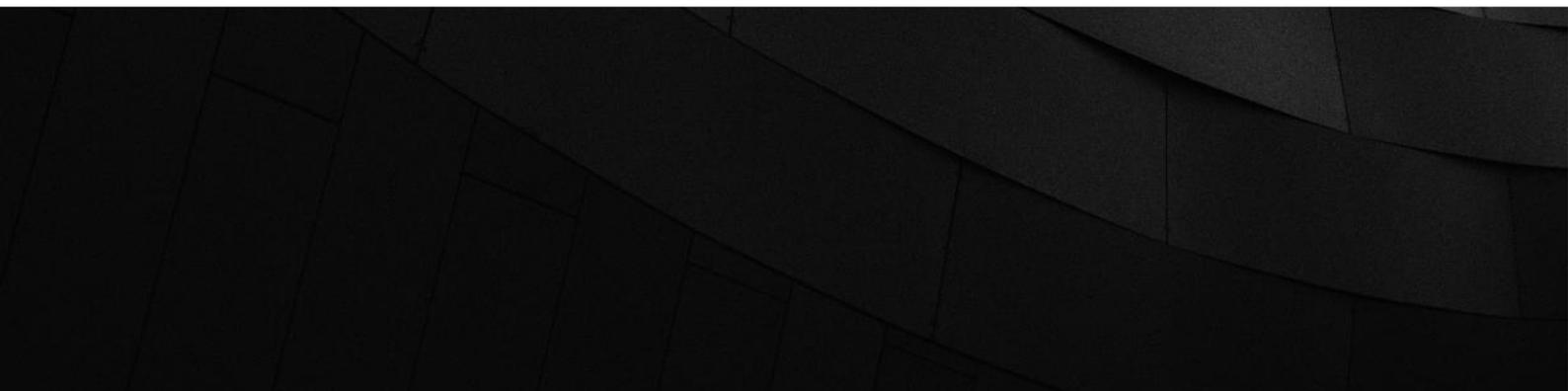


REAL INSURANCE
FUTURE OF EDUCATION

JUNE 2018



KEY FINDINGS

Technology vital but concerning to the future of the Australian workplace and education

- Many Australians are excited by the possibilities of technology in the workplace, but many are also concerned about job security and reduction in employment opportunities.
- The dehumanisation of the workplace life and the uncertainty about the kinds of jobs that would be available are just some of the impacts of technology that Australians are concerned about the most.
- Many say they are comfortable with the amount of technology-based learning systems utilised in schools today and see this as more of a positive for Australian children's future.
- However, many also find the prospect of 'virtual teachers' or 'virtual classes' to be concerning and think these technological changes would most likely impact the 'human' aspect of the children's broader education.

The traditional university degree still important, but practical skills would be more valuable

- Although many Australians who are either TAFE or university-educated say their current jobs are directly related to what they studied after high school, a similar proportion pursued a different path.
- However, they feel that their qualifications helped them when they first entered the workforce and think it would still be helpful if they were to enter now.
- The vast majority believe universities can learn a lot from apprenticeships and TAFE in providing more practical or vocational skills and what one learns on the job is far more valuable than anything learned from traditional education.
- Most Australians also think problem-solving, decision-making and people skills are the areas wherein tertiary education should focus more on to keep up with the changing workplace.
- Multi-skilling and adaptability would be the best ways to teach for jobs that may not currently exist and the ability to perform tasks that technology cannot perform would be valued most by the workplace of the future.

Aussies also concerned on the state of education

- Most Australians do not think or are unsure about the current school curriculum equipping children with the skills they would need to thrive in a professional working environment and feel there is too much pressure placed on children to choose subjects when they are undecided on which path to take professionally.
- Most are also concerned about how well today's children are being educated for the workplace of the future.
- The large majority of Australians would prefer their children to be an IT manager rather than a bank manager, and a doctor rather than a trader or a stockbroker.
- However, they also believe that young people need to build their financial literacy if they are to manage multiple employment arrangements and possible self-employment and need better guidance around where employment growth lays in the future.

Important note:

For consistency, respondents are segmented by:

University-educated – refer to respondents who have degree or postgraduate qualification

TAFE-educated – refer to respondents who have diploma or certificate qualification

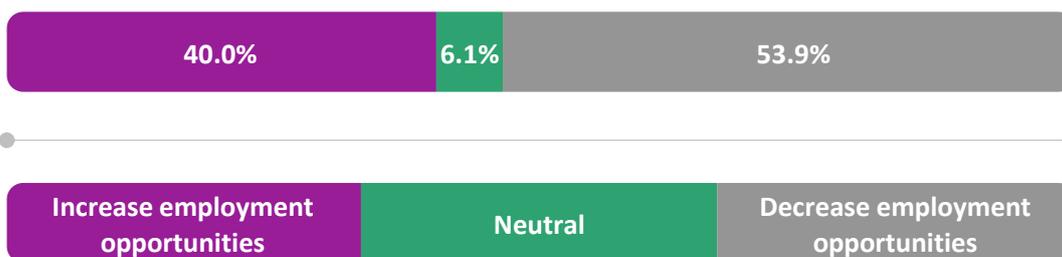
HS-educated – refer to respondents who have at most completed high school

MAIN FINDINGS

THE FUTURE OF THE AUSSIE WORKPLACE

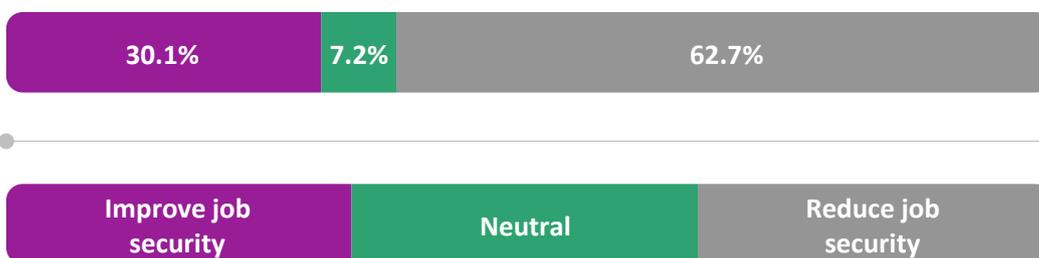
- Many Australians are excited by the possibilities of technology in the workplace, but many are also concerned about job security and reduction in employment opportunities.
- Consistently, this is also how Australians feel technology would impact their employment in the future when thinking about their own skills, occupation and career path.
- The dehumanisation of the workplace life and the uncertainty about the kinds of jobs that would be available are just some of the impacts of technology that Australians are concerned about the most.
- Most Australians are confident they understand what kinds of jobs would be available for children in the future, as well as the children getting the education they need to be able to work the jobs of the future.

How do you think the role of technology is most likely to change the Australian workplace in the next 10 years?



Source: CoreData Future of Education (June 2018)

Question: How do you think the role of technology is most likely to change the Australian workplace in the next 10 years?



Source: CoreData Future of Education (June 2018)

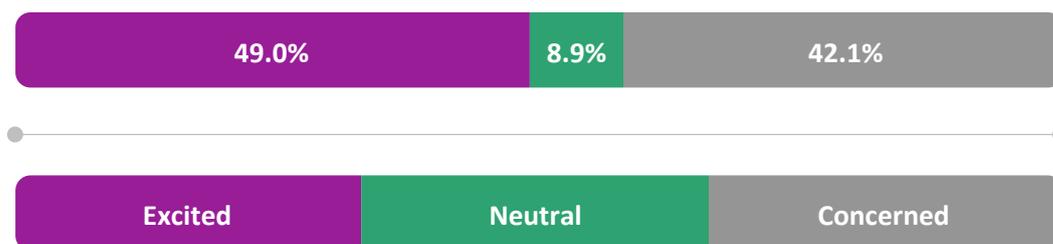
Question: How do you think the role of technology is most likely to change the Australian workplace in the next 10 years?

Over half (53.9%) of respondents think technology would most likely decrease employment opportunities in Australia in the next 10 years, while two in five (40.0%) say otherwise. The gap

increases when it comes to job security wherein more than three in five (62.7%) respondents say technology would reduce job security, while three in 10 (30.1%) believe it would improve it.

Respondents who have at least completed high school (HS-educated) are the most likely to believe technology would decrease job opportunities in the future, while respondents who have degree or postgraduate qualifications (university-educated) are the least likely to say so (63.5% and 43.5% respectively).

Would you consider yourself more excited or concerned about the impact of technology on the Australian workplace of the future?



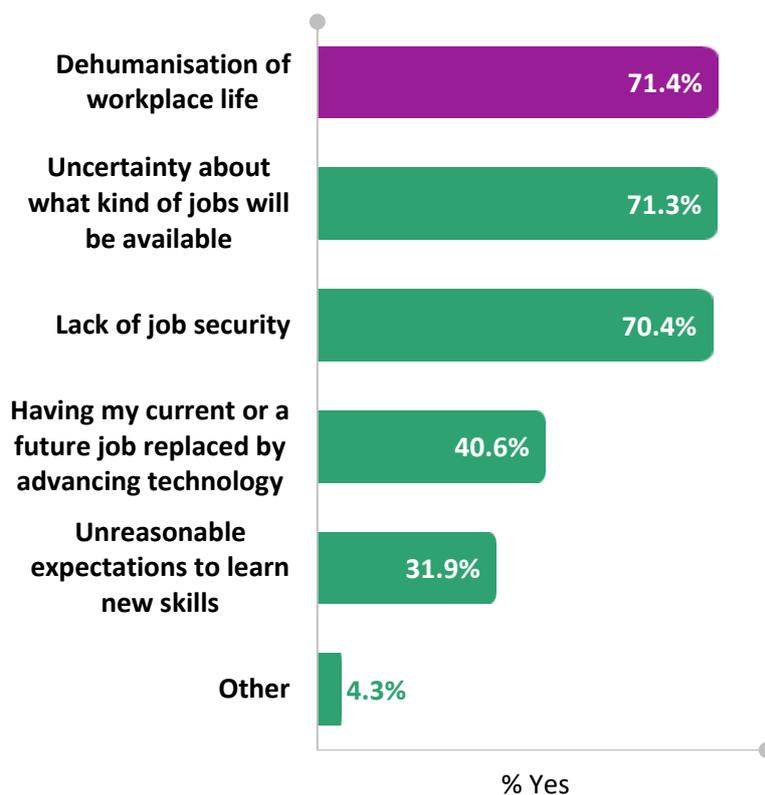
Source: CoreData Future of Education (June 2018)

Question: Would you consider yourself more excited or concerned about the impact of technology on the Australian workplace of the future?

Close to half (49.0%) feel they are more excited about the impact of technology on the Australian workplace of the future while over two-fifths (42.1%) say they are concerned about technology’s impact.

HS-educated respondents are the most likely to be concerned about the impact of technology on the workplace in the future (52.2%), while university-educated respondents are the most likely to feel excitement about this (62.9%).

What concerns you most about the impact of technology on the Australian workplace of the future?



