



International
Labour
Organization

Guidance Tool for Greening TVET An Introduction

Dr Andrew McCoshan

Independent Expert

**Associate Faculty Member, Further Education & Training Research Centre
and Senior Research Associate, Educational Disadvantage Centre,
Dublin City University, Ireland**

Purpose of the guidance tool

Responding to 'code red'

- Ecological crises are at a tipping point
 - We can no longer delay our response in redesigning our socio-economic systems
 - Greening the economy needs a parallel greening of jobs
 - We need to consider the skills we need and how TVET can provide them

 - Tool provides practical 'how-to' guidance for policy-making and delivery of TVET
 - Relevant to everyone involved:
 - ✓ teachers and trainers
 - ✓ school leaders
 - ✓ employers
 - ✓ providers
 - ✓ policy-makers
 - ✓ civil society
 - ✓ social partners ...
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Opportunities and challenges

Constraints and challenges	How the guidance tool can help address them
Lack of systematic and coordinated processes to green TVET	Offers a systematic and holistic approach to greening TVET, including all pertinent activities
Insufficient tuning of TVET to the green transition due to weak processes and structures to connect TVET to the world of work	Shows how processes and structures can be put in place that enable stronger connections to be made between TVET and the labour market, e.g. based around competency standards
Dominance of a narrow approach to greening TVET which tends to be responsive to the immediate needs of individual industries most directly affected, e.g. the energy sector, rather than as a broad, long-term process affecting the entire workforce	Adopts a broad approach to the green transition that embraces the goal of raising environmental awareness and greening TVET institutions, workplaces and communities as well as meeting narrower technical needs.
Weak engagement of relevant actors with the goal of greening TVET	Shows how all relevant stakeholders, including social partners, can make an active contribution to greening TVET
Particular challenges the informal sector faces with respect to the green transition, e.g. stakeholder engagement	Explicitly deal with issues related to skills development in the informal economy and informal apprenticeships
Under-representation of groups facing disadvantage in the labour market in green policy and practice	Shows how issues of inclusion and gender can be integrated at all stages of TVET design and delivery
Supply side inadequacies such as: availability of green TVET teaching and learning materials; training for teachers and in-company trainers; adoption of provider-wide approaches to greening TVET	Provides guidance on topics such as how to green the curriculum, training and assessment, and provider campuses, as well as how to green professional development for teachers and in-company trainers

Opportunities not just to make TVET fit for the green transition
 But also to upgrade structures and processes more widely
 And to link to wider social and economic greening strategies

Approach to greening TVET

- ❖ Holistic – relevant to every job
 - ❖ Systematic – covers all elements of TVET
 - ❖ A journey, not a destination
 - ❖ A normative process
 - ❖ Taking a long-term view
 - ❖ TVET playing a lead role in greening the economy
 - ❖ Inclusive but aiming high!
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Different shades of green

