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Nina Terrey: I'm really pleased to introduce our first speaker, Kerri Hartland. Kerri Hartland joined the Department of Jobs and Small Business, formerly Employment, in September 2017. She has extensive experience across the public sector including as a Deputy Secretary Business Enabling Services at the Department of Finance, Deputy Director General of ASIO, Deputy Secretary of the Department of Human Services. She has worked across eight different departments and agencies since commencing her career with the APS. Kerri started professional life as a journalist, and also spent a year working in the Canadian public service.

Our second keynote speaker is Professor Elanor Huntington, is the first female dean of Engineering and Computer Science at the Australian National University. She is committed to raising the profile of science and technology in the community and is on a mission to encourage women to get involved in stem-related fields. Professor Huntington holds a PhD in experimental quantum-optics from the ANU, and last year gave a talk at TEDx on why we need engineers more than ever.

I'm actually going to ask Kerri to join us on stage to deliver her address. Thank you, Kerri.

Kerri Hartland: Thanks, Nina, and delighted to be here today, and particularly delighted to be I'm sharing stage later with Elanor as well. I'm pleased to have this opportunity to share with you my thoughts on how we can work fit for the future. It's a topic that should be of interest to all of us. My take home message for you today is this, continuous skilling and upskilling in your present job is key to remaining competitive and employable into the future. I want to talk about fit for the future as it relates to employees, employers, what the Australian government is doing to ensure our workforce maintains its skillset, and how that also translates into the skills and actions we need in the public service.

Employees, as you know have access to billions of dollars in formal education and training. Governments of all persuasions, and at all levels rightly invest a lot of money in this area. Education is particularly accessible and affordable to younger Australians, people studying for the first time. Older workers, however face different financial and non-financial barriers, these often relate to finding the time and the space to study as our worlds become more complex, and family commitments take over. People who wish to have longer working lives will need to keep updating their skillsets to ensure they remain relevant to the jobs of the day. You will be ahead of the pack and enjoy longevity in your working life if you continually renew and refresh and diversify your skills. This one day would be necessary, particularly as

technology brings new changes into our workplaces. It also makes you more marketable for a wider range of jobs.

When I was studying to be a journalist never did I imagine that there would be a job called Social Media Manager. My daughter in fact was amazed that when I dug out a typewriter last night she was so thrilled, and I said, "No, you can't touch it until after exams," but she went, "Oh my gosh, you used that thing." When I worked in the Federal Parliamentary Press Gallery early on in my career never did I think that any job would threaten to become more important than the traditional journalist role of sharing information with the public. Well, how wrong I am. How about your favourite barista or personal trainer? Who would have thought that those careers existed, and those jobs existed, and there would be so many of them in demand today?

Change has been a constant part of our workplace, if I think to numerous senior people I've worked with in the past, who had a computer on their desk merely for decoration, and to now how I virtually do all of my work, and I'm sure all of you do, either inside or outside the office, pretty continuously online. People who failed to renew, refresh, and diversify their skills are at greater risk of being left behind, potentially competing for lower skill jobs, and becoming redundant or sliding into an early retirement.

For me, it's less about the change in occupations that we're seeing, but really a change and enhancement in tasks. You might have heard Jennifer Westacott's speech last week to the National Press Club, and she pointed out a few of the things that I was going to point today. That those most vulnerable to structural change in the economy, including existing low and medium skilled workers, those working in small and medium enterprises, including, importantly the self-employed, and those living in regional and remote areas where alternate work opportunities can be scarce, and access to adult education and training may be somewhat limited. Data shows us that those who are at the lower end of the skill spectrum are least likely to engage in job related education and training. Put simply, those most in need of training receive the least amount, and it's a worldwide trend.

This is really significant in so far as the majority of workers that Australian businesses will rely on for the future workforce have already completed their initial education and training. As of May this year, 43% of that workforce where in occupations commensurate with the two lowest skill levels, that's at three or below. Couple this with demographic trends that will see people having potential working lives, and there will be a big sigh when I say this, of 50 or 60 years, and you can quickly identify some of the policy challenges that we have.

Employers and industry bodies, and departments all need to plan for their future workforce's needs. For many small and medium-sized enterprises this may not be the first order of business on any given day. There are customers to attend to, jobs to complete, and someone has to ensure there is enough

money coming through the door to pay the rent, utilities, and wages. However, for all of us, an appropriately skilled workforce will not only enable increased productivity, but also provide opportunities for new and improved products and services.

The data is telling us that we need to invest more in the upskilling and reskilling of workforces. Work-related training in the economy is falling across all age groups, and worryingly this decline is greater for all the workers in those in low socioeconomic groups. For example, I'm just going to quote some ABS stats, only 17% of people in the most disadvantaged socioeconomic group were engaged in work-related training in 2016-17. That was down from 25% in 2005, 17% last year, down from 25% about 10 years ago. It's a big drop. By comparison 24% of the least disadvantaged or the most advantaged group were engaged in workplace, workforce training in 2016-17, and that was down from 43% in 2005, an even bigger drop. There's a clear correlation that we're seeing between business-size and work-related training with self-employed and small business employees receiving the least amount of work-related training compared with other groups. 15% for small and medium-sized enterprises, and 30% in others.

Workforce planning is critical for growing or contracting industries, and with effective planning businesses can take advantage of the new growth opportunities and lessen the impact on workers that are undergoing job transitions. Every Australian government department and agency is responsible for addressing the policy implications associated with the workforce and the workplaces of the future and understanding the implications importantly for our own workforces. The challenge we face is to connect to different policies that support life-long learning, one that supports embracing technology, and hence global competitiveness, the other that supports the most vulnerable of people to gain the skills they need for the jobs as they evolve.

Let me assure you that departments are working together effectively on these issues in a way that, I'll have to say I haven't seen before. This is both necessary, and also a positive thing. I think sometimes people are surprised at how much secretaries spend working through these issues, and we need, I think to ensure that, that is visible and flows through our organisations. At the departmental level we're seeing an ongoing need to respond to new evidence about the changing nature of work, and there's been an increased emphasis in recent years for all of government approach to implementing policy. For example, my department works closely with the Department of Education and Training on the skills checkpoint for all the workers, which the government announced in the budget this year. The programme gives all the Australians access to increased support to upskill the transition into new roles and careers. That checkpoint, sadly when I first looked at it, cuts in at 45, guys. My department delivers the skills and training [inaudible] development of that programme. It does show the need for that early timing and early transitioning.

We can also stir financial and behavioural changes to embed new practises that value reskilling and upskilling. My department's policy has been on developing targeted interventions to assist cohorts to enter the labour market, remain connected to that labour market, and gain the skills they need as jobs evolve. As part of the Youth Jobs PaTH Programme, young people received what we called employability skills training or is EST. It's part of a prepare stage of this programme, which is a $760 million government investment to help young people into employment. What it does is equip participants with a so-called soft skills that are necessary to hold down a job, things like how to behave at work, what to do or not to do, how to dress, when to use your mobile phone, and preferably when not to. It's the issue I must say that I hear most about from employers as I travel around the country.

