

Renewing the relationship between life and work

Allie Clemans

Monash University

'I sent out 526 resumes before landing my dream job'



**One in five
Australians who are
out of work are
teenagers as youth
bear burden of
worsening national
unemployment: new
report**



Brotherhood
of St Laurence

THE TEENAGE DREAM UNRAVELS
TRENDS IN YOUTH UNEMPLOYMENT
MARCH 2015

"All the News
That's Fit to Print"

The New York Times

Late Edition

New York Today: scattered showers, cool and breezy, high 46. Tonight, rain ending, chilly, low 38. Tomorrow, breezy, milder, high 47. Yesterday, high 47, low 45. Weather map, Page B2.

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LEARNING CENTRAL TO EMPLOYABILITY POLICY

By LAURIE GOODSTEIN

When the 117 Roman Catholic cardinals who are eligible to elect a successor to Pope John Paul II gather in the Sistine Chapel to cast their ballots, the worldwide suspense about the outcome will be shared even by the cardinals in the conclave.

There is no clear front-runner, unlike in some past papal elections, many church experts agree. So the cardinals will be weighing a host of factors, including the candidates' country of origin, age, experience and personality.

Among the most critical questions facing the cardinals is, should the papacy be returned to an Italian, or should the cardinals make the best gesture of choosing a pope from the third world, where Catholics are both thriving and threatened by competing faiths?

"A third-world pope would clearly indicate that this is no longer a European church, that we are truly catholic in the sense that the word catholic means universal," said the Rev. Thomas Shannon, editor of America, a Jesuit weekly.

To qualify as electors, cardinals must be less than 80 years old. In the election, the cardinals come from more than 60 countries, and more than 50 of them were appointed in the past five years. For many of them, the formal proceedings and the conclave itself, 15 to 25 days after the pope's death, will offer the lone opportunity to take the measure of all the potential candidates firsthand.

"Each one of these cardinals is going to walk into that conclave thinking, 'What if these candidates is going to give over best back in my diocese, in my country,'" Father James



VATICAN CITY, Sunday, April 5 — Pope John Paul II died Sunday night, succumbing finally to years of illness endured privately and publicly, ending an extraordinary, if sometimes precarious, 26-year reign that reinvigorated the papacy.

He died at 9:37 p.m. in his apartment three stories above St. Peter's Square, as tens of thousands of the faithful gathered within sight of his lighted window for a second night of vigils, amid millions of prayers for him from Roman Catholics around the world as his health declined rapidly.

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and Marian Jaworski, Archbishop Stanislaw Rykko, the Rev. Tadros Szyzdek, as well as three Polish men who have long worked at his residence. His personal doctor, Renato Buzzonetti, two other doctors and five nurses were also there.

After a doctor certifies his death, tradition calls for the Vatican conclave, Cardinal Eduardo Martínez Soriano, who will run the Vatican until a new pope is chosen, to call out his baptismal name three times. He then strikes the pope's forehead with a silver hammer to ensure he is dead. The hammer is then used to deliver the pall ring, the symbol of his authority.

The Vatican said the body of John Paul II would be in state at St. Peter's Basilica for seven days Monday. The Italian news agency ANSA

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.

"It's 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 and get them to apply, and then it's 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 outlaw 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 support of several unions and an