**Multiple answers allowed*

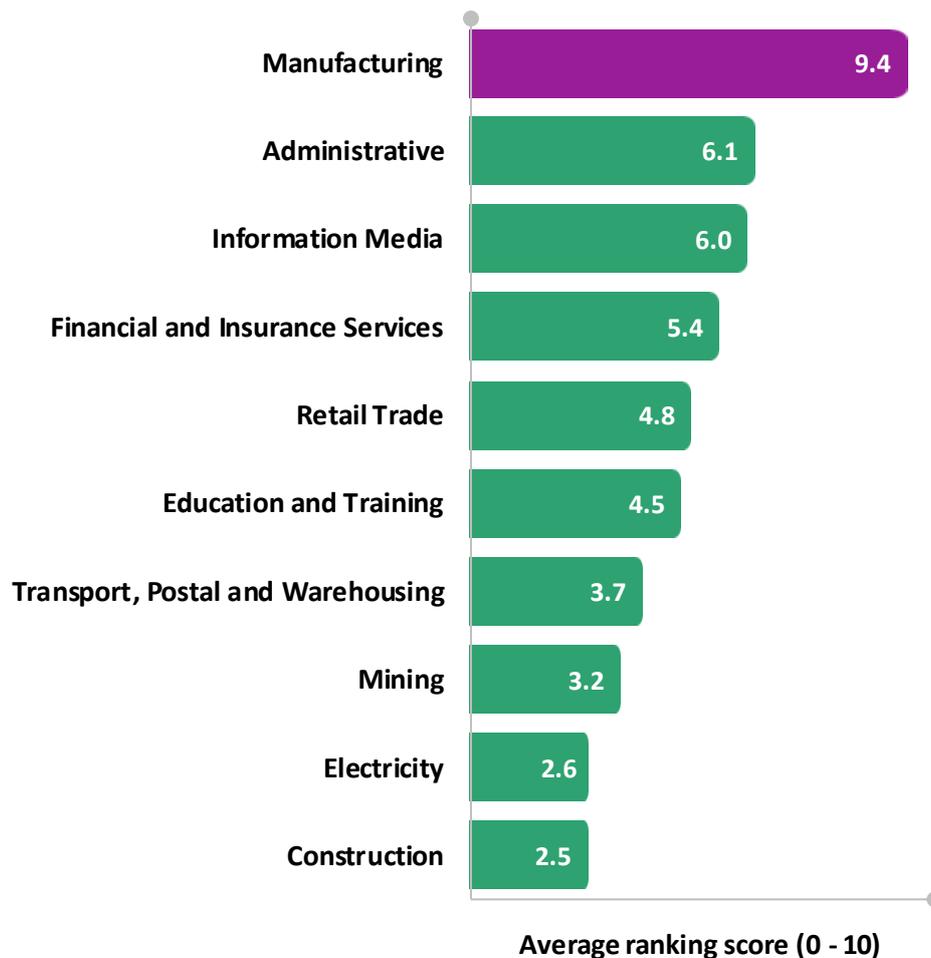
Source: CoreData Future of Education (June 2018)

Question: What concerns you most about the impact of technology on the Australian workplace of the future?

Among respondents who are concerned about the impact of technology on the Australian workplace of the future, the large majority cite the dehumanisation of the workplace life (71.4%), the uncertainty about the kinds of jobs that would be available (71.3%), and the lack of job security (70.4%) among their worries.

Close to a third (31.9%) fear the unreasonable expectations to learn new skills as an impact of technology on the Australian workplace of the future.

What kind of job sectors do you think are most likely to be threatened by advancing technology and/or Artificial Intelligence in the Australian workplace of the future?



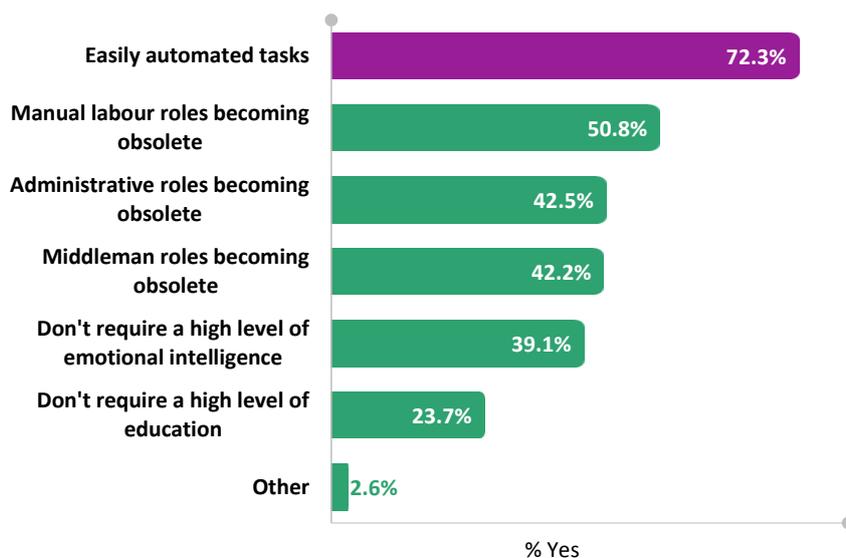
Top 10 responses only

Source: CoreData Future of Education (June 2018)

Question: What kind of job sectors do you think are most likely to be threatened by advancing technology and/or Artificial Intelligence in the Australian workplace of the future?

Respondents rank 'manufacturing' as the top job sector most likely to be threatened by advancing technology and/or Artificial Intelligence in the Australian workplace of the future, with an average ranking score of 9.4 out of 10, followed by 'administrative' (6.1) and 'information media' (6.0).

Why do you think these kinds of jobs are most likely to be threatened by advancing technologies and/or Artificial Intelligence in the Australian workplace of the future?

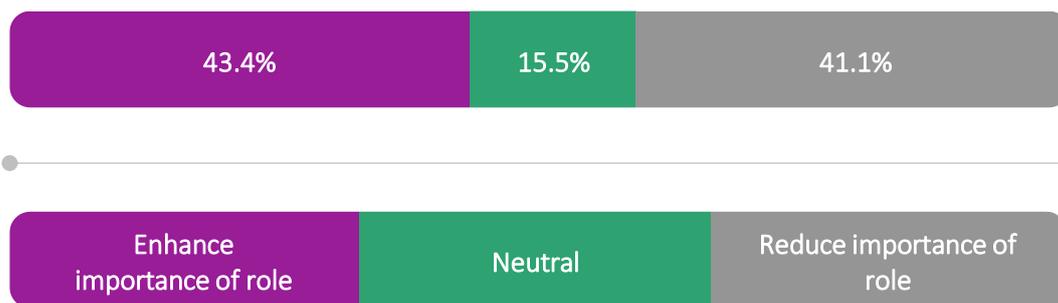


**Multiple answers allowed
 Source: CoreData Future of Education (June 2018)
 Question: Why do you think these kinds of jobs are most likely to be threatened by advancing technologies and/or Artificial Intelligence in the Australian workplace of the future?*

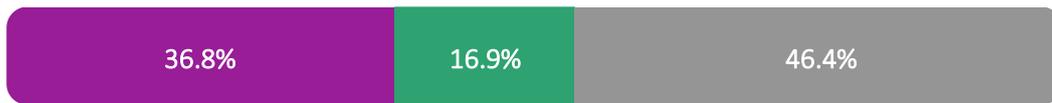
Almost a three-quarters (72.3%) think that the easily automated tasks in certain kinds of jobs are most likely to be threatened by advancing technology and/or AI in the Australian workplace of the future.

Many respondents also believe manual labour (50.8%), administrative roles (42.5%) and middleman roles (42.2%) in certain industries are becoming obsolete due to technological advancements.

Thinking about your own skills, occupation and career path, how do you expect that technology will impact your employment in the future?



*Source: CoreData Future of Education (June 2018)
 Question: Thinking about your own skills, occupation and career path, how do you expect that technology will impact your employment in the future?*



Source: CoreData Future of Education (June 2018)
 Question: Thinking about your own skills, occupation and career path, how do you expect that technology will impact your employment in the future?

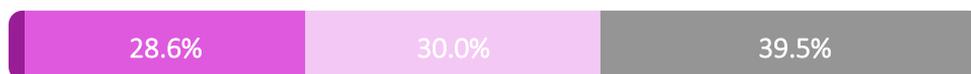


Source: CoreData Future of Education (June 2018)
 Question: Thinking about your own skills, occupation and career path, how do you expect that technology will impact your employment in the future?

Close to half of respondents expect technology to decrease their employment opportunities (46.4%) and reduce job security (47.8%) as opposed to those who say it would increase their opportunities (36.8%) and improve job security (36.2%).

However, similar proportions believe technology would either enhance (43.4%) or reduce (41.1%) the importance of their roles in the future.

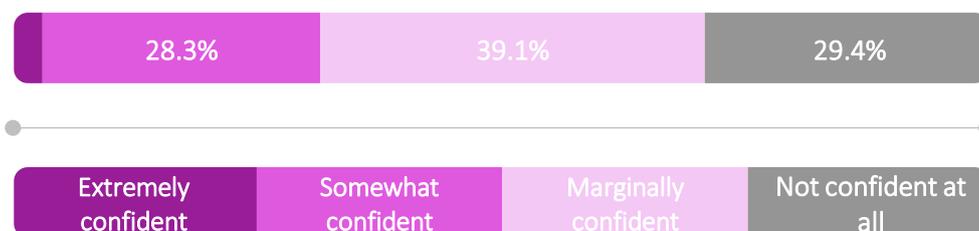
Do you feel confident you understand what kinds of jobs will be available in 20 years' time for today's children?



Source: CoreData Future of Education (June 2018)
 Question: Do you feel confident you understand what kinds of jobs will be available in 20 years' time for today's children?

Three in five (60.5%) respondents feel confident they understand what kinds of jobs would be available in 20 years' time for today's children, close to three in 10 who feel either somewhat (28.6%) or marginally (30.0%) confident. However, close to two in five (39.5%) do not feel confident at all about their understanding the types of jobs that would be available to today's children in the future.

How confident are you that most of today's children are getting the kind of education they need to be able to work the jobs of the future?

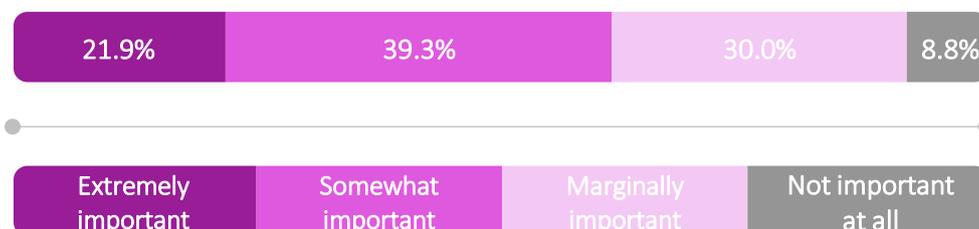


Source: CoreData Future of Education (June 2018)

Question: How confident are you that most of today's children are getting the kind of education they need to be able to work the jobs of the future?

The large majority (70.6%) of respondents feel that today's children are getting the kind of education they need to be able to work the jobs of the future, although almost two in five (39.1%) only feel they are marginally confident. Furthermore, three in 10 (29.4%) say they are not confident at all the children of today are getting what they need in their education.

How important do you think university degrees will be to the jobs of the future?

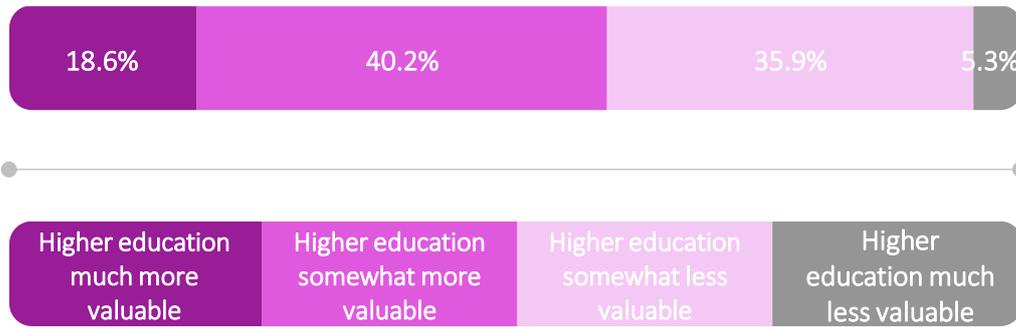


Source: CoreData Future of Education (June 2018)

Question: How important do you think university degrees will be to the jobs of the future?

The overwhelming majority (91.2%) think university degrees are still integral to the jobs of the future, with more than one-fifths (21.9%) deeming it extremely important.

