



WHERE WILL THE JOBS BE?

A SUMMARY OF THE NCW-ACT FUTURE EMPLOYMENT SEMINAR

Prepared by DMA for National Council of Women ACT (NCWA)
Held Thursday 21st July 2016, Southern Cross Club, Woden

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ABOUT THE SEMINAR



This Seminar - 'Where will the jobs be?' is the second in a recent series of forums designed to respond to and raise issues faced by women and their families in our community.

As an umbrella organisation the National Council of Women represents women across a broad spectrum of society and as part of its mission acts 'as a voice or agent of communications at State/Territory, National and International levels on issues and concerns of women.'

The holding of forums such as this is an ideal means of addressing concerns to raise awareness and to seek ways to resolve issues.

The 'Where will the jobs be?' theme for the Seminar set out to explore why it is important that policies and education prepare today's girls for the sorts of jobs they can expect to do in the future.

It was intended that participants came away from the seminar with a better understanding of the issues and what can be done now to prepare for the changing employment landscape

Speakers looked at where the jobs are now, where they are likely to be in the future, what the barriers are for women, and what needs to be done to assist today's girls to be ready for the changing job market.

We thank all the speakers and participants who joined in the day's discussion and I particularly thank the organising committee who supported the venture and helped make it such a success.

On behalf of NCWACT I would also to thank The Southern Cross Club for their sponsorship and Design Managers Australia for their generosity in facilitating the event in such a professional manner and for the preparation of this seminar report. Without the support of these organisations we would not have been able to hold the seminar in this way.

Helen Raymond
President - ACT

THE NCWA-ACT GRATEFULLY ACKNOWLEDGES THE ASSISTANCE OF CANBERRA SCC FOR THE VENUE AND DMA FOR FACILITATING THE DAY



OUR SPEAKERS, TOPICS AND KEY THEMES

The speakers on the day varied from the original agenda. In order of appearance, our speakers were:

The Past: Where have we come from?	<p>Dr Bill Maiden</p> <p>Dr Bill Maiden retired in 2012 after a teaching career of 43 years in N.S.W. and the A.C.T. He possesses an undergraduate degree, two Masters degrees and a Ph.D. Currently he is a member of the Catholic Education Office's principal appraisal team, is a Professional Associate at the University of Canberra and is the Board Chair of the A.C.T. Teacher Quality Institute.</p>
The Trends: What are we seeing now, what does the future look like?	<p>Sonia Irwin</p> <p>Over the past 15 years Sonia has been involved in a range of large scale technological social change projects that impact the Australian community. In 2013, she left the public service to pursue her masters at ANU and have since been building her own professional practice - Redgrass Communications.</p>
Voices of Experience: Hearing from a range of sectors	<p>Panel Members</p>
The Future: What industries might be creating employment? The Education Sector	<p>Ben Duggan</p> <p>Ben Duggan is the founder of Raising Hope and is early in his teaching career via the Teach for Australia program.</p>
Reflections: What are our successes, opportunities and challenges.	<p>Bill, Sonia</p>

Throughout the day some key themes emerged:

- The need for women role models and conversely, the need for successful women to recognise they are, in fact, the role models they were seeking.
- There is a resilience required, initially for work in any industry – and it is different for women – but it is ultimately diversity that is of value.
- Jobs of the future may see more technology or automation of tasks we do now, but people still need people to care and the ageing population present both dilemma and opportunity.

Final reflections from Bill and Sonia

- Women need help to upskill to reenter the workforce – we must promote this.
- A common response from the different generations in the audience was that “what I faced hasn’t really changed”.
- We need to lobby for structured reform in education.
- “Don’t do the courses your friend is doing or the subjects your parent want you to do”
- Digital and technology is an opportunity to change the system.
- Women need help to upskill to reenter the workforce – we must promote this.
- It’s great we’re talking about “people” not “men’ or “women”.

WHERE HAVE WE COME FROM? – DR BILL MAIDEN

What follows is an abridged version of Dr Maiden's speaking notes.

"Where will the jobs be?"

Since I left school as a student, the nature of work, and even who is doing it, has changed significantly. I'm sure many of you will relate to this.

When I finished high school in the late 1960s, there were generally three career streams for women: teaching, nursing and secretarial work. There were relatively more opportunities for men. I had four months in the public service after leaving school before my teacher training. I worked in a large rectangular room with eight other public servants, none of whom were women. The only time I saw women in that three story building was when I had to take a draft letter upstairs to the typing pool. This was a huge room with about 40 women sitting behind electric type-writers who typed up official letters or documents. There was also the tea lady.

