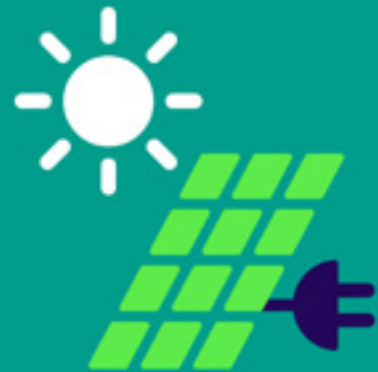


## Going Global Partnerships

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# Greening TVET systems comparative analysis

Report summary



# About the British Council

The British Council is the UK's international organisation for cultural relations and educational opportunities. We support peace and prosperity by building connections, understanding and trust between people in the UK and countries worldwide. We work with people in over 200 countries and territories and are on the ground in more than 100 countries.

This research is part of the British Council Going Global Partnerships programme, which supports universities, colleges and wider education stakeholders around the world to work together towards stronger, equitable, inclusive, more internationally connected higher education and technical and vocational education and training (TVET) systems.

Through international partnerships, system collaborations and opportunities to connect and share, we enable stronger transnational

education, more collaborative research, higher-quality delivery, enhanced learner outcomes and stronger, internationalised, equitable and inclusive systems and institutions.

The research also contributes to the British Council's Climate Connection global initiative, uniting people around the world to meet the climate challenge.

This paper is a summary of the research findings. For further details, references and context, please see the full report.



# Summary

## Background

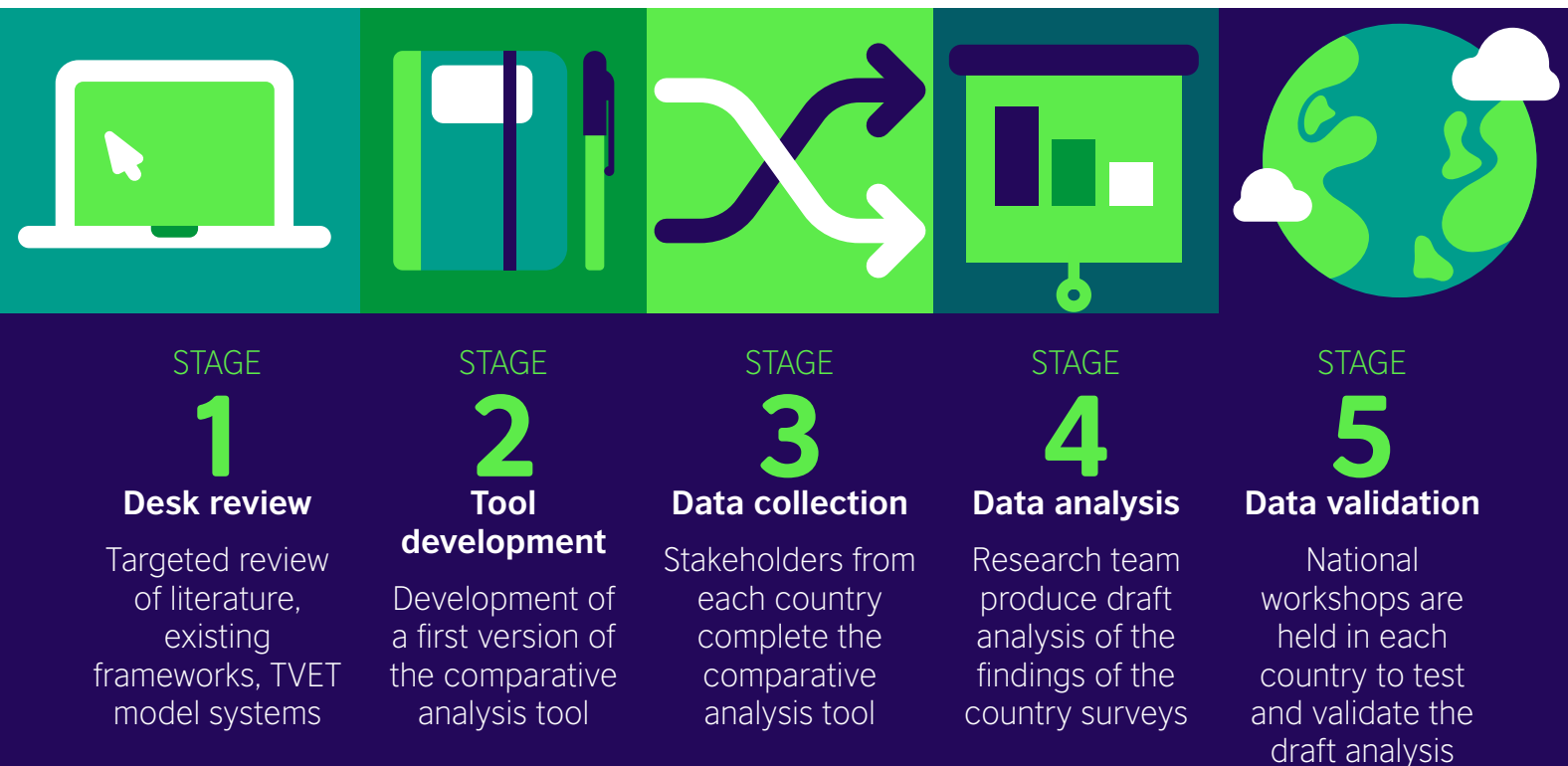
The climate crisis has created an urgent need to reshape economies and industries to adapt to and mitigate the expected impacts of climate change. The 'green transition' that this requires will create both new opportunities and new challenges. While investment in new green industries and technologies has the potential to drive large-scale job creation, some jobs in carbon-intensive industries will be lost, and young people will need to be ready for changes in the labour market that take place over the course of their lives.

