

THE FUTURE HAS ALREADY BEGUN: GREEN SKILLS



SWISS
FOUNDATION
FOR TECHNICAL
COOPERATION

FoBBIZ Jahreskonferenz 2022

Transversal Skills

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A large, solid green circle is positioned on the left side of the image, partially overlapping the background scene. It contains the text 'DEFINITIONS', 'JUST TRANSITION', and 'GREEN SKILLS' in white, bold, uppercase letters.

DEFINITIONS

JUST TRANSITION

GREEN SKILLS



DEFINITIONS

Just Transition - greening the economy in a way that is **as fair and inclusive as possible** to everyone concerned, creating decent work opportunities and leaving no one behind.

(ILO)

Green Skills - knowledge, abilities, values and attitudes needed to live in, develop and support a **sustainable and resource-efficient society** which aims to reduce the negative impact of human activity on the environment

(CEDEFOP, 2014)



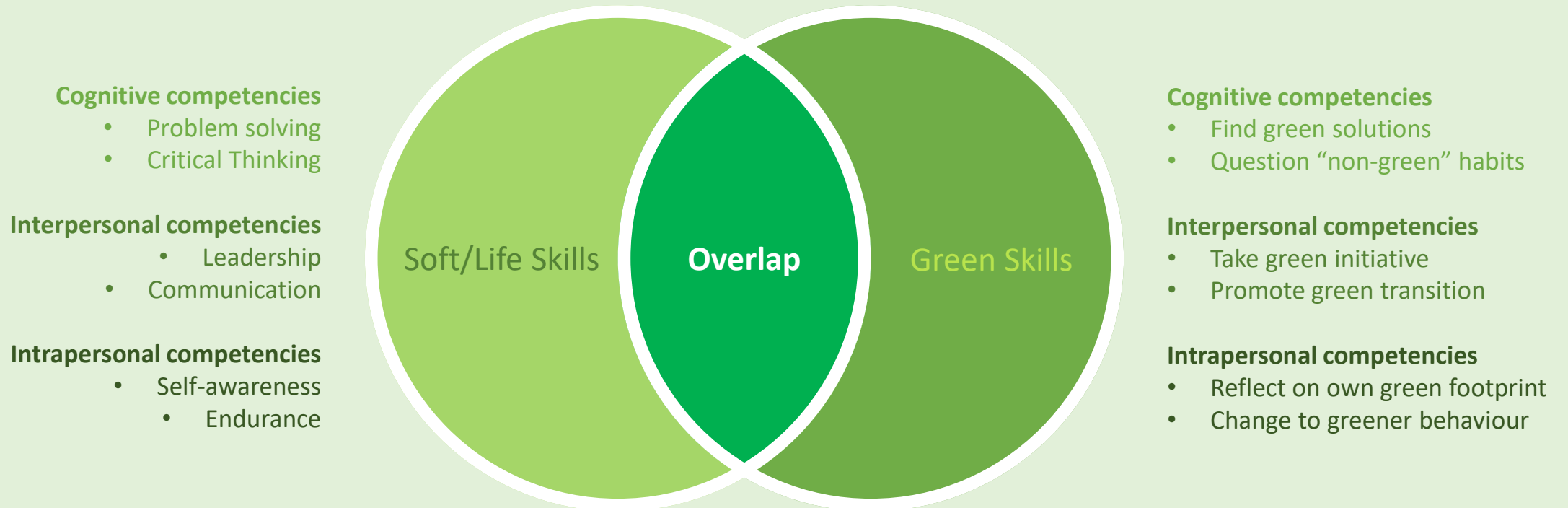
A large, solid green circle is positioned on the left side of the image, partially overlapping the photograph. It contains the text 'TYPOLOGY' and 'GREEN SKILLS' in white, uppercase letters.

