



ADB Project TA-7879 REG: Education and Skills for Inclusive Growth and Green Jobs

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Overview and findings of
ADB Policy Research Study on
Education and Skills for Inclusive
Growth and Green Jobs



Asian Development Bank, 2011

Major Education Priorities and Concerns in Asia Pacific

- ⦿ Lifelong learning for all (EFA) and Education for sustainable development (ESD)
- ⦿ Education and skills development for employability (TVET)
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- ⦿ 625 million illiterates (71% of the world total) in Asia Pacific
- ⦿ Gender inequality (64% of illiterates in Asia Pacific are women and girls)
- ⦿ Massive youth unemployment and underemployment (about 38% of youth in Asia Pacific)

ADB Research Project: Education and Skills for Inclusive Growth and Green Jobs

Inclusive Growth:

Growth that reaches and benefits all members of a community and society in concrete ways

Green Jobs:

Patterns of decent work which are environmentally friendly and which minimise destruction of the environment

Overview

Study of four countries:

- ⦿ India
- ⦿ Indonesia
- ⦿ Sri Lanka
- ⦿ Vietnam

Initiated by the ADB and implemented by the Hong Kong Institute of Education, involving international (3) and national (12) consultants

Key Issues that need to be addressed by policy makers and researchers

- ⦿ Skills shortages are already hampering the transition to greener economies
- ⦿ Need for skills and environmental policies to come together
- ⦿ Need to identify generic green skills that are required to promote greener economies
- ⦿ Need for appropriate education and training to promote green skills

Project Scope

For each country the scope has been to:

- Identify **mismatches and gaps** between training and employers' needs and expectations in green jobs
- Identify **opportunities for strengthening green skills training** as a means of reducing unemployment, including youth and women
- Provide **case studies** demonstrating good practices
- Recommend **policy and strategy options** for skills development, with a focus on green jobs

Methodology

For each country **primary data collection** through:

- ⦿ **Literature Review** of research and related literature
- ⦿ **Surveys** (TVET providers and employers)
- ⦿ **In depth interviews** (~50 interviews in each country with representatives from government, NGO, private sector and TVET providers)
- ⦿ Ongoing inputs from **International** (3) and **National Consultants** (3 in each of the four countries)

Methodology

After drafting of the **four country reports**

- ⦿ **In-Country workshops** with a representative group of about 35 participants to review the draft country reports
- ⦿ **Revision** of the draft reports in the light of feedback from the In-Country workshops
- ⦿ Revised drafts sent to **expert reviewers** for comment
- ⦿ **Revision** of the drafts in the light of comments from the expert reviewers
- ⦿ **Finalisation** of the country reports, and drafting of a regional report

Some key overarching matters

- ⦿ Each country is **diverse and complex**
- ⦿ Great importance of **the informal economy**
- ⦿ Importance of governments **developing effective, sustainable partnerships** with industry and the private business sector, NGO's and other members of civil society who have important, key roles to play

Some key overarching matters

- ◉ Balance between **rewards and penalties** in bringing about sustainable change: getting the balance right is difficult but very important
- ◉ Government legislation is not enough: allocating adequate resources to **monitor implementation** is key. For example, penalties for polluting the atmosphere or waterways

Some key overarching matters

- Need more **up-to-date and reliable research** based evidence. For example: Concerning skills development and girls/women; youth, including unemployed and underemployed youth
- TVET providers: need to **reform the curriculum** to be future looking and performance based; holistic approach and so a need to educate the 'hand and the heart' rather than just the 'head': that is, to educate the intellect, ways to take action and the importance of values

BIG CHANCE ISSUES
emerging from the research study

Issues influencing industry demand for green jobs

- ◉ 'Shades of green' exist across primary, secondary and tertiary sectors
- ◉ Emphasise green skills or green jobs?
- ◉ The green narrative: dispersed and disconnected
- ◉ Strong social and/or customer demand a big incentive and motivator for business firms to become green.
- ◉ Social change is crucial: need society wide efforts towards sustainability including role of mass media

Issues influencing industry demand for green jobs

- ⦿ Large corporations can be **change leaders** for firms in their supply chain. SMEs less motivated than large firms
- ⦿ **Increasing costs of production** pushes back importance of sustainable practices
- ⦿ **Strong government regulation**: both a deterrent and motivator towards sustainable practices
- ⦿ **Industry and TVET linkages** weak and give rise to parallel training provision

Role of TVET providers in addressing industry needs

- ⦿ **Slow response** of TVET towards green skills
- ⦿ Relatively **low demand** for green skills in TVET
- ⦿ **Poor relevance of training** when compared to the demands of industry
- ⦿ Need to comprehensively **map generic green skills** concerning TVET

Role of TVET providers in addressing industry needs

- ◉ Absence of **green skills standards** or certification systems. Government legislative reforms necessary
- ◉ Importance of **industry exposure** in learning green skills
- ◉ Lack of knowledge and experience of **trainers** in green skills

Areas for further research

- ◉ Examine various geographical areas in each country
- ◉ Importance of the informal economy
- ◉ The rural sector
- ◉ Study of small and medium enterprises
- ◉ Gender issues
- ◉ Unemployed and underemployed youth
- ◉ Study other countries in the region: for example, China

Thank you for your kind attention