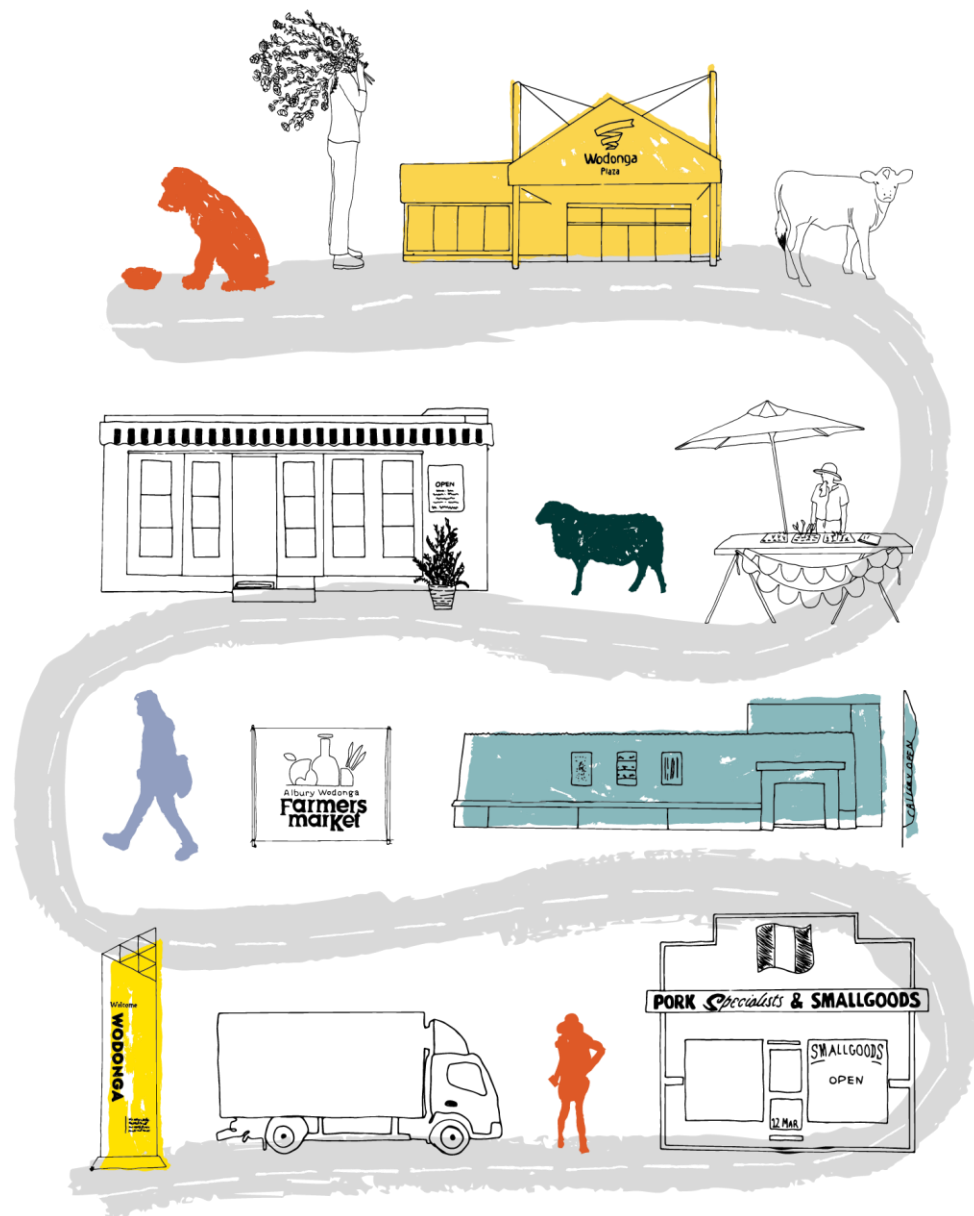


# How work works:

getting young people work in growing industries



Youth-led research into jobs in regional industries, how to get them, and how governments can help

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**September 2021**

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## For the North East Local Learning and Employment Networks (NELLEN)

Victoria has 31 LLENs funded by the Victorian Government Department of Education and Training, through the School-Employer Engagement Support funding to increase school-employer engagement activities. This includes structured workplace learning, work experience and community work, school-based apprenticeships and traineeships, guest speakers and presenters from different industries, workplace visits and industry tours, and work-readiness activities.



This project was funded by the North East Local Learning and Employment Network (NELLEN).

## Other reports in this series

This is the second report in this series:

Pope J (2020) How Work Works: getting young people employment in our growing industries. NCLLEN, CCLLEN and CRLLEN <https://www.ccllen.com.au/publications/193-how-work-works-loddon-campaspe/file>

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# How work works

We are all worried about young people's futures as the news outlines the devastating impact COVID-19 and bushfire have had on the industries where they find their early work experiences: school placements, part-time work, and entry-level jobs.

And yet, when we sent five interns out to interview employers in growing industries in our region, everyone – both employers and interns – came out hopeful.

There is no doubt that the job market is tough, but our employers told us there are long-term opportunities for young people in regional areas and that many of our growing industries are experiencing skill shortages, have entry-level jobs, and are willing to train recruits.

Our interns were surprised that there are more opportunities than they thought, and that they have more to offer an employer than they expected, even when they have not had their first job.

To connect young people to jobs in our region, they need more contact with employers earlier in school, and more opportunities to get vital work experience (and that might not be what you think!).

This report outlines our interns' road map for how to do that.

