

# Skilled for the Green Economy

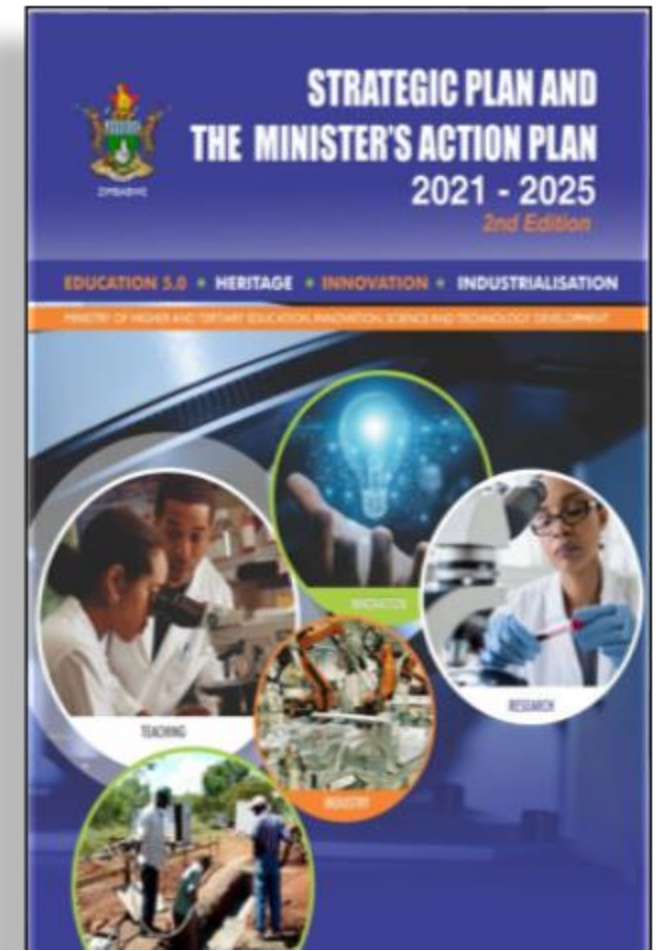
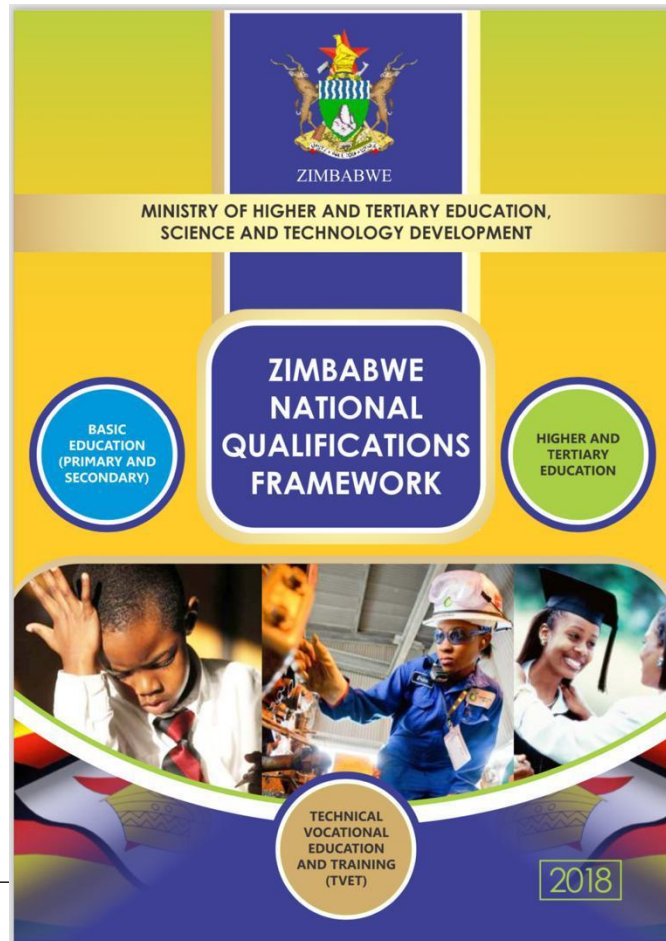
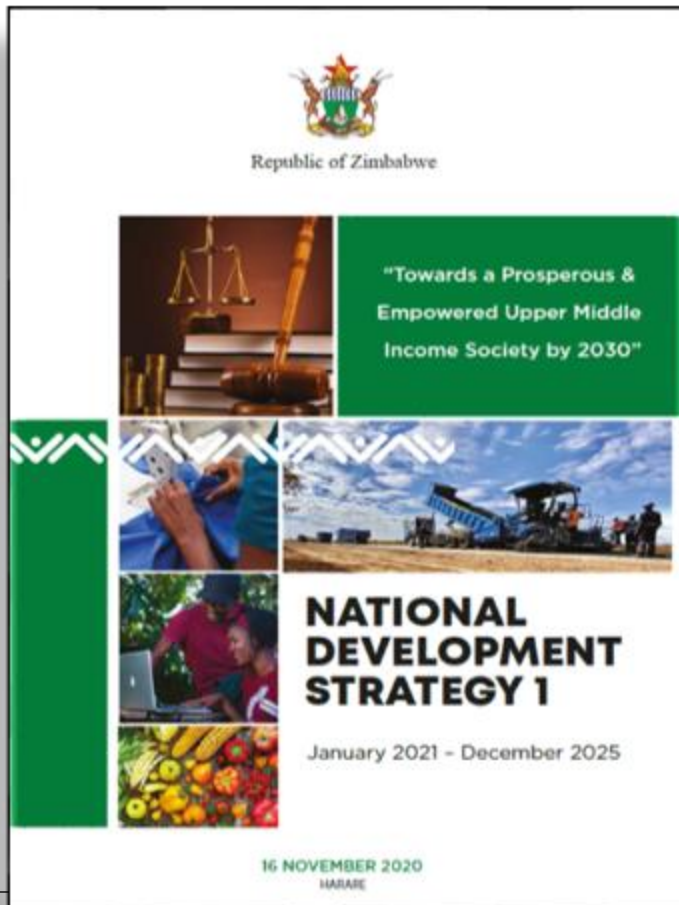
Presented by Wisdom Simon Mtisi  
Zimbabwe