Similarly, we are assisting all the workers looking for work. The career Transition Assistance Programme provides assistance to help older Australians gain the contemporary skills they need to move into ongoing employment. Participants attend one or both of two career transition programmes around tailored assistance, and functional digital literacy. They also have an opportunity to work alongside other mature age people looking for work led by a facilitator experienced in career coaching and professional development. We're also targeting assisted businesses, assisting businesses and individuals in certain regions to adjust to structural change, and transition into new jobs, such as we saw with the decline and eventual closure of the Holden Car manufacturing in Australia. These efforts have told us an important lesson about early intervention, and that early intervention delivers much better than if we wait for the last minute. Long-term strategy and collaboration is key to that.

Partnerships between government and business, NGO's, and others can be a more sustainable economic development and better job transitions. For example, the Advanced Manufacturing Growth Centre has studied the needs of the sector and forecast growth in higher and middle skilled roles in R and D, production, logistics, and sales, and a fall in low skilled roles, particularly in production. It's up to all of us, government and industry, to assists those in lower skill and declining roles to develop their credentials and transition into more rewarding and stable roles.

Life-long learning is a means of raising living standards, it can support improved productivity, and participation in the workforce and society more generally. Employment and the ability to skill and reskill are important for achieving these outcomes. Enabling people to invest in life-long learning, that's continuous learning, and manage job transitions will empower them to pursue new opportunities for growth and development. But ongoing learning requires a cultural shift and a new mindset, one where the workforce embraces new opportunities and learns to seamlessly change.

How do we apply these in the APS? Three questions I'd like to leave you with, first, are we thinking enough about our workforce needs in the future in line with these trends I've outlined? Second, do we have enough flexibility and agility to adapt to changing demographics, and factoring life-long learning in the APS? Finally, are we looking enough in the mirror at the utilisation of programmes that we developed for the broader economy and applying it in our own departments?

Chang is ongoing in our workplaces and planning will be the key. We need to do our best to anticipate those changes so we are in the best possible place to satisfy the complex policy, and delivery challenges that workforce changes will bring. We also need to ensure we're looking at our own on-the-job training in our departments, and throughout the APS, and apply the lessons we are promoting to others. Thank you.

Nina Terrey: Thank you very much, Kerri, and thank you for leaving us with those questions. They might ask you those back. I'd love to welcome Elanor to the stage to give her address. Thank you, Elanor.

Elanor Huntington: Thank you. I'd like to begin by acknowledging the traditional owners of the land on which we meet, the [inaudible] people, and paid my respects to their eldest, past, present, and emerging. My name is Elanor Huntington, I'm the Dean of the ANU College of Engineering and Computer Science, and I need to start today's presentation by saying that I have no idea what I want to be when I grow up, and in fact I never have. That has caused no end of consternation when I was a kid, when I was having conversations with grown-ups, who persistently would come and ask me exactly that question.

I used to engage in a whole bunch of entirely conflicted conversations with these grown-ups, and I have variously professed an interest in being a genetic engineer, an accountant, an astronaut, although that one was real, and an astrophysicist. What tied all those together was I was reaching for the things that I instinctively knew I was good at, which was science and math. The other thing that tied them all together was that I actually had no interest in any of them except for being an astronaut. That I think tells you something, will give you some context for where I'm going to be coming to in this particular conversation, and I'm going to touch on a number of very similar themes to the ones that you've spoken about. What I'm going to try to do however, assuming that technology works, is come at this from a somewhat different direction.

I want to start by talking about notions of creativity. In the 1970's a bunch of psychologists were interested in understanding the nature of creativity, one experiment they did was they took 30 Fine Arts students and locked them in a small room with a bunch of objects and said, "Make something," and they just watched them. The students very quickly sorted themselves into two different groups. There were those that took all of the objects, looked at them, scratched their chin for a bit, and then just made something, and they

called them problem solvers. The other group looked at the objects, sorted them, didn't like that sorting, unsorted them, re-sorted them, and then basically generally faffed around for about an hour, and then finally made something in the last 10 minutes, and they called them problem finders, as opposed to me who was a problem-maker.

Then what they did was they got their pieced of work independently judged for creativity, and what they found was that the artwork made by the problem finders was generally regarded to have been more creative than that of the problem solvers. Then they circle back 10 years later and looked at their career success as judged by how frequently they were hung in nearly good quality galleries, the average sale price of their pieces of work, and so forth. Again, the problem finders came out as being generally considered to have had better career success than the problem solvers.

The question I want to post today is what is the right kind of problem finder for the middle of the 21st century? Interestingly across all of the work that people have done around creativity they have found there's an emerging theme, and that emerging theme is that creativity tends to rest on four things. It is deep expertise, divergent thinking, motivation, and confidence. I'm going to keep coming back to these ideas of problem finding, the 21st century, and those four areas because that's what I think we need to be thinking about as we're moving to the middle of the 21st century.

It might not surprise you to hear that I'm going to suggest that we don't have enough of the right kinds of problem finders for the day and age that we've got at the moment. If you look at what's going on in the world at the moment, we've got climate change, we have mass urbanisation, by 2040 six billion people are expected to live in an urban environment. We've got simultaneously mass unemployment all around the world, particularly amongst young people, as well as paradoxically, tremendous skill shortages in particular areas, including engineering and computer science, which is where I come from. We've got ageing populations. We've got wearable technology. We've got probably the beginning of the rise of mass antibiotic resistance. We've got software which is going to eat the world, and destroy swathes of jobs, at least that's what people think, and of course killer robots who are about to escape into the wild. The question that we need to ask ourselves is, "What do we do about that?"

The interesting thing, the thread that ties through all of those grand challenges is that we're talking about large scale heterogeneous groups of people whose actions and interactions are mediated by the digital and physical world in which they live. What is the right kind of problem finder these days? The right kind of problem these days is going to need to be somebody who can go all the way down deep into the details of a particular domain, as well as zoom all the way back out again, and take a helicopter view about, and understand how they pull, all pull together. If you think about what we were talking about in terms of creativity, then that's going to

require a different type of deep expertise, it's going to require a different set of motivations, the confidence to do it, and I think we need to be starting to think about what that looks like as we go forward.

Let me give you a specific example coming from my world. In my world these days civil engineers don't spend a lot of time calculating how strong a railway girder needs to be. What they do, we've got computers that do that these days, what they do is they spend much more time figuring out how you're going to get a couple of million people home safely in half hour after work, from one side of the city to another. Now play the tape forward 10 years, and we're talking about possibly 50 million people home safely from one side of the city to another at the same time as the electrical engineers are working out how to do dynamic delivery of electricity, not just to the railway station or to the railway network, but to the whole city, and possibly the whole continent. At the same time as the medic goes who are working out how to do in-home delivery of healthcare based on [inaudible] usage.

