

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

**CONSULTATION DRAFT  
ONLY**



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



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# 1. NATIONAL VET SECTOR SUSTAINABILITY POLICY AND ACTION PLAN (2009-2012)

## 1.1 Introduction

Climate change mitigation and adaptation involves a transition from the current carbon<sup>1</sup> intensive, high emissions, environmentally detrimental economy to a low carbon, sustainable economy. The transition will require a restructuring of the existing approaches to a variety of human activities including 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 climate change mitigation and adaptation.

The transition to a low carbon, 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 production, consumption, conservation and waste management activities. These key commitments and capabilities can help reduce Australia's adverse impacts on the environment while increasing national productivity, international competitiveness, employment growth, and living standards.

The vocational education and training (VET) sector has a significant role to play in the transition to a low carbon, 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.

## 1.2 The new 'green'

The transition to a low carbon, sustainable economy, commonly referred to as the '**green economy**', will require workers with new skill sets and values sympathetic to the environment. In some industry sectors entirely new categories of green jobs will be created. In many instances, existing jobs will need to be transformed as individual firms and entire industries move to a low carbon, 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 green jobs will involve work that 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.

The specific skills (often referred to as '**green skills**') that the low carbon, environmentally sustainable economy demands will need to be continuously identified to ensure that the VET sector invests in designing and delivering new training programs and retooling existing training programs to meet the expected demand<sup>2</sup>.

The '**green**' in green collar / green economy / green jobs/ green skills is about preserving and enhancing environmental quality. Green jobs and green industries help reduce our dependency on fossil fuels, reduce greenhouse-gas emissions and protect natural ecosystems.

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<sup>1</sup> The term 'carbon' as used here is, as conventionally accepted, intended to include all other green-house gas emissions

<sup>2</sup> The Apollo Alliance and Green for All (2008), *Green-collar jobs in America's cities - Building pathways out of poverty and Careers in the clean energy economy*. (<http://www.greenforall.org/green-collar-jobs>)



### 1.3 Innovation and technology diffusion

Researchers and commentators agree that the VET sector has a critical role in facilitating the wider adoption and diffusion of innovative technologies in response to pressures of climate change and the shift to a low carbon economy. The VET sector can develop this through skilling new and existing workers, and supporting and creating other arrangements for knowledge sharing and partnerships

### 1.4 Structure of the document

This paper is in two sections. The first section addresses the policy and the second section the action plan.

#### ***Discussion starters***

- *Local evidence and international research<sup>3</sup> indicate that the use of terms such as 'sustainable development, green, eco-, and environmental' is causing confusion among key VET stakeholders including industry, clients, and others. Each term means different things to different people. What is/are the term(s) that should be used in VET to describe skills, competencies, training products and practices associated with environmental sustainability?*
- *Evidence suggests there is, generally, a lack of in-depth understanding and awareness of sustainability issues and their implications for sustainability skilling and work in many industries and communities. What could be done to address this situation?*

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• <sup>3</sup> Department of Environment, Food and Rural Affairs, UK, (2009), 'Skills for a low carbon resource efficient economy - a review of evidence', p5-7



## 2. THE POLICY

### 2.1 Purpose

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

This section focuses on the Policy to equip learners, administrators and other stakeholders in the Australian VET sector to be part of the drive to a positive and environmentally sustainable future.

The Policy seeks to support and enhance initiatives already in place in a number of Australian jurisdictions and industry sectors. It seeks to optimise the benefits of these initiatives by providing a coordinated, strategic policy to guide the VET sector. The Policy framework provides national leadership by outlining priority directions and actions for the VET sector and its partners, and will inform ongoing VET sector reform. 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 to facilitate innovation and technology diffusion. An increased commitment to and practice of innovation and technology diffusion can be facilitated through:

- relevant governance and support infrastructure
- building a culture of innovation within the wider VET system including training organisations and other agencies
- ensuring that the VET administrative systems and processes encourage innovation across all facets of VET operations including management, training products, training delivery, and student support.

### 2.2 Principles

Key principles for the VET sector include:

- better engagement with industry and better identification of their skill needs
- enhancing the capacity of the VET sector to deliver appropriate skills by assuring the currency and quality of its training products, training services, and the skills of its training professionals
- delivering flexible training, assessment and support services to skill and re-skill the workforce.

The following additional principles apply specifically to the climate change agenda:

- promoting the take-up of the values, knowledge, skills, and technologies required for a low-carbon, sustainable economy
- reducing the VET sector carbon footprint
- recognition of the diversity that exists across jurisdictions and industries and acknowledgement that, within the framework provided by the Policy, individual jurisdictions and industries will establish their priorities, programs, and strategies to address skilling and capacity building needs
- that VET sector sustainability actions will be implemented through existing mechanisms, where appropriate.



