

Skills for Green and Just Transitions – Potential and Challenges with a Focus on Africa and South Eastern Europe

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Report on the Working Group Session

Case studies: Ethiopia: Befekadu Zeleke (University of Addis Abeba); Burkina Faso: Fatoumata Dicko (ADA Coordination Office Burkina Faso, online), Uganda: Johanna Dreher (Jugend eine Welt – Don Bosco) & Br. John Ngigi Njuguna (Don Bosco Tech Africa, online)

During the working group session participants have been exposed to three case studies from Burkina Faso, Ethiopia and Uganda on suitable approaches to include vulnerable youth in skills development for a Just Green Transition.

In the following discussion participants dived deeper on challenges faced in the context of development cooperation and discussed preliminary steps to be addressed in particular on national policy level as well as suggestions for partners from development cooperation.

The challenges faced by the case studies were the following:

- A weak infrastructure in the VET system throughout: young students are faced with a significant lack of resources such as infrastructure as well as material and human (teaching) resources. The lack of sufficient class room availability results on sharing teaching space among several classes affecting a good quality of learning
- A lack of adequate alignment between the national policies for skills development, environment and development results in isolated measures that fall short of potentials and risks of contradiction
- The missing financial resources for a sufficient and adequate skills development: there aren't enough financial resources available to cater for the required equipment and material
- A low understanding of the requirements of sufficient soft and transferable skills. The focus in the training programs still lays heavily on the transfer of technical skills and less on the ever needed soft and transferable skills, needed for a smooth and successful Just Green Transition
- Lack of understanding of a narrow concept of green skills

Recommendations:

1. Support the Macro level to put in place an adequate policy framework
2. Ensure broad awareness campaigns on green skills
3. Train and build the capacities for teachers to educate on green skills
4. Ensure a broad application of teaching on green skills in the day to day education
5. Provide the framework for scaling up

- Access & reach of final target group (beneficiaries) for actual impact and effective skills development. Many of the young vulnerable beneficiaries are required to help secure the family's income and have to carry out income-generating activities from a very young age, which prevents them from participating in educational programmes

Recommendation:

A flexible and adaptable approach is necessary to successfully reach the ultimate target group (beneficiaries) and setting a training framework that is feasible for the vulnerable groups to effectively learn (strengthening the 'educability' of young learners): e.g. adapting the training schedule to the (realistic) availabilities of the young beneficiaries

Suggestions for the policy level

National government structures are encouraged to set up a platform for meaningful and effective dialogue among all relevant stakeholders in view to strive the Just Green Transition in a consolidated and effectful manner aiming maximum impact for the entire population (Leave no one behind).

Suggestions for development cooperation

1. Development cooperation through their agencies and projects should intensify their efforts on specific training that are geared toward vulnerable & disadvantaged groups
2. Strengthen the focus in the design of projects on qualitative indicators rather than only looking at quantitative indicators. Currently, most projects focus their reporting on the number of individuals graduating or receiving certifications, but often overlook the quality aspect —whether the training has genuinely improved learners' employability and capacities to learn and adapt and be a productive resource in the world of work. A qualitative indicator could measure the relevance and quality of the training by conducting satisfaction surveys among both learners and enterprises.
3. When collaborating with national partner organizations in the design of projects, it is advised to ensure an inclusive approach while strengthening the voice of local partners and ensuring herewith a cooperation that is built on mutual respect and aiming an eye-to-eye level approach rather than imposing measuring designed by development partners. The advice and guidance of local partners in any step of project design & implementation is crucial to ensure ownership and technical sustainability

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