



## Application Process and Selection Criteria Youth Participants

*Addressing youth capacity for conservation projects*

### **The project**

The 5x5x5 project is initially targeted at five regional Tasmanian Councils who have a stock of community heritage assets and are in areas of higher than average youth unemployment (or low youth retention rates). Whilst primarily a youth skills training program the project has the added benefit of reviving and perpetuating heritage skills which are known to be in decline and putting these skills to use on restoring community heritage assets which can be used long after the completion of each project. The project is designed to provide the basis of an ongoing, sustainable business model that continues to provide action-learning experiences for young people maintaining local built heritage and from this reinforces meaning and purpose for individuals and places.

### **The 5x5x5 project aims to meet the following needs within regional Tasmanian communities:**

- High youth unemployment
- Limited training opportunities for youth (16-25)
- Low youth retention rate in regional areas
- Rapidly diminishing skills sets in heritage trades
- A range of community heritage assets in need of repair and maintenance
- Councils with limited resources to manage community heritage assets
- Local tradespeople keen to share skills

### **By delivering the following over the three-year pilot project:**

- 5 skills streams producing learning outcomes which will assist in future training and employment opportunities for participants
- 15 community heritage 'sub-projects' completed
- 120 youth participants trained across 5 regions
- 25,000+ hours of work by local youth in their own communities
- Restored community heritage assets for ongoing use and a sense of ownership of those assets for participants

Each Council has 'bought in' to at least three 'project modules' for the duration of the three year project. Each module involves a 20-day project which seeks to train 8 participants. Each module will have a defined project plan (in some cases within a larger commercial project) and there will be learning objectives developed for each project. These learning objectives will detail the skills which will be taught and the outcomes sought for participants, which will be informally marked as a 'statement of attainment' at the end of each project. Each project will have an appointed Education and Support Officer (ESO) who will be present for up to half of the allotted site time for each project as well as up-front and debrief processes such as interviews and completing statements of attainment.

### **Recruitment of participants**

Several recruitment/training/education agencies have provided support for the project, although no formal arrangements for recruitment have as-yet been put in place. It is envisaged that partners such as Workskills, local schools, trade training centres etc. will take a role in assisting with the recruitment process.

An informal process of advertising in local media may also be used to recruit participants independent of recruitment partners (i.e. directly by HESC or councils).

Informal expressions of interest or enquiries will be fielded by the relevant HESC officer, Council officer or recruitment partner, who will facilitate an informal interview of each person. In some cases it may be appropriate to approach a prospective participant instead of waiting for an enquiry. No up-front paperwork (beyond contact details) will be sought from the participants (in order to cut perceived obstacles to participation), although if interest is expressed they will be informally interviewed – either singularly (preferred) or as a group, where the HESC officer, council contact or recruitment partner (i.e. the interviewer) will assess their suitability to the project as per the selection criteria (below) and elicit responses as to their interest and aims of participation (to be later refined in the development of specific learning objectives).

If selected, participants will be required to sign a participation agreement which will state the terms of their participation, including their responsibilities, rules of conduct as well as detail the responsibilities of HESC and the respective council in providing support and training.

## Selection criteria

The following selection criteria and weightings are to be used in the informal assessment of prospective participants. Interviewers are to rank answers against the indicators to give an overall score of 100 in the informal interview.

Criterion		Indicator	Weight
1	Be from the respective municipal area. If numbers fall short from that area, participants from out-of-area may be eligible.	Lives in the area, or has family connections or a demonstrated willingness to work in the area on the current project with view of moving there.	30%
2	Be 16-25 years old	Not essential, but the premise of the funding body and in-line with the general tenor of the project.	10%
3	Shows a demonstrated interest in trade skills (not necessarily heritage, although that is desirable). Note that no prior experience is necessary.	<p>Has commenced some building or other trades training (whether formal or informal).</p> <p>Has worked in the building or heritage industry.</p> <p>Has a basic knowledge of what is involved in building trades training.</p> <p>Can otherwise demonstrate an interest and desire to undertake training.</p>	20%
4	Be at a 'disadvantage' in their current ability to access trades/heritage training, particularly in the local area.	<p>Lives in an area where trades (or other) training opportunities are very limited.</p> <p>Has family or other personal limitations which inhibit other training opportunities.</p>	30%
5	Be willing to sign a participation agreement and work to meet learning objectives (which they may have input into determining).	Signing of the agreement (mandatory).	10%

## Confirmation of participation

Once interviewers are satisfied that there are 8 suitable applicants for the project, then offers of participation will be sent to each applicant. These offers will include details on the following (which includes mandatory pre-work training):

- A participation agreement for signing and returning.
- The dates and venue for pre-work training (e.g. Burra Charter workshop, White Card training etc).
- Details on where/when to collect PPE and other requisites pre-start of work.
- The dates, times and duration of work.
- The 'draft' curriculum for the project (see below).
- All contacts, including project manager, council contact, trade supervisor, ESO.
- Copies of the overall 5x5x5 project plan, individual project plan and any available background history on the heritage place.

## Development of learning objectives

Once participants are chosen, the ESO will work with participants either as a group (preferably) or individually, to formulate a series of learning objectives for each participant. Whilst these will be generally in accordance with the outcomes of the predefined curriculum, each project may have the capacity to be tailored to meet any specific learning desires of the participant. This is to reinforce a 'worklike' experience and to ensure they are receiving the support they need to learn and gain benefit. This will also act to reinforce participants 'ownership' of their learning objectives and that this is not a project merely based on work – i.e. that learning is a key priority. An agreement to participate and support will be co-signed and each participant will be included in writing their own curriculum and learning objectives, with the support of the education supervisor.

## Enquiries

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