



SETTING THE SCENE: Youth Jobs and Participation Summit

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Overview

Tasmania's workforce

Introducing Gen TGYH

Challenges for young people in the Tasmanian workforce

Work, career aspirations and perceptions

Key messages



Tasmania's Workforce

THE TASMANIAN ECONOMY AND WORKFORCE IS IN CLOSE TO THE BEST SHAPE IT HAS EVER BEEN... ON THE BASIS OF SOME ECONOMIC INDICATORS

BUT....THIS IS NOT SURPRISING...

POPULATION AGEING = AGEING WORKFORCE

POPULATION AGEING BECOMES A PROBLEM WHEN THE LABOUR FORCE PARTICIPATION RATE IS HIGH AND INCREASING AND THE UNEMPLOYMENT RATE IS LOW AND DECLINING.

AS IS THE CASE IN TASMANIA CURRENTLY.

Tasmania's workforce by age and sex

Around 290,100 workers

51% are male

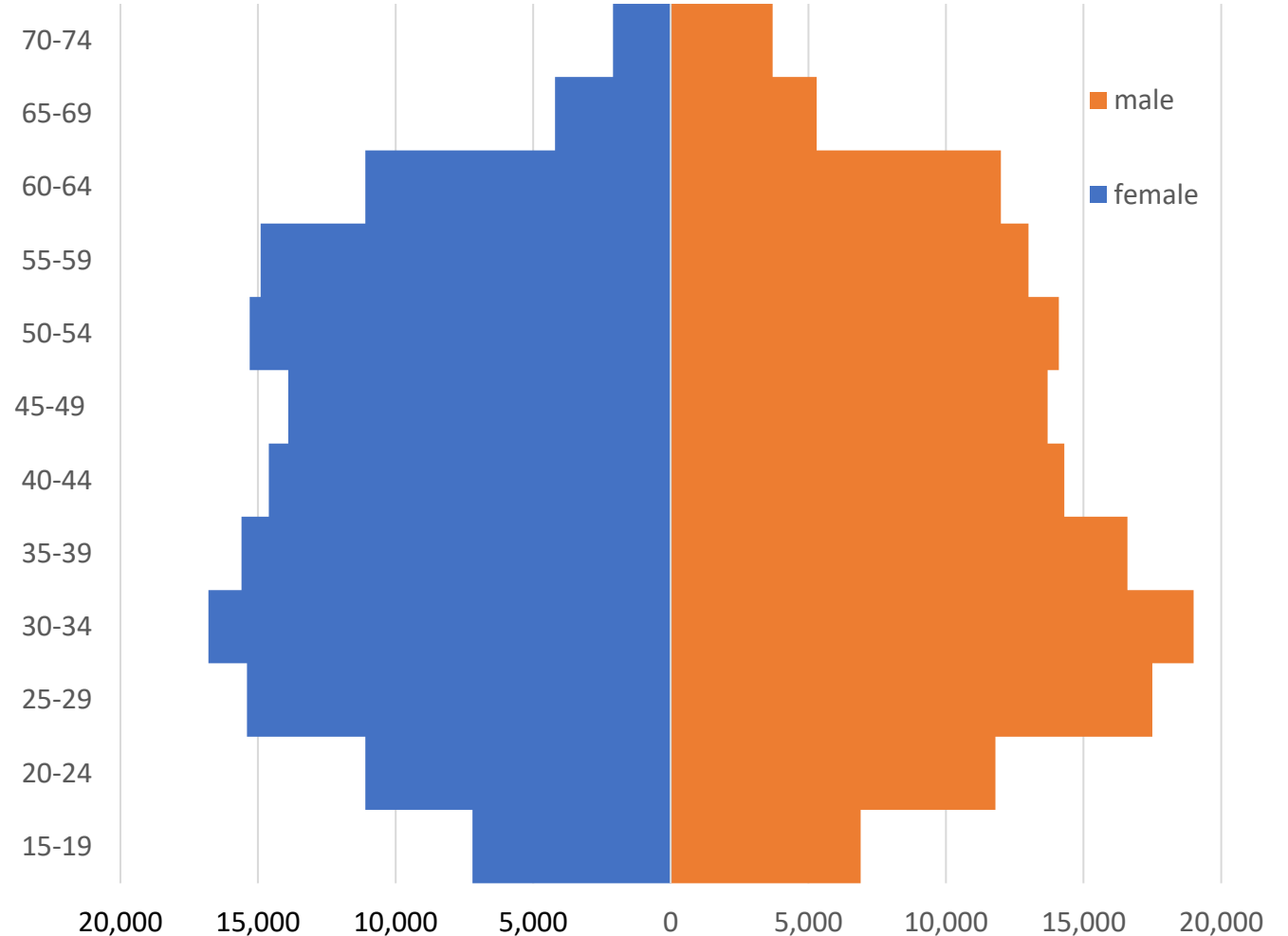
A third aged 50 or older (95,700 people)

Over the next 15 years these older workers will exit the workforce due to retirement....

They will need to be replaced....

Or... the functions that these workers do will need to be replaced through job redesign, humans, technology or AI...

Young people are critically important...



