



National VET Sector Sustainability Policy and Action Plan (2009-2012)



National VET Sector Sustainability Action Group
Ministerial Council for Vocational and Technical Education

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National VET Sector Sustainability Policy And Action Plan (2009-2012)

1. Introduction

The vocational education and training (VET) sector's central role is to support the development and maintenance of a productive national economy through the provision of a skilled workforce. The VET sector must identify emerging areas of skills demand and ensure the availability of relevant training products and delivery. The growing demand for skills to support the transition to an environmentally more sustainable economy is one such area.

The transition to a sustainable economy can be facilitated through a commitment to sustainable environmental values, application of environmentally appropriate knowledge and skills, and the deployment of innovative technologies and practices across energy generation, production, consumption, conservation; and waste management activities. These key commitments and capabilities will help reduce adverse impacts on Australia's environment while increasing national productivity, international competitiveness, employment growth, and living standards.

Today, strong focus is being placed on climate change mitigation and adaptation which involves a transition from the current carbon intensive, high emissions, environmentally detrimental economy to a low carbon, environmentally sustainable economy (the 'sustainable economy'). The transition will require a restructuring of the existing approaches to a variety of human activities including energy generation, production methods, transport and distribution, and use of goods and services. Human ingenuity, skills and knowledge, and a commitment to environmental sustainability, are recognised as important elements of strategies and actions for environmental sustainability including climate change mitigation and adaptation.

To support this change, the Bonn Declaration (2009) stated that there is a need to "re-orient education and training systems to address sustainability concerns through coherent policies at national and local levels" and that there was a need to "Develop and implement education for sustainable development (ESD) policies through co-ordinated intersectoral / inter-ministerial approaches that also involve business and the corporate sector, civil society, local communities and the scientific community."¹

The VET sector has a significant role to play in the transition to a sustainable economy while supporting the Council of Australian Governments' (COAG) Climate Change Adaptation and Mitigation Agenda and Productivity Agenda (which includes VET sector reforms).

This document should be read in conjunction with the *National Action Plan for Education for Sustainability* led by the Council for Education for Sustainability and the Department of Environment, Water, Heritage and the Arts.

1.1 Purpose

The *National VET Sector Sustainability Policy* (the Policy) and *Action Plan (2009-2012)* provides a national framework for the VET sector to support the development of a productive workforce as industry, government, individuals and the wider community move to a sustainable economy.

Learners, industry and other Australian VET sector stakeholders will be equipped with the knowledge and skills to support the drive towards an environmentally sustainable future.

Initiatives already in place in a number of Australian jurisdictions and industry sectors will be supported and enhanced by this policy. Collaborative action will optimise the benefits from these initiatives through the provision of a coordinated, strategic framework to guide the national VET sector.

The identification of key result areas will assist the national VET sector to address the changes required to support the development of skills for sustainability and a more environmentally supportive VET sector. This will assist in improved workforce productivity and participation and increased skill levels to support the climate change and productivity agendas.

The Policy also seeks to build the capacity of the VET sector in order to facilitate innovation and technology diffusion through proactive management, relevant training product development, responsive training delivery, and quality student support activities.

¹ Statement and call for action (the Bonn Declaration) included in the UNESCO World Conference on Education for Sustainable Development (31 March to 2 April 2009).

1.2 Principles

The key VET sector sustainability policy principles are to:

- promote to all stakeholders the values, knowledge, skills, and technologies required for a sustainable economy and the conservation of the natural environment;
- demonstrate best practice training methods and efficient resource and facility management;
- better integrate and coordinate sustainability initiatives that include the development and consolidation of partnerships and information sharing networks, and VET products and services; and
- recognise the diversity of sustainable practices across jurisdictions and industries.

1.3. Stakeholders

VET sector stakeholders within the scope of the *National VET Sector Sustainability Policy and Action Plan* include:

- Learners and the community;
- Industry;
- Trade unions;
- Registered Training Organisations (RTOs);
- Australian and state/territory government training agencies; and
- Industry Skills Councils, Group Training Organisations and Australian Apprenticeships Centres.

