

4 australia genGREEN

A NATIONAL STUDY OF DEMAND FOR AND SUPPLY OF SKILLS FOR SUSTAINABILITY

A partnership between



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- The research into the supply of and demand for green skills in Australia tends to focus on modelling and projections

(what might be, not what is)

- The forecasts and projections are often accompanied by case studies and vignettes

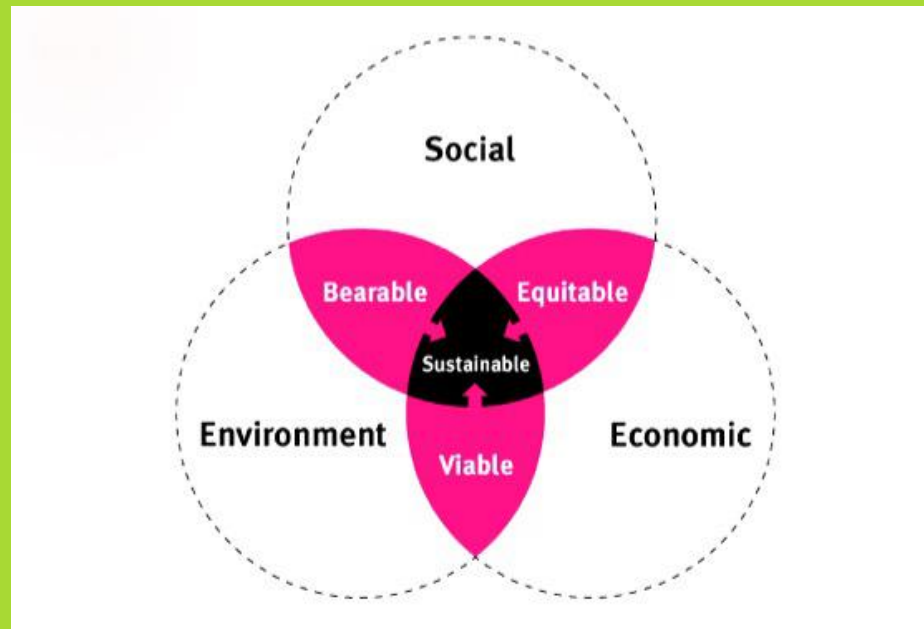
(focusing on best practice not general practice)



This research provides evidence on the depth and breadth of the take-up of skills for sustainability within Australian training organisations and workplaces



Skills for sustainability are conceived as including skills for social, economic and environmental sustainability



Demand is expressed by the primary consumers of Australian Vocational Education and Training (VET) services:

students who engage in VET studies

This is known as *social demand* for education.



- Apprentices, trainees and teachers responded to two survey instruments that explored their:
 - sustainability related values
 - sustainability related behaviours
 - learning and teaching of skills for sustainability

