T R A N S C R I P T

LEGISLATIVE ASSEMBLY ECONOMY AND INFRASTRUCTURE COMMITTEE

Inquiry into student pathways to in-demand industries

Melbourne—Monday 17 November 2025

MEMBERS

Alison Marchant—Chair
Kim O'Keeffe—Deputy Chair
Roma Britnell
Anthony Cianflone
John Mullahy
Nicole Werner
Dylan Wight

WITNESSES

Fiona Purcell, Chair, VicLLENs and Chief Executive Officer, Outer Eastern LLEN;

Dallian D'Cruz, Deputy Chair, VicLLENs and Chief Executive Officer, WynBay LLEN;

David Kennedy, Executive Officer, Inner Northern LLEN;

Nicky Leitch, Chief Executive Officer, Central Ranges LLEN;

Jane Hosking, Chief Executive Officer, North Central LLEN; and

Lisa Price, Executive Officer, and

Michelle Anderson, Board Director, Baw Baw Latrobe LLEN.

The CHAIR: Welcome to this panel hearing for the Legislative Assembly Economy and Infrastructure Committee's Inquiry into student pathways into in-demand industries. All mobile telephones should now be turned to silent.

All evidence given today is being recorded by Hansard and broadcast live on the Parliament's website. While all evidence taken by the committee is protected by parliamentary privilege, comments repeated outside of this hearing, including on social media, may not be protected by this privilege.

Witnesses will be provided with a proof version of the transcript to check. Verified transcripts and other documents provided to the committee during the hearing will be published on the committee's website.

We are going to run this session in a bit of a Q and A style, and the committee members have got some questions for you. If you would like to answer, you can raise your hand, but it is a pretty informal chat, so you can just jump in and answer anything that you wish to. To make it easier for our Hansard reporters, though, it would be great at the start to state your name and the organisation that you are from.

We may not have the opportunity to cover everything today, so if you have anything further you would like to add, you certainly are most welcome to write back to the committee with any further information.

With that, my name is Alison. I am the Chair and the Member for Bellarine. The rest of the committee can introduce themselves.

Kim O'KEEFFE: Hello everyone. Kim O'Keeffe, Member for Shepparton and Deputy Chair. Welcome.

Anthony CIANFLONE: Anthony Cianflone, Member for Pascoe Vale.

John MULLAHY: John Mullahy, Member for Glen Waverley.

The CHAIR: We do have other committee members that may join us a little bit later. I might start this end—if you could introduce yourselves, please.

Fiona PURCELL: Fiona Purcell. I am the Chair of VicLLENs and CEO of Outer Eastern LLEN.

Dallian D'CRUZ: I am Dallian D'Cruz. I am the Deputy Chair of VicLLENs and the EO of WynBay LLEN.

David KENNEDY: David Kennedy, EO of Inner Northern LLEN.

Nicky LEITCH: Nicky Leitch. I am the CEO at Central Ranges LLEN and a member of the executive team for VicLLENs.

Jane HOSKING: I am Jane Hosking. I am the CEO of the North Central LLEN. Nicky and I are representing the Loddon Mallee LLENs today.

Lisa PRICE: I am Lisa Price. I am the Executive Officer at the Baw Baw Latrobe LLEN.

Michelle ANDERSON: Michelle Anderson. I am a board director on the Baw Baw Latrobe LLEN, and I am also the partnership development manager at Federation University.

The CHAIR: Thank you, and thank you for your submissions as well. You have had some positive feedback today from other witnesses who have mentioned you also today, or your organisation. So it is great that we have had them. Now we can get into the nitty-gritty with you and what you do on the ground, so thank you so much for coming in today. We have got some questions prepared. We might just jump straight into them, and then you can answer those if you feel there is something you would like to talk about on that topic. Kim, I might go to you first.

Kim O'KEEFFE: Thank you. Some of your submissions call for greater data collection and sharing to help measure gaps in vocational education and training programs and partnerships. What data do LLENs require to better support school students and employers? We have not talked too much about data today, so I thought it was a good one.

Fiona PURCELL: I can start. I have just come from a strategic planning session all about data. Who would ever have thought I would be the queen of data? But anyway. Look, data is everything we base all that we do on—I mean local, place-based data. It is really important that we have an understanding of where the local industry opportunities are, and that is not the same across the state. It is the value in 31 LLENs; there are 31 of us. It would be really useful to have more data, and I think the data we are really interested in is some of that disengaged data too. Hearing this morning in the session I was in—there are quite a large number of young people still just not connected, whether it is with Centrelink or anything, and I think that is a real concern moving into where we are going. How do we get them into secondary school or TAFE or something? So I think that is probably, you know, a reasonable summing of what I might say.