## Our research

Our five interns aged 17 to 25:

- » **Interviewed 18 employers** in our growing industries <sup>1</sup>, and
- » **Surveyed 79 young people** about their interests <sup>2</sup>

This report outlines what they found in three sections:

- » **4 good news stories we all need to hear**
- » **4 things young people can do**
- » **4 things we should do next to help (recommendations to schools, government and other policy makers)**



## The good news

We heard **there is entry-level work in our region** in a wide range of industries, and, despite COVID-19, many industries are growing and want young people. **Young people have interests that match the growing jobs**, and employers are willing to train them.

*“The future is very bright for young people today.”*

We also heard that **work experience is vital** for getting your first job; a finding supported by the *International Labour Organisation* who argue it is young people's lack of work experience, alongside their lack of **job seeking and career management skills and networks**, that are the main reasons why they are disadvantaged in tight labour markets.<sup>3</sup>

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<sup>1</sup> See employers Appendix A and survey in Appendix B

<sup>2</sup> Modified for rural areas from avatars from LLEN developed *Find Their Feet Careers* events: Pope J (2019) Draft Find their Feet evaluation (unpublished). To explore Find Their Feet go to the website: [www.findtheirfeet.org](http://www.findtheirfeet.org)

<sup>3</sup> International Labour Organisation in Mann A (2012) *Work Experience: Impact and Delivery – Insights from Evidence*. Education & Employers Taskforce: London

Unfortunately, many industries are not providing work experience at the moment. But the good news is that our research shows **there are other ways young people can get it**. Employers do not mind if it is work, community involvement, organising events, participating in sport – anything that shows a young person can commit to something. Schools and communities can provide these alternatives.

Finally, we heard that no one knows what they are doing at first, but they work it out by talking to people. Our young interns felt reassured having spoken to these employers.

*“I feel a ridiculous amount of relief, I didn’t realise so many industries have entry-level jobs, and I don’t need as much as I thought to get them.” (Intern)*

*“I feel more confident now in what I am doing – I’m on the right track – and I’m not wasting time by doing these extra things.” (Intern)*

### What young people can do

In the second part of this report, we outline all the things employers will accept as work experience. We also list the things our employers considered ‘deal makers’ and ‘deal breakers’ in the job applications of young people who might not have had their first job yet.

### What we should do next

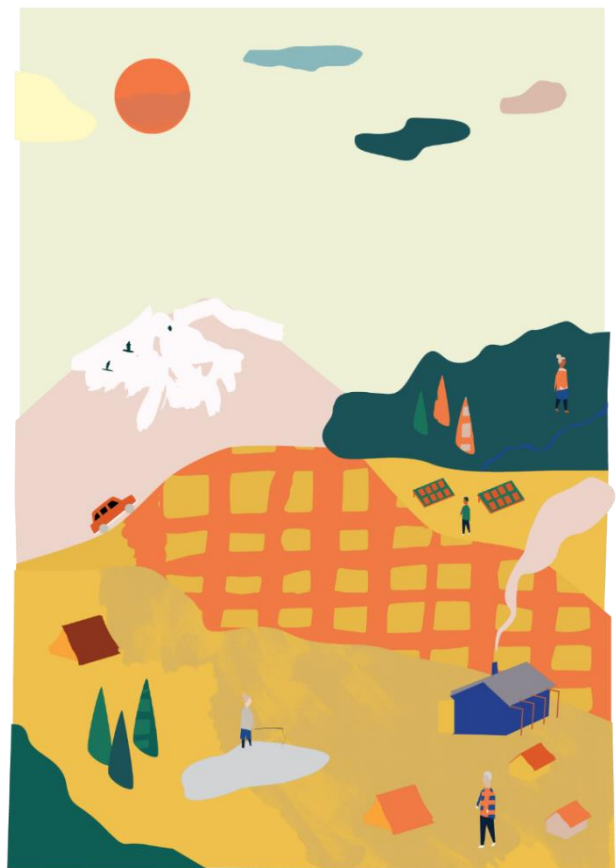
While the opportunities are out there, young people do not know about them because they are not hearing about pathways in school, have little chance to meet employers, and are faced with a complex process to find work that is difficult to navigate if you do not know how it operates.

These are all things we can fix.

This report finishes with our young interns’ recommendations for what we should do next:

- 1. Fund rural careers education so young people can meet employers early in school**
- 2. Support vocational pathways and ensure young people leave school with these 10 things to be work ready**
- 3. Develop alternative forms of work experience**
- 4. Create a regional jobs information portal**

Preparing our young people for the future, and building a robust regional economy that can provide food, tourism, hospitality, and other products and services to our communities and all of Victoria depends on it.

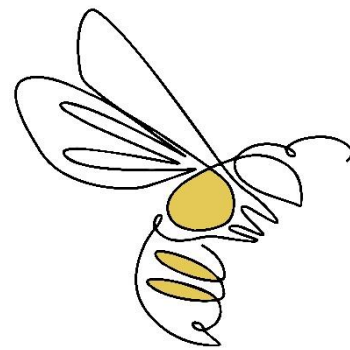


## 4 bits of good news we need to hear...

1. There are entry-level jobs in a wide range of industries
2. Young people's interests match what employers are looking for (but they do not know about the opportunities)
3. Work experience is vital, and might not be what you think
4. Nobody knows what they are doing at first

### 1. There are entry-level jobs in a wide range of industries

- » **All our growing industries reported having entry-level work.** Employers told us there is a wide range of entry-level jobs in growing industries in our region (Figures 1 and 2). These include specialist roles (where you need a qualification), hands-on trade apprentice/traineeships, and administrative roles (the business support that is needed across all industries). Industries include health, social services, tourism, transport, agriculture, local government, and business support/professional services (particularly customer service, data analysis, administration, IT).