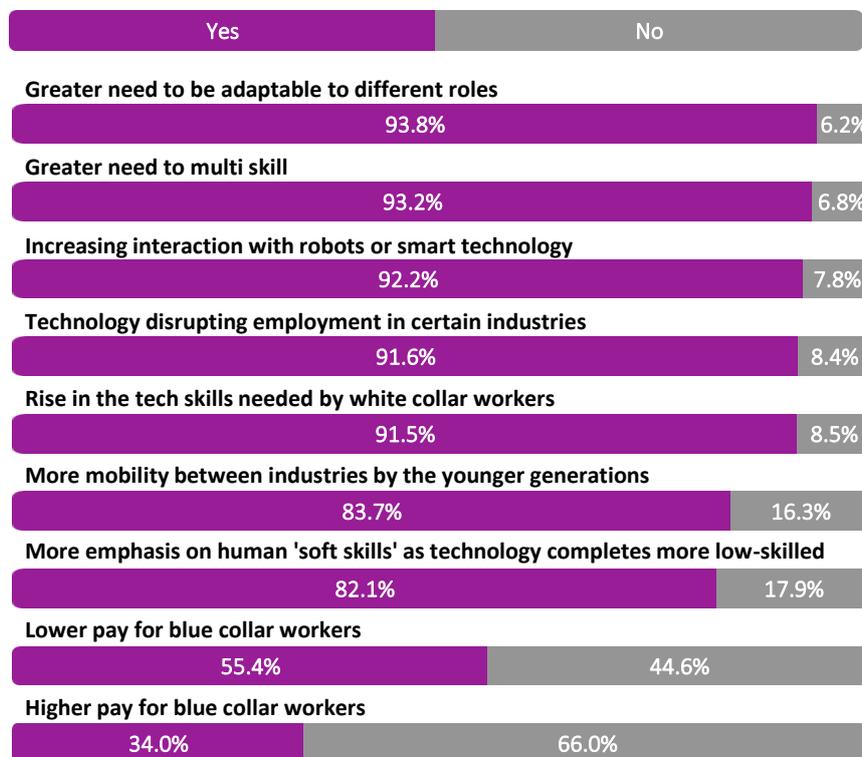
Do you think higher education will be considered more or less valuable than practical and/or vocational skills in the jobs of the future?



Source: CoreData Future of Education (June 2018)
 Question: Do you think higher education will be considered more or less valuable than practical and/or vocational skills in the jobs of the future?

Almost three in five (58.8%) respondents think higher education would be considered somewhat or much more valuable than practical or vocational skills in the jobs of the future, while the rest feel otherwise (41.2%).

Which of the following workplace trends do you expect to see increasingly emerge over the next five years?



Source: CoreData Future of Education (June 2018)
 Question: Which of the following workplace trends do you expect to see increasingly emerge over the next five years?

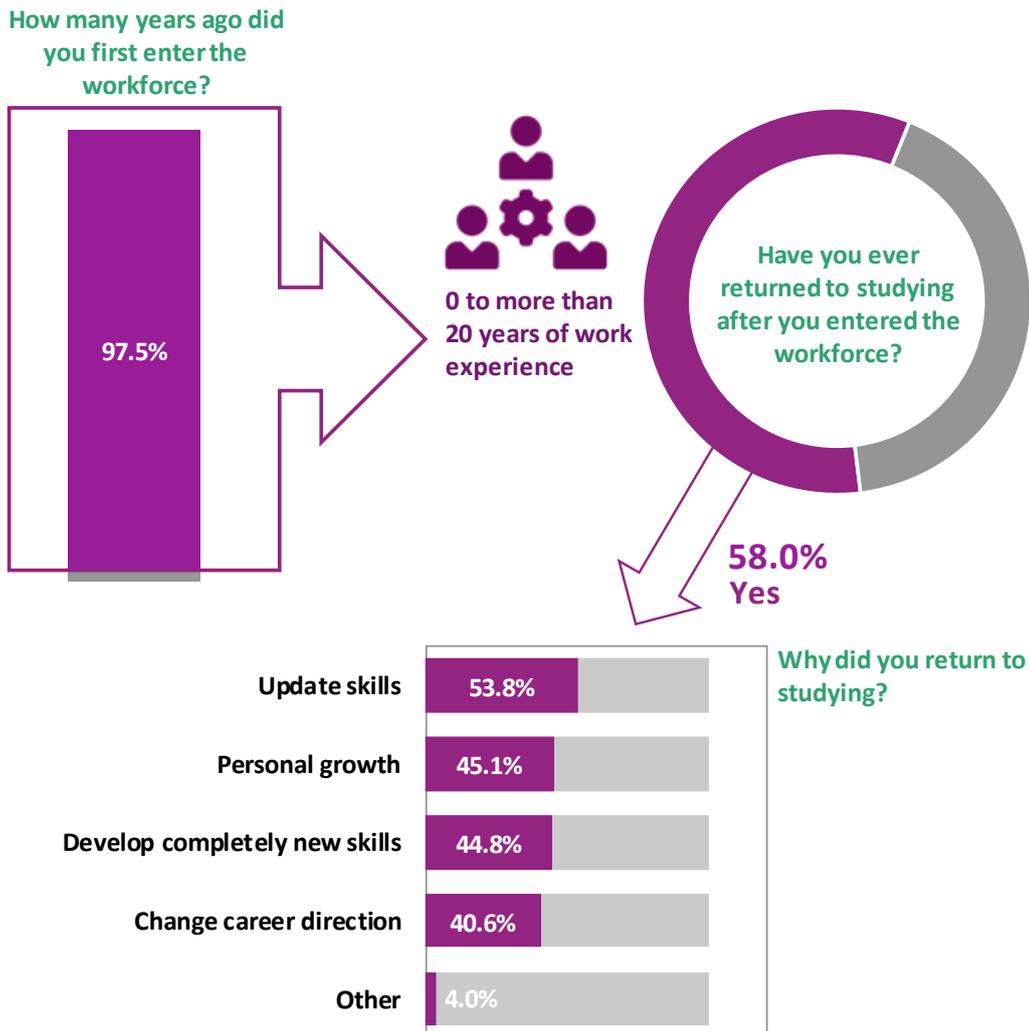
The overwhelming majority of respondents cite the greater need to be adaptable to different roles (93.8%) and to multi skill (93.2%) as well as the increasing interaction with robots or smart technology (92.2%) as the workplace trends they expect to emerge more over the next five years.

However, only a third (34.0%) think there would be higher pay for blue collar workers as opposed to over half (55.4%) who say blue collar workers would get lower pay.

THE VALUE OF TERTIARY EDUCATION

- Although many Australians who are either TAFE or university-educated say their current jobs are directly related to what they studied after high school, a similar proportion pursued a different path.
- However, they feel that their qualifications helped them when they first entered the workforce and think it would still be helpful if they were to enter now.
- The vast majority believe universities can learn a lot from apprenticeships and TAFE in providing more practical or vocational skills and what one learns on the job is far more valuable than anything learned from traditional education.
- Many parents would encourage their children to follow in their footsteps in terms of their tertiary education, but many also think their children could follow an alternative path to building their skills other than getting a traditional education.
- Most Australians also think problem-solving, decision-making and people skills are the areas wherein tertiary education should focus more on to keep up with the changing workplace.

How many years ago did you first enter the workforce?
 Have you ever returned to studying after you entered the workforce?
 Why did you return to studying?



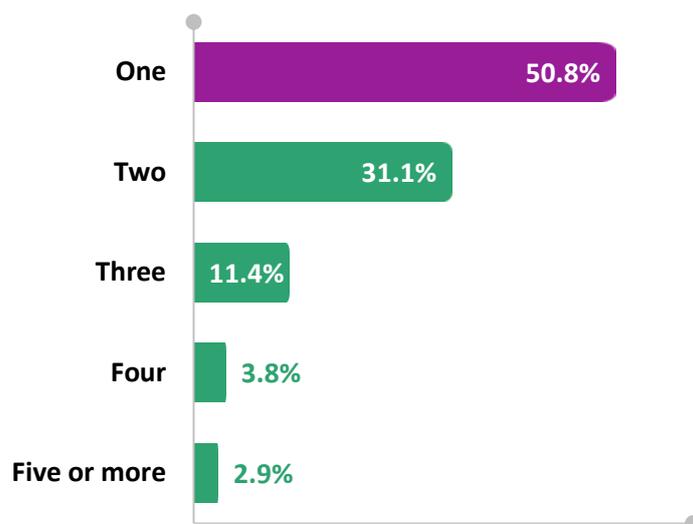
*% Yes
 *Multiple answers allowed

Most respondents say they first entered the workforce more than 20 years ago (63.0%), while almost one in six (15.5%) say it was about 11 to 20 years ago. Close to one in five (19.0%) say they entered the workforce less than a year to 10 years ago.

Among respondents who have entered the workforce at least a year ago, more than one-fifths (21.1%) say they have returned to studying several times after that and more than a third (36.9%) say they did at least once.

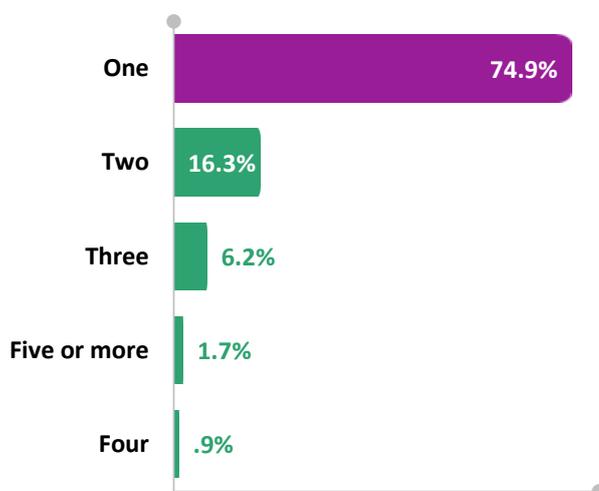
The most commonly cited reason for respondents who have returned to study after entering the workforce is so they can update their skills (53.8%). Similar proportions say it's for their personal growth (45.1%) and they want to develop completely new skills (44.8%). Two in five (40.6%) say they returned to studying because they wanted a change career direction.

How many tertiary qualifications (including post graduate) have you completed?



Source: CoreData Future of Education (June 2018)
 Question: How many tertiary qualifications (including post graduate) have you completed?

How many tertiary qualifications (including post graduate) have you begun but not completed?



Source: CoreData Future of Education (June 2018)
 Question: How many tertiary qualifications (including post graduate) have you begun but not completed?

For university and TAFE-educated respondents, half (50.8%) have completed one tertiary qualification, while almost a third (31.1%) say they have completed two. Close to one in five (18.1%) say they have completed three or more tertiary qualifications.

This increases significantly for unfinished qualifications, with close to three-fourths (74.9%) saying they have begun one tertiary qualification but not completed it and one in six (16.3%) claiming they have two.

What did you study at TAFE?



**Top 5 responses only*

Source: CoreDara Future of Education Survey (June 2018)

Question: What did you study at TAFE?

For TAFE-educated respondents, one in eight (12.9%) say they studied business management. Less than one in 10 say they did engineering (7.4%) and IT (6.0%) subjects.

What did you study at University?



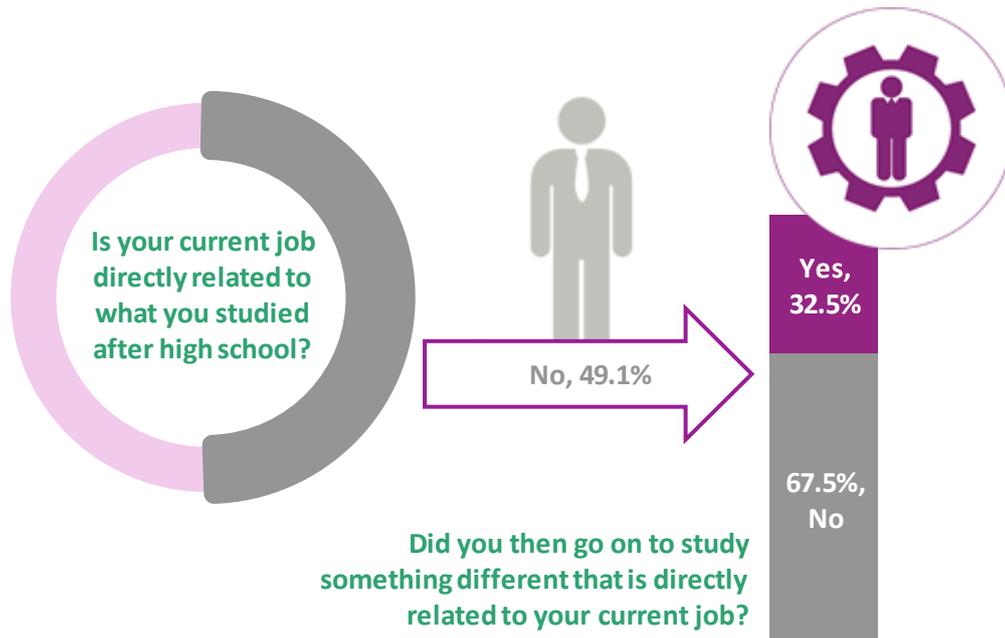
**Top 5 responses only*

Source: CoreDara Future of Education Survey (June 2018)

Question: What did you study at University?

