposes (other than simply classroom training). There will be an increased individualised approach to learning.
- Self-reliance will be valued more within both the economy and community.
- We will see a rise in innovation and enterprise: shifting the role of education (to support those attitudes and competencies).
- There may be a decline in hospitality training with fewer students wishing to or being able to pursue training in that sector.
- Emotional intelligence will become even more important competencies to teach, for example to build resilience through self-awareness and improve mental health.
- Even though the economy will be improving, there will still be increased demand for mental health services, including from the effects of fatigue (for example, key person dependencies in organisations who have had higher COVID-related workloads and risk management stress).
- Schools will need to consider the wellbeing of whole families, not just students, (given the interdependence of family units and the central place that many schools play in regional communities).
- Professional service jobs may hollow-out with more off-shoring.

- There will be an increased need for aged care and community service skills: these jobs that cannot be displaced by technology.
- The University of Tasmania's delivery methods will change (with a great emphasis of out-of-classroom digital learning).
- The VET-education sector could be more consolidated and integrated (with smaller players failing or leaving the sector due to financial pressure, e.g. from fewer full-fee paying international students).
- There will be less international and interstate business travel. Less face-to-face business engagement. This will impact the travel sector.
- Practical assessments in VET will be harder and more online delivery at TasTAFE means fewer staff on-site.
- There could be fewer places for apprentices and trainees in industry, including for School Based Apprentices.
- Due to economic structural change businesses will need to access new skills. They will need better independent advice on how to purchase the right training. There will also be more need for specialised trainer and RTOs.
- Industry currency for training will be critical. More industry-VET collaboration required. Also more sharing of facilities between industry and VET.
- More mobile/online training option will reduce barriers for students in regions and provide them with greater choice.

Workshop discussion about 'constraints' of scenario A

- The Regulatory environment in the VET sector is a key constraint. It inhibits the ability of trainers to move quickly and develop products that are in need by industry - training packages are relatively inflexible in the short-term, so while training entities might have 'on the ground agility', the funding models and regulatory frameworks don't support it.
- VET market is written for people in jobs - need a pre-employment package for RTOs.
- With a strongly performing economy and inwards migration, there will once again be pressure on housing prices and this will be a barrier to moving to Tasmania, and have social consequences for Tasmanians.
- The trades sector will still be battling with the higher education sector in the attraction of 'the best and brightest'. It is likely that it will still be hard to convince people that there are good career opportunities in construction.
- With a return to positive economic conditions, interstate mobility might be a constraint, as those with training and skills may be more 'grounded' in their local area and unwilling to move around.

- High schools battling to restructure curriculum to meet local skill needs. There are already disconnections between school environment and VET and Uni (it's a big shift in culture for students), and without change, this is likely to remain a barrier to the youth making a successful transition between them.
- There is a constraint to addressing Tasmania's needs because problem solvers are currently unable to 'hear all of the voices', with sections of the community and population cohorts not having a voice. Without a clear understanding of the issues (from those experiencing the issues), there is a very real risk that Tasmania's solutions will be misguided and not solve the real problems.
- Availability of talent - technology-based businesses is, and will continue to, find it hard to get talent in specific roles.
- Digital literacy is a major constraint to our productivity widely across sectors, and for community participation in the modern world, which is increasingly becoming on-line.
- Regulatory frameworks makes implementing change at the pace it is being required difficult. An example is in the skills area. The increasing tendency to respond to situations by 'requiring' regulation building in rigidities and slows things down.
- Without a stable funding base, RTOs and workforce planning can't take place. A longer-term funding model is required (e.g. 2 year horizons, not 6 months).
- Cultural barriers in training/education - grounded on face-to-face human contact, rather than an approach that looks to the best form of delivery. Examples include disinclination of using recognised subject matter experts to delivery training over a preference for locally based 'trainers'. Is the training system geared around keeping 'trainers' employed, rather than delivering the best training outcomes.
- There is a risk that COVID will mean that Tasmania is more 'closed' and insular - fearful of the rest of the world, which could have implications for our migrant communities.
- Future training needs will be more uncertain and change more frequently, meaning greater collaboration with industry by the training sector is needed.
- The VET funding model may constrain breaking down silos which needs to occur.
- There is a question about whether the education system can change quickly enough (for example curriculum and delivery methods). There are education and TAFE workforce constraints on changing rapidly.
- Government discipline/focus developed during COVID may fall as the environment becomes more 'political'. That may not support the changes needed.