Source: ABS, Education and Work, 2023

Gen TGYH – Thank God, You're Here



Article

Thank God you're here: the coming generation and their role in future-proofing Australia from the challenges of population ageing

Brendan Churchill, Lisa Denny, Natalie Jackson

First published: 22 December 2016

- Grandchildren and great-grandchildren of the Baby Boomers
- Mini-baby boom in the mid 2000s
 - Not thanks to the Baby Bonus
 - But due to the largest cohort of babies being born in the 70s (the Baby Boomers' children) having their children in the 2000s
- Entering the workforce as the last of the Baby Boomers exit
- They are a critical solution to replacement labour challenges resulting from an ageing workforce

BUT

- They are not round pegs to fit in round holes being vacated by Baby Boomer workers
- They are not square pegs to fit in round holes either
- The holes being vacated will need to be reshaped – redesigned
- Provides career progression opportunities for all age cohorts
- Requires concerted effort in workforce projections and planning
- Career pathways will need to be mapped, education and training matched to demand, and it will need to be contemporary
- Requires support and investment in our future generations
- Most critical, we need a mindset shift re the attitudes in our society and economy towards young people.

Labour Market Entrants to Exits (15-24:55-64)

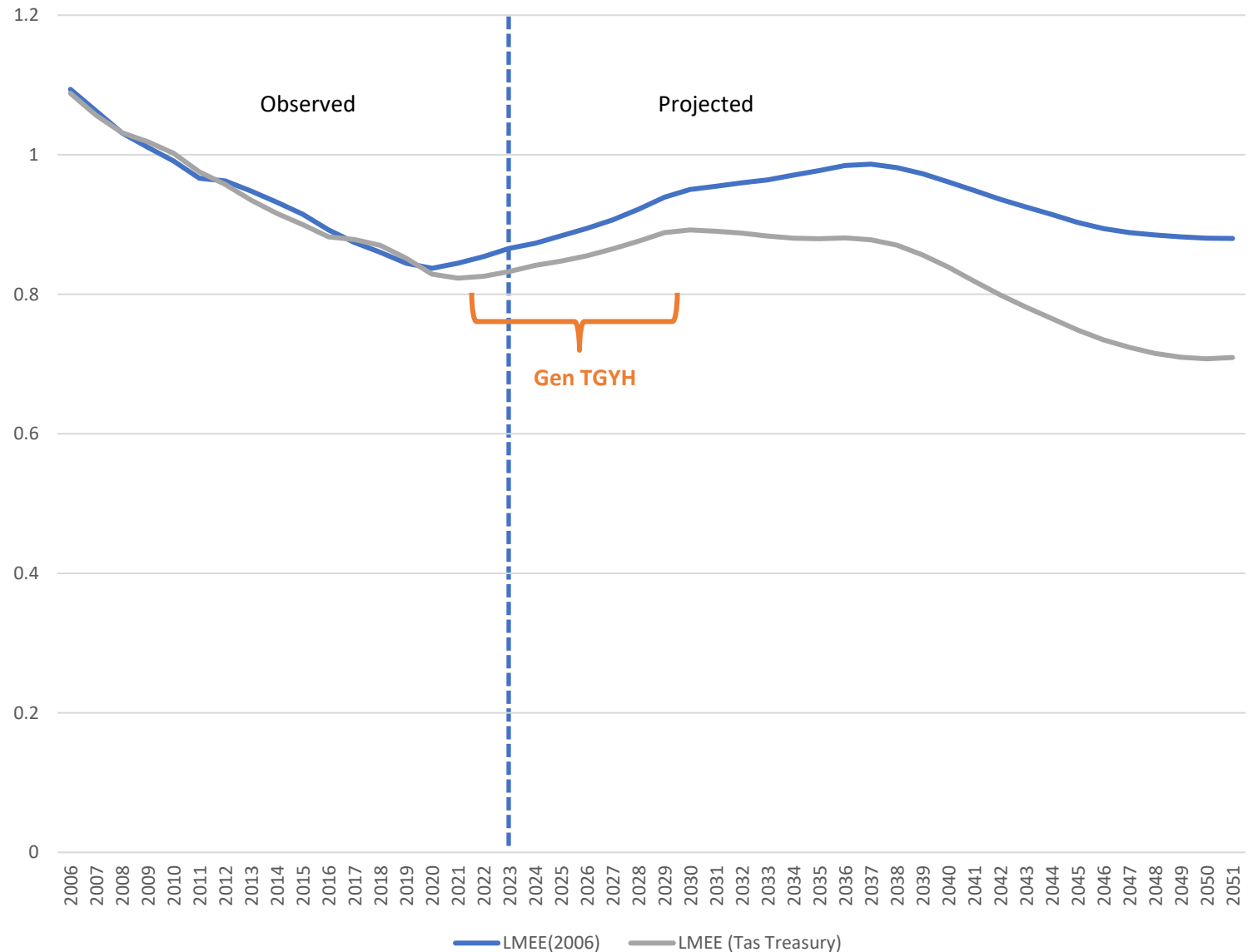
Shows the number of potential workforce entrants aged 15 to 24 years of age to potential workforce exits aged 55 to 64 years of age.

A ratio of more than 1 indicates more labour market entrants to exits.

A ratio of less than 1 indicates more labour market exits than entrants.

In Tasmania, the LMEE ratio shifted to less than 1 in 2010.

It is projected that there will be less potential labour market entrants than exits for the projection period.



