

Going Global Partnerships

Greening TVET systems self-assessment tool



Pre-questions

Q01: What is the name of your organisation?

Q02: Which of the following categories best describes your organisation?

Government representative:

- Ministry responsible for TVET or related agency
- Labour ministry or related agency
- Environment ministry or related agency
- Other ministry or related agency

Employer:

- Large employer (more than 250 employees)
- Small or medium-sized employer (1–249 employees)
- Employer representative organisation (e.g. sector association)

TVET provider:

- Public institution
- Private institution (for profit)
- Other provider
- None of the above

Q03: For employers, please indicate your sector.



Policy coherence and vision

A government that is committed to moving towards a green economy has defined supporting national priorities, policies with clear objectives, and monitors its progress. This section asks you to reflect upon the extent to which your government is moving towards a green economy.

	Yes	To some extent	No	Don't know
Q04: Is there strong evidence that greening of the economy is a priority for the government? ¹				
Q05: Does the government have a clear strategy for greening the economy and ensuring a 'just transition'? ²				
Q06: Is the strategy effectively implemented?				
Q07: Does the government have a good understanding or plan for how TVET can support greening of the economy?				
Q08: Are there clear linkages between the government's TVET policy and environmental policies and programmes?				
Q09: Are there clear linkages between the government's TVET policy and industrial policy? ³				

Q10: Please provide examples, further information, or comments about your government's approach to greening the economy, including:

- Mechanisms to ensure join-up with other ministries responsible for environmental, industrial, and sectoral policies and programmes.
- Linkages between TVET and environmental/industrial policy.

¹ GREENING THE ECONOMY – changing the economy to become less carbon-intensive, more resource efficient.

² JUST TRANSITION – greening the economy in a way that is as fair and inclusive as possible to everyone concerned. In TVET, this may involve, for example, enabling fair access to green TVET and green employment.

³ INDUSTRIAL POLICY – policy or interventions that attempt to improve the business environment, or to alter the structure of economic activity towards certain sectors, technologies, or tasks.

Labour market intelligence and skills anticipation

This section focuses on the extent to which you think your organisation understands changes in the labour market that are likely to occur due to greening the economy. Changes include reskilling and upskilling existing jobs and new jobs that emerge from new technology.

Q11: How is data on future skills demand from skills anticipation being used? (Select all that apply.)

To inform policy development and funding

To inform sector planning and funding

To inform design and implementation of training

To inform planning by businesses/employers

To inform careers information, advice, and guidance for citizens

Other



	Yes	To some extent	No	Don't know
Q12: Does your organisation have a good understanding of which new jobs are likely to be created in your country's economy due to the green transition?				
Q13: Does your organisation have a good understanding of which jobs are likely to be eliminated in your country's economy due to the green transition?				
Q14: Does your organisation have a good understanding of which existing jobs will change due to the green transition and how?				
Q15: Does your organisation have a good understanding of the main skill gaps in your country's economy?				

Q16: Please provide examples, further information, or comments about the data/research (and sources) your organisation uses to understand how the green transition will impact skills needs in your country.

Employer engagement

This section of the tool asks questions about employer engagement with your TVET system. Since greening has implications for most of the workforce, please answer these questions thinking about all employers, not just those who will be most intensely impacted or those directly involved in the green sector.

	Yes	To some extent	No	Don't know
Q17: Does the TVET system have a clear, functional mechanism for engaging with employers on how transition to a green economy may impact on their skills needs?				
Q18: Does engagement with the green economy include the informal sector?				
Q19: Is there evidence of employers supporting at-risk employees (whose jobs will be impacted through the green transition) to develop their skills and adaptability (e.g. through on-the-job training and access to short-form TVET)?				
Q20: Are employers involved in the governance of TVET institutions?				
Q21: Are employers involved in the development of the TVET curriculum and TVET training programmes?				
Q22: Do employers regularly contribute to the delivery of TVET training programmes?				
Q23: Do employers regularly provide work-based learning or apprenticeship opportunities for TVET learners or graduates?				

Q24: Are there other mechanisms or examples of engagement with employers on greening the economy that you would like to highlight? Please provide any comments, links or examples.