- Multiple decision making layers in governance and legislative decision making slows down change.
- A V-shape recovery may lessen reforms and reduce the motivation for change.

Workshop discussion about 'opportunities' of scenario A

- We will have a generation of people that know how to cook (returned to shopping and cooking) and this will be the new normal. This will improve access to the basics (food) and building community connection (particularly family).
- Community gardens to deliver food and building resilience. This will deliver knowledge and skills to individuals, and present business opportunities for the use of the local fresh produce.
- Being at home anchors people in their community, which can potentially build community connection.
- Increase the focus on business led-training, not VET or Uni. Business could work together to drive solutions to their own skill/training needs, banding together by sector, or potentially, by region. If the current systems are too inflexible to meet the emerging needs of business, business may find its own solution.
- "HighTech High" in San Diego provides a model for how there can be greater connection between business/industry, the community and a school. Strong 'adult world' connections and applied knowledge and internships in the community are key. Its origins were in a 2 year process involving San Diego's civic and high-tech industry working jointly to develop an approach that would engage with and prepare young people for the high-tech industry.
- Implement an approach of 'paying' youth to attend school, coupled with circular economy concepts within the schools to enable those students to use that funding to generate 'new business' opportunities - this would build confidence and skills in 'entrepreneurial' areas, which can be readily translated either into youth building their own work futures, or translate into paid employment opportunities.
- We need to build an 'entrepreneurial mindset' to education - we need our young people to recognise that there are viable paths to 'work for yourself', as an alternative to 'having a job'. We need to recognise that there are many options other than a person working for an employer in a single job on a full-time basis. Having a package of competencies and skills that a person makes available to a range of others that want those skills is another way of framing opportunity - meaningful work is the key, not 'having a job'. Equipping people to establish their own business and making their competency available to many is a much more flexible model. The education system needs to encourage youth to shift from 'fear/avoidance of failure' towards 'seizing of opportunity', and look to frame failure more positively.
- With the global shift of making knowledge widely available at low cost, there is the opportunity to recast the role of universities - not a deliverer of knowledge (which

can come from many sources), rather as an assessor of competence, and perhaps as a curator of knowledge.

- Tasmania has rich cultural diversity - we need to create the opportunity for the community to 'share their world' in a much richer way to virtually experience other cultures - this would be 'insurance' for our inability to travel in a COVID world.
- Tasmania's aging population has a diverse and deep skill set - how do we tap into it? A structure mentoring approach could be adopted, potentially making mentoring a recognised activity for Jobactive benefits.
- Create the opportunity for a 'citizen parliament' to be developed and act as a conduit between Parliament and the community.
- Work experience in schools - career exploration in schools. We need to better-equip students with an understanding of current and future opportunities and assist their thinking about their future, so that they are better prepared. Our post-school training offering needs to be in areas where there will be employment, so that the youth are not 'set up for failure'.
- Community-based sport is being lost as opportunity to both build the community and deliver foundational business and life skills. We need to rebuild community-based sport.
- Better alignment between the University and the VET sector to intelligently plan how each can (without competition and overlap) better align their offering to meet the needs of Tasmanian business, so that graduates are more 'work ready' in the Tasmanian context.
- Tasmania needs to continually look outward and seek the opportunity to harness global knowledge and expertise - need to look outside the 'expertise' in the state.
- Change our thinking about work and jobs. Utilise new-found flexibility to reshape work away from 9-5, Monday-Friday. This will create wider opportunities for a more diverse workforce.
- Introduce a 'first job' guarantee. This wouldn't necessarily be a traditional 'job', rather a package of work experience, skill acquisition and income. This can drive hope in community, particularly our young people.
- Develop the concept of a 'Gap Year' to be undertaken in Tasmania while international travel is difficult - it could offer similar experience to the more traditional international 'gap year'.
- Greater education of technology in schools. Potentially convert some of our high schools into technical colleges, and focus on new skills, such as augmented reality.
- We need innovation in education: especially new pathways to work.
- Tasmania needs to define more clearly the economic direction to allow the education sector to respond for meeting future learning goals.

