T R A N S C R I P T

ECONOMIC, EDUCATION, JOBS AND SKILLS COMMITTEE

Inquiry into career advice activities in Victorian schools

Melbourne — 19 February 2018

Members

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Witnesses

Ms Judy O'Donohue, Director/Career Practitioner/Consultant, Career Me Now; and
Mr Steve Shepherd, Chief Executive Officer, TwoPointZero.

The CHAIR — Good morning. On behalf of the Committee I would like to welcome you to the public hearing for the Economic, Education, Jobs and Skills Committee's Inquiry into career advice activities in Victorian schools. All evidence taken at this hearing is protected by parliamentary privilege; any comments you make outside the hearing are not afforded such privilege. Hansard is recording today's proceedings. We will provide a proof version of the Hansard transcript so you can correct any typographical errors.

On behalf of the Committee I would like to invite you to say whatever you like—take your time—and then allow us some time to ask questions. Please state your name before you start, for the Hansard record. Thank you, and welcome.

Mr SHEPHERD — Thank you. My name is Steve Shepherd. I am the Chief Executive Officer for TwoPointZero, which is a career coaching firm. We are part of The Career Insight Group, Australia's largest privately owned career strategy firm, funded by private equity. TwoPointZero specifically works with young people—students, graduates and young people—at the start of their careers to help them find their career direction and develop the job–seeking skills that they need to be successful in the world of work.

From the perspective of the submission that we made, we really addressed two issues in there: investigating the extent to which career advice meets the needs of school leavers and then providing some insights on what we think are some of the strategies that need to be considered to provide effective career advice for school leavers. I should put into context that the work that we do is predominantly funded by parents, so it is fee for service, and parents are approaching us to support their young adults where they feel that schools or universities have not delivered against their career advice needs. We also do some work with a number of independent schools and with the AFL Players Association supporting the players transitioning out of football, both within the AFLW and the AFL itself.

You will see in my submission we provided some insights into some research that we did last year where we surveyed 1000 people across Australia between the ages of 16 and 24 asking them a number of questions around the career advice that they got within the school system. You will see in the notes that we provided that 70 per cent of Victorians between the ages of 16 and 24 found it difficult to find a job in line with the career aspirations that they had within school and that 65 per cent of them believed that their educational institutes had failed to adequately prepare them for the world in terms of identifying both their career pathways and the skills that they needed to effectively transition to employment. I am happy to provide further details around that research as it relates to Victoria but this was consistent in all states within Australia.

I guess our input will come based on the anecdotal experiences, because we are approached by parents who are concerned about the welfare of their children either because they have exited the system and have not been able to effectively transition into employment or they are struggling to identify what is the right path for them through the school and further education system and are in danger of dropping out of that because they are not feeling like they know a pathway through.

I guess we kind of see it from a perspective of the young adults that probably have a very clear or stronger academic background tend to at least transition into the further education system reasonably well because they tend to get advice that is directed around study preferences—'Because you are good at this subject, follow this subject, follow it into university'—and with all due respect to the current school system, it seems to be then 'and we will let the universities worry about how we get you career advice, but we will provide you with that going in'. Where we work mostly is with those students whose academic and career paths are less obvious to them. So they are not the strong maths and science students that may go on and they are not the ones that are getting the high ATAR scores. Having said that, where we see the work with those students is later, once they exit the university system and then they find out that the pathway they took was the wrong pathway for them and they followed an education pathway without really realising whether that was the right career path for them.

I will close by giving what we see as the biggest issue. It is that most students that we work with have no understanding of what is the right career pathway for them. Just as we talk about different students having different learning styles, there are things that make people—we have different career personalities as well and so what makes somebody a great accountant is different to what makes somebody a great nurse and even what makes us attracted towards politics as a career option. So helping students to really identify what does their career personality look like and then what does that mean in terms of an educational path and a vocational path. Whereas what we are seeing is a really very clear focus on further education and, to some extent, a herding of people into the further education system rather than thinking about is that the right path for these students.

Again, that it is essentially why we are approached by the parents saying, 'Look, I know my son'—or daughter—'is probably not going to go to university, but the school is not really helping them to work out what is the best path from there'. You will see in our submission a range of different topics there, but I think that is the key one. What we see missing in the careers space is helping them to really identify that and then plot a pathway. I think it is fair to say that if we were to step back into the school education system with a few tweaks—careers education—it is probably not that much different to when most of us went through it. It is pretty hard to teach somebody how to develop a résumé or to prepare for interview skills when they do not even know the job that they should be applying for. I will leave it at that. I am happy to take questions.