5 September 2024 Luanda Hotel Alvalade

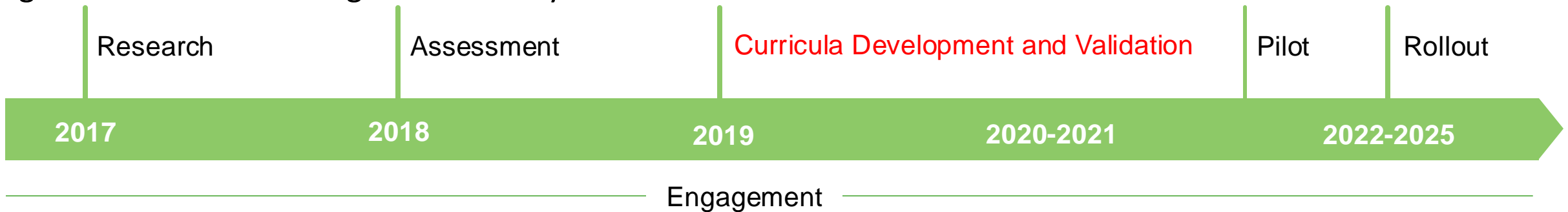


# Imperative Government Policies informing Green Skills Development through Heritage Based CBET Curriculum

❖ In 2019 Zimbabwe prioritized the development of Green Skills and partnered ILO and UNESCO to develop Guidelines for Green Skills Development guided by the **Zimbabwe National Qualifications Framework (ZNQF)** to develop and meet Zimbabwe's Human Skills Capabilities for the attainment of Vision 2030 anchored on innovation principles.



❖ The realization that Business Owners and their Employees needed skills that respond to the demands of a changing labour market and the transition to a green economy. Nations are prevented from going green, as SMEs struggle to find the right skilled people to fill emerging occupations, or lack the resources to invest in the upskilling of existing occupations. Zimbabwe’s TVET Institutions were not offering sufficient courses that generated skills for the green economy.