Source: ABS National, State and Territory population; ABS population projections (2006); Tasmanian Treasury, draft Population Projections, Tasmania (2023)

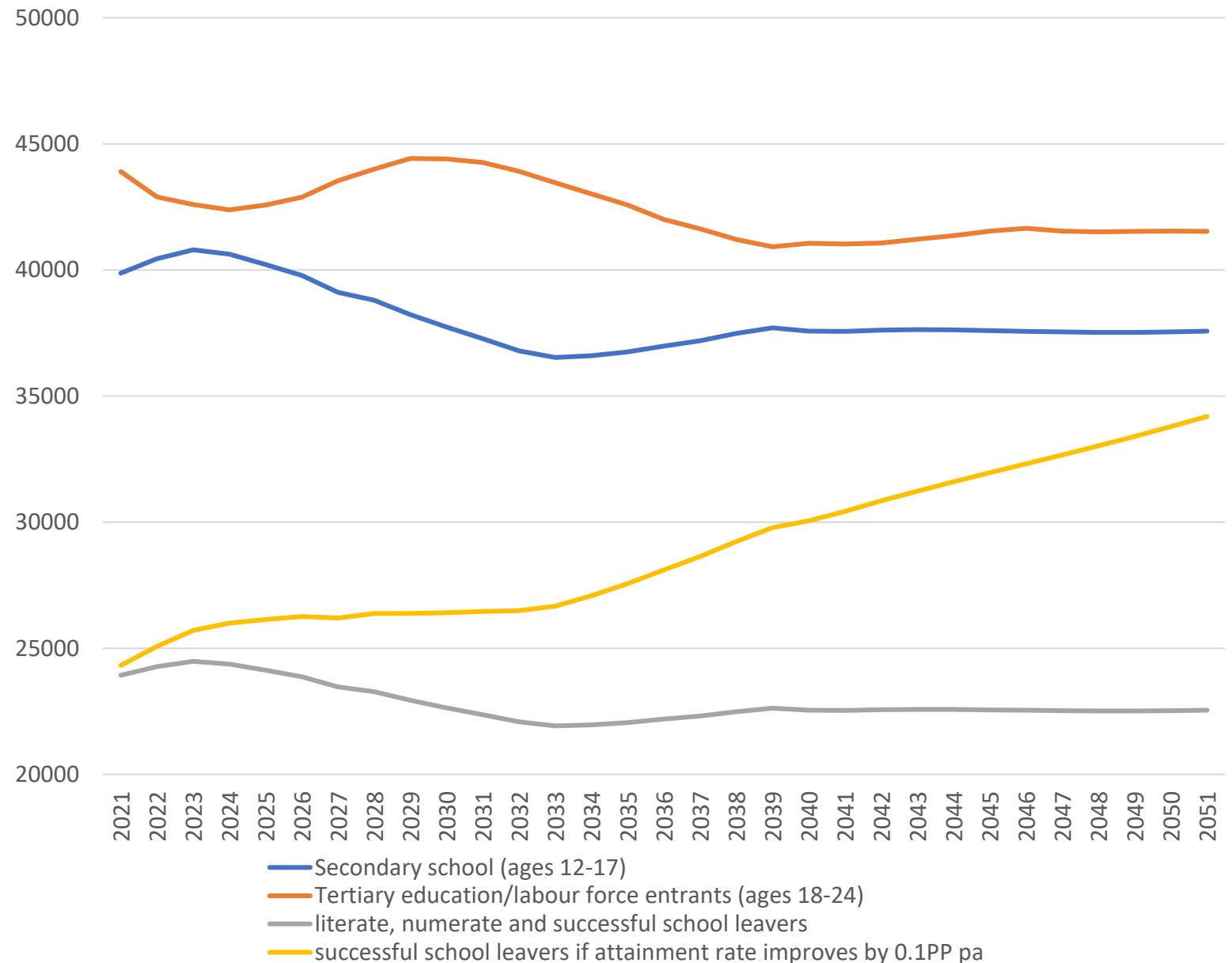
Potential new workforce entrants - projections by age group

The number of secondary school students aged 12 to 17 is projected to start declining from 2025.

The number of labour force entrants aged 18 to 24 is projected to starting declining from 2030.

If Tasmania's successful school completion rate remains at 58% (3 in 5 students) 53% then the potential supply of educated and skilled workers is further diminished.

If Tasmania's educational attainment rate improved by 0.1PP each year, the number of literate, numerate and successful school leavers would increase but the LMEE would still not exceed 1.



Source: Advanced Demographic Modelling, population projections, Tasmania (2022)