TYPOLOGY

GREEN SKILLS



Transversal competencies are critical to a just transition



TYOLOGY



A TASK ON DIFFERENT TRACKS

Basic education

Vocational Education
and Training

Post-secondary
education

Basic transversal
competences

Job-specific green skills

Transversal green skills

Job-specific green skills

Transversal green skills



Deepening on both tracks
through continuous
education and training

UGANDA – U-LEARN





**GREENING TVET INTERVENTION
SKILLS DEVELOPMENT PROGRAMME (SDP)**

Second phase 2020-2024



ABOUT SDP



SKILLS
DEVELOPMENT
PROGRAMME



The Skills Development Programme (SDP) is a project of the Swiss Agency for Development and Cooperation (SDC). The SDP phase 2 (2020 to 2024) is implemented by Swisscontact in a consortium with INBAS and in collaboration with the Ministry of Labour and Vocational Training (MoLVT) and the Ministry of Tourism (MoT). The programme works closely with the government at the national and the provincial levels and with partners such as the National Employment Agency, public and non-governmental training providers as well as companies and small enterprises in the hospitality and other sectors.

Target Groups




Around **12,500**
Disadvantaged
Women and Men,
Low-skilled Workers



1,600
Trainers, Staff and
Management of
Schools and Companies

SDP Donor



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

**Swiss Agency for Development
and Cooperation SDC**




SDP Partners



TARGET PROVINCES







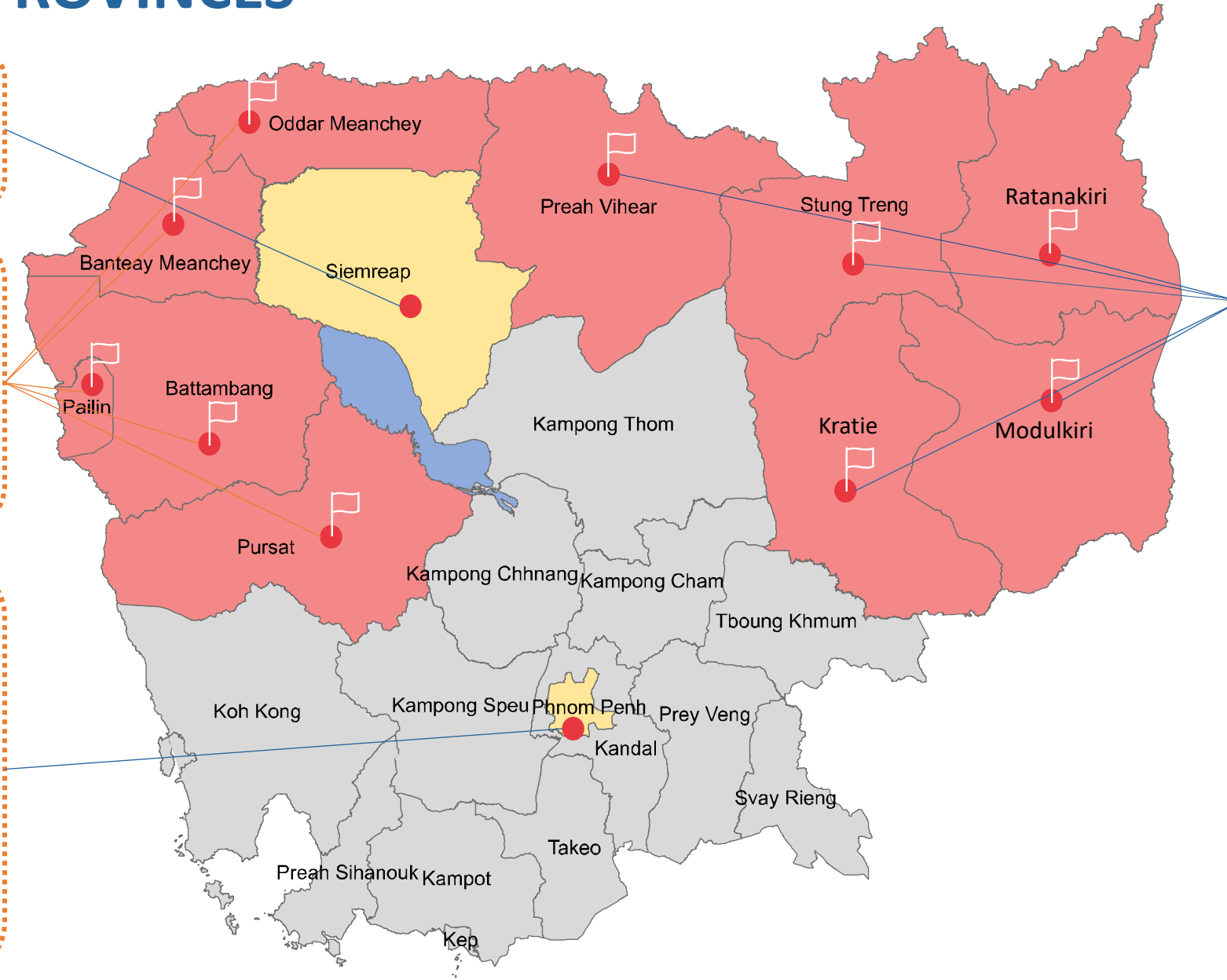
Private Sector COE



PTB Private Sector PDoT



MoLVT MoT NEA SDF NIEI



PTB Private Sector PTC PDoT

WHY ARE GREEN SKILLS IMPORTANT IN CAMBODIA?

Knowledge of students on green job opportunities are **insufficient**.

Following the **NATIONAL STRATEGIC PLAN OF GREEN GROWTH 2013-2030**: a focus on a strategic direction, including Human Resource Development and Green Education and tackling the lack of human resources related to green growth and being prepared for future developments

Educational implementation for sustainable development in TVET is **transforming TVET institutions**

Negative environmental impact due to economic development such as air pollution, climatic change, drinking water pollution, and landfill waste.