We just don't have the kind of people who can think about all of that at one, in our own heads at the moment. That's the sort of thing that we need to be really starting to think about. What's that going to mean? My suggestion, I'm an engineer, I like finding and then solving problems not just making them, my suggestion would be that we need to start to think about a different way of taking a journey through life. This comes back to my original comment that I still have no idea what I want to be when I grow up.

I had a little moment just now when I was told in no uncertain terms that I'm no longer representing the youth voice in our discussion. That's okay. I'll just point out that ... Take out my grey hairs. I'll just point out that when you get to a particular point in your career stage you tend to look back and think about ... We talked a lot about leaky pipelines, in my area in particular we talked a lot about the leaky stem pipeline, but everybody talks about leaky pipelines. Now that's actually a ... it's been a useful metaphor for a while because it makes people start to think about, "Why do people leave a particular profession?" But it has limited utility because it draws a very particular way of thinking about things. What you're trying to do, you spend all of your time trying to figure out where to stick your fingers in the holes to stop people leaking out of the pipeline, and it stops you asking really fundamental questions about, "Well, so why are they leaking away, where are they going to, and most importantly, how do you get that back.

I think we need a different metaphor, and I think the different metaphor needs to be the map of the London underground, the idea being that you can start anyway and you can end anyway, and then our job becomes how do we actually sort a little bit of water into the chaos, and allow people to find their own journey through their own lives, to get from wherever they're starting to wherever they want to be, even if at the start of that journey they don't know where they want to be. Then part of our job is to figure out how to create basically all of the route, all of the switching stations so you can get

off at one track, walk over to a different platform and get on to a different track if that's what you want. That is a much, much bigger challenge than a single university can deal with, so I'm going out and telling as many people about this metaphor as I can because this isn't just a university, in fact it's bigger than the whole higher education sector.

This needs the entire educational system to work. More importantly it also needs the entire employment system to engage in this as a way of thinking about things. I think that's actually one of the things that if we can actually start to work through that, then we start to get somewhere kind of interesting. What I'm going to do now is just leave you with one last thought, if you go looking through history for moments in time of simultaneous economic technological and societal disruption, you can find those moments in time. You can tell that I'm an engineer because I needed a graph. If you go looking in them and then you overlay on that something very interesting, which is the birth of engineering disciplines, you discover a bunch of things, one of which is that engineers save the world. But they do actually correspond to the emergence of engineering disciplines, and the reason for that is because engineers are the people who bring together people technological systems and science. We are the ones who balance technical risks with technical opportunity.

I'm going to give you just one very particular example, historically there's a bunch of really interesting things to talk about here, but I'll go for mechanical, the birth of mechanical engineering. That came about, around about the emergence of the first industrial revolution, at that time steam engines were known to be this really cool piece of tech, and they just did amazing things, and it kind of escaped into the wild and people started building stuff. That stuff was for a while seen as having tremendous technological opportunity, but it was also dangerous, people died. There were also genuine concerns about, also larger issues, for example people were genuinely concerned that if you travel that fast, faster than the speed of a horse your internal organs would explode. It was also the moment in time it was coincident with one of the waves of massive urbanisation. It was the moment in time when people started working outside of the home. It was the moment in time when women got two jobs, one at home and one at work.

Interestingly, post-revolutionary France created the Ecole Polytechnique to bring mechanical engineering to post-revolutionary France, as a means of stabilising the country, as a means of doing nation-building, and as a means of stabilising the economy as well. Play the tape forward a little bit, where do we stand now?

I would argue that we stand at such a moment in time again. If you think about what's going on in our world at the moment, we've had Brexit, Trump, fake news, post-truth, we're starting to see post-globalisation, we've got killer robots that's about to escape into the wild. We've got the massive

economic and societal disruption that's coming from software, and we, I believe, need another one of this engineering disciplines to emerge. It's going to be the place, this one is going to be the one that does two things, one of which is that we need to start to elevate the traditional engineering disciplines to look at this system of systems level, and the other is we need to create a whole new one, which is to bring about tamed AI, basically tamed artificial intelligence. Because we, for the first time are inside a massive socio-technical system, and-

PART 1 OF 3 ENDS [00:26:04]

Elanor Huntington: We're inside a massive, socio-technical system. And that's what we're going to have a red hot go at doing. So at the ANU that's what we're doing right now. We can't do it alone. And anybody who wants to roll up their sleeves and have a go at it with us, we're...this is an open invitation to join us. So on that note, I'll hand it back over.

Nina Terrey: Thank you so much Elanor, that was a great build on Carry's address as well. I'm gonna welcome Carry back up on the stage, and as Carry's doing that I'm going to introduce our two other speakers who have been invited deliberately to bring some fresh perspectives, some diversity, and they're under no pressure to bring that to the stage but that is their brief. So the two wonderful people are... we have Hannah Wandel, she's a CEO of Country to Canberra, which delivers education and career opportunities to young women across rural Australia. Hannah also works full time at the Department of Infrastructure, Regional Development and Cities, and prior to that, worked at the department of Prime Minister and Cabinet, the Department of Defence, and as a broadcast journalist. Hannah is a freshly minted 2019 ACT young Australian of the year, has been a speaker at TEDX youth, and won the prestigious 2017 National Emerging Leader award from the Institute of Managers and Leaders. Can we welcome Hannah to come to the stage?

And I'd also like to welcome Dion Devow. He is the managing director of Era and Darkies Designs. Dion was born and raised in Darwin, I went there recently, wonderful place, and is of both Aboriginal and Torres Strait Islander dissent. Dion has supported Aboriginal and Torres Strait Islander people's access to health, justice, and education for more than twenty years in Canberra ACT. Dion is recipient of the 2018 ACT Australian of the year, winner of the 2014 ACT NAIDOC Business of the Year, and the 2016 ACT NAIDOC Person of the Year. Dion is also the ACT representative for the first Australians Chamber of Commerce and Industry. Please welcome Dion.

So, I hope some questions have been tabled, is that correct? They're coming, but not yet. I got excited. No questions yet. I'm actually going to ask Hannah first, just to share some reflections on what you've heard and also what you bring to the dialogue on the future perspectives.

Hannah Wandel: Thank you so much and I just feel very honoured to have been here to hear Elanor and Carry speak. I'm so grateful. I think as someone who is "freshly minted" as a person who is representing not only the youth in the ACT but also young people across the regions and young women across the regions, it's so wonderful to have both of you being trailblazers so thank you so much for that.

I think you both said something that really resonated with me. Carry you mentioned that we need to embrace technology while supporting our most vulnerable. And Elanor, you said, what do you want to be when you grow up? And I think about both of these phrases quite frequently at Country to Canberra. So Country to Canberra is a national not-for-profit organisation that I founded that's all about empowering young, rural women to reach their leadership potential. And I use the word empower quite often, but I feel like at least half of this audience have probably done an internal eye-roll when I use the word empower. Because a lot of the time it can be overused.