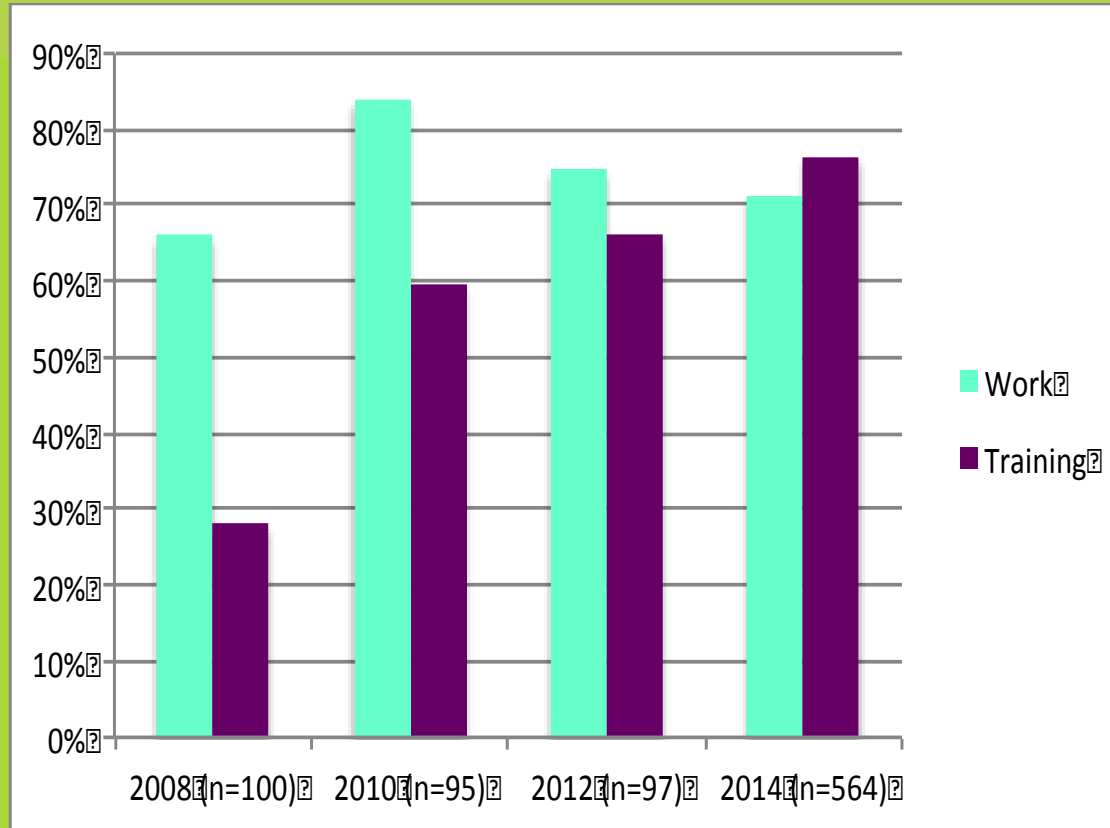


4th Gen Green survey on apprentices' and trainees' perceptions of skills for sustainability since 2008, showing that:

- Learning of environmental skills in class has increased over time



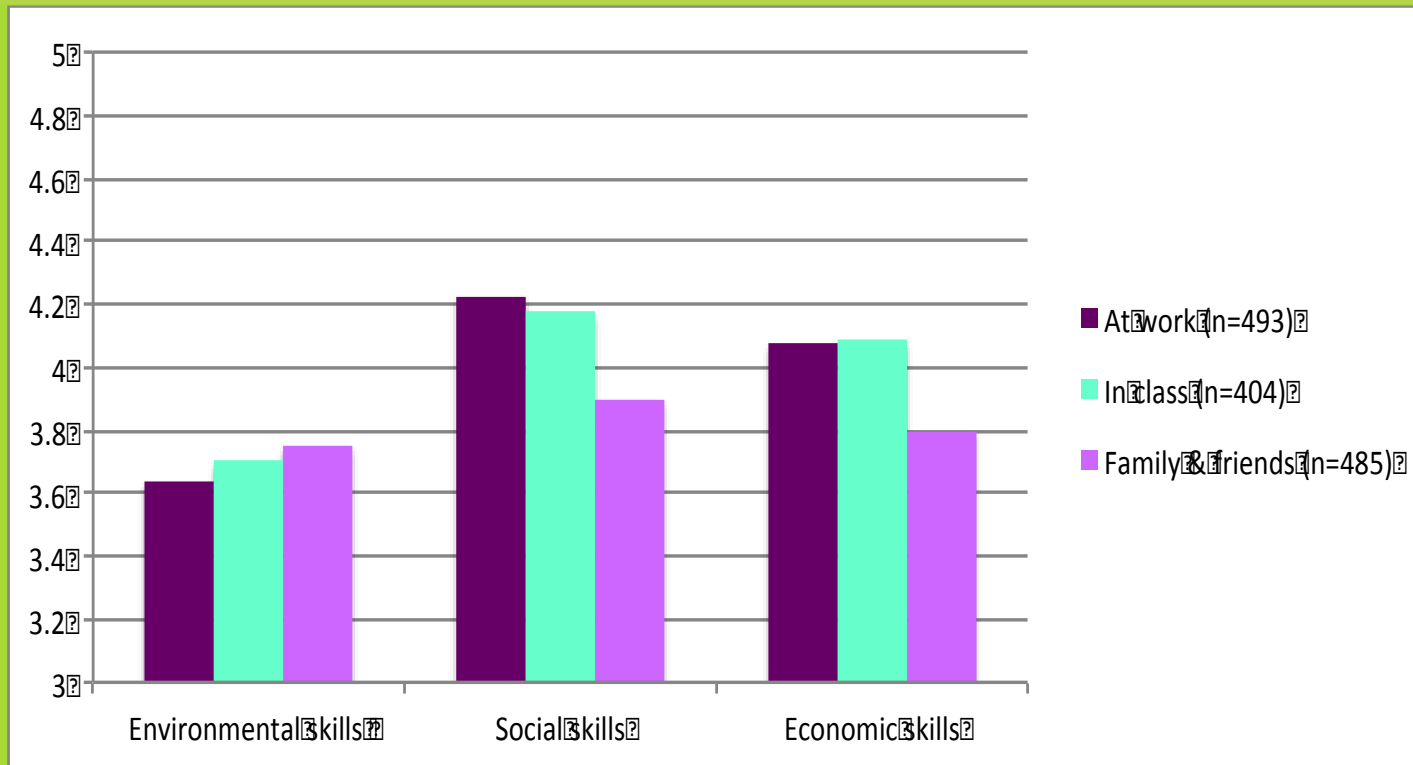
Practice of environmental skills at work & in class (2008 – 2014)