Ms O'DONOHUE — My name is Judy O'Donohue, Director of Career Me Now, a private practitioner and a qualified careers counsellor. I have had 12 years in the school system and recently moved into my own private practice. Prior to that I was in recruitment, working with the long-term unemployed. Just to give you an overview, I have a lot of background where I have supported people over the years in various recruitment roles. I was in an agency years ago helping people get into banking and finance roles, graduate programs and so on.

In my current role as a private practitioner I see students from Year 8 through to university, and I also see adults changing careers and professionals. But my biggest focus is on those young people—as yours is, Steve—and having come from the school sector, it is very interesting seeing where the improvements can be made. As a career practitioner in a school, the frustrations come from a lack of resources. One of my biggest issues is that in schools careers education is not mandated by government, which it should be, I believe, and also is mostly under-resourced. As an example, we have schools in the eastern suburbs of Melbourne—just as an example—government, private and Catholic, where there would be one careers adviser for 300-plus students just in Year 12. The Career Education Association of Victoria have recommendations how many careers advisers there should be for each student, and that they should be qualified. Some schools have career practitioners who are not qualified, and I do not mean as teachers, I mean as career practitioners. We would not allow teachers to teach without teaching qualifications, so I wonder why we allow careers advisers in schools who are not qualified as careers advisers?

There is so much work that a careers practitioner does in a school. They are constantly under pressure to support students without enough resources, without enough support from principals. In fact one of the comments that I made in my submission was that principals do not really understand what careers education is about. Their main focus is on of course education. But what is the purpose of education if it is not to find outcomes that are appropriate for each individual student? If each individual student does not get to see a careers practitioner in the whole of just their high school—7 to 12—then we are not doing them the service at all.

One of the things that needs to be done to cover some of the things like strategies to improve the effectiveness of career advice for school leavers is it needs to start at minimum Year 7 with programs like understanding your own values; understanding your strengths, your interests; understanding the world of work. We also need to be bringing parents on board because, as we know from research, parents have a big influence on where their kids go. But if their parents are all telling them to be doctors and lawyers, then who are the people doing the other work that needs to be done? And that is happening a lot in schools.

What we find, as careers practitioners in schools, is the career practitioners are giving students the options; it is the parents telling them, 'No, you must go to university'—just on your comments there Steve. The parents do not understand. It has changed over the years. Of course we understand that many parents and many communities believe that if you get a university education, you are going to be bringing yourself out of poverty, and that is really an important point. But what the research is also showing is that a Certificate IV can be equivalent to having a university degree in terms of final outcomes with pay and employment.

There are a lot of things that need to be done, but what I would like to see is careers education needs to be mandated, careers practitioners need to be funded. If they do not have a $20 000 to $30 000 budget at least to deliver programs, they are not able to do very much at all. And when they do go to their principals for support, the principals do not always understand what needs to be done. So I would love to see MBAs for principals with a careers unit in it, and in fact teachers should be taught about careers because then they might be able to explain to students, 'The reason you are doing maths is because these are the jobs you will do in the future'. We are talking about STEM—no criticism to teachers; this is their industry—but teachers have been in schools to university, back into schools. They do not often understand the whole world picture about what is going on in the world of work, which is another part of what needs to be delivered to students.

There are a lot of things going on overseas. Canada is a good example. However and in fact, Victoria has always been innovative in our education and manufacturing. We have always been the innovators and we are ahead of Australia in so many ways. We have got a careers curriculum framework in Victoria. Have a look at it. This is what can be delivered in school; it is all ready to go. Many career practitioners in schools have been trying to deliver that but the principals would not give time or space to allow that to happen.