In every country, technical and vocational education and training (TVET) systems will need to evolve to support citizens in navigating changing labour markets and developing the skills required to enhance employability and respond to their development goals, but it is not always clear how systems should respond.

As part of the British Council's Going Global Partnerships programme, the research aimed to investigate:

- What does a model TVET system that supports transition to a green/blue economy look like? What attributes should be considered?
- How can we assess the extent to which a TVET system supports transition to a green/blue economy, taking into account the limited availability of data and other evidence in many countries?
- What examples exist in countries that illustrate how they are enhancing, or plan to enhance, their TVET systems to ensure they support transition to a green/blue economy and deliver TVET more sustainably?
- What can each country do to enhance their TVET systems to ensure they support transition to a green/blue economy and deliver TVET more sustainably?

The project involved a five-stage approach.

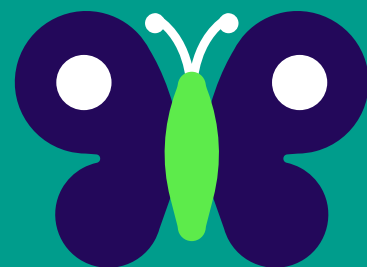


The comparative analysis tool developed can help assess how 'green' a national TVET system is at a system level. Through synthesising the perspectives of expert informants and system actors, the tool is designed to help governments and wider TVET system stakeholders to identify areas of strength, areas for further development, and stakeholder priorities. It also provides the basis for international exchange of experience and good practice, fostering innovation and cross-country learning.

### Dimensions of 'greening'

Through a targeted desk review, eight dimensions were identified that policymakers could examine in developing a TVET system that supports the transition to a green economy. These were supported by around 80 attributes.

- 1 Policy coherence.
- 2 Labour market intelligence and skills anticipation.
- 3 Employer engagement.
- 4 Curriculum and assessment.
- 5 Learner engagement and support.
- 6 Institutional strengthening and the TVET workforce.
- 7 Financing.
- 8 Quality assurance, monitoring, and evaluation.