Among university-educated respondents, the choice of subject is more spread out with less than one in 10 saying they studied business (6.5%), education (6.2%) or nursing (5.7%) in university.

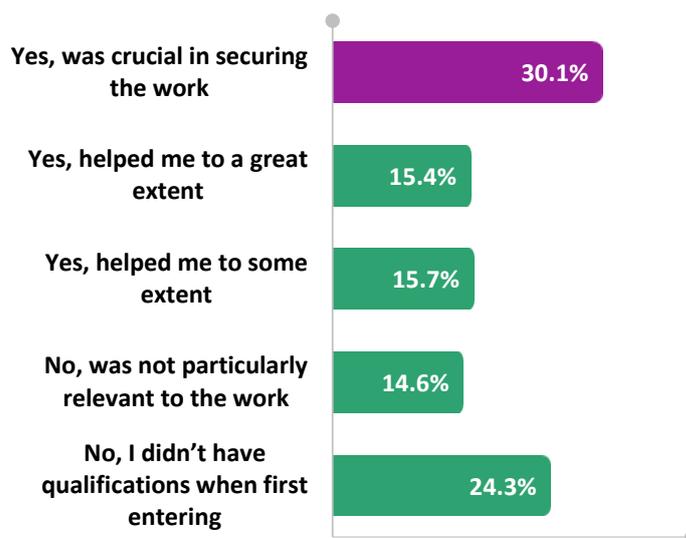
Is your current job directly related to what you studied after high school?
 Did you then go on to study something different that is directly related to your current job?



Similar proportions of university and TAFE-educated respondent say their current job is directly related to what they studied after high school (50.9%) and unrelated to what they studied (49.1%).

Among those who say their current job is unrelated to what they studied after high school, almost a third (32.5%) then went on to study something different that is directly related to their current job.

Did having your qualification help you when you first entered the workforce?

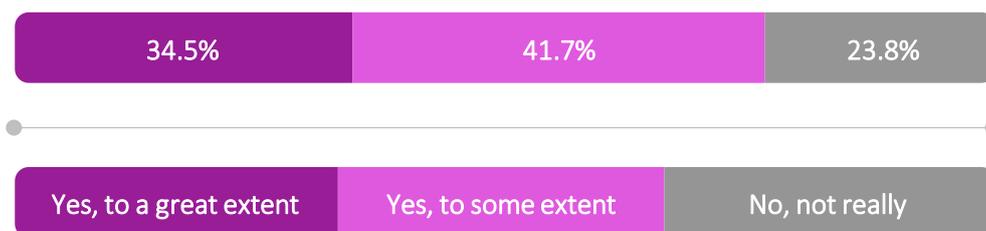


Source: CoreData Future of Education (June 2018)
 Question: Did having your qualification help you when you first entered the workforce?

Among university and TAFE-educated respondents, more than three in five (61.2%) say their qualification helped them when they first entered the workforce, with three in ten (30.1%) saying it was crucial in securing the job.

One in seven (14.6%) say their qualification was not particularly relevant to the work and almost a quarter (24.3%) did not have their qualifications when they first entered the workforce.

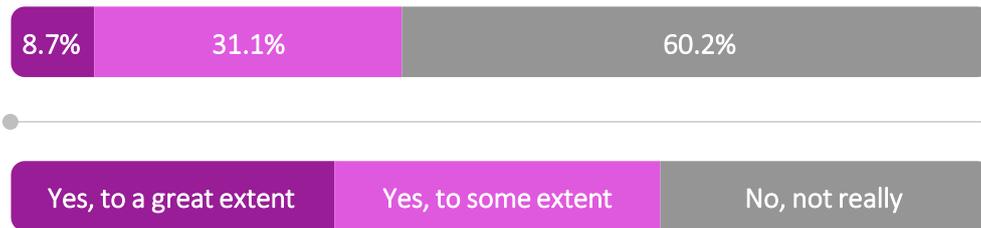
Do you think it would be as helpful if you were entering the workforce now?



Source: CoreData Future of Education (June 2018)
 Question: Do you think it would be as helpful if you were entering the workforce now?

The large majority (76.2%) of university and TAFE-educated respondents think their qualification would be as helpful if they were entering the workforce now. University-educated respondents are more likely to hold this belief compared to their TAFE-educated counterparts (80.7% vs. 71.1%).

Do you ever regret any of the qualifications you chose or wish you had taken a different path?

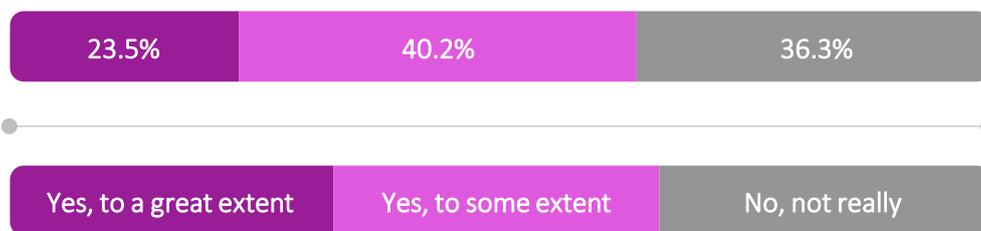


Source: CoreData Future of Education (June 2018)

Question: Do you ever regret any of the qualifications you chose or wish you had taken a different path?

A good number (39.8%) of university and TAFE-educated respondents regret the qualifications they chose or wish they had taken a different path, while the majority say otherwise (60.2%).

Would you encourage or discourage your children to follow in your footsteps in terms of their tertiary education?



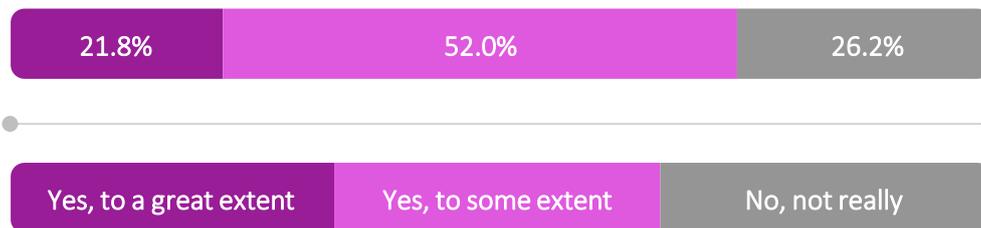
Source: CoreData Future of Education (June 2018)

Question: Would you encourage or discourage your children to follow in your footsteps in terms of their tertiary education?

Among university and TAFE-educated respondents who have children, more than three-fifths (63.7%) would encourage their own children to follow in their footsteps in terms of their tertiary education.

University-educated respondents are more likely to encourage their children to follow in their footsteps compared to their TAFE-educated counterparts (73.0% vs. 53.2%).

Would you encourage your own children to consider an alternative path to building their skills and capabilities other than getting a traditional education?

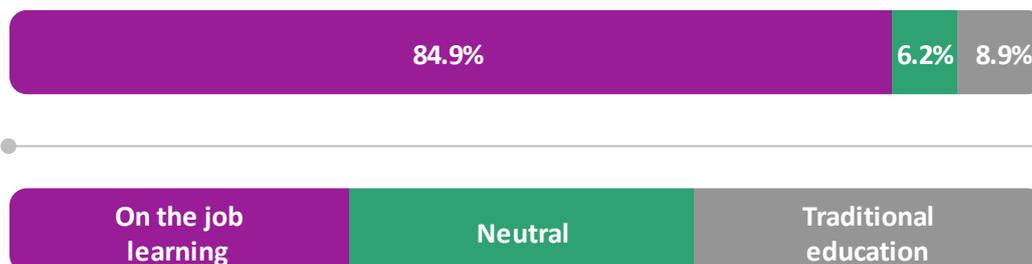


Source: CoreData Future of Education (June 2018)

Question: Would you encourage your own children to consider an alternative path to building their skills and capabilities other than getting a traditional education?

Interestingly, close to three in four (73.8%) university and TAFE-educated respondents who have children say they would encourage their own children to consider an alternative path to building their skills and capabilities other than following the traditional route.

Do you think you gained more valuable skills and knowledge to be effective in the workforce from traditional education or on-the-job learning?

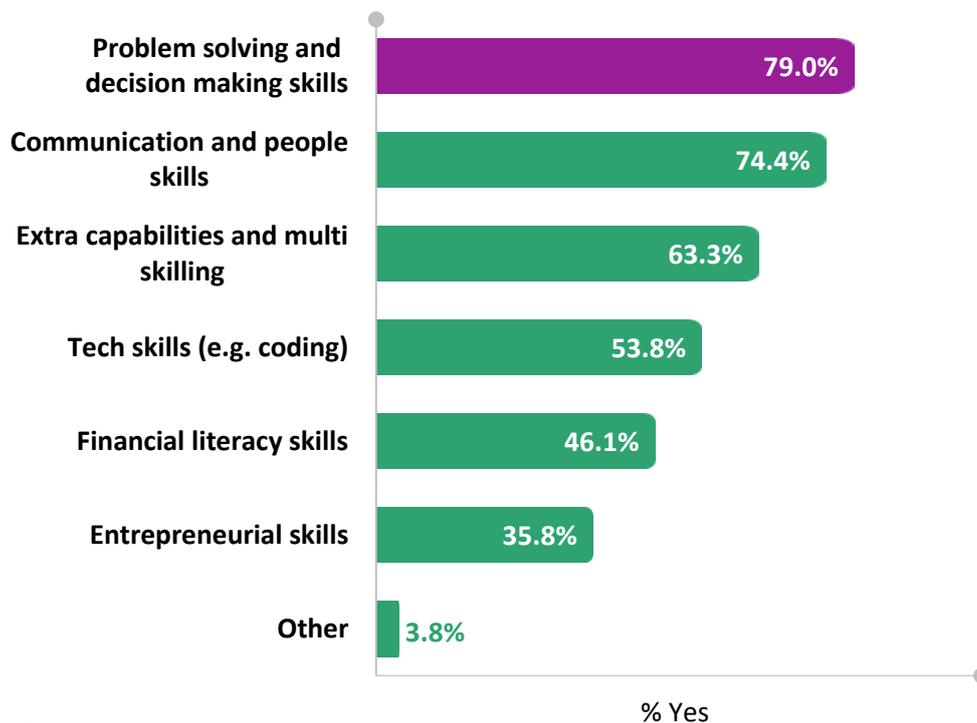


Source: CoreData Future of Education (June 2018)

Question: Do you think you gained more valuable skills and knowledge to be effective in the workforce from traditional education or on-the-job learning?

The vast majority (84.9%) of university and TAFE-educated respondents think they have gained more valuable skills and knowledge to be effective in the workforce from on-the-job learning, compared to less than one in 10 (8.9%) who say they got it from traditional education.

What do you think tertiary education should focus on more to keep up with the speed of change in the workplace?



