



COMMONWEALTH OF AUSTRALIA

Official Committee Hansard

**HOUSE OF
REPRESENTATIVES**

STANDING COMMITTEE ON EDUCATION AND TRAINING

Reference: Vocational education in schools

THURSDAY, 21 AUGUST 2003

CANBERRA

BY AUTHORITY OF THE HOUSE OF REPRESENTATIVES

INTERNET

The Proof and Official Hansard transcripts of Senate committee hearings, some House of Representatives committee hearings and some joint committee hearings are available on the Internet. Some House of Representatives committees and some joint committees make available only Official Hansard transcripts.

The Internet address is: **<http://www.aph.gov.au/hansard>**

To search the parliamentary database, go to:
<http://parlinfoweb.aph.gov.au>

HOUSE OF REPRESENTATIVES
STANDING COMMITTEE ON EDUCATION AND TRAINING

Thursday, 21 August 2003

Members: Mr Bartlett (*Chair*), Mr Sawford (*Deputy Chair*), Mr Albanese, Mr Farmer, Ms Gambaro, Mr Johnson, Mrs May, Mr Pearce, Ms Plibersek and Mr Sidebottom

Members in attendance: Mr Bartlett, Mrs May and Mr Pearce

Terms of reference for the inquiry:

To inquire into and report on:

The place of vocational education in schools, its growth and development and its effectiveness in preparing students for post-school options, with particular reference to:

- the range, structure, resourcing and delivery of vocational education programs in schools, including teacher training and the impact of vocational education on other programs;
- the differences between school-based and other vocational education programs and the resulting qualifications, and the pattern of industry acceptance of school-based programs;
- vocational education in new and emerging industries; and
- the accessibility and effectiveness of vocational education for indigenous students.

WITNESSES

BLOOM, Mr Geoff, Executive Director, Rural Skills Australia 1139

JACOBSEN, Mr Niel, VET in Schools National Coordinator, Rural Skills Australia..... 1139

Committee met at 9.23 a.m.

BLOOM, Mr Geoff, Executive Director, Rural Skills Australia

JACOBSEN, Mr Niel, VET in Schools National Coordinator, Rural Skills Australia

CHAIR—I declare open this public hearing of the inquiry into vocational education in schools. I welcome representatives from Rural Skills Australia. Thank you for being with us this morning. Thank you for your submission. I invite you to make some introductory comments, if you would like to do that, and then we will proceed to questions.

Mr Bloom—First of all, I might explain what Rural Skills Australia is and how it links with the National Farmers Federation. This submission was put in by us on behalf of the NFF. Rural Skills Australia is an incorporated body. The three main partners are the National Farmers Federation, the Rural Training Council of Australia and the Australian Workers Union. This particular organisation was put together back in 1995 to promote new apprenticeships in agriculture and horticulture. Since then we have undertaken a number of other projects. A lot of them are DEST projects. We have funding from ECEF, which is the Enterprise and Career Education Foundation. We have also had other project money, such as from AFFA, which has produced those booklets there. I would describe us as the education and training arm of the NFF. They are a very small organisation. We consult with them all the time. Our chairman is the Deputy President of the NFF, Wayne Cornish. Our Treasurer is the Chief Executive of the NFF, Anna Cronin. That is how we link with the NFF. We have a series of field officers that are undertaking various projects.

I might address the terms of reference. We see self-confidence, self-esteem and acceptance as key factors affecting participation in VET in schools. We have clients in remote areas of Australia in remote schools. It is essential for them to take part in this to build that self-confidence. We also think it helps develop employability skills that all employers are after these days. They want people that can problem solve and do various things when they come into the workplace. We think VET in schools is the ideal place for that to be developed.

For rural communities, it is essential that they have these support services and that they are not just available in the cities. If we can have the same type of things that happen in cities out in rural areas, our constituents will not feel disadvantaged. We know it is more expensive to have some of these programs out in those areas, but we do not think rural people should be disadvantaged because of that.

I will throw something else in. The drought has had a huge effect on rural and remote Australia. According to the latest NFF figures, something like 80,000 jobs have probably gone by the wayside, which will create skill shortages when the drought finally breaks and farmers come back into full production. That affects not only the people who work on the properties but also the people in the towns that rely on farmers making money to spend in the towns. That is their latest estimate.