Completed Year 12 or certificate III or higher

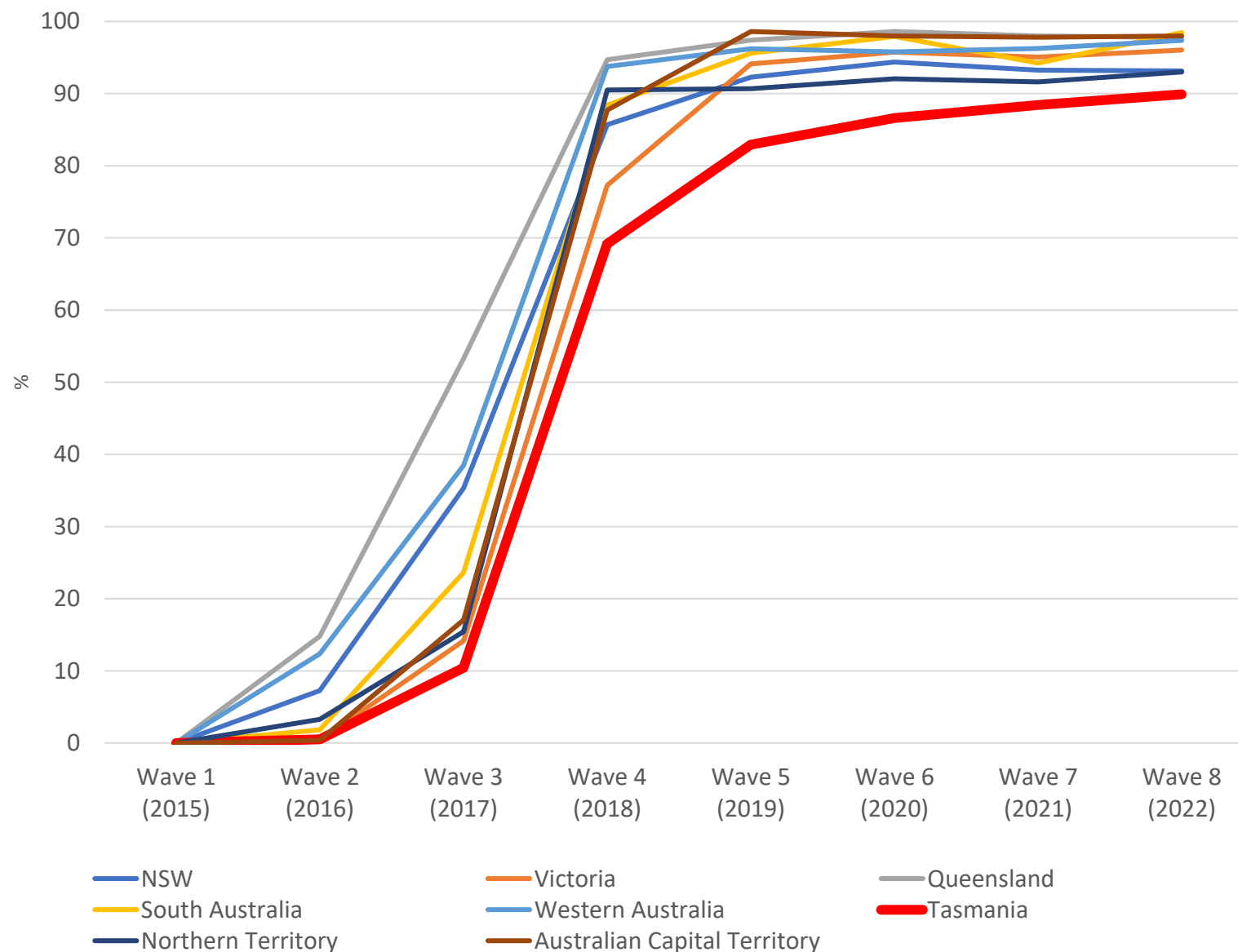
Longitudinal Survey of Australian Youth (LSAY)

- latest data available
- 15.7 years of age in 2015 (Wave 1)
- 22.7 years of age in 2022 (Wave 8)

For all waves, Tasmania (in red) had the lowest proportion to have completed year 12/Certificate III or higher

After Y12 in 2018 (Wave 4) 69.2% of Tasmanians (lowest of all jurisdictions) compared with 94.7% for Queensland (highest).

Tasmania closed some of the gap *after* the schooling years, but still lowest proportion of all jurisdictions to have completed year 12 or certificate III or higher by 2022 when survey respondents were 22.7 average years – 89.9% compared with 97.8% for Queensland and 98.0% for the ACT.



Source: Longitudinal Survey of Australian Youth

Challenges for young people in the Tasmanian workforce

Workforce polarisation

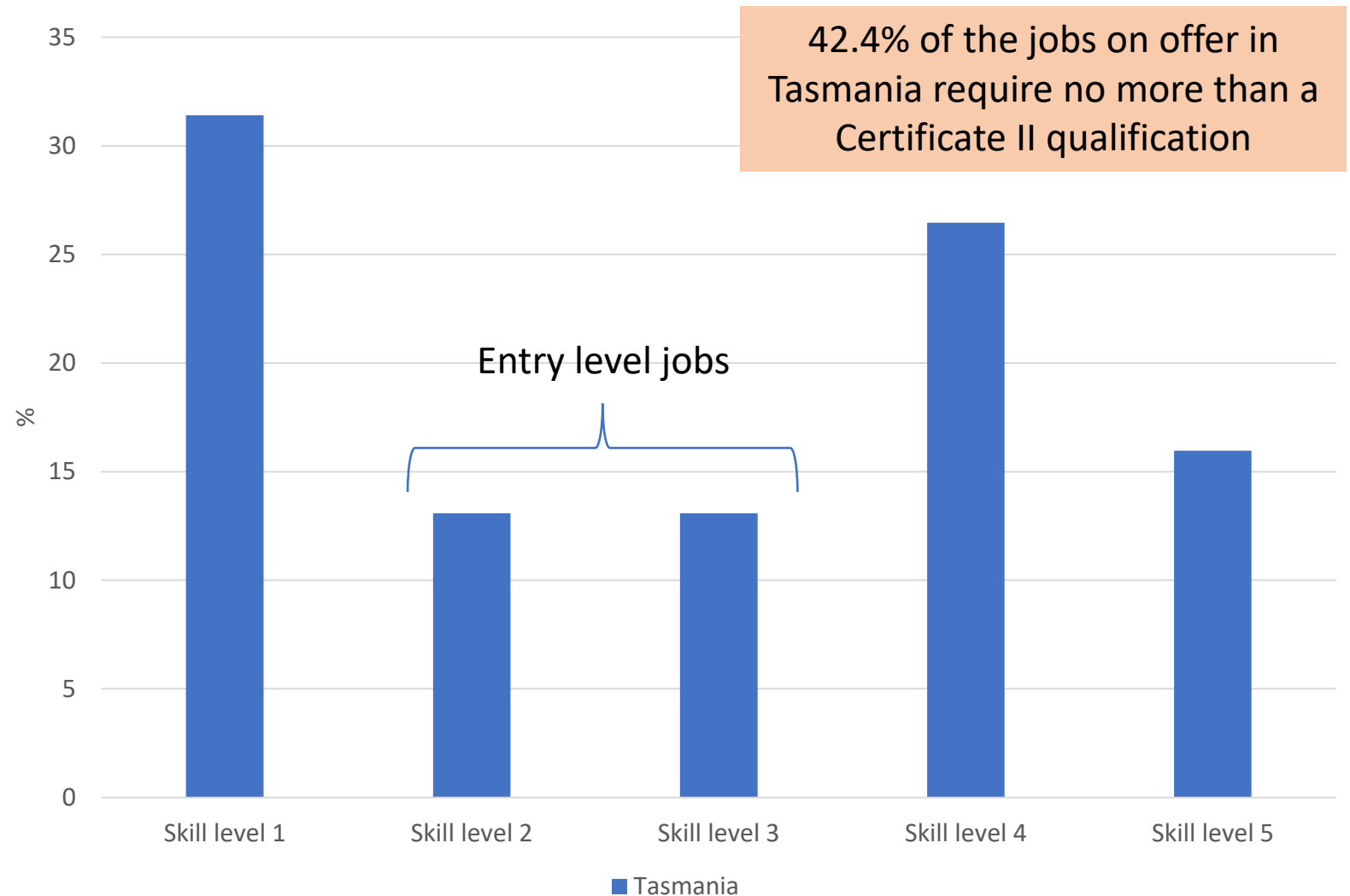
Limited entry level opportunities for young people, particularly those who have pursued post-school education and training either tertiary education, diplomas or trades/technical qualifications