## 2.3 Aim and outcomes

The aim of the Policy is to improve productivity and participation and the skills to support the national climate change and productivity agendas.

The outcomes will include:

- increased integration and coordination of sustainability policy and program initiatives that include the development and consolidation of partnerships and information sharing networks, and VET products and services
- leaders and champions who are committed to integrating and promoting sustainable practices across all their activities including in the design, development, use and management of their lands, built infrastructure, and in the procurement of goods and services
- promotion, as part of the national social inclusion and wider sustainability agenda, of the positive benefits of sustainable practices to disadvantaged or socially excluded groups.

## 2.4 Stakeholders

VET sector stakeholders coming within the scope of the Policy and Action Plan include:

- all registered training organisations (RTOs) registered in Australia under the AQTF 2007
- relevant Australian and state/territory government agencies involved in the regulation, administration, and or facilitation of the VET sector
- entities involved in the development and or delivery of VET or VET-related products and services including Industry Skills Councils, Group Training Organisations, Australian Apprenticeship Centres, and others
- learners and the community at large.

## 2.5 Linkages to other Australian Government initiatives/policies

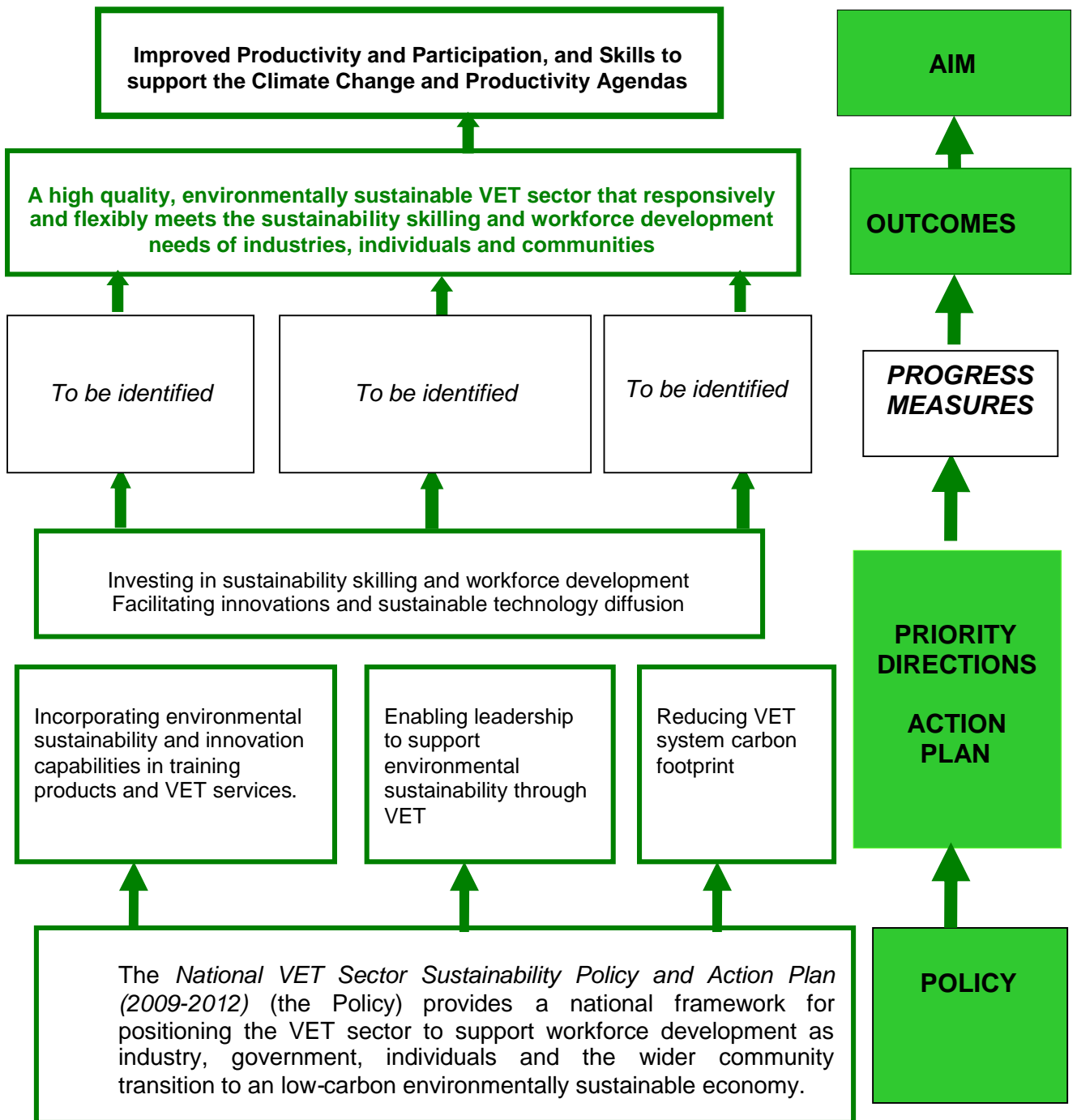
The Policy links with other Australian government initiatives such as:

- 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 Government's response to 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
- Carbon Pollution Reduction Scheme (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 (TLC) for VET, 2008-09 to 2011-12).

The proposed policy and action plan will also align with a diversity of policies and strategies of states and territories directed at addressing climate change and/or enhancing environmental sustainability more generally.



**Figure 1: National VET Sector Sustainability Policy and Action Plan Outline**  
**TO BE COMPLETED**



**TO BE COMPLETED**

**Discussion starters:**

- We welcome your views on the proposed national VET sector policy, priority directions and proposed outcomes.
- Given the currently proposed policy, priority directions and outcomes, what indicators could be used to gauge progress on the implementation of the policy and action plans?

### 3. **THE ACTION PLAN**

#### 3.1 **Priority Directions**

This section focuses on the Action Plan which incorporates four interdependent priority directions with the aim of delivering national cohesiveness and consistency in effort and performance.

The four priority directions that form the Action Plan are:

- Workforce Development
- VET system products and services
- Leaders, partners and champions
- Reducing VET sector carbon footprint

#### 3.2 **Workforce development**

##### 3.2.1 **Background**

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

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

Workforce development is everyone’s business, not just the business of government. Workforce development is a comprehensive approach to addressing skills and labour requirements. Effective workforce development approaches can lead to both economic prosperity and social cohesion.

Workforce development:

- addresses supply side issues
- integrates training with workforce planning
- ensures right interventions and investments happen at the right time
- develops a workforce with skills to meet the needs of the economy and career aspirations of individuals.

The transition from a carbon intensive to a low-carbon, sustainable economy is regarded by some commentators as an economic transformation as significant as the industrial revolution. The industrial revolution 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 low-carbon, sustainable economy founded on innovation will require a shift in the skill profile of many existing jobs and the creation of new jobs; the transition will need a workforce development approach.

The report by the United Nations Environment Programme (UNEP)<sup>4</sup> points to four main labour market adjustments that will occur in the transition a low carbon, environmentally sustainable economy:

- The creation of new jobs e.g. *in the manufacturing of pollution control devices added to existing production equipment.*
- The elimination of some existing jobs e.g. *when packaging materials are discouraged or banned and their production is discontinued.*
- Job substitution e.g. *shifting from fossil fuels to renewable energy sources or from land filling and waste incineration to recycling.*
- The realignment or transformation of many existing jobs as the people undertaking these jobs direct their energies toward more sustainable activities.

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<sup>4</sup> Reference details to be inserted



Actions listed under the **workforce development** priority direction 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 work with industry, individual enterprises and clusters of enterprises to facilitate workforce development.

Formal and informal learning has the potential to contribute significantly to making knowledge and skills on sustainability more widely and readily available to existing workers and the broader community. Knowledge and skills gained through these channels could boost the adoption of sustainable practices at the workplace and at home that will contribute to a low-carbon, sustainable economy.

Equipping our labour market with the skills required for a smooth transition to a low-carbon, sustainable economy will require the efforts of all levels of government, the education and training sectors, industry, individual enterprises and individuals and groups in the wider community.

Industry is already recognising the importance of a range 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 Carbon Pollution Reduction Scheme and other strategies for transitioning to a low-carbon economy.

### **3.2.2 Research**

Research on the structural adjustments that are likely to stem from climate change mitigation and adaptation policies is required. Research, including by various Industry Skills Councils, needs 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 *Growing the Green Collar Economy* (2008) report notes that current information on the skills and workforce capabilities required for a low carbon, sustainable economy is poor and that gathering data on skill requirements is an urgent priority. The proposed research will also highlight the impact of workforce changes on already disadvantaged groups.

