The EU Centre at RMIT presents in partnership with the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) and TAFE Directors Australia (TDA), supported by the RMIT Sustainability Committee and the Global Cities Institute research program on Sustainable Urban and Regional Futures (SURF):

Green Economy - Green Skills

Friday, 13 April 2012
09:00 – 16:30 (registration from 08:30)

A one-day symposium to promote the sharing of experiences in the development of policy, programs & practice in Green Skills.

At RMIT University, Melbourne
Emily McPherson Building
Building 13, Level 3, Room 7
Corner Russell and Victoria Streets
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## Green Economy – Green Skills

**Date:** Friday 13 April 2012, 9.00 – 16.30 (registration from 8.30)

### Agenda

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| 09.15-09.45 | **Keynote 1:** Overview of Greening from the European Perspective: Wall or Windmill?  
Mr Simonas Gausas, Visionary Analytics, Lithuania |
| 09.45-10.15 | **Keynote 2:** Confused and Contested: The perverse Policy Imperatives underlying Australia's Green Economic Challenge  
Mr Ben Eltham, Fellow, The Centre for Policy Development, Sydney |
| 10.15-10.30 | Q&A                                                                    |
| 10.30-10.50 | **Morning Tea**                                                         |
| 10.50-11.45 | Panel 1 Country Perspectives and Policy Developments – Panel Chair: Dr Iris Bergmann  
- Prof Huang Chunlin (Chandler), Vice President, Zhejiang Technical Institute of Economics (ZITIE), Zhejiang Province, CHINA  
- Dr Namchul Lee, Director General, Korean Research Institute for Vocational Education & Training (KRIVET), KOREA  
- Mr Jason Van Ballegooyen, A/g Director I Green Skills & New Technology, Industry Skills & Productivity, Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE)  
- Q&A |
| 11.45-12.30 | Working Groups 1: What are the implications of these developments?       |
| 12.30-13.30 | **Lunch**                                                               |
| 13.45-14.40 | Panel 2 Advancing the Green Skills Agenda – Panel Chair: Ms Linda Condon  
- Mr Mark Callaghan, CEO WorldSkills Australia (WSA) (Gen Green)  
- Mr Martin Riordan, CEO TAFE Directors Australia (Role and Activities of TDA)  
- Prof Rupert Maclean, Director, Centre for Lifelong Learning Research and Development, Hong Kong Institute of Education (HKIEd), HONG KONG (Research)  
- Q&A |
| 15.25-15.45 | Working Group Reports and Plenary                                       |
| 15.45-16.00 | Conclusion – Where to from here                                         |
| 16.00-16.30 | **Afternoon Tea**                                                      |
ABSTRACTS

KEYNOTE ADDRESSES

Simonas Gausas, Visionary Analytics, LITHUANIA

Title: Overview of Greening from the European Perspective: Wall or Windmill?

Abstract: The aim is to overview the concept of greening, present its rationale, distinctive features and outline recent European policy, research and industry developments within the area. A key emphasis will be put on multi-dimensional concept of ‘green jobs’ and its constituent parts – quantity and quality of jobs. Green skills development, considered as the most important dimension of job quality, will receive a particular attention. Besides providing a rather broad framework, this contribution will illustrate the interplay between different stakeholders in anticipating and managing green skills development at the industry level and its implications for education and training systems. It will also make the case for the changing role of industrial relations to enable green change processes at the company level.

Ben Eltham, Fellow, The Centre for Policy Development (Cpd), Sydney

Title: Confused and Contested: The perverse Policy Imperatives underlying Australia’s Green Economic Challenge

Abstract: In this short presentation, I set out to briefly describe the current state of play in Australia’s green economy and the implications of this for the VET sector. The size and shape of the green economy will be sketched in four main areas of economic activity: urban transport and construction, irrigated agriculture, waste management services and energy. The contested and confused policy settings currently regulating Australia's green economy will be detailed, in particular with reference to yo-yo-ing renewable energy policy at state level. Given the current highly partisan political environment, the confused and perverse incentives regarding green economic activity, and the issues facing the VET sector itself, the scale of the education and training challenge for Australia's future economy should not be under-estimated.