Results in young people being pushed down into lower skill jobs

Prevents career progression

Due to our industry structure and resulting job offering Tasmania has

- a population retention problem
- a utilization/productivity problem



Source: ABS, Education and Work, 2023

Skill Level 1 is commensurate with a Bachelor degree or higher qualification

Skill Level 2 is commensurate with an Advanced Diploma or Diploma

Skill Level 3 is commensurate with a Certificate IV or III (including at least 2 years on-the-job training)

Skill Level 4 is commensurate with a Certificate II or III

Skill Level 5 is commensurate with a Certificate I or secondary education

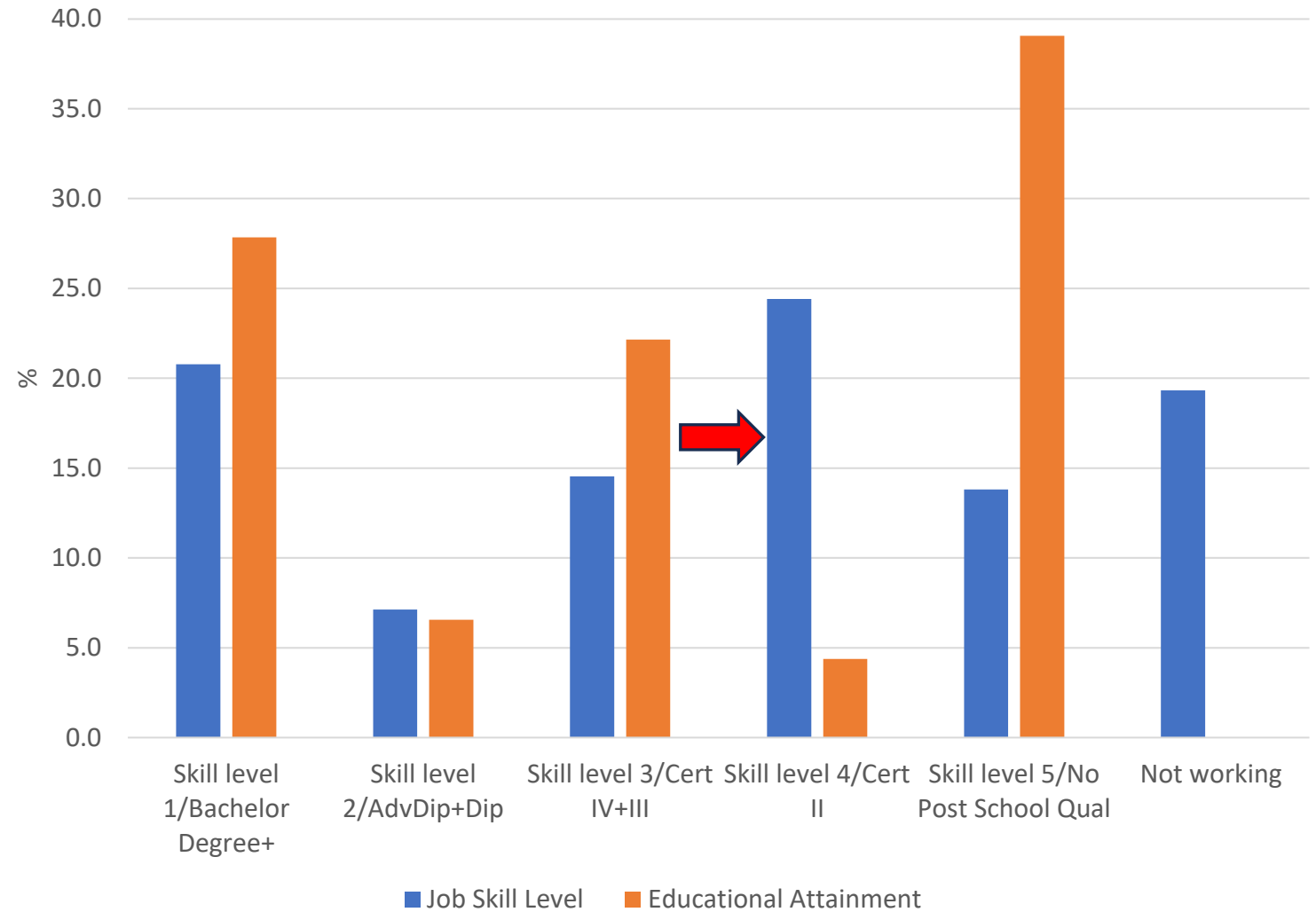
Workforce Utilisation 20- to 29-year-old Tasmanians

