

GEN GREEN

What young Australian tradespeople think of green skills

Dusseldorp Skills Forum
December 2008

GEN GREEN

The need for Australian workers and students to prepare themselves for a green collar economy is widely accepted. DSF released a research report by CSIRO (Growing the Green Collar Economy) which identified enormous job growth, but only achievable with a substantial training and innovation effort.

To begin to describe the new economy and to identify jobs, skills and training pathways, DSF has explored the extent of understanding amongst workers and high school students. Green practitioners in the building and construction industry have also been interviewed as a way of sharing their stories.

As part of this research suite, Gen Green focuses on the attitudes and practices of young tradespeople, ultimately to give young tradespeople the chance to connect to green skills as individuals and as a network.

METHODOLOGY

The survey used a database of over 800 young tradespeople who were competitors at the 2006 and 2008 WorldSkills Australia National Competition.

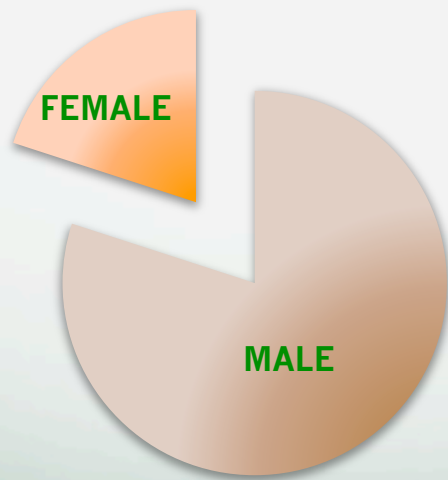
These tradespeople were drawn from a range of trades areas and regions.

An initial email with a link to the 23 question survey was emailed, and a letter with details of how to access the survey on line was posted to those without valid email addresses. The incentive to participating was the opportunity to go into a draw to win an iPhone.

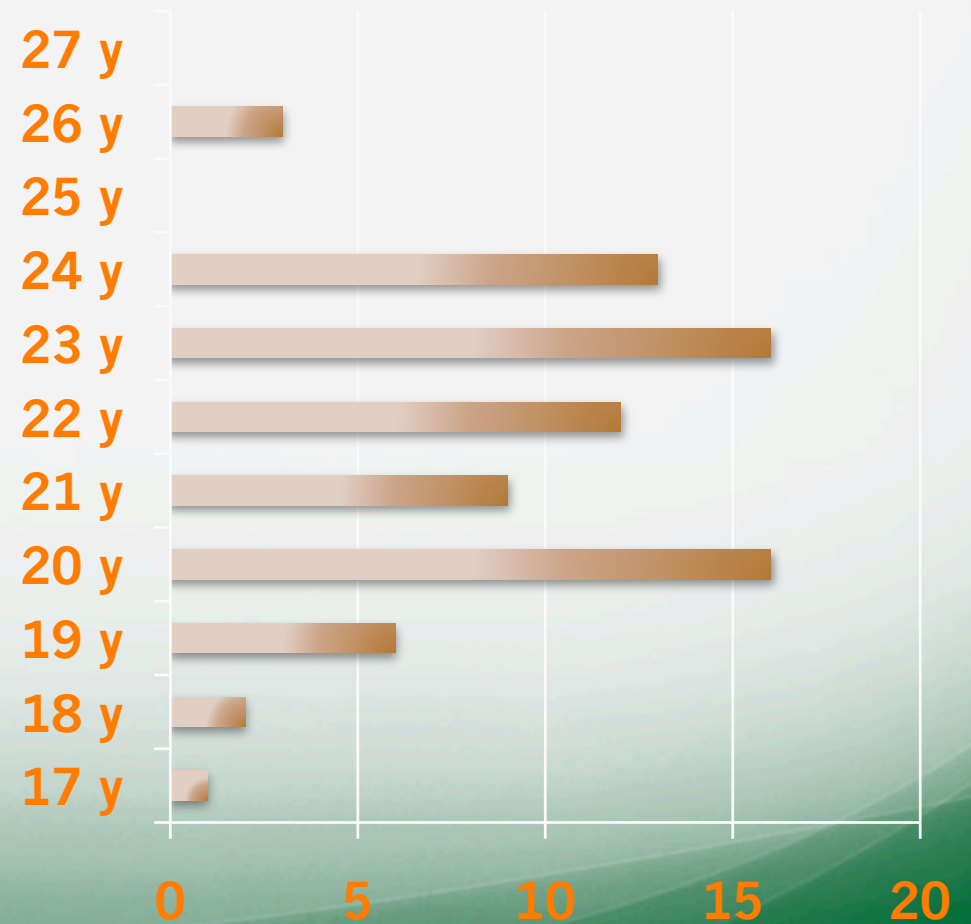
The survey was open for two weeks and targeted a 10% response rate, and follow up email and sms messages yielded a 12% response or 101 individuals.