- **Ministry of Higher and Tertiary Education, Innovation Science and Technology Development (Chair)**
- **Inter-Ministerial Task Force (Eight Ministries involved)**
- **TVET institutions**
- **Industry & SMEs, Social partners**
- **Sectoral experts**
- **National Manpower Advisory Council(NAMACO) (Employers, Unions, Industry and Commerce Representatives)**
- **Higher Education Examinations Council (HEXCO)(Process Oversight)**
- **International Organizations (ILO, UNESCO.)(Technical and Financial Support)**





# THE ROLE OF GREEN SKILLS DEVELOPMENT IN ATTAINING ZIMBABWE'S NATIONAL STRATEGIC INTENT

## Green Economy:

- Improves social, environmental and economic well being in a sustainable and inclusive way.
- It follows low carbon development strategies that rely on clean, circular and resource sufficient production and safeguards human health and ecological thresholds
- **Expected Results:** Young Women and Men with technical and entrepreneurial skills would gain access to green job opportunities and green economy activities
- **Greening TVET** is a normative process of change that requires approaches that are clear, holistic, systematic and methodical.



TVET and professional training institutions and community-based skills development initiatives

Enhance capacity of training providers to design and implement training programmes for a green economy

Economic sector prioritization (renewable energy, climate smart agriculture, ...)

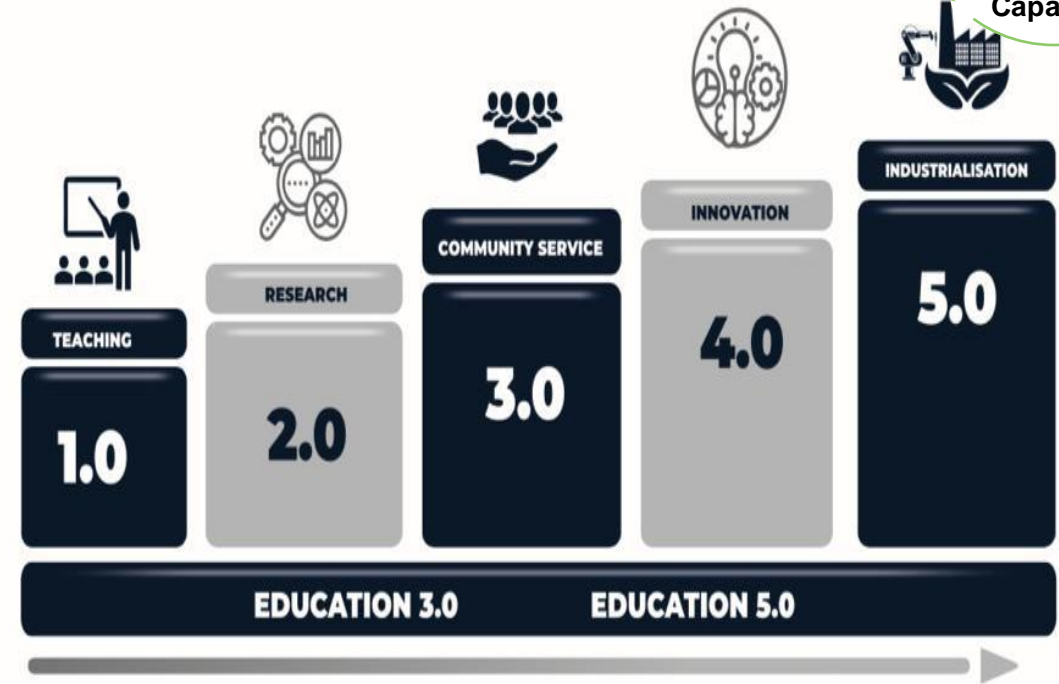
Aligned to the ZNQF  
Focus on Certificate Level  
(short and long courses)  
+  
Out-of-school and work-based training opportunities

❖ **Green Jobs** : These are decent jobs that seek to protect and preserve the environment. These may vary from traditional sectors like manufacturing and construction to emerging green sectors such as renewable energy and energy efficiency.