Over a quarter have a Bachelor Degree or higher, but only around 1/5 are employed in an equivalent skill level job.

More have a Certificate III or IV than in demand, meaning they are likely to be working in Skill Level 4 job – they are likely to be over-qualified.

Almost 2 in 5 have no post-school qualifications.

Almost 1 in 5 are not working at all.



Source: ABS, Education and Work, 2023

Youth Retention Problem – case study

Comparative analysis

2021 ABS Census of Population and Housing

20–29-year-olds

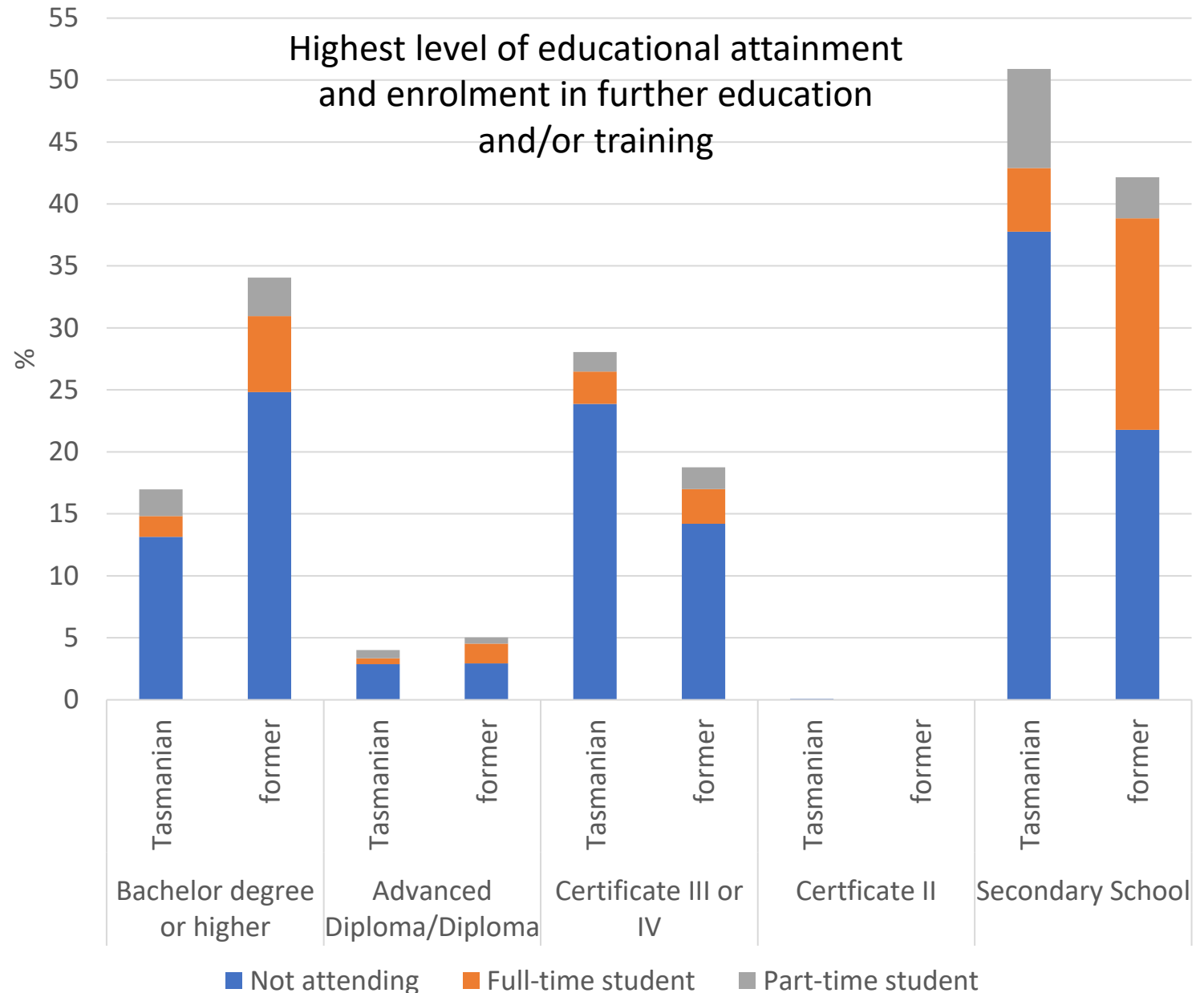
PUR 5 years prior – Tasmania

- 15 to 24 years of age

Tasmanians – PUR Tasmanian (48,466)

Former Tasmanians – PUR interstate (7,585)

Further reading: [Submission to Tasmanian Youth Jobs Strategy Discussion Paper](#)



Source: ABS, Census of Population and Housing, 2021



Work, career aspirations and perceptions

YOU DO ABSOLUTELY NEED A JOB. UNLESS YOU HAVE A TRUST FUND, OR JUST WON THE LOTTERY, OR SOMEBODY IS COMPLETELY SUPPORTING YOU FINANCIALLY...YOU NEED A JOB.