1.4. Linkages to other government initiatives / policies

The *National VET Sector Sustainability Policy and Action Plan* links with other national and state and territory government initiatives such as:

- COAG's Climate Change Adaptation and Mitigation Agenda;
- COAG's Participation and Productivity Agenda (Education, Skills, Training etc);
- *National Action Plan for Education for Sustainability* led by the Council for Education for Sustainability;
- the Bradley review on higher education;
- COAG agenda to overcome Indigenous disadvantage;

- Outcomes of the Senate Inquiry into the Effects of Climate Change on Training and Employment Needs;
- NQC Green Skills Action Group;
- Carbon Pollution Reduction Scheme (CPRS) (2010);
- Cutler Review: recommendations on innovation;
- *National VET Strategy: Shaping our Future*;
- Skilling Australia for the Future;
- Work on the next generation of Training Packages by the Joint Steering Committee of the National Quality Council (NQC) and the Council of Australian Governments (COAG) Skills and Workforce Development Subgroup;
- Nation Building Package (*Teaching and Learning Capital Fund (TLCF) for VET, 2008-09 to 2011-12*); and
- State and territory government's sustainability policies and initiatives.

1.5. Skills for Sustainability

Skills training is the mechanism through which the VET sector contributes to the achievement of a more environmentally sustainable and productive economy.

It is important to explain the link between sustainability and green skills as the terms are often used interchangeably, causing confusion amongst VET stakeholders including industry and the community.

Sustainable development is defined by the World Commission on Environment and Development as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (*Our Common Future* - World Commission on Environment and Development Report, 1987).

In this paper, where the term sustainability (or sustainable) is used, it describes the interconnectedness of a healthy environment, social justice, equity and economic vitality. This policy and action plan, however, has a much stronger emphasis on environmental sustainability concerns relative to the other dimensions of sustainability.

The term 'green skills' has become a popular label for those professional, vocational and generic skills required for new 'green' jobs as well as the 'greening' of existing jobs across all industry sectors. In this paper, however, the term 'skills for sustainability', rather than 'green skills', will be used to describe the skills needed to support sustainable development.

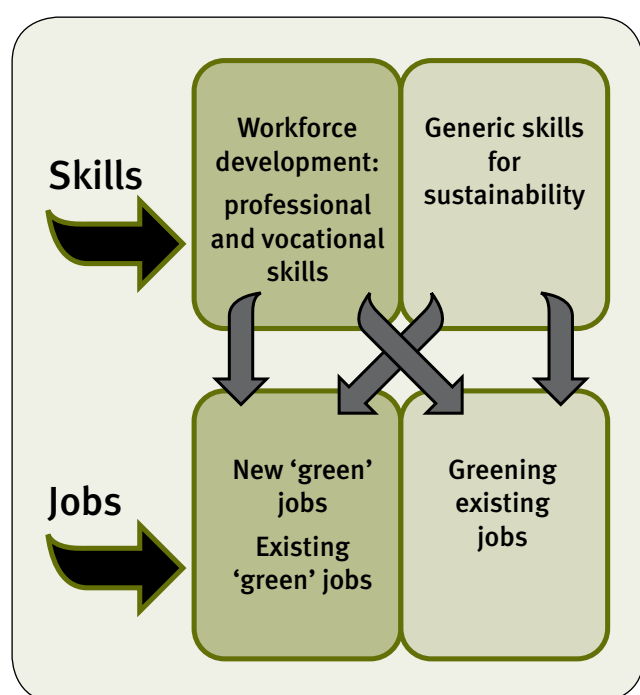


Skills for sustainability refer to those technical skills applied in both existing and emerging semi-skilled, trade, para-professional and professional occupations to achieve a sustainable work outcome.

Skills for sustainability also encompasses generic skill areas such as sustainable approaches, innovation and problem solving.

In addition to skilling those workers already in environmentally sustainable jobs, the economy will require other workers to acquire new skill sets and values sympathetic to the environment and to the society generally.

This relationship is shown in the following diagram:



In many instances, existing jobs will need to be transformed as individual firms and entire industries move to a sustainable economy. These kinds of jobs have been called **‘green collar’** jobs or **‘green jobs’**. Like blue collar jobs, green collar jobs provide opportunities for career advancement through increasing and diversifying the skills a worker requires.

Many jobs will involve work to transform and upgrade the built and natural environment—work such as retrofitting buildings, installing solar panels, civil construction and landscaping. Many of these jobs, such as those in building and retrofitting will require workers with traditional construction skills who also have up-to-date training in energy efficiency.