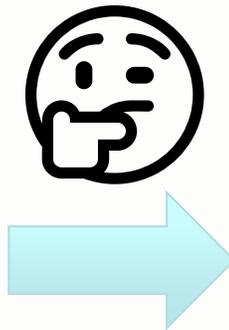
Greening TVET is a continual journey

Jobs and skills will evolve as climate and environments change

Starting points will vary ... so greening activities fall across a spectrum

Light green

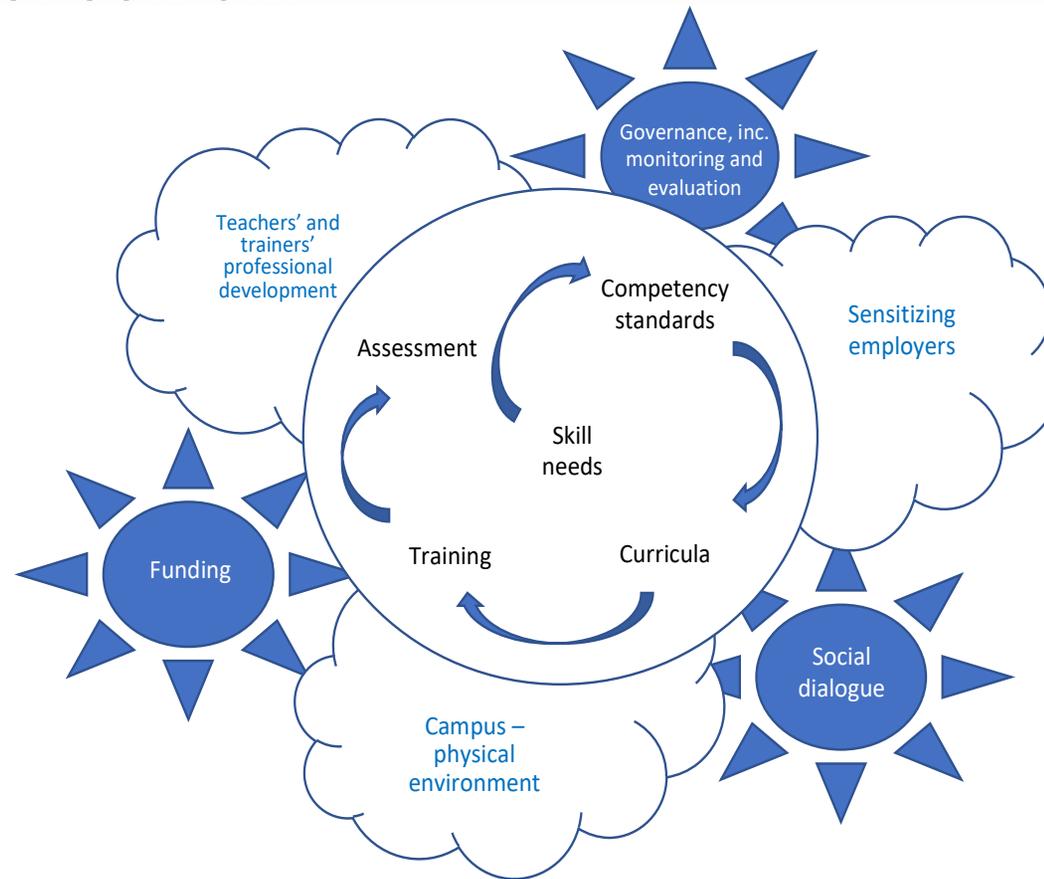
- ✓ Adjustments to existing practices
- ✓ Affects only those occupations most directly affected by environmental changes
- ✓ Mainly deals with technical skills
- ✓ De-carbonising existing processes and pollution reduction
- ✓ Relatively passive response



Dark green

- ✓ Thoroughgoing and systematic transformation
- ✓ Equips whole workforce to be change agents
- ✓ Develops new ways of thinking and behaving
- ✓ Shapes all curricula
- ✓ New teaching and learning
- ✓ Moves towards the circular economy
- ✓ Our 'ambition' horizon'

Overview of content



Using the tool:

Can be used as a stand-alone document or as part of a coaching programme
Individual sections can be used independently ... but overall diagnosis is important
Relevant for all countries, but especially lower-income countries
Ambitious **and** inclusive

Greening at different levels

Greening at national level

- ✓ Identifying skills for green jobs
- ✓ Competency standards
- ✓ Curricula and assessment
- ✓ Professional development