*“We have entry-level positions: nursing, disability support and NDIS, allied health, administration, IT, finance, HR, reception, customer service. [And you can] work in health anywhere in the world.”*

*“Childcare is growing and is great entry-level work into teaching careers.”*

*“Transport has entry-level jobs in IT/data, administration, truck washing, reception, trade apprenticeships, forklift driving ... it’s an industry with a guaranteed future.”*

*“There are a lot of trainee positions in water. We have graduates in engineering, apprenticeships in environment and electrical, traineeships in administration and customer service ... and the industry is worldwide.”*

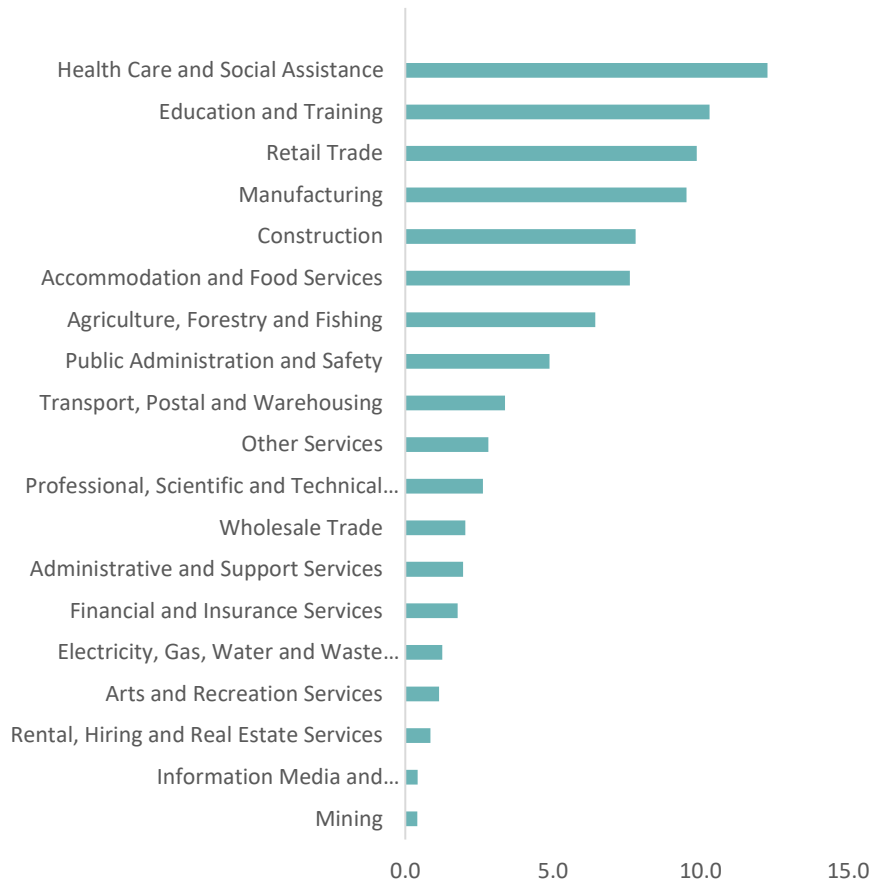
*“Farming is science, farming is business. Agriculture has so many facets and careers available. And they’re screaming for people.”*

- » **Employers are willing to train the right people.** Some employers are always looking for trainees and there are opportunities for young people as older workers retire, migration slows (due to COVID-19), and more people take a break from the city, increasing the demand for services in the region.

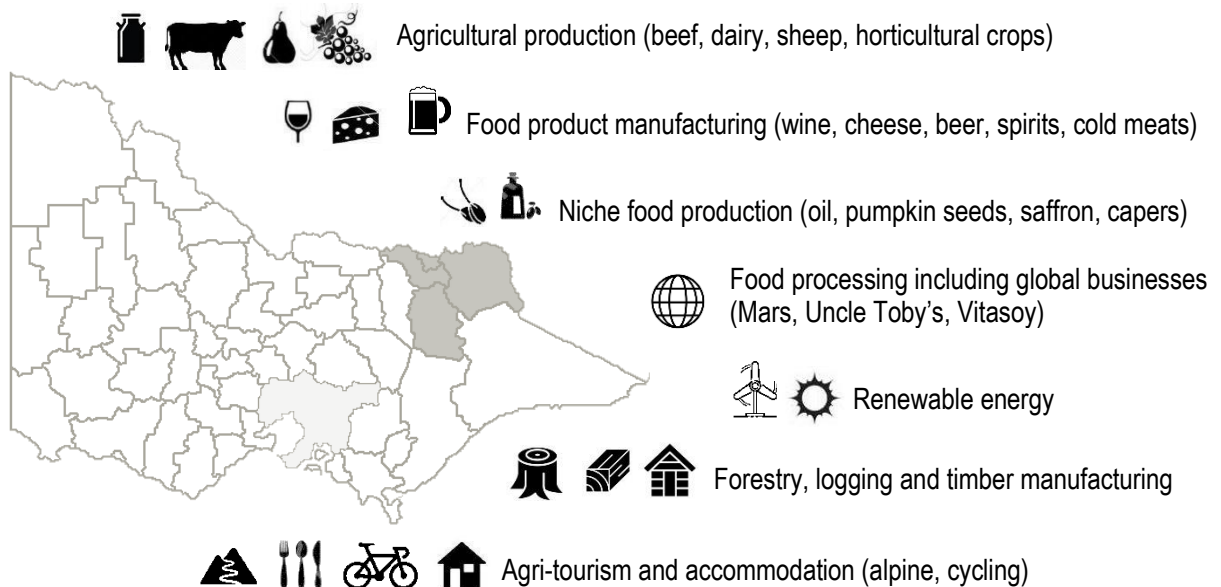
*“We are not always looking for someone with skills, we prefer to teach them anyway.”*