But what I mean by empower is feeling completely free and able to do whatever it is that you want to do in your life. So right now I'm completely free and able to go downstairs and get a glass of wine. Okay maybe I won't do that at lunchtime, but I'll do it tonight. But I'm completely empowered to do that, or I'm completely free and able and empowered to go and study what I want to at University or Tafe. But what we know around Australia is that a lot of young people aren't feeling empowered. We aren't feeling completely free and able to do whatever it is that we want to do. Plan International recently ran a study and a third of young women said that they believed it would be much easier for them to get their dream job if they weren't a woman.

Eighteen to twenty-five year old women, 0% said that they wanted a career in politics. And what was really concerning to me is that 10 year old girls around Australia feel pretty confident within themselves. About 60% of 10 year old girls say, yep I feel really confident within myself. By the time that group of girls finishes high school, only about 27% say they feel confident within themselves. There is still a lot of issues that stop young women feeling empowered. And it can be just looking up at the hill so close to here in Canberra and looking at all of the leaders of our major political parties, and still saying people like Julie Bishop getting overlooked and still not seeing that change.

Seeing issues like gender pay gap, staying relatively stable at about between 14-18% for the past two decades. Having a woman every week in Australia die at the hands of her partner or former partner. Young women see this, and obviously there are compounding issues, but you can see why a lot of girls don't feel empowered.

Earlier this year at Country to Canberra I drove 32000 Km all around Australia running leadership and empowerment workshops in schools. And what we

found from Nhulunbuy to the Nullarbor, from Broken Hill to Broome, when we talked to over three and a half thousand girls, was that a lot of young women don't understand the value of themselves. We still have these issues. And what I find somewhat frustrating is that a lot of people say to me, oh, don't worry about it Hannah, diversity is coming, you just need to be patient. All the young people, you millennials, Gen Z, you've got it. And the issue is that what we're finding in even organisations like 50/50 by 2030 run here in Canberra have found that still some of those traditional, ingrained gender norms are still persisting. And we do need to continuously push change.

So to your point Elanor, what do we want to be when we grow up? Well I just want girls to be able to know that they can do whatever it is they want to do. And very quickly I suppose on Carry's point about embracing technology, but not at the expense of our most vulnerable. I've spent a lot of time thinking about regional, rural, and remote communities. I'm sure there are some wonderful people here from the Department of Education, and last year, and indeed I think earlier this year, perhaps it was released, the Independent Review into Regional Rural and Remote Education. I cannot say that ten times in a row. It is very tricky, but the Independent Review into Regional Rural and Remote Education kind of solidified the fact that the further remote you go in Australia, the tougher it can be for kids to access career education opportunities.

We know that our regions host around 30% of our Australian population, produce over 30% of Australia's annual GDP. It is so important to strengthen our rural communities. But what we need to make sure that we're doing through the policies that we're all creating, is making sure that we are really strengthening those communities. That we are making sure that we're building strong training opportunities. That we do have jobs, and not only jobs, but also jobs where people and women can progress in their careers. Because what we know is we're also seeing a brain drain of young women moving away from our regions, which isn't doing us any good as well.

So for me, it's really making sure that, yes, technology can be wonderful for regional Australia. Yes it can bring jobs, but also we don't want to say, I suppose, we don't want to embrace technology to the point that we're eliminating jobs in our regions to the regional, to the detriment of regional Australia.

Nina Terrey: Thank you so much Hannah. Just a round of applause for Hannah's contribution. Thank you.

So now to you Dion, we would like to hear your perspectives.

Dion Devow: Well, like you said earlier, I've worked as an Aboriginal and Torres Island man in indigenous affairs for over twenty years, and indigenous health, education, justice, and more recently business, and have been relatively successful in those areas and I've tried to be a leader for my people. And it's

interesting to hear the conversations around looking to the future and thinking about what that means for Aboriginal and Torres Strait Island people in the public service and aboriginal people just in general. I've done a lot of travel and been to a lot of aboriginal communities all around the country. Yesterday I was in the Daintree, the week before that I was in Melville Island, Bathurst, Maningrida, Groote Eylandt, Uluru, Palm Island, just with some of the work that I'm doing in the IT space, cultural consulting. And it really saddens me to see these...see my people out there, and just because of where they're living. And they're smart.

Some of these Aboriginal people speak seven languages before they speak English. And the English is not like the English that you and I speak. Well, I speak Aboriginal English, [inaudible] but the English that they speak is Aboriginal English so it's a combination of those indigenous languages and English.

So it's really so much more disadvantaged around accessing services and even being able to articulate what they need in terms of everyday things. And we're talking about all these fantastic things, I like how you're talking about statistics and I'm kind of more concerned about the fact that we still don't have a lot of Aboriginal, or Torres Strait Island people in the public service, or even having the opportunity to get an education, even at the high school, primary school level even.

And going back to what I said about how smart Aboriginal and Torres Strait Island people are, if you can speak seven languages fluently, it's just a shame that we don't have innovative ways to be able to harness that culture and that knowledge. And the memories that these Aboriginal people have too are just incredible because the language wasn't written. So they can, they know who their families are going back and the kinship systems and networks hundreds and hundreds of years. It's really incredible. I have, Yerra is an IT company, I do some cultural consulting in that space and I specifically created that business because when I was at high school I was told that I would never be clever enough to go to university to do IT. So I didn't. I still went to university and did a Bachelor of Applied Science in Health Education and that's why I've done really well and done some fantastic work helping Aboriginal people.

But I think there's barriers that we talk about and these words are so important in terms of having these conversations and talking about the use of technology. And I really would like to see more Aboriginal people get into that sector. Talking about sectors and collaboration and really engaging with Aboriginal people in terms of careers. That's why I like the conversation about the use of embracing technology. Because we were talking about earlier, we all work remotely. You don't need to go into an office anymore to go to work, which is really cool. I think if we can use that as a way to tap into the Aboriginal people in communities, who are out living in remote

communities, why don't we use technology as a way to connect with them, to engage with them, to bring them into the workforce. Be innovative.

In the public service I think sometimes we can be hamstrung. Talking about risk adverse and all that sort of stuff. It kind of can impede your creativity and that innovative way of thinking. I was always creative growing up. I didn't really do that well at school because I was kind of, head up in the clouds and stuff. But I think Aboriginal people are very innovative and they've had to be to be able survive. Again, I think we need to be able to tap into that as a resource and be able to be innovative and find creative ways of being able to bring them to the table, to use their knowledge and understanding in the hundreds of thousands of years of the skill that they have. And creating positions and jobs in communities through the use of technology so they don't have to leave the communities to make a living.

I think that that can transfer to the non-indigenous community too in rural communities. Why should someone have to leave their community to find a job. And it's happened, with my grandmother and my grandfather, my parents, who my father was so poor that they used to go to bed hungry. I don't understand what that's like and I certainly could go without a few feeds, but ... I could be living on my country now but I'm not because of the fact that my parents had to leave. That's kind of where my mindset is at the moment and again, it's exciting to be here. It would be good to see to more Black fellows, I don't know where he's all are, it isn't here. It's good to see Warren Daley give, I was bit late so I didn't get to see, but it was good to see him. We go back a long long time and I have an incredible amount of respect for him and the traditional owners of this country.