- We need to have person-centred approach to bring together multiple service providers.
- We should use the crisis to stimulate flexible-integrated networked education-VET sector
- In future there will be a greater need to create vibrant campus experiences (to offset more time spent online). Furthermore, online training needs to be strengthened with work placements.
- More collaboration for pastoral care will be required in the education and VET sectors.
- Businesses need to take more ownership of workforce development. Can we find a way to make the provision of internships (and other work experience opportunities) and success driver for business.
- We need to use the infrastructure pipeline to create training places.
- We need to bring international students back to the state by providing niche opportunities. Develop Tasmania as a 'safe-haven'.
- Increase community connections by encouraging mutual support networks.
- We need to do more to encourage migrants to live and work in regional areas. We can use our safe, clean brand to attract priority skills.
- We need to provide more innovation and enterprise skills development for young people.
- Young people get overwhelmed by the range of work and education options (which is demotivating). We need to excite young people to develop their skills, so that we don't need to import the skills.
- Who should guide/inspire students: both independent industry brokers and teachers. But we can't totally rely on teachers. Brokers need to be unbiased and connected to industry.
- We should use regional job hubs/networks to bring together advocates-students-industry-professionals to provide jobs guidance and matching. Jobs matching services need to connect with local industry AND need to understand individual aspirations (Job Networks are transactional). Advisors need to be unbiased and not subject to perverse incentives. In each region there should be one single hub/network that:
 1. inspires students;
 2. gives career advice; and
 3. does job matching.

Scenario B

Workshop discussion about 'consequences' of scenario B

- Tasmania will be forced to look locally and support those that are under strain and struggle - with a rise in the proportion of Tasmanians in difficult times, we can't ignore the problem, and our solutions will have to come from ourselves. For example, there will be a large demand increase in service needs, yet constraints within government to address those needs, which leads to local support for local needs
- The community will be forced to consider unemployment as a 'normality', and this will drive a change in attitude to the unemployed, particular from governments.
- Our positioning for recovery will be impacted by our aging workforce. Potential health impacts from COVID (and consequential impacts of other underlying conditions not being addressed because of COVID) could accelerate exits from the workforce.
- There will be more on-line services, which could (1) place a strain on the infrastructure (2) impact on the nature and quality of services being delivered; and (3) a lack of digital literacy will create a larger divide in Tasmania.
- Training fatigue is a likely outcome - the stimulus response of providing training with no consequential employment outcome (because the jobs are not there) will result in people becoming disenfranchised and unwilling to undertake other training opportunities.
- Businesses are more circumspect about who they employ.
- Increase strain on policing and justice service.
- Regional communities perhaps hit largest from a longer pandemic, because the support services are located in the cities, so people will want to shift there.
- Business failures will be commonplace. Small businesses with less financial resilience will be more likely to fail, which could disrupt the market structure of some sectors (a shift in market power to medium and larger business).
- Larger business with deeper pockets are more resilient, so there could be shifts in structure of construction sector
- Decay in tourist and heritage infrastructure - financially investing in these assets may be seen as a relatively low priority (as these assets maybe seen as 'a luxury') relative to 'front line services' and our capital stock may decline.
- There will be CBD impacts from working from home as consumer spending either reduces, or shifts to online or suburbs/regions where people live.

