Renewing the relationship between life and work

Allie Clemans
Monash University
One in five Australians who are out of work are teenagers as youth bear burden of worsening national unemployment: new report
LEARNING CENTRAL TO EMPLOYABILITY POLICY

Colleges Show Uneven Effort To Enroll Poor
Costs Hinder New Tack to Achieve Diversity

By Richard Pérez-Peña
Opponents of race-based affirmative action in college admissions urge that colleges use a different tool to encourage diversity: giving a leg up to poor students. But many educators see real limits to how eager colleges are to enroll more poor students, no matter how qualified — and the reason is money.

“Far too expensive,” said Donald E. Heller, dean of the College of Education at Michigan State University. “You have to go out and identify them, recruit them, get them to apply, and then you’re really expensive once they enroll because they need more financial aid.”

The Supreme Court is expected to rule soon in a closely watched case over admissions at the University of Texas at Austin, and the court could rule any consideration of race.

Opponents of affirmative action welcome that prospect, arguing that race-conscious admissions favor minority applicants who are not disadvantaged, and...

BUSINESS LEADERS PUSHING ELECTION OF COUNCIL ALLIES

A $10 MILLION CAMPAIGN

Using PAC to Maintain Friendly Policies of Bloomberg Era

By Raymond Hernandez
A group of real estate executives and corporate leaders, bracing for the departure of Mayor Michael R. Bloomberg, plans to spend up to $10 million to make sure the City Council elected this fall is friendly to business.

The organization, made up of real estate developers, property owners, banks, insurance companies, investment firms and others, has established a political action committee to direct donations to back candidates in both parties who support pro-development policies.

Called Jobs for New York, the PAC represents an aggressive new involvement in New York’s heavily regulated city elections by a major independent expenditure group. The PAC also has the...
An Australian case

1. Employability skills as part of lifelong learning
2. Four phases in the policy direction on Employability skills
3. Evaluation of Employability skills
   • what do they do now?
   • what have they not done enough of?
   • what could they do more of?
National Agreement for Skills and Workforce Development

a vocational education and training (VET) system that delivers a more productive and highly skilled workforce, enabling all working age Australians to participate effectively in the labour market and contribute to Australia’s economic future (COAG, 2012, Front piece).
Employability skills in Australia

Phase 1 – 1980s
- Arguing for employability in education

Phase 2 – Early 90s
- Activating employability in education

Phase 3 – 2000s
- Industry lament and employer re-direction

Phase 4 - >2010
- Performance measurement of employability
The *Quality of education in Australia: Report of the review committee* highlighted their concerns with the educational experiences of post-compulsory school age students in preparing them for the workforce (Karmel, 1985).
There are ‘certain essential things which all young people need to learn in their preparation for employment’ (Finn, 1991, p. x).
Mayer Key Competencies

1. Collecting, analysing and organising information
2. Communicating ideas and information
3. Planning and organising activities
4. Working with others and in teams
5. Using mathematical ideas and techniques
6. Solving problems
7. Using technology
Phase 1 | Phase 2 | Phase 3 | Phase 4

*Training to compete: The training needs of industry* (1999)

*Employability Skills for the future* (2002)
Industry representatives indicated that enterprises were placing an increasing premium on generic skills in employees as essential in contributing to enterprise productivity, due to the current trend of "restructuring its workforce in order to maximise use of skills...[including] self-managed work teams and multi-skilling" (Allen Consulting, 1999, p. v).
In the second report, employers further confirmed their concern at the generic skills’ deficit among employees.

The enterprise representatives demanded Key Competencies in all employees, not only in graduates (ACCI & BCA, 2002).
<table>
<thead>
<tr>
<th>Mayer Key Competencies</th>
<th>Employability Skills</th>
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<tbody>
<tr>
<td>1 Collecting, analysing and organising information</td>
<td>1 Communication</td>
</tr>
<tr>
<td>2 Communicating ideas and information</td>
<td>2 Team work</td>
</tr>
<tr>
<td>3 Planning and organising activities</td>
<td>3 Problem-solving</td>
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<tr>
<td>4 Working with others and in teams</td>
<td>4 Initiative and enterprise</td>
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<tr>
<td>5 Using mathematical ideas and techniques</td>
<td>5 Planning and organising</td>
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<td>6 Solving problems</td>
<td>6 Self-management</td>
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<tr>
<td>7 Using technology</td>
<td>7 Learning</td>
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<td>8 Technology</td>
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No more excuses: An industry response to the language, literacy and numeracy challenge (ISC, 2011).

