



SESSION 1 - Future directions in human capital – Table notes

TABLE 3

- Carolyn – national context, some similarities to NZ.
- Bovel – life skills, education and people for work.
- David – national context, lifelong.
- Deirdre – lifelong angle, lifelong for adults, trying to crack.
- Kris – music to ears, how to get provincial governments to listen to her, human capital –economic perspectives, intended effect of policy implementation.
- Wendy – similar, participation to stay on at school, content similar, did some things earlier, but less coherently, health inc. in human capital, drawing health into integrated services for children, focus on prevention, tracking on agenda, improving the private return interesting to see explicit.
- “Human capital” social outcomes – how will it be recognized, acknowledged?
- Economic framing, social levers, economic and social balance.
- Social issues – willingness to begin at bottom needing to be addressed
- Sustainability – social for economic

TABLE 4 – THE BIG ISSUES

- Maximising individual potential and fulfilling the economic needs of the country
- Clarity in responsibility:
 - Employers
 - Government
 - Individual
- Data collection –Individual standard
- Gap in information on career trajectory

TABLE 5

- Communication and understanding across departments and governments



- How to ensure shared understanding
- How do all the various Govts / Ministries communicate?
 - What kinds of strategies are proposed?
 - State / Private
- Complexity of solving the problems
 - Interest that health is part of the human capital process
- Career education in schools
 - Subject or assistance?
 - Need to have the right people delivering career education – EVALUATION – need to know what the outputs are
 - In some countries dependant on interest of school head
 - Not necessarily strong recognition of its value
- Poland at very early stages of career development
 - Need to invest in evaluation of career development
- Importance of being able to track students and their outcomes

TABLE 6

- Similar imperative as in NZ especially in relation to young people moving into meaningful pathways – not ‘tracking’
- Work needs to be done on attitudes / opportunity awareness and flexibility
- Helen didn’t explain issues
 - low participation rates; what’s known about deterrence for young people;
 - need to explain fiscal gap - why will welfare increase?
 - in Canada people are continuing to work
- Poland has new employment strategy linked to career development
- Timing and resourcing of Nat. Reform Agenda linked to political cycle - large investment in health and education
- Presentation didn’t mention employers
 - focus on the individual
 - like to see consideration of job design / occupational
- Risk in targeting sections of population e.g. disengaged young people at expense of ?
- Mix of labour, education, health policies can and will impact on participation rates



- NRA will require educational process with employers to assist

TABLE 7

- Scotland: Similarities with Scotland –early intervention (Education, IT, inclusions, work and pensions)
 - Seems more agencies involved...
 - How to include work/pensions
- Skill development –is it being accredited with nat. quals. Framework? Not referenced in her speech.
- Social inclusion not referenced
- Botswana: Structure for delivery of career development in education; Does government view career development outcomes as important?
 - Different resources in different countries in terms of qualified staff
 - Relationship of curriculum to career development / occupations
 - Alternative pathways, some countries do not have
 - Job creators vs job seekers –how to support the former (entrepreneurial)
- Australia: If education does not support job creation
 - Important that teachers accept they prepare students for life –life outside school
- Botswana: Need to change mentality
 - Important to change paradigm –learning to learn inside and outside school
 - Need to educate to be creators than passive recipients
- Australia: Relevance of education, active learning than passive learning (doing something to you and for you)
- Scotland: Learned helplessness, dependency culture, Education system keeps dependency in place
- NZ: Strong parallels with NZ. Q on reduction of workforce participation rates.

TABLE 9

- Importance of employment and skills for social stability and how to address these skills? How motivate? –Mismatch (eg. low skilled jobs with people with high qualifications!
- How health issues impact on the workforce (e.g. AIDS) and the need to be incorporated in career development.
- Movement of labour in a global labour market and its impact on skills development.
- Balance between individual and society needs. Policy needs to take this into account.
- Difference between countries short of labour and those with lots.

TABLE 10



- Often missing from public policy perspective -what (personal) factors must take priority in motivating people to make decisions; policy in career development tends to focus on privileged end of the continuum –what about people confronting the most basic issue of survival –do we acknowledge and address the needs of the marginalized? – Are own assumptions biased toward the advantaged?
- Individual aspirations get lost in an economic model of workforce development.
- Is human potential limited in human capital models?
- Public policy deals with context that tends to support the national priorities.
- How do we help people construct careers with meaning and purpose when they experience substantial challenges to living daily and lack hopefulness that they will have viable appointments to make a daily living.



SESSION 1 - Future directions in human capital – Questions

TABLE 2

- How effective is the linkage across Ministries that promote the holistic attention to:
 - health, education?
 - motivation?
 - fiscal impact, evidence of the approach?
- How much resistance is there at National level to promoting individual wellbeing?
- How effective is the general practice of tracking individual transition from school to work- what results are coming from tracking?

TABLE 3

- Acknowledge integrated economic and social agenda. Can you comment on how working to maintain and sustain integrated approach to economic growth and social well-being.
- How does full employment or high unemployment affect balanced national agenda?

TABLE 4

- Why couldn't we have scholarships to encourage older workers/pre-retirement to
 - re-skill for post-retirement careers?
 - share info about their trades within schools (i.e. "knowledge dumping"; "passing the torch")
- How can data be collected effectively re success of initiatives? i.e. school leavers don't respond consistently – low numbers, employers are reluctant – time issues.
- From a strategic perspective, who would be responsible for taking the lead in promoting and researching career development?

GROUP 6

- What is the population that is hard to help? What are issues? Attitudes?
- How do you build consensus? Especially employers? What means will be used?
- At what age do they see human capital relevant for workforce development?
- Most jobs are being created in small to medium enterprises. How can we nurture and model career development that encourages entrepreneurship?



TABLE 7

- Where does the reform of the existing education system fit within the third wave of reform in changing the culture of teaching and learning?
- Where is the bottom-up input into the construction of this policy?

GROUP 8

- How do you get to the point of cooperation/communication between stakeholders to get to outcomes? How do you best organize the strong commitment of all stakeholders?
- How can you demonstrate that the initiatives implemented have resulted in success/outcome (ex: GDP?) and not from other factors?
- How to organise strong commitment of all stakeholders!

TABLE 9

- How does the COAG process incorporate the needs of industry, community and individuals?
- How will the reforms be promoted to different groups to ensure change of behaviour –‘cultural change’?
- What research has been undertaken to examine the views or ‘belief systems’ of various groups?

UNKNOWN

- How far do you legislate for human capital reform (as opposed to self-regulation)?
- How do you get the public involved in that debate?

UNKNOWN

- How do we go about breaking the silo mentality
 - in our field;
 - in general.
- Outcomes matter-what sorts of evidence do we need to provide?



UNKNOWN

- Is it possible to have more flexible policy framework which takes in a wider spread e.g. 1st World → 3rd World?
- Should policy be economic driven or 'individual' driven?

UNKNOWN

- What is the impact of career education in schools in relation to retention – subject or advice & guidance (career guidance vs career education classes).
- How are students tracked or followed post-schooling to determine trends and changes?
- How are career services evaluated with respect to their outcomes and delivery modes?
- How can there be agreement between policy makers and practitioners with respect to outcome measures?

UNKNOWN

- If policy is only as good as its implementation, what steps are being taken to:
 - Ensure an effective implementation framework?
 - Affect the required behavioural change?
 - Include all relevant stakeholders?
- How did Australia achieve consensus across nine separate governments on a common vision and accountability?