Greening at VTC level

- ✓ Teaching and learning
- ✓ Assessment
- ✓ Campus
- ✓ Professional development

**Examples of skills
for greening jobs**

Adaptability

Technical skills

Teamwork

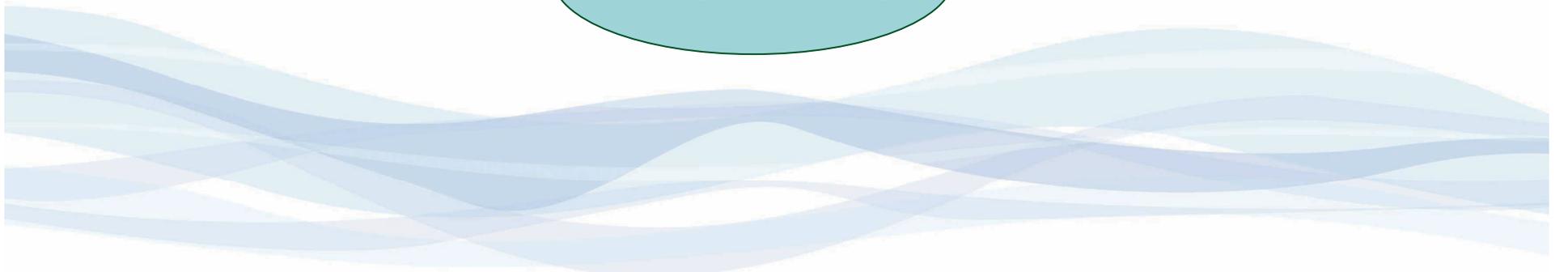
Problem-solving

Communication

Critical thinking

Innovation

Entrepreneurship



Contents of the 'how-to' sections

Key learning points

Knowledge or 'theory' component

Self-assessment tools

Inspiring practical examples

Hints and tips

Checklists

Links to useful resources



Zooming in: Competency standards for greener jobs - 1

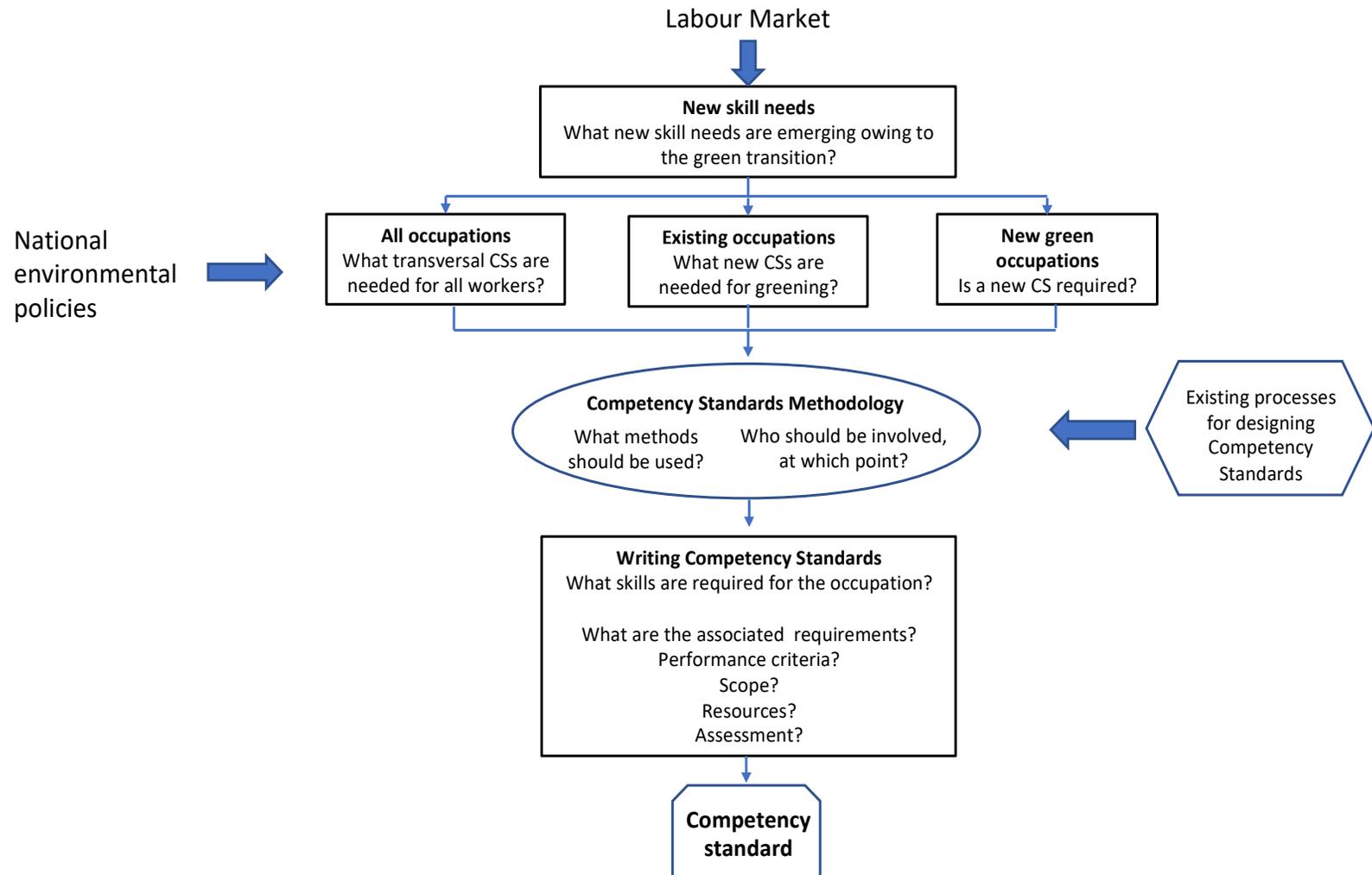
Key learning points:

This section will help you to learn about:

- ✓ How competency standards can support the green transition
- ✓ What the green transition means for skills
- ✓ The types of mechanisms that can be used for assessing skills for green jobs
- ✓ The content of competency standards required for the green transition
- ✓ The methods that can be used to develop competency standards, and the stakeholders that should be involved

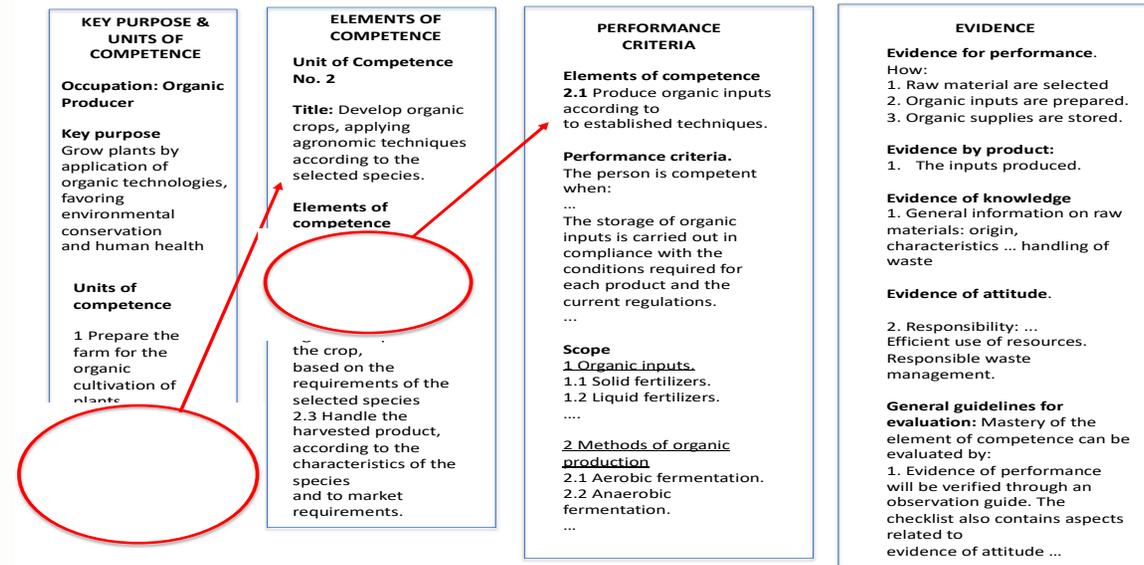
Zooming in: Competency standards for greener jobs - 2

Overview of process of greening competency standards



Zooming in: Competency standards for greener jobs - 3

Example of competency standards for a new green occupation: organic producer



Inspiring practical example

A multi-level approach to identifying skills needs for green jobs: Costa Rica's National Institute of Apprenticeship

The main tasks of the Costa Rican National Institute of Apprenticeship (Instituto Nacional de Aprendizaje: INA) are the design and execution of training programmes in collaboration with other public and private institutions .. INA keeps in direct contact with companies in the country in order to identify training needs for occupations among all productive sectors in the shift to a greener economy. Its identification of the skills needed is based on information gathered through three channels:

1. direct requests from companies or workers;
2. studies of demand conducted regularly by the Institute itself;
3. agreements or other mechanisms established with chambers of commerce, associations of enterprises or government bodies.

The constant flow of information and feedback ensures a timely response to labour market trends.