Kim O'KEEFFE: With that session you did today, was there much talk around regional communities, like the regional lens on it—LLENs literally?

Fiona PURCELL: It was just in my LLEN. We talked a lot about the year 7 to 12 group, particularly the younger ones, and how we can get information through to them about particular industries. If I use the example of agriculture, in the outer east of Melbourne we have got Yarra Valley wines and all of that—a growing agricultural area. But if you were to ask young people, no-one would tell you they were going into agriculture. So how can we improve that data and pathway for young people?

Dallian D'CRUZ: Two more pieces of critical data, if I could add: the first is school completion rates. This has always been safeguarded and never shared by the department, but I think it is very important for us for strategic planning and other purposes—so the year 12 completion rate. The other dataset which we would find very useful is the retention rates in our schools. In prior years we used to be given that data through a disc, but that has since ceased and we do not receive that dataset anymore. Those are two very important datasets. The other one is we, in a lot of our partnerships, prioritise groups in the community that have special disadvantage, so Koori students, for example—and others, but if you take Koori students, we often find that a lot of the data does not pick them up because they may not tick that in a form to be identified, so we do not have very accurate data as to how many Koori students might be in our respective school communities.

Kim O'KEEFFE: What about multicultural students? I have a very large multicultural electorate.

Dallian D'CRUZ: We call them CALD in our parlance. All of that data is really useful to collect.

Kim O'KEEFFE: To see if they are participating and getting that opportunity—

Dallian D'CRUZ: That is right.

Kim O'KEEFFE: and they are not left behind because of barriers, whether it be language or disadvantage.

Dallian D'CRUZ: Absolutely. And the final bit of dataset that I think would be very useful for us is—there are a lot of programs in schools through the Department of Education that support students that are in out-of-home care, who might be wards of the state or whatever it is. But we cannot access that, so we cannot prioritise them through our programs—and for good reason; it is not a criticism. It is just an observation that there might be complex issues around sharing that data. That is it. I will just stop and hand over to my colleagues here.

David KENNEDY: Thanks. I might just jump in. Interestingly, a gap that we see is that we have lots of students doing vocational programs but we actually have no idea how many of them end up in a job. So when you look at it from an investment point of view, we have got a massive VET in school program, yet we actually do not know what the result is in terms of how many of those students end up in an apprenticeship, for example.

Kim O'KEEFFE: We have been asking a bit about that today.

David KENNEDY: I will give you an example. So building construction—there are 5000 students in Victoria doing a cert II in building construction; we have no idea what the numbers equate to. Some of those students are not necessarily going to enter the industry. They are doing it probably out of interest more than for a career. But I think from an investment point of view, not tracking that means it is actually very hard to then do future planning. And I think when you get into it, industry is actually screaming out for people, but we have not joined the loop. We have not completed the loop.

Kim O'KEEFFE: That is interesting. Thank you.

Nicky LEITCH: And in our partnership we have had a significant focus on data, haven't we? Do you want to talk to that?

Jane HOSKING: Sure, Nicky; that was a good handball. This is a rural sort of region, Kim, to reflect on that. So data, particularly in thin markets or in rural regions, is—I mean, it is critical everywhere, but absolutely critical. I can give you a few examples; we invest in it a lot. But what we need is to be able to share in an effective way across sectors, because this is cross-sectoral work that we are talking about here. So unfortunately sometimes the silos of data are also what is holding us back. In our particular LLEN we have had what we call destination tracking, which I say to people is not stalking—we actually do get permission from students as they leave school—and we track them for at least three years post school. Some of that is to see whether the investment we are making is actually returning what we hope it to. Then we actually have a partnership with our schools, which then share that with our community to help make decisions around where we should be putting our energy and also whether we are making assumptions around where our young people are ending up. Certainly what we found, and reflecting on what some of the others have said here, is that unfortunately in the last few years a lot of our young people—say that the last piece of data was that they went off to do this particular course, well, they have dropped out. So this is actually about reaching out, offering them some support and capturing that data as well so we know the student journey.