RESPONDENT DEMOGRAPHICS

80% MALE 20% FEMALE

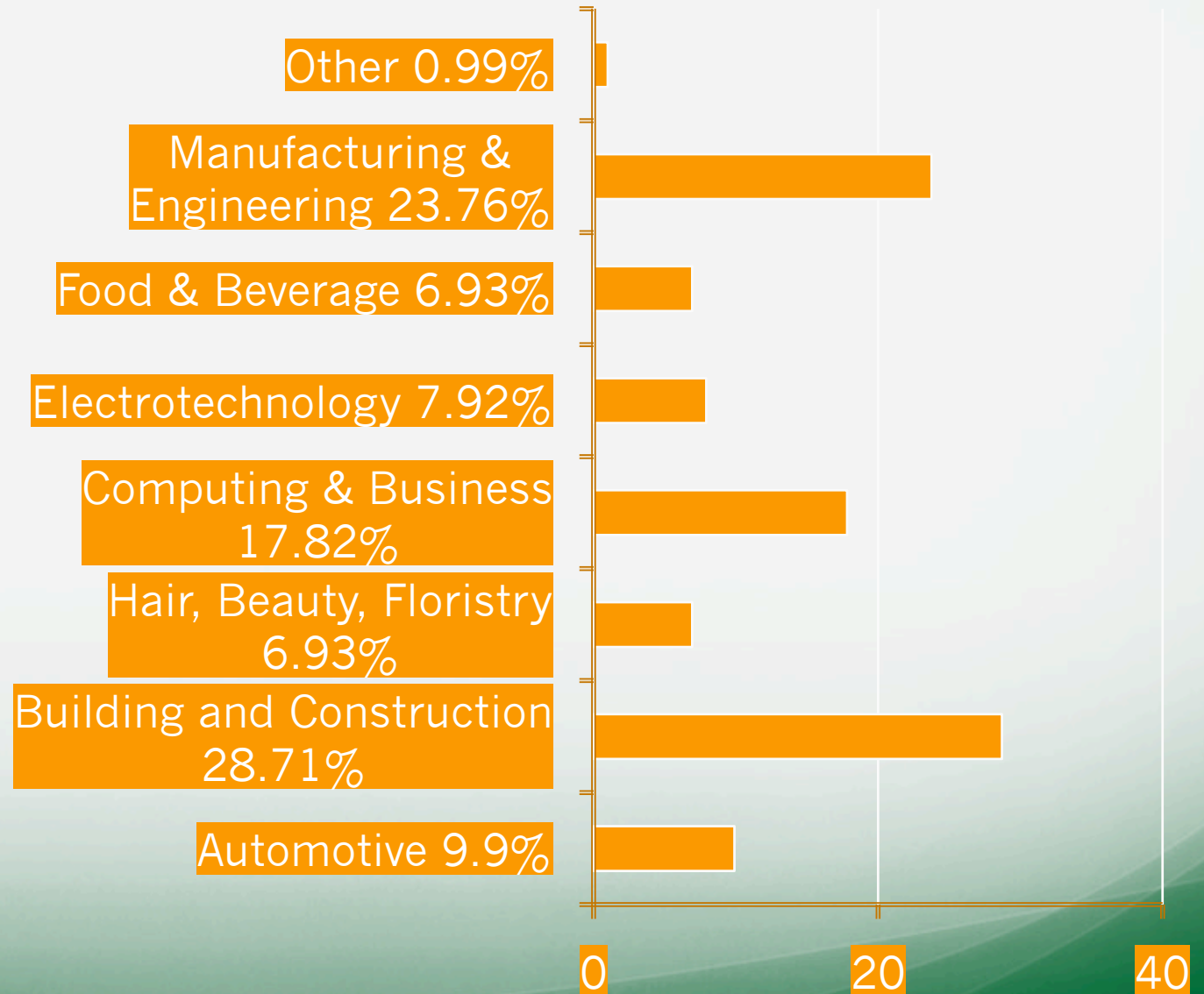


PARTICIPANT AGE



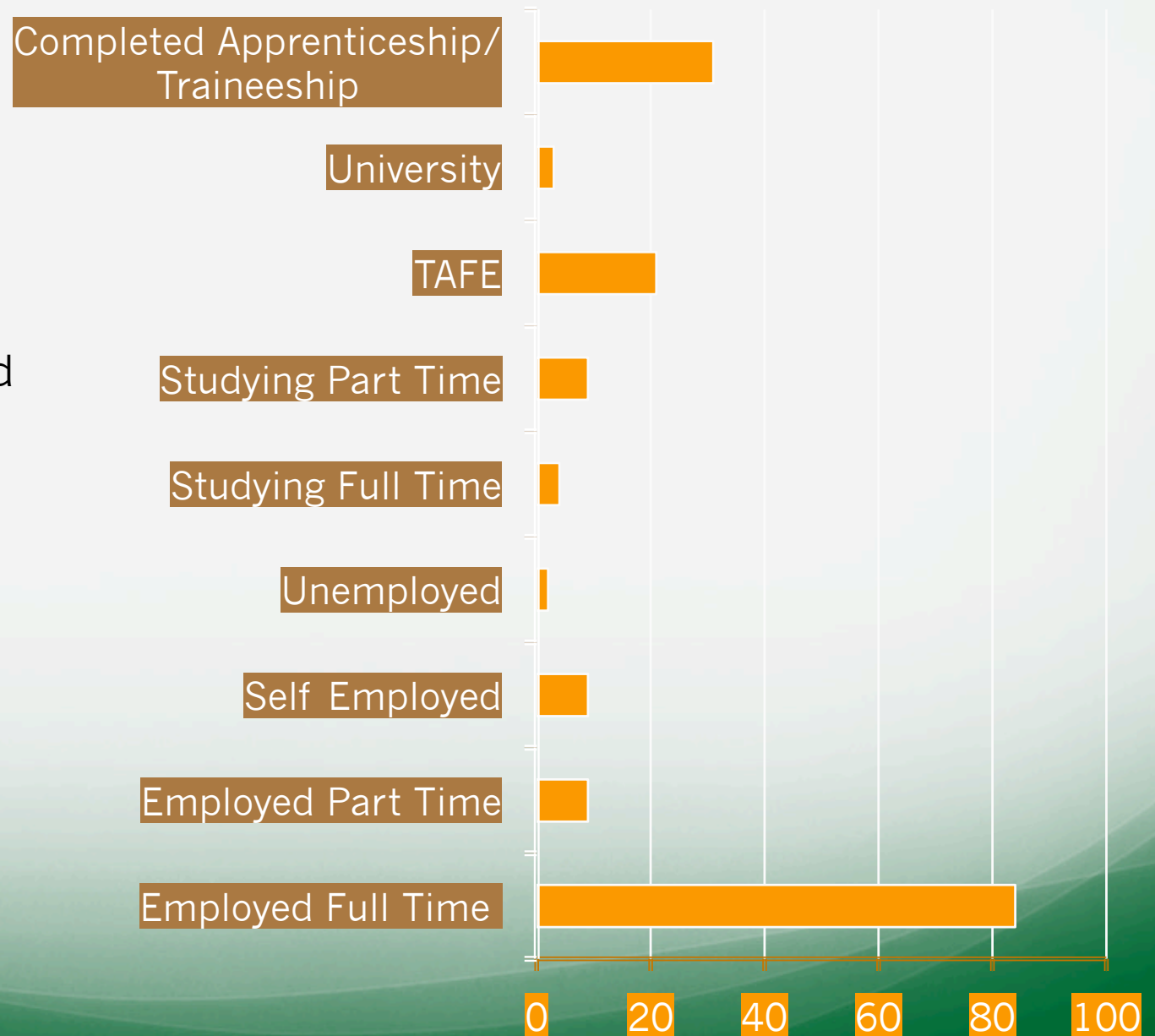
TRADE SKILLS AREA

Most apprentices work in construction and engineering, reflected in the responses to this survey.



WORK AND STUDY

Over 80% of respondents are employed full time and around 30% are also studying.