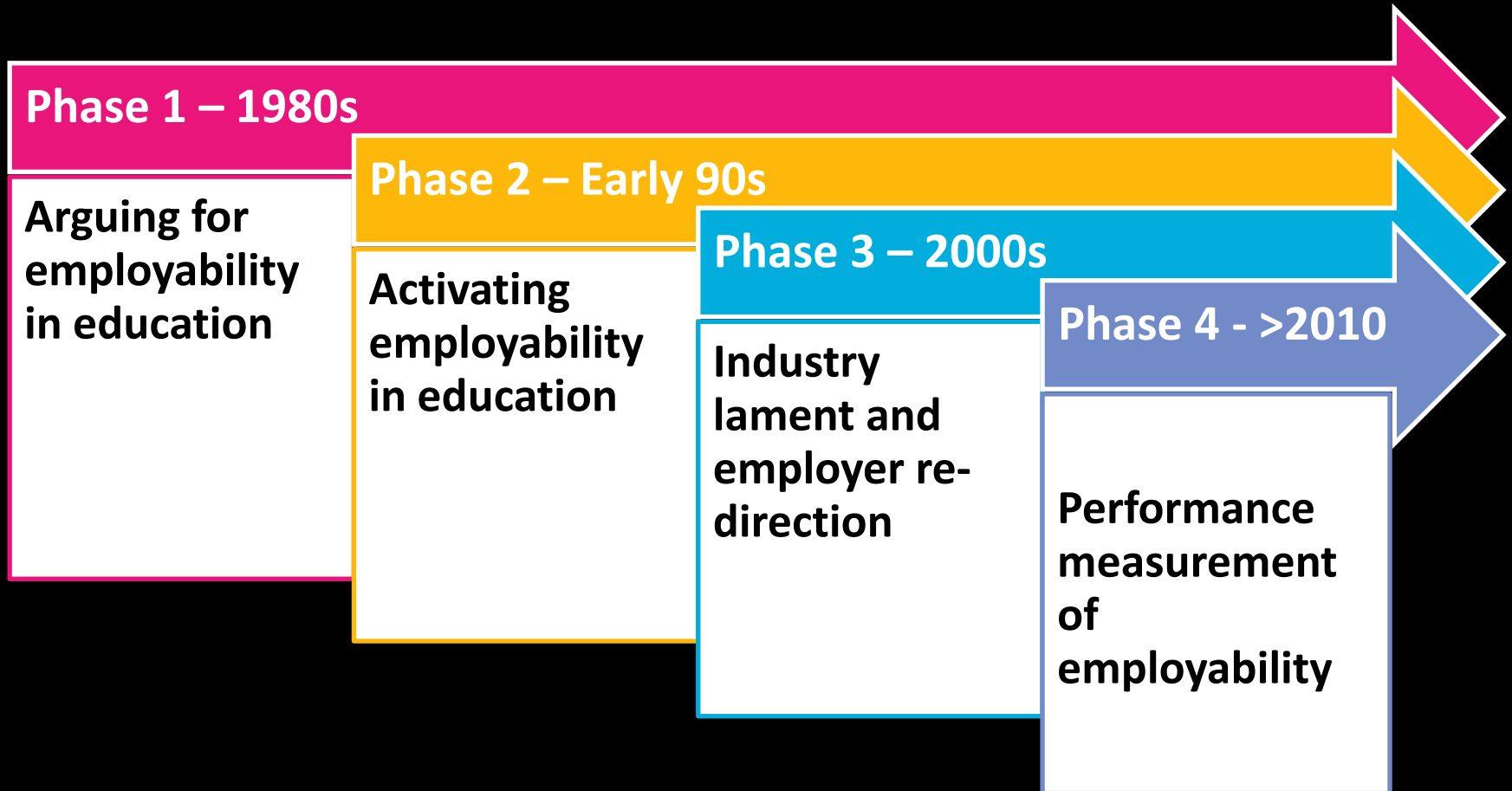
An Australian case

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

Phase 2

Phase 3

Phase 4

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).

Phase 1

Phase 2

Phase 3

Phase 4

There are 'certain essential things which all young people need to learn in their preparation for employment' (Finn, 1991, p. x).

Phase 1

Phase 2

Phase 3

Phase 4

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)

Phase 1

Phase 2

Phase 3

Phase 4

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).

Phase 1

Phase 2

Phase 3

Phase 4

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).

Phase 1

Phase 2

Phase 3

Phase 4

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

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 1

Phase 2

Phase 3

Phase 4

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).

Phase 1

Phase 2

Phase 3

Phase 4

1. National Foundation Skills Strategy for Adults *
2. Foundation Skills Training Package
3. Australian Core Skills Framework
4. Core Skills for Work Framework *

Phase 1

Phase 2

Phase 3

Phase 4

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.

Phase 1

Phase 2

Phase 3

Phase 4

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

Phase 2

Phase 3

Phase 4

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

Core Skills for Work

CLUSTER 1

Navigate the world of work

- Manage career and work life
- Work with roles, rights and protocols'

CLUSTER 2

Interact with others

- Communicate for work
- Communicate and work with others
- Recognise and use diverse perspectives

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

What employability skills don't do enough of?

Consider what this means for someone seeking to *enter* the field of work

What employability skills could do more of?

1) Confront the evidence

44%	Of graduates not employed before training who were employed after
60%	Of graduates who had an improved employment status after training
15%	Of those employed before training who were employed at a higher skill level after training
30%	Of graduates who were employed in the same occupation as their training course
33%	Of graduates were employed in a different occupation but found the training relevant to their current job (NCVER, 2014)

What employability skills could do more of?

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).

What employability skills could do more of?

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.

Phase 1

Phase 2

Phase 3

Phase 4

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” (DIICCS RTE, 2013) .

	Reasons for engaging in training
83%	Employment related
4%	For further study
12%	For personal development