Industry has a role in identifying skills for sustainability to ensure that the VET sector invests in designing,

developing and delivering new training programs and retooling existing training programs to meet the existing and expected demands.

1.6. Innovation and technology diffusion

The VET sector can provide leadership by contributing to innovation through the creation, installation, use and maintenance of new technologies, tools and processes that contribute to a sustainable economy. The sector, together with industry, has the responsibility to ensure that its students and graduates, and its own workforce, have the knowledge and skills to facilitate the adoption and diffusion of these new tools, technologies and processes.

It can do this through skilling new and existing workers in activities linked to sustainable product and service design, energy generation, production, transport, distribution, storage, investments, consumption and waste management in industrial, commercial, and domestic sectors.

THE ACTION PLAN

2.1. Key Result Areas

The Action Plan incorporates the four key result areas (KRAs) whose achievement will place the VET sector in a position to successfully assist the transition to a more sustainable and productive economy.

The key result areas are:

- Developing a workforce skilled for sustainability;
- Providing VET system products and services that support skills for sustainability;
- Encouraging the adoption of sustainability values, principles and practices by VET leaders, partners and champions; and
- Reducing the VET sector carbon footprint.

2.2. Developing a Workforce Skilled for Sustainability: Building Knowledge and Skills for a Sustainable Economy

2.2.1. Background

Workforce development is defined by the OECD (2008) as:

“The comprehensive management of human resources so as to better meet the demands of a global economy at both the national and local levels, through improving economic competitiveness and social cohesion.”

Workforce development is a comprehensive approach to addressing skills and labour requirements. Effective workforce development approaches have the potential to lead to both economic prosperity and social cohesion.

Workforce development is everyone’s business, not just the business of government.

Workforce development:

- has the potential to improve workplace productivity;
- addresses labour force supply side issues;
- integrates training with workforce planning;
- ensures right interventions and investments happen at the right time, and
- develops a workforce with skills to meet the needs of the economy and career aspirations of individuals; and
- gives ownership of solutions, strategies and plans to learners, employers and the community.

The transition from a carbon intensive, high emissions, environmentally detrimental economy to a low-carbon, sustainable economy is regarded as a major economic transformation. It has been compared to the Industrial Revolution which was not simply a radical technological and manufacturing transformation but also involved significant changes to the labour market, including the emergence of new jobs and the disappearance of others. The transition to a sustainable economy will require a shift in the skill profile of many existing jobs and the creation of new jobs; the transition will be best managed through a workforce development approach.

A report by the United Nations Environment Programme (UNEP) suggests that four main labour market adjustments will occur during the transition to a sustainable economy:

- new job creation;
- job substitution;
- realignment or transformation of many existing jobs; and
- some existing jobs may be eliminated.

An example of new job creation is a carbon auditor, a job that will be created by the shift towards a sustainable economy (driven by reporting requirements outlined under the National Greenhouse Energy Scheme (NGERS). An example of job substitution is shifting from fossil fuels to renewable energy or from land filling and incineration recycling. An example of job realignment or transformation is a builder, whose existing skills will be increasingly applied to creating energy efficient buildings. There are also a number of jobs which may be eliminated as production processes are altered. It is important that these jobs are identified and that workers are provided with opportunities to re-skill to move into more sustainable jobs.

Actions listed under the workforce development key result area address the need to increase the take up of relevant skills training as well as addressing sustainability through better utilisation of people and processes in the workplace. The VET sector is well placed to assist industry, individual enterprises and clusters of enterprises to implement workforce development strategies.

Formal and informal learning has the potential to contribute significantly to making knowledge and skills for sustainability more widely and readily available to existing workers and the broader community. Knowledge and skills gained this way could boost the adoption of



sustainable practices in the workplace (and at home) to contribute to a sustainable economy.

Equipping the Australian labour market with the skills required for a smooth transition to a sustainable economy will require the efforts of all levels of government, the education and training sectors, industry, individual enterprises and individuals.

Industry is already recognising the importance of strategies to attract, train and retain its workforce. Innovative workforce development strategies need to address the triple bottom line – economic, social and environment – and industry leadership is needed to realise the opportunities that will flow from the introduction of the CPRS and other strategies for transitioning to a sustainable economy.