**Multiple answers allowed*

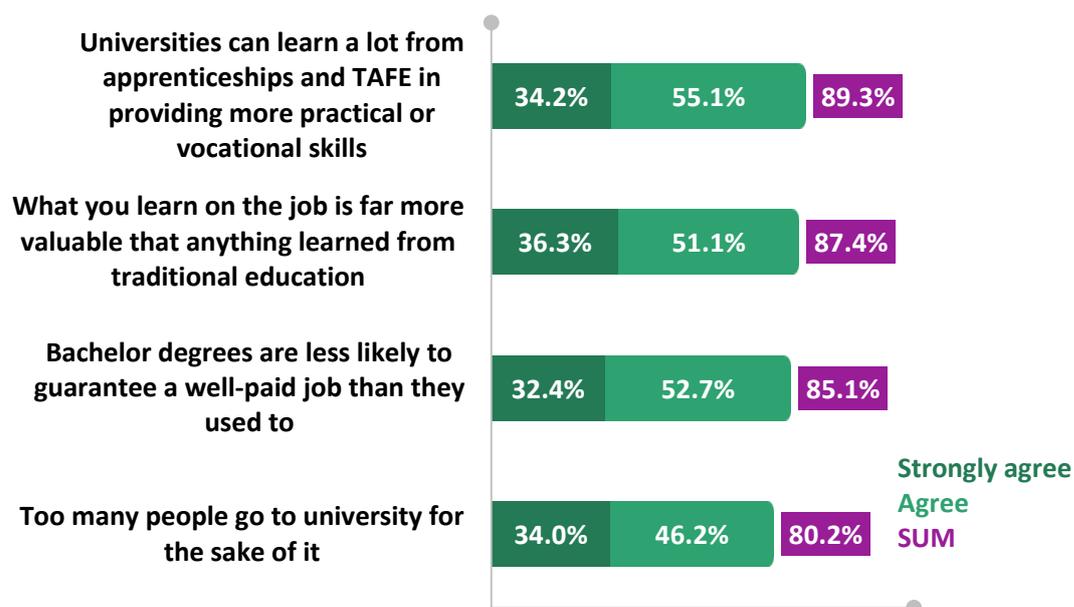
Source: CoreData Future of Education (June 2018)

Question: What do you think tertiary education should focus on more to keep up with the speed of change in the workplace?

Problem solving and decision making (79.0%) and communication and people skills (74.4%) are the areas wherein university and TAFE-educated respondents think tertiary education should focus on more to keep up with the speed of change in the workplace.

To a lesser extent, they also think there should be more focus on financial literacy (46.1%) and entrepreneurial skills (35.8%).

To what extent do you agree with the following statements about tertiary education?



Source: CoreData Future of Education (June 2018)

Question: To what extent do you agree with the following statements about tertiary education?

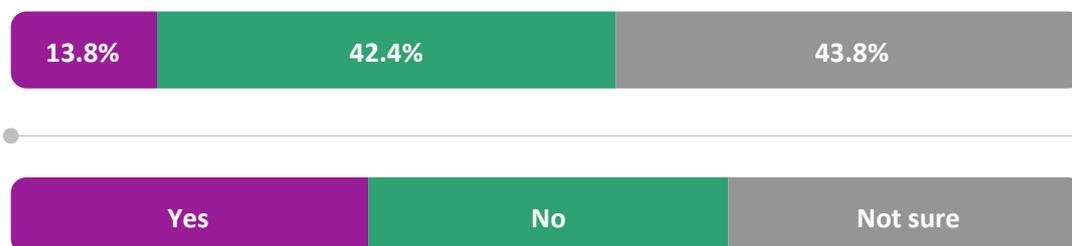
The vast majority of respondents believe universities can learn a lot from apprenticeships and TAFE in providing more practical or vocational skills (89.3%) and what one learns on the job is far more valuable than anything learned from traditional education (87.4%).

They also agree that Bachelor degrees are less likely to guarantee a well-paid job than in the past (85.1%) and that too many people go to university for the sake of it (80.2%).

PREPARATION FOR THE FUTURE

- Most Australians do not think or are unsure about the current school curriculum equipping children with the skills they would need to thrive in a professional working environment and feel there is too much pressure placed on children to choose subjects when they are undecided on which path to take professionally.
- Most are also concerned about how well today's children are being educated for the workplace of the future.
- Many say they are comfortable with the amount of technology-based learning systems utilised in schools today and see this as more of a positive for Australian children's future.
- However, many also find the prospect of 'virtual teachers' or 'virtual classes' to be concerning and think these technological changes would most likely impact the 'human' aspect of the children's broader education.
- Multi-skilling and adaptability would be the best ways to teach for jobs that may not currently exist and the ability to perform tasks that technology cannot perform would be valued most by the workplace of the future.
- The large majority of Australians would prefer their children to be an IT manager rather than a bank manager, and a doctor rather than a trader or a stockbroker.
- However, they also believe that young people need to build their financial literacy if they are to manage multiple employment arrangements and possible self-employment and need better guidance around where employment growth lays in the future.

Do you think the current school curriculum is equipping children well with all the skills they will need to thrive in a professional working environment?

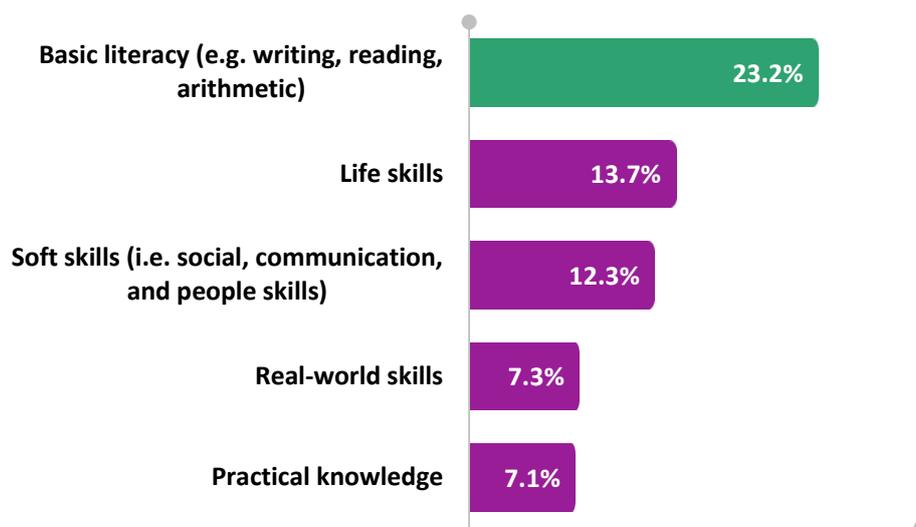


Source: CoreData Future of Education (June 2018)

Question: Do you think the current school curriculum is equipping children well with all the skills they will need to thrive in a professional working environment?

Similar proportions of respondents do not believe the current school curriculum is equipping children well with the skills they would need in a professional working environment (42.4%) or they are unsure about it (43.8%). Only one in seven (13.8%) think the current school curriculum is adequate for preparing children for a professional working environment.

What areas do you think the current curriculum is lacking in?



**Top 5 responses only*

Source: CoreDara Future of Education Survey (June 2018)

Question: What areas do you think the current curriculum is lacking in?

Close to a quarter (23.2%) of respondents say the current curriculum is lacking in the area of basic literacy. Similar proportions point to life (13.7%) and soft (12.3%) skills.

Do you think too much pressure is placed on children to choose subjects when they may not have yet decided on their future career path?

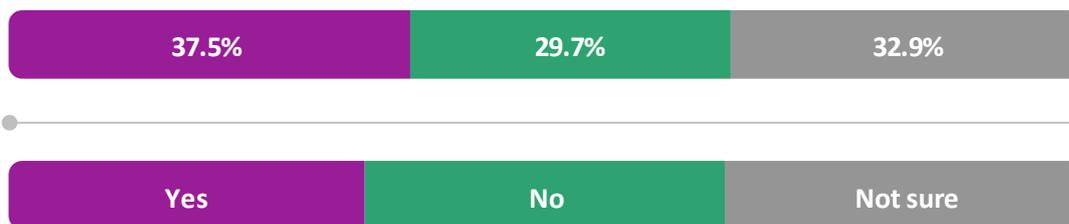


Source: CoreData Future of Education (June 2018)

Question: Do you think too much pressure is placed on children to choose subjects when they may not have yet decided on their future career path?

Almost three-quarters (73.2%) of respondents think there is too much pressure placed on children to choose subjects when they are yet to decide on their future career path, while close to one in six (15.6%) are unsure.

Do you think your children’s job prospects will critically rely on their formal tertiary education?

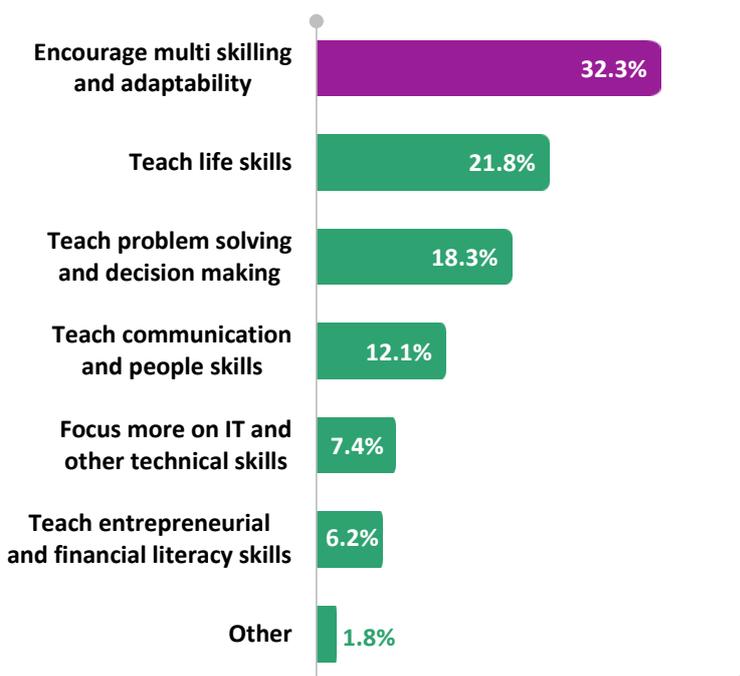


Source: CoreData Future of Education (June 2018)

Question: Do you think your children’s job prospects will critically rely on their formal tertiary education?

Among respondents who have children, close to two in five (37.5%) think their children’s formal tertiary education would be critical to their job prospects, while almost three in 10 (29.7%) say otherwise and a third (32.9%) is unsure.

It has been said that the jobs of tomorrow are not always obvious today so how do we best teach for jobs that may not currently exist?



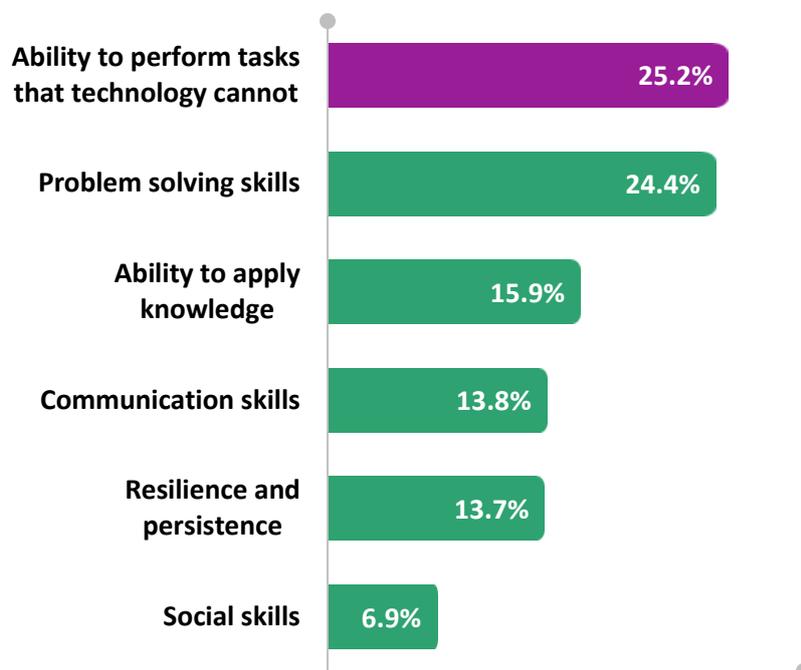
Source: CoreData Future of Education (June 2018)

Question: It has been said that the jobs of tomorrow are not always obvious today so how do we best teach for jobs that may not currently exist?