*“We employ a lot of people without skills and train them.”*

**Figure 1. Many industries in our region are projected to grow by 2024 (job numbers per 100,000) <sup>4</sup>**



**Figure 2. Our region has some “comparative advantages” over other regions <sup>5</sup>**



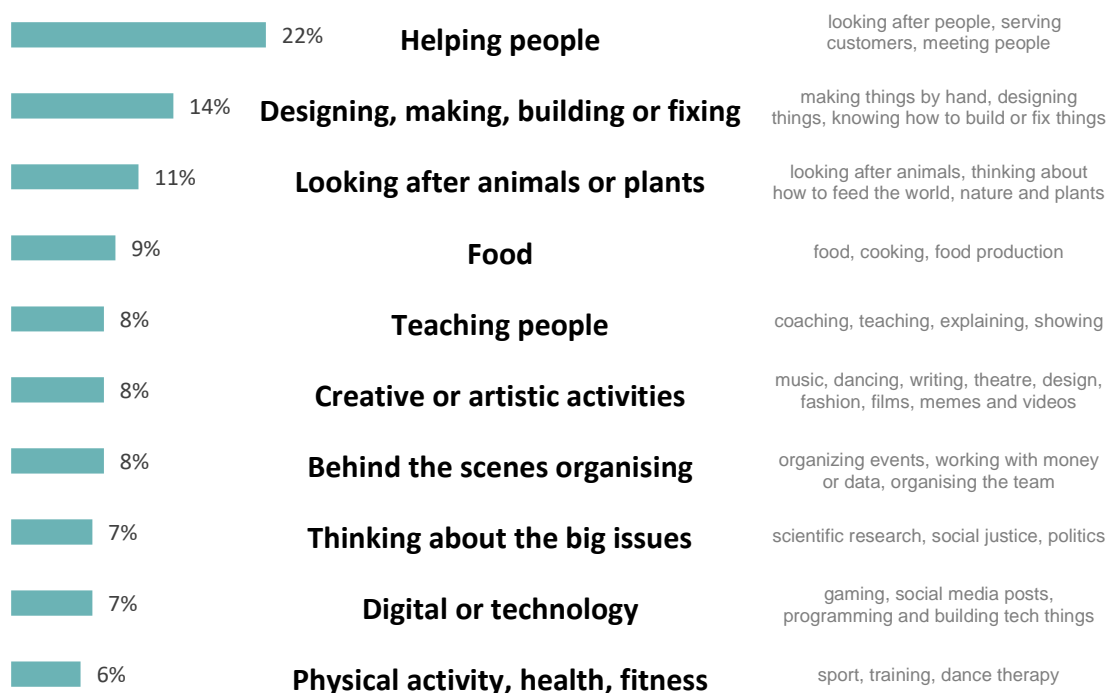
<sup>4</sup> Department of Jobs and Small Business (2018) *Employment Projections, five years to May 2023*. Available at <http://lmip.gov.au/default.aspx?LMIP/GainInsights/EmploymentProjections> Accessed 28 October 2019

<sup>5</sup> Infrastructure Victoria Industry Profile 2019 and the RDV Regional Partnership Road Maps 2019

## 2. Young people’s interests match what employers are looking for (but they do not know about the opportunities)

» **Young people’s interests match the jobs opportunities available.** While only a small sample (79), our survey of young people shows their interests match the jobs on offer. Careers education is needed to help young people explore opportunities that would suit their interests, particularly in places they would not expect. This includes the industries in Figure 1 that are projected to grow and the areas of competitive advantage in Figure 2, for which the best opportunities might be in our region, keeping young people in the area.

Figure 2. The career interests young people have, match the regions opportunities <sup>6</sup>



» **Young people do not hear about the opportunities.** In our first session, the interns reported feeling despondent about their future opportunities and felt they had wasted their time studying because there was not work in the region. They said they had no idea how to find out about opportunities and had not been taught at school. After speaking to the employers, our interns felt “relief”, “reassured”, “more confident”, “hopeful”. They reported their schooling had lacked conversations with employers, and that these were vital.

*“We need to get employers in front of people in school. Young people need to hear all this ‘from the horse’s mouth.’” (Intern)*

<sup>6</sup> Survey of 79 young people across Year 9 (1%), Year 10 (44%), Year 11 (24%), Year 12 (13%), Finished school in the last year or two (18%) – from Indigo (41%), Alpine (16%), Wodonga (29%) and Towong (6%) Shires – some respondents selected more than one interest.