As you said, Nicky, we have invested in a jobs portal for our region, which many regions have done. It is probably not necessarily our core work, though, because we only have the student piece, but I think all communities want to have that data. They need that real-time data. Our career practitioners use that real-time data to actually help the young people match their aspiration with whether there are jobs as well when they are coming out. So it is real-time job ads, et cetera, that they can then apply for.

Nicky LEITCH: I would just add on the jobs portal that ultimately it is too expensive. It is a great data tool, but it is actually work heavy, administration heavy. Probably there would be other funded organisations that could do it more efficiently and are set up to do it, and then that data being available for the likes of our partnership and our LLENs would actually be more efficient. It is certainly a great tool to have; it is resourceful.

Jane HOSKING: And just one more really quick thing: the Victorian Skills Authority, we work very closely with them in our regional partnerships. Now, everyone does have some data, but unless we actually facilitate it and bring it together, we are not using it well for our communities either. So that is another big commitment of our Loddon Mallee region, which is why we are doing this.

Kim O'KEEFFE: That collaboration of making sure you are all understanding. Okay.

Jane HOSKING: The collaboration is the key to support aspiration of our young people as well as the pipeline to jobs.

Kim O'KEEFFE: Makes sense. Very good.

The CHAIR: Thank you. Anthony.

Anthony CIANFLONE: Thanks, Chair. And thank you for your submission and for appearing. I also note David Kennedy and the Inner Northern LLEN that I work very closely with and have done for some years as a former volunteer, 20-odd years ago, as an interviewer and young person. It is always great to work with David. I appreciate firsthand the work all of you really do as LLENs. I come to it from that perspective.

My question is around: how can we look at considering options and ways to put forward recommendations that strengthen the opportunity to collaborate—whether it is on data and whatnot—and strengthen those relationships between the LLENs, the schools and the industries? I just point to the submission here, which is a very comprehensive submission, and some of those quotes from the careers counsellor from Northcote High School and also Brunswick Secondary. Northcote High is my old school, and Brunswick is sort of part of my catchment as well. I think their quotes really articulate and crystallise a lot of the challenges. The Northcote teacher, for example, said:

> In our school I would see less than 10% of students—even doing 8–10 a day in peak times of subject counselling. Due to this, many students make uninformed decisions about courses and subjects.

The Brunswick Secondary careers counsellor said:

> Career development in schools is entirely at the whim of the leadership of the school. Each school varies wildly …

and students basically are left to their own devices a lot of the time. If you can maybe talk to that from your respective perspectives and how we can consider options to rectify that.

Lisa PRICE: I think part of the challenge is that there is so much being pushed into the curriculum and schools do not have the capacity to do everything. Careers seems to be something that is at the end of the line, unfortunately. I think it is true. As LLENs, we work with all of our schools, and we can see the difference in a school where a leadership is really supportive of that careers journey for students and one that sees it as a bit of an add-on and there are other priorities. Without criticising schools, I do not think it is their fault. I think that there are just such high expectations around what schools will deliver that it is just difficult to be able to be good at everything that they are trying to do.

Jane HOSKING: Absolutely.

Anthony CIANFLONE: Well, the Northcote High teacher, for example, says she is the only career educator counsellor for 1600 students.

Jane HOSKING: It is crazy.

Lisa PRICE: Yes. To add to that, one of my principals had said with the metrics of how schools are viewed and rated, careers is not one of them. So a principal has to decide where he is going to put his resources because that is how they will be judged. I think that is another one of the challenges.

David KENNEDY: I was just going to say it is interesting. It almost comes back to: what is the priority of the school? I have always had this view that you spend 13 years at school but we still have kids coming out the other side having no idea what they want to do with their career. I take Lisa's point around the resource. I think there have been quite a few inquiries where that whole benchmark around how many—the benchmark from the careers associations is one EFT per 450 students. If you take the Northcote example, they are operating on about 25 per cent of capacity. In order to improve outcomes we actually need to get schools to prioritise the whole after-school approach. I think if you are in a high socio-economic area it is a very different game; you end up with a fairly linear path to university. But if you are actually in a low socio-economic area—I mean, my region is quite interesting, inner north. We have got some very affluent components; we have got some very, very low areas as well. Where you do not have that aspiration, the schools actually need more resource. And what we often find is those schools are actually under the pump from every angle and the career stuff does not get the amount of resourcing that is required. I think that is a challenge across the state. It is just the resourcing issue. Post COVID—obviously schools have got issues around staffing and all the rest of it. So, same as Lisa, I do not blame schools, and the people that are actually in these jobs are doing a terrific job. But it is actually the quantum. We just have not got enough people on the ground working with kids and families to actually help them.

