

Productivity Green Paper – The feedback of a 25 year old Australian, previously lived in a city but moved to a regional setting due to economic and mental health illness disadvantage.

Why did I move out of the City?

It's a little longer than I would care to explain. But it's not uncommon, I was caught in a cycle of abuse, and unable to lift myself out of that cycle within the city despite being well educated and well meaning.

My story is probably not too uncommon. Let me first say that I care about people, and I care about their mental health, I care where society will be in the next 20 years and if you say you don't care about these things then you are not fit to be sitting making decisions for hundreds of thousands if not millions of people.

Science is about to go through some really big changes, and that means thinking about how we focus on the teaching of science to students. I've felt depressed about my future, and I am not unrealistically optimistic, but I believe in Radical Hope. I accept that climate change is no fantasy and the reality that our social systems will continue to innovate and maintain harmony happens when the minds we birth in knowledge today have the ability to discover well-meaning and kind innovation tomorrow.

This idea I'm connecting you with is made with full knowledge of the productivity paper's goals, its foundation is for bettering the outcome of students; 'A modern VET system to deliver the skills we need'.

I have a friend who is an editor and he's travelling a lot but not luxurious or anything, really simple with a sleeping bag and backpack like a philosopher or a great scientist would when he/she needs the world to revel meaning. His father is a retired diplomat, so they have this real nice house in the city which I've been to and stayed at every now and again when we're planning our next expedition on the road. We travelled across the desert because we wanted to understand Aboriginal Culture. At times things got a little tense, but it's one of the most memorable experiences of my life travelling with this friend. He doesn't want to go to University or TAFE but he's constantly reading, reckons that the natural environment is a better place to learn.

After Corona-virus hit, this way of travelling around had to pause, he went back to his father's house but soon after wrote to me in an email that he'd be getting back out into the countryside to live and work on a farm.

We kept contact and I found that he would be eligible to take a free CERT IV course in Mental Health. He liked the idea of learning the course but not getting tied down to a single room at a single TAFE so he let it pass to stay in the countryside.

Our stories are similar in that we both have family histories of experiencing traumatic abuse and to heal takes a great deal of social and environmental stimulation. For my friend and others like him who love to learn but need the increased social and environmental stimulation to maintain focused I'm introducing the recommendation for a connected TAFE infrastructure project illustrated in Figure 1.

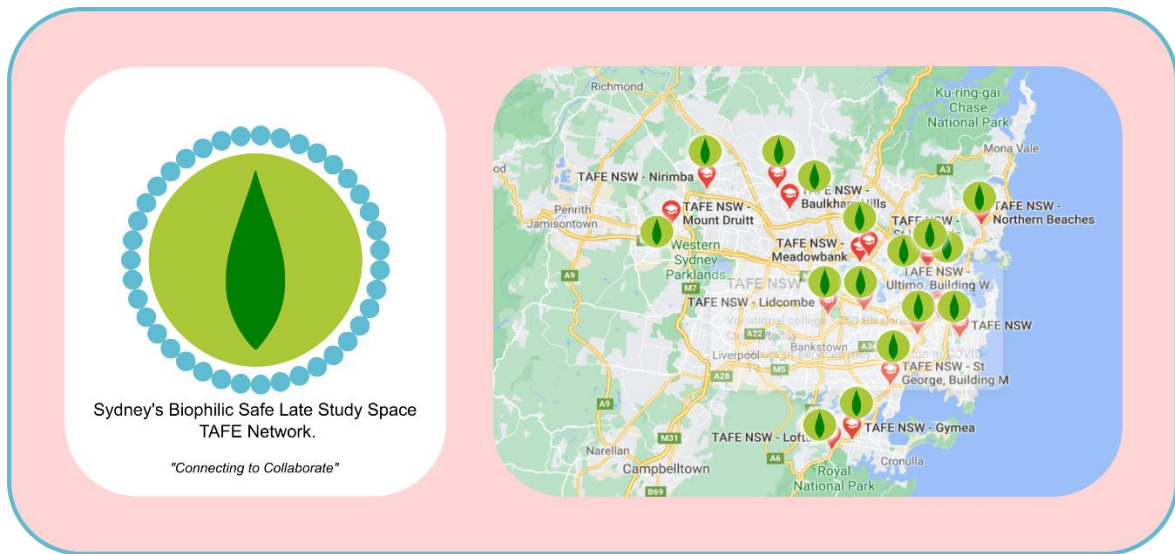


Figure 1. *Sydney's Biophilic Safe Late Study Space TAFE Network.*

Every TAFE is encouraged to participate, and students are given an access card or fingerprint entry for the duration of their study. Accessible 24 hours for student learning and collaboration this infrastructure project is to encourage the student community in their capacity to move and meet new social circles, explore new environments and learn together in their creation of projects for a better tomorrow.