- People will be more ingenious and their ability to improvise will increase in many ways, driven by need (e.g. approach to food) and focused on core needs. Local food production will have increased.
- Young people planning to have children will defer those decisions (there is already some evidence of this), which will have long-term implications for Tasmania's demographic profile.
- Tasmania's economy is disproportionately geared around government, so tough/tight budgets will have a big impact on business confidence.
- Tourism industry has sought ways to engage potential tourists to Tasmania in new and innovative ways.
- Social unrest - lack of hope gone to new levels.
- Increase in communal living and new approaches to sharing resources, such as communal housing.
- Financial distress will lead to increase in homelessness and domestic violence.
- Return of people to the family home - multi-generational housing will become increasingly common, which will have some positive impacts on family connection.
- For community service delivery, COVID impacts will reduce the ability of organisations to deliver 'safe' workplaces, which will result in a shift of care being provided in external settings (in-home care) towards greater institutionalised settings.
- There will be negative broader health consequences because of the inability to meet emerging needs because of COVID - e.g. reduced access to specialist services because of restrictions in travel between communities. More limited individual financial capacity will mean that self-funding of preventative health measures may be constrained, and this could lead to backlog of ill health for 'the system' to have to deal with.
- The availability of finance will be more difficult - with increasing business failure and personal insolvency. Financial institutions will be wary about lending, and weakening house prices will have a wealth-lowering impact for individuals (much less capacity to borrow against 'rising equity' when equity is not growing, or worse, declining). Self-funded retirees will face tighter incomes, and wealth effects, which will impact on the economy.
- There will be large impacts on the governments' financial capacity (all levels) - somehow all of the stimulus and other responses has to be paid for.
- As was witnessed in the initial COVID outbreak in regional communities (and for the whole of the State), there will be increased anxiety about 'outsiders'.

- Attendance at school will fall because of COVID, and because young people will find it harder to see the link between school and employment (I'm going to be unemployed anyway, what's the point),
- Young people's drive for social causes and the environment will continue - this could be a source of empowerment for individuals, and to bring portions of the community together?
- Decreases in travel will decrease pressure on infrastructure, potentially freeing up financial capacity within government.
- With an increase focus on on-line service delivery, there could be more widespread access to core services (physical access no longer a constraint), provided that Tasmanians have access to devices, data and have the required level of digital literacy.
- With sustained higher levels of unemployment nationally (and the absence of the demand for workers), the mutual obligation on welfare will need to change to respond to the situation. Attitudes around mutual obligation may also shift (e.g. the undertaking of conservation as a mutual obligation may be seen as innately valuable by young people, and they might get fulfilment from the activity, rather than it being seen by participants as punitive consequence for 'being unemployed').
- There may be a more powerful sense of 'giving' to Tasmania - volunteering, philanthropy.
- Will industrial relations arrangements change and wage rates fall (in relative terms), to better align the labour market. Could this have an impact on the willingness to invest in labour-saving technology?
- Gaps between the "haves" and the "have nots" will become more pronounced.
- There will be a general rise in risk-aversion.
- Jobs will not be where people live and Tasmanians may not be skilled for the new jobs created from economic restructure.
- Tourism and some export sectors will decline.
- Poverty will rise and there will be increased pressure on the health system.
- Small Catholic and independent schools will be less viable in regions (families will be poor and will need to move to public education or seek concessions). Some schools could close, impacting community fabric.
- There would be increased crime and pressure on police.
- Lower school attendance rates, engagement and motivation to learn.
- With people staying at home/travelling less there could be more pressure on local services.