Anthony CIANFLONE: The resourcing is one thing, but you also make another really interesting recommendation around introducing a mandated career subject for years 9 and 10 to introduce career work preparation as an actual subject to get kids to start thinking early about building and preparing to enter the workforce.

David KENNEDY: Yes. I think if you take the Brunswick Secondary careers coordinator as an example, she is trying to run things within the school, but it is not mandated, it is not embedded. At the end of the day the school you go to will determine what careers outcome you will have.

Jane HOSKING: Can I just make a positive point. That is absolutely true, but what do they say: 'Necessity is the mother of invention' In our rural region, Anthony, our nine schools got together 18 years ago and said, 'Careers are absolutely critical for our region.' The 0.1 that our very small P–12 school gets will mean that it gets swallowed up by—it was the VCE maths teacher who was also doing careers. We actually have a rural career education partnership across our region. Much like you might share music teachers, through our LLEN—and it has lasted 18 years—we have five career practitioners who undertake a lot of training. Then they also provide leadership and build capacity amongst all the career practitioners across the region or the people who are—they might not be a career practitioner; they are the person in charge at the school. So there are

solutions out there. That is a fee-for-service model. They actually pay us for that model, and they have just signed up for another three years. So they value that in a very tight fiscal market. They value careers because it has been going for so long and because they can see that their young people are getting quality outcomes. We are getting young people who are returning for their second year of VET because they have had good career counselling and they have actually made a good decision. Also, sorry, I should actually say we start this program in grades 5–6, so that is not a Victorian government situation. Our schools prefer to start in year 5. You might want to add to that.

Nicky LEITCH: I was just going to say I think careers education is very old-fashioned, and it has a pipeline towards university still, when really we need to turn it on its head and modernise it a little bit, which is what some of the work of the LLENs is suggesting and doing. But what that entails is that exposure to industries is happening earlier and earlier, and that aspirational piece is so important to maintain that hope through secondary school, because our primary school students are often very aspirational, and then they land in secondary school at years 7 and 8, and then they have kind of given up. There is some international research that is backing this up. Kids are kind of channelled towards 10 traditional industries, which excludes a lot of the new emerging communities. Where you flip that on its head and start to do that industry exposure earlier, create that aspiration and then expose them in a myriad of different ways through senior pathways and into work, they are actually being more successful. For me, that was the opportunity of this inquiry, to kind of turn that on its head a little bit, and there is more data we can give you around those, to do that.

David KENNEDY: I think the tenet is really: start earlier. In low socio-economic communities, without that aspiration, we actually need to work with students to develop the aspiration, because without it you will actually have no purpose and you will just either drop out or not succeed. I think the programs that Jane and Nicky are running up in the regional areas is terrific, but in terms of the LLEN fund, it is not funded by the LLEN. It is actually external funding that they have got. We are looking to do some pilot work in this space, but they are only very small. They are not scalable. They are very small snippets. So in terms of resourcing, if you want to do the earlier work, it needs to be supported, funded.

Jane HOSKING: And I think if we resourced it—our model for example, is scalable certainly and tested in other rural and regional areas. Then I think it is easier to take something back to metro than the other way around.

Kim O'KEEFFE: That is probably a good point. If you keep doing what we have always done, how do you make the change that we need to see? And we are not going to see it if we keep doing what we have been doing. So that is a really good point, Nicky. Thank you for that.

Fiona PURCELL: And add on top of that some of the gender issues as well: you know, there are still a lot of young women who really have not had those aspirations at all. So we still have a way to go on some of that, I think.

The CHAIR: John, I will go to you.

John MULLAHY: Thank you all for appearing at the committee. Some of your submissions note that was there is a mismatch between young people's career aspirations and the demands of the current and future labour market. What is causing this mismatch, and how can it be overcome?