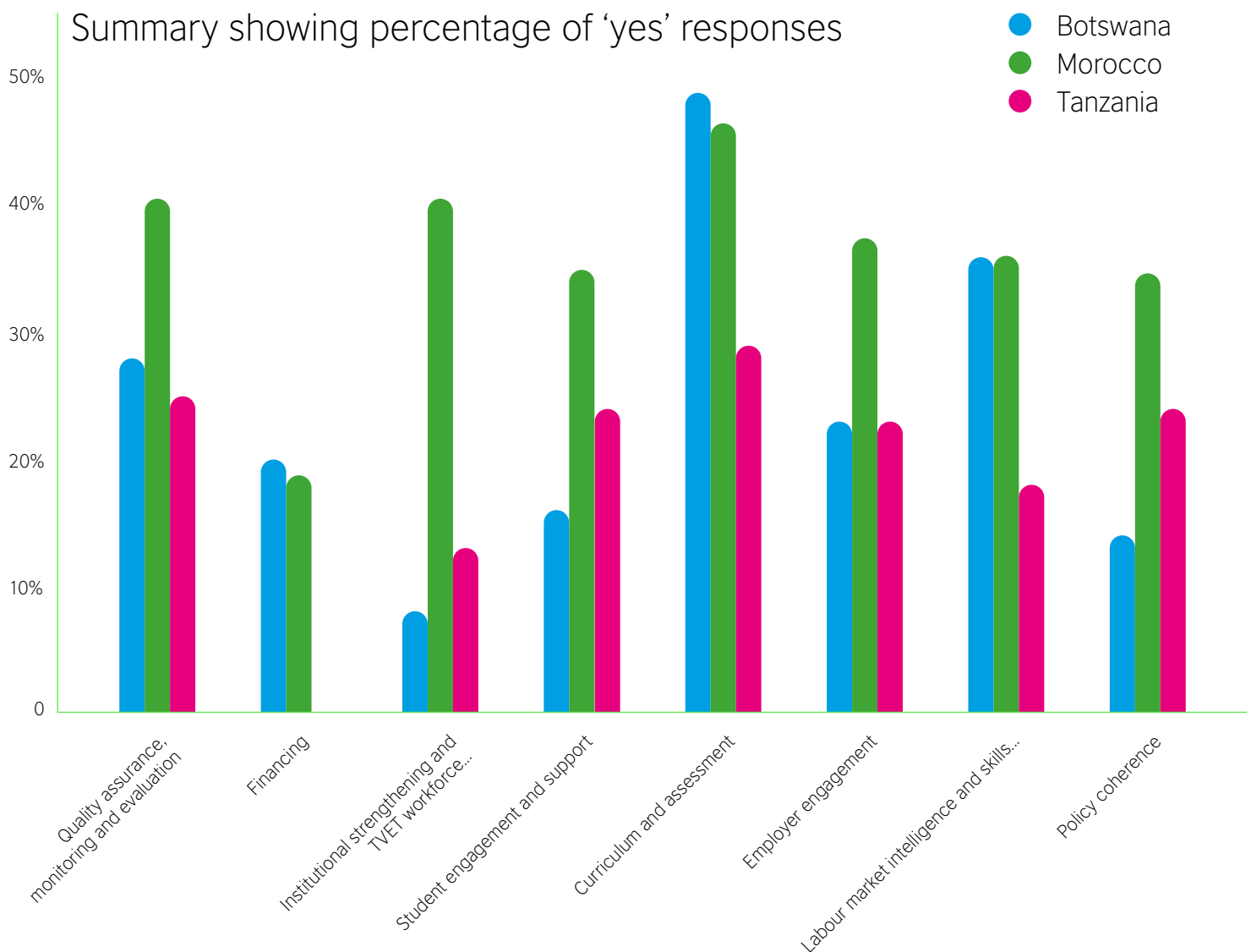


## Pilot results and emerging recommendations

A digital self-assessment tool was developed, containing 80+ questions. Employers, government officials and TVET providers in three countries – **Botswana, Morocco, and Tanzania** – were invited to pilot the self-assessment tool by completing an online version of the survey tool. Respondents were asked to assess the extent to which certain elements of a model green TVET system were present in their system, with respondents asked to answer based on their own perceptions of how the system operates practically rather than how it is envisioned in strategy and legislation.



Figure 2: 'Yes' responses aggregated by country and theme, based on 80 attributes.



Results from the workshops and the survey were analysed to identify strengths, challenges, priority areas for development, and recommendations. Findings were then validated with stakeholders through an interactive workshop.

A desk exercise and consultation were also completed with the Institute for Apprenticeships and Technical Education (IfATE) to test how the tool could be applied to the TVET system in **England**. This was incorporated into the qualitative reporting.

There was generally a high level of commonality in the challenges reported by stakeholders in thinking about how to green their TVET systems.

There was a shared view that there is a **strong political will** and interest from governments in greening economies, but sometimes a disconnect and **fragmentation** between greening initiatives and the TVET system. TVET systems can do more to respond to the greening imperative by:

- **Developing a joint vision of greening TVET** across the government, TVET sector, and employers to support a just transition to a green economy.
- **Clarifying roles and responsibilities** of different actors, including employers, in greening the TVET system and wider economy.

- **Strengthening linkages with sectoral policies** to ensure that TVET initiatives align with and support the broader sector policy goals and programmes of the government.

Many respondents expressed the view that stronger **connection with industry** to address greening was an area for development and focus and needed to:

- **Strengthen employer engagement.** Actively engage employers in the development and implementation of green training and skills development with formal mechanisms for ongoing dialogue and collaboration.
- **Include the informal sector and communities.** Tailored approaches that address the unique characteristics and needs of informal workers.

Strong views were also expressed on **financing**, with the vast majority of respondents believing that there was not sufficient financing in place for the TVET system to meet the demands (in terms of training delivery and organisational change that greening requires). There is a need to:

- **Align financial mechanisms with policy objectives.** There would be value in looking at the extent to which the priority that governments place on greening is reflected in the financial incentives and resourcing available to TVET providers.



- **Expand financing mechanisms for green TVET provision.** Identify and engage funders interested in climate adaptation and mitigation, in addition to traditional education and employment intervention funders.