So now as a private practitioner I am still seeing the students whose parents come to me because they do not have enough time with schools career practitioners. You cannot sort out your career in 20 minutes, even if you do get an interview with a careers adviser in a school. I have to spend a lot of time with students to say, 'Let's look at your skill strengths, what you want to do and link it towards what's going on in the world of work'. With the myfuture website, no-one even seems to know that it exists—sorry, I have got a lot of passion. I was the President of the Yarra Careers Group for three years. That is about a hundred schools that are members, and they are all passionate, want to help these kids. They are just frustrated because no-one seems to understand that there is no point in having an education if you do not have an outcome and understand why you are doing these subjects. What are we doing? It is just, 'Okay, get a high ATAR'. Then, 'Go and do a course because you've got that mark', not because you are better suited to this course or an apprenticeship or a job, whatever it is. There is so much we can do, and I am hoping that this information will help you convince the government that we need change from the top down and to bring the parents on board. It could be so exciting. We are not paying careers practitioners in schools enough. We are not supporting them enough, and they are isolated and they are drowning; they are drowning in these schools. I cry for them because I have been there and I know how hard it is!

Regional Victoria—it is even harder for them. We are usually able to get work experience for our kids in city schools. If kids are doing part-time work, volunteering and work experience—they start getting a part-time job in Year 9—then they are going to be better off because they have already got skills that employers can check. All those employability skills: collaboration, communication, teamwork, all of those things. The enterprise skills—the FYA will tell you about that. We need our students to have this so we can use them in the economy. But from their perspective we need to teach them how to solve the problems that we need to solve, so they can go out there and do that. Get them to learn how to run their business from Year 10. Anyway, thank you. As I said, passionate and lots to give.

The CHAIR — Steve, my understanding is that parents and young people secure services because student career advice needs are not being met.

Mr SHEPHERD — Correct.

The CHAIR — And you just said that at the beginning of your work. What aspects of school career advice need improvement?

Mr SHEPHERD — Well, I think the first thing, and Judy covered it as well, is simply the amount of time that is being spent on career advice. You have got in most schools one or two people—if you are lucky, two. We are seeing students who are telling us that they got 15 minutes of career advice for perhaps trying to define what is one of the most important decisions that they will ever make in their life. This goes not just to what their career is but also their engagement through the rest of their school life and through their further education.

We are seeing so much talk about disengaged youth. My grandmother used to say 'Idle hands are the devil's workshop'. We are in a changing world where the entry-level jobs that existed when we left school simply are not there anymore. They have disappeared offshore, they have been mechanised. So helping people to understand what is the new way of work when we are still using the same kind of middle-aged careers advice program that existed, as I say, when we went to school.

For me it is about spending the time—and Judy covered it too—to understand their motivators, what their drivers are, how that links in. We talk about kids finding their passion. Well, let us give them the time to help them find that passion. That will help them to define. We find that the young adults that we work with are smart, that they make choices, they will understand that if that is their direction, why they have got to go and do maths or whatever.

But what we are hearing as well is, with respect, we are hearing people talk about STEM, so the parents believe that the only pathway now is if you study science, technology, engineering or maths. Well, I do not know about

you but I was awful at maths at school, and if somebody had tried to push me down that path, you would have found me very disengaged at that point in time. We have got parents and teachers who believe that this is the only pathway instead of really looking at it. We have seen this decline in apprenticeships and yet in the building trade Victoria is crying out for apprentices. My own son went through the private education system. He now works as a bricklayer in the construction industry. But his school was being measured by parents who were saying, 'We're spending a lot of money to send them here; we want to see them go to universities'. It is important it is not just a message that comes through the schools but also that we educate parents as well within that.

I see within the schools this change that is happening, and FYA have done a great job of talking about enterprise skills. Enterprise skills are no good if you have not got the skills to get the job that the employer wants you to have. That is all about focusing on what employers want from workers in the future. Let us give the kids the skills they need to find those jobs as well. It is not an and/or; it is an and/and.

The CHAIR — How can the Victorian Government encourage principals and teachers to place more value on career path activities within the curriculum?

Mr SHEPHERD — I think that does have to be a measure about outcomes. If we measure people on the outcome after education rather than the exam result that that person gets—is the role of a school to educate our children or help them to effectively transition into employment and to become a meaningful contributor to society? I know as a parent what I think it is. It is to provide them with a level of education but to help them make that effective transition whether that is through high school, whether that is through university or whichever path they want. So I think from a government perspective we do need to look at how we measure the effectiveness of career outcomes for these students, not just what ATAR they got and how many of them got into university—because what that is doing is actually pushing a lot of people into university who probably should never be going there with fairly low ATAR scores—but helping to find the right path for them. There are still plenty of trades opportunities as well. There are different pathways. For me that is a key measure, and I think if principals were being measured on an outcome there we would start to see different actuals.