Lisa PRICE: I might start with that. We are based in the Latrobe Valley, so obviously a region that is going through a lot of transition at the moment. Traditionally there are a lot of trades-based work opportunities, but with the power stations closing down, that is that is no longer there. A lot of our young people still want an apprenticeship, so, as Nicky and David said, our VET numbers are continuing to increase. But the challenge we are finding is that there are not the apprenticeships on offer like there used to be. So we are almost sending young people down a pathway that is going to take them nowhere. I think for us that is a real challenge, what happens to these young people. They do the VET in year 11 and year 12 with the hope that they are going to get an apprenticeship, and then there are no apprenticeships, and that is becoming a real problem. For all sorts of reasons, if you talk to some of our industries, our new and emerging industries, especially around clean energy, we have had a couple of big batteries built, but they are only two-year projects. When you talk to employers about apprenticeships, they say, 'Well, our project's only for two years, we can't take on an apprentice.' So I think we need to look at a different model about, certainly in our region, where there are going to be lots of

projects but some of them might only be short term, how we could coordinate that and have perhaps a young person start an apprenticeship with one project and then go over and finish it with another project. The SEC has just opened a big office in Morwell, so I think there is an opportunity for the SEC to play a role in that as well.

Kim O'KEEFFE: We talked about recognition of prior learning a lot today as well, and that probably aligns with that. If someone has had that experience here and then they can take that experience to the next project and keep them in the industry or keep them in jobs—

Lisa PRICE: That is right. It might be a four-year apprenticeship with two employers—you know, almost like that group training model but a little bit different. I think we need to look at the way apprenticeships happen differently.

David KENNEDY: I think there is also a bit of, with young people, 'If you can't see it, you can't be it' sort of stuff, and that gets thrown around a fair bit. But the reality is that if you actually—we do it all the time. We drive past workplaces, factories, all sorts of different places. We have no idea what goes on in there. As a young person, they have no idea—probably less than what we have in the sector. But I think that is really important because it actually ties back in to that starting earlier, years 7, 8, 9. It is probably done better at primary school than it is actually in the early years of secondary. We tend to have a different approach with early years. I think if we can actually create that aspiration earlier, some of these things around industry and young people's awareness of industry would be quite different.

Jane HOSKING: I think it requires a whole partnership approach again. We need the educators, the policymakers. It all sounds very easy, but we actually need employers and everyone working together—those who know what the future diversity of our industries will look like—to help with these conversations as well. Industry, I think, are also left out of this conversation way too much. I think they need to be part of it much earlier, so that we are planning ahead—

Lisa PRICE: Yes.

Jane HOSKING: and that we are planning for our communities as well. I know in our region we have got rare earth. There is a huge industry opportunity there. There is the challenge between existing industries that we are going to have to navigate, and we actually need to navigate that with honest information as well, so that our young people can make good decisions about their futures.

Kim O'KEEFFE: Absolutely. Thank you.

The CHAIR: Nicole.

Nicole WERNER: Thank you. Sorry to have missed the start of your presentation. Picking up on the themes that you are discussing, and apologies if you have already answered this, but how are you seeking to bridge that gap, particularly with the male-dominated industries and to your point of 'You can't be what you can't see'? What is some of the work that you are doing so that there is that aspiration and exposure, particularly for some of these lower socio-economic areas, for them to engage with having, I guess, a bigger view of the world and what is available to them and increasing that accessibility for them as well?

Dallian D'CRUZ: I think there is a lot of research, and I cannot cite you the exact research at this moment but all of us would be aware of it, that the single biggest influence on a young person choosing a particular career pathway is their parents. Now, all of our teenagers would hate to admit that, but that is the reality. So to answer your question, the first is how do we address cultural stereotypes of particular professions within parents, because they are the single most important influencers on the choices that their kids make in terms of career? The other bit of that research shows that that position is already well cemented by grade 4. So by level 3 and level 4 a lot of experienced career coordinators will tell you that a lot of their students have already picked 'I'm going to be this' or 'I'm going to be that'. If you look at longitudinal data, that rarely changes. If a student at school level 4 decides they want to become a carpenter, that is effectively what happens. So how do we work with parents? That is one thing.

On the other side of the ledger are businesses themselves. How do businesses make themselves more attractive to this generation? We often tell employers that the population pyramid inverted in 2014, and what that means is that you are going to have to become more competitive as a workspace. We face the same issue with

transport and logistics or some of those traditional sectors. Just finally, a lot of our young people choose a career, say in year 9 or 10, based on their values, not on the remuneration—a big difference from the baby boomers. No matter how much the package that you are offering is, you will not have takers amongst this generation if you are in a particular industry that challenges their value sets, whereas in my generation it was who paid you the most—that is who you worked with.

David KENNEDY: Show me the money.

Dallian D'CRUZ: Exactly. So it is two parts.