**Building knowledge and understanding of the implications of greening** on jobs, skills and TVET was also identified as an area for future focus to raise awareness of the opportunities and challenges of greening among trainers, staff, learners, and employers by:

- **Strengthening career guidance.** Providing information on the practical application of skills to needs in the green economy, potential career paths, and entrepreneurial opportunities.

- **Enhancing staff development.** Opportunities to upskill and improve their understanding of the green economy. Capacity development could include all types of staff, from facilities (green campus), services (careers), and administration (supporting the green transition across systems) to instructors (with future skill and transversal skill needs) for a holistic transition of the TVET system.



# Existing country policies contributing to a just transition

This section provides a snapshot of some key policies and project examples or interventions that the countries that took part in piloting of the tool are using to support the greening of TVET systems. They are not exhaustive, and omission of any interventions or policies is not a reflection of their quality or suitability.

## Botswana

Policies contributing to a just transition:

- [Vision 2036: Achieving Prosperity for All](#).
- 11th National Development Plan.

Country examples of activities contributing to a just transition:

- Development of new qualifications and curriculum related to renewable energy and solar energy.
- Research and insight from the Human Resource Development Council on future skills needs (see, for example, the [HDRC's priority occupations analysis](#)).



## Morocco

(All links are in French.)

Policies contributing to a just transition:

- [National Strategy for Sustainable Development \(Stratégie Nationale de Développement Durable \(SNDD\)\), 2017](#).
- [National Vocational Training Strategy \(Stratégie Nationale de la Formation Professionnelle\), 2021](#).
- [National energy strategy to 2030 \(Stratégie nationale de l'efficacité énergétique à l'horizon 2030\), 2020](#).
- [Low Carbon Strategy 2050 \(Stratégie bas carbone 2050\), 2021](#).

Country examples of activities contributing to a just transition:

- New generation of TVET institute with cross-sectoral approach and tripartite governance system ([Cités de métiers et des compétences](#)).
- Information centre on energy, including skills for greening jobs (video on the information centre [here](#), on the construction of the energy-efficient building itself using local knowledge, see [here](#)).



## Tanzania

Policies contributing to a just transition:

- Zanzibar Blue Economy Policy (2020).
- Tanzania Development Vision (TDV) 2025.
- National Strategy for Growth and Reduction of Poverty (NSGRP I).
- National Strategy for Growth and Reduction of Poverty (NSGRP II).
- Nationally Determined Contribution (2021).
- Investment guide on waste management (2020).
- [United Republic of Tanzania \(URT\) \(2021\), National Climate Change Response Strategy \(2021–2026\)](#).
- National Environment Policy (2021).

Country examples of activities contributing to a just transition:

- Kikuletwa Renewable Energy Training and Research Centre – centre of excellence at Arusha Technical College. It is one of the centres established under The East Africa Skills for Transformation and Regional Integration Project (EASTRIP), a five-year project funded by the World Bank and the governments of Ethiopia and Kenya. More information can be found at <https://www.kretrc.ac.tz/>.

## England

Policies contributing to a just transition:

- [Net Zero Strategy: Build Back Greener \(2021\)](#).
- [Skills for Jobs: Lifelong Learning for Opportunity and Growth \(2021\)](#).
- [British Energy Security Strategy. Secure, clean and affordable British energy for the long term \(2022\)](#).
- [Policy paper. Sustainability and climate change: a strategy for the education and children's services systems \(2022\)](#).
- [Powering Up Britain \(2023\)](#).

Country examples of activities contributing to a just transition:

- [Local Skills Improvement Plans](#): To action the Skills for Jobs White Paper (see above), the Department for Education has introduced local skills improvement plans (LSIPs). In addition to other requirements, LSIPs have to consider what skills, capabilities and expertise are required for jobs that directly contribute to, or indirectly support, net zero targets, adaptation to climate change or other environmental goals.



# Perspectives on the tool and process learning

During the piloting process, participants were generally positive about both the relevance and usability of the self-assessment tool. Part of the value of the tool (acknowledged directly by participants in one of the workshops) is that it helps stakeholders take a broader view of what creating a TVET system that supports the green transition entails, thinking beyond the narrow focus on occupational skills for particular 'green' industries that is sometimes taken. Instead, a wider 'systems strengthening' perspective, which also considers occupations in non-green industries (one of the biggest gaps in the current discussion), is taken.

Participants generally found the tool intuitive and comprehensible. In response to feedback from participants, the length of

the tool has been reduced by 25 per cent through consolidation of survey questions. The research team have made five technical recommendations to the British Council on improvements to the deployment process for the tool (including development and use of a sampling frame, identification of an alternative digital platform, inclusion of civil society organisations representing communities, and potential use of longer workshop formats to provide a greater platform for deliberation and discussion).

The British Council intends to continue to use and develop the tool and would be pleased to get feedback from others that use it and help to share findings and encourage international collaboration as a result.