- Social distancing and cost pressures will increase online teachers (regardless of outcomes - study educational achievement may fall).
- Greater need for social enterprises.
- There will be less finance and incentives to support new businesses and job creation, but innovative businesses will thrive.
- Aged care service quality would fall and there would be less community connection, and worse mental health, for the aged due the social distancing.
- We can expect continued increase in cybercrime.
- Wider digital divide within the Tasmanian community resulting from greater dependence on digital service delivery, online learning etc.
- Worse mental and physical health and increased demand for welfare support.
- Some families will be strengthened due to more family-based activities (e.g. walking outdoors together), but others will suffer from increased domestic violence.
- School becomes more important for some students as refuges from their home. The influence of schools need to be expanded to whole-of-student welfare, not just learning.
- Reduced international students leads to a need to attract interstate students or UTAS re-sizes.
- Reduced student readiness because of fewer work placements, in both VET and UTAS.
- Due to freight disruptions, there may be reduced access to imported basics such as fresh food. This will drive a push for more to be made locally.
- People feel isolated and unmotivated (or more competitive for fewer good jobs). Some people may respond more positively to home based learning.
- Students with disabilities will be disproportionately impacted; home visits will be impacted.

Workshop discussion about 'constraints' of scenario B

- A lack of money, and weak willingness to invest because of low business confidence.
- Because of COVID suppression measures, there will constraints in the ability to engage in face-to-face services.
- The construction sector will have additional challenges because of physical distancing requirements on job sites.
- Applied learning opportunities will be more difficult with physical distancing requirements.

- People's willingness to listen to government will be a constraint - there is a risk that government is seen as less relevant, and people may be more inclined to trust their own judgements, and have less regard for rules.
- People's willingness to embrace change will be severely challenged - change fatigue is likely to set in.
- Doubt, fear and pessimistic attitudes about the future are likely to be pervasive. People and businesses will increasingly take on short-term planning horizons.
- Access to expertise with closed borders will be a constraint.
- Unions will be highly focussed on protecting the jobs of those that have them. This will make bringing forward reform increasingly difficult (even though it might be increasingly necessary). The desire to 'protect what I have' could be more widespread than job protection - attitudes to 'sharing more broadly (e.g. between business, sectors) could shift.
- At the same time, with high levels of uncertainty in business, and weak confidence levels, the willingness (and ability) of business to offer permanent jobs will be constrained, and there may be an increase switch to casual work.
- Where increased training does not lead to employment outcomes (simply because the jobs are not there), there could be a structural shift away from training for individuals ('what's the point if there is no job at the end').
- A more insular view (closing down the world).
- Government finances will be a binding constraint - there are limits on the extent to which governments can 'buy their way' out of the crisis. Welfare support will need to be more focussed. There will also be constraints on private sector investment, with less access to credit. Less construction with flow-on impacts through the economy.
- There will be less collaboration and more competition among businesses/organisation.
- There will be continued constraints on personal liberties. By this time there may be greater social fracturing and less voluntary compliance.
- There will be greater reliance on national funding as well as more cost-shifting and blaming behaviour between states and territories. There may be less local decision making, including in education and skills policies where the Commonwealth will use its funding power to centralise control (this is starting to happen now).
- Career opportunities change.
- There may be a risk of bad leadership/over-reliance on single-person dependencies.
- Physical gatherings will need to be smaller. There will be a greater sense of local identity.

- Higher reliance on online education. Even when opened, schools will be more constrained environments.
- Teachers will need to maintain two models of delivery and capacity to switch between the two.

Workshop discussion about 'opportunities' of scenario B

- Drive community attitudes, and government process around the definition 'success and growth' - move away from narrow economic measures (such as GDP), towards measuring the degree to which people's needs are fulfilled (measures of well-being).
- Better usage of natural resources, and a reduction in waste. Look to a sustainable path - business opportunity to innovate to achieve these outcomes.
- Traditional export businesses could retool to meet local needs where supply chains are disrupted, and where there is a structural shift towards 'buy local'. Recognise that there could be trade-offs that buyers might be willing to make (local production may be at a higher cost, but it can be more certain and quicker).
- Community learning hubs - people would come together to learn (share skills, applied and hand-on learning), with the support of government.
- There are opportunities for parents to increase their home-led support for their children's education from not being in the workforce, supplemented with on-line learning. Quality on-line resources (rather than hastily put together material in the first phase of COVID) could increase the educational value of on-line service delivery and resource to assist parents be better supports to their children's learning could significantly increase the effectiveness of home schooling, as well as potentially delivering family-connection benefits.
- A large number of families don't have the required IT resources (insufficient devices) and connectivity - we need to invest in IT - every child needs a PC and internet at home. The internet is full of information, and it needs to be available to all. The issue is wider than children, increasingly governments and business are driving services on-line - all Tasmanians need a minimum level of access to IT and data and digital literacy to lead a 'normal' life.
- The potential collaboration between those that 'have' digital literacy with those that do not could present genuine community development outcomes.
- The Tasmanian Government could become a fast mover from the opportunities from 5G. There are opportunities for the Government to use the impacts of COVID to push global players to support the Tasmanian population (e.g. sponsorship to get social licence).
- New advocacy models for young people to represent the needs of young people.
- UTAS intellectual property - how can we build better linkages between the academic research that is being conducting within the University into the