❖ **AIM:** To strengthen the capacity of TVET and Professional training institutions and community based skills development initiatives to deliver training programmes that provide technical and business skills for green jobs

❖ **HOW:** After Assessing the skills needed to meet labour demands of emerging green economy opportunities, the programme supported training institutions to review, design and offer courses meant to provide skills for green jobs

❖ The purpose of the Green TVET Tool was to provide practical guidance on how to develop greener TVET on the part of people involved in the policymaking, design and delivery of TVET.

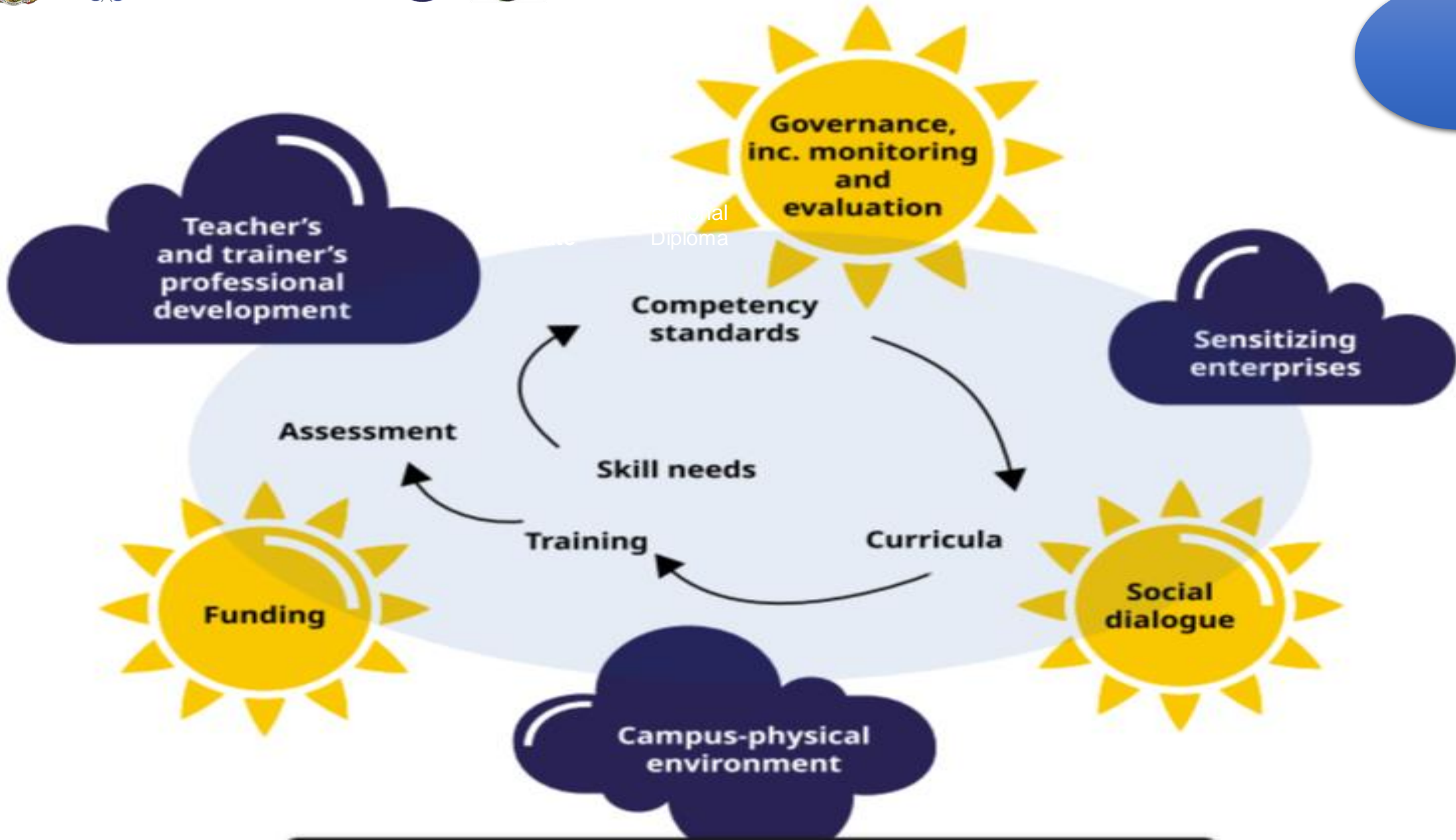


HERITAGE BASED EDUCATION 5.0 CATALYST FOR INDUSTRIALISATION & MORDENISATION

Figure 1: Key elements of greening TVET



# KEY ELEMENTS OF GREENING TVET





**Literature Review & Research on Green Jobs & Skills for a Green Economy**

**1. Supply & Demand of Skills**

**30**

TVET, professional public and private training institutions

**7**

Economic sectors

**Recommendations**

- Curricula review & development for technical & vocational green skills
- Institutional capacity building for TVET sector

**2. TVET Institutional & Capacity Assessment**

**Recommendations**

- Sector Prioritization
- Training of Trainers