The level of assistance through incentives is often bound up in complicated forms and processes. We think some of that could be streamlined. We are currently working with state governments and the Commonwealth government on having input into things like that. It help if

you have apprentices moving from a cattle station in the Northern Territory working for the same employer to one in Queensland. We have been through a lot of red tape over the last few years about agreements being different from one state to the other. So we have worked with those state governments to try to fix some of those problems.

I guess there are a lot of people on income support returning to work. There needs to be a greater understanding by the agencies of what those people are going through. They have not had any production for the last two or three years while the drought has been on. They have actually had to come for assistance in the first place. They have not been used to having to go for assistance. Some of them will go off and have to do something else. We really support VET in schools. We think it is an ideal way of introducing people to our industry. Structured workplace learning such as school based new apprenticeships are really great initiatives on behalf of the government and we fully support them.

Mr Jacobsen—In the last three weeks, I have started as the coordinator for industry partnerships. I have been doing a lot of research with regard to the rural industry programs in the schools, particularly in my state of New South Wales, and how they are being implemented. I see some real opportunities to improve the uptake of primary industries within the schools. We need to provide to the schools some modules which have a practical application of the VET training within the school framework other than the current system that operates now.

There is a curriculum framework in New South Wales, for argument's sake. While they are saying the uptake of VET in New South Wales is good in relation to numbers, the actual number of hours spent on VET training in New South Wales is very low compared with other states. So there are some of those aspects that need to be brought into balance and some models provided. In other states where the hours are high, there are good participation rates in trying to get some melding throughout Australia.

CHAIR—Among the curriculum framework courses in New South Wales, there is a farm studies course. Is the farm studies course one of them?

Mr Jacobsen—It is the primary industries framework, which operates in years 11 and 12. There are agricultural courses below, in years 9 and 10, that the students can participate in as well.

CHAIR—But they are not VET courses. They are curriculum courses, aren't they?

Mr Jacobsen—No, that is right. But there is an opportunity to promote the VET courses to students in those years to bring them through and to encourage it.

CHAIR—In subsequent years. You mention in your submission on page 2 that the biggest hurdle is an image problem in terms of students' appreciation of and lack of interest in agriculture and farming. On page 3, you also mention the attitude of teachers and careers advisers as being a problem as well. Would you like to elaborate on that, particularly the attitude of teachers and careers advisers being an issue.

Mr Bloom—In some schools, there is an excellent careers adviser that is pushing all sorts of industries. But in the long term, a lot of them have too much on their plate. Some of them have

teaching duties. Some have been put in the jobs because, as I might say, they are square pegs in round holes. There are areas where we have skill shortages and we have a careers teacher who is saying that agriculture is not for us because there is no future in it, it is a dirty industry and it is low paid et cetera. Our attitude is that, of the people who come out of years 11 and 12, probably 30 per cent go straight to university and 70 per cent go to the work force. Even with the ones that drop out in years 9 and 10, some of them just have not fitted into the schools system. If our industry is promoted to them, they are still quite bright and can pick up and go into a hands-on job. They might like working outdoors. Not everyone is going to be a brain surgeon.

CHAIR—Your approach through the CD-ROM *On Track* and so on, is it aimed at raising interest in students? Have you got any strategies particularly aimed at those careers advisers and teachers in terms of encouraging them to promote farming?

Mr Bloom—One of the things we did with that particular CD-ROM is that, when we posted it out to 5,000 or 6,000 schools or whatever it was, there were Job Network people et cetera. We put 16 people on the ground for a month in regional and rural areas and got them to chase up the school to see where that CD-ROM was, whether it was still sitting in the principal's office or whether it had got to the careers adviser, whether they had run it and whether they wanted any assistance from our person to come into the school to run it or conduct a session. So we had 16 of them. We had one in the Northern Territory. Every state had one, two or three depending on how big an area they had to cover. We did that for a month. I think that helped get it off the shelf. Some schools came back and said, 'Terrific. Come and help us.' With others, we could not get them to return the phone call to see whether they had actually received it or who had it.

CHAIR—What was the rough percentage of take-up rates?

Mr Bloom—I have the report at work and I can provide a copy to you if you would like.

CHAIR—That would be good. Do you have a rough idea off the top of your head?

Mr Bloom—I could not give it to you. I can tell you how many schools we went to, who responded, who did not and all those stats.