Curriculum and assessment

	Yes	To some extent	No	Don't know
Q25: Are there processes in place that allow for the curriculum to be reviewed and updated quickly in response to new skills requirements?				
Q26: Have new TVET curricula been developed for new occupations related to the green economy?				
Q27: Has the TVET curriculum related to mid-green occupations been updated to embed new knowledge and skills required to enable the use of new green technologies and approaches? ('Mid-green' – occupations in which the core elements will remain the same, but new knowledge is likely to be required.)				
Q28: Does the general curriculum for TVET learners include opportunities to continue to develop foundational skills such as literacy and numeracy?				
Q29: Do the assessment methods used in the TVET sector provide an opportunity to judge learners' foundational skills?				
Q30: Does the general curriculum for TVET learners include opportunities to continue to develop transversal skills (non-technical, soft skills) such as critical thinking, problem solving, leadership and communication skills?				
Q31: Do the assessment methods used in the TVET sector provide an opportunity to judge learners' transversal skills (non-technical, soft skills)?				
Q32: Does the general curriculum for TVET learners include opportunities to develop environmental awareness and an understanding of the fundamental elements of the green economy?				
Q33: Do the assessment methods used in the TVET sector provide an opportunity to judge learners' environmental awareness and their understanding of the fundamental elements of the green economy?				

	Yes	To some extent	No	Don't know
Q34: Have TVET qualifications been updated to reflect changes in the curriculum and skills demand?				
Q35: Are there mechanisms in place that allow providers to assess and accredit the skills of experienced workers looking to retrain?				

Q36: What challenges have you faced in revising curriculum and assessment methods to respond to new skill demands?



Learner engagement and support

	Yes	To some extent	No	Don't know
Q37: Are there targeted efforts to increase public awareness of the opportunities that green skills offer? (For example, among potential learners and the existing workforce.)				
Q38: Does the TVET system enable TVET providers to provide modular, flexible, and short-duration training for at-risk workers and others?				
Q39: Are there processes to help those giving career guidance understand the new opportunities and skills needed by the green transition?				
Q40: Do career guidance materials include information on these opportunities and required skills?				
Q41: Is there evidence of effective graduate-monitoring mechanisms being used across TVET institutions to track student employment destinations (e.g. tracer studies)?				

Q42: Please provide examples, further information, or comments about initiatives, barriers, enablers for student engagement and support.

Institutional strengthening and TVET workforce development

	Yes	To some extent	No	Don't know
Q43: Do the TVET system's initial teacher training and continuing professional development programmes include content on environmental awareness and the green economy?				
Q44: Do TVET staff in relevant disciplines have opportunities to undertake continuous professional development on how greening the economy impacts their discipline?				
Q45: Does the TVET system give TVET providers sufficient capacity and flexibility to be able to respond swiftly to changing demands for skills?				
Q46: Is there a quality assurance mechanism that assesses the performance of the TVET system in your country?				
Q47: Is there a mechanism for monitoring and evaluating the contribution the TVET system is making to supporting greening of the economy?				

Q48: Please provide examples, further information, or comments about activities that strengthen or develop the capacity of the workforce and institutions in relation to the green transition.

Financing

Q49: What financing and funding (if any) is available to support young people and new entrants to the labour market to develop the skills required to find employment in the green economy?

Q50: What financing and funding (if any) is available to support the retraining of at-risk workers whose jobs will be impacted through the green transition?

Q51: What financing and funding (if any) is available to support the organisational change required in the TVET sector to respond to new demands of green transition?

	Yes	To some extent	No	Don't know
Q52: Do you think there is sufficient financing and funding available in your country (from all sources including government, employers, citizens (where appropriate), and international sources) to cover organisational change required in the TVET sector?				
Q53: Do you think there is sufficient financing and funding available in your country (from all sources including government, employers, citizens (where appropriate), and international sources) to cover retraining at-risk workers for green jobs?				
Q54: Do you think there is sufficient financing and funding available in your country (from all sources including government, employers, citizens (where appropriate), and international sources) to cover the costs of delivering training required for new green economy employment?				

Q55: In what ways are employers and other private sector stakeholders contributing to the cost of skills development for green jobs?

	Yes	To some extent	No	Don't know
Q56: Do TVET funding allocation systems take into account changes in skills and occupations needed due to the green transition?				

Q57: If you responded 'yes' or 'to some extent', please provide details.



General questions

Q58: Overall, what are the strengths of your TVET system that will help your country transition to a green economy?

Q59: Overall, what are the gaps and challenges in your TVET system that will need to be addressed to support the transition to a green economy (and that are not already being addressed)?

Q60: What support does your TVET system need to help accelerate the transition to a green economy? What action or changes would you like to see?