### 3. Work experience is vital, but might not be what you think

» **Work experience is vital.** An Australia wide study has estimated that 58% of 18–29-year-olds have participated in work experience, with half of the placements sourced by the young person.<sup>7</sup> Around a quarter of those placements led to an offer of paid employment. A review of global studies has shown internships help young people develop an understanding of work/workplaces, help them set career goals, and build networks<sup>8</sup> which means young people are more likely to:

- » Do well at, and finish, school
- » Experience less time un- or under-employed and searching for a job
- » Secure jobs with better salaries
- » Better match their skills with jobs, and therefore find greater job satisfaction<sup>9</sup>

However, studies show only certain types of work experience is effective. It needs to be:

- » Voluntary
- » A structured program that allows young people to develop skills
- » Well-supervised/mentored
- » Paid (or costs covered)

Mandatory work experience placements that are a condition of welfare payment are the least satisfying and produce the worst employment outcomes.<sup>9</sup> They can also send a negative signal to potential employers that a person cannot get real work.<sup>10</sup>

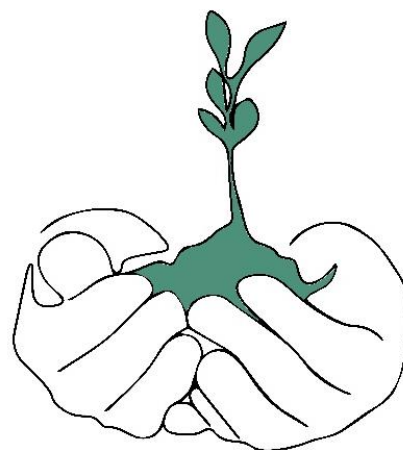
In Australia, work experience is less common for groups that may benefit from it most, including those in regional areas and from lower income households.

All our employers said work experience was vital – and to get some!

*“Get as much valuable work experience as you can.”*

*“Internships are really important. Even if it’s not in the industry you are pursuing, just to get you into the world of work and the workforce.”*

*“Work experience is very important. It shows me you want a job, and I really value that. And it shows you already know how a workplace works.”*



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<sup>7</sup> Oliver D, McDonald P, Stewart A & Hewitt A (2016) [Unpaid Work Experience in Australia: Prevalence, nature and impact](#). University of Technology: Sydney.

<sup>8</sup> Niall O’Higgins Luis Pinedo (2018) [Interns and outcomes: Just how effective are internships as a bridge to stable employment?](#) Employment Working Paper No.241 Employment Policy Department, International Labour Office: Geneva

<sup>9</sup> Mann A (2012) *It’s Who You Meet: Why employer contacts at school make a difference to the employment prospects of young adults*. Education and Employers taskforce: London

» **Some businesses find work experience hard to provide.** While work experience is an important advantage in the school-to-work transition, a survey of 24 VicLLENs in mid-2021 has described the continuing decline of work experience opportunities as a result of COVID-19. Some employers are reluctant to take students on, making placements hard to find. While some essential industries have not been affected (e.g. transport), and others have progressively restarted placements (e.g. agriculture, horticulture, hospitality), some have not and secondary schools are struggling to secure them. The reasons industries are not taking students include (in order):

- » Risks associated with COVID-19, especially while young people are not vaccinated
- » A lack of capacity to supervise in industries that still have staff working from home
- » No capacity in businesses that are struggling to survive
- » Some industries not wanting extra people on site to comply with COVID-19 regulations
- » The added burden of supervision in industries that have seen a rapid increase in workloads and new staff as a result of COVID recovery incentives (e.g. Construction, Local Government (Working for Victoria))
- » A preference to employ a new Australian Apprenticeship (Federal Government funded)

Our interns also heard that some small and medium-sized businesses want to provide work experience but find it difficult because they cannot always find things for the person to do.

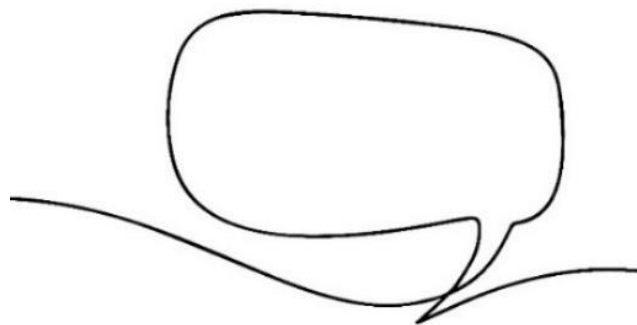
*“We are just restarting traineeships and work experience. We need to do a lot more work creating new policies for it. It’s not a no, but it’s a lot to think about.”*

*“We are working from home and running a limited service. We can’t have additional people on site.”*

*“We’ve grown over COVID-19, so we are still taking cadets, we’ve just had to change our approach to meet new regulations.”*

» **There are alternatives that give young people the right skills and show that they can commit to**

**something.** While work experience is vital, our employers told us it can be a lot of different things. Over and above part-time jobs, they reported they will look for anything that shows a young person can commit to something. They are also looking to see if a young person is responsible, has initiative, and has teamwork, people/customer service, communication, and organisation skills.



*“Work experience is vital but it can be a lot of different things.”*

*“Try and get involved in everything. You want to show you can commit to something and have initiative.”*

Examples of experience employers said they would look on favourably on a CV, over and above paid jobs, included:

- » **Volunteering** or community work
- » **A long-term commitment to a sport** (particularly a team sport), or other activity, and any leadership role undertaken (captaining, umpiring, coaching, setting up events, involvement in the club)
- » **Project work or extra-curricular activities** in a school setting, additional work at university, or helping out at school
- » **Tutoring or involvement in school holiday programs** for kids (for example with disability groups, or music programs)
- » **Aged or child care** (babysitting)
- » **Organising** an event, group, or competition (for example a gaming event)
- » **Involvement in an interest, hobby or youth club**
- » **Certificates:** First aid, RSA, or other certificates.