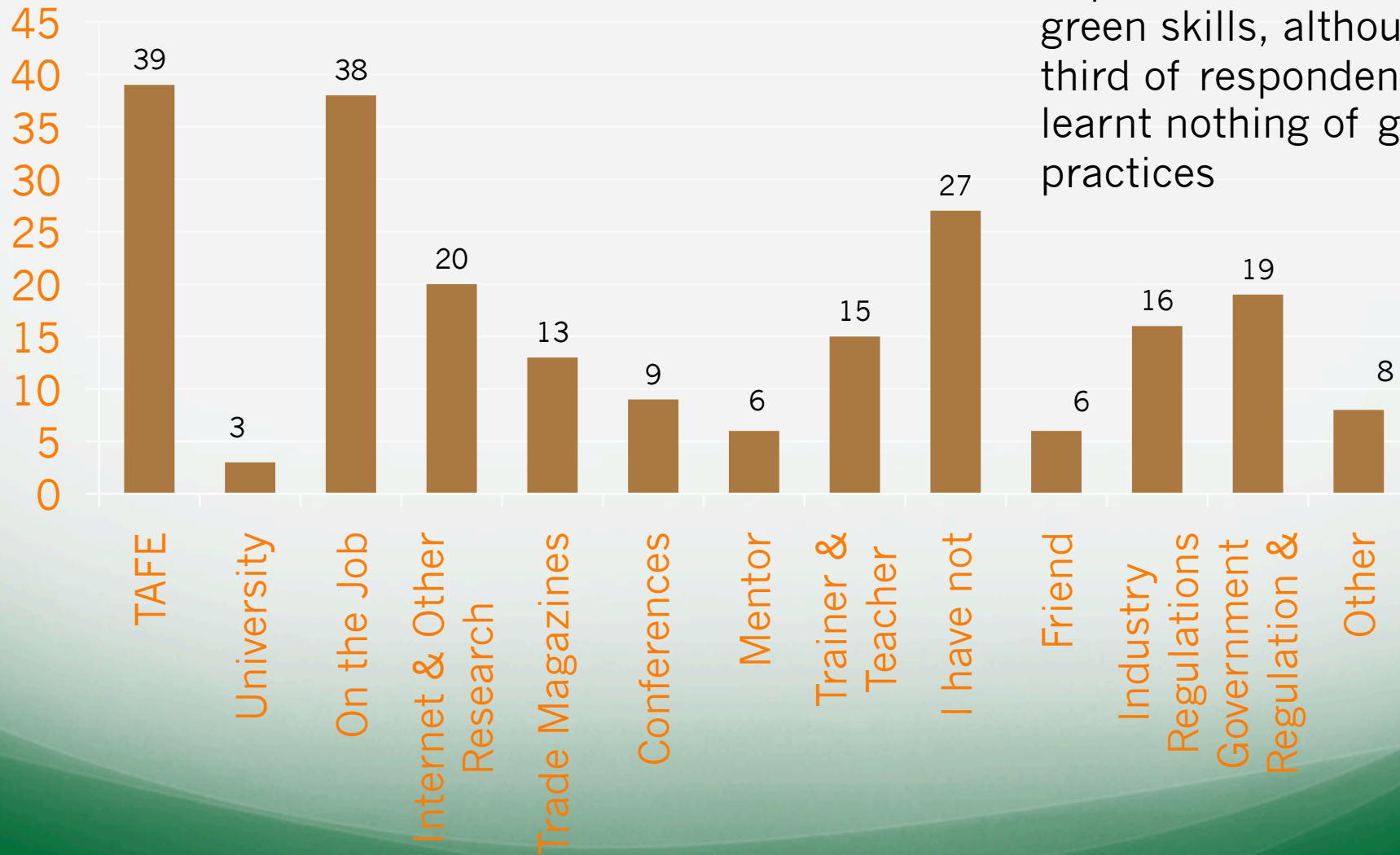
INTEREST IN GREEN SKILLS



87% of respondents are either interested or very interested in green skills. Of those $\frac{3}{4}$ felt they had no opportunity or knowledge to do anything.

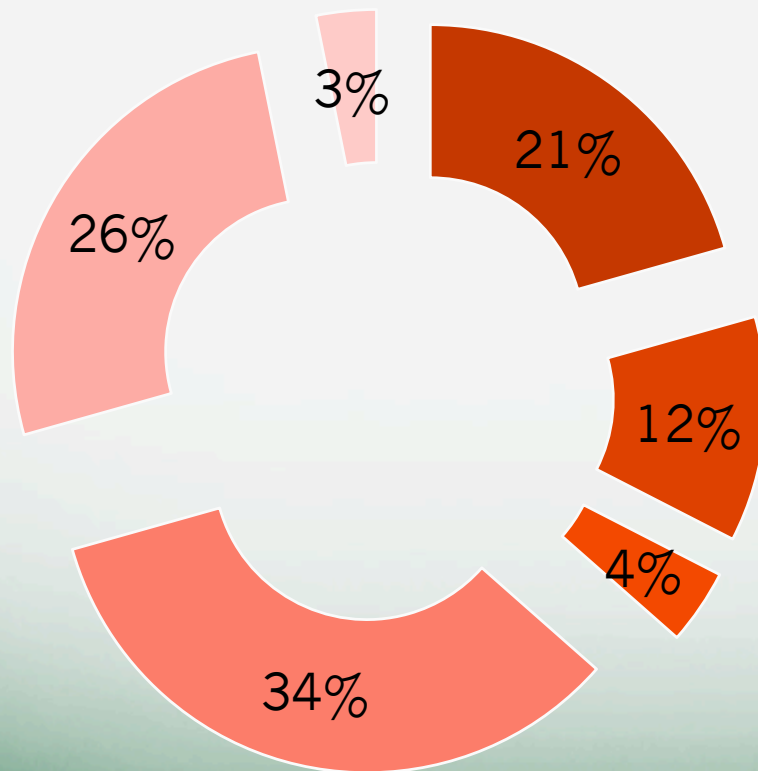
WHERE HAVE YOU LEARNT ABOUT GREEN SKILLS AND PRACTICES?

TAFE and workplaces are important teachers of green skills, although a third of respondents had learnt nothing of green practices



MOTIVATION: WHY LEARN GREEN SKILLS?

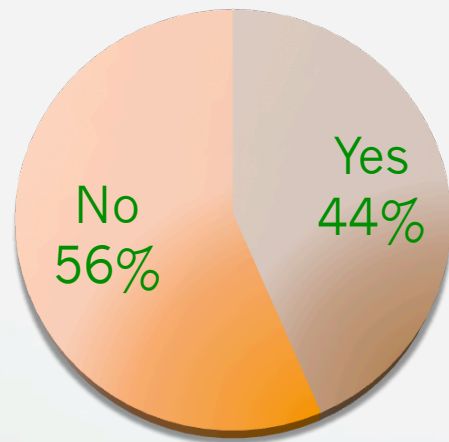
While external factors such as training, work or clients were the drivers for a third to learn green skills, a further third are driven by their personal interest, and 26% have not learnt green skills at all.



