



Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Global Forum on SKILLS FOWORK AND LIFE POST-2015
Bonn (Germany) , 14-17th October 2014



Greening TVET in Sub-Saharan Africa (SSA): *Processes on skills for inclusive societies and sharing of Promising Practices*

2 parts:

- **Framework and Key elements** for enhancing greening TVET in SSA
- **VIDEO** of a « Best practice » from SSA



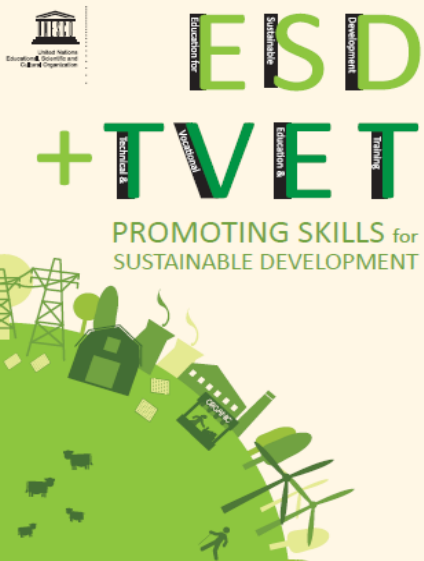
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A Consensus on the link between ESD and TVET



- **Bonn Declaration, 2004:** *“Since education is considered the key to effective development strategies, TVET must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development”*

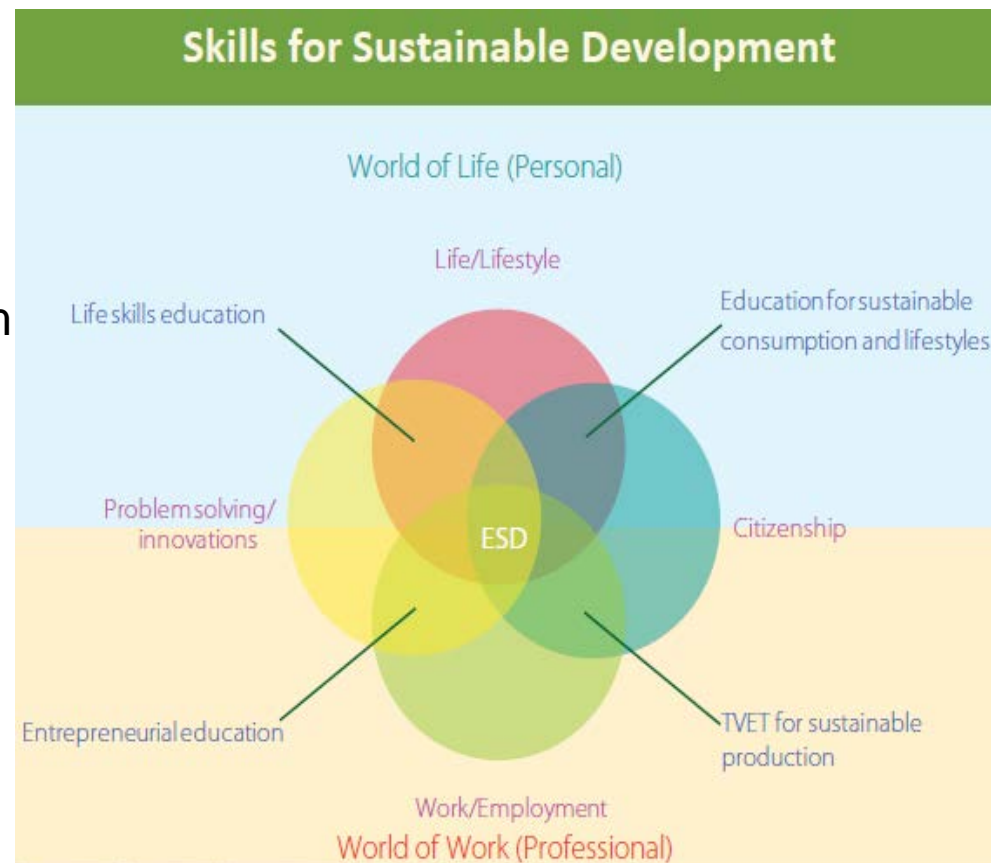


ESD and TVET are powerful forces that can help people to become active and ecologically responsible citizens, workers and consumers, able to address local and global challenges.

ESD and GREEN TVET complement each other

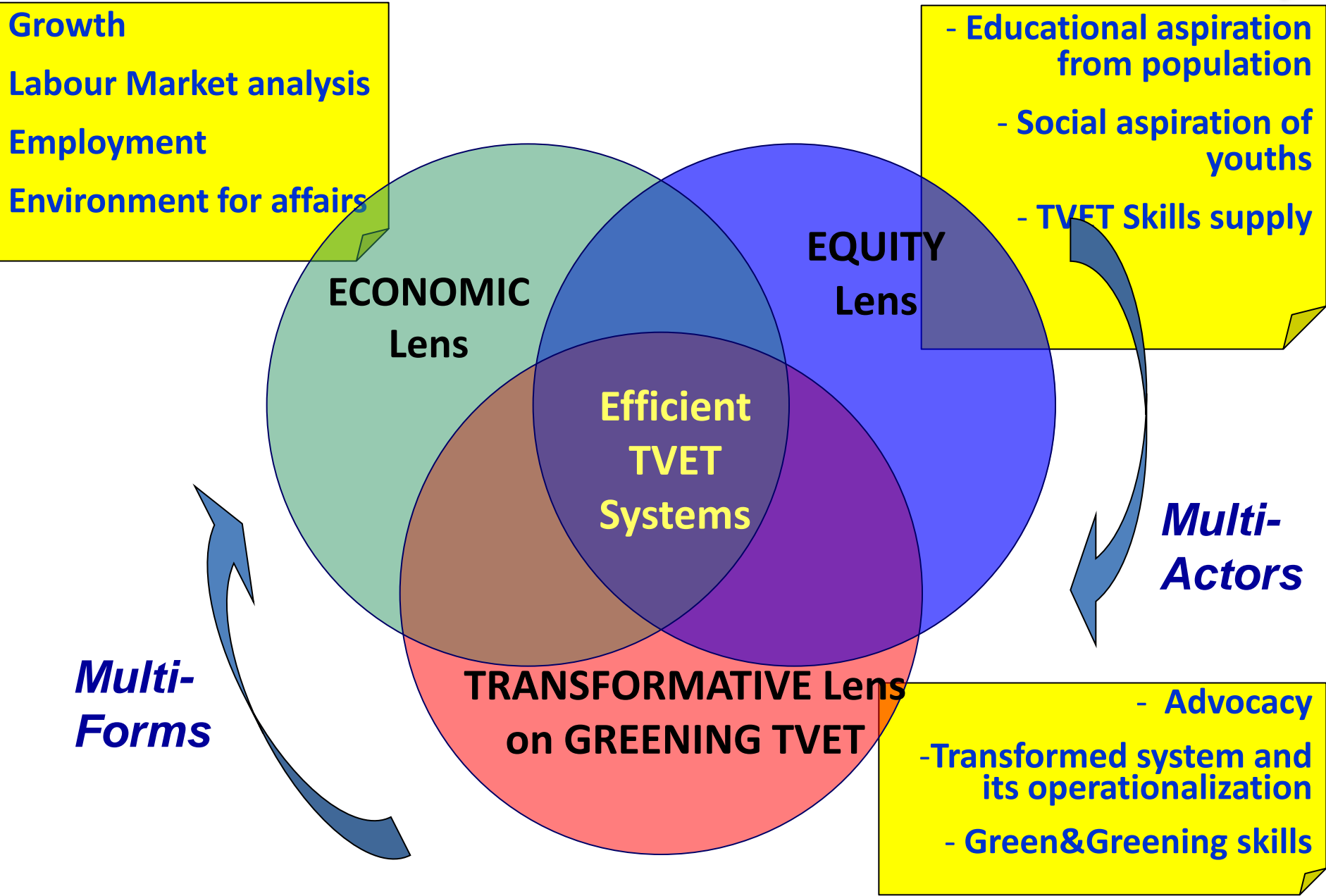


- TVET goes beyond promoting skills development for employability: It empowers young people and adults to develop **skills for work and life**.
- **Green TVET therefore means more than developing technical skills for green employment** (such as eco-tourism renewable energy and recycling). **It also means developing 'soft' green skills.** There are thus considerable overlaps between ESD and Green TVET.
- Like ESD, **Green TVET can include education for enhancing problem-solving skills in everyday situations (life skills education), education for sustainable consumption and lifestyles, and entrepreneurial learning.**



- **Green TVET ensures that all workers are able to play appropriate roles, both in the workplace and the broader community,** by contributing to environmental, economic and social sustainability.
- **ESD is at the core of green skills and provides a framework** to reorient education and training at all levels towards sustainability.