*“It’s surprised me. I didn’t realise what would count as work experience. I wouldn’t have put these things on my CV.” (Intern)*

#### 4. Nobody knows what they are doing at first

- » **You do not need to know ‘what you are going to be’, but work out what you like doing.** Very few of our employers ended up doing what they thought they would, but many of them had worked out early what interested them (not a specific job or occupation) and pursued different avenues related to that.

*“A careers counsellor helped me realise I’m good at people and business things. They thought HR might suit. I didn’t know what that was but it really does suit me.”*

*“I ended up doing what I set out to do, but I did a lot of things before getting where I am now.”*

*“Just find things you enjoy and it will evolve overtime.”*

*I started out thinking I’d become an actor, but my passion is for helping people. I didn’t realise how much I’d like it until I started doing it!”*

» **Your first job will not be your best job.** Our CEOs and business owners did not start out in the best jobs, but they were important for getting the experience and work readiness that makes it easier to find that next, better job.

*“Don’t worry too much about whether it’s your dream job. Once you have your first job, figure out what your next move is and work towards it.”*

*“Don’t be afraid to start at the bottom. Take a job anywhere, show initiative and work your way up. That’s what worked for me.”*

*“The most important thing, is to work out what you like doing. The sooner you do that the better. Then you can finish school and start exploring the opportunities.”*

Figure 3. Our employers first jobs

**santa’s elf** pharmacy bicycle delivery  
pub waitress **newspaper delivery**  
milk bar lawn mowing **cafe worker** barista  
‘dolly boy’ (clothing factory) **admin**  
washing stock crates **junk mail delivery**  
**bar worker** kitchenhand weighing grain trucks  
accounts payable clerk **fruit picker**  
merchandising

# 4 things young people need to know...

1. You have 6 seconds to get someone interested in your CV
2. The interview is to see if you are a good fit with the team
3. Young people have advantages over older people
4. If you do not know where the jobs are, you are not alone

## 1. You have 6 seconds to interest someone in your CV

We asked employers what were 'deal makers' and 'deal breakers' in applying for jobs and this was their advice:

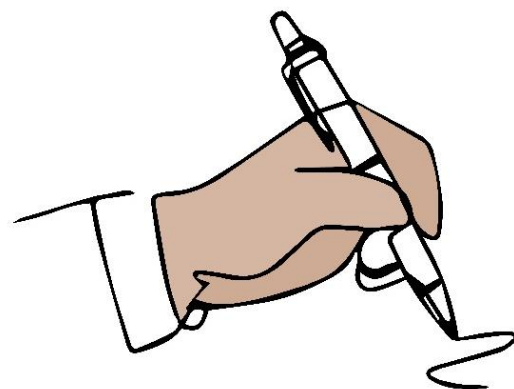
- » **Do your research to understand what they are looking for.** Our employers said the biggest deal breaker was an application that was not written specifically for the job. Do not send a standard application. It is important you read the job description and selection criteria, understand what they are looking for, and match your application to those things. If you cannot meet all the selection criteria, they may still consider you if you have other strengths. Use your experience to demonstrate you meet each of the criteria and give examples. If you do not have experience, tell them why you would be good at the job.

*"Do your research, do your homework. The extra work shows your commitment."*

*"If it's orientated specifically for the role, and straight to the point, it will go in the yes pile."*

*"[The deal breaker] is when someone has completely misunderstood what I am looking for because they didn't read what we wanted."*

- » **Write a good cover letter and CV.** The best way to make your CV/application letter (and interview) stand out is to be authentic and say something genuine about you. It is your personality and interests they are looking for in your application. Some employers will go straight for your CV, some would rather have a good cover letter that tells them who you are. Either way, you have about 6 seconds to interest someone in your application. Here are the deal makers and deal breakers:



*"I'm trying to get the feel for who you are."*

## Deal makers

Make sure your application letter and CV:

- » **Are easy to read.** Use a clean, simple layout, easy to read font (no cursive), and bullet points. Your CV only needs to be 1 or 2 pages at entry-level.
- » **Gets straight to the point: why should they consider you for this job?** Tell them up-front in one or two sentences about who you are, what you are interested in (hobbies, interests), why you care about the role (values), and your career objective so they can get a feel for you.
- » **Outline your experience.** Spend some time thinking about what you are good at and what things you have done that you could include (look at the list on page 11).
- » **Match your skills to the job.** Think about the transferable skills your experiences have given you. Work on cars? That gives you mechanical aptitude and an engineering thought process. Babysitting? That makes you responsible, reliable, and good with people.
- » **Have good referees.** Relevant referees are essential – they will contact them. Do not use family. Ask a teacher, work experience supervisor, coach, someone you volunteered for, etc.

*“I like to see volunteering and community activities such as sport.”*

*“I want to hear about your interests, and in this industry, it’s a positive for me if you have a lived experience of disability.”*

## Deal breakers

Do not:

- » **Give too many personal details** such as age, weight, very personal interests, etc
- » **Have spelling mistakes, poor grammar, text message spelling, abbreviated words or acronym.** Proofread it!
- » **Use big words.** Keep it simple and sounding like you

*“I hate long applications that aren’t relevant for that particular job.”*

*“The CVs from school or job providers are terrible.”*

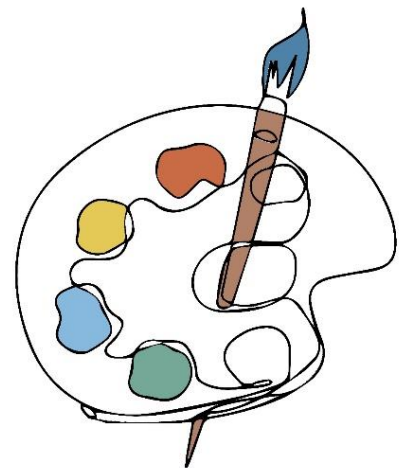
*“I’ve never been shown what a cover letter is. I’ve got this sentence a careers advisor gave me once and I’ve used it ever since!” (Intern)*

- » **Academic skills are important, but are not a deal breaker.** None of our employers said they were looking for your academic record first.