- ELIZABETH GILBERT



What do you want to be when you grow up?

Most learn concept of a job and work from a very young age

- ❖ Primarily influenced by the intersect of their complex lives; their personal background, their families and their communities, their gender and their socio-economic status
 - In Tasmania, almost 1 in 4 young people are growing up in a household in which no parent/carer works
- ❖ In school
 - In the early years through imaginative play and inquiry projects as well as through events such as book week and parent talks
 - Through a more formal career education program in older years

Several Australian and international studies show

- There is a mismatch between desired occupations and the reality of the labour market
- labour market signals are failing to reach young people during the years of making education choices informed by occupational aspirations
- Young people's potential to achieve their dreams and aspirations may be compromised by confusion about how education and qualifications are related to jobs and careers
- there is a serious misalignment between the understanding of the level and type of education required for their occupational goal
- Gender stereotypes pervade student ideas about their futures, particularly with regard to career choice.
- That the skills mismatch observed in the labour market has its roots in primary school

You cannot be what you cannot see.

Work, information and perceptions

Young Tasmanians report feeling a lot of pressure about the future

- school, study, work, financial security, housing, the environment
- they also report having high aspirations

"Trying to figure out what I want to do in the future, what I want to do with my life, what my values are, and who I want to become as a person. I really have absolutely no idea what I want to do with my life. This year (year 11) everything feels so go-go-go, and it seems like the teachers expect that we should already know what we're going to do after we leave school. I feel like the school system is very catered for people who know what they're going to do in the future, and not for people who don't, or just want to explore the endless options of where their life can lead them. I don't know if I want to go to uni or not (and what/where I would study), whether I should take a gap year and so on. It's actually quite scary realising that once school is over, it's really up to me to figure everything out from there."

Female (16), Mission Australia Youth Survey 2023, Tasmanian sub-report

Sources of information

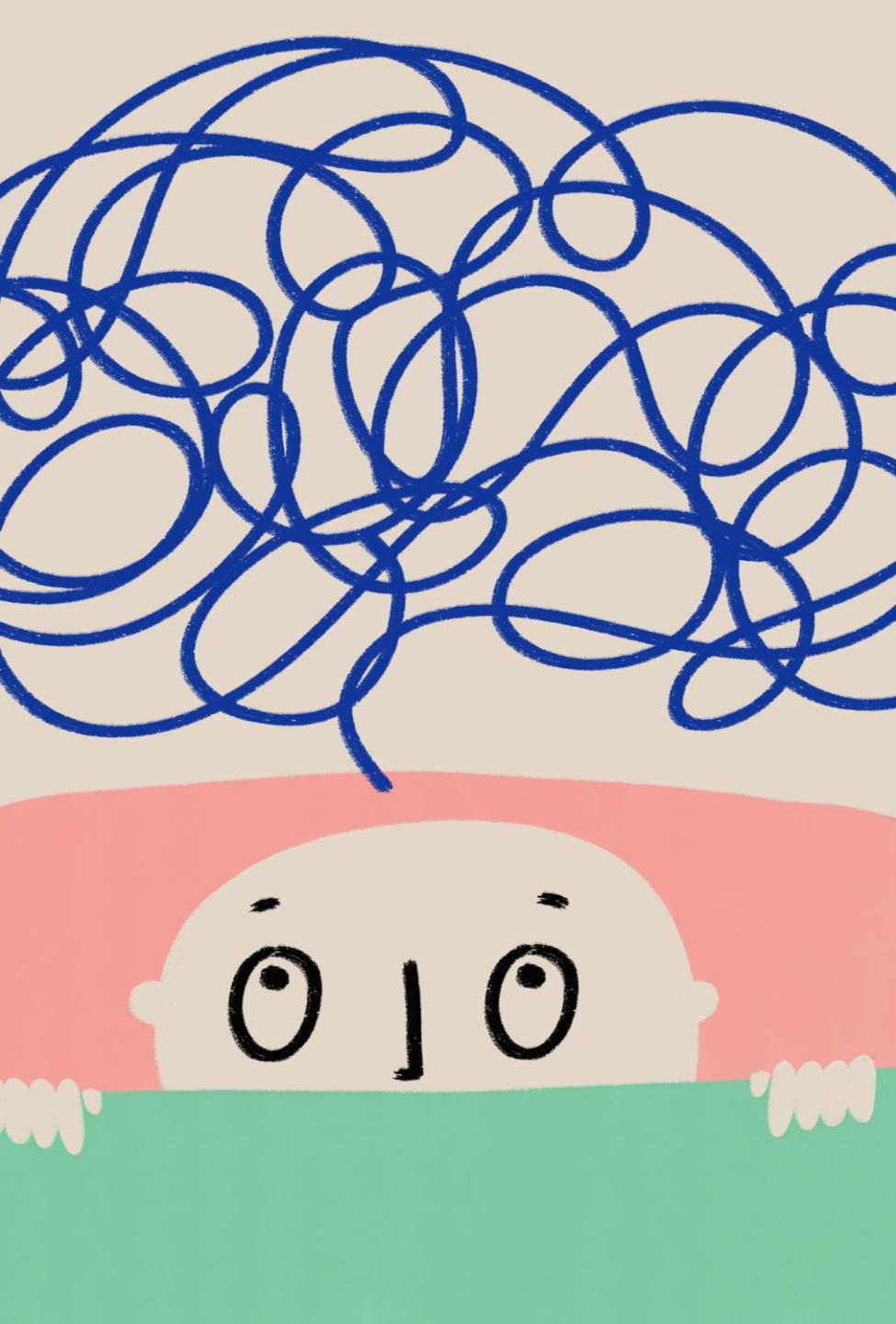
- Shift from family and community to online sources, social media and the school sector as well as industry
- Level of detail/information limited to individual educator knowledge
- Time-poor, packed curriculum, struggle to stay up to date with changes in the world of work, skill needs and educational pathways

