



New Economy Approaches to Skill Shortages

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Massive growth in knowledge & technological capability:

- Explosion of knowledge
- Rapid rate of change
- Knowledge & Communication drive the new economy
- Half the jobs 20 years from now, not yet “invented”



Sustainability in a global economy

- Sustainability and well-being depend on knowledge and innovation
- Universities connect communities with national and international agendas
- Universities: major role in knowledge economy: transfer, apply, generate and innovate
- Need to mobilise all “head” power





Our National Need:

- Clever heads and
- Skilled hands
- and very high uptake of generic skills





Most Basic Skill of All:

They should come not to learn
what we know

BUT

To learn how they learn





Important Skill for the future:

Those who do well:

- will know how they learn
- will take correct decisions, quickly, on minimal information





“Skills” Policy for Australia

Develop strategies to have
everyone learning:
especially at 1^o & 2^o school and
at 40 years plus





A 21st Century paradox:

Context for the new economy:

- 30,000 children under five years, die everyday from diseases/ malnutrition readily prevented at low cost
- 2 billion live in dreadful poverty





Some common issues for TAFE & HE

- Impact of:
global change, technological
change, knowledge economy
- Lifelong Learning:
learning needs across sectors
- Socio-economic issues:
'haves', 'have-nots'





Some Sacred Cows

- TAFE: values useful: utilitarian learning (vocational), applied
- HE: values knowledge for own sake (the life of the mind)





Technological Change & Globalisation

- Impacting on the skills that are required
- Shift from low-skill to high-skill
- Changing skill-sets
- Shift away from narrow skills to more generic skills

NCVER 2002, *Building Skills for the Future*, p.IV





Generic Skills:

- Are enabling skills:
of organisations and of
individuals





Generic Skills:

Communication,
problem solving,
teamwork,
learning how to learn (in context)

***Thriving in an environment of
continuous change.***





The New Economy

“ develop skills formation systems that are able to change and reinvent themselves to meet the rapidly changing requirements”

NCVER, p. IV





Demographic Change

- Rapidly ageing population leaving the workforce (supply shortage)
- Marginal net increase in workforce entrants
- Rethink contribution of older Australians





Our National need:

1. To make skills formation strategies a central element of planning for our future well-being





Our National need:

2. Increase participation in education & training
(for all age groups)





The Impact of Knowledge:

“The impact of the knowledge economy, the changing nature of work and the spread of new technologies are resulting in the general upgrading of the skills required in many jobs”

NCVER, p.3





Employer Expectation:

Employers expect that the requirements for skills will increase in all jobs, regardless of their place in the skills hierarchy.

Allen Consulting Group 1999, Training to compete,
Australian Industry Group, cited in NCVET, p. 3





Skill: Adaptability

“As firms move towards a high performance paradigm, the ability of the individual workers to adapt to changes in work practices, new technologies and the changing needs of the global marketplace are critical to survival”

NCVER, p.4





The Innovation Economy

“From the individual’s point of view, the possession of generic skills that allow one to respond to the changing demands of the workplace, and to move jobs and career between occupations and industry sectors, are critical to maintaining employability in the innovation economy”

NCVER, p.4





The unrelenting pace of change:

“... the pace of change arising from globalisation, innovation and the development and application of new technologies and of new approaches is now so rapid that it is no longer possible to predict future skills requirements with any precision”.

NCVER, p.8



Conclusions

- Curriculum change required at school; at TAFE; at H.E.
(more inclusive; fostering how to learn; open not closed thinking)
- Better engagement between all stages of learners and business / industry / government / communities (less lock-step)

