

TVET DRIVING GREEN GROWTH: FINDINGS FROM PRACTICAL PARTNERSHIP PILOTS



Introduction

Long-term, economic growth and sustainable employment is critical to Nepal's development. Without a shift towards a greener economy, Nepal will continue to suffer environmental degradation, resource scarcity, climate change and economic volatility. Nepal's TVET sector must be at the forefront for a transition to green growth leading developing green skills for the future workforce.

Dakchyata supported ten skills development partnership models in the tourism, construction, and agriculture sectors. Launched in March 2020, they aimed to encourage closer engagement between public and private sector actors and develop new ways of working for the TVET sector in Nepal.

Through these pilots, Dakchyata has sought to understand greener, climate-resilient, low-emission practices central to this change and identify principles TVET providers can apply to integrate a green economies approach. Dakchyata's learning shows the value of a comprehensive approach in the greening of TVET systems and has identified four key areas for TVET providers to be able to move towards a sustainable practices: campus, culture, community, and curriculum.

Key findings

1 Adapting TVET providers' operations to reduce the carbon footprint (campus)

Ensuring school campuses promote responsible and sustainable use of resources is the entry point for TVET providers to develop green approaches. Assessing environmental impact and identifying greener practices can often be done before investing in green skills, jobs, and relationships.

This involves physical change and infrastructure; innovative solid waste management through recycling or composting; new water saving facilities by harvesting grey water; and reducing consumption and improving energy efficiency by making electrical equipment more efficient and renewable energy, such as solar.

These changes are smaller adaptations done with minimal investment of limited resources. Yet even small changes should be measured so TVET providers stakeholders appreciate the financial and carbon savings from switching to greener approaches.

2 Improving the culture of TVET providers around the concept of green (culture)

Beyond physical and infrastructure changes, Dakchyata's learning shows TVET providers must develop a culture that prioritises investing time and resources into green. Through the pilots, Dakchyata has seen greening, conservation, and environmental compliance becoming integrated into organisational cultures.

Dakchyata has observed the importance of creating opportunities for staff to engage with greening processes to improve their understanding and capacity. Trainers have the most direct engagement with trainees and set standards for behaviour, so it is important they fully engage with a green mission and understand its importance. Students must be supported to understand how their careers impact the environment and discuss environmental degradation and how it can be reduced. The practical partnership pilots have highlighted the potential role of life skills training being the right space to address climate change and the environment.

TVET providers' policies ensure clear direction and standards to follow, and the pilots are all creating green economies guidelines to support future actions. Guidelines should be integrated into standard operating procedures and HR manuals to ensure green is mainstreamed and informs all actions.

3 TVET providers engaging their stakeholders on their green journey (community)

Dakchyata's pilots have shown the value of working collaboratively and engaging a broad range of stakeholders in greening practices. TVET providers must ensure their wider community, especially private sector employers, are engaged and influencing green decisions and actions.

Many practical partnership pilots have integrated green issues into conversations with stakeholders to raise awareness and support for action. For example, farming groups have helped pilots to use low-emission traditional farming techniques to reduce chemical use during trainings.

Green skills and jobs must be relevant to market demand. TVET providers must look to extend market assessment processes to identify which green skills and jobs are needed now, and which are required in coming years.

4 Green ambitions inform what is taught supporting green skills and jobs (curriculum)

Greening market demand processes, already well established within the pilots, ensures what is taught matches what is needed in the market. Dakchyata has seen pilots maximise greener techniques in training supporting trainees to upgrade their skills in a more sustainable way. Across the agriculture sector, trainees have learnt to use lower-impact organic approaches returning to traditional methods, with pilots reporting high productivity and limited environmental damage.

Whilst some agricultural techniques are contained within curriculums, many - especially within construction and tourism - are more informal. It is important to verify these informal green techniques through market research and formalise them within curriculums.

Next steps

Greening the TVET system will take time, but will make the TVET sector more efficient, saving money and resources, and more relevant to the green economy.

To continue to build capacity for greening the TVET sector, Dakchyata sees the three key areas of work:

1 Supporting TVET providers to conduct ongoing assessments of their environmental impact and identify the resources and time needed to make change and analyse the cost benefits of greener processes.

2 Engaging the private sector in the conversations and actions on going green. Dakchyata has already begun capacity building to support the Employer-led Labour Market Secretariat (ELMS) to integrate green into their understanding and assessments of the labour market.

3 CTEVT spearheading change across the sector by creating capacity and avenues for curriculum and technical trainers to better reflect the need for green skills and jobs.

For more information, visit the Dakchyata website: <https://www.dakchyata-nepal.org/>

Dakchyata: TVET practical partnership is a skills development programme, funded by the European Union and delivered by the British Council in partnership with the government of Nepal, to realise the potential of young people who - equipped with the right skills - can contribute to national economic success in the agricultural, tourism and construction industries.

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