My country's from ... On my mother's side I'm Torres Strait Islander, from Darnley Island, which is a sister island to Murray (which is Mabo). And on my father's side I'm Aboriginal. And grew up in Darwin. But Canberra's been my home for 22 years and the Ngunnawal and Ngambri people have been really supportive and receptive and encouraging and loving to me and my family. I think sometimes we just need to take a step back and understand where we are living in this world. I've got my university education, I've got my beautiful wife and my children are growing up in this country and I think we need to sometimes just take a second to think about where you are. Unless you're a TO, we're all visitors here. Again, I left Darwin because I wanted to. But if I had the choice and if my parents had the choice, they may not have done that.

That can keep us connected to country, which is such an important part of our spirituality and Aboriginal and Torres Island culture. And being a person that is of both, obviously, that's of a huge significance to me. What you've said here today, what they're doing overseas and listening to the innovation that's happening in an international way and perspective and taking that on board, I think we just need to think about that and use that as a way to make what we're doing here in this country better. Better for all Australians

because especially now being an ACT Australian of the year and being an indigenous Australian of the year, I've always worked as a conduit to bring Black and White people together. I think that we need to remember that we're all Australians, embrace each other, respect each other's cultures. Because that's what makes us Australia and yeah, so I'm just happy to be a part of this conversation. Again, we need more Black people in the room and I'm happy to lead the way around that stuff. Thank you for your time.

Nina Terrey: That's awesome, thank you Dion. Thank you. Okay, so I have half a dozen questions that are from the floor, so thank you for posting those. I also had just a couple as well. I just want to zoom in on a couple of perspectives on your talks and then I'm going to open to these. I think these questions, I'll start with someone and then we can build on it. So imagine we're around a fire and talking and they're not there. So it's a build and we can share. I was really struck by the opening remark you made, Kerri, which is, and it came up in the opening panels about this need to learn. That was a really important point about this continuous learning environment. What would be some highlights or what does a healthy continuous culture of learning look like? What does it feel like? If you had an organisation that did that, what is it? What is some of the hallmarks?

Kerri Hartland: So I think it goes to some of the points of how we deliver training and I'll be really interested in Elanor's views on this as well. I think it starts to look more like, I'll use that term around micro-credentialing, sort of short, sharper, very specific, skills, courses but it's also being able to look at that mentoring and on-the-job training in it's truest form. I think it's looking through a very different lens at the moment, I think particular, and I can only really speak through the public service lens, but I think we're too much still on we'll send someone away for a ... Even though we use this 70, 20, 10 sort of rule, where 70% of it is meant to be on the job, we still too much have a mindset and a culture that to be really learning and training, you need to go away and do a number of weeks. Or it might be that we're focusing on very long-term courses and sometimes that's seen as a bit of a reward as well. Whereas I think it just has to become a day-to-day thing.

But to be able to do that successfully, you also have to be scanning the horizon and working out from that policy and programme delivery point of view, what's actually coming up next. If it's AI, it doesn't mean that you actually have to be the AI expert, but you actually have to understand what that means, how to link/partner with the right people. To me it's all about those relationships and building on those. That's where some of those soft skills come back into it. I think it feels very different, it feels like a lot of planning and a lot of scanning of the environment.

Nina Terrey: Would others on the panel like to build on that or add some comments about learning?

Hannah Wandel: Sure, yeah absolutely. I think one thing that I see and we've touched on it today is that young people are going to change their careers. I believe the Foundation for Young Australian did a study and they found it was 17 times over five different sectors. So that's a 15-year-old today changing their job or career 17 times in five different industries. It's just wild and your point earlier, Carry, around not even being able to imagine a social media manager. The amount of my friends and peers but also the girls that come through my programme, the way that they need to upscale themselves in so many different ways is really quite astounding. I think the one thing I think about a lot, is about making sure that our training is affordable and making sure that we support people of all different backgrounds through that training.

An example of that, and I don't want to go into too much detail, but we had a young woman who wanted to come on one of our power trip programmes that we run at Country to Canberra, essentially it's a camp where girls come out to camp or get mentored, do training, go home ambassadors. We had this incredible young woman who was selected to come on this trip and we didn't receive her forms back. We couldn't figure out why, we'd been contacting her, we couldn't figure out why we didn't have her consent forms back. It was because her Mum couldn't read the forms, because we know in states like Tasmania, we have such high adult illiteracy. Her Mum couldn't read the forms and so wasn't sure about this programme. We had to put in all this time, this effort, with this wonderful family. And I'm really pleased to say this young woman is involved in our programmes and we got there.

But for me what that really showed is we need to continuously invest in young people, their parents, we need to make sure that we are providing affordable training. A lot of people ask me why we don't charge for a lot of our programmes, it's because of reasons like that. Although as a not-for-profit, yes we need to remain sustainable, of course. We also need to make sure we are servicing our most vulnerable as well. It's very important, I suppose, to look at things from a holistic perspective and take yourself out of perhaps your own lived experiences.

Kerri Hartland: I think that's right and I know there's a couple people here from my department and they'll be sick of hearing me say this but I think it's really important on that point not to look through your own lens of your own family out. Spoke recently on a similar topic to a group of [inaudible] business people in Sydney who was a bit disbelieving of the fact that there would be, these kids that couldn't use a knife and fork. That had never sat around a dining room table to have a conversation. I said you've got stop looking at life through the lens of your own children. That there's a bigger world out there and there's a lot of vulnerability.

Nina Terrey: I was going to build on that and point to you Elanor, about your problem finding comment and then I'm going to go to the questions rose from the

floor. And then I'd like, also to build on this question, how do you make one, how do you find one, what's your advice? This is an important-

Elanor Huntington: Problems or people?

Nina Terrey: Ah well, a bit of both. That need for problem finding.

Elanor Huntington: It's a useful metaphor. I guess one of the things that is an interesting transition right at the moment is to contemplate what a journey of life long learning actually looks like. Because there's a tension there, if you're actually genuinely after creativity, two of the four elements there actually play against each other because you're after both deep expertise and divergent thinking. So this thing about deep expertise is one of the characteristics of deep expertise is that you are acculturated to ways of solving problems and thinking about things. And then the divergent thinking means that you need to be able to break free of that. One of the things that, if you're thinking in terms of a journey of life-long learning, one of the things we need to work out is how do you curate that journey so that the whole is greater than some of the parts? How do you also create the right kinds of experiences and intellect, cognitive expertise so that people don't just become deep experts without also having the divergent thinking. That's one of the, to go to the point about folks from different backgrounds, that's actually one of the most important things about why you want to curate teams that have different backgrounds.

Because one of the things you're looking to do there is constructively drive that diversity of experience to get the divergent thinking. Where you have to understand that you're going to get creative tension and figure out how to do that respectfully. That's going to get harder and harder because in fact the more, my personal observation is that if you look at the way that all of the deep rushing currents are pushing, we're also flying into our backgrounds rather than actually shaking free of them. A lot of the work that the Foundation for Young Australians is doing suggests that that's the case as well.