Tasmanian community (particularly business), so that there is a 'State return' from its activities to a greater extent than is currently the case. With the shift away from international students, there is the opportunity for UTAS to focus on better meeting local needs.

- Bring the community together by building social infrastructure (e.g. sports facilities), funded by way of grants - rather than simply engaging a business to deliver the project. Use the opportunity to transfer skills between locals, as well as delivering the 'final outcome'.
- There may be affordable and social housing opportunities emerging out of retail shift from CBDs to on-line and suburban areas.
- Emergence of elders as important leaders within their community. Enable this to happen by equipping them with skills to 'rise' to the opportunity to become an 'elder' and encourage leaders (of business, public sector) to give back to the community.
- Closer relationships between police and community leaders to deal with increasing localised unrest.
- Take the 'premium' value of Tasmanian product and transform traditional food production into new techniques that consume fewer natural resources - feed the same or more with fewer resources. Cultured produce (we are good at fermentation, we should look to new opportunities).
- Build networks to support the community, especially for young people. Find new ways bringing young people into networks to find paths into employment, or other outcomes. Recognise that Tasmania 'works' on the basis of personal relationships, introductions and networks (it might look like nepotism, but it isn't). Instil into Tasmanians a sense of commitment to using networks for the benefit of young people - e.g. the local community has the task of finding work for its young people, rather than this being the responsibility of government (or the young person individually).
- Tasmania needs a designated Minister for Youth that is empowered to work with industry and across government to make a difference for young people, especially with respect to work. That Minister needs to be empowered to take whatever action is required to make a difference 'on the ground' (e.g. if there are changes in the education system needed to better connect youth to work, those changes can be driven through, not just talked about). The Minister needs the authority and ability to make changes that will make a difference. The community needs to be driving for this change.
- Young people need a voice in Tasmania and the opportunity to contribute to leadership within the State.

- We need to find ways to enable Tasmania to make virtual connections with the rest of the world (e.g. the ability to take someone overseas on a virtual tour of the West Coast). Digital literacy and storytelling are two key skills.
- Tasmanians need quality employment outcomes, not just 'jobs'.
- We need to provide fit-for-purpose training that supports the people to undertake their 'first bit of work' (not 'first job') - some foundation pieces, shorter and sharper to make people 'work-ready'.
- Parallel youth parliament, linked to the real Parliament. The "Welsh Model".
- The VET sector needs the ability to offer short, sharp highly-focussed training, that is quickly put together, and flexibly delivered to enable already-skilled people transition between sectors (recognising that people don't start with a 'blank sheet', and already have a range of skills that don't need to be trained-again through inflexible training packages).
- Implement something akin to a national service model (not necessarily the armed-forces) that delivers both skill acquisition at a local level, meaningful work (for the individual) and important social/community outcomes. It could be based on the State Emergency Service, given the ongoing impacts of climate change and natural disasters.
- Government needs to be seen as an employer of young people - it will require a deliberate decision and funding.
- 'Fortress Tasmania: re-build from the inside and build interconnections at small local levels. Focus more on local production/manufacturing.
- Develop a local government facilitated 'gap year' program for youth to get them ready for the bounce-back: build pride and hope and entrepreneurship skills; help young people contribute to the community.
- Community cluster-development - identify and apply under-used skills as well as building infrastructure to build new skills.
- Use the barter-economy for cash-poor people.
- Develop a broader-use online learning model that could be sold off-shore.
- Business will need additivity skills: this provides an opportunity for decentralised business collaboration (e.g. skills, freight).
- Identify areas where we can be more self-sufficient and seek to build those skills.
- Sell our safety and lifestyle to attract migrants (including students): widen Tasmania's appeal.
- Renewable energy will be a key national asset that could help build Tasmania's profile and skills, investment and innovation.