The CHAIR — Would you like to add anything to it?

Ms O'DONOHUE — I was just going to say that one of the things that is available at the end of Year 12 of course is the On Track data that governments do. The Victorian Government does the On Track data, I think, to follow up where students go. There is also the feedback: you can get really good, valuable information from schools on what they thought of their careers advice. That was brought in recently where their feedback was given on that. Uni statistics also will be around dropout rates and so on and so forth.

Greg Craven at the Australian Catholic University would say it is not so bad to have a low ATAR because—I know it is contradicting what you said—there are some students who have got a low ATAR for a range of reasons, not just because of academic inability. They desperately want to be a lawyer or whatever it is they want to be, so they should be given that opportunity. Sometimes a low mark does not necessarily show that they will not do well at university.

I believe the word should be STEAM not STEM, A for the arts and humanities—but of course then that just means everyone should do everything. But I think the importance is that if we look at the data, if we find ways to have data, as you said, the KPIs for principals should not just be bums on seats or good ATARs. It should be around good careers education. I kept saying to the schools I was in, 'You know what: if you want to do marketing, it is not about pretty grounds and nice uniforms'. Where are we telling people, 'If you go to this school, we have a well-resourced careers department that looks after students from Year 7 and makes sure that they have a path in place, rather than just doing subjects for the sake of doing subjects'?

The world is changing, and we need to be teaching these skills that they can learn: $20 Boss by FYA; Girls Invent by Mark Glazebrook is going into schools to teach young women how to invent stuff so that they can hopefully run their own businesses sometime later; and TRIPOD comes into schools and delivers programs to teach résumé writing and everything. As you say, there is no point in having a résumé unless you know what you doing it for.

So there are a lot of stats already there, but I think we can do more. The government needs to—I just keep saying the word mandate—mandate careers advice, well resourced, using the Careers Education Association of Victoria guidelines, and we might see some changes.

Ms RYALL — Thank you. Feel free to both jump in here, but, Steve, you talked about research and students feeling that schools had failed them. What percentage therefore went and changed to do something else or did they pursue that path?

Mr SHEPHERD — In our research we did not ask that question specifically. There were 15 questions in there which were more specifically around advice at different levels, whether you were at tertiary or whether you did not go through a tertiary program, so I cannot answer that I am afraid. Anecdotally we know that—sorry, not anecdotally; it is in the research—within the universities you see a dropout rate of 30 per cent. In the discussions that we have with the universities at the moment—incidentally there is a measure in there for full-time employment outcomes at the university—it is my view that they are trying to fix a problem that was started further down the track and then they are just trying to help them find their way through it. I think there is a strong correlation between that dropout rate and whether you made the right choices going in. Clearly there are some students who struggle to make the transition from school life into university life. I think that is a different theme, but the majority of people that certainly we see are because their parents are saying, 'Help—they're going to change courses, and I'm trying to keep them in university but they're not enjoying what it is'. They accept they didn't make the right choices, and it was generally because their parents told them to do it or they just followed that academic line.

Ms RYALL — Judy, you mentioned schools advice or careers counsellors not being qualified. Is that a generalisation? Some would be; most are not. What is the situation there?

Ms O'DONOHUE — Most are qualified, and most schools are …

Ms RYALL — Sorry, are not?

Ms O'DONOHUE — I beg your pardon; mostly they are qualified. There are schools where they are not. Some schools will say to a teacher, 'You're the careers adviser this year', and put them into a role where they have no training and no support. So groups like the Yarra Careers Group have meetings, and we support them and say, 'You need to know this, and you need to do that'. The careers education association run a three-day workshop. Any new practitioner will learn that and all the programs they need to know. But it is not something that would ever happen where the careers adviser would be told, 'You're going to teach maths this year'. It works the other way. So to me it does not make sense, but it does happen. Because there are no rules and regulations—there is nothing in writing to say this is what needs to happen; it is just recommendations—then any teacher can just be told, 'You're the careers adviser'. It does not make sense.

Ms RYALL — What relationships do they have—because I am not sure which one mentioned it—with the outside world, not just with the further education area?