PANEL 1

Prof Huang Chunlin (Chandler), Vice President, Zhejiang Technical Institute of Economics (ZJTIE), Zhejiang Province, CHINA

Title: Greening TVET for Green Economy in China

Abstract: China has made great progress in sustainable development (SD) in the environment, economy and society. TVET in China accounts for a high proportion and plays an important role in supporting growth. ESD in basic education and higher education has been implemented for more than 10 year. TVET for green skills (GS) is also trialed in some vocational institutions. The reform of TVET for Green Skills includes the incorporating GS into the teaching and learning by changing the contents and teaching methods, integrating the
hot issues of SD in China to course reform, emphasising students’ changes in values and skills toward SD, enlightening the teachers to rethink the TVET in a new point of view

Dr Namchul Lee, Senior Research Fellow, Director General, Korean Research Institute for Vocational Education and Training (KRIVET), KOREA

**Title:** Korea’s Response to Realising Green Growth - With a Focus on Vocational Education and Training

**Abstract:** Korea’s efforts in formulating and realising green growth policies have been acknowledged by the international community as a prominent growth strategy to mitigate climate change and develop new growth engines. These green growth initiatives and stimulus packages inevitably lead to restructuring of the economy and industries, which in turn bring about changes in employment and jobs. This paper is aimed at identifying the areas of education and training where reform is needed in order to meet the demand for new skills in green jobs in Korea. This research tries to draw policy implications to establish strategies for the development of skills for green jobs in Korea.


**Title:** Australia’s Green Skills Policy Framework

**Abstract:** The Australian Government has in place a robust national policy and program framework that aims to reorient education and training systems to sustainability. These policies and programs collectively seek to build institutional capacity, organisational commitment and educator capability to deliver skills for sustainability (green skills) and Education for Sustainability (EfS) to students and the existing workforce. The framework recognises that Australia’s Vocational Education and Training (VET) and Higher Education sectors have a central and critical role to play in providing individuals and businesses with the skills, knowledge and innovative capacity to drive Australia’s transition to a low carbon, resource efficient economy and take advantage of green growth opportunities globally.

**GREEN PRINCIPLES IN ACTION**

Dale Hardiman from dale-hardiman.com

Cook, Sit, Bio-Degrade, Grow.

Transformation & Longevity         Waste By-Product         Education & Growth
**PANEL 2**

**Mark Callaghan, CEO WorldSkills Australia (WSA)**

**Title:** Gen Green – Green Skills in Practice

**Abstract:** In 2008, the Dusseldorp Skills Forum (DSF) partnered with WSA to initiate a program of qualitative research to capture the experience of apprentices and trainees in the area of skills and sustainability – the Gen Green Survey. An updated survey was used in 2011. Outcomes form the Gen Green Survey indicates that skills for sustainability public policy and business initiatives are having an impact. According to the survey respondents, there has been a significant take up of green skills in workplaces and training since 2008. There remains, however, a large gap between young skilled peoples’ expectations and aspirations to develop the skills to meet the challenges of sustainability.

**Martin Riordan, CEO TAFE Directors Australia**

**Title:** The influence of TAFE in Australia in developing the Green Skills Agenda

**Abstract:** TDA has been actively involved in the implementation of the COAG (The Council of Australian Governments) Green Skills Agenda first endorsed in 2009. TDA is currently engaged in the development of a Green Skills Bilateral Network with the US and has recently hosted members of the American Association of Community Colleges. In the VET sector, the TAFE sector has led the way to ensuring that the green skills agenda is being implemented in training. As State Government stakeholders, TAFE has been represented on the Green Skills Taskforce and the Green Skills Agreement Implementation Plan. There is an ongoing commitment from TAFE across Australia to deliver on the Green Skills Agenda.

**Prof Rupert Maclean, Director, Centre for Lifelong Learning Research and Development, Hong Kong Institute of Education (HKIEd), HONG KONG**

**Title:** Research for Capacity Building for Green Skills in a Greening Economy

**Abstract:** This presentation outlines a research agenda for capacity building in the VET sector in relation to policy change, curriculum review and professional development for Green Skills in a Greening Economy.

If we are to build capacity for Green Skills in a Greening Economy in our systems, in our colleges, and in our courses, we need to address changes and professional learning in each of these three fields. Examples are drawn from Hong Kong where I now work – and from my experience in coordinating 200 UNESCO UNEVOC Centres around the world for nearly ten years. I have found that the triangle of (i) policy change, (ii) curriculum review and (iii) professional development are the three core elements where reform is needed if there is to be innovation in the VET sector. The presentation will outline a research agenda for integrating these using Adaptive Learning Networks.
Towards a Green Growth and Implications for Skills Development in TVET

There is growing realisation of the potential that transiting to a “green economy” holds not only as a short-term response to multiple global crises, but also for longer-term sustainable development and poverty alleviation.

