

# *Greening VETiS*



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# ***Vocational Education Production Eco-sustainability***

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## *Issue 1:* *Jobs*

**Around 2.5 million green jobs will  
be created in Australia over the  
twenty years to 2025,  
and 7.5 million by 2050**

(Hatfield-Dodds, Turner, Schandl & Doss, 2008,  
p. 11).

# Disjunction: Job tenure & remuneration

At least 35% of green jobs: precarious, casual positions; no sick leave, annual leave, public holidays or redundancy compensation.

These Australian green jobs “may be ranked among the most precarious work in the OECD.”

(Hardy, 2008, pp. 165-168)

## Issue 2:

# Significant changes in education, training & workforce development

*Across industries such as:*

minerals & energy

construction & housing,

transport & mobility,

crop & livestock production,

health & nutrition...

# VET for **Green** Skills

Planning & Design  
Marketing &  
Communication

Business leadership  
& entrepreneurship;  
Project management  
& procurement

Performance  
assessment &  
accreditation to  
inform action

Specific professional  
expertise e.g. architecture,  
farming, manufacturing ...

Trades for commercial &  
domestic work e.g. green  
plumbing, construction,  
renewable energy, agriculture  
...

Disjunction:  
Separation of education, training &  
workforce development

**“There is no overall picture of the  
types of jobs graduates in  
[environmental careers] have taken  
which limits the advice that can be  
given”**

(Thomas, Lane, Ribon-Tobon, May, 2007, p. 97)

# Issue 3:

## Policy Relationships

- 1. Education for Sustainability [EfS]**
- 2. Vocational Education & Training  
& VET in Schools [VETiS]**
- 3. Work**

(Harreveld & Singh, 2008 & 2009)



# Disjunction: Policy framework

Structurally distinct & separate

Or

Systemic & intersecting

A commitment to

“creating a diverse economy powered by bright  
ideas”

(Queensland Government, 2008, p. 12)

# Disjunctions in the Media Dialogues

**Consideration of green VETiS, green jobs & environmental sustainability:**

**Divisive** codes versus **Integrationist** codes

- principles, contexts & possibilities of education ARE *or* ARE NOT integrated with contexts, processes & possibilities of production

(Bernstein, 2007, pp. 185-188)

# Your Turn ...

Choose article/s to read

*Starter Questions:*

- **What evidence is there of Divisive and/or Integrationist codes in these texts?**
- **Implications for Young People & VETiS?**
- **Other issues?**

Think – Pair - Share

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