**3. Curricula Review**

In-depth assessment of selected curricula and training programmes

**Recommendations**

- Focus on technical skills and entrepreneurship (National Certificate Level 4)

**4. Curriculum development**

National and regional consultations  
DACUM process Development of:

- Qualifications Standards
- DACUM Charts and SPS
- Curriculum documents

**5. Sector prioritisation**

Stakeholders agreement to prioritise:

- Renewable energy
- Climate smart agriculture

**Validation of new Training Packages**

**Registration of Qualifications Standards on the ZNQF**

**Inter-ministerial dialogue to support implementation**

**Training material development**

**Training of Trainers**

**Training of Students**

**Inter-ministerial collaboration to increase impact**





# Process Of Greening Competency Standards



1

Technical and Vocational  
Education and Training  
(TVET)

1,000

Youth employed and  
economically active

2,000

Students with technical  
and business skills



2

Identifying and supporting  
Green and Growth Oriented  
SMES

75

Green growth-oriented SMEs  
expand their businesses

1,000

Green jobs



3

Training SMES to Enhance  
Productivity, **Workplace Cooperation**  
& Environmental Practice

40

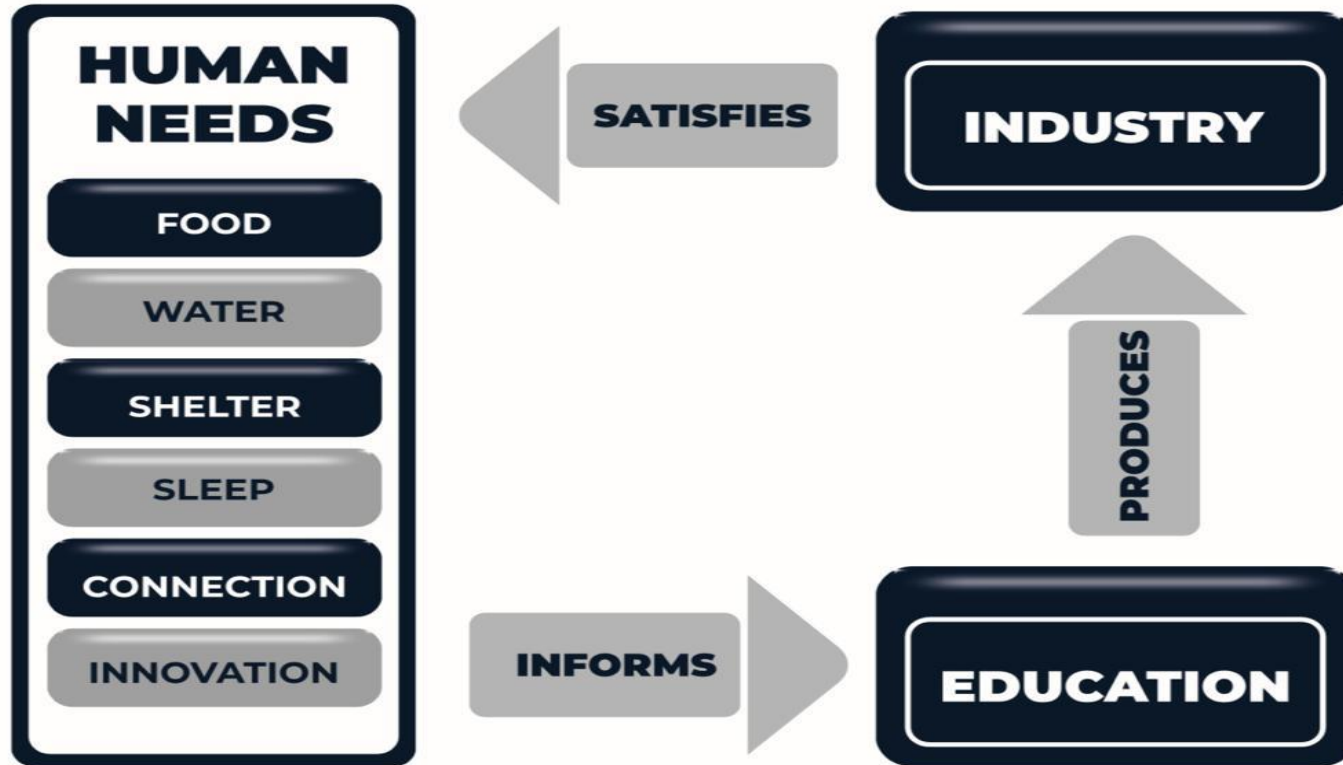
Existing SMEs improved productivity,  
environmental sustainability  
& working conditions