Nina Terrey: Did you make an additional comment, Dion, at all on that one? No. You're not ... Because it's quite synergistic to your comments earlier about Aboriginal communities and the ability to connect and communicate but also the innovation opportunity toward having different perspectives on things, not just subject matter but also time views and so forth. I am actually going to move into some of the questions that do have synergy to our last bit of conversation here. I might get Carry to start this conversation or respond to this question. It is about making sure we don't leave people behind in this journey of education and training and progressing. And I think that's both, obviously ourselves as public sector participants but also our communities. So the question is really about the challenge for policy makers, what could we do and what are some of the ways that we may not leave people behind in this need to continuously learn?

Kerri Hartland: I agree also with Hannah, I think that a lot of the programmes moving, and maybe not fast enough, but are moving to a lot of those place-based, and I'll try not to use too much jargon ... But I think in moving closer to communities and if I think, don't want to go too far off point, but one of the pieces of work that we're doing with the Aboriginal community north of Cairns, Yarrabah community is to recognise that, and this isn't rocket science, that rather than having all of these separate siloed programmes actually get the community itself to be delivering and delivering across the range of programmes and really looking at people holistically. I think moving towards those sorts of arrangements really being able to do, going to communities and work with communities, work with regions is that solution.

I think some of the transport issues are really big issues in regional communities and I was in a discussion earlier this morning where we were talking about a number of regional communities where kids were aspiring to do things, and it's not just kids, people are sparring to do different tasks, different occupations within a regional community. But to be able to get that training and development, they had to go 150km away and that wasn't viable for them to do. It's a complex range of things here but I think we've got to go to community and look at sort of local solutions.

Nina Terrey: Okay, thank you. Alright, I'm gonna ask another question. This is a build on that. Okay?

Hannah Wandel: I think I would just add on that a little bit, just in terms of putting on my public servant hat, is that we are getting really busy. I think every department that I've worked in, and you've read it in my bio, so defence, prime minister and cabinet ... can see some of my former colleagues down there, infrastructure, everyone's really busy. We're doing a lot, and we're doing so much great stuff, so many wonderful programmes, so many great policies, but we can become really reactive and so I think it, sometimes it can be just about carving out the time to be able to go out into communities or to be able to embrace in some of those larger-scale, strategic discussions, to actually sit down, maybe at your divisional planning day which I actually have my divisional planning day today, and I've come here.

But nevertheless, actually taking that time and thinking, "Alright, guys. What is our policy remit and what do we want the world to look like in 2030?" And carving out that time, and perhaps that sounds idealistic, but I think we're all so busy delivering for our government of the day, and that's really important.

But, I think we do need to continuously try to carve out more time for that strategic thinking, and, to the credit of so many wonderful people that I see in the public service, people are talking about this, and I do think that we're actually getting there. I think that people know about it, and I think I've seen a push for that and a push to interact more and build on our stakeholder elections.

Dion Devow: Can I just add to that? I can just say that I totally agree with that, just in terms of public servants and some of the work that I'm doing with DHS at the moment and going around talking to aboriginal people and communities about their experience with Centrelink and their engagement, and their ability to able to connect and receive payments, whatever those payments might be, whether it's [ab study] or carers or whatever. The team that I've taken with me has just been blown away because of the fact that they've never been to an aboriginal community.

Many of them have only had anything to do with it, like an animal person, which isn't a bad thing, but there are so many different communities, and across the country, so many different ...

The aboriginal [inaudible], our culture is so diverse, and every community is different, and if you don't go out there, and I've worked in public service for 15 years, so I know how things work, and especially when we're talking about policy decisions and things like that. We're making changes to people that affect them out of the communities, whether they're black or white, whatever. If you don't have an understanding of what they're going through, what their lives are like, I mean, if you go to the Kakadu, you'll be stuck in a [inaudible] ... and you're stuck out there for six months.

So it's not even, like the Axis, you just can't get in. Or the Daintree, where I was yesterday, so there's all of those things. It's really important, there might be ... there should be teams that actually go out and experience, just to give them and help them be able to connect and really see what peoples lives are like, out in rural and remote communities, and that will be able to inform them better in the choices that they make, and the decisions that they making, in the programmes that are being designed and implemented, in respect to helping people receive services on the ground.

Kerri Hartland: And technology, is our friend there. Can be our friend. There is no substitute for a face to face discussion, to understand but then, technology provides a lot of the answer. It provides a lot of the answer to those transport issues. It provides a lot of the answer to those connectivity issues.

Elanor Huntington: Except for, there are certain part of Australia that have really, really bad connectivity. But, yes.

Kerri Hartland: In theory.

Elanor Huntington: Indeed, yeah. So, just to throw that little thought bubble out there, we are about to enter a new source of social disadvantage. It's about the digital divide.

Nina Terrey: Well on that note, there is a question here, Elanor, targeted to you. It's a little bit of a demand and supply question, which is, I guess the encouragement to increase the engagement and employment of STEM,

skilled people. There has just been a comment here, there has been public commentary, that was all good, but people can't get the jobs.

So, are we in a case of demand and supply not yet catching up in sync? What's your view on that?

Elanor Huntington: There's actually two elements to that. I'm very careful in my language, when I talk about participation in STEM related jobs. So I don't necessarily mean, when I talk about that ... I don't necessarily mean that I'm interested in everybody turning out to be a full on propeller head computer scientist or engineer. What I mean by that is -

Kerri Hartland: Very fortunate.

Elanor Huntington: Indeed. Indeed.

What I mean by that, is people who have enough understanding in sufficient skills to be able to engage in these conversations. So, that if you are doing your particular job, if you're an urban designer, if you are doing policy in the public service, if you are working in remote communities, you know enough about the technology to be able to ask really good questions, of the technologists, so that you can do your job.

So, I'm usually very careful about that. The other thing to point out is, Australia produces ... so STEM is a very unhelpful acronym. It's great that we are talking about it, but it's a really unhelpful acronym.

Science Technology Engineering and Maths. So science and maths are about discovery for its own sake. Technology is about building things, engineering is about solving human problem, using your mastery of science and maths to make technology. They come with completely different sets of motivations. Australia produces half as many engineers as it needs, half as many technologists as it needs and three times as many scientists as can find meaningful employment in science.

I'll just leave that with you.

Nina Terrey: Thanks Elanor, that was fantastic answer to that, very rich.

Let me just build on the digital point. There is a question here about, 'As we transition to a more of a digital enabled work environment, how do we as leaders, resist the need to stay in paper?'

So they are saying, 'It's all great, we did it all. But we still have our piles of papers and books and things.'

Kerri Hartland: Just need to take it away.

Nina Terrey: Take it away?

Kerri Hartland: Look it's hard. We've certainly been talking about this ever since I've been in the public service, I don't know

how many times we were going to be paperless. But you know, I do think there is a leadership piece here, in the public service. So I try to ... where are my people here ... I try to go to every meeting - I have to tell a small story, when I came from Asia, where we weren't using laptops everywhere and quite constrained in that way, to going to the Department of Finance and the area that I was looking after there. I walked in the room and it was this real, digital shock if you like, because there wasn't any paper and everyone was using the laptop at the desk.