Jane HOSKING: And if I could just reinforce again, that is why we created this careers explorium, which is empowering our young people, our parents, our communities and our schools with the information that they need around the evidence base from the OECD as well as youth-led research that has been done across our region. Obviously that is critical as well. We had 10 young interns work with some of the larger industries across our region and talk to them about the challenges, because basically there is a mismatch somehow here between young people's aspiration and the jobs that are available and understanding how that works. So that was really enlightening, that piece of research. But I think the careers explorium talks about how we work with industry—light touch at the start, so that we do not wear them out, because that is the other challenge with our young people. We want to support their aspiration, but we need to develop their strength. They need to understand their own strengths and interests first before we are channelling them into a job. So it is that challenge. As we said, we sort of start early and then we build the amount of exposure that they get, so that they can make a really informed decision and hopefully also inform parents on what the opportunities are in the region, and always responding to aspiration. We have to work across our region and way outside our region to support aspiration.

Lisa PRICE: I think there are certain issues around an unconscious bias within our schools as well. I think we have found through programs that we have run—we run a big health camp for 70 students; we will be lucky to get 10 per cent of that being male. And then we will run an engineering course, and we might get two girls as part of that. So I think there is some work that needs to be done within our schools around those non-traditional roles. I think schools tend to target— 'These are for the girls. These are the jobs you need to look at. These are for the boys. These are the jobs you need to look at.'

We used to run a program called STEM Sisters for girls around science, technology, engineering and maths, and the comment we would get from the schools was: how come you are not doing anything for the boys? We just thought, 'Do you understand why we're doing it for the girls? We're not having any trouble finding boys who want to do an engineering course or VET or something.' So I think there is a little bit of work that needs to be done within our schools around that as well.

Jane HOSKING: But as David was saying, we are waiting too late. We know that our young people, particularly our girls, are actually pruning off opportunities at the age of seven, eight and nine. That is what all the evidence tells us. And we are leaving it to talk to them about these things until later and wondering why they are still not choosing—

Lisa PRICE: Yes, I do not think they are being supported within their schools if they want to do something that is a little bit non-traditional. I do not think schools know how to work with those students who are who are not fitting the traditional pathway.

Nicole WERNER: And how do you keep pace with, I suppose, things that are emerging? I appreciate that we are speaking about in-demand industries, but I think of things like AI, which changes so rapidly, and the digital transformation that has happened in my lifetime even, and I think of how primary school kids now are learning to code. We learned to touch-type and how to build a website; now they are learning to code. Particularly if they are having that peeling away at seven or eight, by the time they are in high school it could be completely different proposition as to what is in demand in terms of fields, of industries then. So how do you keep pace with that?

David KENNEDY: Can I just talk about an example: the LLENs have been setting up vocational clusters across the state. I am lucky that I have got a cluster that has been in place for 20 years, and it is very large. One of the pieces of work that we are currently doing is actually looking at the emerging industries, and the reality in the space is that there is a massive lag in the space. To even get a new VET program, it takes you two years.

So that in itself, I do not know whether you can accelerate that. But going back to the AI stuff, we have actually just done a research piece which is about to be published on our cluster and the emerging industry needs, with a five-year time horizon to try and get some of the stuff in place. The world is changing rapidly; we do not change fast enough, so we are always playing catch-up.

Just on the women in trades area, I think, interestingly, in terms of the VET clusters across the state, there are 5000 students doing building construction, and 9 per cent of them are girls or women. In the industry itself it is about 4 per cent. So there is an appetite if the opportunities are there, but if the opportunities are not there, if the programs are not there, you have nothing to choose. I think that is the key: if we actually have programs where young women can actually have that line of sight to the opportunity and that line of sight to the job, I think we get a good outcome.

Jane HOSKING: We actually did a piece of youth-led research on that particular topic too, on women who are going into trades, basically, and the drop-out rate of those young women as well. So we are not supporting them well into the industry either, which is another challenge. I totally agree, we are lagging far behind. And the whole transferrable skills—it is something we could be talking about a lot more, I think. But also just working earlier with industry—again, bringing everyone to the table together. I think everyone is trying to do their own little siloed work instead of coming to the table and saying, 'Right, this is the outcome we need to achieve. We need to keep up with these new industries. How are we all going to?' It all sounds simple, but I think we just do not do it.

The CHAIR: Well, that is what this committee is trying to do.

Jane HOSKING: Good luck.

The CHAIR: That is what we are trying to explore, right? I am so sorry. We could have actually chatted all afternoon, because it is really important work that you do. And thank you for your insight today and for answering our questions. If you need to add anything further, please write to us. We thank you for your time today.

Witnesses withdrew.