CHAIR—Finally, before I hand over to my colleagues, what about the effectiveness of it? Has there been any tangible evidence of increasing student interest resulting from this strategy?

Mr Bloom—I think it is a bit early for us to do a survey. We actually produced it and launched it in Carnarvon at the NFF conference in May last year. At that conference, Westpac happened to be there, saw the product and came straight to us and said, 'We want some more. Could we add more sectors into it? We are prepared to fund it.' They came good with a fair slice of funding to add another five or six sectors. Of course, one of them was the banking sector or agribusiness type thing. I thought it was excellent that a private company came in and provided some money. We have relaunched it again recently. The copy you have is the updated copy.

CHAIR—Thank you for that. We are interested in that. I guess the point you make is that its effectiveness depends on the willingness of careers advisers and others in schools to actually take it off the shelf and use it and promote it.

Mr Bloom—The other thing we have going is that we have some funding at the moment from the Enterprise and Career Education Foundation and we have four people working with the farm organisations in four states. There is one in Western Australia, South Australia, Tasmania and Victoria. Their job is to go to schools, work with them on work placements, promote the careers and promote that CD-ROM. We have had those people on the ground now for the last probably nine months, I suppose. We have applied for more funding to try to extend it into Queensland and New South Wales.

Those people have had excellent results. They are all doing really well. They are all doing quite different things. For example, in Western Australia, there is a young lady who has worked as a jillaroo in the Riverina. She has worked on properties in Western Australia. When she goes to a school and does a presentation, the students can relate to her. She can tell them about her experience, about where it has led her et cetera. Those sorts of positive things are going to have a big effect on getting some more people into our area.

Three years ago, we put some other people out there, once again funded by ECEF. We hired them for 120 days. We had a place at Esperance in Western Australia, where we hired a local lady there who had grown up on a farm. She had worked for the group training scheme. She worked with the school and with the employers because she knew all the farmers and then lined up the work placements. She visited the students on the work site to see they were getting on all right with the employer et cetera.

Probably one of the success stories would be in Goondiwindi, where we had two kids doing agriculture in years 11 and 12. We put someone in to Goondiwindi. The next year there were 25. We have 50 farmers. She stopped at 50 because they had never heard of the program. They expected someone to come out. But we could only get 25 students for the next year. But that gave those 25 a taste of what their future might be like working in agriculture. So they could either take it up or go away and leave it. Some of that must wash off regarding an increase in the number of people going into those areas.

CHAIR—Encouraging signs, then. Finally, do any of those coordinators do work in city schools as well or so far are they only focused on rural and regional areas?

Mr Bloom—In Western Australia, they do go to careers days. We had one of our other people in Tasmania this week at a careers day in Hobart. We are operating like that. We are not focusing on a lot of the city schools, although we can go in at their invitation. I guess we also promote the amenity horticulture side, which is green keeping and landscaping et cetera. Wherever we can see an opportunity, that is where they take it.

Mr PEARCE—Thanks very much for your submission. At the end of the day, I think your submission identifies quite a number of the issues that exist in relation to VET in rural and regional Australia. From a Commonwealth perspective, what do you think really needs to be done? It is not entirely clear to me from your submission exactly what you would like to see the Commonwealth government do in relation to this. At the end of the day, we have to come up with some recommendations in this report. What are the one, two or three most significant initiatives that could be put in place that would make a difference?

Mr Bloom—I see some of the problems related to distance and remoteness. In the case of work experience or workplace learning, we are always the last cab off the rank. It is difficult to get them out to the farms and difficult to get them back whereas it is easy to send someone to the local machinery works or welding works in the town or the local motel or whatever it might be because they are town based and the schools are usually in the towns. If we can provide some assistance to try to get these people out there to do that work, I think that would go a long way.

Mr PEARCE—When you say assistance, do you mean some sort of financial subsidy or do you mean the provision of a bus service or both?

Mr Bloom—I think you would probably have to give a financial subsidy. I guess the other thing is we still have this funding, which has all been short term. With respect to the people we had working in Goondiwindi, that was short term. We do take them away. The people are still in the community because we always hire locals so they are always there to assist. If they are not doing it full time, it drops off. With regard to the ECEF program, which DEST is now taking over, we were at a conference yesterday which discussed how we can beef it up and provide these services out in the bush.

Mr PEARCE—Again, what is the specific thing you would like to see the government consider?