I guess, I'm trying to move that, but we have a lot of legacy systems and there're preferences and things. But, I think we are getting there ... I think we are getting there. Are we getting there?

Elanor Huntington: Can I pick up on that? So one of the things that people do, is they make object that make sense to them. And sometimes the objects that you make, test and advance in the way that you think, and often times those objects also reflect the way that you think.

And if you look at the folks in the work force at the moment, we have now hit the point where millennials and Generation X are now actually outnumbering ... sorry millennials and Gen Y are outnumbering Gen X in the work force.

I'm old enough to have grown up with paper, and if you take a look at the way that I think, and the way that I process and pass information, one of the things that I do that is really quite different to people that are only 10 or 15 years younger than me, is that I can lay stuff out, and I go looking for patterns. You can't do that when things are sliced up in small screens.

Now, that's not a value judgement, because the way that I process information is different and I have limitations in the way that I think about things, compared to those who have grown up as digital natives.

Kerri Hartland: Do you think it's a generational thing?

Elanor Huntington: Well, my point is, it's about the object that you use. So, we've been talking about the paperless office, since forever, I guess my point here is that there is a place for different ways when coding information, depending on the type of task that you are interested in doing, and the way that different people think. It's interesting that when we go away and do retreats of a group of people, maybe a third or a quarter of the size of this room, we still use butchers' paper.

So there is a reason for that. I guess, what I would say is that I'm making zero value judgements about the way that I think compared to people that are older than me and younger than me. What I am saying is that, we think differently. Individuals within generations think differently.

The way that you code information in objects, reflects and drives the way that you think. So, I think it's a much more subtle and complex thing to think about, then just that. She says, speaking as somebody who's qualified in both engineering and computer science.

Nina Terrey: Thank you Elanor. Look, I think the answer is just do what you feel comfortable, so there is no right or wrong with that one.

There is one here, it's put right in the middle, and it's I guess, a bit of a blunt question which is great. Which is, 'How do we overcome possessive resource managers so that we can enable greater mobility in our workforce?'

I'm thinking, it's a nice connection between our first panel which talked a lot about the ability to collaborate, to connect cross sectors, and all sorts of things. And, then we are talking about learning and development, and growth. So, and that's really where the rubber hits the road right? Where you're like, okay, I want to go and work in another agency for six months or I want to work on this project, or whatever it actually is.

What are your thoughts on that, and Dion, it's a bit wild, I'm just going to ask you. Right in it, what's a blank thought that you've got? That resource -

Dion Devow: I think you need to be creative and think outside the box. Do things that you don't ordinarily do, because it's the same old thing, talking about the same old things. You're doing things the same old way. That's not how to bring about change.

Consult with the community, engage with people. If you are talking about the public service, I think sometimes we forget that we are here to serve the public. If you think about what you are doing, how do you do that? You have to ask them, you have to ask people. What is it they want? What is it they need? How can we help you?

You can't do that if you are using the same framework all the time. I think it's crucial to be innovative and creative and collaborative, and to be open to new ideas. Because, without thinking and operating that way, everything is just stagnant.

Nina Terrey: Elanor, did you want to build on that.

Elanor Huntington: Well, so I guess, in my sector, the universities have had the concept of sabbatical for a very long time. That is for both for the health of the individual and for the health of the system, in the sense that the whole point

about taking sabbatical is to go somewhere else and be immersed in another culture. We frame it as a cognitive thing, but it's actually much more about the cultural side of things. The principle side of things, is you go away and you get immersed and then you come back.

You and your organisation are enriched as a consequence of so doing. There are lots of other interesting examples. I've discovered recently that there are a very large number of people out there in the corporate sector who are simultaneously alumni of computer science at the ANU and ASD. Interestingly, they end up coming back at some point. There is some sense that we are part of a gigantic interconnected system, and you send your people out and at some point, they will come back.

Hannah Wandel: I think, it is really interesting. I look at my little nieces, all aged under five, so many of them, and they all know how to operate iPads, iPhones, even though my sisters live on farms, but they can still operate technology. It's what our kids are brought up with, and you know, they are brought up in this really dynamic environment. And just while you were talking Dion and Elanor, I was thinking about the fact, what we mentioned before, about young people going on journeys and chopping and changing careers.

We also have a higher education threshold. I know so many people in the public service that have a masters or a PHD. People want to keep learning, people want to keep going and doing those things. I think as a public service, although we do have levels and we have very equally strong, permanent work force condition and wonderful terms and conditions.

We also, do need to keep bringing in that flexibility. And again, I have seen lots in innovations throughout the last few years. Even, some people may cringe about this, but even working your weight. Everyone not having a desk anymore, because you come in with your laptop, it means you can work from home, it means you can Skype your colleagues who are down in Hobart. It means that you talk to a new person everyday, it might seem small but I think it does make a difference.

Nina Terrey: Great, alright. Well, thank you.

I'm actually wanting, to just open up to the floor, because I've been doing reading off here and you are just listening. So, I'd like a bit of energy from the floor. So, I'm actually after three really good questions, at least.

Kerri Hartland: And to get three good questions, we need nine.

Nina Terrey: But, I put a judgement out there, now your panicking, like 'I don't think my questions good enough', but nope. We've got one here, but at least two more questions from the floor would be fantastic.

Peter: Hello, my names Peter, from Austrade. I'm not sure if this is a good question -

Nina Terrey: Oh, just ask it.

Peter: We've heard a lot about how we need to make things easy and simple for people, and I think that builds an expectation that everything in our lives is going to be simple. I just wonder wither that creates a tension from betting a growth mindset in lifelong learning, which won't be easy for everyone all the time.

Nina Terrey: Yep, great. Great question. We have this lady here in the white jacket.

Robyn: Thanks very much. I'm Robyn Mudie, I'm the head of the DFAT Diplomatic Academy. This actually goes back to the earlier part of discussion, this morning, but I do think it's relevant to what we are talking about now.

And it goes to a point made by the Singaporean High Commissioner, about teaching the younger generation, to build linkages across silos to make connections as they work through this increasingly diverse complex and dynamic workforce. And, it does go to a point, which is very much on our minds, as we go forward in the world of diplomacy, about how you preserve, people to people skills, face to face engagement in the digital environment. So A, how do you preserve it? B, how do you build it in a world that's increasingly digital? C, how do we, as leaders, with a very old fashioned way of doing things but a few tricks to teach, how do we teach it, how do we model it, in a world which is now much more dispersed?

Nina Terrey: Great, thank you very much Robyn.

And we have one more question from the floor?

Judy: Judy Schneider. My question is related to the two previous ones, and it's about, we've been talking about capability, and I think we've also been talking about the importance of soft skills. I'd like to put to Dion actually, wither he thinks maybe there have been some cultural benefits for him, in his business with his soft skills.