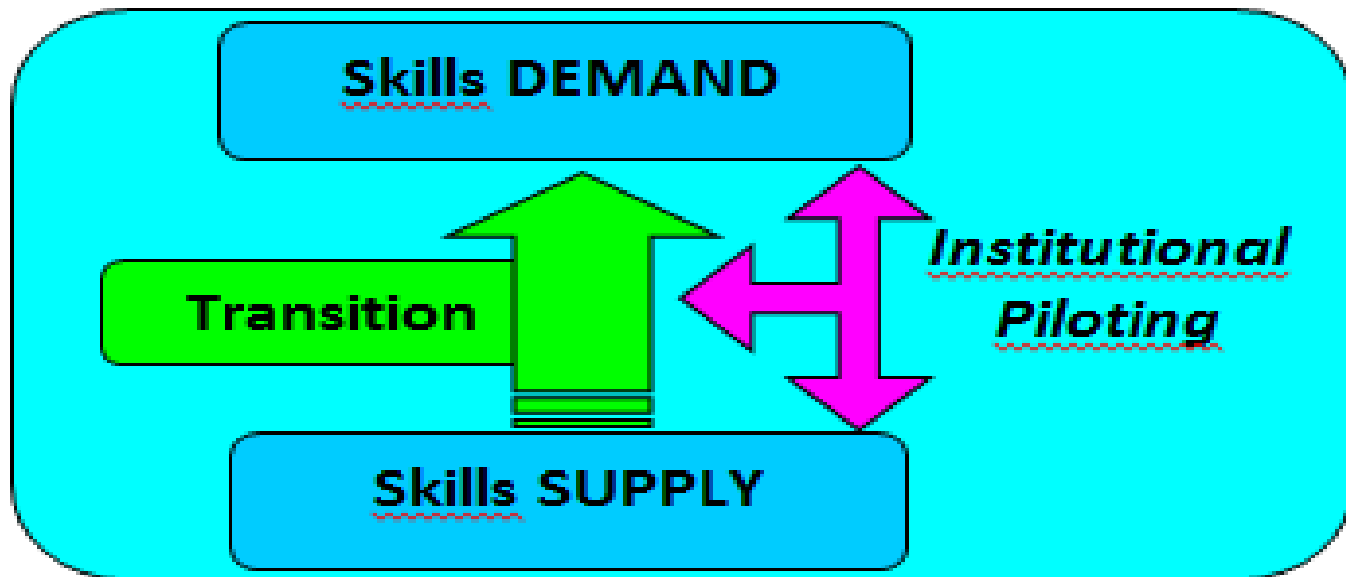
Saying that, we have to **Think differently.**



If we want to think on the economic lens, we have to think on the dvlpt

“GREENING ECONOMIC” Lens

Indeed, in a first hand, Greening TVET may respond to the needs of the labour-market:



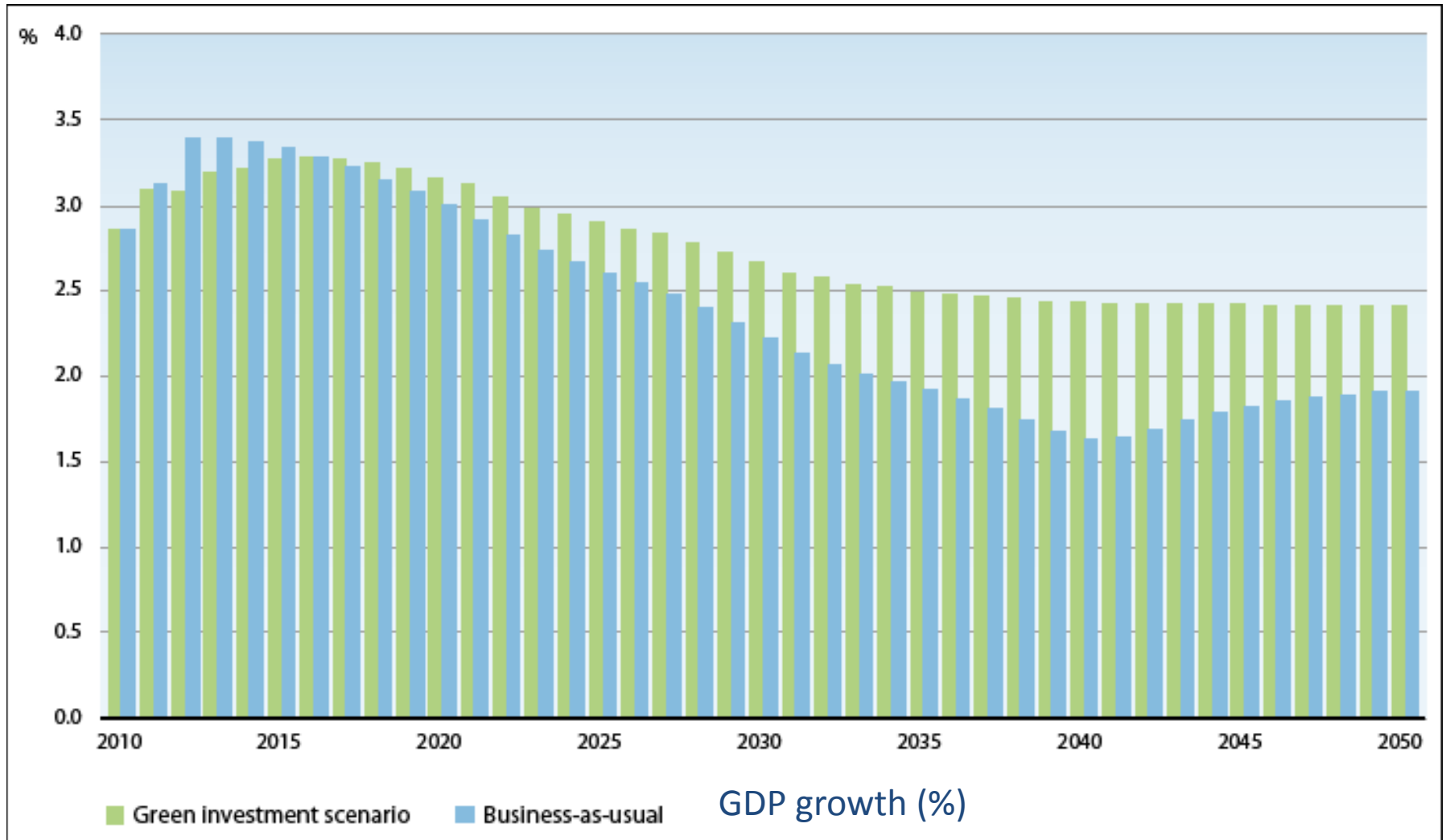
Therefore if we want to develop a GREENING TVET System, a new GREEN ECONOMY may be first impulsed !

Why is an Inclusive Green Economy needed?

- **A business-as-usual approach is no longer feasible:** planetary boundaries constrain economic growth as traditionally conceived.
- **Science tells us we are approaching and crossing bio-physical tipping points:** environmental degradation threatens to undermine our collective well being.
- **Threat exacerbated by a mounting social crisis, with growing unemployment** and a daunting challenge to provide for new jobs and income opportunities, especially for youth.
- This calls **for bold action to find new pathways** for creating prosperity, decent work and income within a resource-constrained world.



..... a Green economy stimulates Growth...