Fast forward twenty years. When I became a school principal in the late 1980s, I wrote my weekly newsletter article to parents on a piece of paper and gave it to the business manager to type to be included with the rest of the newsletter. So, little had changed in the distribution of labour from my time in the public service. Not long after, though, I decided to buy a new device called a laptop computer which was a revelation because I could do a lot of my work on it and save it to that device. I could even take it home. At that stage I couldn't send my work to someone else but I could save it onto a disk and give the disk to that person to open up my work and copy it from that. I'm sure I wasn't alone in discovering working with a computer was liberating and empowering. Emails were another major advance. Technology has certainly influenced and opened up the way many of us do our jobs and, indeed, has created new types of work – even how people are recruited. For example, these days' people's CVs can be scrutinised by employers anywhere in the world through LinkedIn - and then that employer or recruitment person can Skype the person for an interview, or a chat, as part of a selection process.

So where will the jobs be in the future?

Right now, career pathways are so much more plentiful for women and men than when my mother or I were deciding on our careers. From my recent experience as a principal in a senior secondary college dealing with 17 and 18 yr-old students, it was obvious that many of those in Yr12 had no idea about what they wanted to do.

I've often reflected on the fact that young adults of this age are expected to make very important decisions about their future at a time when many are incapable of doing so. Sometimes I run into my ex-students when they have reached their mid-20s and typically they tell me 'well I did my degree in this subject but when I was working in that area for a while I knew it wasn't what I had expected, so I decided I'd do a different training qualification.'

Many school leavers try different jobs and find out what they don't like doing before they discover what it is that they really want to do. To digress, in the background is the fact that girls and boys are surrounded at home by the values and attitudes of their parents. The influence of the parents in the encouragement and support of their children at this stage of their lives cannot be underestimated in its importance. Current vocational literature talks about the student of today expecting to have about eight jobs in their lifetime. In fact, Alvin Toffler who wrote the best-seller entitled 'Future Shock' way back in 1970 talks about people in the post-industrial society changing their profession and their workplace. He predicted that people will have to change professions because professions quickly become outdated. The knowledge of many professions, he said, becomes outdated in a decade or so and people will look more and more for temporary jobs. We're seeing this now with so many jobs being offered as short-term contracts rather than permanent positions.

THE RECENT PAST

"My mother grew up in the Depression in Maitland. Her father, my grandfather, was relatively well off being a public servant, an inspector for civil engineering work. My mother did well in school and won a scholarship to do medicine when she finished the Leaving Certificate in 1937. In fact, she was one of very few students to receive what was called an Exhibition scholarship. However, her parents would not allow her to go to Sydney University to study for a medical degree. Why? Because girls get raped in Sydney and, besides, being a doctor was no job for a woman. "But look - you have also won a teachers' college scholarship to attend university in Armidale. Armidale is a nice country town and, besides, teaching is more suited to women." That was in the 1930s.

When I was growing up here in Canberra in the 1960s, we lived next door to a wonderful person whose maiden name was Cynthia Nelson. Since the late 1940s, she had been a distinguished diplomat and she was a rarity, there being very few female diplomats for decades after the Second World War. In a newspaper extract on the occasion of her death, about a decade ago, it said, and I quote:

" In 1959, for the first time in the history of Australia's diplomatic service, a woman, Cynthia Nelson (later Loveday), was appointed Charge D'Affaires – responsible for Australia's diplomatic mission - in Saigon. Soon after 35 year old Cynthia assumed her role in South Vietnam, there was a coup against the government of President Ngo Dinh Diem. Questions were asked in the Australian parliament, somewhat critically, about why Australia was represented in such a difficult situation by a woman. The then Minister for External Affairs, R.G. Casey, responded that Miss Nelson was "a woman of many considerable parts". End of quote.

So, against the prejudices of her time, she was a trailblazer for female diplomats, achieving a seniority which had hitherto been denied the small contingent of women recruited into Australia's Foreign Service. In the early 1960s she was transferred to Washington and while there she decided to get married. But this wasn't easy. Because of the rules in the public service at the time, she had to resign **and** fund her own trip home from the U.S. Despite the rules, which applied to all public servants, including teachers, her work has been honoured with a street named after her in the Gungahlin suburb appropriately named Casey. A real irony, however, is that the street name is in her married name"

But in answer to the question 'where will the jobs be?' the answer is probably 'not where we expect them to be' and training for this, bearing in mind the literature about multiple jobs in a lifetime, will probably require teaching people how to be resilient, flexible and adaptable.