- Learning of environmental skills in class slightly exceeds learning of these skills at work
- However community learning of these skills outweighs both



Students' sources of learning environmental, social and economic skills in 2014

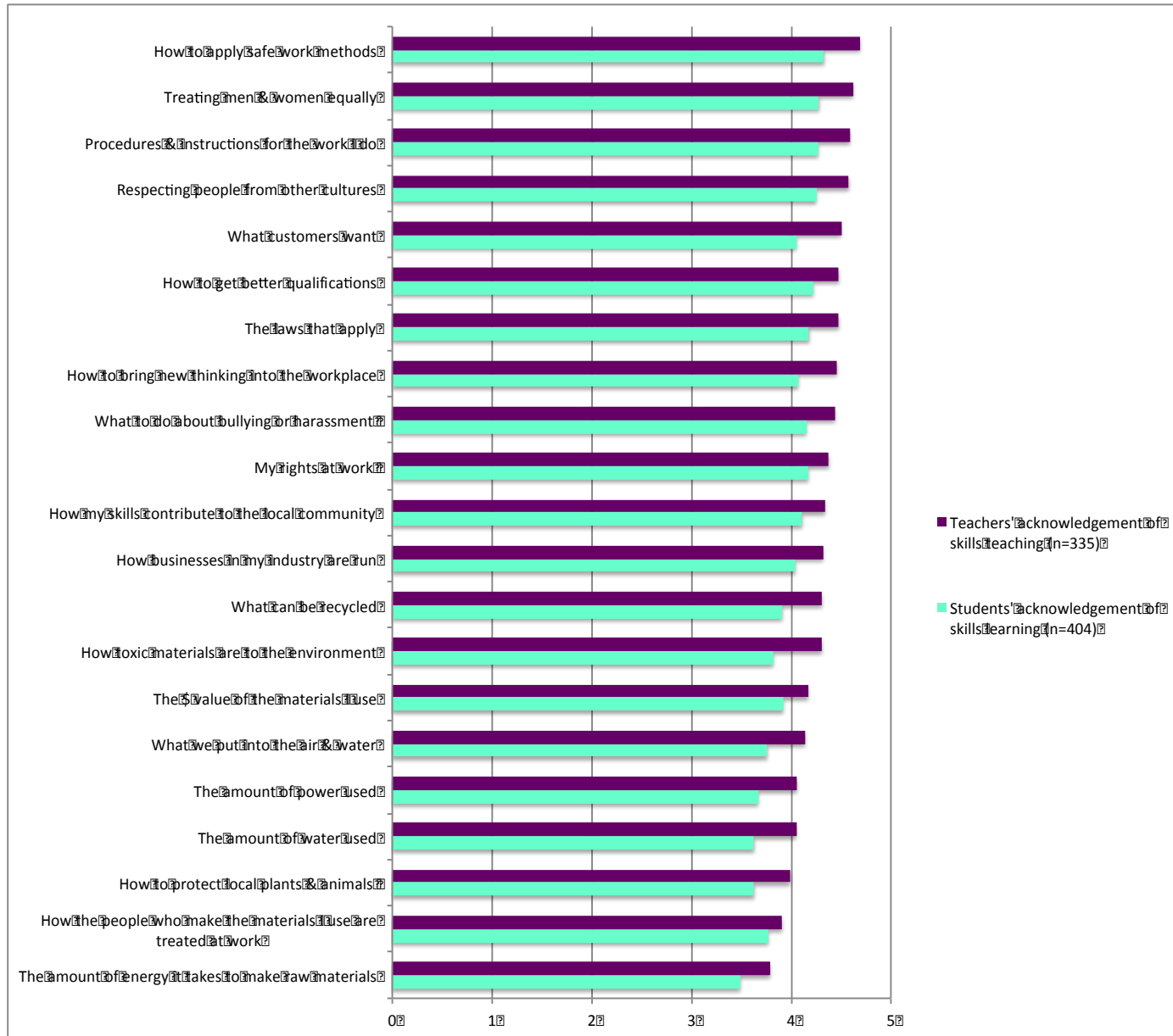


The results of this study show ‘a social demand’ for skills for sustainability:

- Apprentices, trainees and their teachers cared a great deal about social, economic and environmental sustainability
- Demand for skills for sustainability from VET students was almost entirely met



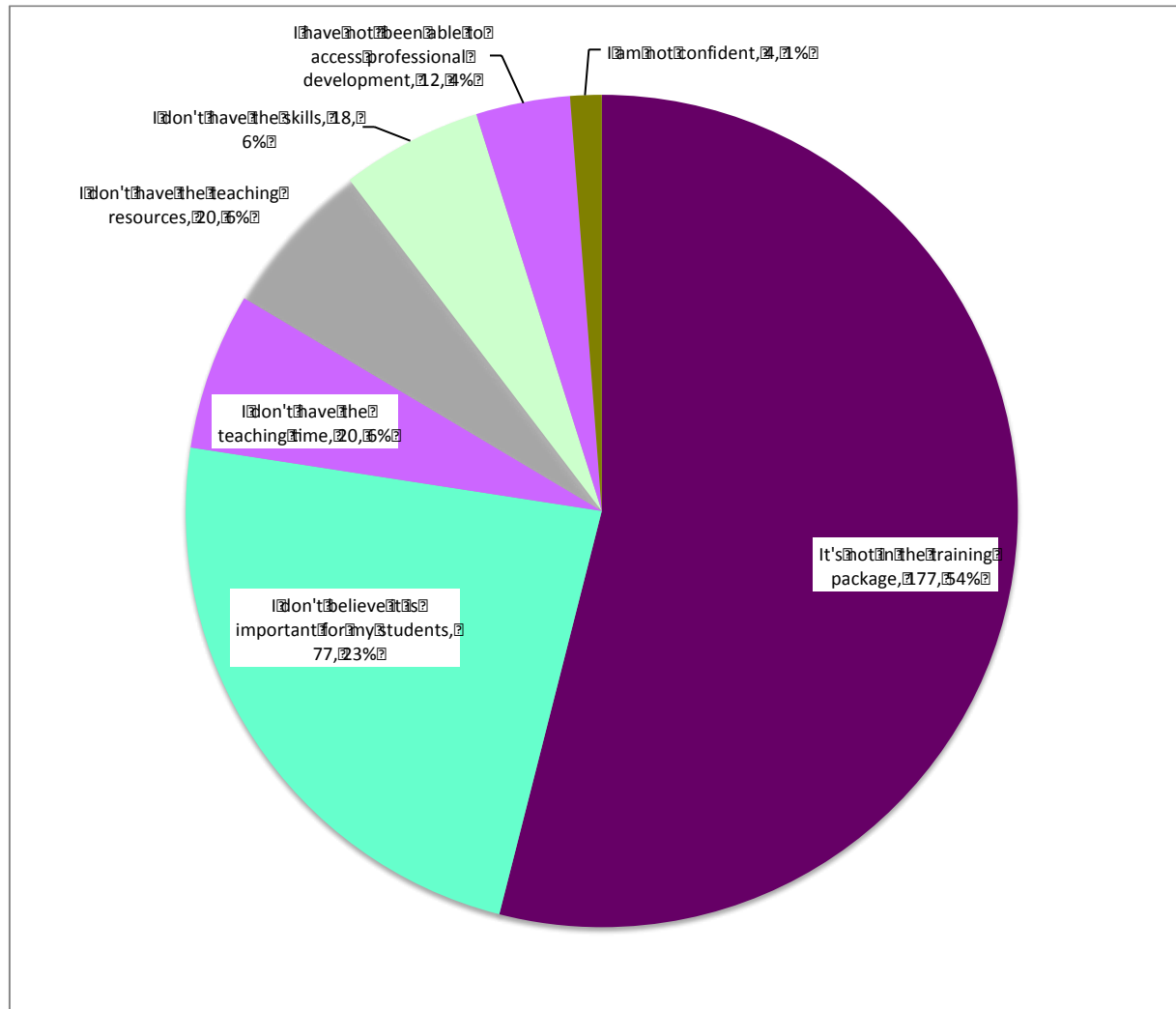
Teaching and learning of skills for sustainability in class