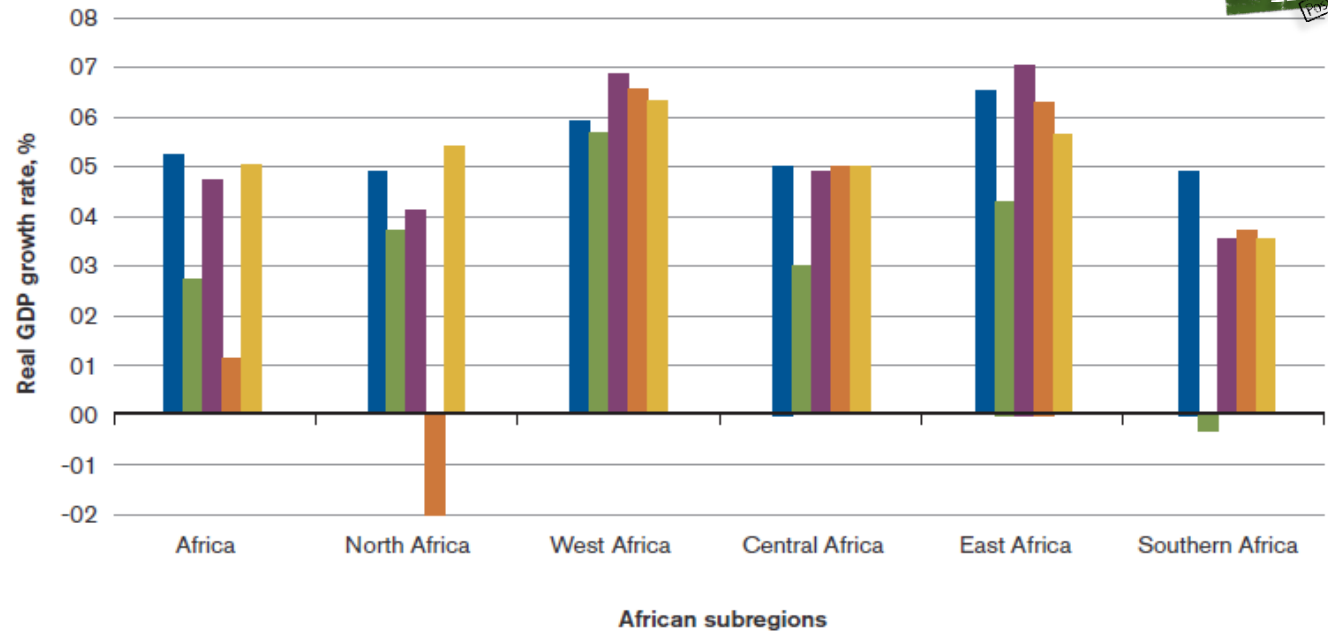


Source: UNEP 2011. Towards a Green Economy: Pathways to sustainable development and poverty eradication – A synthesis for policy makers

FIGURE 1.4: GROWTH BY SUBREGION, 2008–2012

GROWTH in SSA (2008-12)

*Economic Report
on Africa (from
ECA and AU), 2013*



■ 2008 ■ 2009 ■ 2010 ■ 2011 ■ 2012

Source: Calculations based on UN-DESA (2012).

- **Growth rates (of GDP) varied in 2012 by SubRegion, but remained robust in all of them.** West Africa registered the highest GDP growth
- **BUT!: Strong growth across the continent **has not been translated** into the **economic and social development needed** to lift millions of Africans out of poverty and reduce the wide inequalities seen in most countries.**

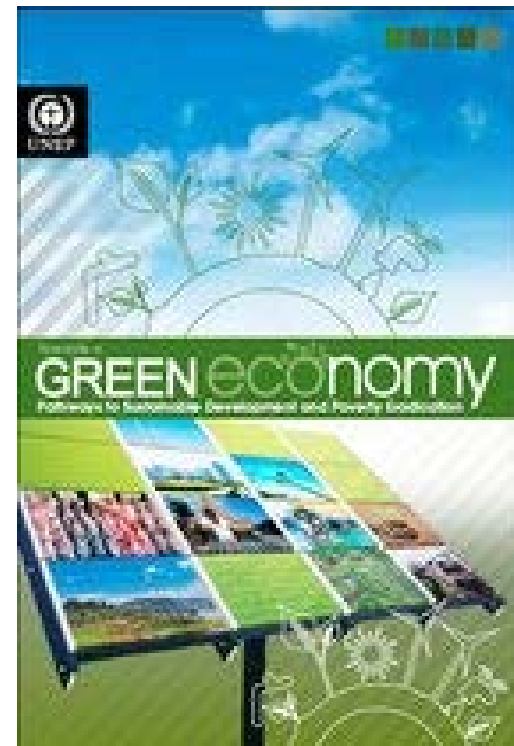
EMPLOYMENT SITUATION IN SSA (ILO 2012)



- The **acceleration of economic growth in SSA** during the 2000s **has not resulted in a strong improvement in labour market performance**, despite some progress in comparison with the 1990s => “**Jobless Growth**” !
- The **vulnerable employment** rate in the region remains very high, at 77% in 2011.
- Progress with regard to the reduction **of working poverty** is **not sufficient to achieve the target of the first MDG**.
- **Population growth puts strong pressure** on labour markets for youths, in particular in an environment in which decent work opportunities are in short supply.
- In much of SSA, the **quality of employment** is a more important issue than the quantity

Green Jobs

- **Green jobs contribute to preserving or restoring environmental quality**, while also ensuring adequate wages, safe working conditions, and workers' rights. Green jobs must be decent jobs and accessible to all.
- **Green jobs can be found in all sectors** – agriculture, industry, services and administration. They include jobs that protect ecosystems and biodiversity; reduce energy, materials and water consumption through high-efficiency strategies; de-carbonize the economy; and minimize waste and pollution.
- **Green jobs are not confined to jobs in new green sectors** such as renewable energy. A global study on skills for green jobs by the ILO indicates that sweeping changes will take place in skills profiles within existing occupations.



Green Skills

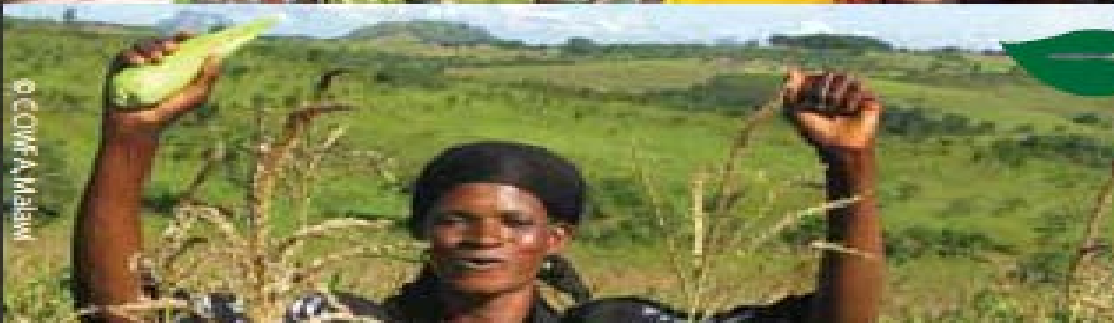
- Given that all jobs can and should become greener, **there is a need to develop a wide range of relevant skills for green jobs**. Green TVET should play a crucial role in enhancing learners' **creative, entrepreneurial** and **innovative** skills. These skills need to be underpinned by the critical reflection on **attitudes and values** that is at the heart of ESD.



Many countries are experiencing skills shortages in new green sectors. TVET can provide these needed skills.



Basic skills affect the ability to learn new skills. It is critical to enable workers to take advantage of training for skills upgrading.



Not all new skills are technical. Green TVET should enhance learners' skills in problem solving, analysing complexity, and exploring more sustainable forms of production and consumption.



EQUITY LENS

Based on analysis from...

EFA GLOBAL MONITORING REPORT (GMR) 2012 **“Putting Education To Work”**

YOUTH AND SKILLS
Putting education to work

Education for All

**TEACHING
AND LEARNING:**
Achieving quality for all

Education for All

EFA GLOBAL MONITORING REPORT (GMR) 2013/14 **“Teaching and Learning: Achieving Quality for All”**

Key messages



- By 2015, many countries **will still not have reached the EFA goals.**
- There is a **global learning crisis** that is hitting the disadvantaged hardest.
- **Good quality education** can only be achieved with good quality teachers.
- Global education goals **after 2015** must track progress of **the marginalized.**
- **Post-2015** goals must include specific **targets to finance** education.