Green skills training is vital to respond to an **increasingly complex, interconnected, and rapidly changing jobs structure**.



INTERVENTION/ACTIVITIES ON GREENING TVET

Developed Greening education and training 'contributory work for SDP II' as **guidance to start dialogues of the greening TVET** initiatives with the Ministry of Labour and Vocational Training.



Organized a **series of consultation meetings and workshops.**



Greening TVET events/Greening TVET campaign: in collaboration with the ministry launched the campaign in SDP target provinces on the topic of '**Green TVET for a sustainable future**' to introduce concrete strategies and measures to make TVET more environmentally friendly. Around 1500 participants from the public and private sectors, NGOs, youth associations, as well as TVET learners and students participated in the event.



Establishment of the **national technical working group** and its secretariat on greening TVET: the ministry chairs the group with a composition of the management of technical departments, DPs, international NGOs, Business associations, and TVET schools.



INTERVENTION/ACTIVITIES ON GREENING TVET

Capacity building: through facilitation 4 important trainings (1) greening TVET practical guide for institutions by UNESCO, (2) SOP Greening TVET by Nanyang Polytechnic International (NYPI), and (3) Training of Trainers Green Elements in Plumbing by ILO.

Development of the greening TVET guideline for TVET school: guidance covers (1) green campus which includes school compound, waste management, building management, green office, green workshop, green classroom, and green warehouse, and (2) green curriculum which includes green knowledge, green teaching and learning materials, and green training activities. The guideline endorsed by the ministry.

Development of green lesson plans: 4 lessons (1) understand the ecological system, (2) know the factors/actions which pollute the environment, (3) identify the importance of the environment; practices and know-how to prevent or protect the environment, and (4) Know and practice proper waste management practices and green practices.

Development of the operational plan guidance/instruction and piloting the implementation of greening TVET in 5 target provincial training centers (PTCs)



PLANNING



Continuing campaign of greening TVET for a sustainable future.

