**NATIONAL PARTNERSHIP ON YOUTH ATTAINMENT & TRANSITION**

**CASE STUDY**

**Partnership Project or description: Brisbane Airport Corporation**

**Timeframe covered in this case study: March to June 2010**

**Location:**

This initiative is focussed to the east of Brisbane City adjacent to the Brisbane River and Moreton Bay and involves the Smith Family as the Partnership Broker organisation

**The Purpose:**

The key aim of this strategic initiative is to capitalise on the strong jobs growth arising from the Brisbane Airport Corporation (BAC) development (some 44,000 jobs in the next 20 years).This will be achieved by identifying current and emerging relevant tertiary pathways and curricula opportunities in secondary schools and aligning the skills development pathways thus enabling the transition of young people into these jobs.

**The Background**

Brisbane Airport is Australia’s third busiest airport, behind Sydney and Melbourne and also serves as an important freight hub for both domestic and international freight. As the airport continues to grow, warehousing and transport, road infrastructure and tourism associated industries will place a greater demand on the workforce and lead to increased opportunities for schools and training providers within the region.This growth provides the opportunity to partner with businesses that operate out of the BAC, precinct in order to form viable sustainable transition pathways to employment and training.

There will be significant employment opportunities available not only through BAC but in addition through the Brisbane Ports Corporation which combined with the airport are known as the Australian Trade Coast (ATC).

Clearly, the future employment opportunities available to school leavers who live in suburban areas accessible to the BAC by public transport are enormous. To facilitate the transition however, the credible pathways must be identified and provided by the TAFE and tertiary sectors of education and training in Brisbane west, north and south.

It will therefore be important to align education, training, and transport needs with the ongoing employment needs of the BAC if the resident population of greater Brisbane is to benefit from the growth and development of the airport precinct.

This initiative is aligned to the NPYAT as it is working at a broad industry wide level and is specifically focussed on a skills development model in this region that supports continuing youth attainment and transition pathways to new employment opportunities within the BAC precinct.

It will also link with State initiatives, such as the Regional Youth Achievement Plans which are to be developed across all regions over the next 3 years ,,delivers on previous plans and links to the Industry Skills Councils.There is therefore a greater opportunity for informed decision making across these stakeholder groups.

**Who is involved?**

The following organisations are involved at this stage:

* Brisbane Airport Corporation
* Australian Trade Coast
* Port of Brisbane
* Brisbane North Chamber of Commerce
* Australian Catholic University
* Education Queensland
* Queensland University of Technology
* Brisbane North Institute of TAFE
* Brisbane North Development Forum
* Agenda North
* TSF Partnership brokers, Region 4

Many of these organisations are part of existing networks or initiatives that are focussed on development in this broader region to the North and West of Brisbane. but have now evolved to collaborate around future career and employment outcomes in the BAC precinct including the active involvement of education and training providers, industry and the community.

**How will the initiative work?**

Most of the bodies mentioned above have shared strategic relationships at some point in the recent past.Those who are new have indicated a strong interest in becoming involved with this important initiative within their sphere of influence in Brisbane North.

The parties involved will come together to solve issues of mutual need which will include issues related to future skill needs, future training requirements and how these needs relate to the provision of curricula both in the Senior Secondary and Tertiary sectors of education within the region

When the strategic elements of the partnership have been identified and agreed on, there will be an operational role in terms of co-ordinating training and education requirements across the region as well as the channelling of students into work sectors appropriate to their skills and interests. This will form part of the ongoing development and sustainability stages of the partnership.

**How did it come about?**

The environmental scan identified a number of possible partnering opportunities to address key issues and needs within the region .These were prioritised and key prospects ( including the BAC precinct) were. included in the strategic plan.

A due diligence analysis of the BAC precinct was conducted and resulted in the identification of the possibility of some 44,000 potential jobs as the Brisbane Airport precinct develops over the next 20 years.

From this due diligence process, existing networks that were in place or those that could be built on for a future partnership were identified . Following this, a number of meetings were hosted by various partners to rebuild relationships and identify potential partner contributions and areas of mutual benefit.

**What stage is the partnership at?**

At this creation stage of the partnership ,core partners have collaboratively planned an Agenda North community forum (Agenda North is a community forum that has been operating for a number of years that and operates as a discussion forum for the community) to be held in July.

The purpose of the forum is to engage the regional stakeholder groups and gain some greater commitment and facilitate the development of shared insight relevant to to the initiative and themes.

 Potential partners will then choose to be part of ongoing partnership development activities.

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**What level of partner engagement and commitment?**

There is strong support and a high level of trust from all potential partners involved in this exploratory process. Specifically the sharing of the due diligence information compiled by the Partnership Brokers has been very useful in gaining engagement with key organisations.

Each of the potential partners have demonstrated varying degrees of commitment to the process and all listed have indicated their willingness to be present at the July meeting.

**Key drivers/champions:**

The key drivers for business and industry include the expressed preference for “growing their own” skilled labour force from the region.