- Course requirement
- Employer request
- Client request
- Personal interest
- I have not
- Other

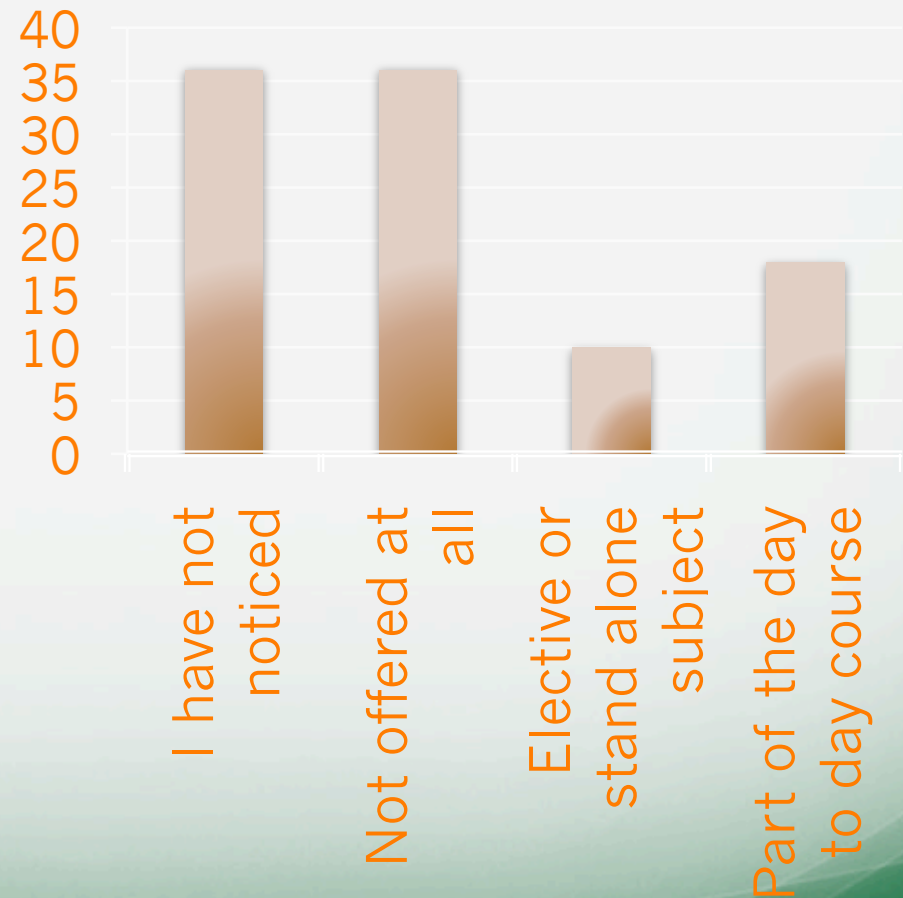
STUDENTS

Participants attending an educational institution

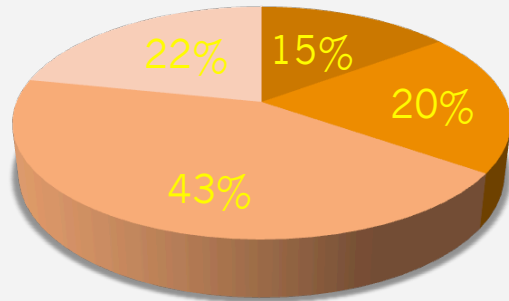


70% of those studying reported no green skills component of their course, with only 15% perceiving sustainability to be integrated

Are green skills part of the course attended?



Current level of knowledge about green skills in workplace

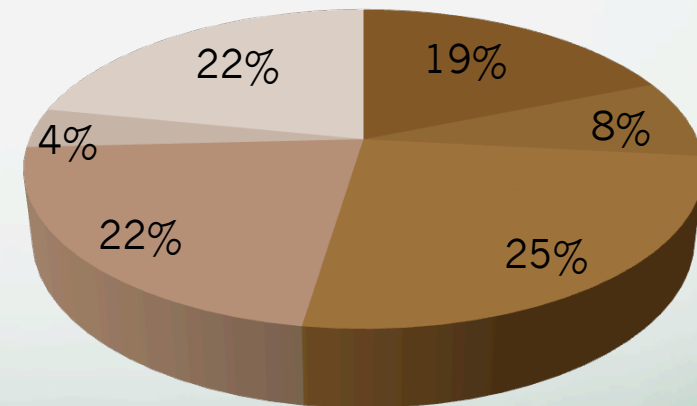


- No idea
- Some idea
- Some idea but does not apply
- Green skills in workplace

19% always work green, and 8% never, do but a quarter have no idea. 15% also believe their workplace has no idea of green skills. The workplace and clients are key influences in the use of green skills.