All of these efforts will result in the Australian workforce having the knowledge and skills to remain productive during the transition to a sustainable economy.

2.2.2. Research

Research on the structural adjustments that are likely to stem from climate change mitigation and adaptation policies is required. This research will need to identify the existing and emerging skills implications of these adjustments. The research results will inform the development of units of competency in training products, and will prepare VET sector providers with knowledge of the emerging skills and training required by industry. The Dusseldorp-CSIRO report, *Growing the Green Collar Economy* (2008) notes that current information on the skills and workforce capabilities required for a sustainable economy is poor and that gathering data on skill requirements is an urgent priority.

Some of the key questions to be addressed through the research are:

- How will jobs be impacted by the implementation of climate change related measures (e.g. job creation/losses and changes) and in which industries/sectors and occupations?
- Does industry currently have the skills required to meet the demands of the Government's climate change agenda?
- What skills gaps currently exist or are anticipated?
- Does the tertiary education and training sector have the capacity to address these anticipated skills gaps?

- What training or recruitment measures have employers already undertaken to address identified skills needs?

2.2.3. Actions

The actions outlined here aim to catalyse demand for the skills required in a sustainable economy and build momentum for their take up – particularly by supporting businesses to make changes in their work practices to develop, utilise and retain a skilled workforce and enhance industry and business' ability to plan and respond to changes in regulations.

Action 2.2.3.1

Contribute to workforce development through up-skilling and re-skilling in skills for sustainability across all industries.

Action 2.2.3.2

Undertake, in consultation with industry skills councils, research directed at identifying emerging demand for sustainability-related skills and any barriers to change

Action 2.2.3.3

Commission, in collaboration with states, territories, industry and other stakeholders, action-research that investigates innovative workforce development solutions to better foster sustainability values and principles within VET sector organisations.

Action 2.2.3.4

Establish and promote articulation opportunities between the secondary and tertiary sectors (including Adult Community Education), promoting social inclusion in these sectors to provide opportunities for career advancement in a sustainable economy.

Action 2.2.3.5

Identify existing programs that can be leveraged to support skills development for a sustainable economy.

Action 2.2.3.6

Identify cross-industry (generic) skills for sustainability to both maximise the portability of individuals' skills from one sector to another, and eliminate the risk of unit duplication across industries.

2.3. Providing VET System Products and Services that Support Skills for Sustainability

2.3.1. Background

This key result area will assist the VET sector to more flexibly and responsively meet the skills and innovative capability requirements for a transition to a sustainable economy, meeting the needs of industry, individuals and communities. This will be achieved, in part, by ensuring that the sector has in place the right mix of training products, infrastructure, appropriate training delivery and assessment capabilities, and associated student support and outreach services. These capabilities will be underpinned by providers meeting certification and registration requirements.

The VET sector has a highly diverse range of training products, qualifications and approaches to delivery and assessment. In accordance with MCVTE's recommendations (20 November 2008), sustainability competencies and concepts will need to be included in all National Training Packages, skill sets and customised accredited courses. Further, non-endorsed components (training support materials, learning strategies and assessment materials) associated with National Training Packages will also require review to align with updated products.

In order to ensure a swift response to the changed skilling requirements (and while sustainability competencies and concepts are being included in Training Packages), supplementary training should be available on an interim basis and could be drawn from existing accredited training products or other industry sources. This training will provide basic knowledge and competencies to enable ongoing skills development in affected industries.

It is important to ensure that VET trainers have the requisite sustainability training delivery and assessment capabilities to deliver the skills for sustainability contained within updated training products. There would be considerable benefit in establishing a national professional development strategy that concentrates on sustainability skilling and knowledge development for VET practitioners.

Evidence suggests that the technical and 'soft' skills needed for climate change mitigation and adaptation, including the development of innovation capabilities, will be needed across all facets of economic and social life including those related to production, distribution, storage, consumption and waste management activities.

The CPRS will influence the scope and speed of change. The consequential pressures on the VET sector to up-skill existing workers and to skill new workers in a range of skills will be dependent on the reaction of industry to the CPRS. Ensuring that the VET sector has the appropriately skilled workforce and necessary infrastructure to respond to these challenges is a crucial component of the Action Plan.