Mr Bloom—The four people we have out there at the moment are only on short-term funding. They may get funded again next year and then it finishes. That type of funding is essential. The department can say, 'Let industry pick it up.' When you have diminishing numbers in the farm organisations through drought and whatever, it is going to be very difficult for the industry to pick that sort of funding up to put those people out there.

Mr PEARCE—At the moment, it is just a 12-month grant, is it?

Mr Bloom—It is 12 months to 12 months.

Mr PEARCE—What does it need to be—two years or three years?

Mr Bloom—If we could get three-year funding, that would enable us to make some decisions. We have other field officers also funded to promote the training programs. Once again, it is through DEST. We have just had the contract roll over for six months. We have had a two-year, one-year and now a six-month contract. When you have someone stationed at Shepparton, where they have an office and they have a motor vehicle and they virtually work out of that motor vehicle, it is very difficult for our board to make a decision and say, 'What do we do here? We have to replace the car. Do we buy it or hold on to the one we've got?' With regard to those types of administrative decisions, if you have longer term funding, you can make better decisions. You can spend your money more wisely. Niel may like to comment.

Mr Jacobsen—There may be some opportunities. The program I am working on I have notionally called the rural business skills program. I see that rolling out under the ECEF banner, as it stood, to provide the students with an opportunity to look at a farm as a business, as an enterprise. To start up an enterprise, they look for the business opportunity, identify the strengths and weaknesses of that, identify a product, do some market research, then run the business,

produce a product and then market and sell the product. There is a similar program called YAA, which is Young Achievers Australia. It is city based and based on a cohort of students in a similar area. This would have to be a self-funding, self-standing program with all the resources being available for the teachers in the remote areas to use.

There is also an element of it where it is succession planning, like it is on a farming enterprise where a business is handed over to the next generation. It is the concept of handing the business over as opposed to the YAA one, where the business is actually wound up. So it is based on a couple of good programs, including the e-team program, with the Australian Quality Council looking at quality issues along the way as well.

It would be nice to have some money to develop a resource around that so it is a stand-alone resource, to trial the resource, to do an implementation program and to do professional development for the teachers so it can be sent out basically as a package with a bit of support to rural and remote areas. It is a very hard thing to keep tracking backwards and forwards as they do with these YAA programs. I am envisaging that people from the local community would get involved in the program. They could have guest speakers and farmers support it. The children could do farm visits. It could be integrated into the actual curriculum if we could manage it. Where they teach agriculture and horticulture at schools, they generally have a farm set-up there. So they produce something there that they could market locally. We could look at the farmers markets operations to sell those products and the school fetes, where a range of other activities occur. It is a concept I am coming up with but I am running it by a few people, including the New South Wales VET in schools directorate and some people on the ground. There is an association in New South Wales of VET in schools agricultural teachers.

The very strong advantage with agriculture teachers, particularly as I know them in New South Wales, is they have an agricultural science background. They are not teachers. They have said, 'I would like to teach agriculture.' Most of them have a background in the industry. They have their agricultural science degree and then they get the teaching degree on top of it. So they have some very practical approaches to doing it. I would say that the industry is well served. Probably the system in some cases does not let them roll out. They do not have the resources. I think it could be a good resource. As Geoff was saying, it is about the roll-out and supporting those programs over an extended period, such as three years or so. We have also applied for new programs in New South Wales and Queensland. To initiate them and get them started, it would be nice to know that there is a three-year lead time in which to implement these programs.

Mr PEARCE—How many agricultural type VET courses are running throughout Australia at the moment? Have you any idea how many schools are running a program?

Mr Bloom—It is quite difficult to find out. We cannot find out the names of the employers or someone doing a school based new apprenticeship in agriculture because it is all confidential. One of the initiatives that we have going is a deal with Golden Circle. I do not know whether you have ever seen ads on TV called Kid Start Farms. It is on a pineapple farm. It runs in community timeslots on TV. About three years ago, Golden Circle came to us and said, 'What can you do for us? We want to put some money back into the community, into some sort of a program.' We decided a school based new apprenticeship might be the way we could do it for them. We would do the marketing and promotion. They produced the TV ad and they arranged to run it. But it was our 1800 number that the people used.

