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Presented at Global Forum on
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RECOGNITION OF PRIOR LEARNING (RPL) FOR GREEN SKILLS DEVELOPMENT WITHIN A LIFELONG LEARNING FRAMEWORK AND SOCIAL INCLUSION

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Introduction

- Highlight issues in the recognition of green skills development
- Introduce the concept and purposes of Recognition of Prior Learning (RPL)
- Argue that the utilisation of agreed standards or Green Core Skills Framework is necessary in order to include green skills in RPL
- Integrate Green Core Skills Framework and the social inclusion framework
- Briefly introduce the joint project between UIL and HKIEd.



Post-2015 Development Agenda

One of the goals within the proposed sustainable development agenda to be attained by 2030 is to:

„provide quality education and lifelong learning opportunities for all“



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Issues in the recognition of green skills development

- Current institutionalized practices do not recognize the resources, identities and experiences individuals develop in other settings.
- These are not properly recognized or used as building blocks for developing skills and knowledge for a green society.
- Students are unable to re-contextualize the curriculum and make it relevant to manage problems and challenges outside educational institutions;
- Consequently the issues of the **potential relevance of competences that are not recognized by current certification practices of institutions** have come to fore in the agenda of international organizations.



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Issues

- rarely are the existing opportunities for education and skills formation analysed, particularly in rural settings or within fishing communities:
 - Formal education: Primary education is deficient; Vocational education lacks adequate equipment and teachers are underqualified to teach; there is high drop-out rate.
 - Non-formal education while flexible and in most cases conducted through external partners does not promote learners' motivation, make learning outcomes and competences explicit or build bridges to further learning and qualifications.
 - Informal Learning. Individuals, families and communities are integrated into economic activities from a very early age and acquire the knowledge and skills they need through self-learning or hereditary learning; Tacit knowledge and protected knowledge is particularly important in rural areas and fishing communities.



Recognition of non-formal and informal learning is a powerful mechanism for the recognition of green skills

- “It renders **visible** and **gives value** to the hidden and unrecognised competences that individuals have obtained through various means and in different phases of their lives. Valuing and recognising these learning outcomes may significantly improve individuals’ **self-esteem** and well-being, **motivate** them to further learning, and **strengthen their labour market opportunities**. Recognition, validation and accreditation of non-formal learning may help to integrate broader sections of the population into an open and flexible education and training system and to build inclusive societies.” (UNESCO, 2012)

Multidimensional purposes and targets of RPL

1. To achieve an official qualification or credit.
 - RPL processes help clarify the meaning of the reference frameworks and make visible the learning outcomes and competences that are necessary in order to achieve the standard.
2. To enter a formal education institution;
3. Means for people to become aware of their own skills
 - to enrich the educational paths with additional modules (green skills), to enter further formal training or get work experience.
 - Competences and talents can be made visible not only against pre-set standards, looking or access, but also geared to how to manage their own careers and articulate their own development needs and local developments. Formal standards here serves more as reference framework and less of a prescriptive function.

Linking RPL to National Qualifications Systems/Frameworks

- NQFs with their emphasis on **learning outcomes and competencies** are important in opening qualifications to formal, non-formal and informal learning.
- An outcomes-based qualifications system is really an assessment system. Need for a guidance system, institutional arrangements, mechanisms for assessment, assessment criteria and accreditation. NQFs need to be embedded in education and training systems.
- A qualifications system should give people security that their learning outcomes are equal to national standards.
- In many countries NQFs have emerged from the TVET sector associated with the development of industry skill standards.



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The utilisation of agreed standards or „green core skills frameworks“ is an important feature of RPL

- Green skills is a blanket term which knowledge, skills, and broader competences, values and attitudes necessary for a worker to engage in an economy with reduced negative impact on the environment.



Green skills development requires the development of new skills and upskilling of existing skills

- New specific green skills skills for jobs in the green sector (renewable energy, retrofitting of existing buildings, mass transportaion, waste water management, environment conservation) eco-designer (new occupation).
- adding to exising generic green skills to enable a person to fulfil a new occupation (Cedefop, 2010a) . Example: Product design – integrating environmental criteria in design (upskilling),



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• Establishing a Green Core Skills Framework

1. Generic skills, core skills, key competencies, employability skills;
 - Intrapersonal skills;
 - Interpersonal skills;
 - Cognitive skills;
2. Upskilling skills, topping up skills;
3. Specific skills related to new green occupations;