United Nations Environmental Management Group (UNEMG) 2009

Generally, the term ‘green jobs’ is usually taken to mean occupations that contribute to maintaining or enhancing environmental quality. The differences tend to depend on where one decides to draw the boundary. For example, historically, green jobs were generally considered to be in the fields of biodiversity and nature conservation, environmental consultancy, waste disposal and pollution control. More recently, the definition has been expanded to include ‘low-carbon’ jobs in renewable energy, energy efficiency, low-carbon transport fuels, climate change consultancy and carbon finance.

Bird and Lawton, 2009, p. 14

Introduction

Mitigating climate change is often presented as a trade-off between the economy and jobs on the one hand and the environment on the other. However, this is not necessarily the wisest, or most profitable, way of looking at the problem. Especially, in the context of the global financial crisis of recent years, major world figures and bodies are now talking about the complementarity of economic and environmental interests. They argue that it is not only possible to have prosperity, jobs and inclusive growth in a low-carbon economy, but also that a low-carbon economy is the only way that we will have prosperity, jobs and inclusive growth in the future.

This means that what is now been talked about as “green growth”, a “green economy” or a “green new deal” has four interconnected and mutually dependent goals:

- increasing economic growth;
- reducing unemployment;
- increasing social inclusion and equity; and
- reducing greenhouse gas emissions.

A 2011 report prepared by six of the top universities in Europe for the German Ministry of Education and Science argues that working towards these four goals in a synergistic way will reinforce the scope of each one more than if each was acted on separately. Thus, the report argues that increasing the EU’s current emissions reduction target, from 20% to 30% by 2020, would revitalise the European economy. Seizing that opportunity would increase the size of Europe’s economy by up to 5% over the next decade, increase GDP by €800 billion and create six million new jobs by 2020 (Jaeger et al.,
This report is only one of many similar ones that have been produced in just the last two years. What is especially useful about this one, titled A New Growth Path for Europe: Generating Prosperity and Jobs in the Low-Carbon Economy, however, is that it explains how these benefits would be derived. It argues:

[i]ncreasing Europe’s climate-policy efforts boosts investments, thus inducing learning-by-doing, especially when these efforts are channeled into new technologies like renewable energy and advanced construction materials. Learning-by-doing, in turn, increases competitiveness and spurs economic growth, thereby improving investors’ expectations – and inducing further investment.

To explain how this works:

Imagine a gathering of textile entrepreneurs in 1800 debating whether to introduce steam machines to mechanise their cotton mills. One of them calculates that the costs would be prohibitive across their hundreds of plants. If the rest accepted this bottom-up calculation, society would ... [have missed] out on the 0.5% boost to annual growth that this radical innovation ultimately brought about. The benefit to the entire economy was bigger than the sum of the benefits for the individual mills.

It was not the invention of the steam engine alone that deserves the credit. Then as now, such breakthroughs generate a cascade of learning and innovation as suppliers, contractors and customers adapt to a new way of operating. Every new major technological idea – the steam engine, railways, or the personal computer – adds up to a boost to growth. (Jaeger and Kupers, 2011)

This is the reason why the Rio+20 conference, which will be held in Rio de Janeiro in June this year, has adopted the theme of “Green Economy in the Context of Sustainable Development and Poverty Eradication in order “to usher in a new industrial revolution – a revolution that will transform the way we live” (Jaeger and Kupers, 2011).

What is the Green Economy?

The United Nations Environment Programme (UNEP) defines a green economy as:

... one that results in improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcities. In its simplest expression, a green economy can be thought of as one which is low carbon, resource efficient and socially inclusive. (UNEP 2011, p. 1; italics in original)

This interesting form of words, especially those in italics matches both the focus of the Rio+20 conference and the four goals of the EU report. And this is the interesting thing about the green economy concept. It grew very rapidly, and has achieved high level and widespread acceptance and understanding within a very short period of time, unlike its predecessor “sustainable development” which has been subject to widespread (mis-)appropriation, dilution and confusion. There are three dimensions to a green economy. These are:

1. **Widespread respect for, and costing of, ecosystem services** so that the air, water, soils,
forests, crops, minerals and energy resources we consume reflect a policy of living off the interest on natural capital rather than widespread borrowing of our share from future generations, thereby mortgaging the future of human society.