EFA goals will not be reached by 2015



Goal 1: Early **childhood** care and education (ECCE)

- **1 in 4** children under 5 suffer from stunting, because of malnutrition.
- **50%** of young children have access to pre-primary education, but only **17%** in low income countries.
- **Infant mortality= 6,6 million** (2012) but **decrease by 48%** (1990-2012)

Goal 2: Universal **Primary** education

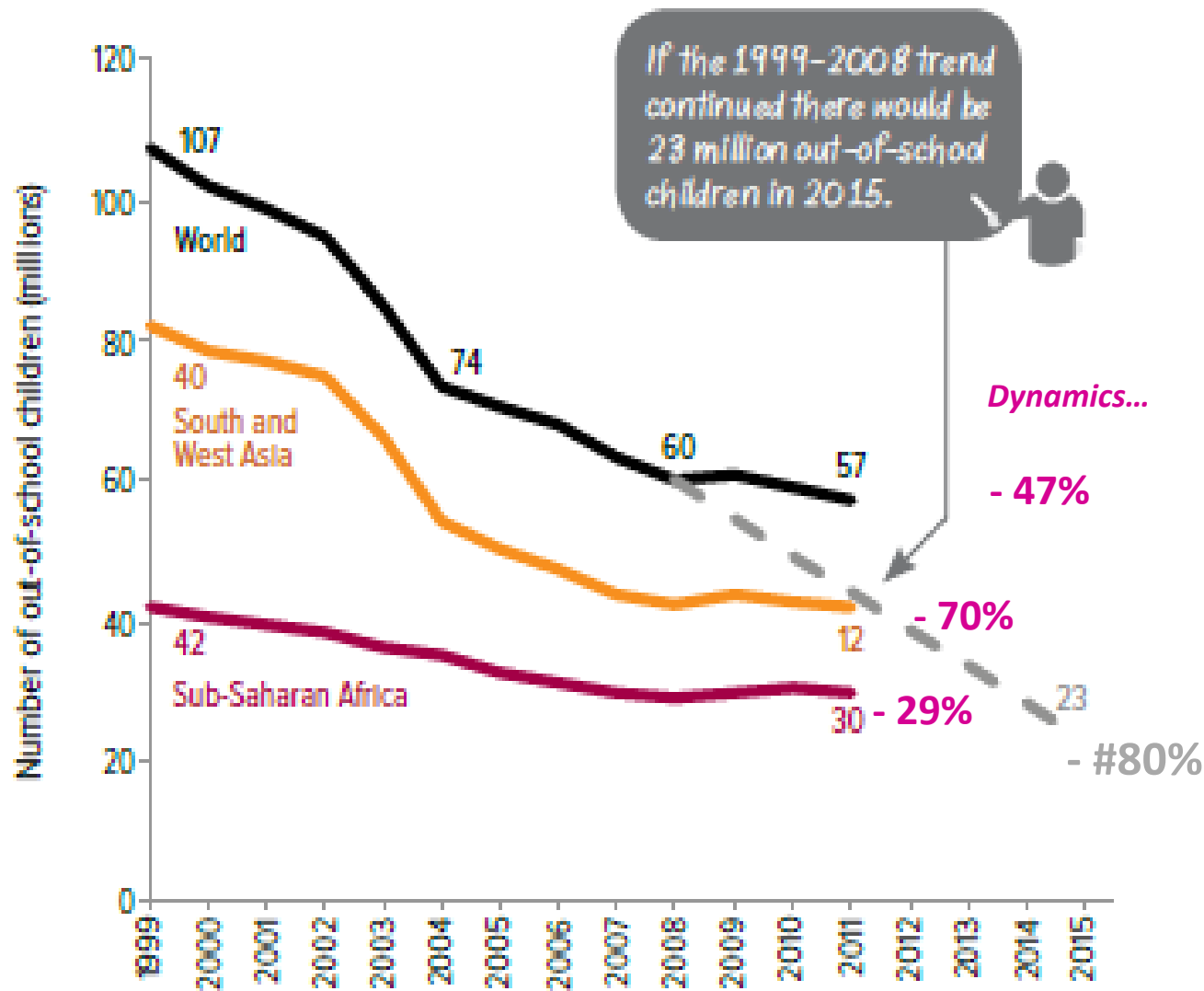
- **57 million** children are **Out-of-School**, half of whom live in conflict-affected countries (**but /2 since 1999**)./...
- In sub-Saharan Africa, only **23%** of poor, rural girls complete primary education. (100% in 2086 so in 74 years, *without secondary!*)

Several million children still Out-of-School in 2011



=> Millions of children remain out of school in 2011

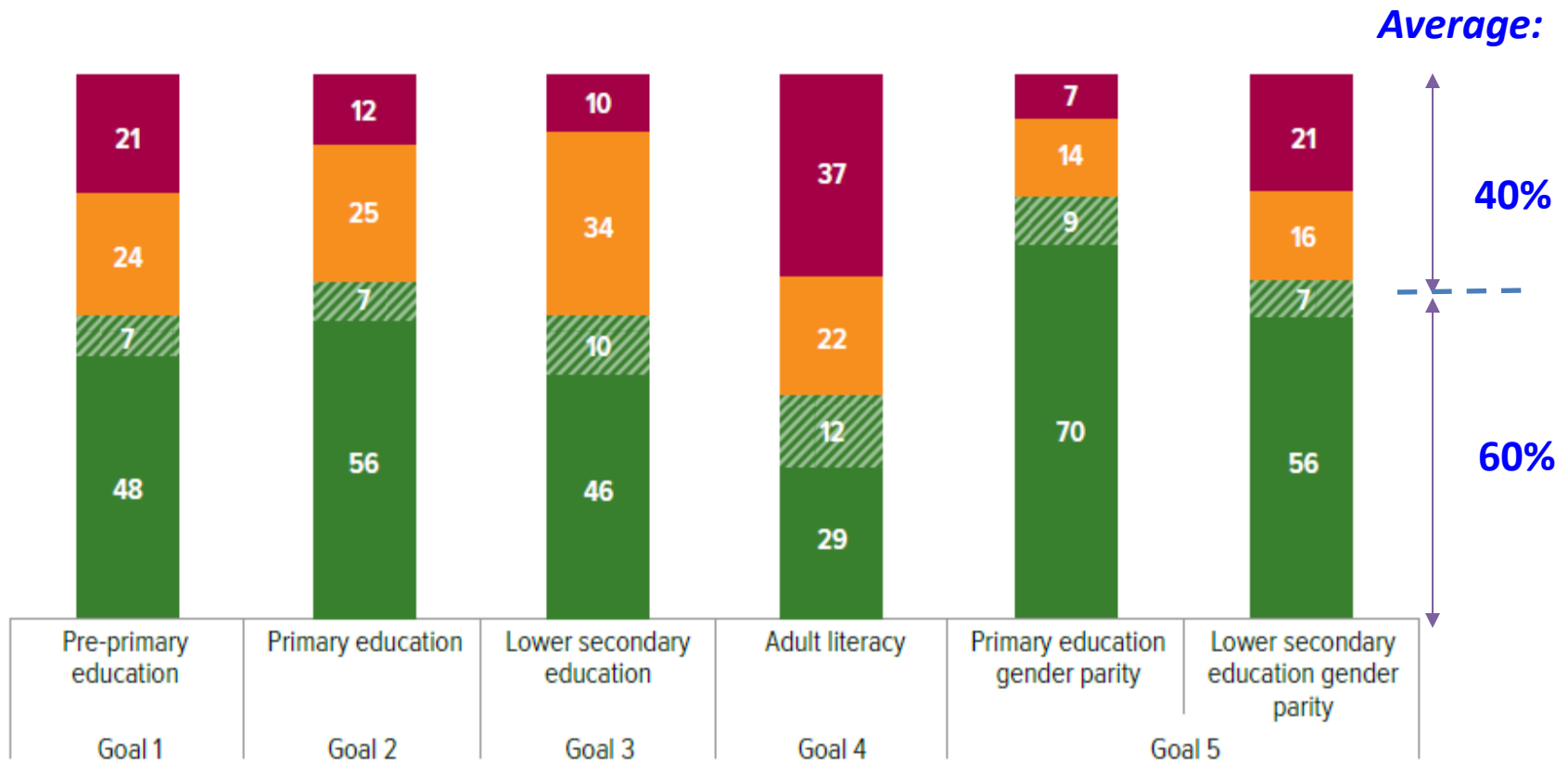
Number of primary school age children out of school, by region, 1999–2011



By 2015, many countries will still not have reached the EFA goals



Percentage of countries projected to reach a benchmark for five EFA goals by 2015



Percentage of countries

- very far from target
- far from target
- ▨ close to target
- reached target

Remarks:

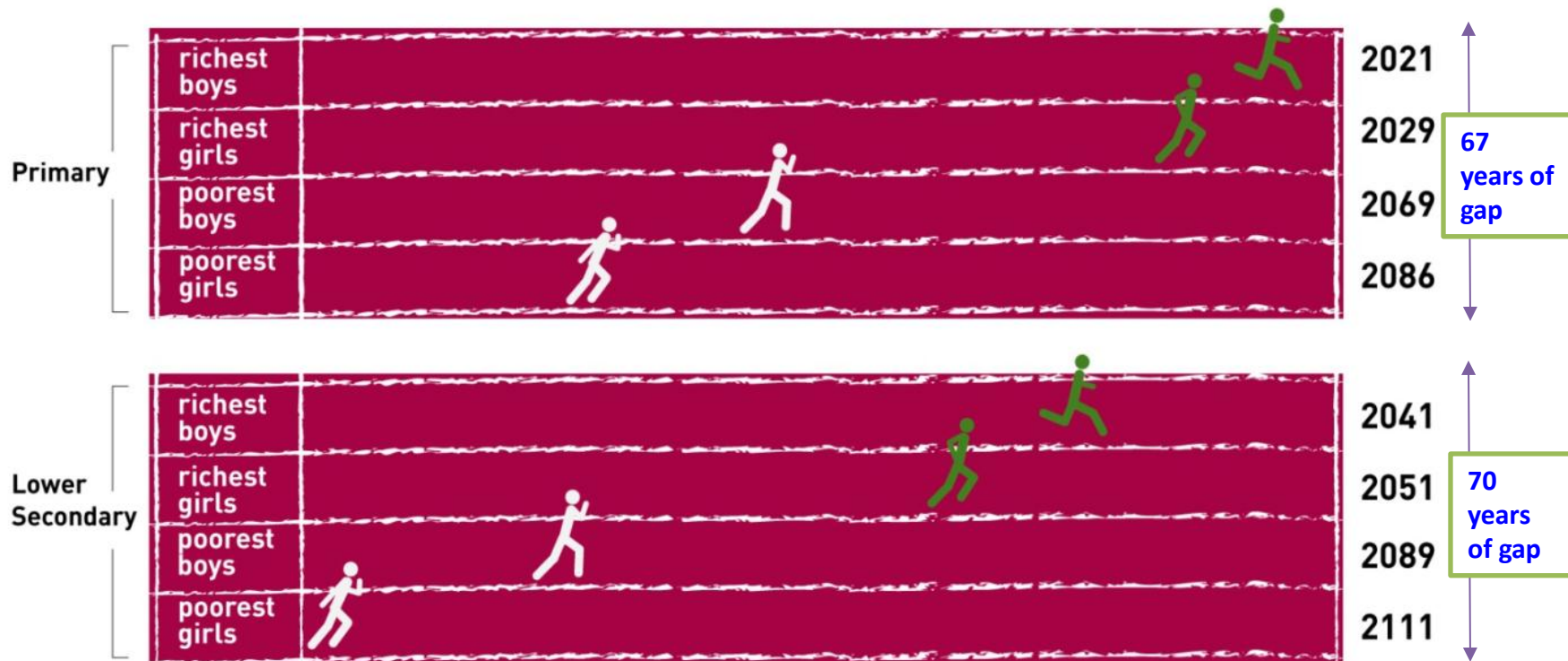
- % calculated for those with sufficient statistics (<Total number of countries, especially the least developed ones!)
- Projections based on stats from 1999 or 2011

Source: Bruneforth (2013).

Failing to reach the **marginalized**

The poorest rural girls are lagging far behind the richest urban boys

Estimated
date of
completion



Average SSA:

- # **2055** for **Primary** => 40 years after 2015 ! (Mini 6 years for rich boys; Max years)
- # **2070** for **Lower Secondary**. => 55 years after 2015 !

Fall in aid threatens education in the poorest countries



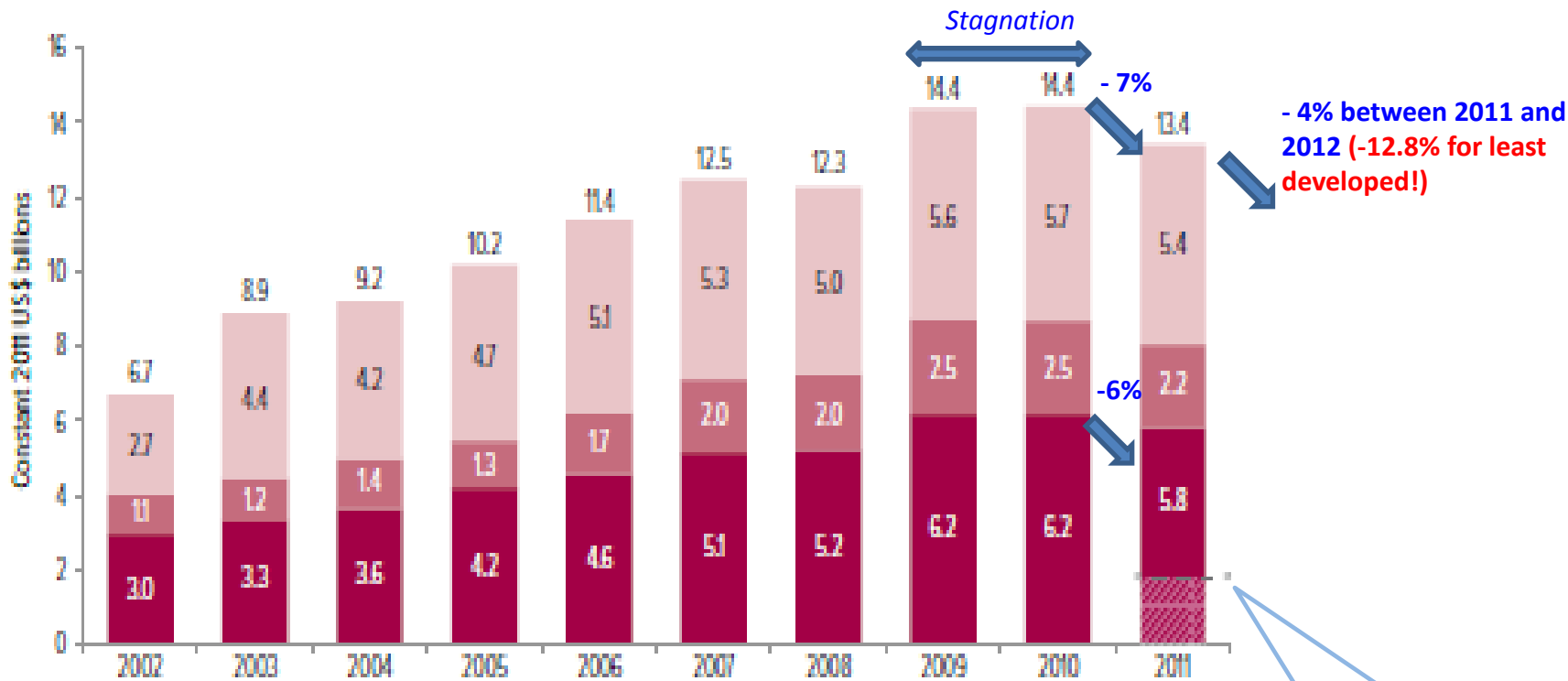
There is a financing gap of \$26 billion per year

(US\$38 billion per year for LOWER SECOND.)

Figure 2.6: Aid to education fell by US\$1 billion between 2010 and 2011

Total aid to education disbursements, 2002–2011

- Post secondary education
- Secondary education
- Basic education



Source: OECD-DAC (2013).

Yet, aid to Primary Education has been reduced by 6% between 2010 and 2011

Only US\$1.9 billion of basic education aid was allocated to low income countries in 2011.

Teaching and Learning: Achieving Quality for all (Goal 6)

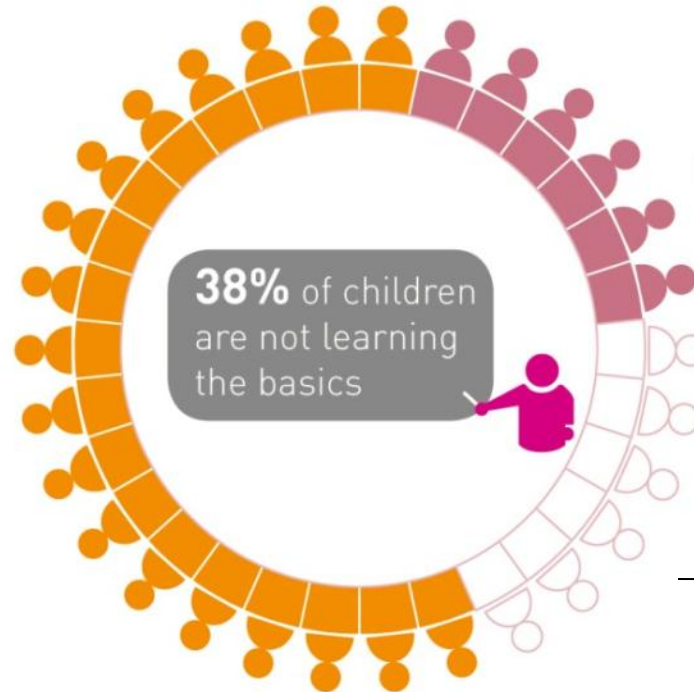


250 million children are failing to learn the basics



Global...