Almost a third (32.3%) of respondents think encouraging multi skilling and adaptability would be the best way to teach for jobs that may not currently exist. Close to one in five cite teaching life skills (21.8%) and problem solving and decision making (18.3%) and a further one in eight (12.1%) think teaching communication and people skills is the way.

Only less than one in 10 think the best ways to teach for jobs that may not currently exist are focusing more on IT/other technical skills (7.4%) and entrepreneurial/financial skills (6.2%).

What kind of practical skill do you think will be most valued by the workplace of the future?

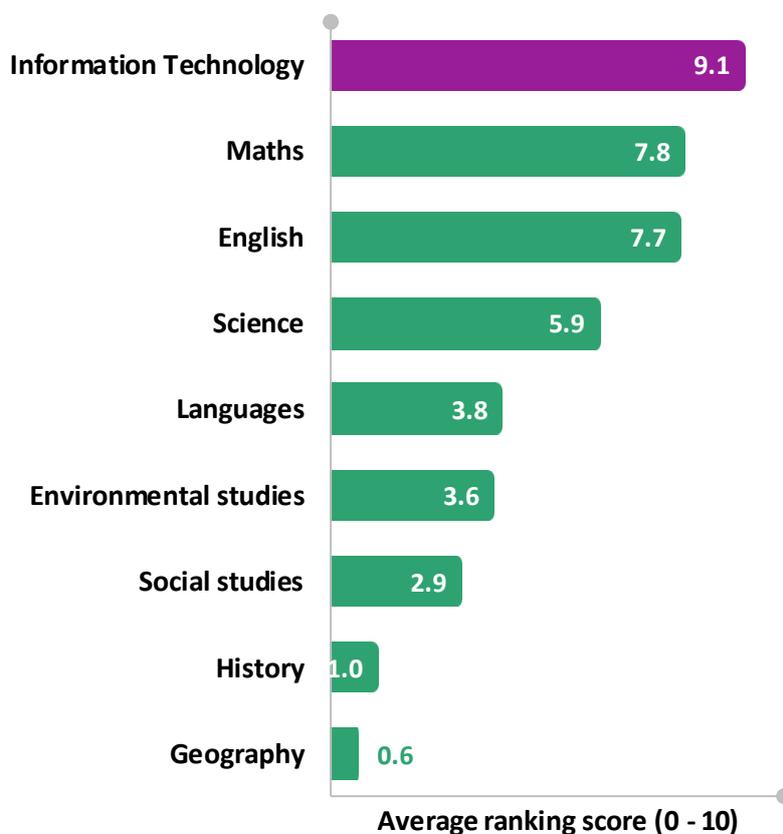


Source: CoreData Future of Education (June 2018)

Question: What kind of practical skill do you think will be most valued by the workplace of the future?

Similar proportions of respondents think that the practical skill that would be valued most by the workplace of the future is either the ability to perform tasks that technology cannot (25.2%) or skills that involve problem solving (24.4%). Others say the most valuable practical skill lies in the ability to apply knowledge (15.9%), while one in seven say it would either be communication skills (13.8%) or resilience and persistence (13.7%).

How would you prioritise the following subjects in terms of their importance in preparing children for the jobs of the future?

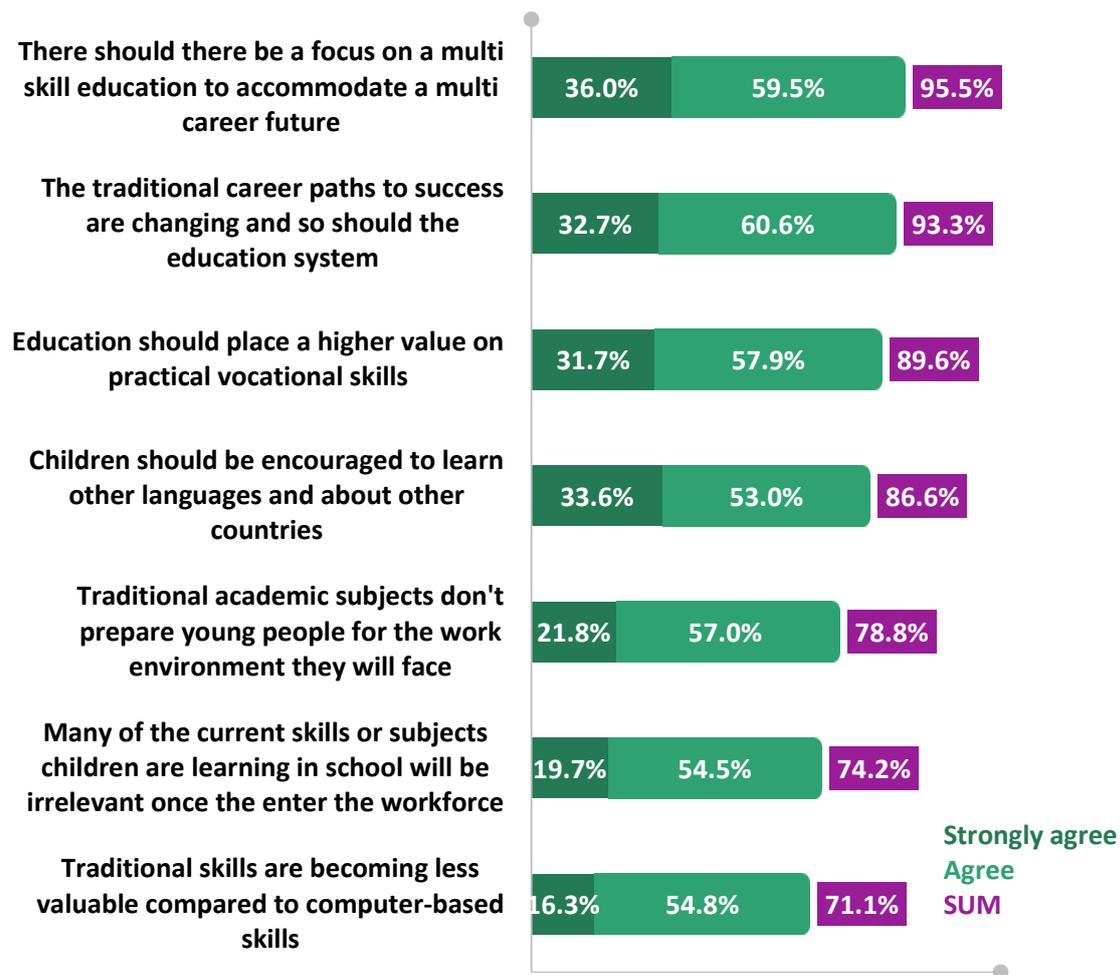


Source: CoreDara Future of Education Survey (June 2018)

Question: How would you prioritise the following subjects in terms of their importance in preparing children for the jobs of the future?

Respondents rank 'Information Technology' as the top subject they would prioritise in terms of their importance in preparing children for the jobs of the future, with an average ranking score of 9.1 out of 10, followed by 'Maths' (7.8) and 'English' (7.7).

How much do you agree with the following statements about preparing children for future success?



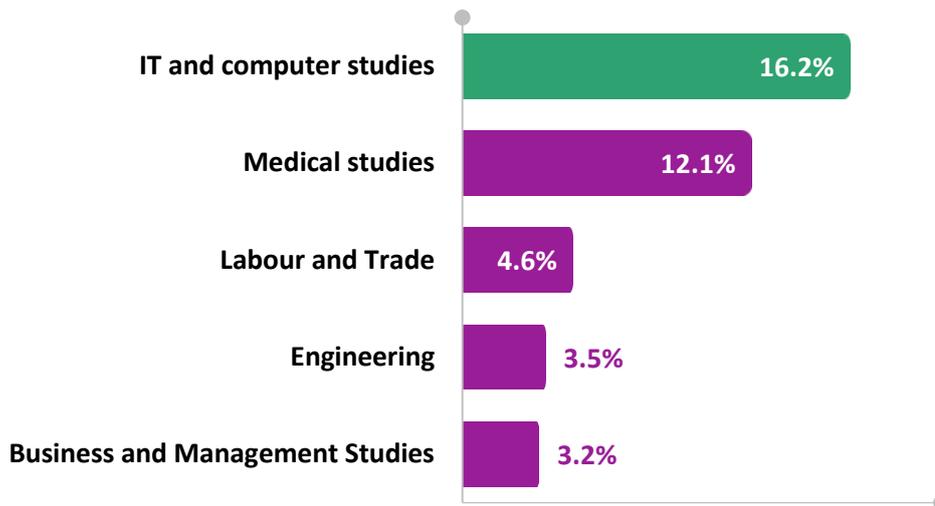
Source: CoreDara Future of Education Survey (June 2018)

Question: How much do you agree with the following statements about preparing children for future success?

The overwhelming majority believe there should be a focus on a multi skill education to accommodate a multi career future (95.5%), a change in the education system to go with the change in the traditional career paths to success (93.3%) and education should place a higher value on practical vocational skills (89.6%).

Many respondents also agree that traditional academic subjects do not prepare young people for the work environment they will face (78.8%) and many of the current skills or subjects they are learning in school will be irrelevant once they enter the workforce (74.2%).

Thinking about the future workplace they will face, what do you think would be the ideal profession for your children?



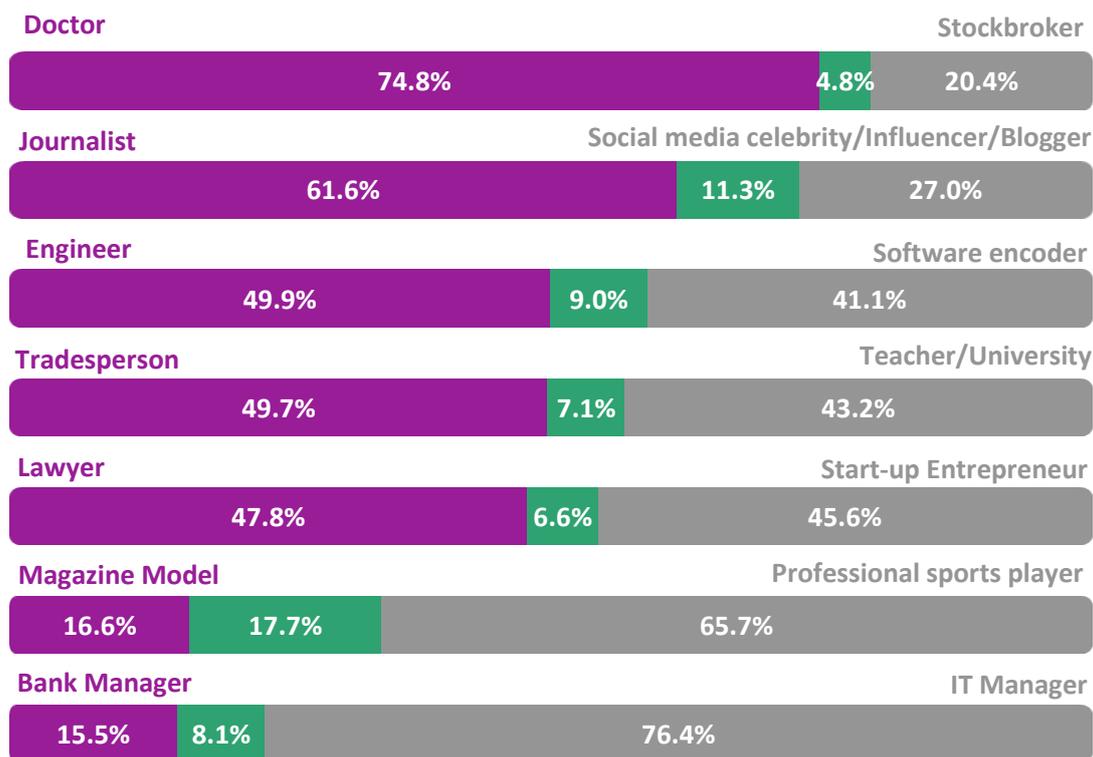
**Top 5 responses only*

Source: CoreDara Future of Education Survey (June 2018)

Question: Thinking about the future workplace they will face, what do you think would be the ideal profession you would want your children to enter?