2.3.2. Actions

Action 2.3.2.1

Incorporate sustainability skill elements and/or competencies into all training products (i.e. Training Package qualifications and accredited courses) and relevant learning support materials, particularly in key trade qualifications that reflect the skills needed in a sustainable economy and, to maintain currency, ensure continuous monitoring of the training product content.

Action 2.3.2.2

Offer bridging training to meet priority needs using available accredited competencies while skills for sustainability are being included within Training Packages.

Action 2.3.2.3

Build the capacity of VET sector trainers and assessors to deliver and assess the competencies and qualifications required for skills development for a sustainable economy, including providing appropriate student support and outreach services aligned with sustainability values and principles.

Action 2.3.2.4

Develop standards for voluntary certification of RTOs as providers of skills for sustainability.

Action 2.3.2.5

Ensure funding for skilling the sustainable economy is allocated by governments in high priority areas and that industry leveraged funds are directed towards these areas.

Action 2.3.2.6

Ensure all new accredited courses incorporate the key sustainability skill elements and competencies.

Action 2.3.2.7

Increase utilisation of flexible delivery modes, including e-learning, onsite delivery and the integration of formal and informal learning. This can address barriers to delivering training in niche or thin markets and in rural and remote locations.

Action 2.3.2.8

Build on partnerships and services that utilize workforce development strategies in small to medium sized enterprises, to make better use of technologies and business processes to support the transition to a sustainable economy.

Action 2.3.2.9

Develop a national skills for sustainability professional development strategy for VET practitioners (including those in RTOs', ACE providers and in industry).

2.4. Encouraging the Adoption of Sustainability Values, Principles, and Practices by VET Leaders, Partners and Champions

2.4.1. Background

The Dusseldorp-CSIRO *Growing the Green Collar Economy* report states that 'current information on sustainability skills and workforce capabilities is very poor' and argues that 'gathering data on skill requirements and shortfalls is thus an urgent priority'.

The dissemination of information on the skills required in a sustainable economy and the promotion of the uptake of skills training requires national leadership; the development and extension of partnerships; and champions to foster and encourage sustainable values.

This priority direction seeks to support leaders, partnerships and champions who can promote best practice examples of integrated and innovative workforce development approaches. These partnerships will encourage a sharing of knowledge related to sustainable practices, innovation and technology diffusion. This is supported by the recent Bonn Declaration which agreed on the need to "develop and extend education for sustainable development (ESD) partnerships to integrate ESD into training, vocational education and workplace learning by involving civil society, public and private sectors, NGOs, and development partners. ESD should become an integral part of the training of leaders in business, industry,

trade union, non-profit, voluntary organizations, and the public services. Re-orient TVET programmes to include ESD."²

Several submissions to the Senate Inquiry into the Effects of Climate Change on Training and Employment Needs suggest that joint school, VET and higher education sector approaches to skills development for a sustainable economy are needed.

Similarly, the Cutler Review has highlighted that inter-disciplinary and cross-sectoral partnerships will stimulate innovative workforce development practices.

New partnerships and networks should be established and existing institutions strengthened to undertake action research and trial innovative skills development.

These networks would create repositories of shared knowledge, which could be bolstered further through a 'skills for sustainability' website. The website would provide information about VET training and programs to complement broader VET and sustainability sites.

2.4.2. Stakeholders

Governments at all levels are engaged in the climate change and productivity agendas.

The effective advancement of these agendas and the skills required for a sustainable economy will require government leadership and coordination that offers a strategic focus.

At a national level, Skills Australia has been established to provide advice to the Australian Government on Australia's current, emerging and future workforce skills needs. Because of its broad mandate in relation to skills and workforce development needs, Skills Australia can facilitate access to a broad array of stakeholders which will increase the effectiveness of partnerships, including partnerships with industry, across portfolios and cross-sectoral at Commonwealth and local government levels, and with the higher education sector.

Industry recognises the importance of a range of strategies to attract, train and retain its workforce. Innovative workforce development strategies need to incorporate sustainability principles, and practices. Industry leadership is needed to realise the opportunities that will flow from the introduction of the CPRS and other strategies for reducing carbon emissions.