What are the implications of this for teaching children and young adults for their future careers?

I believe you have to analyse and question how we are preparing our students for such a different world. What should schools be doing about this in training students and teachers to cope with this huge shift in vocational realities? I believe this will become an important aspect of 'education' in the years to come. Maybe the increasing emphasis on group or cooperative learning strategies in student learning, where students work together on problem-solving, is a means of heading in this direction.

David Price, OBE, is a learning futurist, writes about big challenges facing business, education and society. He is interested in issues such as solving the problems of the employee, student and civic disengagement, maximising our potential to be creative, innovative and fulfilled citizens, and understanding the global shift towards open organisations and systems of learning. He says that we "*are radically transforming how we communicate, share and learn from one another.*" In describing what he calls 'The Open Revolution', Price says we are going 'open' which represents a fundamental challenge to the established order of things and the winners in this revolution are ourselves, "*happily connecting and collaborating through global networks of friends, colleagues and online acquaintances.*" The losers, he says, are formal institutions such as businesses, schools, colleges and public services that he says are "*failing to grasp the enormity of the change taking place. More dramatically, the losers are also governments around the world that are now confronted by citizens who will no longer tolerate secrecy and deception.*" He argues that we have seen this in the Arab Spring uprising, the WikiLeaks and revelations of government-sponsored internet spying. He discusses how the great ideas come about in an open and collaborative learning environment and innovative learning cultures where people can work on different things at once, rather than working in silos.

And this is the problem, according to David Price, who laments that we are still wedded to the curriculum of 150 years ago. He feels the biggest danger Australia faces is in copying failed British models of education.

As you know, change is occurring very rapidly. One example Price gave at his seminar is that 90% of British workers in the private sector today are working for companies that didn't exist five years ago.

Again, to me the issue of how to best train students and teachers to be able to accommodate this multi-occupation future is a critical issue in considering where will the jobs be.

To return to old attitudes, which still exist in many quarters today, I know I was lucky. I had a mother and father who treated my sister and me equally. I grew up in an egalitarian environment, so it was natural for me to think that women and men had an equal place in the home and in society. I brought that belief into my teaching and educational outlook. Nevertheless, in an article entitled '*What is the Role of Vocational Education for the Labour Market*', Kira Clarke last year wrote about the dangers of perpetuating gender patterns in vocational education. Broader social issues and systemic factors are still stifling. She says:

"There is still strong gender segregation in enrolments in particular fields of education in Vocational Education Training programs. Despite strong policy focus on traditional trades and growth, Science, Technology, Engineering, and Mathematics participation data indicates that women are much less likely than their male counterparts to enroll in engineering, building, architecture and science-related fields. This ongoing pattern of gendered educational participation reinforces occupational outcomes, with women occupying more of the low-skilled and insecure jobs in the competitive job market". ('Professional Educator', Vol 14, 2015, Issue 6, p.17)

This should be the mantra for all educators, in all sectors, in all states and territories, regardless of how work and the

POSSIBLE FUTURES – EDUCATION IMPERATIVE

John Dewey, the renowned American educational philosopher, said in the early 1900s:

"If we teach today's students as we taught yesterday's, we rob them of tomorrow."

The Melbourne Declaration of 2008, which was signed by Australia's state and federal education Ministers, established an agenda for Australia's educational future.

Goal **one** of the Declaration states:

'Australian schooling promotes equity and excellence'.

Goal **two** states:

'All young Australians become: successful learners, confident and creative individuals, and active, informed citizens'.

POSSIBLE FUTURES – CHANGING ATTITUDES

I mentioned just a moment ago access by women to very senior roles. You may have seen an interview recently with Peta Credlin in a 'Weekend Australian Magazine'. Asked whether we as a society struggle to accept women in positions of power and authority she responded by saying:

'Yes. Whether it is politics or business we scrutinise women more and we're quick to judge. We tend to cut male leaders a bit more slack – they're "across the detail", whereas a woman is a "micro-manager"; he's "strong", she's "bossy" (or worse). We often talk about promoting "women of merit" but I've never heard anyone use the term "man of merit". This will change, I hope, as more women take on positions of authority....'

workforce will look in the future. But there are hurdles yet to be overcome. David Price says:

"It's not just the speed of technological transformation that will determine how we cope with the changes we're facing, but the values and actions that we hold dear. Those values and actions, which we're cultivating will need to benignly infect the way we work, live and learn. We need to be brave and willing to jettison assumptions that we formed when the world turned rather more slowly than it does today." (Price, David 2016 OPEN: How We'll Work, Live and Learn in the Future'. p. 214

If we're talking about assumptions, the education system in the 'olden days' was designed for boys; preparing them for a male-centric career as seen in my Mother's Day. I hope in the future a completely more accessible education system for all is apparent. The renowned educator Andy Hargreaves predicted in 2009 that, amongst other things:

".....as the Boomer generation retires and moves on from teaching and leading, it will be replaced by the more direct and demanding generational successors of Generation X and even more of Generation Y – sometimes called the Millennial Generation. This generation, stretching into its early 30s, is what I call the AD (after digital) generation rather than its BC (before computers) predecessors. It is a generation that is already introducing ideas and incorporating technologies that are closer to the cultures of today's children and youth. But it is when this generation moves into leadership in great numbers towards the end of this next decade that Millennial leadership styles – more swift, assertive, direct, team-based, task-centred and technologically savvy – will finally bring about the classroom and organizational transformations that are necessary for 21st century schools." (Hargreaves, A., 2009 'The Fourth Way of Educational Reform' ACEL Monograph 45 Penrith, NSW: p.31)

I'd like to finish by again referring to the job prospects of women.

The challenge in the future is to move beyond the long-held mores and beliefs which as, I am sure you are well aware, can be historical in nature, subtle and personal against women including in educational opportunities and in accessing roles previously considered exclusively male domains, including very senior and important roles. And we know that, regarding jobs of the future, these cultural or historical prejudices will continue to take time to die out. An example from not so long ago is that a woman couldn't walk into a bank and get a house loan. Incidentally, I was disbelieving the other day when a friend told me that she had applied for a loan only to have the bank ring her husband with a query about the loan application. Another example, which thankfully has died out, is that it was just before I began teaching that women were paid less than male teachers.

I sincerely believe there isn't a job a woman can't do. There are times when I become somewhat bewildered by continuing prejudiced attitudes in some quarters about the vocational roles for women.

This particular scrutiny, or exceptionalism, which I hope will disappear over time, can be seen in the attention now being given to women associated with the highest of jobs, Theresa May and Hilary Clinton are examples of the type of scrutiny men would never experience. We need to see many more women in high positions for 'normalcy' to occur in this regard and thankfully their numbers are increasing in fields such as medicine, education and the public service.

My mother would find it hard to believe the range of jobs available these days to which one can aspire. I'd like to think that this is accompanied by a broader societal outlook in this country which moves on from the first half of the 1900s attitude that this is a job for a man and this is a job for a woman.

But where will the jobs be in the future? I anticipate that, unfortunately, the employment landscape for many workers will be an uncertain one with entrenched contract work (and all the negative impacts that causes) becoming the norm until, and if, we experience an exceptional and long-term stimulus to our country's economy. I expect jobs will exist that ride on the fortunes of an economy on the one hand and the technological pursuits of humans on the other. With rapid change, the pressing issue is how to prepare our students to cope in this landscape."



WHAT DOES THE FUTURE LOOK LIKE? – SONIA IRWIN

Two avenues to consider the future:

- History, where we know what happened and how we responded
- Science fiction, a place to consider what we might like to happen or might like to avoid.

History

By reflecting on the protest scenes from 'ditch the witch' sentiment towards former Prime Minister Julia Gillard, Sonia juxtaposed these scenes with the facts that, during her leadership, Prime Minister Gillard passed the highest number of reforms during a difficult parliament. Sonia reiterated the notion of women as good leaders, negotiators.

In considering futurism and what science fiction has taught us things:

- Star Trek; design and production without manufacturing is our world now. We can shift how we deliver products, how we recycle products.
- The Matrix: augmented reality, (just think of Pokemon go). Smart phones disconnecting us, but also connecting us.
- The Jetsons: robot housekeeper. Automation is spreading. Jobs for people to keep an eye on automation.