We decided that for 50 employers of school based new apprenticeships in agricultural production and horticulture, the best 50 applications would result in \$1,500 going to the employer to assist in that. In the case of a part-time new apprentice working, say, one or two days a week on a farm and doing years 11 and 12 schooling, it would be a tremendous subsidy to employ that person. On top of that, they still have the Commonwealth incentives. We have run that for three years with Golden Circle. We market it as best we can to try to get people to know about the program. It would be really good if we actually knew which schools have them so that we could send the application forms direct to the employer.

Mr PEARCE—Have you any idea of what the real demand is across Australia? How many kids want to do courses in agriculture, horticulture, farming and whatever? Have you any idea?

Mr Bloom—We do not have those figures. The only survey that has been done is the skill shortage survey we completed in 2001, which was done by NCVER. We identified four sectors and decided that it would probably apply across the board. Certainly there are jobs out there we cannot fill. We know of employers that say, ‘If we could get the right people, we would certainly be putting them on.’

CHAIR—What are those main areas of skills shortage?

Mr Bloom—It is virtually across the board. Some of it is seasonal, so some of it may be more labour shortages than skills shortages. In Western Australia when they are seeding and when they are taking the grain off, they have shortages there. They have even applied to the Commonwealth government to bring in overseas labour to do it.

CHAIR—In what sort of areas for apprenticeships, though? What sort of trades?

Mr Bloom—The trades would be just general farming or agriculture certificate II and certificate III and production horticulture. We have even run short courses for four days to try to get people trained up in that four days to make them skilled enough to go out to work on the harvest or the seeding or whatever.

CHAIR—Those certificate II and III courses you just mentioned, are they apprenticeships?

Mr Bloom—They are new apprenticeships, yes. The system is there now to go right through to certificate IV and higher if they want to.

Mr PEARCE—It is a difficult area, I suspect, because you have a combination. We have our rural sector, which is fundamentally important to our country—I have some empathy with it; I was brought up in the bush—and our economy going forward and what have you. However, with the developments in things like technology and the Internet and what have you, you have to say to yourself, ‘I wonder why young people in this day and age would want to spend their life on a farm.’ So that comes back to this image issue that you have identified in your submission. It seems to me to be a very difficult balance to get right. The life can be wonderful—there is no doubt about that—but it is like all jobs: it is a lot of hard work. There is international competitiveness, globalisation, and the world is now borderless with travel. For young people born in the country thinking about their careers, it does not look all that attractive. It is probably more perception than reality, but it does not seem all that attractive. It is a very hard thing from a

policy perspective to be able to make policies that will be able to overcome that huge trend. Do you agree with that?

Mr Bloom—I certainly agree with that. I do not think anything has changed. I grew up at a place called Thorpdale in Victoria. My dad still has the farm. They were not about to expand. They did not have the money. We all went off and did something. We worked as a tradesman or whatever. I do not think anything has changed. I go back to that area now and I see some of the families are still there. They have just got bigger. They have bought places next door. The population has got more sparse. Where there used to be five farms of 200 acres with five families on it that might have had three or four kids, there now might be only one resident on that particular property. But as they get bigger, they then need labour anyway, whereas mum and dad and the kids used to do it 40 years ago. Dairying is probably the same. They have gone to bigger dairies. They have got more mechanised. It is not as manual as it used to be—it is more mechanised—but they still need trained operators to operate that equipment.

You will see in the CD-ROM that we have tried to show it with the more modern equipment and what is needed to be able to operate that equipment. Of course we cannot take someone straight off the street and put them into a \$250,000 or \$300,000 header if they do not have some training as to how it works and can operate the machine. We have also still got the manual work, such as with the shearer, where nothing much has changed in 100 years other than we now shear with powered hand pieces and we have brought slings in. It is still a manual job.

CHAIR—Are those areas particularly difficult? I imagine it would be easier to get young fellows interested in driving large and sexy equipment than shearing, for instance?

Mr Bloom—That is right. Look at the average age of a farmer. It is something like 56. The average age of a shearer is getting older. Probably the thing that has saved the wool industry at the moment is that sheep numbers have dropped from 190 million to 100 million. If we were still trying to shear 190 million, we would be in dire straits as far as labour goes.

CHAIR—I want to ask you further about the school based apprenticeships. How do they work practically under the distance education program? I am a bit intrigued about that.

Mr Bloom—Can you answer that?

Mr Jacobsen—No, I cannot, I am sorry. I am not sure how it does work under the distance education program. We are not involved.