Industry leadership, partnerships and champions are required to develop a clear plan on how best to prepare for a sustainable economy. For businesses to benefit managers will need to be equipped with the values,

² Statement and call for action (the Bonn Declaration) included in the UNESCO World Conference on Education for Sustainable Development (31 March to 2 April 2009).

knowledge and skills to effectively manage change and create sustainable and innovative workplace cultures and practices.

All tertiary sector providers have a role to play in meeting the demand for training delivery and services to satisfy industry demand for the skills for sustainability. The sector needs to be supported and recognized for providing a responsive and flexible dissemination of knowledge, skills and training. The key outcome sought is to provide incentives for the sector to attract and support high quality training staff.

At their November 2008 meeting, MCVTE agreed to develop standards for RTOs to be voluntarily certified as 'green' skills providers. This initiative will provide recognition to those RTOs providing quality green skills training. 'Green' training awards through the Australian Training Awards will also recognise champions and leaders in the areas of skills development required for a sustainable economy.

Joint tertiary sector approaches to sustainable skills development are required, as well as interdisciplinary and cross sectoral partnerships which would stimulate innovative workforce development practices.

2.4.3. Actions

Action 2.4.3.1

Establish partnerships between the tertiary sector and the Industry Skills Councils and their state/territory counterparts, employers, industry and employee associations to foster innovation and the sharing of knowledge on skills for sustainability.

Action 2.4.3.2

Develop and launch a promotional strategy where the partnerships formed can showcase interdisciplinary and cross-sectoral approaches to the development of skills for a sustainable economy. This could include a sustainability skills forum and web content.

Action 2.4.3.3

Encourage whole-of-government collaboration on skills for sustainability through formal and informal mechanisms to clarify roles and to develop complementary programs.

Action 2.4.3.4

Establish a voluntary 'skills for sustainability' training award as part of the Australian Training Awards to recognise innovation in teaching and learning in sustainability.

Action 2.4.3.5

Explore the feasibility of establishing Skills for Sustainability Centres of Excellence using existing institutions/industry engagement mechanisms.

2.5. Reducing the VET Sector Carbon Footprint

2.5.1. Background

This priority direction seeks to reduce the carbon footprint of the VET sector and those government agencies that are responsible for administering the sector. The VET sector must demonstrate leadership in the transition to a sustainable economy. As well as leadership in delivering the skills required by industry, the VET sector needs to lead the deployment of innovative technologies and practices across production, consumption, and conservation and waste management activities.

Strategies for achieving a sustainable economy will include reductions in demand for energy from carbon-intensive sources through energy efficiency and conservation measures and by shifting to alternative renewable energy supply-side measures. Energy efficiency measures will involve achieving efficiencies in the consumption and management of energy, water, materials and other resources, including the use of innovative, low carbon and eco-friendly alternative technologies.

The VET sector manages significant land and infrastructure holdings, consumes significant quantities of products and accesses a wide range of services. It has the potential to, directly and indirectly, make a vital contribution to the transition to a low-carbon, sustainable economy of the emerging future.

The following areas provide opportunity for innovation:

Training delivery: innovations in approaches to delivering sustainability skills will be required to ensure that the delivery itself employs environmentally sustainable methodologies. Improve accessibility for VET sector clients (e.g. existing workers) by ensuring they are better serviced through delivery strategies that are flexible and offer low cost training.

Reducing carbon footprint: innovation is required in the way we manage our training facilities. The VET sector needs to demonstrate leadership in sustainability, both in training delivery and skilling and in ‘walking the talk’ of sustainability and thus demonstrating its commitment and its capabilities to deliver appropriate training to develop sustainability skills.

2.5.2. Action Areas

The five specific areas where the VET sector can be expected to act to reduce its carbon footprint include:

- 1 *Natural physical resources* (including energy, water, land, and waste): approaches to the use, conservation, management, reuse/recycling of resources.
- 2 *Micro ecosystem management:* including use of low carbon, resource-efficient technologies in the development and management of campus parks and gardens.
- 3 *Buildings and design:* action by the VET sector to promote; ecologically sustainable design; use of low carbon resources and construction techniques; resource conservation technologies; renewable energy; and recycling.
- 4 *Travel and transport:* use by VET sector workers and clients of low carbon transport systems including public transport, low emission vehicles, and technologies that minimise the need for transport (e.g. teleconferences, telecommuting, and use of online/flexible delivery technologies).
- 5 *Corporate procurement practices:* ensuring that all procurement is from suppliers that demonstrate a commitment to reducing their carbon footprint, that the products and services purchased have production and supply chains of low carbon emissions and that the products themselves are low carbon in nature.