We are in the age of disruption,

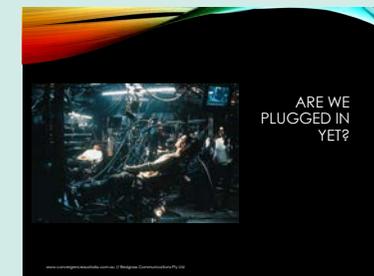
- Business system disruption: things are happening quicker and faster than what were used to. Uber as business model without assets. fundamental business system reform and collapse happening.
- Social disruption: not keeping up with demand in community.
- Environmental disruption: we're not planning well, but there are jobs. emergency services
- Political disruption: how quickly you can get policy through, vocalised citizen ship, brevet, rejection of establishment, terrorism.
- Our society is struggling under significant tension.

So where do you take you career

- beauty therapy
- renewable sector - science, sustainable energy
- design
- content management
- apps
- medicine - there will be pandemics (disease mitigation)
- human behaviour - how people will think and react

Conclusion

- Education is key. rote learning opposite to access to knowledge "in your phone"
- Kid need additional skills: resilience means you can adapt and survive, creativity to problem solve - key to making sure we have a good future. coding - need 10,000 hours to become an expert (Gladwell)
- jobs for girls are the same as for boys:: can predict industry trends, analyse disruption to think about what we might need.



If systems teach us that is fixed knowledge, and we don't encourage learning, we can't have a future. Set aside status quo and embrace future.

**These slides are an excerpt from a larger presentation. Contact the speaker for permission to access the full slide deck.*

THE VOICES OF EXPERIENCE – PANEL SESSION



Lauren Booth
– innovation and STEM



Alex Garlan
– building and construction



Carmen O'Keefe
– small business



Elissa Pirotta
– plumbing business



Michelle Tifan
– scientist and electrician

What it was like starting on my path....	What I observe now...	What I think the future needs...
<ul style="list-style-type: none"> • Reaching out to Universities who offer opportunities, networking, working out who you know. • Consciously looked out for role models, when found asked them “how did you get to what you’re doing?” • Looked for industry mentors whose professional careers/paths could be emulated. • A lack of visible role models. • Age in the chosen industry was a factor – for example being older in an apprentice program or being younger in an academic field. But the discomfort and isolation felt meant resilience was required and built. Sometimes, age was a benefit, a younger different perspective was more easily heard. • The experience of industry “male dominance” was in terms of numbers, not authority or control. 	<ul style="list-style-type: none"> • It’s not an equality balance we need – it’s valuing diversity. • Maybe women don’t help each other as much as we could – maybe because of the struggle we’ve had ourselves. • As a woman you’re more aware of your leadership style – how you come across when you communicate. In some instances, you feel they’re waiting for you to fail. <p><i>On the topic of quotas</i></p> <ul style="list-style-type: none"> • “without quotas I wouldn’t have considered [my choice] otherwise...until equality becomes the new normal quotas help” • Women don’t have enough networks, yet (compared to well-established male networks – informal and formal) • Quotas are a response to not having enough female influence in a culture. • Maybe this could change if messaging and challenges from role models came out e.g. “why don’t you hire more women?” • “The other side of quotas is maybe they help to segregate women from men.” 	<ul style="list-style-type: none"> • There will be more automation of jobs, taking out human error – particularly in manufacturing. You need to be ready to adapt to the future. Current learning may no matter. • STEM (Science, Technology, Engineering and Mathematics) skills are required. • Abilities to facilitate collaboration and form relationships. • Technology will be a factor, but the need for caring and valuing people will come to prominence – particularly for our aging population. • Aged care is a dilemma and opportunity – people still need to look after people. • In Year 12 there is so much pressure to make a decision on your future – consider a gap year, because “once you do stuff, you can change – university isn’t the only option.” • “It’s never too late to be what you might have been”

REFLECTIONS– BEN DUGGAN

Ben reflected on the opportunities for women in education based on his recent immersion into teaching via the teach for Australia program.

What Industries Might Be Creating Employment?

The innovation context

- Innovation is driving education – just look at the influence of Uber, Elon Musk.
- Disruption can occur on a large and small scale.
- Education needs to teach innovation, be innovative, be entrepreneurial in classes, need more outside experiences to draw on, empowered to be better facilitators. By yourself, for yourself is increasingly outdated and less common - collaborative learning is needed.