- We should build profile where we have unique capacities (workforce planning needs to be better and regional, but with a state-wide view: by Skills Tasmania)
- Become better at futuristic planning, data-driven and agile.
- Educators should focus on teaching social/connection skills, less on specific content.
- Make VET in schools mandatory (every TCE student to have a vocational component). Could also use volunteering as a form of work-integrated learning.
- More Emotional Intelligence and resilience education in schools; help students to self-manage mental health.
- Provide credentialing to recognise small skill sets by community members.
- Help people to self-manage their own health/stress to reduce demands on system: including alternative healing techniques like yoga and meditation.
- Invest in physical health, e.g. "ticket to play" vouchers to support kids to play sports and adults with gym memberships.

Attachment 3: Scenarios Used in the Workshop for 'Creative Thinking'

Scenario A (2020 to 2023)

A long lasting and effective vaccine has been developed, and broad distribution across the globe is varied. Large numbers of developed countries have access to the vaccine, and the uptake of vaccinations is particularly good in those countries that established manufacturing contracts early on. By contrast, some countries that were not able to get at the head of the que have had less success in rolling the vaccine out to their populations. Uptake has been widespread in Australia and other developed countries. By early 2022 a significant proportion of the Australian population was immunised and community transmission has largely been suppressed. Methods for treating COVID-19 have also improved, resulting in decreasing mortality and hospitalisation rates, and new fast, affordable, accurate and painless saliva tests that provide immediate results are widely available. Over the past few years many Australians chose to test regularly which improved the speed and effectiveness of tracing.

Small, localised, virus outbreaks continued to occur nationally during 2021 but were suppressed quickly with small-scale localised restrictions, without broad-scale lockdowns (as seen in Melbourne in September 2020). Physical distancing requirements are no longer required. State and Territory borders opened in early 2021 and Australia's international borders opened around mid-2021. During 2021 to 2023 intermittent international travel restrictions applied to some countries and travellers that were considered to be high risk, however, these restrictions have now almost all been removed.

The global, national and Tasmanian economies have recovered after bottoming out in 2020-21. Tasmania is one of the best performing states, with people in the post-COVID-19 world demanding the safe and clean produce and a tourism experience that Tasmania has to offer. However the 2020-21 crisis resulted in structural changes in the economy and many businesses closed, particularly in sectors most impacted by COVID-19 suppression measures in 2020. Tasmania's population is now growing again after a short period of decline through 2020-22. National and international passenger and freight services have returned to pre-COVID-19 levels. After a short period of reduced demand and supply disruptions, international demand Tasmanian products and services exports slowly increased to record high levels in 2023.

The Tasmanian community has recovered well from the pandemic. Community support for the COVID-19 response led to increased social connectedness, while advances in the use of technology, such as telehealth, have made services more accessible to some isolated cohorts. While the community has a high sense of hope for a Tasmania with plenty of opportunities, and the level of anxiety and fear associated with COVID-19 has largely disappeared, the pandemic has highlighted the struggles of people living with disadvantage, and particularly the long term unemployed.

As the economy recovered Governments have incrementally removed most of the COVID-19 support measures to businesses and households, but retained JobSeeker payments at a higher rate, recognising that the pre-COVID levels were unsustainable.