Ms O'DONOHUE — That is I think something I mentioned, where, as I said, teachers are in primary school, secondary school and university, then they go back into schools—not all, but that is most—and principals. So where is their experience with what is going on in the real world? I have been lucky that I have had a background in recruitment and HR and all sorts of different areas, so I was able to bring a whole lot of different information and insight to these kids and parents and say, 'You need to be doing this and this and this'. It is not anyone's fault, but often the teachers do not have the outside world experience. I do not know how you introduce that. But if they are doing a careers course, at least they will understand where you can get information on the world of work. We do do professional development as career practitioners, requiring us to understand the world of work. You do that sort of professional development.

Mr MELHEM — Mr Shepherd, going through the recommendations you have got here, I was just wondering if you can take me through a practical way we can implement it. I know a lot of it is high-level stuff. We need to change things. I agree with you; I think we are doing a disservice to our young kids. I have got a son who is going to university this year, and I am not sure where he is going to finish up. My daughter is in Year 11, and she is very confused about what she is going to do—and they go to private schools. I think it is quite a typical confusion about where they are going to finish up. Definitely the system needs some improvement. So what sort of efficiency would you put in place to basically maybe see change happening—if both of you can

address this—in practical terms in relation to how we can guide kids through? Because by the time they get to university I think it is a bit too late—if they make it there.

Mr SHEPHERD — I think you are absolutely right.

Mr MELHEM — So in practical terms how can we make the system be more efficient? Do we make it compulsory, if a curriculum needs to be adopted? And your point about the teachers basically becoming career advisers, should we make it part of their teaching—career advice as part of it?

Mr SHEPHERD — I am sure Judy will have some views.

Mr MELHEM — I know it is a long question.

Mr SHEPHERD — It is. Firstly, I do think it needs to be part of the curriculum and that the time needs to be put into that to make sure they are getting the right information. I think that there is an issue in terms of the people delivering that. My business probably comes from a slightly different point from where Judy's comes from, where I am not employing people who have been engaged in the school system. A lot of them have worked in various different fields. All of my coaches come from a strong business background. We have selected people who will make good coaches and trained them to be coaches within the system as well.

I think that one of the first things is that kids have very little understanding of the world of work, so it's a bit like asking a five-year-old, and they say, 'I want to be a doctor or a nurse'. It is based on their experiences. So the work that we do is to help them understand what we call their career personality, and there are some assessments that they can do around that. Within the private school system, you do see a number of the schools using an assessment as part of that process, which helps. The psychometric appraisal helps them identify them whether they are a carer or a trades-type person or an accountant—whatever, those bits. Then it is taking all of that information, and again it is not any one of those things because it is also the conversations that you have. Because when you put that in front of the kids, most of them, even in the private school system, will read the report but they do not really understand it and they do not get good advice interpreting it. A good coach will help them to talk about the things that motivate them and drive them, what they like to do outside of school, what subjects—bring all of that together and then help them form a picture of themselves in terms of their strengths and weaknesses and what that right direction might be.

Then we take them on an exploratory journey and say, 'Okay, let's look at the careers that fit that model and start going and having conversations with people who are firemen or who are accountants or whatever and do an exploratory process where you can ask questions and start to make informed decisions'. As I think Judy alluded to, the amount of time that we spend with students who are going through that process is hours within that. I recognise that it is not practical to say that every student is going to get that level of advice, but certainly within the schools that we work in there are different ways that you can deliver that into larger groups and then bring that back to the one-on-one sessions as well.

I think, firstly, it is more resources, as Judy said—the right resources. Last year I worked with a school where the careers adviser was the phys. ed. teacher, and he asked more questions than the students. The questions that he was asking me, as the leader of a careers business, were scary—that he did not know the answers to those questions—and this was the guy who was leading a group of Year 11 students on their career advice. So it is more resources around that, and I think it is the time to actually explore and work out 'Am I a tradie guy or am I going to be a lawyer?' and then go and explore that. Because equally we will see the lawyers, after they have done three years, work out what they really wanted to do. That is not uncommon either. A couple of years in they are trying to fix it. They just kind of got forced in a system and felt they could not get out of it—that kind of thing.

Ms O'DONOHUE — Just on that, some of the basic practicalities come from the Victorian careers curriculum framework, which I refer you to have a look at. In that, there is a whole procedure of what to teach each year level from 7 to 12. Victoria has already got it set there. What is not happening is that the schools are not able to use it because there is no time given to them. A practical thing that needs to be done is time needs to be given in the curriculum to deliver programs under the Victorian careers curriculum framework.