*“I’m not looking for your subjects or your scores.”*

*“We can put you through the qualifications. We want the right sort of person, so the education bit is the last thing on our list.”*

*“My CV only has my subjects and grades listed. And I’ve just heard from 16 people they don’t really care!” (Intern)*

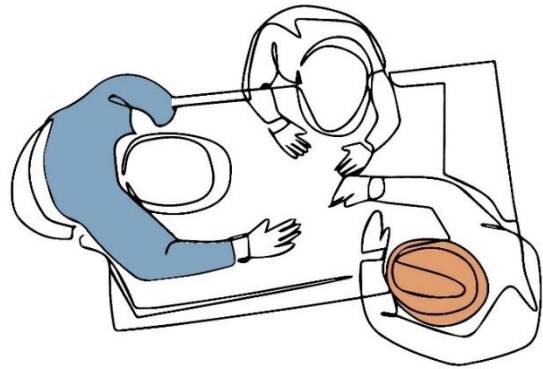




## 2. The interview is to see if you are a good fit with the team

- » **In an interview, employers are looking to see who you are, your attitude, and how you fit with the team.** They know you will be nervous and are sympathetic to that. They just want to talk to you and find out whether you are a good fit for them. Present well (like you are serious about the job) and show up prepared. Make sure you:

- » **Know something about the organisation**
- » **Show you want to work with them** (attitude) – prepare an answer for why you want the job and give it even if they do not ask
- » **Give succinct answers and use real-world examples** to illustrate your experiences
- » **Always have a question up your sleeve to ask them at the end**



*“If you haven’t got experience the interview will be make or break.”*

*“I like to give everyone the chance to get interviewed, I’m mostly looking for the type of person you are, and how you are with people.”*

## 3. Young people have advantages over older people

- » **Employers are interested in young people because they have some advantages over older people.** They:
  - » Can be more comfortable with **technology, social media, etc**, and are quick to pick up new technologies in workplaces and adapt to change
  - » Bring **contemporary thinking**, up-to-date knowledge, and fresh perspectives into a business
  - » Can be more **open to learning new things**
  - » Bring **energy and freshness** to the workplace. They can make a workplace more enjoyable and expose an organisation to lifestyles and cultures that can give it currency, make it more enterprising, and help it find new customers.You can use these to sell yourself.

## 4. If you do not know where the jobs are, you are not alone

- » **Jobs are advertised in a wide range of places.** It is hard for young people to know where the opportunities are because they are advertised a range of ways. You will need to check different job websites, talk to people you know, or call an industry you like and ask them what the opportunities are in the industry (or even ask about “upcoming jobs”).

# 4 things schools and communities can do to help (recommendations)...

1. Fund a rural careers education model so young people can meet employers early in school
2. Support vocational pathways and ensure young people leave school with these 10 things to be work ready
3. Develop alternative forms of work experience
4. Create a regional jobs information portal

## 1. Fund a rural careers education model so young people can meet employers early in school

- » **Job opportunities exist in the region but young people do not know about them.** Young people need early opportunities to talk to employers to match their interests to growing industries. Careers education is currently underinvested in, starts too late, and does not connect young people to employers. Rural young people need:
  - » **Continuous conversations with employers**, including those in non-traditional professions and the region's competitive advantages.
  - » **One-on-one contact with careers counsellors early in secondary school** to help them: figure out what they like and are good at, match their interests to growing industries and pathways, and write an individualised CV that identifies the skills associated with their experiences.
  - » **Teacher development** to ensure subject teachers are up-to-date with modern workplace practices and non-traditional professions related to their field



**Recommendation:** Support the LLENs development of rural careers education for secondary schools that takes a localised approach to helping young people navigate regional industries.

*“Schools need more relevant, updated information on current and new professions.”  
(Employer)*

*“Careers education didn’t happen at my school. But we would really have benefited from it.” (Intern)*



## 2. Support vocational pathways and ensure young people leave school with these 10 things to be work ready

- » **The emphasis is still on university.** Our interns reported they were still mainly encouraged onto university, but felt young people would like to hear about vocational pathways. The young people in our survey also reported there were ten practical things schools could provide that would ensure they were “work-ready” and keep school worthwhile for those thinking of leaving early. These could be included in formal education by broadening the LLENs remit to let it broker these activities with community and business organisations (e.g. with the L2P Learner Driver Mentor Program).