2.5.3. Actions

Action 2.5.3.1

Adopt measures to improve the management, use, conservation, reuse/recycling of natural physical resources (including energy, water and land).

Action 2.5.3.2

Lead the adoption of energy and environmental design measures to cover both new construction and existing buildings through the use of environmentally friendly construction techniques including use of, resource and energy conservation technologies and recycling.

Action 2.5.3.3

Introduce measures that minimise the need for transport by VET sector workers and clients through making use of public transport, low emission vehicles, and communications delivery technologies including teleconferences, telecommuting and use of online/flexible training delivery methods.

Action 2.5.3.4

Develop corporate procurement practices that consider or give preference to suppliers of products and services to the VET sector who demonstrate a commitment to a low-carbon sustainable economy.

Appendix A: Summary of Action Items National VET Sector Sustainability Policy and Action Plan (2009-2012)

2.2 Developing a Workforce Skilled for Sustainability: Building Knowledge and Skills for a Sustainable Economy

Action	Description	Responsibility	Timeline	Key Results
2.2.3.1	Contribute to workforce development through up-skilling and re-skilling in skills for sustainability, across all industries.	NSOC members, Industry, NQC, ISCs, RTOs	2009-2012	Extent of take up of skills for sustainability competencies across industries.
2.2.3.2	Undertake, in consultation with industry skills councils, research directed at identifying emerging demand for sustainability-related skills and any barriers to change.	ISCs, Skills Australia	2010	Reports that identify the type and extent of re-skilling and up-skilling required by industry, likely occupational and industrial structural adjustments, and need for changed regulatory requirements.
2.2.3.3	Commission, in collaboration with states, territories, industry and other stakeholders, action-research that investigates innovative workforce development solutions to better foster sustainability values and principles within VET sector organisations.	NSOC members and NCVER	2010	Reports that detail innovative workforce development options.
2.2.3.4	Establish and promote articulation opportunities between the secondary and tertiary sectors (including Adult Community Education), promoting social inclusion in these sectors to provide opportunities for career advancement in a sustainable economy.	NSOC members, NQC, UA, TDA	2009-2012	Increase in the number of articulation arrangements between tertiary sectors in sustainability education.
2.2.3.5	Identify existing programs that can be leveraged to support skills development for a sustainable economy.	NSOC members, TVET and NQC	2009	Stock take of skills for sustainability programs.
2.2.3.6	Identify cross-industry (generic) skills for sustainability to both maximise the portability of individuals' skills from one sector to another, and eliminate the risk of unit duplication across industries.	ISCs, Skills Australia	2010	Report which identifies cross-industry skills for sustainability.

2.3 Providing VET System Products and Services that Support Skills for Sustainability

Action	Description	Responsibility	Timeline	Key Results
2.3.2.1	Incorporate sustainability skill elements and/or competencies into all training products (i.e. Training Package qualifications and accredited courses) and relevant learning support materials, particularly in key trade qualifications that reflect the skills needed in a sustainable economy and, to maintain currency, ensure continuous monitoring of the training product content.	NQC, ISCs, Industry and NSOC members	2009 2010	Develop a strategy and implementation plan to incorporate skills for sustainability in all Training Package qualifications, accredited courses and relevant learning support materials. A report to Ministers advising upon progress to date.
2.3.2.2	Offer bridging training to meet priority needs using available accredited competencies while skills for sustainability are being included within Training Packages.	Industry, ISCs, RTOs	2009-2012	Extent of take up of accredited courses that include skills for sustainability competencies and qualifications.
2.3.2.3	Build the capacity of VET sector trainers and assessors to deliver and assess the competencies and qualifications required for skills development for a sustainable economy, including providing appropriate student support and outreach services aligned with sustainability values and principles.	NSOC members, Industry, ISCs, RTO, TDA, ACPET	2009-2012	Extent of take up of relevant professional development by RTOs.
2.3.2.4	Develop standards for voluntary certification of RTOs as providers of skills for sustainability.	NQC	2010	RTOs have access to national system of voluntary certification as providers of RTOs.
2.3.2.5	Ensure funding for skilling for the sustainable economy is allocated by governments in high priority areas and that industry leveraged funds are directed towards these areas.	NSOC members	2009-2012	Growth in funds allocated to delivery of skills for sustainability.
2.3.2.6	Ensure all new accredited courses incorporate the key sustainability skill elements and competencies.	NQC; NSOC members	2009-2012	All new courses contain key sustainability skill elements and competencies.