Further action is required to embed green skills into the VET system, especially in the areas of energy efficiency and supply chains



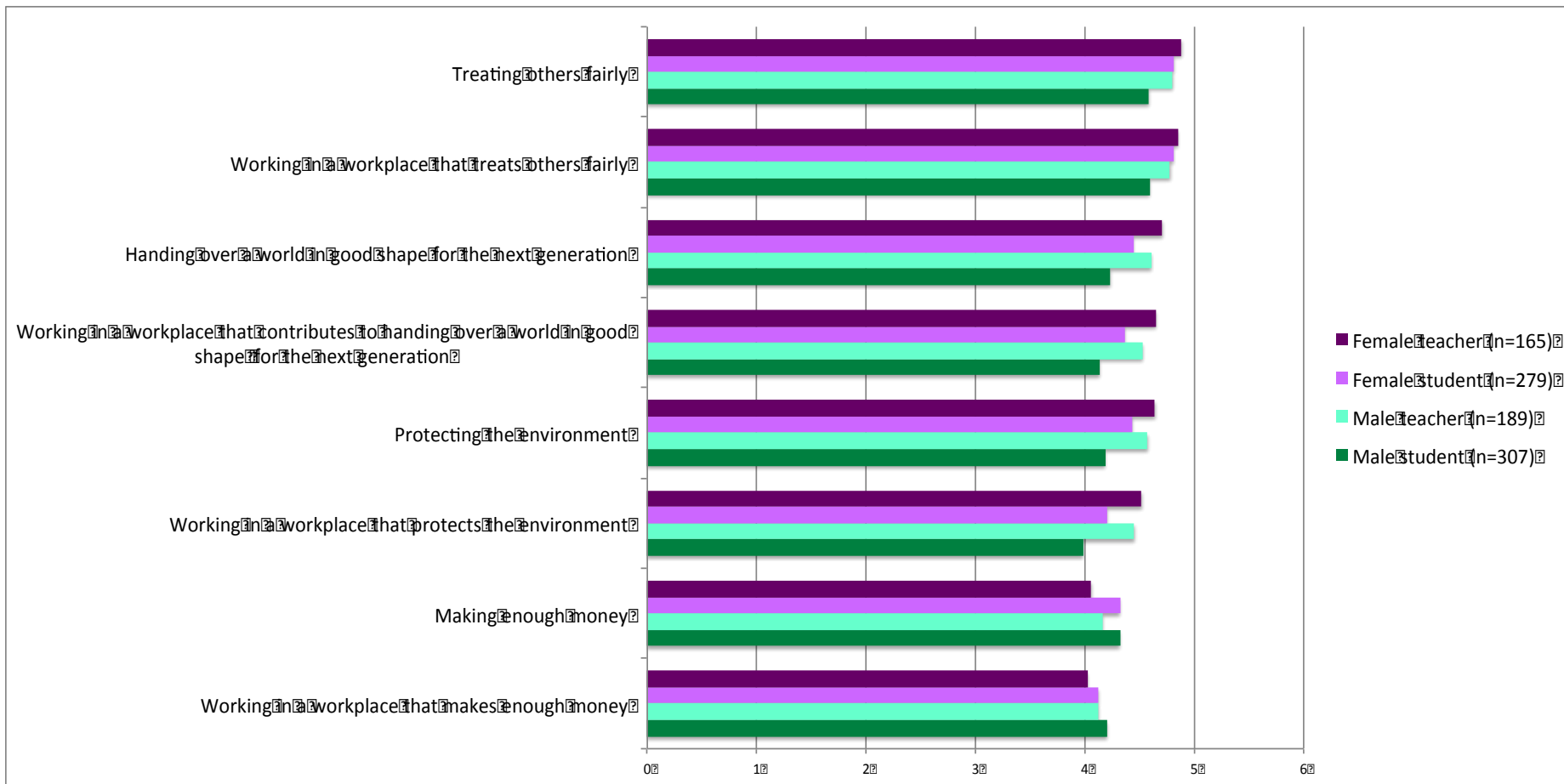
Barriers to teaching skills for sustainability