ON WORK SITE

Use of green skills as part of day to day work



- Always
- Not at all
- No idea
- Depending on work site
- Depending on client
- Depending on both

BARRIERS TO USING GREEN SKILLS ON THE JOB

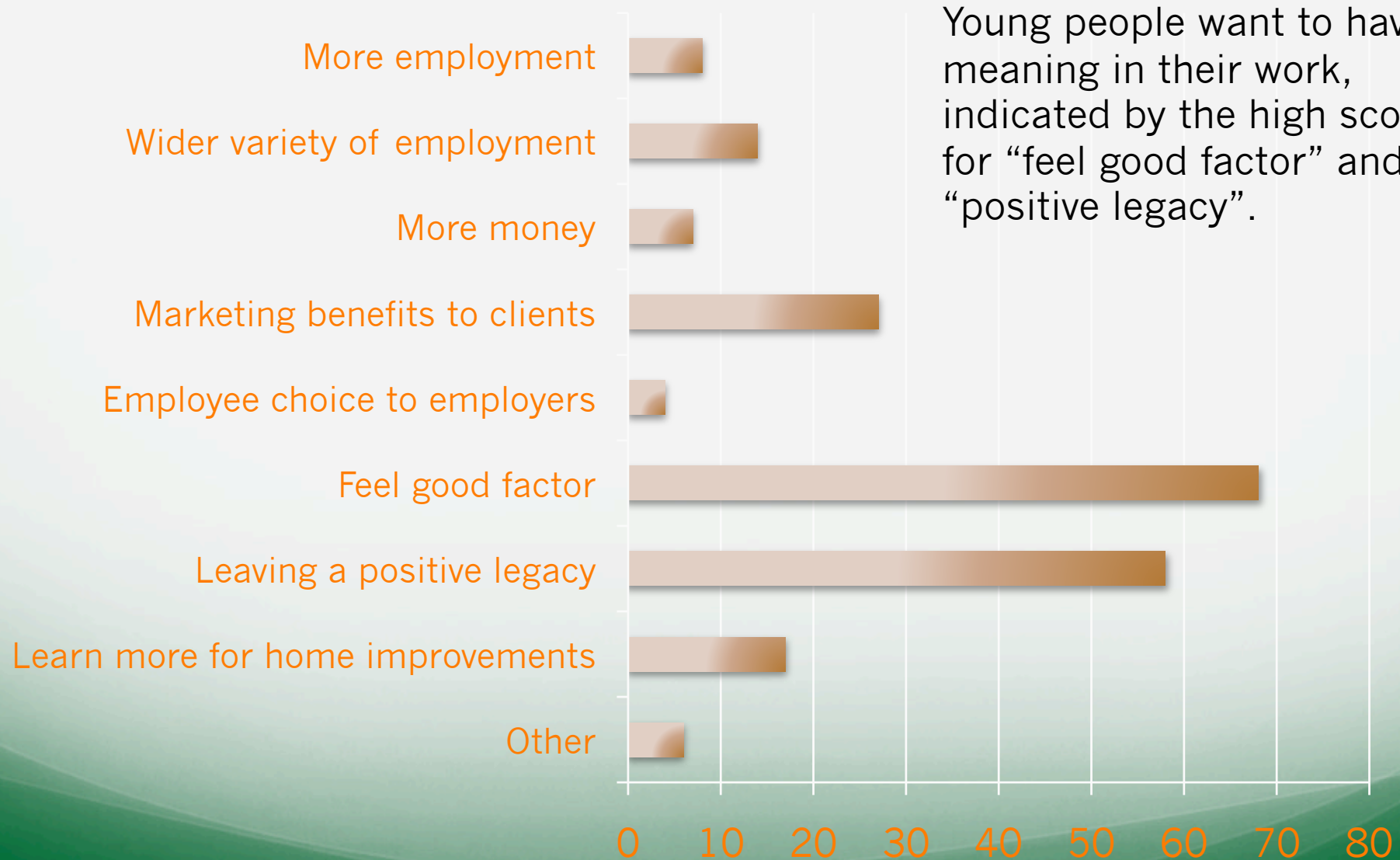
Although 67 people nominated cost as a barrier, employer and work attitudes were identified by 70 respondents as being barriers.



Those who outlined a 'lack of skills and knowledge' as the main barrier to practicing green skills on the job, identified the following ways to improve green work practices:

- *" We need to change the way mature workers think, as they have lived through a period of time where green work practices have not been necessary"*
- *" A better understanding of how it effects your company directly"*
- *" How we can implement more practical alternatives to replace readily available cost effective materials we already use, then being trained how to use them"*
- *" Not necessarily skills but information and knowledge on how important implementing new practices is"*
- *" Knowledge of the products that are available and information about how it can help the client in the future in both running costs and in some cases productivity"*