Consistently, one in six (16.2%) respondents say the ideal profession for their children in the future would be in the IT and computer study area, while one in eight (12.1%) think their children should be in the medical field.

If you had to choose which of the following kind of jobs would you prefer your children to pursue?



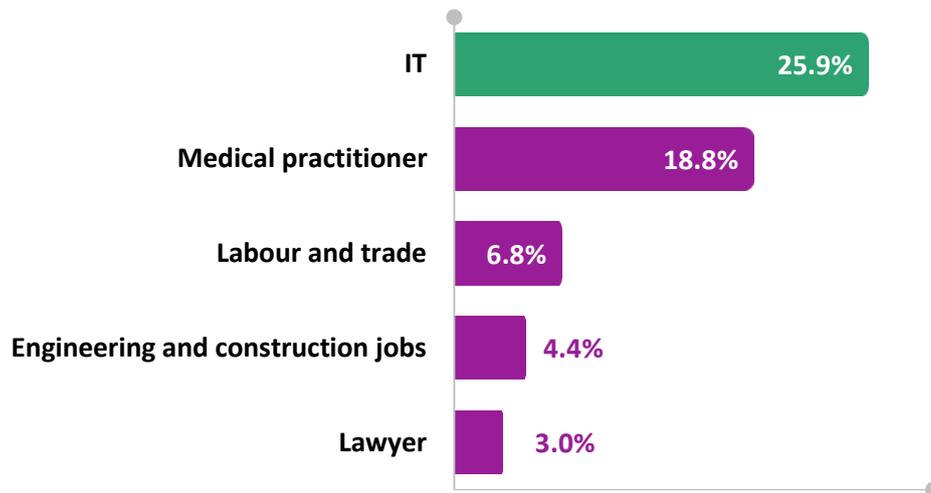
Source: CoreDara Future of Education Survey (June 2018)

Question: If you had to choose which of the following kind of jobs would you prefer your children to pursue?

Respondents would prefer their children to be IT managers rather than bank managers (76.4% vs. 15.5%) and doctors than traders or stockbrokers (74.8% vs. 20.4%). They would also prefer their children to be professional sports players rather than magazine models (65.7% vs. 16.6%) and journalists rather than social media celebrities or influencers or bloggers (61.6% vs. 27.0%).

The gap narrows significantly wherein they have chosen lawyers over start-up entrepreneurs (47.8% vs. 45.6%), tradespersons over teachers or university professors (49.7% vs. 43.2%) and engineers over software coders (49.9% vs. 41.1%).

What jobs do you think will be highest paid / most valued in the 10 years' time?



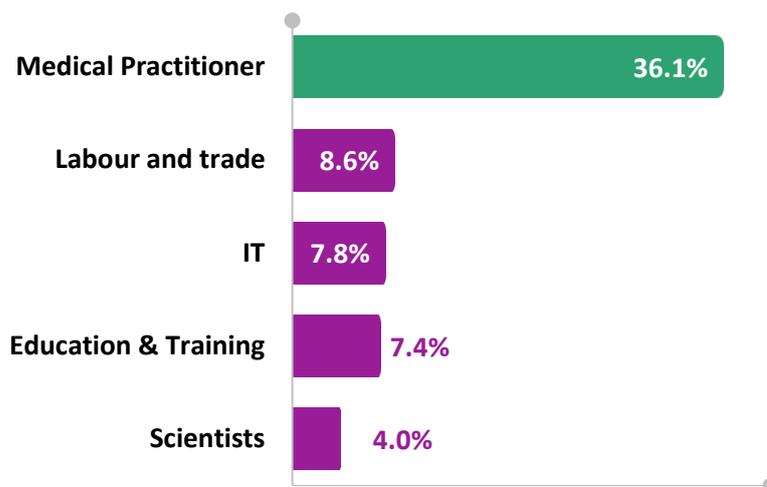
**Top 5 responses only*

Source: CoreDara Future of Education Survey (June 2018)

Question: What jobs do you think will be highest paid / most valued in 10 years' time?

A quarter (25.9%) of respondents think jobs in IT would be the highest paid or the most valued in 10 years' time, while almost one in five (18.8%) say it would be jobs in the medical field.

What jobs do you think deserve to be the highest paid / most valued in the 10 years' time?



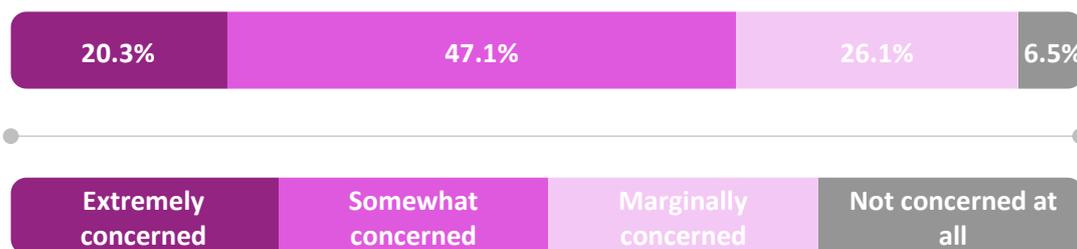
**Top 5 responses only*

Source: CoreDara Future of Education Survey (June 2018)

Question: What jobs do you think deserve to be the highest paid / most valued in 10 years' time?

More than a third (36.1%) of respondents think being a medical practitioner deserve to be the highest paid or most valued profession in 10 years' time, while less than 10 say it would be jobs in the labour and trade (8.6%) and IT (7.8%) that deserve this distinction.

How concerned are you about how well today's children are being educated for the future workplace?



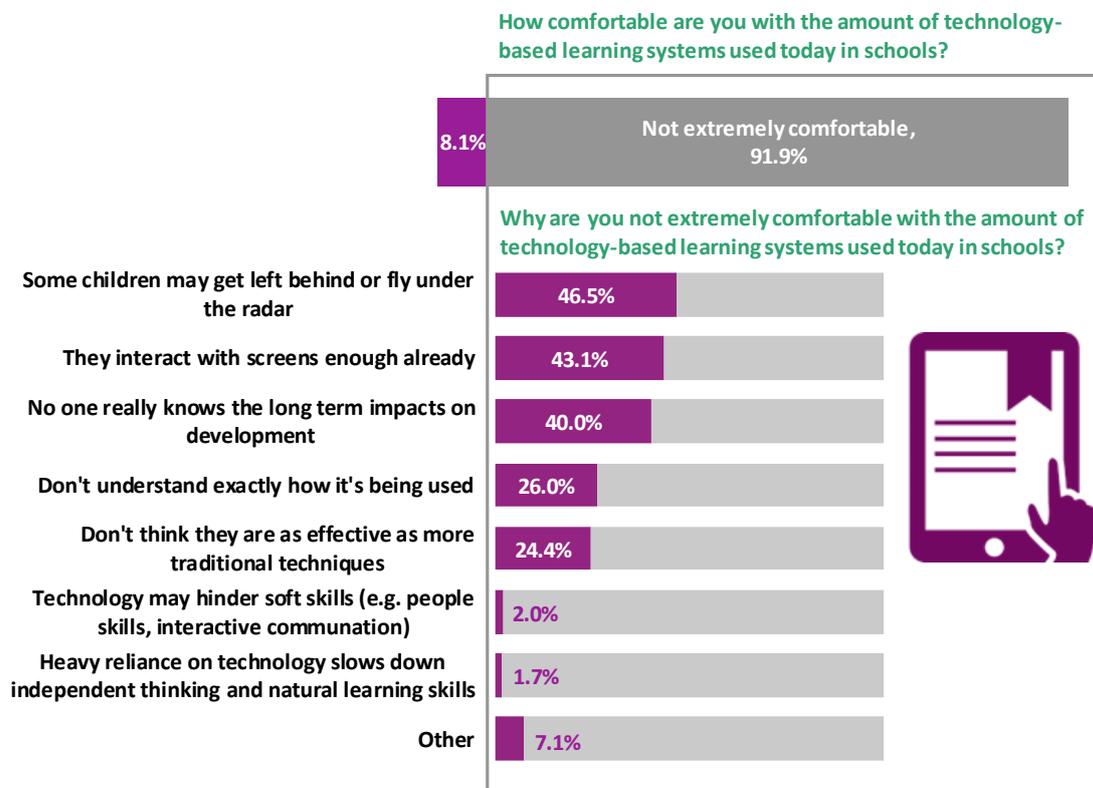
Source: CoreDara Future of Education Survey (June 2018)

Question: How concerned are you about how well today's children are being educated for the future workplace?

The overwhelming majority (93.4%) of respondents say they are concerned about how well today's children are being educated for the future workplace, with close to half (47.1%) saying they are somewhat concerned.

How comfortable are you with the amount of technology-based learning systems used today in schools?

Why are you not extremely comfortable with the amount of technology-based learning systems used today in schools?



*% Yes

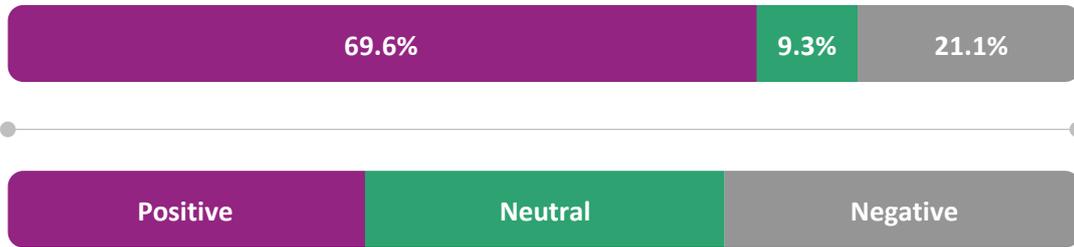
*Multiple answers allowed

The vast majority (87.5%) of respondents say they are comfortable with the amount of technology-based learning systems used today in schools, with close to half (47.9%) saying they are somewhat comfortable.

Among those respondents who are not extremely comfortable with the amount of technology-based learning systems used in schools, thinking some children may get left behind or fly under the radar (46.5%), children interacting with screens enough already (43.1%) and insufficient information on the long term impacts on development (40.0%) are the most commonly cited reasons for feeling that way.

Some respondents also do not understand exactly how these learning systems are being used (26.0%) and do not think they are as effective as the more traditional techniques (24.4%).

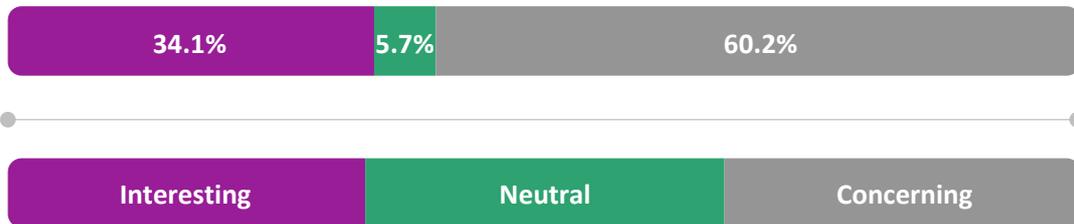
Are you likely to see the amount of technology-based learning used today in schools as more of a positive or negative for Australian children’s future?



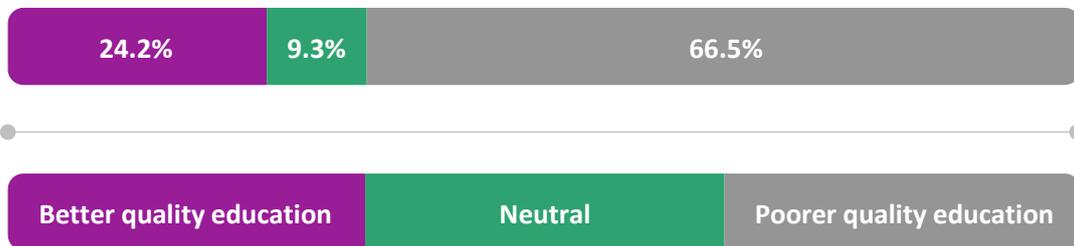
Source: CoreDara Future of Education Survey (June 2018)
 Question: Are you likely to see the amount of technology-based learning used today in schools as more of a positive or negative for Australian children’s future?