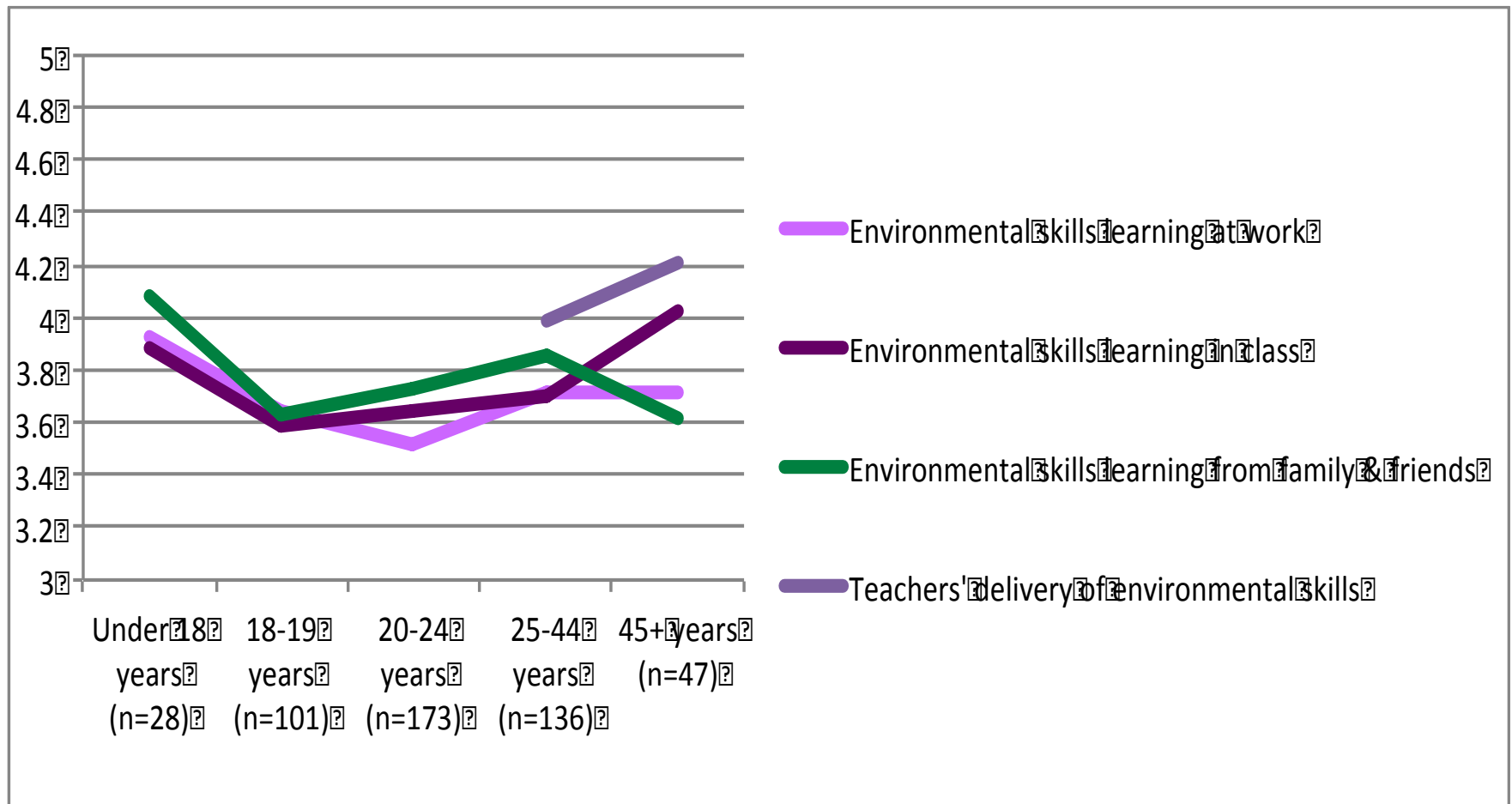
There are important gender and age differences in the teaching, learning and utilisation of skills for sustainability