Two figures illustrate the significance of ecosystem services. Figure 1 illustrates the breadth of the ecosystem services, just in terms of biodiversity (Column 1), that underpin all development (Column 2) and the economic value of a sample of these services from biodiversity (Column 3).

<table>
<thead>
<tr>
<th>Biodiversity</th>
<th>Ecosystem goods and services (examples)</th>
<th>Economic values (examples)</th>
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<tr>
<td>ecosystems</td>
<td>Recreation</td>
<td>Avoiding GHG emissions by conserving forests: US$ 3.7 trillion (NPV)^20</td>
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<td>Water regulation</td>
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<td>Carbon storage</td>
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<td>species</td>
<td>Food, fibre, fuel</td>
<td>Contribution of insect pollinators to agricultural output: ~US$ 190 billion/year^24</td>
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<td>Design inspiration</td>
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<td>Pollination</td>
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<td>genes</td>
<td>Medicinal discovery</td>
<td>25-50% of the US$ 640 billion pharmaceutical market is derived from genic resources^25</td>
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<td>Disease resistance</td>
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<td>Adaptive capacity</td>
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Figure 1: Biodiversity ecosystem services underpinning a green economy (UNEP, 2011, p. 8)

Figure 2 illustrates the short-fall in water supplies expected between now and 2030 unless changes are made in the way water is used, cleaned and reused.

Figure 2: Water shortfalls demand a green economy to fill the gap, 2011-2030 (UNEP, 2011, p. 9)

2. *The de-materialisation of agricultural and industrial processes* will drastically reduce the energy and natural resources that flow through the economy, restrict the rate of resource depletion, reduce pollution and waste, make more efficient use of energy, and mitigate CO2 emissions into the atmosphere, thereby addressing human-induced contributions to global warming.
Dominic Barton, Managing Director of McKinsey & Company for Asia, argues that:

Over the next five years, we expect Asian governments to focus on “green growth.” This will be driven by energy security and resource sustainability overall, as well as by economic and environmental sustainability — including the global response to climate change. (Barton, 2011)

He argues that both governments and business will move forward together on this through public-private partnerships that mobilise capital for low-carbon investment and innovations in resource productivity and energy efficiency, as well as by consumer demand and the setting of market prices for previously “free” natural resources. Indeed, he argues that “the push for green growth will create real market prices for resources previously considered free, cheap or external to the market — principally carbon, but also water, forested land, waste and biodiversity” and that this will “have a seismic impact on global markets and ways of doing business”. For example:

- The likely introduction of a carbon price will drive the rise of clean energy, production and consumption.
- Increased recycling and resource management.
- The economies of scale and shared flow of inputs and outputs in the industrial ecology of green industrial estates
- Retrofitting existing buildings and industrial facilities to make them more energy-efficient.
- Low-carbon urban design and developments
- Transport infrastructure development, particularly of high-speed rail links to create low-carbon alternatives road and air freight and passenger services.
- R+D and innovation has to bring down the costs of currently expensive green technologies: for instance, bringing the cost per KWh of solar power (about 25 US cents) down to the current level of coal power (about 5 US cents).

McKinsey as well as other organisations such as WWF, ILO and ADB have made extensive studies of such innovations in Asia and concluded that there is enormous potential for our region to not only become the economic powerhouse of the Twenty-First Century, but the Green Economy powerhouse – and that the two are closely related, as we saw earlier.

3. **An insistence on social equity and inclusion through clean and decent jobs.** The UNEP Green Economy Pathways report found what it described as an “inextricable link between poverty eradication and better maintenance and conservation of the ecological commons, arising from the benefit flows from natural capital that are received directly by the poor” (UNEP 2011, p. 6). The ILO reports on the National Rural Employment Guarantee Scheme (NREGS) in India. This public work programme enhances the livelihood security of rural households by providing at least 100 days of paid work each year to qualified households. The conservation of ecosystem services is a major feature of the programme and includes work in water conservation, drought-proofing (including plantation and afforestation), flood protection, small-scale irrigation, horticulture and land development – and involved over 3 billion workdays across 59 million families in 2009-2010.