### **3.2.3 Actions**

The actions outlined here aim to create demand for the skills required in a low-carbon, sustainable economy and build the 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 3.2.3.1**

Facilitate workforce development through *up-skilling and re-skilling*, across all industries, giving priority to carbon intensive, high emissions industry sectors with a view to: rapid technology diffusion; imparting sustainability principles, innovation and change management; and responding to any new certification and regulation requirements.

#### **Action 3.2.3.2**

Undertake, in consultation with industry skills councils, *research* directed at identifying emerging demand for sustainability-related skills, including research on the type and extent of re-skilling and up-skilling required, likely occupational and industrial structural adjustments, and need for changed regulatory requirements.



**Action 3.2.3.3**

Commission action-research that investigates innovative workforce development solutions to better foster sustainability values and principles within VET sector organisations.

**Action 3.2.3.4**

Promote articulation opportunities between the school, Adult and Community Education, VET and higher education sectors including promoting social inclusion in these sectors to provide opportunities for career advancement in a low-carbon, sustainable economy.

**Action 3.2.3.5**

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

**Discussion starters**

- *Can the proposed actions be addressed through current mechanisms or do new institutions/functions/processes need to be established?*
- *Are there other actions that can be included here?*
- *What strategies can be put in place to mitigate potential negative impact on and maximise opportunities for Indigenous Australians and other groups traditionally disadvantaged in the labour market?*

**3.3 VET sector products and services****3.3.1 Background**

This priority direction will assist the VET sector to more flexibly and responsively meet the skills and innovative capabilities required to transition from the current carbon-intensive economy to a low carbon, 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, 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 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.

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 Australian Government's Carbon Pollution Reduction Scheme (CPRS) will influence the scope and speed of change. The consequential pressures on the VET sector to upskill 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.



### 3.3.2 Actions

#### **Action 3.3.2.1**

Incorporate green skill elements and/or competencies in 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 low carbon, sustainable economy and, to maintain currency, ensure continuous monitoring of the training product content.

#### **Action 3.3.2.2**

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

#### **Action 3.3.2.3**

Develop appropriate standards as part of the Australian Quality Training Framework (AQTF) for voluntary certification of Registered Training Organisations as providers of 'green' skills (ie, the specific skills required in a low carbon, sustainable economy).

#### **Action 3.3.2.4**

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

#### **Action 3.3.2.5**

Ensure accreditation of new courses occurs only where the course incorporates the key green skill elements and competencies required for skill development in a low-carbon, sustainable economy.

#### **Action 3.3.2.6**

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 3.3.2.7**

Build on partnerships and services that address workforce development issues in small to medium sized enterprises, to better utilise technologies and business processes to support the transition to a low carbon, sustainable economy.

#### **Discussion starters:**

- *Some suggest there is an inadequate uptake of existing sustainability competencies in some sectors. What are the barriers to the uptake of these or other sustainability competencies?*
- *Given that incorporating competencies in training package qualifications can often take some time, what alternate products/approaches can be employed?*
- *Is there a need to build the capacity of the VET workforce to deliver and assess sustainability skills? Who is responsible for this?*
- *What is required to ensure RTOs deliver sustainability skills flexibly and responsively?*
- *What institutional (policies/procedures/systems) do RTOs need to have in place to demonstrate their commitment to delivering sustainability competencies?*



## 3.4 Leaders, partnerships and champions

### 3.4.1 Background

The dissemination of information on the skills required in a low carbon, sustainable economy and the promotion of the uptake of skills training requires the development and extension of partnerships; national leadership; 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 activities. These partnerships will encourage a sharing of knowledge related to sustainable practices, innovation and technology diffusion.

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 low carbon, sustainable economy are needed. Similarly, the Cutler Review has highlighted that inter-disciplinary and cross-sectoral partnerships will stimulate innovative workforce development practises.

### 3.4.2 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 low carbon, 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.

Peak industry, employer and employee associations are contributing to knowledge in relation to the skills required for a low carbon, sustainable economy. For example, a 'focus on the skills needed for a low carbon economy' is one of ten priorities identified in *Facing up to Australia's Skills Challenge*, a report released jointly by the Australian Industry Group, Australian Council of Trade Unions (ACTU), Australian Education Union, Group Training Australia and the Dusseldorp Skills Forum. The ACTU and Australian Conservation Foundation's *Green Gold Rush* also makes recommendations directed at boosting investment in skills for a low carbon, sustainable economy.

Industry leadership, partnerships and champions are required to develop a clear plan on how best to prepare for a low carbon, sustainable economy. For businesses to benefit from the low carbon, sustainable economy, managers will need to be equipped with the values, knowledge and skills they need to effectively manage change and create sustainable and innovative workplace cultures and practices.