1,000

**Workers** enjoy better and gender-  
sensitive working conditions



# ROLE OF GREEN SKILLS DEVELOPMENT



## Publication details



Date

18 October 2022

Files for download

PDF 2.15 MB

## HUMAN NEEDS, INDUSTRY & EDUCATION LINKAGE

❖ Together we developed the **Greening TVET and Skills Development: A Practical Guidance Tool** that is informing Green Skills Development in Zimbabwe.

Issues related to the wider holistic system features of governance, funding and the role of social partners are dealt with throughout the report. :

- **Section 2** provides an overview of the approach to greening TVET adopted in this Greening TVET Tool document, how the tool can be used and an overall self-diagnosis tool.
- **Section 3** looks at how to ensure that competency standards respond to new demands in the labour market for skills for green jobs.
- **Section 4** deals with how to green curricula, in the light of greener competency standards.
- **Section 5** shifts the focus somewhat to look at how training can be greened and is mainly concerned with how this might occur at TVET provider level.
- **Section 6** completes the examination of the “core” elements of teaching and learning by looking at how to green assessment.

Greening Occupational Standards in relation to Labour Market Trends

Greening Training Standards @ Institutional Level



Issues related to the wider holistic system features of governance, funding and the role of social partners are dealt with throughout the report. :

- **Section 7** presents a concise analysis of the process of greening TVET campuses.
- **Section 8** moves the focus to teachers and trainers and how to meet their professional development needs around greening TVET.
- **Section 9** looks at how to sensitize enterprises to the need to green TVET.
- **Section 10** provides an overview of the particular issues related to the greening of skills in the informal economy, a key issue facing many countries, especially low-income ones.
- **Section 11** completes the guidance tool by looking at how to mainstream greener TVET into TVET systems.

Greening Campuses

Greening the workplace

### **Piloted Five Ground-breaking Competency Based Curriculum Training Programmes in 2021:**

- **Domestic Solar PV System Installation and Maintenance Mechanic**
- **Solar Sales and Marketing Agent**
- **Biogas System Installer**
  