Nina Terrey: Great. Well we might start with that last question Dion, would you like to respond to that?

Dion Devow: In what way specifically, do you mean?

Sorry.

Judy: I should perhaps give a bit of background. I spent a year working with the National Aboriginal Community Controlled Health Organisation, and I think one of the things that I saw was great collaboration, and considerations of

each other and working together. Some of which was cultural and I'm just wondering wither you've observed that yourself in your own business dealings?

Dion Devow: I go back to the way that I've always worked, and around collaboration and consultation. I think that that is key in any kind of way that you are working with people. Especially with Aboriginal people, it doesn't really matter which sector, or what you are trying to do, and I don't want to go away from the question, but I think it's bigger and more important to be able to connect and be able to engage with the people that you are working with.

If we are talking about the public service and promoting. I'd like to see more Aboriginal people, Torres Strait Islander people, in the public service. More pathways, more ways that we can support them whilst they are in ... and that might be through other programmes and projects, not just the University graduates and other IE ... what is it? The IA -

[crosstalk]

Yeah, that one.

[inaudible]

Just, again thinking about different ways to be able to support people in that process and having pathways. Going back to, that a lot of them aren't educated, we need to think about those things, because education is really, what makes a difference in peoples lives in terms of, changing peoples socio and economic status. That goes across all cultures, and I think we need to really focus on that, and then obviously create these other pathways and support the things that we have in place.

I think using whatever we can to support those processes and to support those ways to make changes in a positive way. Specifically for Aboriginal and Torres Strait Island people, is important. So, it's not just one, it's not about soft skills, it's about a whole range of things, and being working in that, and my background as health education. As an Aboriginal health worker for 15 years, the way that Aboriginal health operates and Aboriginal health workers operate, is holistically.

So, It's not just about one thing, it's about the whole thing. Your mental health, your physical health, your emotional health, your spiritual journey. Your family, your connections, your kinship systems, and the wider community as well. I think, you can't really just say it's one thing. Although, that's important, I think we need to come from this perspective of being a little bit more holistic about the way we approach issues, and [inaudible] try to tackle them.

Kerri Hartland: I think that's right. Just thinking about the other two questions, almost sort of combined. I think we've got to be careful that we don't put digital here and people skills here. It's actually about doing all of that, and it's about ... to pick up Elanor's' point ... it's about being a user, a doctor, understanding what data analytics might be able to do for you. How we can use that in a public service sense, to get better policy outcomes, to get better delivery outcomes.

You need to be able to do that in a way of using soft skills, so you know if you look at, any range of studies that have been done, they'll talk about, and I know from employers as well ... it goes back to those employability skills, things that we are focusing on with our programmes.

It's about, A, relationship building. It's communication, it's listening, it's creativity skills, it's about being able to analyse. Those five or six key skills are coming out in everything, so, it's not about being some sort of digital nerd, it's about actually understanding how you use digital in your day to day job.

Nina Terrey: Elanor?

Elanor Huntington: So, I just wanted to pick up on the 'making it easier' question.

I guess I'd say a couple of things there. The first is that, in my view, one of the things that we absolutely do need to do, is make [WAY] finding easier. The world of apparent choice is bewildering, and the smorgasbord is very large. But, it's apparent choice, and if you can't discern and differentiate, it makes it very hard to make reasoned judgements about where you as an individual want to go. So, I do think we have a lot of work to be done, in terms of the wayfinding side of things.

The other thing that I'll bring in here, is that I spend a lot of time, as you might imagine, talking about diversity in my own particular professions. We are uniformly male, pale and stale. That's an expression I got from the UK, it's awesome. We're also very urban, so what that does, is it narrows the field of view of my profession very significantly.

So, I spend a lot of time trying to work out what are good quality systematic solutions to that. You can see the consequences of that all over the place. All of the stuff that's ... there is a lot of discourse at the moment in places like Silicon Valley. Particularly around the fact that all of the technology that's dominating the world is being made by 25 year old white boys, who just want their mums to look after them all the time.

There has been a lot of work there to try, and fix that, and in face there is a massive backlash at the moment. So, how do you go about dealing with ... addressing these issues, in such a way that when you actually try to get a more diverse group of people, into sort, finding and solving the right kinds of

problems, that they are actually welcomed and don't choose to leave, because it's only an apparent choice to be there in the first place.

One thing I would say, is that we do need to spend a lot of time talking about, unpicking the barriers that are there, that the folks that are from the dominant group can't see. That's one of the causes of backlash at the moment, because the folks in the dominant group, think that we are actually just trying to make it easier for the other folks. But, actually, what's going on is, there's a systemic, sequential, significant disadvantage everywhere, and actually one of the main things to be doing there is unpicking that and acknowledging that. Look at the demography in this room.

Nina Terrey: On that note, we are marching into lunch, and I'd like to give each of you, a really quick pithy, what's a takeaway. Given this session was all about future perspectives, and it would be fantastic, from each of you, just to leave something for this room, given it's prior to lunch, something to stimulate their thinking perhaps.

So, I will start with Elanor.

Elanor Huntington: Okay. Alright, so Wayfinding.

We really need to do this map of the London underground. That's not just about creating the ... acknowledging that there are railway tracks, engineering them a little bit, making the stations that allow people to switch between them, and understanding that this is a life long journey, and the place where we are standing is not the inevitable and correct place or everyone to end up.

Nina Terrey: Great, thank you Elanor. Kerry?

Kerri Hartland: So, I'm going to go back to the, standing in other peoples shoes. Look at different perspectives, try to get out and about. Build more relationships, and those relationships might be across your department, they might be across departments. Out there with the community more broadly but think outside the box when you are thinking about those relationships.

Nina Terrey: Great, thanks Kerry. Hannah?

Hannah Wandel: Thank you. I suppose touching on the question that was asked in terms of, are we making things easier for people. I would just say, we need to make things more equal for people. We have such an incredibly important role in the public service, and every single level of government. So, when we are creating these policies or implementing these programmes, thinking about, are we actually making a fairer Australian society, and a fairer world. And, really applying that lens to every policy or every programme that we are running. The best way to do that, as Kerry has mentioned, is really engage

with the people who are impacted, by what you are influencing. We do have a lot of power, and we need to use that power in an empowering way.

Nina Terrey: Thank you Hannah, and Dion?

Dion Devow: I think, the way of the future and the way we work, is going to be a lot less constricted, and I think we will be working remotely a lot more. That I think feeds into, what we were talking about, being able to engage with people, and engage with community, connecting with them and finding out what we really can do to make a difference. That way of operating, allows you to be able to do that. So I think, we need to be open to change, be open to creative types and different ways of learning. Always learn and try to educate yourself and others and be respectful of everyone, because again we are all Australians. I'd really like to say, if there is anything can be done to influence and promote and help Aboriginal people, whatever area you're in, whatever department you're in, wither its employment or education, or whatever. If there is anything you can do to support Aboriginal [inaudible] people, that would be great.

Nina Terrey: Excellent, thank you so much. Can we have a round of applause for our fantastic panel. Thank you.