Adult Literacy and Life Skills Survey (ALLS) which found that 40% of employed Australians (and even higher for those not engaged in employment) had language, literacy and numeracy (LLN) levels below that needed to meet the demands of the current work environment and to participate fully in the community (SCOTESE, 2012).

This trend was reconfirmed in the 2011-2012 nation-wide survey Program for the International Assessment of Adult Competencies (PIAAC) (ABS, 2013, Cat No 4228.0).
1. National Foundation Skills Strategy for Adults *
2. Foundation Skills Training Package
3. Australian Core Skills Framework
4. Core Skills for Work Framework *
The Foundation Skills were identified as:

- English language, literacy and numeracy (LLN) – listening, speaking, reading, writing, digital literacy and use of mathematical ideas; and
- employability skills, such as collaboration, problem solving, self-management, learning and information and communication technology (ICT) skills required for the participation in modern workplaces and contemporary life. (SCOTese, 2012, p. 2)
By 2022, two thirds of working age Australians will have literacy and numeracy skills at Level 3 or above.
The industry view of the lack of employability skills was to be addressed by government:

...making sure employers have confidence that education and training programs are producing job-ready workers”. Minister O’Connor’s statement (2013, para. 6)
Phase 1

Key Competencies
1. Collecting, analysing and organising information
2. Communicating ideas and information
3. Planning and organising activities
4. Working with others and in teams
5. Using mathematical ideas and techniques
6. Solving problems
7. Using technology

Employability Skills
1. Communication
2. Team work
3. Problem-solving
4. Initiative and enterprise
5. Planning and organising
6. Self-management
7. Learning
8. Technology

Phase 2

Core Skills for Work

CLUSTER 1
Navigate the world of work
• Manage career and work life
• Work with roles, rights and protocols

Phase 3

CLUSTER 2
Interact with others
• Communicate for work
• Communicate and work with others
• Recognise and use diverse perspectives

Phase 4

CLUSTER 3
Get the work done
• Plan and organise
• Make decisions
• Identify and solve problems
• Create and innovate
• Work in a digital world
What employability skills do now?

Address the changing contexts of work
Consider what this means for someone seeking to *enter* the field of work.
### 1) Confront the evidence

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>44%</td>
<td>Of graduates not employed before training who were employed after training.</td>
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<tr>
<td>60%</td>
<td>Of graduates who had an improved employment status after training.</td>
</tr>
<tr>
<td>15%</td>
<td>Of those employed before training who were employed at a higher skill level after training.</td>
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<tr>
<td>30%</td>
<td>Of graduates who were employed in the same occupation as their training course.</td>
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<tr>
<td>33%</td>
<td>Of graduates were employed in a different occupation but found the training relevant to their current job (NCVER, 2014).</td>
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2) Address transition points and transitional identities

The longitudinal Life Patterns study of young people in Australia (Woodman & Wyn, 2013) observed that “it took fourteen years from leaving school for the majority of our participants to achieve employment stability” (p. 270).
3) Ask what a learner *needs to learn* in order to navigate the world of employment as much as we ask what does an employer need to assure the future of an enterprise.
...there are gaps within the employability skills around how to construct an employee biography, how to navigate employment uncertainty and respond to the “supercomplexity” (Tynjälä & Gijbels, 2012, p. 219) of the changing world of work.
The *Core Skills for Work Developmental Framework* declares that the core skills are:

“the skills and behaviours that have been identified by Australian employers as important for successful participation in work” (DIICCSRTE, 2013).
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<th>Reasons for engaging in training</th>
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<tr>
<td>83% Employment related</td>
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<td>4% For further study</td>
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<tr>
<td>12% For personal development</td>
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