The lead representative in each of the organisations involved at this stage has been identified as a champion. They are executives who are decision makers in lead agencies such as the BAC ,ACU , BN Chamber of Commerce and The Department of Education and Training ( DET)

For example , DET has been an active supporter with alignment of the overall NPYAT and has a mandated engagement with Partnership Brokers through their key performance measures. This will assist in future engagement with schools and tertiary education providers.

**The role of the broker**

Some of the brokering roles undertaken to date include:

* **Mapping the the gaps between various skill councils future skill requirments** for the next 5 years **and current Vet provision in the region.thus**  **establishing a base line for evaluation and assessment.**
* **Establishing trusting relationships with core connectors in the BAC and the education sectors**
* **Applying due diligence data to develop shared meaning across sectors. about the transition needs of young people in the BN&W Region.**
* **Linking** with leaders from the Office of Higher Education and gainin**g agreement** t**o** meet regularly as they are a potential new partner

**Overall, PB are creating the safe space for engagement and there is a willingness to be at the table to contribute to partnership sustainability.**

Throughout, the Partnership Brokers h**a**ve been very clear about their role as objective third party facilitors.They have clearly explained their current and future contributions at each stage of the partnership development. IE A key focus has been to undertake up to date scanning and collection of information with and for potential partners. In the words of the broker - *“Who we are might get us our first meeting but what we are doing gets us ongoing engagement”*

As part of this approach in building a strong base of information, the Partnership Broker team has employed a number of software tools such as MS project, CMAP and PAJEK in an effort to map themes,.patterns and , connections

**Brokering challenges**

Some of the challenges to date have included the following:

* A difficulty in conveying the concept of ‘what the partnership broker will be doing’ ,given there have been many expectations that it should involve bringing funds to the table and the lack of information provided to schools, parents and community about the prescribed role of the partnership brokers
* Maintaining focus in the face of diverse expectation and managing Pandora’s box of issues opened by each stakeholder group but frequently outside the scope of the PB mission.–
* Turf protection’ ( precise exemplar needed Wayne !!!!!!!between the various partners which needs to be worked through over time
* The pace of partnering varies between the partners and it has been a challenge to maintain momentum when resources and time are controlled within partnering organisations.
* The need to get the appropriate skill balance across the team in order to provide broker expertise within and across the four identified stakeholder groups.
* The ‘tyranny of distance’ – due to the large geographical area that this initiative relates to, namely Brisbane North and West. Not only is there a large area to cover, but most of the area is urban, and a fair percentage of that is inner city. This brings the additional issues of variation in demographic diversity of high /low socio economic conditions and infrastructure challenges.

To address some of these challenges;

* Initial meetings were attended by pairs of brokers working as a team in order to ensure quality assurance to debrief following meetings and to develop and learn internally while sharing their findings with other brokers.

**Some learnings to date**

Strategic Preparation and Systems Design has focussed team action

* + Includes a clearly documented process which aligns the use of project management tools, CMap knowledge ecology systems and tightly structured, strategically timed partnership broker meetings to ensure consistent monitoring and Yatmis reporting within the program framework.
	+ The internal Collegiate model enables us to work in teams , bring our diverse expertise to place based project design and delivery, and share effective strategies at our weekly meetings
	+ Consciously apply the different team member skills to develop simple one page summaries of the sector specific language to support each others work.ie It must be clearly understood that partnership brokering is “Not about us – but the boundary spanning role the brokers play”. The broker team has developed shared meaning and a common understanding of the importance of making connections, strategic alliances and gaining relevant information from many sources

Parents /Community Stakeholder Groups are not effectively engaged in the partnering process.

* – It has become clear that this group doesn’t have a starting point. The group requires more information and knowledge about changes in transition processes and future career opportunities and pathways for the next generation
	+ - This information should engage at the National Level and then link into regional and local P&C and like representative bodies

Different boundaries around data collection areas, PB Regional boundaries, Education regional boundaries etc etc remain irrelevant to many stakeholders.

* Need clear consistent messages and understandings and the ability to share this across regions

**Future directions?**

Brokers will continue to meet with BAC, Secondary and Tertiary education institutions, applicable Industry Skills Councils and existing community and industry groups to develop sustainable partnerships

There is a meeting in late July to inform all stakeholders of the full implications of the jobs availability as well as the responses that the education sector needs to make to embrace the changes that will occur.

The next stage of this project is heavily dependent on the time and skill of the partnership brokers to successfully bring together all of the elements to convert promise into practice and deliver the mutual benefit envisioned by the stakeholders..

**Some questions for Partnership Brokers:**

* **What strategies could you adopt to build your reputation and credibility in your PB region?**
* **What do you think are the next steps that should be taken with this initiative after the next community meeting?**
* **What strategies could you put in place if there are ‘turf wars’ between some of the potential partners?Is this really an issue ?**

**Key Partnership Brokers contact for this initiative:**

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