The importance of sustainability-related value statements by gender

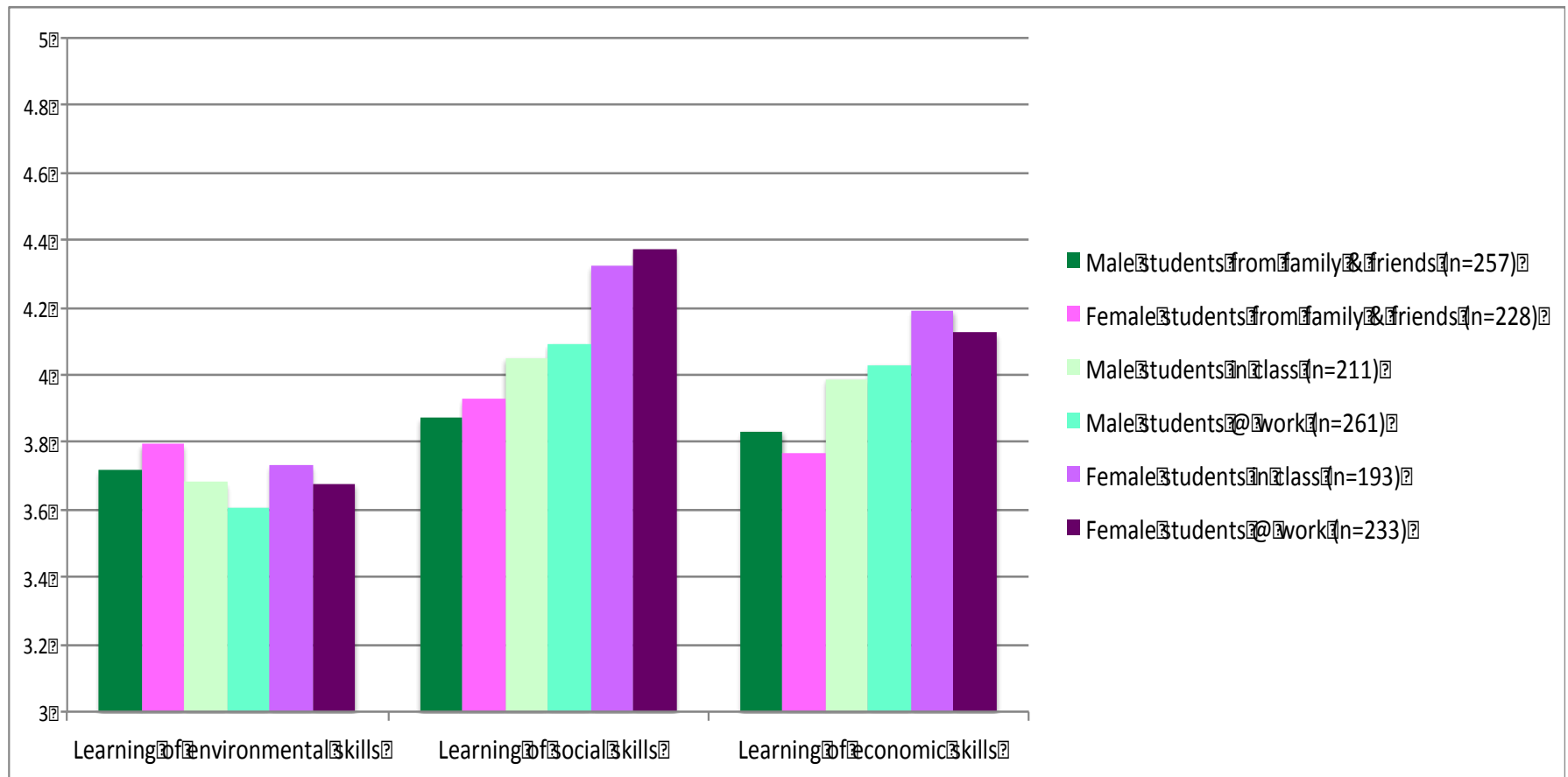


The impact of student age on environmental skills learning from different sources



The VET system plays an important role in supporting community cohesion and economic literacy, especially for women

Sources of learning skills for sustainability for male and female students



Gender differences in values and behaviours and gender and age differences in learning skills for sustainability have important implications for the design of future skills for sustainability programs



The research:

- Identifies possible features of the next generation of skills for sustainability policy
- Flags a need to better understand the relationship between the economic demand for skills for sustainability expressed by employers and the social demand expressed by VET participants.