**Green Jobs, Green Skills and TVET**

This social dimension of a green economy draws attention to the area of human capital formation.
Thus, the ILO International Institute for Labour Studies (2011) argues that

This will require that the existing education system and vocational training system be capable of equipping future workers and small and medium-sized businesses with the requisite breadth of competences needed to take full advantage of the new technologies. In particular, mechanisms to facilitate the effective generation and transmission of knowledge between higher education institutions and business will be central... If the right human capital strategies are implemented, a green economy can unlock the potential of higher employment, better employment conditions and higher resource productivity. (p. 6)

A significant barrier, however, to developing appropriate human capital strategies is a widespread lack of clarity about what green jobs actually are; and until you know what jobs are involved, it is very difficult to identify the sort of training that needs to be planned and provided. Thus, Wilson (2009) argues that it may be more helpful to think in terms of green skills for jobs and that these might be classified in the following way:

- Existing jobs will all require additional skill sets related to ethics and sustainability. Some will be affected more than others, requiring new expertise and some new technical skills - trades and engineering, for example;
- New jobs in existing industries which derive from the climate change adaptation initiatives - new mix of technical skills plus ethics, as might be found in mining or construction industries;
- New and expanded industries using existing technical skills plus ethical understanding and new technical skills, such as might be found in renewable energy sources; and
- New and expanded industries using new occupations (technical skills plus ethics and sustainability, yet to be developed). (p. 2)

Skills development for employability and sustainability has received major attention in recent years, beginning with the UNESCO Intergovernmental Conference on TVET in Korea in 1999 (UNESCO 1999), and continued by the work of UNESCO-UNEVOC International Centre. These initiatives are well summarised in UNESCO-UNEVOC’s TVETipedia (2011), its 2004 Bonn Declaration, and its publication Reorienting Technical and Vocational Education for Sustainable Development (Fien and Wilson 2004). And case studies of ways in which governments and TVET systems around the world are beginning to respond may be found its commissioned book, Work, Learning and Sustainability (Fien, Maclean and Park, 2008).

Conclusion

Three things might assist to take these examples of innovative practice and scale them up and shift them from being light-house projects to mainstream practice:

1. Capacity building on ways of identifying green economy-green skills needs, opportunities and challenges at the national, State and regional level.
2. Capacity building on ways of identifying and responding to the changes in TVET policy, management, campus operations, curricula and pedagogical practice, that are needed to respond to the skills needs of industry in a green economy
3. Capacity building on ways of identifying the processes best able to enhance the professional development of TVET policy makers, managers and educators to develop curricula that provide skills for employability in a carbon-constrained future.
References


SPEAKER BIOGRAPHIES

Jason Van Ballegooyen is the acting Director, Green Skills and New Technology with the Australian Government’s Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE). Jason manages the team implementing a range of government programs which are building the capacity of Australia’s Vocational Education and Training (VET) and Higher Education sectors to deliver green skills education, training, courses and qualifications. He has more than a decade of experience in the VET sector, including as a Sustainability Manager, holds a Bachelor of Arts and a Diploma of Sustainability, and has completed a Graduate Certificate in Education (Sustainability).

Mark Callaghan has been CEO of WorldSkills Australia (WSA) since 2006 and is committed to ensuring that WSA continues to contribute to sustainable economic prosperity through the development, recognition and promotion of excellence in skills. WSA, through its program of competitions, challenges young Australians to strive for skills excellence and it produces skill ambassadors that can be held up as beacons to show the success that is possible via a trade or skill based education and career. In his time with WSA, Mark has seen many young Australians transformed through the challenge of competition. Mark believes that to learn a trade, to choose a skill based career is one of the most important decisions a young person and their family will ever make and will be the beginning of a tremendous life journey.

Prof. Huang Chunlin (Chandler) contributes to the research and practice of TVET in China especially at tertiary level. In 2009, he completed a UNESCO UNEVOC research project joint-lead with an Australian professor. In his research and practice in TVET, he focuses on the major curriculum issues and is keen on comparative education in the field of TVET. He has participated in academic exchange with United States, Germany, Austria, Canada, Japan, Korea, Thailand, Russia and Viet Nam and others. He has participated in international conferences and has delivered many speeches. He has published in more then 50 books and papers.