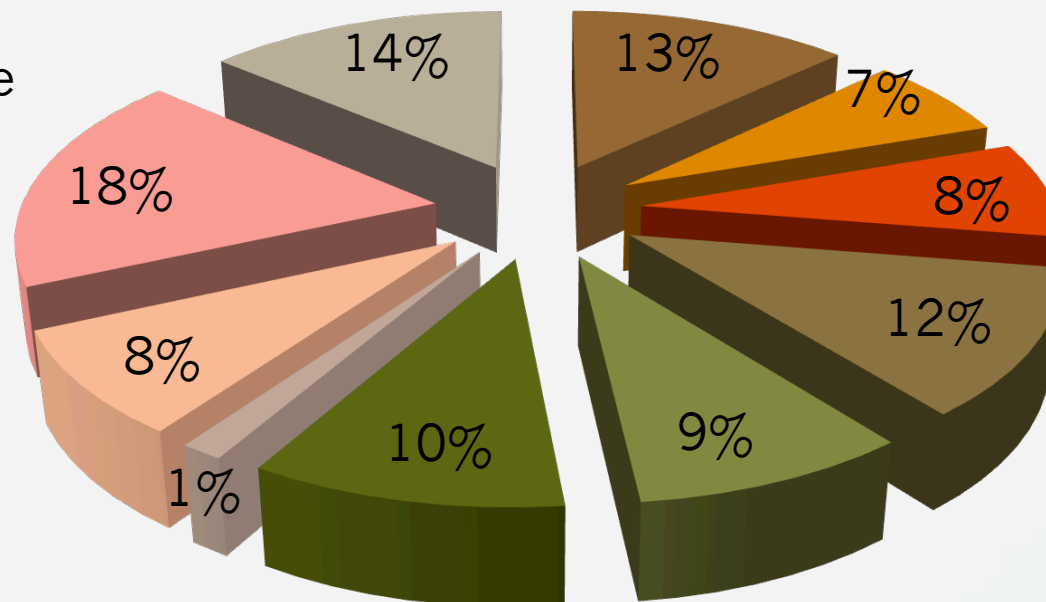
PERSONAL BENEFITS OF USING GREEN SKILLS



Young people want to have meaning in their work, indicated by the high scores for “feel good factor” and “positive legacy”.

WHAT WOULD HELP YOU TO FURTHER DEVELOP GREEN SKILLS?

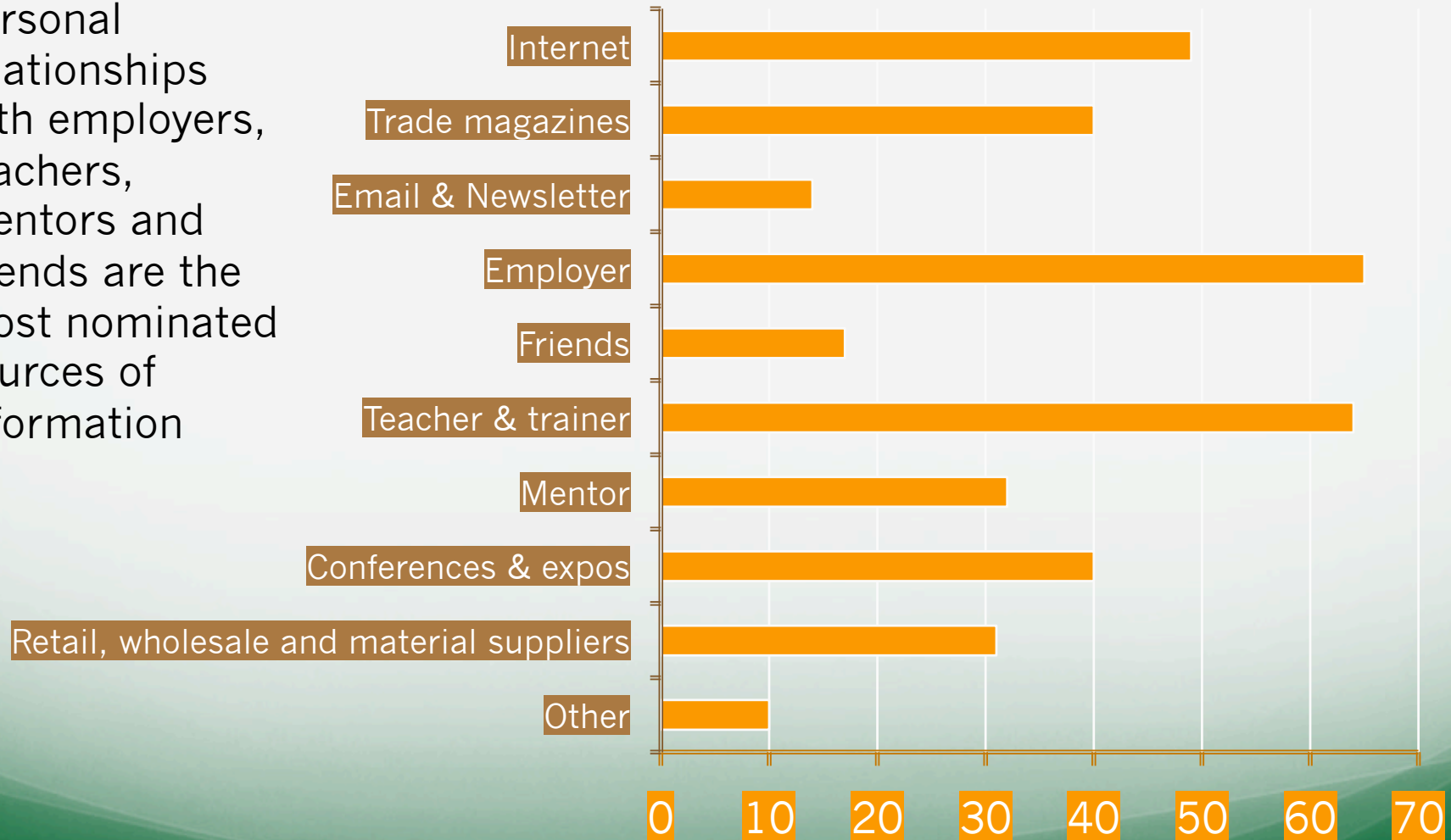
32% of young trades people believe knowledge of and access to green products and materials and suppliers will build their green skills



- More on job training
- more short trades based courses
- Waste management knowledge
- Energy management knowledge
- Bottom line in terms of costs
- More rebates
- Transport and logistic knowledge
- Knowledge of green products & materials
- Access to green suppliers

WHERE DO YOU GET INFO ABOUT YOUR SKILL AREA?