Most respondents are more likely to see the amount of technology-based learning used today in schools as more of a positive rather than a negative for the Australian children’s future (69.6% vs. 21.1%).

What best describes how you feel about the prospect of ‘virtual teachers’ or ‘virtual classes’?



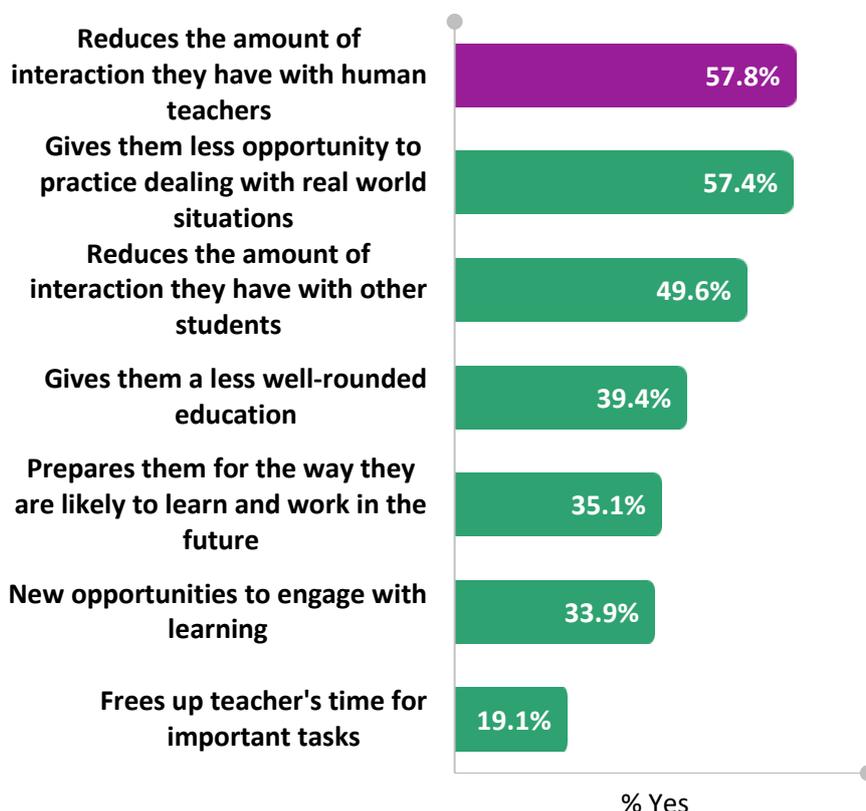
Source: CoreDara Future of Education Survey (June 2018)
 Question: What best describes how you feel about the prospect of ‘virtual teachers’ or ‘virtual classes’?



Source: CoreDara Future of Education Survey (June 2018)
 Question: What best describes how you feel about the prospect of ‘virtual teachers’ or ‘virtual classes’?

Three in five (60.2%) respondents find the prospect of ‘virtual teachers’ or ‘virtual classes’ concerning as opposed to interesting (34.1%). Consistently, two-thirds (66.5%) think ‘virtual teachers’ or ‘virtual classes’ would result to poorer quality of education compared to a better one (24.4%).

What do you think might be the likely impact of such technological changes upon children’s broader education?



**Multiple answers allowed
 Source: CoreDara Future of Education Survey (June 2018)
 Question: What do you think might be the likely impact of such technological changes upon children’s broader education?*

Technological changes would most likely impact the ‘human’ aspect of the children’s broader education, with close to three in five respondents thinking these would likely reduce the amount of interaction they have with human teachers (57.8%) and give them fewer opportunities to practice dealing with real world situations (57.4%).

However, a third (33.9%) believe these technological changes are new opportunities to engage with learning and close to one in five (19.1%) say it frees up teacher’s time for important tasks.

How strongly do you feel exposure to extracurricular activities that build capabilities are important to ensure children keep up or get ahead with their development for the future?

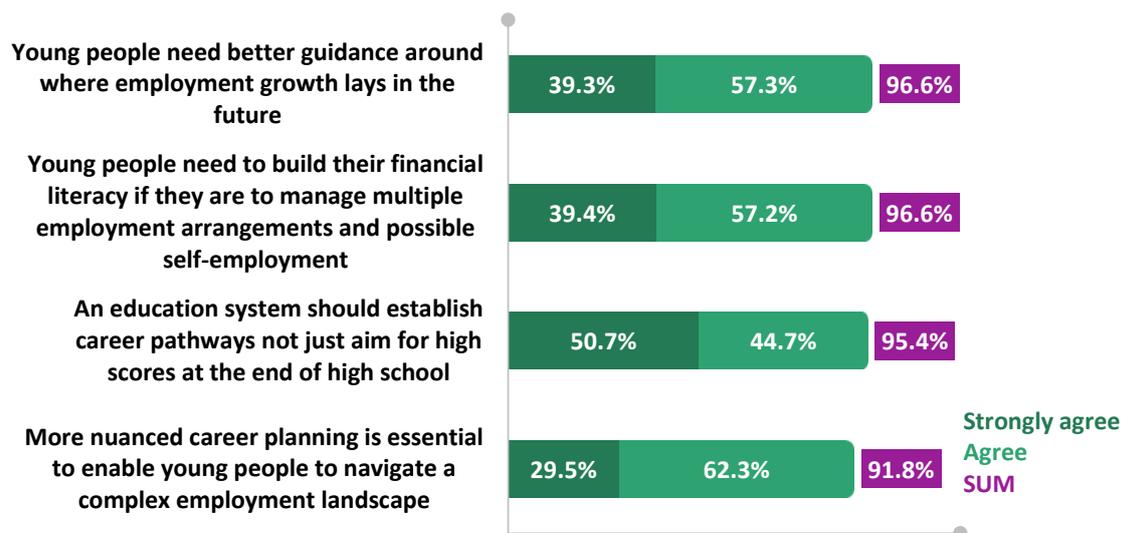


Source: CoreDara Future of Education Survey (June 2018)

Question: How strongly do you feel exposure to extracurricular activities that build capabilities are important to ensure children keep up or get ahead with their development for the future?

The overwhelming majority (97.6%) of respondents feel exposure to extracurricular activities that build capabilities are important to ensure children keep up or get ahead with their development for the future, with close to half (46.4%) saying these activities are extremely important.

How much do you agree with the following statements about career pathways in the future?



Source: CoreDara Future of Education Survey (June 2018)

Question: How much do you agree with the following statements about career pathways in the future?

Almost all respondents believe that young people need to build their financial literacy if they are to manage multiple employment arrangements and possible self-employment and need better guidance around where employment growth lays in the future (both 96.6%).

The overwhelming majority also agree that an education system should establish career pathways (95.4%) and a more nuanced career planning is essential to enable young people to navigate a complex employment landscape (91.8%).

DEMOGRAPHICS

Gender	
Female	53.2%
Male	46.8%

State	
ACT	1.4%
NSW	20.2%
NT	.4%
Qld	20.1%
SA	12.1%
Tas	4.5%
Vic	21.3%
WA	19.9%

Area	
The capital city of my state/territory	65.9%
A regional centre	25.1%
A rural area	9.0%

Marital Status	
Single	24.8%
Living with partner/married	59.6%
Separated/divorced/widowed	14.2%
Other	1.4%

Education	
Diploma or certificate qualification	34.9%
Degree qualification	26.1%
Completed high school	16.8%
Postgraduate qualification	12.9%
Part of high school	8.5%
Primary	0.8%

Living Arrangement	
Living alone (never had children)	10.7%
Living with flatmate(s) (never had children)	5.5%
Living with parents/siblings (never had children)	8.9%
Living with partner only (never had children)	14.4%
Living with your children (under 18 years) at home	21.1%
Living with your children (over 18 years) at home	6.9%
Living with your children (both over and under 18 years) at home	2.1%
Children have all left home	26.9%
Other	3.7%

Employment Status	
Full-time paid employment	36.6%
Part-time paid employment	13.1%
Self-employed	5.2%
Casual employment	3.8%
Transitioning to retirement and working part-time	1.2%
Fully retired	21.0%
Full-time home duties	7.2%
Unemployed/not in paid employment	5.5%
On a disability pension	3.9%
Other	2.5%

Occupation	
Business owner	4.4%
Manager	9.9%
Professional	36.1%
Technician	3.6%
Trades worker	4.8%
Community and personal service worker	5.9%
Clerical and administrative worker	18.9%
Sales worker	6.7%
Machinery operators and driver	2.9%
Labourer	4.1%
Other	2.8%

Personal Income	
\$20,000 or less	25.3%
\$20,001 to \$30,000	18.3%
\$30,001 to \$40,000	11.0%
\$40,001 to \$50,000	7.3%
\$50,001 to \$60,000	5.9%
\$60,001 to \$70,000	8.8%
\$70,001 to \$80,000	5.3%
\$80,001 to \$90,000	6.6%
\$90,001 to \$100,000	2.6%
\$100,001 to \$125,000	4.6%
\$125,001 to \$150,000	2.0%
\$150,001 to \$200,000	1.3%
More than \$200,000	1.1%

Household Income	
\$50,000 or less	38.2%
\$50,001 to \$75,000	19.2%
\$75,001 to \$100,000	13.9%
\$100,001 to \$125,000	10.0%
\$125,001 to \$150,000	8.3%
\$150,001 to \$200,000	6.3%
\$200,001 to \$250,000	1.8%
\$250,001 to \$350,000	1.9%
\$350,001 or more	0.3%

Investment Portfolio	
I have no investments	41.2%
\$50,000 or less	17.3%
\$50,001 to \$150,000	11.8%
\$150,001 to \$250,000	6.3%
\$250,001 to \$350,000	5.2%
\$350,001 to \$450,000	3.1%
\$450,001 to \$550,000	4.2%
\$550,001 to \$650,000	3.0%
\$650,001 to \$750,000	2.5%
\$750,001 to \$1 million	2.9%
More than \$1 million to \$3 million	2.1%
More than \$3 million to \$5 million	0.4%
More than \$5 million	0.1%

ABOUT COREDATA

CoreData Research is a global specialist financial services research and strategy consultancy. CoreData Research understands the boundaries of research are limitless and with a thirst for new research capabilities and driven by client demand; the group has expanded over the past few years into the Americas, Africa, Asia, and Europe.

CoreData Group has operations in Australia, the United Kingdom, the United States of America, Brazil, Singapore, South Africa and the Philippines. The group's expansion means CoreData Research has the capabilities and expertise to conduct syndicated and bespoke research projects on six different continents, while still maintaining the high level of technical insight and professionalism our repeat clients demand.

With a primary focus on financial services CoreData Research provides clients with both bespoke and syndicated research services through a variety of data collection strategies and methodologies, along with consulting and research database hosting and outsourcing services.

CoreData Research provides both business-to-business and business to- consumer research, while the group's offering includes market intelligence, guidance on strategic positioning, methods for developing new business, advice on operational marketing and other consulting services.

The team is a complimentary blend of experienced financial services, research, marketing and media professionals, who together combine their years of industry experience with primary research to bring perspective to existing market conditions and evolving trends.

CoreData Research has developed a number of syndicated benchmark proprietary indexes across a broad range of business areas within the financial services industry.

- Experts in financial services research
- Deep understanding of industry issues and business trends
- In-house proprietary industry benchmark data
- Industry leading research methodologies
- Rolling benchmarks

The team understands the demand and service aspects of the financial services market. It is continuously in the market through a mixture of constant researching, polling and mystery shopping and provides in-depth research at low cost and rapid execution. The group builds a picture of a client's market from hard data which allows them to make efficient decisions which will have the biggest impact for the least spend.



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