Traditional post-school perceptions persist

- University is preferable - greater prestige - purpose to expand knowledge and networks
- Vocational education and training – suited to less academically inclined and aligned to a job

Increasing use of 'gap year'

- Short term lens
- Unsure what they want to do
- Cost of living, cost of higher education, lack of certainty
- Lack of jobs
- Side hustles



Navigating what to do in life...

Hobby

Something that you do for pleasure, relaxation, distraction, or mild curiosity in your spare time. Sometimes you can make a bit of money out of it, but that's not the purpose. Side hustles?

Job

A job is how you support yourself in the world – it provides security and freedom of choice. A job is an important part of self-identity and also self-worth, but it doesn't define you.

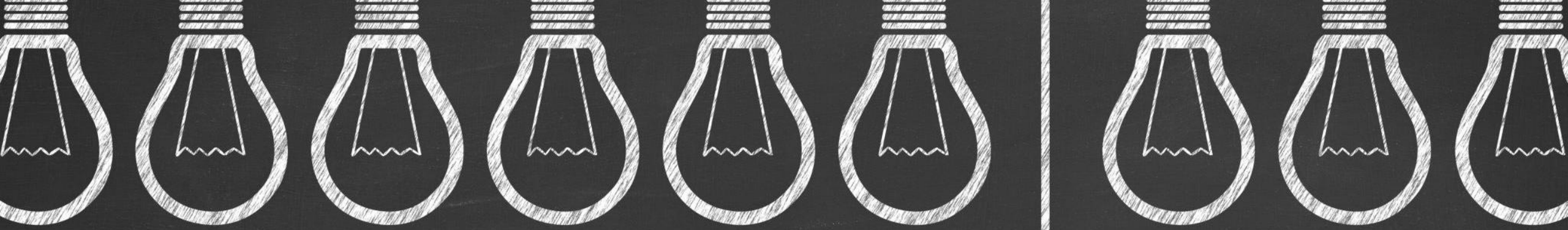
Career

A career is different from a job. A job is just a task that you do for money, but a career is something that you build over the years with energy, passion, and commitment. You don't need to love your job, but hopefully you love your career. But a career is not for everyone. A career is a choice. It's okay to just have a job.

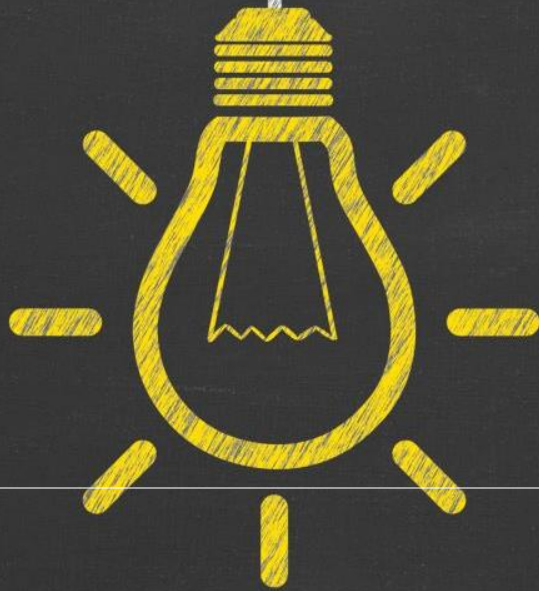
Vocation

Your vocation is your calling. It's an internal summons that gives your life meaning. It can also be all consuming – it may generate an income, but it may not...

Source: Elizabeth Gilbert (2016), Question of the Day – What are you doing with your life?, Facebook



Key Messages



Key messages

Tasmania's demographic profile and ageing workforce presents both challenges and opportunities for young people, education and training providers and employers.

Young Tasmanians are our future workers and need to be supported and invested in to ensure they reach their full potential throughout their schooling experience – including effective career guidance - to be productive members of our society and economy.

There needs to be a focus on future thinking including workforce projections and planning, including job creation and redesign as well as career mapping to ensure that young Tasmanians have the knowledge of work, education and training and career opportunities available in Tasmania to inform their decision-making process.

We are not utilising young people's education and training, knowledge and skills, well enough. This impacts productivity and well-being. We lose many of our educated young people interstate or overseas due to lack of meaningful opportunities. While they may want to return to Tasmania, they often can't for the same reason that they left in the first place.

We need a mindset shift re the attitudes in our society and economy towards young people. Business as usual is not going to cut it. Young Tasmanians are our future. And we need to start early.