Continuing the facilitation and dialogues.

Supporting the national TWG on greening TVET to mobilize resources and develop the national greening TVET policy & action plans prior to being included in the next 5 years TVET action plan.

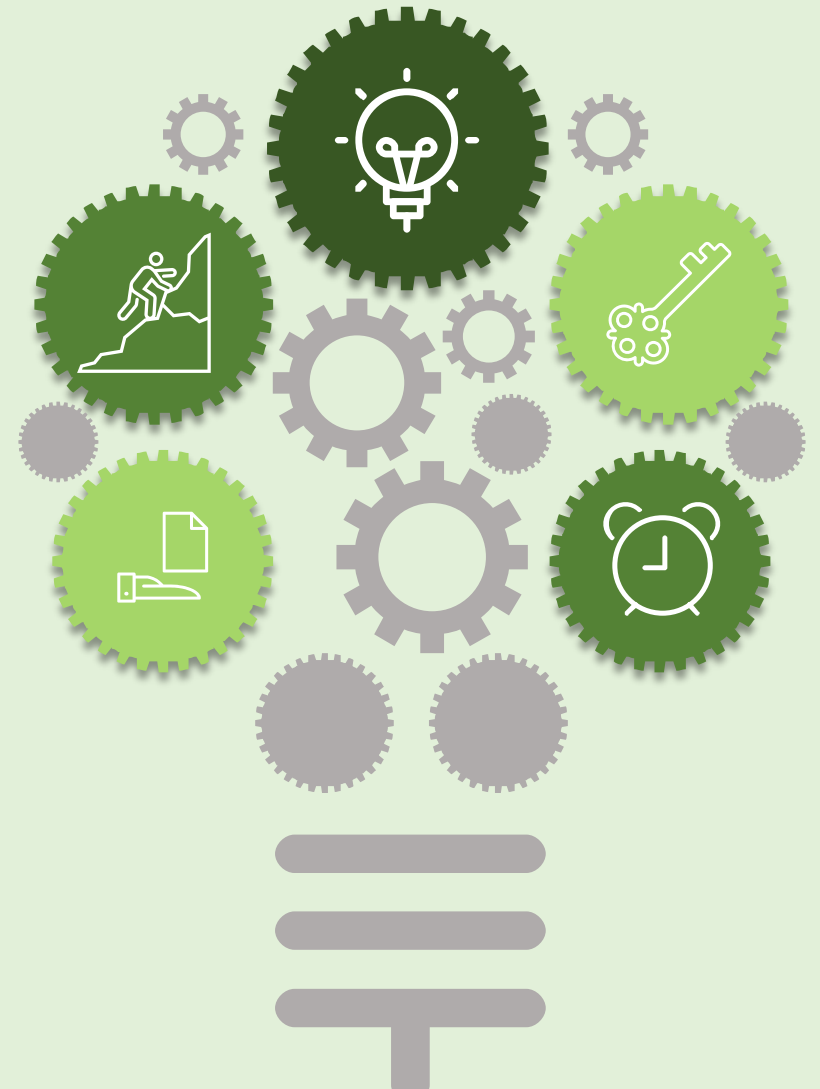
Capitalizing the challenges and lessons learned from the piloting for improvement and scale-up.

CHALLENGES AND OPPORTUNITIES

As the first pilot, **much effort and resources** required to bring it forward. And the first pilot in SDP target (rural provinces), **TVET school capacity and resources are limited**.

Challenges in coordination, synergies, and joint resources of all actors (e.g., DPs, private sector) to make **concerted efforts** to implement greening TVET is needed. **National greening TVET policy is missing**.

Opportunities: **strong support and participation** from all actors; emerging digital initiatives and policies are **favoring the greening TVET** e.g., Cambodia Digital Economy and Society Policy Framework 2021-2035.





Thank you