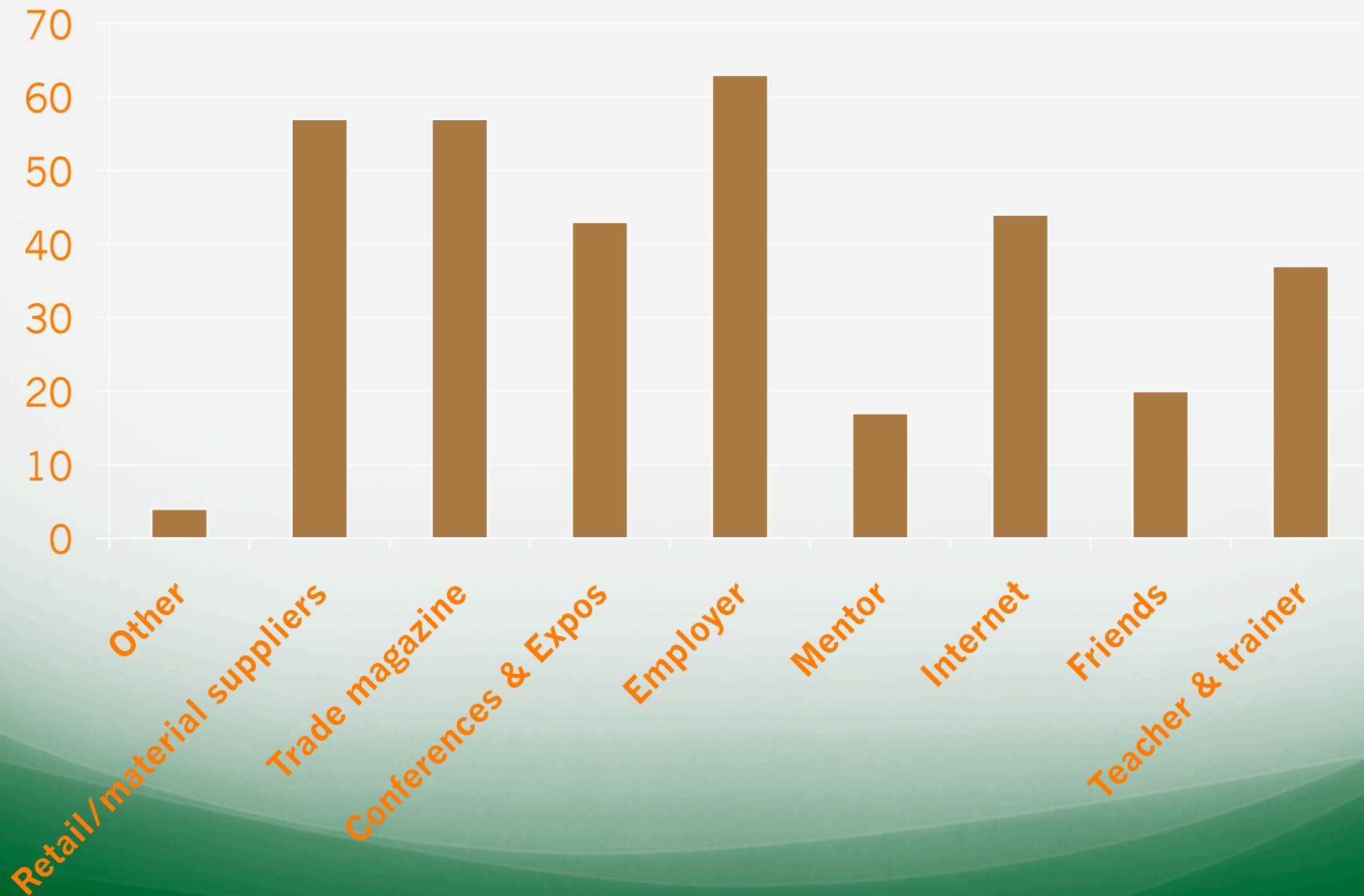
Personal relationships with employers, teachers, mentors and friends are the most nominated sources of information



PARTICIPANTS WHO ANSWERED 'OTHER', OUTLINED THE FOLLOWING SOURCES FOR LEARNING MORE ABOUT SKILLS IN THEIR AREA

- Personal involvement in external activities close to trade
- TAFE
- On the job
- Own research and development
- Figure it out on the job as I go
- Self learning
- International consultants
- Work mates

WHERE DO YOU GET INFO ABOUT PRODUCTS, MATERIALS AND TOOLS?





DUSSELDORP SKILLS FORUM

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