Scenario B (2020 to 2023)

After several false starts, a vaccine has been developed and was recently made available to Australians. However uptake has not been high due to ongoing social commentary around its overall effectiveness and whether it will provide long lasting immunity. Treatment methods have improved, but not to a point where they have reduced the desire for an effective vaccine. Testing technologies and tracing efforts have incrementally improved, and random testing is being conducted across the State on a large scale and regular basis. However, community commitment for suppression measures has reduced.

Globally countries continue to experience frequent outbreaks. Some countries have chosen to adopt a herd immunity management approach and have avoided a 'stop-start' economic recovery, other countries continue to struggle with the management of relatively high daily cases –nevertheless there is a general global sense of 'light at the end of the pandemic health crisis tunnel'. Without widespread uptake of an effective vaccine in Australia, the risks associated with international travel still exist and our international borders are effectively closed, other than to a small number of countries who's COVID-management approach (strong suppression) is similar to Australia's, with the first travel bubble opening to New Zealand in 2021. Governments around Australia continue to face difficult decisions around balancing public health and economic policies.

All State borders opened for a period of time in 2021, allowing some freedom of movement for domestic travel. However frequent and large outbreaks across the nation soon after, led to various States (including Tasmania) re-imposing tighter border controls. In 2023, travel restrictions continue to limit travel to hotspot regions and borders are closed to those without exemptions for several months. Physical distancing and restrictions around very large gatherings are still in place.

Economic conditions worldwide have not returned to pre-COVID levels. The global and Australian economies have entered into a prolonged period of 'drift' with a significant reduction in economic activity from pre-COVID levels characterised by no growth and sustained high unemployment. Tasmania's economic conditions are trending below the already weak national conditions -with an unemployment rate of around 12 per cent (more than double the pre COVID level) and youth and regional unemployment hit particularly hard. Industry sectors (such as Tourism) that are particularly affected by travel restrictions continue to struggle more than other sectors. Tasmanians are leaving the State in search for job opportunities, and the State's population has declined. National and international passenger and freight services have slightly improved but remain substantially below pre-COVID-19 levels. Freight costs are very high and capacity is unreliable. Many countries have

protectionist policies in place and international markets are difficult to access for many Tasmanian goods and services.

The economic crisis has resulted in decreases in Government revenue, and grants from the Australian Government have reduced for Tasmania. Governments feel under pressure to tighten and target expenditure (reduce some 'non-essential' services), and there is a growing acceptance that some support measures are creating distortions in the labour market. JobKeeper and JobSeeker supplements (and other support to businesses and supply chains), have either been revised, reduced and/or retargeted, and these reforms commenced with significant change occurring in 2021-22.

The inability for many Tasmanians to find sufficient work is leading to an increase in household stress and financial hardship, and more Tasmanians feeling isolated and disconnected (particularly young, old and disadvantaged Tasmanians). The Tasmanian community is very much feeling the social impacts of ongoing outbreaks of the virus and the ongoing impact of suppression measures in Tasmania. Students of all ages have also been impacted by frequent disruptions to their learning institutions, and the aged care sector in particular has faced ongoing unique challenges with the management of its work force and vulnerable clientele. Ongoing frustration and uncertainty has led to non-compliance with lockdown and social distancing requirements, and combined with the economic situation, is leading to increasing protests and unrest, a greater sense of fear and anxiety, and a loss of hope for a better future.

Attachment 4: Workshop Participants

Participant	Organisation
Kate Elliot	TasTAFE
Joseph Pearson	Catholic Education Tasmania
Mike Frost	Assoc. of Independent Schools
Cassandra Brown	Former Vocational Student of the Year
Scott Harris	Beacon Foundation
Andrew Hyatt	SERDA Workforce Development
Anna Carew	TBCITB
James Garde	Seafood & Maritime Training Tasmania
Colleen Reardon	TCCI
Jenny Burgess	Department of Education
David Orchard	DESE
Nick Prokopiek	Searson Buck
Katy Cooper	Consultant
Richard Eccleston	University of Tasmania