**Recommendation:** Ensure every young person leaves school with (in order of importance as reported in the student survey):

1. An understanding of work finance (Tax File Number, Superannuation, etc) (47%)
2. An understanding of how to find the jobs (44%)
3. Opportunities to meet employers (industry tours, etc) (40%)
4. Communication skills and information about how to ace an interview (36%)
5. A good quality work experience (33%)
6. A project within school that helps the community (33%)
7. Safety training of some kind (depending on their interests): Responsible Service of Alcohol (RSA), White Card, First Aid Certificate, Working with Children Check, Life Saving Medallion (33%)
8. A driver’s license (32%)
9. How to add a write a targeted job application (19%)
10. A Linked In profile (employer interviews)



*“You don’t have to find a job or know exactly what you want to do when you leave school. The pressure teachers put on students around this puts a lot of unnecessary stress on students (especially during exam time) ... Exam scores aren’t everything. I have a job I love and didn’t need my ATAR.” (Student survey)*

*“Teach communication, you need it in the real world, most businesses are people businesses.” (Employer)*

## 3. Develop alternative forms of work experience

- » **Early work experiences are a critical foundation for successful careers, but many of our young people are missing out.** Work experience builds aspiration, job readiness, and contacts, but it is difficult for employers in rural areas to provide. We need new and innovative ways to ensure all young people get these important employability experiences at school. Alternatives include:
  - » **Community Youth internships (with a stipend):** as teams, young people could undertake meaningful short work projects that solve community and business challenges (a website for a community group, an online shop for a sole trader, a community engagement panel for local government, etc). An example is the Green Bean Project in Wodonga, where students get trained and run a pop-up café at Gateway

Health to raise money for charity. Projects could be funded in a similar way to *Working in Victoria*, and run by LLEN brokered partnerships of employers, community organisations, local governments, and training agencies.

- » **In school businesses/mini work experiences:** for example, in one local school students prepare and host a three-course meal for teachers at lunch times, year 12s helping teach Year 7s for teaching experience, etc.

**Recommendation:** That a funded program of youth internships be created in schools in the region.

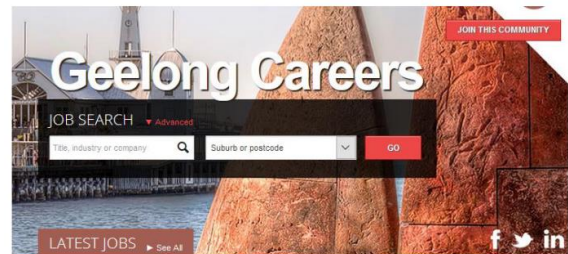
*“Nag your careers advisers for work experience!” (Employer)*

*“I would love it if schools did volunteering as a class to help people in need – it would give young people more understanding of working with people.” (Employer)*

*“I was never offered work experience in school. I had an opportunity to umpire netball but my teacher wouldn’t let me do it because I might have missed classes. That would have been a great asset I could have used.” (Intern)*

## 4. Create a regional jobs information portal

- » **Young people, their parents, career specialists, and others need access to local labour market information.** Regions need resources for community-controlled jobs portal like *Geelong Careers* ([www.geelongcareers.org.au/](http://www.geelongcareers.org.au/)), developed by a partnership brokered by the LLEN, including employers/industry, education and training, health and wellbeing providers, employment providers, local councils, community groups and government agencies. Because it has 346 member employers as well as inputs from various industry websites (CareerOne, Indeed, Adzuna and Seek) it makes jobs easy to find, and the LLEN can publish information about changes in the local economy in real time. Data is regularly given to secondary schools, published in *The Advertiser*, and used by policy makers for economic development planning.



**Recommendation:** That a regional information portal is developed to give young people, parents and schools, access to up-to-date information about the labour market and careers exploration.

*“We don’t know where all these jobs are, and nobody has ever taught us how to navigate all the sites to find them.” (Intern)*

## Appendix A. The employers

### Accommodation, Tourism and Food services

Janelle Marsden, Owner  
Jen Tait, Founder/ Director  
Marty Matassoni, Managing Director  
Natasha Callewaert, Business owner  
Sara Jenkins, Coordinator Corryong Neighbourhood Centre

### Agricultural

Stuart Crosthwaite, Owner

### Electricity, Gas, Water and Waste services

Rebecca Jhonston, Executive Planning & Infrastructure

### Health care and Social assistance

Andrea O'Neill, CEO  
David Worrell, Coordinator Organisational Development  
Jen Tait, Founder/ Director  
Julia Galante, Director People, Partnering and Engagement  
Michael Thompson, CEO  
Tracey McCrohan, General Manager, People, and Innovation

### Information Media and Telecommunications

Dr Ian Cesa, Owner  
Greg Hayson, Business owner

### Manufacturing

Raymond Bertazzo, Founder

### Transport, Postal and Warehousing

Kacey Mumberson, Executive Assistant  
Scott Finemore, General Manager

**Feathertop Winery**  
**Purple Chicken – Hospitality**  
**Beechworth Bakery**  
**Quest Apartments Wodonga**  
**Corryong Bakery – Social Enterprise**

**Hermitage Dairy**

**North East Water**

**Yackandandah Health**  
**Towong Shire Family Services**  
**Red Bantam – NDIS Services**  
**Dental Health Services Victoria**  
**Social Plus Support Work**  
**Gateway Health**

**Horizon Consumer Science**  
**Exact Computers**

**Bertazzo Engineered**

**Finemore Transport**  
**Finemore Transport**

## Appendix B. The interview questions

### About you and your industry

1. Tell us about your very first job ever?
2. Have you ended up doing what you thought you would?
3. Are there entry-level jobs in your industry? Why is it an industry young people should look into?

### About the main things you look for on a CV ...

4. Can you tell us what are the **deal makers**? What are the best things we could tell you about on a CV?
5. And what **are deal breakers** on a CV?

### About work experience specifically ...

6. How important is work experience to you? What would impress you, when we haven't had full time jobs yet?
7. How is COVID-19 impacting on your business providing work experience to school students?
8. Are there things you think schools could be doing, or getting young people, to better prepare them for your industry?

### Any other advice ...

9. Finally, is there any other advice you would give us about getting our first job?