Of the 650 million primary school age children in the world



130 million are in primary school but have not learned the basics.

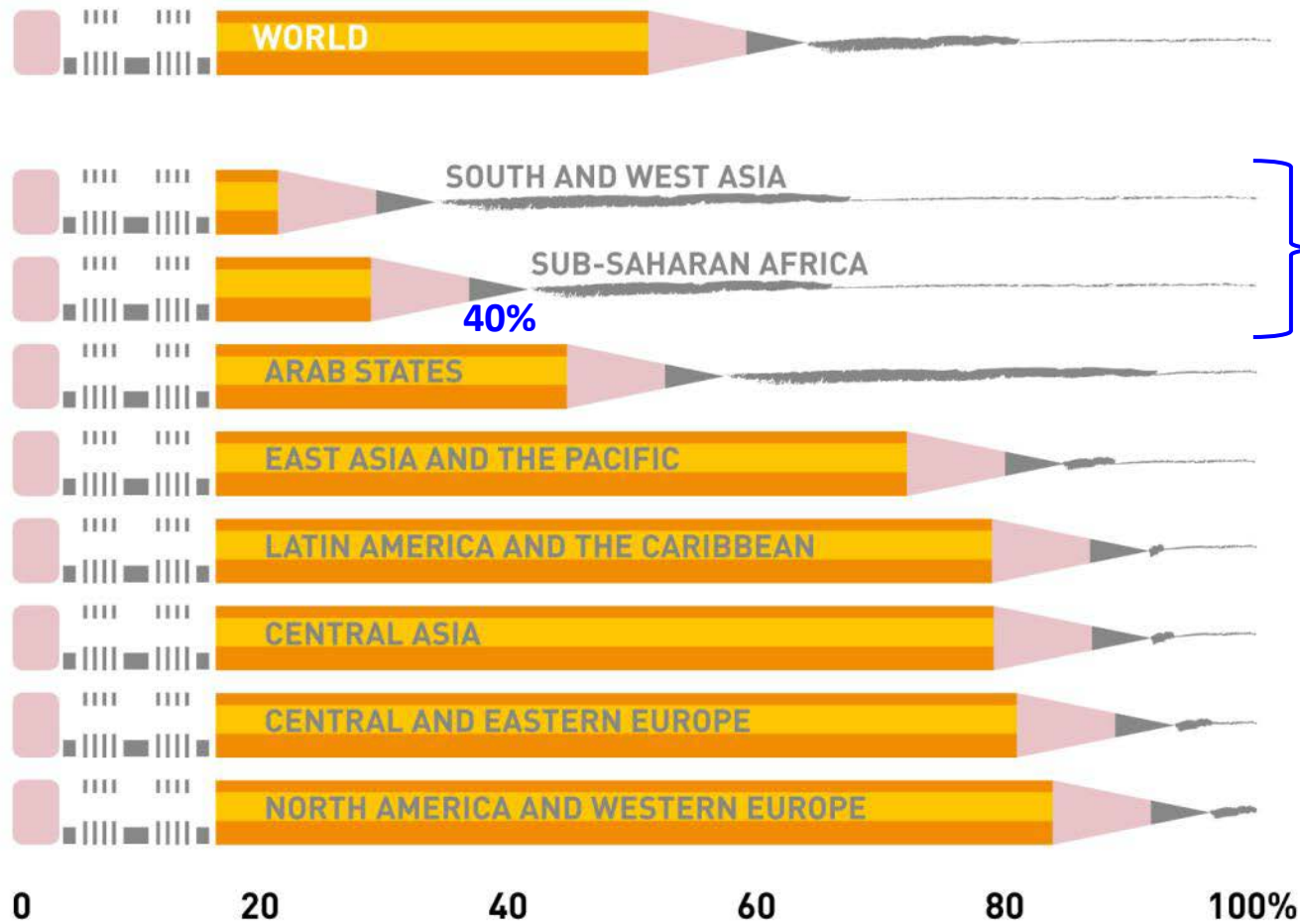
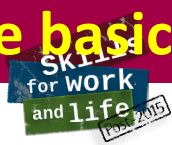


120 million have not even completed 4 years of school.

=> T= 250 million!

By regions...

Many children in the poorest countries are not learning the basics



75% of the world!

40%

Spent at least 4 years in school and **learned the basics**

Spent at least 4 years and **did not learn the basics**

Have **not even spent 4 years** in school

Who are the **Youths as Synthesis?**



1 in 8 young people
is **unemployed**



1 in 5 young people in
developing countries has
not completed
primary school

1 in 6 of the
world's people is
aged between **15-**
24-years-old



1 in 4 young people is
in a job being paid
less than **\$1.25** per
day

60% of Africans
are **under 25**
years old

TRANSFORMATIVE LENS on GREENING TVET

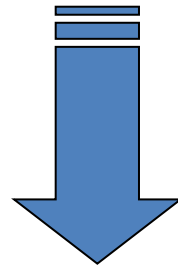


Based on...

- **“ESD&TVET: Promoting Skills for Sustainable Development” (UNESCO)**
- **EFA Global Monitoring Report (GMR) 2012 on “Putting Education To Work”**
- **The “Shanghai Consensus” and the General report of 3d Intern. Congress**
- **“Greening TVET: Qualifications needs and implementation strategies: Report of the UNESCO-UNEVOC virtual conference (12-26th Nov. 2013)**
- **“Set of policy recommendations to meet skills needs for green jobs », Prepared on the request of G20 Development Working Group (DWG), Human Resource Development Pillar. Inter-Agency Working Group on Greening TVET and Skills Development, Jan 2013**
- **Pan African meeting on the building of a culture of peace (Angola)**
- **UNESCO-UNEVOC Regional Forum on « Advancing TVET for Youth Employability and Sustainable Development »; 17-18 Sept 2013, Abuja, Nigeria**

Towards the recommendations...

- **ECONOMIC LENS**
- **EQUITY/Social LENS**
- **TRANSITION LENS**



NEED TO ADDRESS KEY AREAS OF REFORM

What can Policymakers do?

Policy Recommendations (1/3)

1. Integrate Sustainable Development (SD) into Education and Training (TVET) at all levels:

- **Incorporate the principles** of Sustainable Development and environmental awareness into education at all levels.
- **Train teachers** and trainers in sustainability issues, and on how to integrate them into their daily practice.
- Ensure that updated and **new curricula** take economic, social, and environmental dimensions of sustainable development into account.
- **Make ESD an integral part of training of leaders** in business, industry, trade union, non-profit and voluntary organizations, and the public services.

What can Policymakers do?

Policy Recommendations (2/3)



2. Promote Technical Skills for a transition to a greener economy:

- **Train TVET teachers** and trainers in fast-growing green sectors.
- Revise TVET **curricula** to offer courses in energy-saving and cleaner technologies and sustainable agriculture, including traditional technologies redefined as green technologies.
- Provide **retraining for skills upgrading** to keep workers' skills up to date with new demands of the green economy.
- Provide **training for employers** in the informal economy and micro and small enterprises to enter local green markets, especially in developing countries.
- **Improve the match between classroom and workplace learning** through apprenticeships, etc.
- **Involve the private sector, trade unions and employers' associations** in designing TVET to ensure its relevance to industry needs.

What can Policymakers do?

Policy Recommendations (3/3)



3. Promote BASIC skills and cross-cutting (“GENERIC”) green skills to enable workers to meet the new and emerging skills needs:

- Promote **basic skills** (e.g. **literacy, numeracy**) as the foundation of flexibility, employability and further learning throughout life.
- **Capacity Building** of education and training systems and institutions to provide basic skills for all and to enhance the national skills base.
- **Cultivate key competencies required to facilitate the transition to sustainability**, such as entrepreneurship and risk management skills.
 - o Enhance education for **entrepreneurship** skills to promote the launch of new enterprises and self-employment directly and indirectly related to the green economy.
 - o Provide entrepreneurship training and **business coaching** for young people and adults to start up green businesses in conjunction with microfinance projects in developing countries.