- **Solar Agro-Processor**
- **Climate-Smart Market Gardener**

Renewable Energy

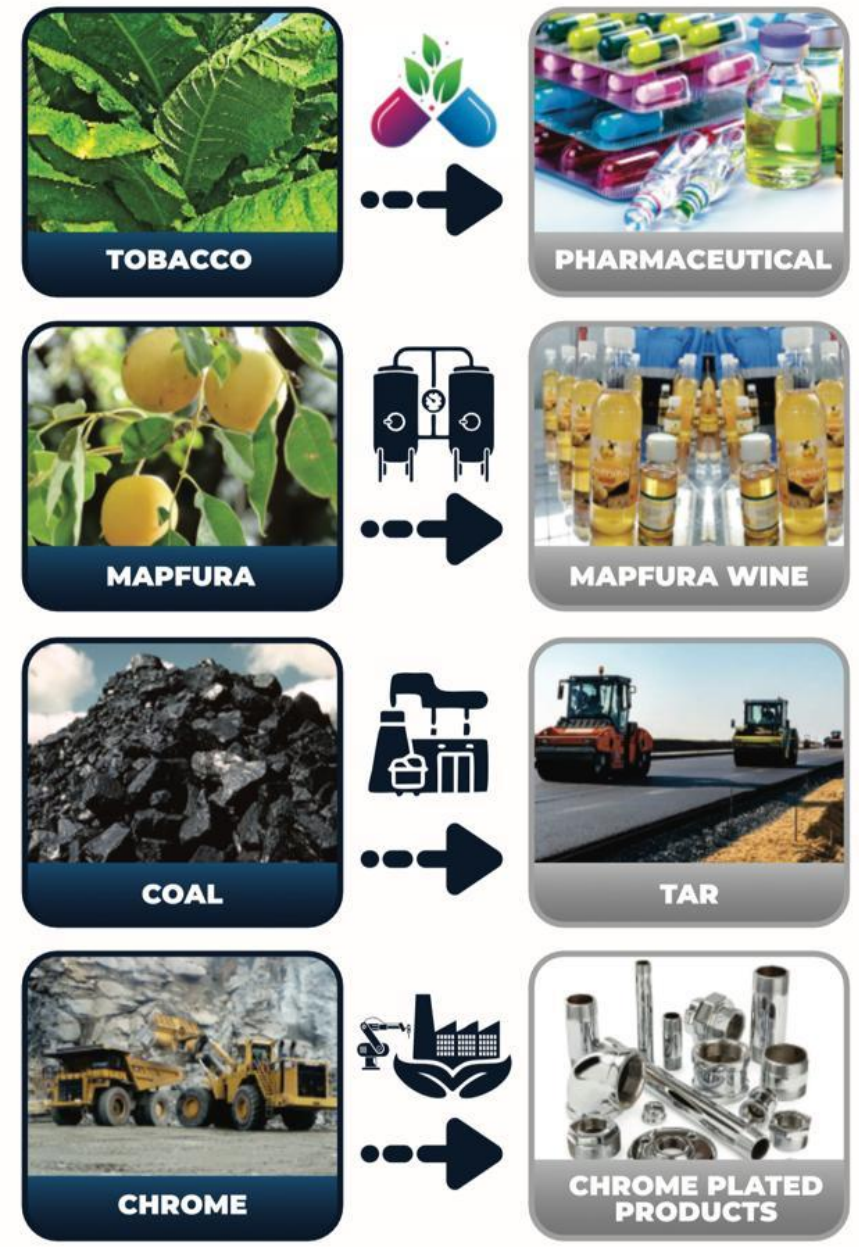
Agriculture

### **Roll Out 2023-2030:**

- **All 21 Economic Sectors in Zimbabwe under the National Manpower Advisory Council (Employers, Unions, Industry and Commerce Representatives)**
- **Green business competitions were run with 500 entrepreneurs capacity developed on green business development**
- **Winners awarded financial and non financial business development services**

❖ Through the **Green Enterprize Project** Zimbabwe managed to create green jobs for young women and men and to support 500 SMEs in the pilot project as they adopted sustainable production processes and tap into the potential of a greener economy

❖ **Introduction of Deep Greening:** Deep greening includes more systematic revision, innovation and digital elements, involving the adaptation of all curricula and qualifications, and their mainstreaming throughout the TVET system. (see page box 2).





Thank You!  
Asante Sana!  
Mazvita!  
Siyabonga!  
Q&A