<i>Action</i>	<i>Description</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Key Results</i>
2.3.2.7	Increase utilisation of flexible delivery modes, including e-learning, onsite delivery and the integration of formal and informal learning. This can address barriers to delivering training in niche or thin markets and in rural and remote locations.	TDA, NSOC members, RTOs, GTA, ACPET, Industry	2009-2012	Take up of flexible delivery options. Growth in the availability of flexible options .
2.3.2.8	Build on partnerships and services that utilize workforce development strategies in small to medium sized enterprises, to make better use of technologies and business processes to support the transition to a sustainable economy.	Industry, ISCs, RTOs; NSOC members	2009-2012	Extent in growth in relevant partnerships.
2.3.2.9	Develop national skills for sustainability professional development principles for VET practitioners (including those in RTOs', ACE providers and in industry).	TDA, ACPET, RTOs and NSOC members.	2009-2010	Development of the national skills for sustainability professional development principles.

2.4 Encouraging the Adoption of Sustainability Values, Principles, and Practices by VET Leaders, Partners and Champions

<i>Action</i>	<i>Description</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Key Results</i>
2.4.3.1	Establish partnerships between the tertiary sector and the Industry Skills Councils and their state/territory counterparts, employers, industry and employee associations to foster innovation and the sharing of knowledge on skills for sustainability.	TDA, ISCs, ACPET, RTOs, Industry, ACTU	2009-2012	Successful case studies identified and promoted.
2.4.3.2	Develop and launch a promotional strategy where the partnerships formed can showcase inter-disciplinary and cross-sectoral approaches to the development of skills for a sustainable economy. This could include sustainability skills forums and web content.	NSOC members	2010	Development and delivery of promotional strategy to highlight best-practice approaches. Utilisation of champions to help promote skills for sustainability.

<i>Action</i>	<i>Description</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Key Results</i>
2.4.3.3	Encourage whole-of-government collaboration on skills for sustainability through formal and informal mechanisms to clarify roles and to develop complementary programs.	NSOC	2009-2012	Agreement by all jurisdictions to support National VET Sector Sustainability Policy and Action Plan and its implementation and progress monitoring.
2.4.3.4	Establish a 'skills for sustainability' training award as part of the Australian Training Awards to recognise innovation in teaching and learning in sustainability.	DEEWR	2009	Launch of Skills for Sustainability Training award.
2.4.3.5	Explore the feasibility of establishing 'Skills for Sustainability Centres of Excellence' using existing institutions/ industry engagement mechanisms.	NSOC members	2009-2010	Completion of a feasibility study on the establishment of the Centres of Excellence for Skills for Sustainability.

2.5 Reducing the VET Sector Carbon Footprint

<i>Action</i>	<i>Description</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Key Results</i>
2.5.3.1	Adopt measures to improve the management, use, conservation, reuse/ recycling of natural physical resources (including energy, water and land).	NSOC members,	2009-2012	Adoption of measures for the reduction in consumption of resources by public providers.
2.5.3.2	Lead the adoption of energy and environmental design measures to cover both new construction and existing buildings through the use of environmentally friendly construction techniques including use of resource and energy conservation technologies and recycling.	NSOC members, ACPET, RTOs.	2009-2010	Best practice case studies on application of energy and environmental design measures in new and existing infrastructure.
2.5.3.3	Introduce measures that minimise the need for transport by VET sector workers and clients through making use of public transport, low emission vehicles, and communications delivery technologies including: teleconferences, telecommuting and use of online/flexible training delivery methods.	NSOC members, ACPET, RTOs.	2009-2010	Best practice case studies on reduction in carbon consumption of VET employees and students.
2.5.3.4	Develop corporate procurement practices that consider or give preference to suppliers of products and services to the VET sector who demonstrate a commitment to a low- carbon sustainable economy.	NSOC members	2009-2010	Jurisdictions adopt more environmentally sustainable corporate procurement practices.