Central element for an effective integration of young people in the world of work.

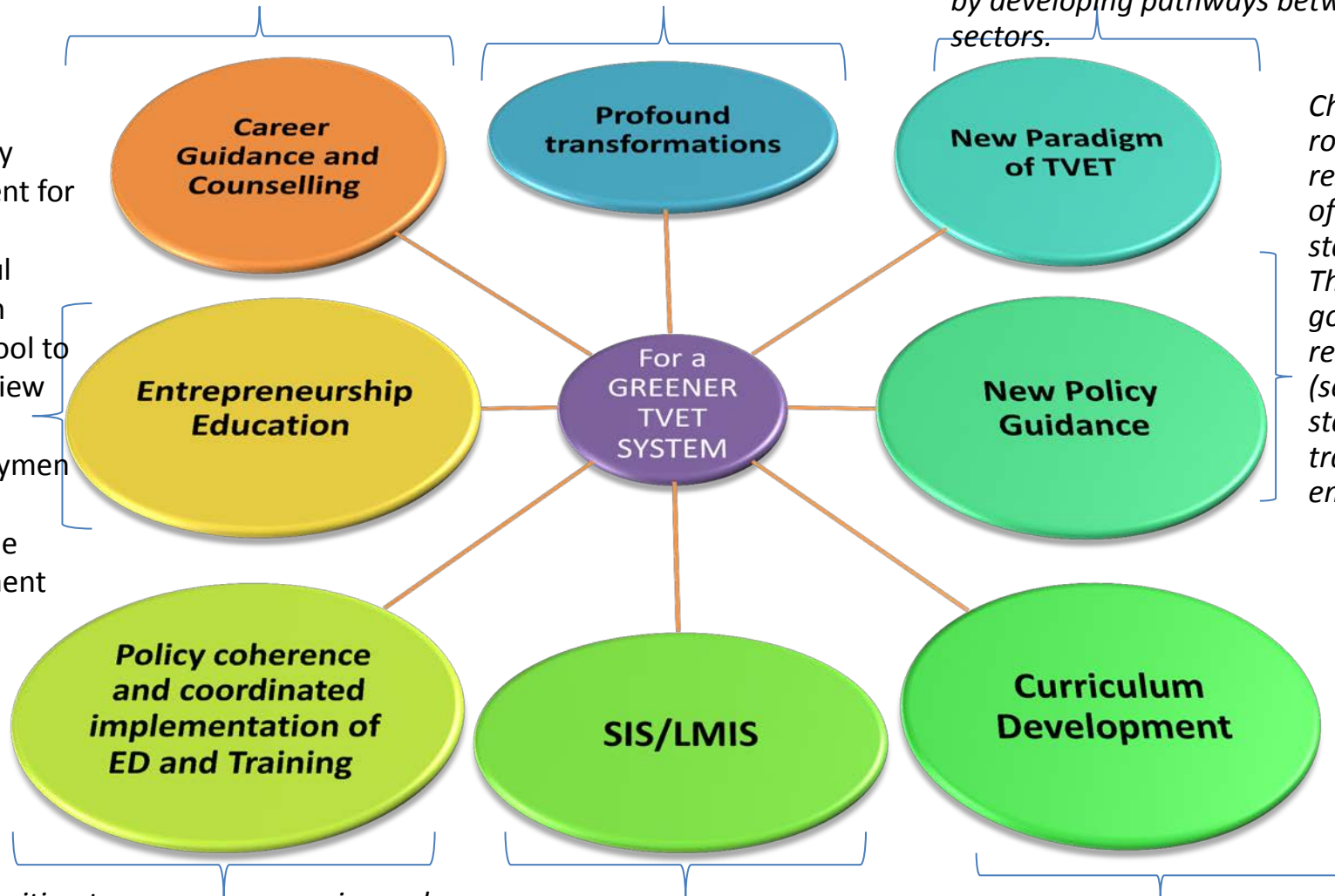
In the conceptualisation, governance, funding and organisation of TVET

Training systems must respond to the demands of the labor market, while at the same time helping citizens achieve skills required for work and for lifelong learning by developing pathways between sub-sectors.

Changes in the roles and responsibilities of various stakeholders. The role of the government: regulator (setting standards for training and employment)



Necessary component for a more successful transition from school to work in view of global unemployment and vulnerable employment



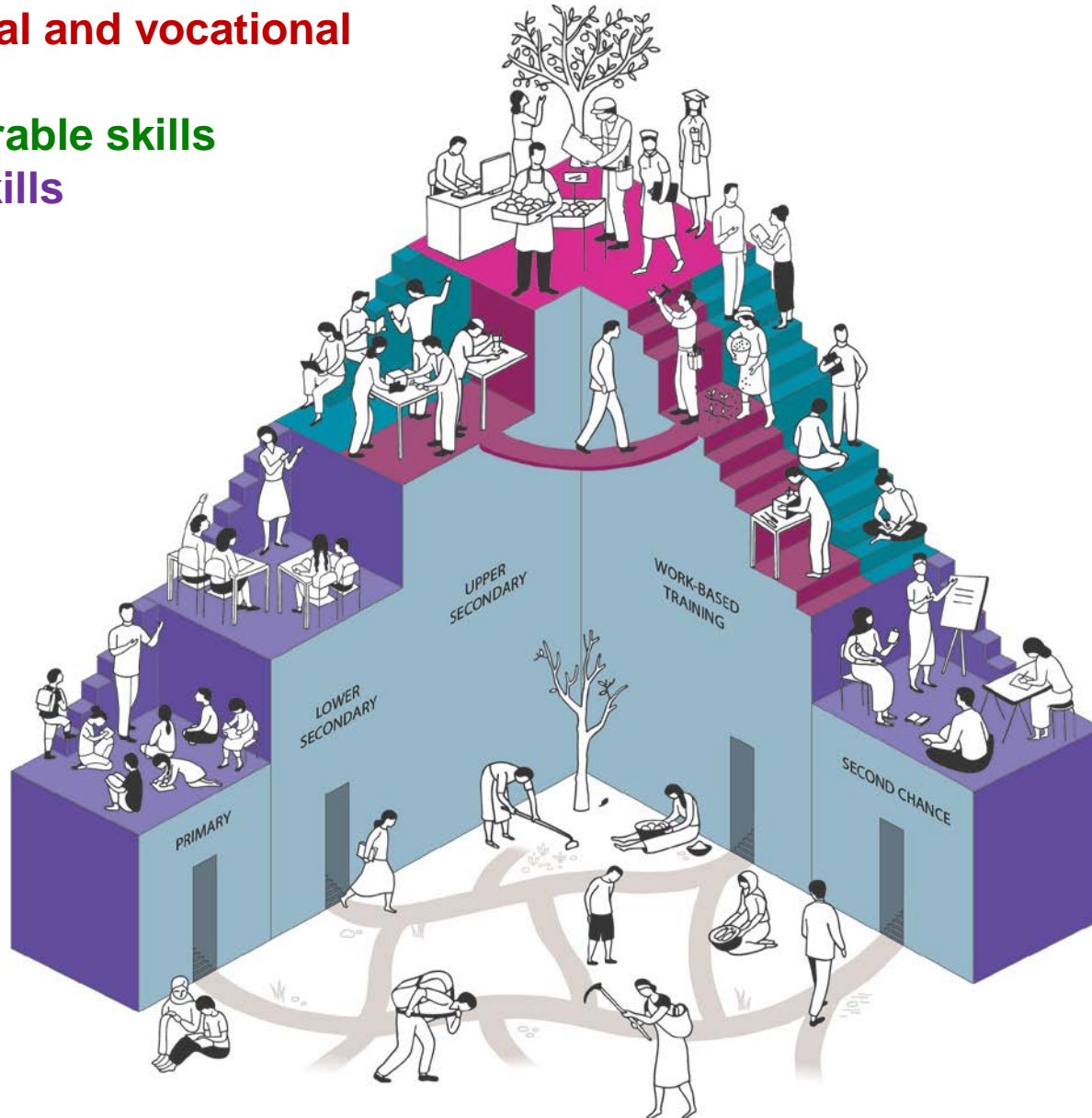
For a transition to greener economies and societies. Balance between skills. TVET programmes should include multicultural and ethical dimensions for sustainable growth

In order to improve the responsiveness of TVET to emerging social needs and demands, systems must be more flexible in their capacity to anticipate and to forecast skills needs

Effective stakeholders dialogue for curriculum development, programme design, delivery and governance are needed

What to do?: Pathways to skills

- **Technical and vocational skills**
- **Transferable skills**
- **Basic Skills**



GREENING TVET: Where are we today in SSA?