Ben Eltham is a writer, journalist, researcher and creative producer from Melbourne, Australia. He trained in neuroscience and philosophy at the University of Queensland before spending most of the next decade devoted to his love for culture and the arts. During that time he worked as a freelance arts journalist and critic, as well as a producer and festival director at a series of experimental and fringe arts festivals in Newcastle, Brisbane and Melbourne. He is currently a Fellow of the Centre for Policy Development (Cpd) and is undertaking a PhD at the University of Western Sydney’s Centre for Cultural Research.
Simonas Gausas is Founder and Partner of Visionary Analytics. With more than seven years of work experience in impact assessment, policy evaluation and applied research, Simonas focuses on education and labour market policies. His key research interests include greening in general and green skills in particular. In the area of greening Simonas is currently involved in Eurofound study “Growth and employment: Anticipating and managing the effects of greening of industries in the EU” (2011-2012) and Cedefop project “Forecasting Skill Supply and Demand in Europe” (2009-2012). Simonas is an active participant of ReferNet Lithuania network on the development of VET and of European SkillsNet network on skills forecasting in Europe. He has been speaker at OECD-Cedefop Green Skills Forum.

Visionary Analytics is private, research based policy advisory, specialising in education and innovation. It develops new tools and applies solid methods to provide tailored advice for the EU institutions and national governments.

Dale Hardiman is a recent graduate of the Furniture Design course at RMIT, and is furthering his education in Industrial Design for 2012 and 2013. Dale is a young Australian designer who has found a passion for experimental, thought provoking ideas based on sustainable principles. Always having an immense fascination with fine art and design, he found the bonding of the 2 disciplines has resulted in his new found specialisation in furniture, lighting and object design. Throughout the last year of study he has developed his own design guidelines based on texts written by such authors as Victor Papanek, William McDonough and Michael Braugart. Dale is Winner of The Green Inventors Award 2012. In 2011, he was Runner Up of the Bombay Sapphire Design Discovery Award, Winner of the Fringe Furniture Sustainable and Waste-wise design award and Winner of the Vivid Green Award.

Dr. Namchul Lee is a senior research fellow at the Korea Research Institute for Vocational Education and Training (KRIVET) which resides under the Prime Minister’s Office. He is also Director General of the Office of Research in Integration of Education, Training and Labor Market. He received his PhD in Economics at the University of Oklahoma, U.S.A. His research interests include public economics, economic development, labour market analysis, and human resource development. His writings are mostly in the fields of public finance of lifelong learning, measurement of human capital, analysis of labour market, and human resources development of female labour market. He has published numerous articles in international journals and national journals. In addition, he has presented his research on many occasions at academic conferences both in and outside South Korea. He has joined international projects with organisations such as OECD and CPSC.
Prof. Rupert Maclean AO joined the Hong Kong Institute of Education (HKIEd) in July 2009. Previous appointments include foundation Director, UNESCO-UNEVOC International Centre for Education, Bonn, Germany; Director, Section for Secondary Education, UNESCO Headquarters, Paris; Acting Director, UNESCO Principal Regional Office for Asia and the Pacific, Bangkok; Chief, Asia-Pacific Centre of Educational Innovation for Development (ACEID), UNESCO Bangkok; and UNESCO Chief Technical Advisor for a United Nations project to strengthen and upgrade teacher education throughout Myanmar. His scholarly work in education, particularly concerning skills development for employability (TVET), is well known through his numerous published books, chapters in books, articles and reports, including his Six Volume International Handbook on Education for the Changing World of Work (Maclean and Wilson, Springer, 2009). Prof. Maclean was appointed an Officer in the Order of Australia (AO) in the Queen’s Birthday Honours List on 13 June 2011. The award was “for distinguished service of a high degree to humanity at large through his work as an international academic and professional working to improve education in developing countries, particularly through the UNESCO”.

Martin Riordan is Chief Executive Officer of TAFE Directors Australia, the peak incorporated body representing Australian TAFE and technology institutes. Martin was appointed as CEO to TDA in 2006, following executive appointments with Federal Education (DEST) in Canberra, and an extended posting in Singapore. He was recruited to DEST on his relocation to Australia, and was a recipient team member in the Corporate Strategy Group of the DEST Secretary’s Award for Excellence in 2005. During that period Martin was invited as a lecturer at Northern Sydney institute of TAFE NSW (Meadowbank campus, 2004-05), in the newly launched Diploma of Media and Communications. Martin was awarded an Australian American Fulbright Professional Scholarship in 2009, to review financial models with non-government funding in the American Community College system. He holds a BA (Hons) undergraduate qualification from Macquarie University, and MBA from University of Technology Sydney. Martin has enjoyed further study at TAFE Institutes: Asian language studies at Sydney Institute of TAFE NSW, and information technology at Canberra Institute of Technology. Martin is a Trustee of the Mick Young Scholarship Trust, a national student scholarship program which raises funds for disadvantaged students at TAFE Institutes.
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