RTOs and the Adult Community Education Sector also have a role to play in fostering demand for training products and services, which will in turn drive industry demand for the skills required in a low carbon, sustainable economy. RTOs need to be supported and rewarded for responsive and flexible dissemination of knowledge, skills and training. The key outcome sought is to provide incentives for RTOs 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<sup>5</sup>. 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 the low carbon, sustainable economy.

### 3.4.3 Actions

#### **Action 3.4.3.1**

Establish partnerships between the VET, higher education and Adult Community Education sectors and with Industry Skills Councils and their state/territory counterparts, employers and industry and employer associations to foster innovation and the sharing of knowledge.

#### **Action 3.4.3.2**

Develop and launch a promotional strategy where the partnerships formed can showcase inter-disciplinary and cross-sectoral approaches to green skills development for a low carbon, sustainable economy. This could include a green skills forum and web content.

#### **Action 3.4.3.3**

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

#### **Action 3.4.3.4**

Identify champions and high profile speakers to promote in government and non-government sectors the knowledge and skills required for a low carbon, sustainable economy.

#### **Action 3.4.3.5**

Establish a 'green' certification scheme for registered training organisations through the National Quality Council.

#### **Action 3.4.3.6**

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

#### **Action 3.4.3.7**

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

### Discussion starters

- *How can the VET sector prepare to respond to industry green skills needs that are yet to be identified?*
- *How can existing VET systems and processes best support the introduction of sustainability in the VET sector (e.g. representation on NQC, funding priorities and criteria, reporting frameworks)?*
- *What benefit, if any, do you see in including the proposed green award as part of the Australian Training Awards?*
- *Could the proposed website be part of the forthcoming training.com website (replacing NTIS) and/or the 'one stop green shop' being developed by the Department of Environment, Water, Heritage and the Arts?*

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<http://mediacentre.dewr.gov.au/mediacentre/Gillard/Releases/MinisterialCouncilforVocationalandTechnicalEducationCommunique.htm>



## 3.5 Reducing VET sector carbon footprint; creating an environmentally friendly VET sector

### 3.5.1 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 low carbon, 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 low carbon, 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.

### 3.5.2 Actions

#### **Action 3.5.2.1**

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

#### **Action 3.5.2.2**

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

#### **Action 3.5.2.3**

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 3.5.2.4**

Develop corporate procurement practices that ensure that all suppliers of products and services to the VET sector demonstrate a commitment to a low carbon, sustainable economy.

### **Discussion starters**

- *Should an awareness strategy for the VET sector be developed to promote the need and strategies for carbon footprint reduction? Who could be the key target cohorts for such a strategy?*



- *Who are the key VET stakeholders that need to be involved in carbon footprint reduction initiatives?*
- *What is needed to identify and promote good practice in carbon footprint reduction?*
- *Is there a need for monitoring and reporting progress on carbon footprint reduction? Is there a need for a nationally consistent approach for gauging progress?*
- *Should procurement by VET, especially by the public sector VET, be based on a requirement that suppliers demonstrate compliance with or commitment to environmental sustainability standards e.g. ISO 14000?*
- *Should VET system entities submit their programs and plans for reducing their carbon footprint to a national body? I*

## **4. Implementation**

### **4.1 Authority**

The Ministerial Council for Vocational and Technical Education (MCVTE) has the authority to approve the National VET Sector Policy and Action Plan for implementation by jurisdictions and other VET stakeholders across Australia.

The initiative aligns with agreements reached at the Council of Australian Governments' (COAG) on Climate Change Adaptation and Mitigation Agenda and also with COAG's Productivity and Human Capital Reform Agenda.

The initiative supports the goals and objectives of Shaping our Future, Australia's national strategy for vocational education and training, 2004-2010 and 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.

### **4.2 Timeframe**

2009-2012

### **4.3 Monitoring, reporting and evaluation**

Suggestions:

Submission of a brief annual report on the extent of implementation of the VET Sector Sustainability Policy and Action Plan by VET entities.

Identification of key good practice/initiatives?

#### **Discussion starters**

- *Is reporting/monitoring needed? How can progress on the extent of the implementation of the policy and action plan be gauged?*
- *Who is the correct authority to receive a progress report on implementation if reporting is to be undertaken?*

#### **Other general discussion starters:**

- *Can the proposed actions be addressed through current mechanisms or do new institutions/functions/processes need to be established?*
- *Please provide suggestions examples of other Actions you want included in the Action Plan.*





**National VET Sector Sustainability Action Group**

**Ministerial Council for Vocational and Technical Education**