LEVEL	For WHAT CHANGE?	Which RESULTS?
POLICY level	Integration of Greening TVET in Policies and planning	HIGH: Frameworks of actions, policy recommendations, resolutions,...
SYSTEM level	Transforming the System	WEAK: Policies are not enough monitored and transformed into actions;
OPERATIONNAL level	Acquiring the Green skills to Youths and Adults	Greening skills training initiatives exist but seem to be focused (« micro »), and in their majority not able to be scalled-up

A strategy to accelerate the process on **GREENING TVET:**
the COLLECTION & SHARING of PROMISING PRACTISES

- UNEVOC International Seminar in Bonn (2012)
- UNEVOC Regional Seminar in Abuja (Sept. 2013)
- ENSETP (Chaire UNESCO) workshop in Dakar (Dec 2013)
- **Production of online videos of « Best practices » by UNESCO Dakar:**
 - **in the Inter Agency Task Team (IATT) Framework and**
 - **linked to a Regional Economic Community (ECOWAS Secretariat)**

*A selected
initiative: The
SONGHAI Center:*

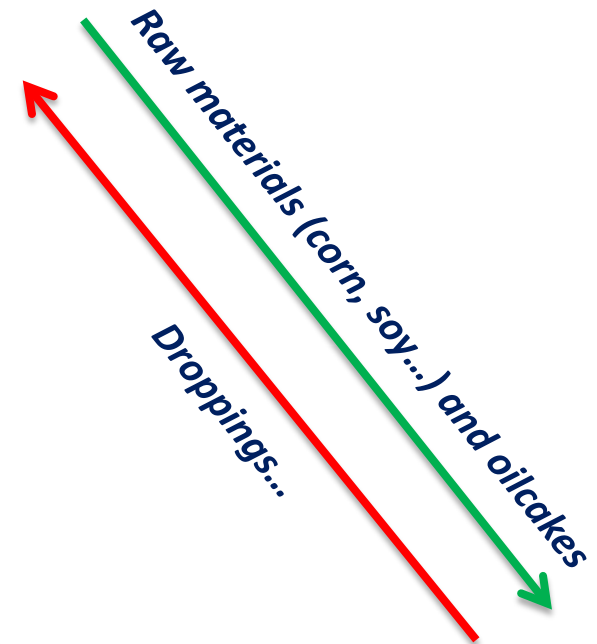
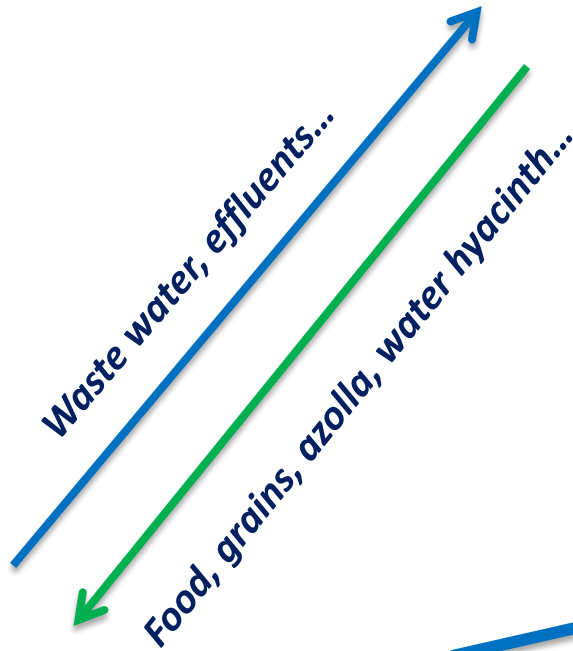
Why?:

Songhai: Quand l'Afrique relève la tête



- **Jointly selected by 50 experts and 15 Ministers** of the ECOWAS Sub-Region (ECOWAS meeting, dec 2012)
- **Integrated system** with recycling of wastes and with the use of new energies (solar,...)
- **Combination** of agricultural production, training skills training, and services for establishment of enterprises
- **Profitable, to allow sustainable prosperity and dvlpt** (for at least 20 years) **in rural areas** with attention to the preservation of environment
- **Adossed to a vision of a new Africa**
- **Replicable** under various scales/forms (village,...)

SONGHAÏ INTEGRATED SYSTEM



Biogas

Fish Farming



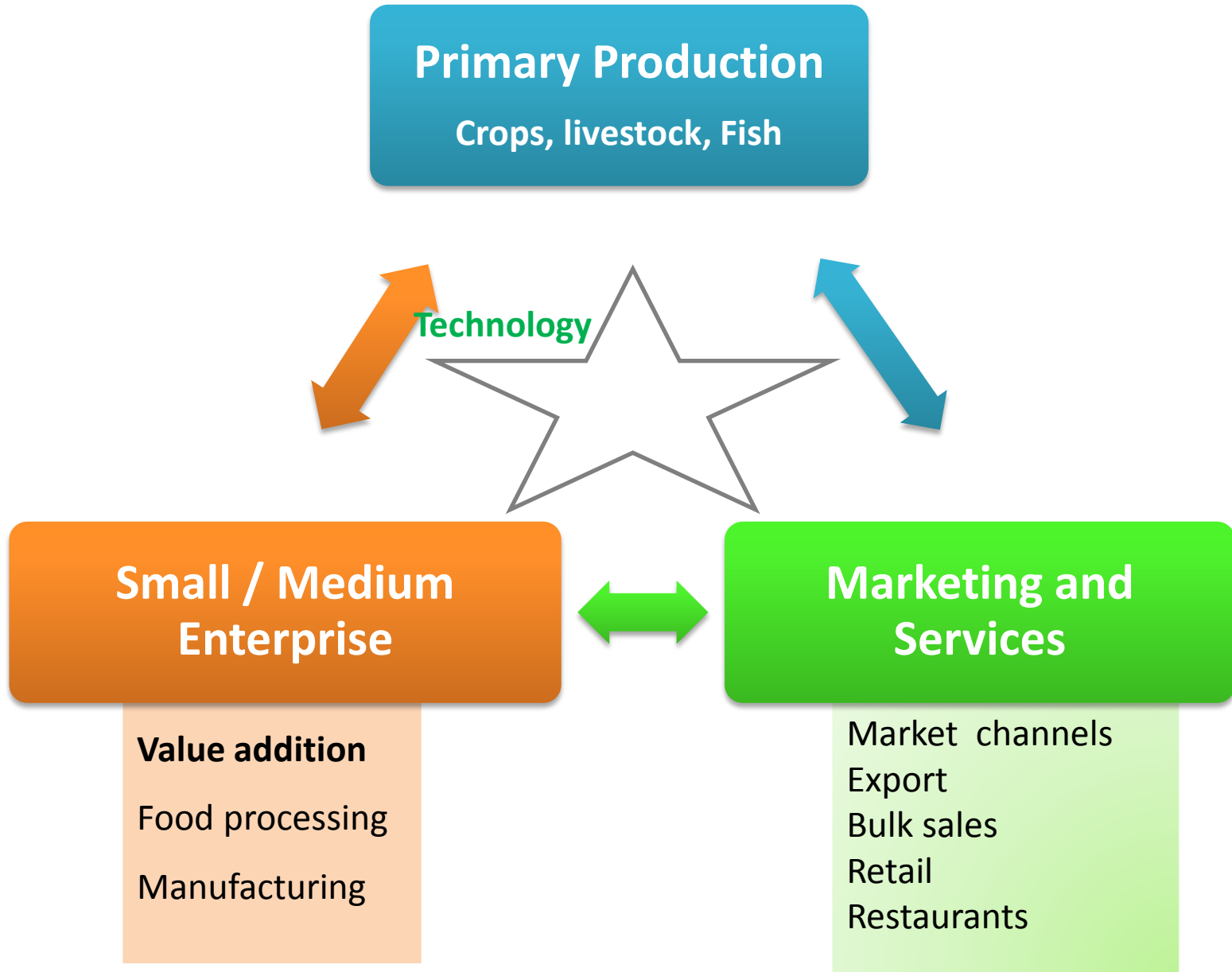
Animal Production



Fishes (meal), maggots...

Droppings...

SONGHAÏ GLOBAL MODEL



“Education is the most powerful Weapon that you can use to Change the World”

Nelson Mandela



Thank you for your kind attention