Green Core Skills Frame and Social Inclusion Framework aligned

Core skills framework	Green skills for jobs	Social inclusion
Intrapersonal	<ul style="list-style-type: none"> • Entrepreneurial skills ; • Adaptability and transferable skills • To seize the opportunities of low-carbon technologies; • Leadership and strategic skills. 	<ul style="list-style-type: none"> • Direct one's life in a responsible way; • Language skills, digital skills, financial skills; • Control resources and services, organise own finances, use media, • Courage in making choices;
Interpersonal	<ul style="list-style-type: none"> • To demand from policy makers and business executives to create conditions conducive to cleaner production, cleaner transportation; • Coordination, management, and business skills • Communications and negotiations skills ; • Marketing skills to promote greener products and services; • Networking, IT, language skills to enable participation in global markets. 	<ul style="list-style-type: none"> • Connect through social relationships, feel included in the local area; • Active participation in society; • Take part in activities of community, associations, arts and culture and sports.
Cognitive skills	<ul style="list-style-type: none"> • Environmental awareness; • Systems and risks analysis; • Skills to assess, interpret, and understand change; • Innovation skills to respond to green challenges 	<ul style="list-style-type: none"> • New skills , new insights, new attitudes through participation in green skills development through lifelong learning programmes dealing with environmental awareness, systems analysis and innovations in green technologies..
Topping up existing skills	<ul style="list-style-type: none"> • Adding green technology to existing skills • Competency Standard Units are related to green skills 	<ul style="list-style-type: none"> • Targetting informal sector • Low-skilled adults • Unemployed youth
Specialised green skills	<ul style="list-style-type: none"> • Development of new lifelong learning training programmes for newly established occupations. • Waste management training programme 	<ul style="list-style-type: none"> • Targetting higher-end skills • Changes in the informal economy as a result of the impact of globalisation • Construction, transport, health, hotel and hospitality • Growth of small and medium industries • Partnerships with foreign companies is resulting in the diffusion of knowledge and skills • Capital productivity instead of capital intensity



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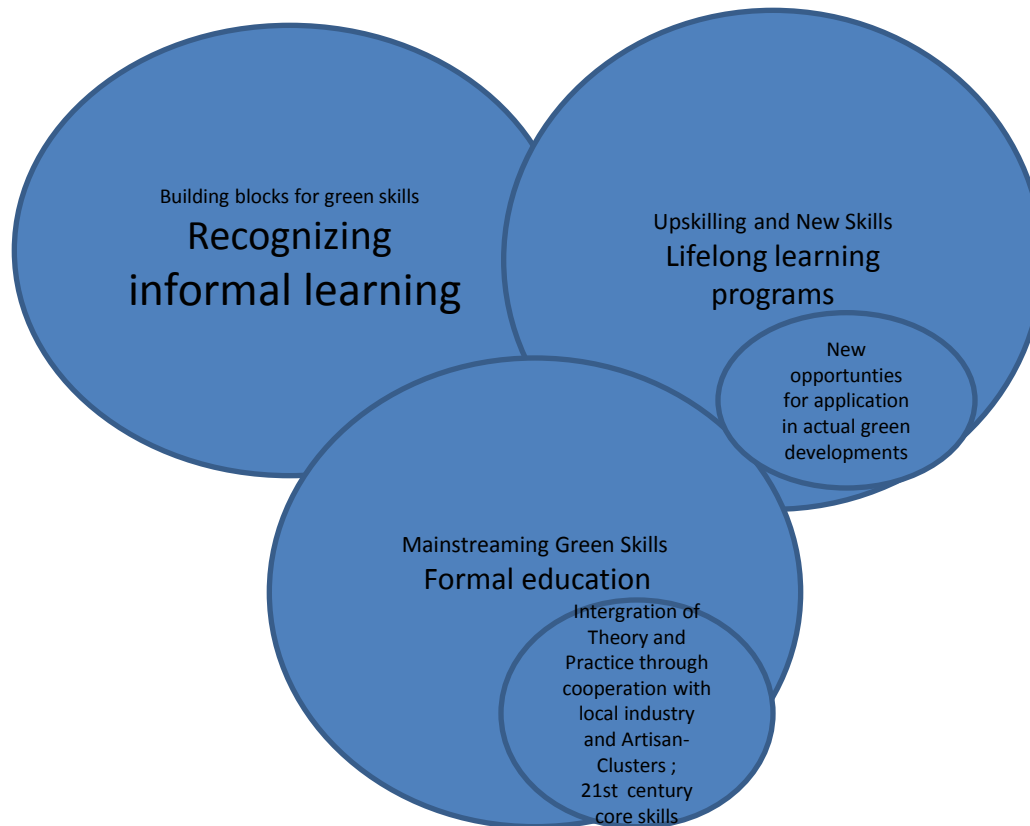
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Green skills development through lifelong learning programmes

- Studies show that lifelong learning programmes among vulnerable adults increase social inclusion. Lead to interpersonal and intrapersonal skills.
- But more important for transfer to social inclusion is the quality of the lifelong learning programme
 - the opportunities to apply and use knowledge, skills and new attitudes in daily life;
 - new opportunities for engagement in actual developments;
 - conversation at work or in a private life to practice language skills;
 - use insights from daily life to optimise learning;
 - teacher gives examples and explains possibilities for application and how to use new competences.
 - Practice based assessments.
- This means that social partnerships between stakeholders becomes very important.

The lifelong learning framework





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Introducing the joint project with the Hong Kong Institute of Education

Why RPL of green skills?

- Green skills debate has been gaining strength globally;
- Green skills has to do with attitudes, values and ethical behaviour that are acquired informally.
- Many green skills are being lost through globalisation. It is important that there is dialogue between traditional knowledge and new innovations and new technological developments.
- Mechanisms need to be put in place to make green skills explicit.



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Environmental Scan

- Identification of green skills for the study from a wide range of the industry groups and employers in the formal and informal economy. Automotive industry, catering, hairdressing, logistics, property management; Printing and publishing.
- Inclusion of green skills in the RPL practices.
- Intention to include and attitude towards green skills inclusion in the RPL practices.
- Benchmarking across industry and countries.
- Developing a model of green skills inclusion for the RPL and policy advice.
- Factors contributing to the a model development for effective green skills inclusion in RPL.



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Thank you!
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