Mr Bloom—We would like to see it extended to that.

CHAIR—Thank you very much. To sum up then, and perhaps returning to Chris Pearce's question, are there any other specific recommendations that you would like us to consider making to the government in terms of how to more effectively interest and assist students in taking up VET in rural based industries?

Mr Bloom—I do not think we have much further to add than what we have actually put in the submission. Everyone knows it is a very difficult problem. We are doing the best we can with the resources we have. I think we have to try to equal it a bit in the more rural and remote areas. If

we had the same facilities or similar facilities as those we have in the cities, it would help a lot. As I say, some of the things we do not have direct answers to.

Mr Jacobsen—I attended a meeting yesterday in Sydney on New South Wales regional development. They were looking at the concept of regional community based bodies to support new apprenticeships and skill shortages in particular in regional Australia. I think there is the issue of the long-term funding of those bodies—they are trying to map them—and the Australian National Training Authority is related to that strategy for the next seven years to build communities. It is to build those community networks. So you are relying on the expertise of the people within the town and bringing together a network that can help support these different initiatives through one activity rather than being fragmented. I think a regional approach in funding would be good.

CHAIR—We have had a number of examples where that sort of approach seems to be working. It is not specifically related to rural skills or rural employment but at least to rural towns. For instance, we went to Junee. There was a very strong partnership between the community, business and schools. As a consequence, there was a high rate of take-up of VET and low unemployment in town and very promising career opportunities for young people coming out of school. They were not particularly farming based jobs. A lot of them were town based jobs. Some were in the farming sector as well.

Mr Bloom—Some of the cluster coordinators—I do not know if you have come across any of them—were funded by ECEF. That was what we discussed yesterday at this conference that DEST put on. DEST will take it over on 1 October. We discussed how it can be beefed up and how we can have those people more involved in those communities.

CHAIR—Is it your experience that some of those cluster coordinators themselves are not sufficiently aware of employment opportunities and career prospects in the farming sector? Do you think there is a need for more education of those people in their role?

Mr Bloom—There probably is, but it is vice-versa. Probably some employers do not know about the cluster coordinators and what is happening in the school. At this conference workshop yesterday there was a chap in the tool making business. He is at Campbelltown. His association has 140 members and he had never heard of cluster coordinators or area consultative committees.

In my previous life until 1995, I worked for the Department of Education and Training. I know how much we have spent promoting new apprenticeships. We get a lot of calls on our 1800 number inquiring about new apprenticeships. The first thing I ask them is, 'Do you know what a new apprenticeship is?' Probably 80 per cent of them have a bit of an idea but they think it is very inflexible. All they can think about is the old craft trades. They do not realise that it extends to everything from farming to horticulture to vet nursing et cetera. Unless they have actually been into the experience and hired someone and know how the training plan works and what wages you pay them, it is quite difficult. As everyone knows, in 1986, the traineeships came in. We spent a fortune promoting them. Government still does. It has some excellent programs that can inform people. Unless people actually taste it, their knowledge, I would say, is not as great as it could be.

I suppose it was highlighted in Goondiwindi, where the coordinator found 50 farmers who had never heard of the school to work program. The school is probably resourced enough to have those people to go out to do that work, but it is often quite costly. If I talk about new apprenticeships, it is the same thing. Two or three years ago, I went out one Friday afternoon with the local TAFE teacher here to a property just out the back of Yass, which was an hour's drive from here. I spoke to an employer who had 17,000 acres. He employed five to 10 people on his property. He had never heard about new apprenticeships. I sat down and talked with him for an hour to explain the situation. The TAFE teacher spoke about what training would take place. Driving back into town, there was the afternoon gone at a property that is only an hour's drive from the national capital. You have new apprenticeship centres that are on contract that get paid a certain amount for each sign-up. That guy might not have acted on it for another three to six months. It is more attractive to doorknock the main street of Queanbeyan to find trainees than it is to go out to rural areas.

CHAIR—Thank you very much.

Mr Bloom—Thanks for your time.

CHAIR—There are some promising signs there. We will look at this with great interest. All the best with your work.

Mr Bloom—Thanks very much.

Resolved (on motion by **Mr Pearce**):

That this committee authorises publication of the transcript of the evidence given before it at public hearing this day.

Committee adjourned at 10.02 a.m.