Zooming in: Competency standards for greener jobs - 4

Hints and tips

Key steps	Hints and tips
Identify the skills needed for the green transition	Not every country has well developed skill anticipation systems that gather extensive quantitative data. Qualitative data on how skills are changing that is gathered from industry experts is just as important. What matters is that you have confidence that the skills needs are clearly expressed.
Identify a common set of skills for greening all occupations	It is important not just to focus on the needs of industries most directly affected by the green transition. All workers need to be equipped in the 'green fundamentals', a set of transversal skills which can be formulated as a set of standalone competency standards. They can be linked to your country's wider environmental policies and/or the UN Sustainable Development Goals.
Design competency standards to green existing occupations	Most greening takes place in existing occupations. In order to make sure the competency standards are fit for the green transition, you could carry out a SWOT analysis on how well tuned it is, making sure to cover both technical and transversal skills.
Etc ...	

Content in more detail - 1

Designing competency standards for greener jobs

- ✓ How competency standards can support the green transition
- ✓ The types of mechanisms that can be used for assessing skills for green jobs
- ✓ The content of competency standards required for the green transition
- ✓ The methods that can be used to develop competency standards, and the stakeholders that should be involved

Developing and implementing green curricula

- ✓ The relationship between curricula and competency standards
- ✓ How competency standards are 'translated' into learning outcomes and 'packaged' within a curriculum
- ✓ How to include and integrate wider green needs
- ✓ How to green all the elements of the curriculum including entry requirements, teaching methods etc.

Content in more detail - 2

Going green in training

- ✓ How greener curricula can be implemented through TVET
- ✓ Applying sustainability principles in all TVET areas
- ✓ Developing and using new and innovative teaching and learning methods
- ✓ Greening work-based learning
- ✓ Role of upskilling and reskilling in the workplace, especially for senior technicians and supervisors

Assessment packages to support greener learning

- ✓ Role assessment packages in supporting the green transition in TVET
- ✓ The relationship between competency standards (or learning outcomes) and assessment methods
- ✓ How to select assessment methods appropriate to a green and just transition
- ✓ Assessment and certification methods for upskilling and reskilling

Content in more detail - 3

Towards a greener campus

- ✓ Role of the campus in enabling TVET to become a beacon of green excellence
- ✓ Holistic approaches including waste reduction, improved energy efficiency, green procurement and improvements to make the campus more inclusive
- ✓ Going beyond campus management to embrace institutional values and energising learners
- ✓ Developing greener mindsets for all staff.

Greening the professional development of teachers and in-company trainers

- ✓ How to green initial national training for teachers and trainers
- ✓ How to green continuing professional development (CPD) through short national courses and TVET schools
- ✓ Broader greening measures, e.g. networks of good practice, supporting teachers and trainers to become multipliers and mediators
- ✓ Developing systematic approaches through comprehensive action plans

Content in more detail - 4

Sensitizing employers

- ✓ Importance of sensitizing employers in all sectors – with diversified approaches
- ✓ Sensitization methods, e.g. developing the institutional set-up including social dialogue, collaborative activities (particularly for SMEs), financial incentives
- ✓ The important role of trade unions especially in ensuring an inclusive and fair transition
- ✓ Role of TVET providers in acting as sources of expertise and implementing measures like energy saving actions, short courses for managers and senior technicians

Greening in the informal economy

- ✓ How skills are acquired in the informal economy, and the challenges for greening
- ✓ Opportunities offered by greening for improving training
- ✓ How greening TVET can help businesses transition to formality, as in the renewable energy sector
- ✓ Key role to be played by local knowledge and expertise in lo-tech sustainable activities alongside top-down policy measures
- ✓ Role greening TVET can play in breaking down gender and other stereotypes in the labour market.

And the final content section ...

Mainstreaming: from piloting to the whole system

Being developed as part of implementing coaching and backstopping

But will cover systemic factors for successful mainstreaming
e.g.

- ✓ improving policy coordination at national level
- ✓ strengthening stakeholder engagement



Benefits of the guidance tool

**Makes a unique contribution –
few existing documents deal
systematically with all the key
elements**

**Holistic and
process-based
approach, not
just looking at
content**

**Provides
practical ‘how-
to’ guidance**

**Addresses
mainstreaming – how to
tackle implementation
barriers**

**Flexibility – can be used
on its own or with
coaching**



Thank you!

Any questions?

Dr Andrew McCoshan

Twitter and LinkedIn @andrewmccoshan



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