The other thing is that work experience must remain compulsory, because if you go and do work experience with a law firm when you are 15 or 16 years old you will find out quickly enough, 'I don't want to be a lawyer

anymore', rather than waiting until the end of your degree or getting into a job and realising it is not what you want to do. The problem is, and I have put this in my submission, that the practicality for careers practitioners is there is no admin support to help them with that huge paperwork—if any of you have had anything to do with work experience—and each year it gets harder and harder. Each time a new government comes in procedure changes, another line is put in and everything has to be done again, including the testing. We have to do occupational health and safety and all of that. In VET the MOUs—look up what MOUs careers practitioners have to do as in schools—are so complicated. What we are trying to do is to encourage people into VET, but it is too complicated.

Mr SHEPHERD — I will just clarify something because I have a slightly different view of work experience. Whilst I agree that it is important, I think that for most of what is delivered in schools it is a complete waste of time to students on the basis of—and I will qualify that statement—most of them are a mum or dad who is finding their local accountant. They are not using it to make choices; they are just being put somewhere to tick a box on work experience. Now if you do the piece first and you understand what the direction is and then you go and find work experience that is part of your discovery process, I think it can be of incredible value—but not mum bribing their local accountant to let you come in and shuffle bits of paper for a week. There is no question that transferable skills that you gained through work experience are of incredible value, but make work experience part of your career decision-making process. If you do those things, then the kids can go and look for experiences that will help them make decisions.

Ms O'DONOHUE — It is the kids that should be looking for them, by the way, not the parents.

Mr SHEPHERD — Yes, then their parents.

Mr CRISP — Thank you. I was going to ask about improving work experience; you have done that. Just to close off quickly: involving parents. You did lead by saying that everyone wants to be a doctor or a lawyer or wants their children to be. Very quickly: your views on how we assist parents to help their kids?

Mr SHEPHERD — Yes, you are absolutely right: parents will give the kids advice, and it is usually pretty bad advice. It is based on their own experiences or their own aspirations. We are all guilty of doing it. I think that it is about giving the information and being able to hold decent career conversations and understand that some of the things have changed. I actually do quite a lot of work within the independent school system. We are invited to talk to parents groups in the evening about the modern world of work and what has changed and help them to steer career conversations—so really providing them with tips for where they can take the work that the careers advisers are doing, lead that to a conversation at home and hopefully all head in the same direction.

I think it is looking at ways that we can get decent career guidance information about how you have that conversation. What are the questions that you ask? How do you lead that? And what is changing in the world of work? It is amazing how many people you will see nodding when I say, 'You are giving bad advice because you are basing it on your own experiences. The world of work is very different now to the one you graduated in'. It is encouraging them to work with the school and to talk to the careers advisers et cetera and get their input along the way. But at the end of the day, they know their kids better than most.

Ms O'DONOHUE — Yes, it is very true. In the schools I was in parents were always invited. Presentations were given to them. There are a couple of things that organisations use, such as EPiCC and PACTS, if you want to look. These are programs that schools do run to educate parents about the world.

I think the other thing too is that when I was at school there was no such thing as careers advice at all, so things have changed considerably since then. If I had had help, I would have got here a lot quicker. But the other part of it too is that parents do not understand. Many think that you still must have maths or a language to go to university. Now that has been out of date for years, but the information they are giving them is because they are not a part of a program where they can learn.

So what we can do: it could maybe be an advertising program, and ideas about what governments can do with their funding. Whether it is putting out to schools programs that can be delivered to parents or whether it is an ad on telly or Facebook—I do not know, whatever it is—but maybe more information needs to be given to educate parents about how things have changed. The parents I speak to, most of them, are 100 per cent: 'All we all want for our kids is for them to be happy and for them to be able to support themselves in whatever format'.

So most parents are really open to learn; it is just a matter of tapping into them and finding the best way to give them that information.

The CHAIR — Judy and Steve, on behalf of the Committee I would like to thank you for your time and contribution. Thank you very much.

Mr SHEPHERD — Thank you for inviting us.

Ms O'DONOHUE — Hopefully it helps. Thank you.

Witnesses withdrew.