STEM and Learning

- There is a place for women in STEM and engineering industries. Maths text books not engaging. Women want examples of doing stuff 'power of engineering'.
- There is a cultural problem of not actively encouraging girls to engage in a passionate way - we must work with high schools to inspire attendance and engagement.
- Text books, when used well, are powerful.
- Learn in active and collaborative way.
- Being able to have a broad knowledge and to use experience and knowledge to make change is key.
- Facilitation: kids learn to work by and for themselves instead of encouraging them to be collaborative, understanding, and to be supported to break out of silos.
- Projects like 'undress runway' brought together so many people: industry, friends. It was a passionate celebration in a way that also executes about need to be more sustainable in an industry.
- Skills in facilitation to create change.
- Curriculum needs to be less rigid. English, maths encourage silo teaching.
- Literacy and numeracy taught in each class - but not enough.
- Should be one class, one assignment - project based, using each element of the curriculum as project.
- Schools need to spend time working on how to collaborate with different faculty areas.
- Background and individual circumstance needs to be acknowledged but can't lose educational high quality. Kids having a tough time but can't lower expectations because they won't have opportunities later on.
- Be more honest. What they need to do to get where they need to go. Dreams can be realised, but give them the support they need to achieve them. Rhetoric of inspiration and opportunity, but unless we give kids support they need, to collaborate have literacy and numeracy they can't be innovative.

Narelle Hargreaves

ACT Citizen of the Year

Natalie joined the conference to reflect on her ongoing role of advisor and activist at both a community and Government level.

She welcomed the Seminar's topic and ongoing discussion as an important part of continuing a dialogue about the issues facing women in the workforce.

ABOUT DESIGN MANAGERS AUSTRALIA (DMA)

ABOUT THE DAY

DMA was excited to be asked by the National Council of Women ACT to continue its support of their Seminar series.

As keen collaborators with the education sector, we were pleased to support the Council in their endeavours to raise the profile of the issue of the future of the job market for girls and women.

ABOUT DMA

DMA is a Canberra-based specialist service design agency working with private, public, community and volunteer organisations. What matters to us most is:

- Making a difference to people's lives through services that may or may not even be noticed by them – for *all* the right reasons.
- Creating change that is needed and that makes things *better*.
- Bringing together a range of voices and disciplines who can make things happen – not just talk about it, *but do it*.

DMA consultants work with people (staff, customers, community, change agents) deliver the following outcomes:

- **Designs** of how the strategy/service/solution could/should work.
- **Visualisations** of the strategy/service/solution in action to work through issues or opportunities.
- **Evaluation** of how the strategy/service/solution is working.

THE FACILITATORS – DESIGN MANAGERS AUSTRALIA



Justin Barrie

Justin is the Founder and Principal of service design agency DMA. He is obsessed with supporting organisations of all shapes and sizes commit to a defined strategy and back that up with services that are designed to make a difference for people. Since 2003 Justin and DMA have designed services with clients in the fields of taxation, policing, water management, human services, health, sports and local government.

Justin is a YOGIE nominee for Outstanding Contribution to Young People for his work as a volunteer with Barnardos, and is also a Board member of PCYC Canberra.



Mel Edwards

Mel Edwards is Co-Principal at service design agency DMA. Her passion is turning what really matters (to people and business) into what really works (for people and business). As practitioner she worked on projects as diverse as modelling customer typologies, developing online services for student loan borrowers, forming strategies to support Small-to-Medium Enterprise (SME) compliance and enhance service delivery to Maori taxpayers and social policy customers.

Mel has worked with a variety of public and private sector organisations applying her design expertise – she has designed services in the insurance, industry and governing bodies, taxation, human services, transport and maternity and child health sectors.

APPENDIX 1 – SEMINAR AGENDA

9.30 – 9.35	Official Welcome Scene-setting	Helen Raymond, NCW ACT Mel Edwards & Justin Barrie, DMA
9.35 – 10.05	Keynote: Where will the jobs be?	Michelle Narracott
10.05 – 10.30	The Past: Where have we come from?	Dr Bill Maiden
10.30 – 11.00	<i>Morning Tea</i>	
11.00 – 11.15	The Trends: What are we seeing now, what does the future look like?	Sonia Irwin
11.15 – 11.25	The Future: What industries might be creating employment? The Ageing Sector	Deborah Moxey
11.25 – 1.00	Voices of Experience: Hearing from a range of sectors	Panel Members
1.00 – 2.00	<i>Lunch</i>	
2.00 – 2.15	The Future: What industries might be creating employment? The Education Sector	Ben Duggan
2.15 – 3.20	Reflections: What are our successes, opportunities and challenges.	Michelle, Bill, Sonia
3.20	Closing remarks and thanks	Helen Raymond